

LIST OF APPENDICES



Appendix 1. 1 Observation Sheet

No.	Aspect PCK (Shulman 1987)	Dimension	Indicators	Items	Response		Comments
					Yes	No	
1	Content Knowledge	1. Language Awareness (Andrews, 2001)	1. Understanding the importance of giving correction for grammar mistakes in the classroom	a. Teacher assists students to give correction on their grammar errors on the written language			
				b. Teacher assists students to give correction on their grammar errors on the spoken language			
			2. Understanding the importance of do correction on pronunciation, spelling or	a. Teacher assists students to give correction on their English pronunciation in the classroom			

			lexicon errors in the classroom	b. Teacher assists the students to use accurate lexicon to the context used on the language			
		2. Language Proficiency (Andrews, 2001)	1. Having fluent English - speaking mastery	a. Teacher showcases fluent English-speaking skill in the classroom			
				b. Teacher motivates students to speak English fluently			
			2. Having adequate English writing skill without errors	a. Teacher showcases good mastery over writing skill in English without errors			
				b. Teacher demonstrated no spelling errors when one writes in English			

2.	Pedagogical Knowledge	Mastery over the Development of Curriculum (Ratminingsih, 2020)	1. Doing an analysis of learning targets in the curriculum to develop a syllabus	a. Teacher looks the curriculum for learning target prior starting to producing the subject syllabus			
				b. Teacher applies learning targets that correspond to the curriculum to design the syllabus			
			2. Guiding the learning themes with learning targets to be obtained	a. Teacher showcases the skill to connect the lesson themes with the learning targets designed			
				b. Teacher comprehends the cause of the linked learning themes to the students' condition			

			3. Aligning the connection between one topic and the next topic in the curriculum	a. Teacher updates the earlier material to the newest in the classroom			
				b. Teacher links the earlier material to the newest material in class			
		Adequate skill of recognizing the traits of young learners (Ratminingsih, 2020)	1. Doing an innovative teaching in the classroom	a. Teacher gives students chance to discover and try something new in the classroom by presenting innovative learning			
				b. Teacher utilize diverse learning activities to aid the students to try something innovative			
			2. Teaching by building knowledge from working with	a. Teacher provides the students new idea to grow			

			real objects or ideas.	and make the students think innovatively in the learning process by ask them to work on specific object to study with			
				b. Teacher conducts question and answer activity to the students to improve their ideas to the knowledge			
			3. Teaching students with contextual and real-world learning experience	a. Teacher encourages the students to collect information and try to pose questions			
				b. Teacher lets the students to do a contextual, real world learning trough specific task or activity.			

			4. Teaching students to learn by listening and repeating.	a. Teacher ensures the students are not distracted in class			
				b. Teacher tries to make the students to stay less distracted in class by listening to the lesson taught in class			
			5. Teaching by doing activities that can motivate students in learning	a. Teacher lends support and assists students in class to understand the English lesson			
				b. Teacher presents the proper activities in class to ensure that students enjoy studying English			
			6. Presenting activity that motivates	a. Teacher does fun activities to			

			students to learn and involve their physique	make students energized in the learning process.			
				b. Teacher does the singing activities in class to make students always feel joy and not get bored			
			7. Teaching by relating with earlier knowledge.	a. Teacher focuses to the students who lack of knowledge and give them the right materials			
				b. Teacher often relates the material with the student's ability to ensure they easily understand the material			
			8. Asking students to study through the their	a. Teacher utilize the classroom environment and teaches			

			surroundings	<p>the students about the objects that related to English word they can find in class</p> <p>b. Teacher utilize the surroundings to evoke the students' creativity and make the students to applies it when studying English in class</p>			
		Mastery over the lesson plan (Ratminingsih, 2020)	1. Creating a lesson plan that matches with the learning targets to be fulfilled.	<p>a. The teacher can links earlier material with the newest and related lesson plans to make the matched learning targets</p> <p>b. Teacher participates the student to engaged and active when doing the new lesson plan in class</p>			

			2. Producing an effective learning-activities	a. Teacher can deliver effective lesson along the learning process and invites the student to involve in learning process			
				b. Teacher can ensure that the students follow the learning activities in the class.			
			3. Teaching with student-centered activities	a. Teacher can produce and interactive presentation			
				b. Teacher showcases a good classroom management to make the students conducive			
			4. Applying media and technology in the learning	a. Teacher can present a creative presentation such as using			

			activity	ppt presentation or canvas presentation			
				b. Teacher can motivate students by applying the media technology in the learning process			
		The usage of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching with visual elements that students can see such as videos and images	a. Teacher applies power point in one's teaching.			
				b. Teacher uses printable pictures in one's teaching.			
			2. Teaching with supporting media that can be explored by students (for example BC kids, Quizizz, etc)	a. Teacher asks students to tries specific online source platform in one's teaching.			
				b. Teacher can do the learning process the latest media			

				technology as the student can practice their English in class			
			3. Presenting the context/situation that related with the learning to the students	a. Teacher does apperception in the start of the lesson			
				b. Teacher presents the problem-based task to motivate students resolve the it using their ideas.			
			4. Conducting a contextual activity	a. Teacher connects the lesson with students' lives			
				b. Teacher uses a real-world object to teach			
			5. Conducting activities that are inspiring and stimulating	a. Teacher applies gamified lesson			

				b. Teacher asks students to sing songs together			
			6. Motivating students' active participation in the classroom	a. Teacher motivates students with task in a form of quizzes			
				b. Teacher does ice breaking activity to refresh the learning atmosphere			
			7. Maximizing a game in the learning process inside the classroom	a. Teacher applies conventional games to teach			
				b. Teacher maximizes online game in one's teaching			
			8. Presenting a fun learning atmosphere (by telling a joke or song)	a. Teacher tells specific jokes in one's teaching			
				b. Teacher applies songs			

				in one's teaching			
			9. Selecting learning media that can enhance the four language skills in English	a. Teacher use a presentation media to enhance students' 4 English language skills			
				b. Teacher can enhance the 4 English language skills along the use of the learning media in the classroom			
			11. Applying activities that can motivates students' self-confidence in studying English	a. Teacher allocates students to do English speaking presentation prior to the class			
				b. Teacher gives a fun ice breaking to awakes students' self-confidence in studying English			

			12. Selecting activities that can enhance student's interpersonal skill	a. Teacher places students into number of groups to work on specific topics			
				b. Teacher can delivers an effective teamwork game to awakes students' social interpersonal skill with each other			



Appendix 1. 2 Document Analysis Sheet

Unit	Topic	Learning Objectives	Vocabulary and Grammar Focus	Language Expression Needed

Appendix 1. 3 Content Expert Judgement Sheet

Component PCK (Shulman (1987))	Dimensions	Scale					Comments
		1	2	3	4	5	
Content Knowledge	Language awareness (Andrews, 2001)						
	Language Proficiency (Andrews, 2001)						
Pedagogy Knowledge	Learning objectives						
	Connecting previous material						

	Innovative activities						
	Constructing knowledge from working with objects or ideas.						
	Teaching students with hands-on experience						
	Teaching students to learn by listening and repeating						
	Teaching by involving activities that can make students motivated in learning						
	Doing fun learning activities by inviting students to move their bodies						
	Teaching by associating with previous knowledge						

	Inviting students to learn through the environment around them						
	Making a lesson plan that corresponds with the learning objectives to be achieved						
	Designing effective learning activities						
	Teaching with student-centred activities						
	Teaching with media and technology in the learning activity						
	Teaching using visual media that students can observe such as videos and pictures						
	Teaching using media that can be explored by						

	students (for example BC kids, Quizizz, etc)					
	Giving the context/situation to the students					
	Doing a contextual activity					
	Doing activities that are motivating and interesting					
	Stimulating students' active participation					
	Giving or applying a game in the learning process					
	Creating a fun learning environment (by using a joke or song)					
	Using learning media that can					

	improve the four language skills						
	Using activities that can encourage students' self-confidence in learning English						
	Using activities that can develop student's social skill						

Appendix 1. 4 Media Expert Judgement Sheet

Component PCK (Shulman (1987))	Dimensions	Scale					Comments
		1	2	3	4	5	
Content Knowledge	Language awareness (Andrews, 2001)						
	Language Proficiency (Andrews, 2001)						
Pedagogy Knowledge	Learning objectives						
	Connecting previous material						

Innovative activities						
Constructing knowledge from working with objects or ideas.						
Teaching students with hands-on experience						
Teaching students to learn by listening and repeating						
Teaching by involving activities that can make students motivated in learning						
Doing fun learning activities by inviting students to move their bodies						
Teaching by associating with previous knowledge						
Inviting students to learn through the environment around them						
Making a lesson plan that corresponds with						

the learning objectives to be achieved						
Designing effective learning activities						
Teaching with student-centred activities						
Teaching with media and technology in the learning activity						
Teaching using visual media that students can observe such as videos and pictures						
Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)						
Giving the context/situation to the students						
Doing a contextual activity						
Doing activities that are motivating and interesting						

Stimulating students' active participation						
Giving or applying a game in the learning process						
Creating a fun learning environment (by using a joke or song)						
Using learning media that can improve the four language skills						
Using activities that can encourage students' self-confidence in learning English						
Using activities that can develop student's social skill						

Appendix 1. 5 Media Expert Judgement Sheet

No	Name of Instrument	Criteria	Score					Total
			1	2	3	4	5	
1.	Media Expert evaluation sheet	a. Interactive Design						
		b. Communicative media						
		c. Design creativity						
		d. The effectiveness of media use						
		e. Can be maintained and managed easily						
		f. Easy to use and operate						
		g. Can be used on various existing hardware and software						
		h. Appropriate selection of application or software or tool types for development						

Appendix 1. 6 User Judgement Sheet

No.	Statements	Score					Note(s)
		1	2	3	4	5	
1.	The module is suitable for the students' requirements						
	The module content is stimulating for the students' level						
	The module is authentic and does not violate any copyright						
	The module content in match with the school learning time						
2.	The module allows students with different abilities and skills to be facilitated						
	The module presents comprehensive explanations, examples, and illustrations related to the content/lessons.						

	The module gives suitable learning experiences for the students on their present and future needs						
3.	The module is designed with an easy language for students to understand the lessons/content						
	The book shows stimulating visual designs						
	The module provides encouraging learning activities and strategies						
	The material uses appropriate language for the students with different levels						
	The module has non-discriminatory elements						



4.	The module gives various learning methods						
	The lesson/content offers exercises in different learning circumstances						
	The module gives clear instructions						
	The module provides learning objectives						
5.	The material encourages engagement through everyday activities						
	The module presents challenging exercises yet comprehensive to stimulate students' curiosity						
	The module helps the non- English teacher to implement the current English curriculum in the classroom.						
	The module mixes theory with correlative practices						
	The module provides assessment activities						
Pedagogical Content Knowledge							
1. Language Awareness and	The module helps the teacher to correct the students on their grammar mistakes on the written text						
	The module helps the teacher to correct students' grammar						

Language Proficiency (Andrews, 2001)	mistakes on the oral context						
	The module assists the teacher to demonstrates fluent English- speaking skill in the learning process						



	The module helps the teacher to encourages students to speak English fluently						
	The module helps the teacher writes in English on the board or on a document with appropriate English grammar						
	The module helps the teacher writes in English the board or on a document with proper spelling						
2.Knowledge About the Characteristic of Young Learners (Ratminingsih, 2020)	The module helps the teacher to give chances for students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom						
	The module helps the teacher to use different learning activities to support the students to try something new						
	The module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with						

<p>The module helps the teacher to often give question and answer section to the students to improve their ideas and knowledge.</p>						
<p>The module helps the teacher to makes the students to collect information and try to ask questions</p>						
<p>The module helps the teacher to gives opportunity for the students to do a hands-on experience learning trough certain activities.</p>						
<p>The module helps the teacher to make sure the students pay attention in class</p>						
<p>The module helps the teacher to make the students stay focused in class by listening to the material given in class</p>						
<p>The module helps the teacher to always support and help students in class to understand the English material</p>						
<p>The module helps the teacher to gives the good activities in class to make students enjoy learning English</p>						

	Teacher often conduct fun activities to make students always energized during the learning process					
	Teacher uses the singing activities in class to make students always feel happy and not easily get bored					
	The module helps the teacher pays attention to the students lack of knowledge and give them the exact materials					
	The module helps the teacher to connect the material with the student's ability to make them easily understand the material					
	The module helps the teacher to use the class environment and teaches the students about vocabulary that they can find in class					
	The module helps the teacher to use the environment to conduct the students' creativity and make the students use it when learning English in class					
3. The use of learning	The module helps the teacher to use power point					

strategies for young learners (Ratminingsih, 2020)	to teach						
	The module helps the teacher to use printable images to teach						
	The module helps the teacher to ask students to use certain online learning platform to teach						
	The module helps the teacher to able to conduct the learning process using the newest media technology so the student can practice English in class						
	The module helps the teacher to gives apperception in the beginning of the lesson						
	The module helps the teacher to gives the problem assignment to make students solve the problem using their creativity.						
	The module helps the teacher to relate the topic being taught with students' daily lives						
	The module helps the teacher to use real tools to						

teach						
The module helps the teacher to apply learning games						
The module helps the teacher to invite students to sing songs						
The module helps the teacher to encourage students with quiz						
The module helps the teacher to use ice breaking to refresh the learning atmosphere						
The module helps the teacher to use traditional games to teach						
The module helps the teacher to use online game to teach						
The module helps the teacher to use certain jokes to teach						
The module helps the teacher to use songs to teach						
The module helps the teacher to use the presentation media to improve students' 4 language skills						

<p>The module helps the teacher to to improve the 4 language skills during the use of the learning media in the class</p>						
<p>The module helps the teacher to assign students to do simple oral presentation before the class</p>						
<p>The module helps the teacher to to deliver the fun ice breaking / games to gain students' self-confidence in learning English</p>						
<p>The module helps the teacher to arranges students into several groups to work certain topics</p>						
<p>The module helps the teacher to to deliver an effective game collaboration to gain students' social skills with each other</p>						

Appendix 1. 7 Instrument Validation of Observation Sheet from 1st Expert

No.	Aspect PCK (Shulman 1987)	Dimension	Indicators	Items	Response		Relevant	Irrelevant	Comment
					Yes	No			
1	Content Knowledge	1.Language Awareness (Andrews, 2001)	1.Understanding the importance of giving correction for grammar mistakes in the classroom	a. Teacher assists students to give correction on their grammar errors on the written language			✓		
				b. Teacher assists students to give correction on their grammar errors on the spoken language			✓		
			2. Understanding the importance of do correction on pronunciation, spelling or lexicon errors in the classroom	a. Teacher assists students to give correction on their English pronunciation in the classroom			✓		
				b. Teacher assists the students to use accurate lexicon to the context used on the language				✓	

		2. Language Proficiency (Andrews, 2001)	1. Having fluent English - speaking mastery	a. Teacher showcases fluent English-speaking skill in the classroom			✓		
				b. Teacher motivates students to speak English fluently			✓		
			2. Having adequate English writing skill without errors	a. Teacher showcases good mastery over writing skill in English without errors			✓		
				b. Teacher demonstrated no spelling errors when one writes in English			✓		
2.	Pedagogical Knowledge	Mastery over the Development of Curriculum (Ratminingsih, 2020)	1. Doing an analysis of learning targets in the curriculum to develop a syllabus	a. Teacher looks the curriculum for learning target prior starting to producing the subject syllabus			✓		
				b. Teacher applies learning targets that correspond to the curriculum to design the			✓		

				syllabus					
			2.Guiding the learning themes with learning targets to be obtained	a. Teacher showcases the skill to connect the lesson themes with the learning targets designed			✓		
				b. Teacher comprehends the cause of the linked learning themes to the students' condition			✓		
			3.Aligning the connection between one topic and the next topic in the curriculum	a. Teacher updates the earlier material to the newest in the classroom			✓		
				b. Teacher links the earlier material to the newest material in class			✓		
		Adequate skill of recognizing the traits of young learners (Ratminingsih, 2020)	1. Doing an innovative teaching in the classroom	a. Teacher gives students chance to discover and try something new in the classroom by presenting innovative learning			✓		

				b. Teacher utilize diverse learning activities to aid the students to try something innovative			✓		
			2. Teaching by building knowledge from working with real objects or ideas.	a. Teacher provides the students new idea to grow and make the students think innovatively in the learning process by ask them to work on specific object to study with			✓		
				b. Teacher conducts question and answer activity to the students to improve their ideas to the knowledge			✓		
			3. Teaching students with contextual and real-world learning experience	a. Teacher encourages the students to collect information and try to pose questions			✓		
				b. Teacher lets the students to do a contextual,			✓		

				real world learning trough specific task or activity.					
			4. Teaching students to learn by listening and repeating.	a. Teacher ensures the students are not distracted in class			✓		
				b. Teacher tries to make the students to stay less distracted in class by listening to the lesson taught in class			✓		
			5. Teaching by doing activities that can motivate students in learning	a. Teacher lends support and assists students in class to understand the English lesson			✓		
				b. Teacher presents the proper activities in class to ensure that students enjoy studying English			✓		
			6. Presenting activity that motivates students to learn and involve their physique	a. Teacher does fun activities to make students energized in the learning			✓		

				process.					
				b. Teacher does the singing activities in class to make students always feel joy and not get bored			✓		
			7. Teaching by relating with earlier knowledge.	a. Teacher focuses to the students who lack of knowledge and give them the right materials			✓		
				b. Teacher often relates the material with the student's ability to ensure they easily understand the material			✓		
			8. Asking students to study through the their surroundings	a. Teacher utilize the classroom environment and teaches the students about the objects that related to English word they can find in class			✓		
				b. Teacher utilize the surroundings to evoke the students' creativity and					

				make the students to applies it when studying English in class					
		Mastery over the lesson plan (Ratminingsih, 2020)	1.Creating a lesson plan that matches with the learning targets to be fulfilled.	a. The teacher can links earlier material with the newest and related lesson plans to make the matched learning targets			✓		
				b. Teacher participates the student to engaged and active when doing the new lesson plan in class			✓		
			2.Producing an effective learning-activities	a. Teacher can deliver effective lesson along the learning process and invites the student to involve in learning process			✓		
				b. Teacher can ensure that the students follow the learning activities in the class.			✓		
			3. Teaching with student-	a. Teacher can produce			✓		

			centered activities	and interactive presentation					
				b. Teacher showcases a good classroom management to make the students conducive			✓		
			4. Applying media and technology in the learning activity	a. Teacher can present a creative presentation such as using ppt presentation or canvas presentation			✓		
				b. Teacher can motivate students by applying the media technology in the learning process			✓		
		The usage of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching with visual elements that students can see such as videos and images	a. Teacher applies power point in one's teaching.			✓		
				b. Teacher uses printable pictures in one's teaching.			✓		
			2. Teaching with supporting media that can be explored by students (for example BC	a. Teacher asks students to tries specific online source platform in			✓		

			kids, Quizizz, etc)	one's teaching.					
				b. Teacher can do the learning process the latest media technology as the student can practice their English in class			✓		
			3. Presenting the context/situation that related with the learning to the students	a. Teacher does apperception in the start of the lesson			✓		
				b. Teacher presents the problem-based task to motivate students resolve the it using their ideas.			✓		
			4. Conducting a contextual activity	a. Teacher connects the lesson with students' lives			✓		
				b. Teacher uses a real-world object to teach			✓		
			5. Conducting activities that are inspiring and stimulating	a. Teacher applies gamified lesson			✓		

				b. Teacher asks students to sing songs together				✓		
			6. Motivating students' active participation in the classroom	a. Teacher motivates students with task in a form of quizzes				✓		
				b. Teacher does ice breaking activity to refresh the learning atmosphere				✓		
			7. Maximizing a game in the learning process inside the classroom	a. Teacher applies conventional games to teach				✓		
				b. Teacher maximizes online game in one's teaching				✓		
			8. Presenting a fun learning atmosphere (by telling a joke or song)	a. Teacher tells specific jokes in one's teaching				✓		
				b. Teacher applies songs in one's teaching				✓		

			9. Selecting learning media that can enhance the four language skills in English	a. Teacher use a presentation media to enhance students' 4 English language skills			✓		
				b. Teacher can enhance the 4 English language skills along the use of the learning media in the classroom			✓		
			11. Applying activities that can motivates students' self-confidence in studying English	a. Teacher allocates students to do English speaking presentation prior to the class			✓		
				b. Teacher gives a fun ice breaking to awakes students' self-confidence in studying English			✓		
			12. Selecting activities that can enhance student's interpersonal skill	a. Teacher places students into number of groups to work on specific topics			✓		
				b. Teacher can delivers an effective teamwork			✓		

				game to awakes students' social interpersonal skill with each other					
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Singaraja, 20 February 2024

Expert 1,



Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd



Appendix 1. 8 Instrument Validation of Observation Sheet from 2nd Expert

No.	Aspect PCK (Shulman 1987)	Dimension	Indicators	Items	Response		Relevant	Irrelevant	Comment
					Yes	No			
1	Content Knowledge	1. Language Awareness (Andrews, 2001)	1. Understanding the importance of giving correction for grammar mistakes in the classroom	a. Teacher assists students to give correction on their grammar errors on the written language			✓		
				b. Teacher assists students to give correction on their grammar errors on the spoken language			✓		
			2. Understanding the importance of do correction on pronunciation, spelling or lexicon errors in the classroom	a. Teacher assists students to give correction on their English pronunciation in the classroom			✓		
				b. Teacher assists the students to use accurate lexicon to the context used on the language				✓	

		2. Language Proficiency (Andrews, 2001)	1. Having fluent English - speaking mastery	a. Teacher showcases fluent English-speaking skill in the classroom			✓		
				b. Teacher motivates students to speak English fluently			✓		
			2. Having adequate English writing skill without errors	a. Teacher showcases good mastery over writing skill in English without errors			✓		
				b. Teacher demonstrated no spelling errors when one writes in English			✓		
2.	Pedagogical Knowledge	Mastery over the Development of Curriculum (Ratminingsih, 2020)	1. Doing an analysis of learning targets in the curriculum to develop a syllabus	a. Teacher looks the curriculum for learning target prior starting to producing the subject syllabus			✓		
				b. Teacher applies learning targets that correspond to the curriculum to design the			✓		

				syllabus					
			2.Guiding the learning themes with learning targets to be obtained	a. Teacher showcases the skill to connect the lesson themes with the learning targets designed			✓		
				b. Teacher comprehends the cause of the linked learning themes to the students' condition			✓		
			3.Aligning the connection between one topic and the next topic in the curriculum	a. Teacher updates the earlier material to the newest in the classroom			✓		
				b. Teacher links the earlier material to the newest material in class			✓		
		Adequate skill of recognizing the traits of young learners (Ratminingsih, 2020)	1. Doing an innovative teaching in the classroom	a. Teacher gives students chance to discover and try something new in the classroom by presenting innovative learning			✓		

				b. Teacher utilize diverse learning activities to aid the students to try something innovative			✓		
			2. Teaching by building knowledge from working with real objects or ideas.	a. Teacher provides the students new idea to grow and make the students think innovatively in the learning process by ask them to work on specific object to study with			✓		
				b. Teacher conducts question and answer activity to the students to improve their ideas to the knowledge			✓		
			3. Teaching students with contextual and real-world learning experience	a. Teacher encourages the students to collect information and try to pose questions			✓		
				b. Teacher lets the students to do a contextual,			✓		

				real world learning through specific task or activity.					
			4. Teaching students to learn by listening and repeating.	a. Teacher ensures the students are not distracted in class			✓		
				b. Teacher tries to make the students to stay less distracted in class by listening to the lesson taught in class			✓		
			5. Teaching by doing activities that can motivate students in learning	a. Teacher lends support and assists students in class to understand the English lesson			✓		
				b. Teacher presents the proper activities in class to ensure that students enjoy studying English			✓		
			6. Presenting activity that motivates students to learn and involve their physique	a. Teacher does fun activities to make students energized in the learning			✓		

				process.					
				b. Teacher does the singing activities in class to make students always feel joy and not get bored			✓		
			7. Teaching by relating with earlier knowledge.	a. Teacher focuses to the students who lack of knowledge and give them the right materials			✓		
				b. Teacher often relates the material with the student's ability to ensure they easily understand the material			✓		
			8. Asking students to study through the their surroundings	a. Teacher utilize the classroom environment and teaches the students about the objects that related to English word they can find in class			✓		
				b. Teacher utilize the surroundings to evoke the students' creativity and					

				make the students to applies it when studying English in class					
		Mastery over the lesson plan (Ratminingsih, 2020)	1.Creating a lesson plan that matches with the learning targets to be fulfilled.	a. The teacher can links earlier material with the newest and related lesson plans to make the matched learning targets			✓		
				b. Teacher participates the student to engaged and active when doing the new lesson plan in class			✓		
			2.Producing an effective learning-activities	a. Teacher can deliver effective lesson along the learning process and invites the student to involve in learning process			✓		
				b. Teacher can ensure that the students follow the learning activities in the class.			✓		
			3. Teaching with student-	a. Teacher can produce			✓		

			centered activities	and interactive presentation					
				b. Teacher showcases a good classroom management to make the students conducive			✓		
			4. Applying media and technology in the learning activity	a. Teacher can present a creative presentation such as using ppt presentation or canvas presentation			✓		
				b. Teacher can motivate students by applying the media technology in the learning process			✓		
		The usage of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching with visual elements that students can see such as videos and images	a. Teacher applies power point in one's teaching.			✓		
				b. Teacher uses printable pictures in one's teaching.			✓		
			2. Teaching with supporting media that can be explored by students (for example BC	a. Teacher asks students to tries specific online source platform in				✓	

			kids, Quizizz, etc)	one's teaching.					
				b. Teacher can do the learning process the latest media technology as the student can practice their English in class			✓		
			3. Presenting the context/situation that related with the learning to the students	a. Teacher does apperception in the start of the lesson			✓		
				b. Teacher presents the problem-based task to motivate students resolve the it using their ideas.			✓		
			4. Conducting a contextual activity	a. Teacher connects the lesson with students' lives			✓		
				b. Teacher uses a real-world object to teach			✓		
			5. Conducting activities that are inspiring and stimulating	a. Teacher applies gamified lesson			✓		

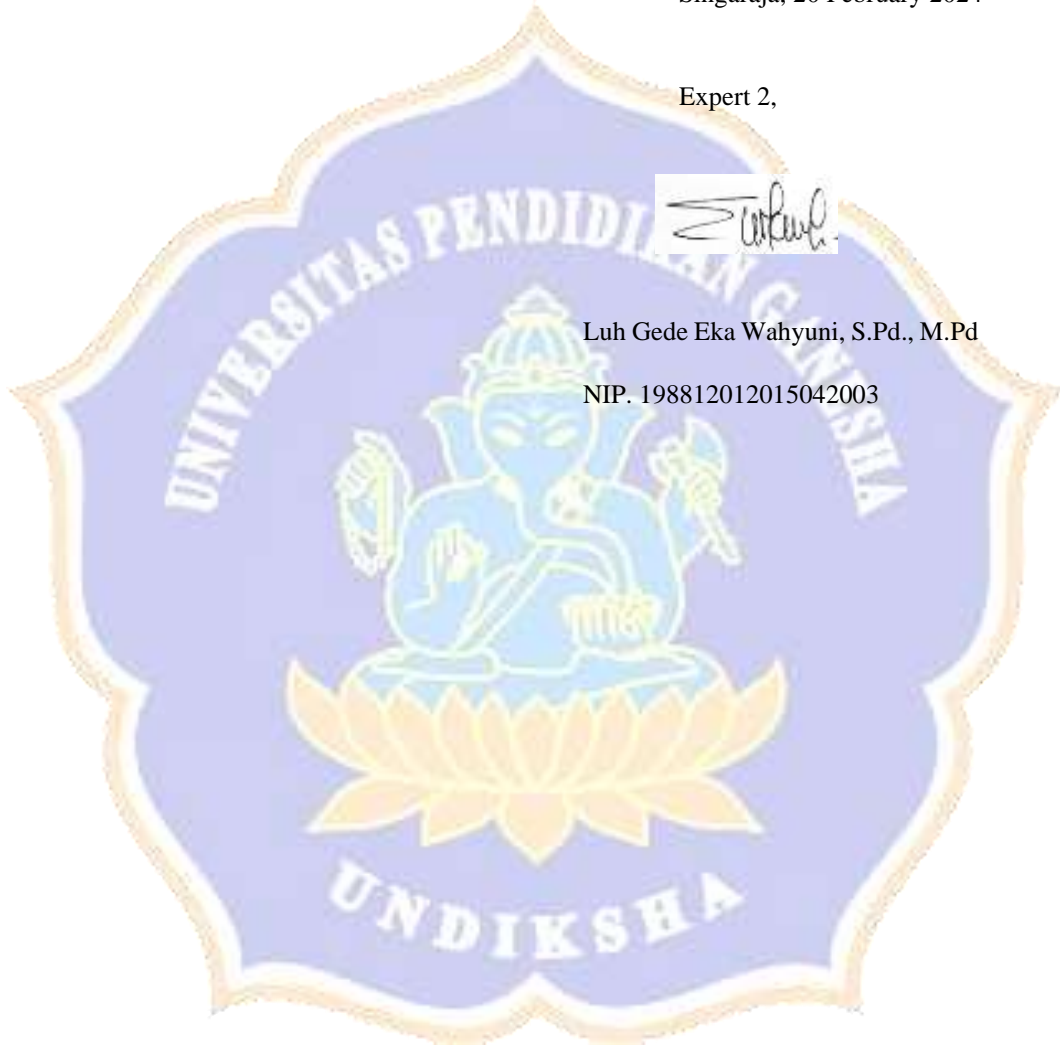
				b. Teacher asks students to sing songs together				✓		
			6. Motivating students' active participation in the classroom	a. Teacher motivates students with task in a form of quizzes				✓		
				b. Teacher does ice breaking activity to refresh the learning atmosphere				✓		
			7. Maximizing a game in the learning process inside the classroom	a. Teacher applies conventional games to teach				✓		
				b. Teacher maximizes online game in one's teaching				✓		
			8. Presenting a fun learning atmosphere (by telling a joke or song)	a. Teacher tells specific jokes in one's teaching				✓		
				b. Teacher applies songs in one's teaching				✓		

			9. Selecting learning media that can enhance the four language skills in English	a. Teacher use a presentation media to enhance students' 4 English language skills			✓		
				b. Teacher can enhance the 4 English language skills along the use of the learning media in the classroom			✓		
			11. Applying activities that can motivates students' self-confidence in studying English	a. Teacher allocates students to do English speaking presentation prior to the class			✓		
				b. Teacher gives a fun ice breaking to awakes students' self-confidence in studying English			✓		
			12. Selecting activities that can enhance student's interpersonal skill	a. Teacher places students into number of groups to work on specific topics			✓		
				b. Teacher can delivers an effective teamwork			✓		

				game to awakes students' social interpersonal skill with each other					
--	--	--	--	---	--	--	--	--	--

Singaraja, 20 February 2024

Expert 2,



Luh Gede Eka Wahyuni, S.Pd., M.Pd

NIP. 198812012015042003

Appendix 1. 9 Instrument Validation of Expert Judgement Sheet from 1st Expert

Instrument: Content Expert Judgement

Component PCK (Shulman (1987))	Dimensions	Scale					Response		Comments
		1	2	3	4	5	Relevant	Irrelevant	
Content Knowledge	Language awareness (Andrews, 2001)						√		
	Language Proficiency (Andrews, 2001)						√		
Pedagogy knowledge	Learning objectives						√		
	Connecting previous material						√		
	Innovative activities						√		
	constructing knowledge from working with objects or ideas.						√		
	Teaching students with hands-on experience						√		
	Teaching students to learn by listening and repeating.						√		
	Teaching by involving activities that can make students motivated in learning						√		
	Doing fun learning activities by inviting students to move their bodies						√		
	Teaching by associating with previous knowledge						√		
	Inviting students to learn through the environment around them						√		
	Making a lesson plan that corresponds with the learning objectives to be achieved						√		
	Designing effective learning activities						√		
	Teaching with student-centered activities						√		
	Teaching with media and technology in the learning activity						√		
	Teaching using visual media that students can observe such as videos and pictures						√		
Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)						√			

Giving the context/situation to the students							√		
Doing a contextual activity							√		

Instrument: Media Expert Judgment Sheet

No	Name of Instrument	Criteria	Score					Total	Response		Comments
			1	2	3	4	5		Relevant	Irrelevant	
1.	Media Expert Evaluation Sheet	a) Interactive Design							√		
		b) Communicative media							√		
		c) Design creativity							√		
		d) The effectiveness of media use							√		
		e) Can be maintained and managed easily							√		
		f) Easy to use and operate							√		
		g) Can be used on various existing hardware and software							√		
		h) Appropriate selection of application or software or							√		

		tool types for development										
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Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good.

Singaraja, 20 February 2024

Expert 1,



Prof. Dr. I G A Lokita Purnamika
Utami, S.Pd., M.Pd NIP.
198304022006042001



Appendix 1. 10 Instrument Validation for Expert Judgement Sheet from 2nd Expert

Instrument: Content Expert Judgement

Component PCK (Shulman (1987))	Dimensions	Scale					Response		Comments
		1	2	3	4	5	Relevant	Irrelevant	
Content Knowledge	Language awareness (Andrews, 2001)						√		
	Language Proficiency (Andrews, 2001)						√		
Pedagogy knowledge	Learning objectives						√		
	Connecting previous material						√		
	Innovative activities						√		
	constructing knowledge from working with objects or ideas.						√		
	Teaching students with hands-on experience						√		
	Teaching students to learn by listening and repeating.						√		
	Teaching by involving activities that can make students motivated in learning						√		
	Doing fun learning activities by inviting students to move their bodies						√		
	Teaching by associating with previous knowledge						√		
	Inviting students to learn through the environment around them						√		
	Making a lesson plan that corresponds with the learning objectives to be achieved						√		
	Designing effective learning activities						√		
	Teaching with student-centered activities						√		
	Teaching with media and technology in the learning activity						√		
	Teaching using visual media that students can observe such as videos and pictures						√		
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)						√		
Giving the context/situation to the students						√			

Doing a contextual activity						√		
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Instrument: Media Expert Judgment Sheet

No	Name of Instrument	Criteria	Score					Total	Response		Comments
			1	2	3	4	5		Relevant	Irrelevant	
1.	Media Expert Evaluation Sheet	a) Interactive Design							√		
		b) Communicative media							√		
		c) Design creativity							√		
		d) The effectiveness of media use							√		
		e) Can be maintained and managed easily							√		
		f) Easy to use and operate							√		
		g) Can be used on various existing hardware and software							√		
		h) Appropriate selection of application or software or							√		

		tool types for development								
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Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good.

Singaraja, 20 February 2024

Expert 2,



Luh Gede Eka Wahyuni, S.Pd., M.Pd

NIP. 198812012015042003



34.	The e-module helps the teacher to make sure the students pay attention in class							√	
35.	The e-module helps the teacher to make the students stay focused in class by listening to the material given in class							√	
36.	The e-module helps the teacher to always support and help students in class to understand the English material							√	
37.	The e-module helps the teacher to gives the good activities in class to make students enjoy learning English							√	
38.	The e-module helps teacher to conduct fun activities to make students always energized during the learning process							√	
39.	Teacher uses the singing activities in class to make students always feel happy and not easily get bored							√	
40.	The e-module helps the teacher pays attention to the students lack of knowledge and give them the exact materials							√	
41.	The e-module helps the teacher to connect the material with the student's ability to make them easily understand the material							√	
42.	The e-module helps the teacher to use the class environment and teaches the students about vocabulary that they can find in class							√	
43.	The e-module helps the teacher to use the environment to conduct the students' creativity and make the students use it when learning English in class							√	
3. The use of learning strategies for young learners (Ratminingsih, 2020)									
44.	The e-module helps the teacher to use power point to teach							√	
45.	The e-module helps the teacher to use printable images to teach							√	
46.	The e-module helps the teacher to ask students to use certain online learning platform to teach							√	
47.	The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can practice English in class							√	
48.	The e-module helps the teacher to give apperception in the beginning of the lesson							√	
49.	The e-module helps the teacher to give the problem assignment to make students solve the problem using their creativity.							√	

50.	The e-module helps the teacher to relate the topic being taught with students' daily lives							√	
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51.	The e-module helps the teacher to use real tools to teach								√	
52.	The e-module helps the teacher to apply learning games								√	
53.	The e-module helps the teacher to invite students to sing songs								√	
54.	The e-module helps the teacher to encourage students with quiz								√	
55.	The e-module helps the teacher to use ice breaking to refresh the learning atmosphere								√	
56.	The e-module helps the teacher to use traditional games to teach								√	
57.	The e-module helps the teacher to use online game to teach								√	
58.	The e-module helps the teacher to use certain jokes to teach								√	
59.	The e-module helps the teacher to use songs to teach								√	
60.	The e-module helps the teacher to use the presentation media to improve students' 4 language skills								√	
61.	The e-module helps the teacher to improve the 4 language skills during the use of the learning media in the class								√	
62.	The e-module helps the teacher to assign students to do simple oral presentation before the class								√	
63.	The e-module helps the teacher to deliver the fun ice breaking / games to gain students' self-confidence in learning English								√	
64.	The e-module helps the teacher to arranges students into several groups to work certain topics								√	
65.	The e-module helps the teacher to deliver an effective game collaboration to gain students' social skills with each other								√	

Singaraja, 20 February 2024

Expert 1,



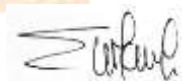
Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

NIP. 198304022006042001

50.	The e-module helps the teacher to relate the topic being taught with students' daily lives									√	
51.	The e-module helps the teacher to use real tools to teach									√	
52.	The e-module helps the teacher to apply learning games									√	
53.	The e-module helps the teacher to invite students to sing songs									√	
54.	The e-module helps the teacher to encourage students with quiz									√	
55.	The e-module helps the teacher to use ice breaking to refresh the learning atmosphere									√	
56.	The e-module helps the teacher to use traditional games to teach									√	
57.	The e-module helps the teacher to use online game to teach									√	
58.	The e-module helps the teacher to use certain jokes to teach									√	
59.	The e-module helps the teacher to use songs to teach									√	
60.	The e-module helps the teacher to use the presentation media to improve students' 4 language skills									√	
61.	The e-module helps the teacher to improve the 4 language skills during the use of the learning media in the class									√	
62.	The e-module helps the teacher to assign students to do simple oral presentation before the class									√	
63.	The e-module helps the teacher to deliver the fun ice breaking / games to gain students' self-confidence in learning English									√	
64.	The e-module helps the teacher to arranges students into several groups to work certain topics									√	
65.	The e-module helps the teacher to deliver an effective game collaboration to gain students' social skills with each other									√	

Singaraja, 20 February 2024

Expert 2,



Luh Gede Eka Wahyuni, S.Pd., M.Pd

NIP. 198812012015042003

Appendix 1. 13 Judgement Result of the E-Module from the 1st Expert

Component PCK (Shulman (1987))	Dimensions	Scale					Comments
		1	2	3	4	5	
Content Knowledge	Language awareness (Andrews, 2001)					√	
	Language Proficiency (Andrews, 2001)					√	
Pedagogy Knowledge	Learning objectives					√	
	Connecting previous material				√		
	Innovative activities					√	
	Constructing knowledge from working with objects or ideas.				√		
	Teaching students with hands-on experience				√		
	Teaching students to learn by listening and repeating					√	
	Teaching by involving activities that can make students motivated in learning					√	
	Doing fun learning activities by inviting students to move their bodies				√		
	Teaching by associating with previous knowledge				√		
	Inviting students to learn through the environment around them				√	√	
	Making a lesson plan that corresponds with the learning objectives to be achieved					√	
	Designing effective learning activities				√		
	Teaching with student-centred activities					√	
	Teaching with media and technology in the learning activity					√	
	Teaching using visual media that students can observe such as videos and pictures				√		
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)					√	
	Giving the context/situation to the students				√		
	Doing a contextual activity				√		
Doing activities that are motivating and interesting					√		
Stimulating students' active participation					√		

	Giving or applying a game in the learning process					√	
	Creating a fun learning environment (by using a joke or song)			√			
	Using learning media that can improve the four language skills			√			
	Using activities that can encourage students' self-confidence in learning English			√			
	Using activities that can develop student's social skill					√	

Media Expert Judgement Sheet

No	Name of Instrument	Criteria	Scale					Total
			1	2	3	4	5	
1.	Media Expert Evaluation Sheet	a) Interactive Design					√	
		b) Communicative media				√		
		c) Design creativity					√	
		d) The effectiveness of media use				√		
		e) Can be maintained and managed easily					√	
		f) Easy to use and operate					√	
		g) Can be used on various existing hardware and software					√	
		h) Appropriate selection of application or software or tool types for development					√	

Singaraja, 2 juni 2024

Expert 1,



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 Utami, S.Pd., M.PdNIP.
 198304022006042001

Appendix 1. 14 Judgement Result of the E-Module from 2nd Expert

Component PCK (Shulman (1987))	Dimensions	Scale					Comments
		1	2	3	4	5	
Content Knowledge	Language awareness (Andrews, 2001)					V	
	Language Proficiency (Andrews, 2001)					V	
Pedagogy Knowledge	Learning objectives					V	
	Connecting previous material				V		
	Innovative activities					V	
	Constructing knowledge from working with objects or ideas.				V		
	Teaching students with hands-on experience				V		
	Teaching students to learn by listening and repeating				V		
	Teaching by involving activities that can make students motivated in learning				V		
	Doing fun learning activities by inviting students to move their bodies				V		
	Teaching by associating with previous knowledge				V		
	Inviting students to learn through the environment around them				V		
	Making a lesson plan that corresponds with the learning objectives to be achieved				V		
	Designing effective learning activities				V		
	Teaching with student-centred activities				V		
	Teaching with media and technology in the learning activity				V		
	Teaching using visual media that students can observe such as videos and pictures				V		
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)				V		
	Giving the context/situation to the students				V		
	Doing a contextual activity				V		
	Doing activities that are motivating and interesting				V		
	Stimulating students' active participation				V		

	Giving or applying a game in the learning process				V	
	Creating a fun learning environment (by using a joke or song)				V	
	Using learning media that can improve the four language skills				V	
	Using activities that can encourage students' self-confidence in learning English				V	
	Using activities that can develop student's social skill				V	

Media Expert Judgement

No	Name of Instrument	Criteria	Scale					Total
			1	2	3	4	5	
1.	Media Expert Evaluation Sheet	a) Interactive Design					V	
		b) Communicative media				V		
		c) Design creativity					V	
		d) The effectiveness of media use				V		
		e) Can be maintained and managed easily					V	
		f) Easy to use and operate					V	
		g) Can be used on various existing hardware and software					V	
		h) Appropriate selection of application or software or tool types for development					V	

Singaraja, 3 Juni 2024

Expert 2,



Luh Gede Eka Wahyuni, S.Pd., M.Pd

NIP. 198812012015042003

Appendix 1. 15 Judgement Result of the E-Module from User

No.	Statements	Score					Note (s)
		1	2	3	4	5	
Principles for Developing Materials, Bota (2005)							
1.	The e-module is suitable for the students' requirements					V	
2.	The e-module content is stimulating for the students' level				v		
3.	The e-module is authentic and does not violate any copyright					V	
4.	The e-module content in match with the school learning time				v		
5.	The e-module allows students with different abilities and skills to be facilitated					V	
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons					V	
7.	The e-module gives suitable learning experiences for the students on their present and future needs					V	
8.	The e-module is designed with an easy language for teacher to understand the lessons/content					v	
9.	The e-module shows stimulating visual designs				v		
10.	The e-module provides encouraging learning activities and strategies				v		
11.	The material uses appropriate language for the students with different levels					V	
12.	The e-module has non-discriminatory elements					V	
13.	The e-module gives various learning methods					V	
14.	The lesson/content offers exercises in different learning circumstances					V	
15.	The e-module gives clear instructions					V	
16.	The e-module provides learning objectives					V	
17.	The material encourages engagement through everyday activities					v	
18.	The e-module presents challenging exercises yet comprehensive to stimulate students' curiosity					V	
19.	The e-module helps the non- English teacher to implement the current English curriculum in the classroom					V	
20.	The e-module mixes theory with correlative practices					v	
21.	The e-module provides assessment activities					v	
Pedagogical Content Knowledge (Shulman 1987)							
4. Language Awareness and Language Proficiency (Andrews, 2001)							
22.	The e-module helps the teacher to correct the students on their grammar mistakes on the written text					V	
23.	The e-module helps the teacher to correct students' grammar mistakes on the oral context					V	
24.	The e-module assists the teacher to demonstrate fluent English-speaking skill in the learning process					V	
25.	The e-module helps the teacher to encourage students to speak English fluently					V	
26.	The e-module helps the teacher writes in English on the board or on a document with appropriate English grammar					V	
27.	The e-module helps the teacher writes in English the board or on a document with proper spelling					V	
5. Knowledge About the Characteristic of Young Learners (Ratminingsih, 2020)							

28.	The e-module helps the teacher to give chances for students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom					V		
29.	The e-module helps the teacher to use different learning activities to support the students to try something new					V		
30.	The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with					V		
31.	The e-module helps the teacher to often give question and answer section to the students to improve their ideas and knowledge					V		
32.	The e-module helps the teacher to make the students to collect information and try to ask questions					V		
33.	The e-module helps the teacher to give opportunity for the students to do a hands-on experience learning trough certain activities					V		
34.	The e-module helps the teacher to make sure the students pay attention in class					V		
35.	The e-module helps the teacher to make the students stay focused in class by listening to the material given in class					V		
36.	The e-module helps the teacher to always support and help students in class to understand the English material					V		
37.	The e-module helps the teacher to give the good activities in class to make students enjoy learning English					V		
38.	The e-module helps teacher to conduct fun activities to make students always energized during the learning process					V		
39.	Teacher uses the singing activities in class to make students always feel happy and not easily get bored					V		
40.	The e-module helps the teacher pays attention to the students lack of knowledge and give them the exact materials					V		
41.	The e-module helps the teacher to connect the material with the student's ability to make them easily understand the material					V		
42.	The e-module helps the teacher to use the class environment and teaches the students about vocabulary that they can find in class					V		
43.	The e-module helps the teacher to use the environment to conduct the students' creativity and make the students use it when learning English in class					V		
6. The use of learning strategies for young learners (Ratminingsih, 2020)								
44.	The e-module helps the teacher to use power point to teach					V		
45.	The e-module helps the teacher to use printable images to teach					V		
46.	The e-module helps the teacher to ask students to use certain online learning platform to teach					V		
47.	The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the student can practice English in class					V		
48.	The e-module helps the teacher to give apperception in the beginning of the lesson					V		
49.	The e-module helps the teacher to give the problem assignment to make students solve the problem using their creativity.					V		
50.	The e-module helps the teacher to relate the topic being taught with students' daily lives					V		
51.	The e-module helps the teacher to use real tools to teach					V		
52.	The e-module helps the teacher to apply learning games					V		
53.	The e-module helps the teacher to invite students to sing songs					V		
54.	The e-module helps the teacher to encourage students with quiz					V		
55.	The e-module helps the teacher to use ice breaking to refresh the learning atmosphere					V		
56.	The e-module helps the teacher to use traditional games to teach					V		
57.	The e-module helps the teacher to use online game to teach					V		
58.	The e-module helps the teacher to use certain jokes to teach					V		
59.	The e-module helps the teacher to use songs to teach					V		
60.	The e-module helps the teacher to use the presentation media to improve students' 4 language skills					V		

61.	The e-module helps the teacher to improve the 4 language skills during the use of the learning media in the class						
62.	The e-module helps the teacher to assign students to do simple oral presentation before the class						
63.	The e-module helps the teacher to deliver the fun ice breaking / games to gain students' self-confidence in learning English						
64.	The e-module helps the teacher to arranges students into several groups to work certain topics						
65.	The e-module helps the teacher to deliver an effective game collaboration to gain students' social skills with each other						

Singaraja, 1 July 2024

Teacher,



Ni Luh Widiani, S.Pd.SD

NIP. 197004301993082001

Appendix 1. 16 Result of Teaching Observation

No.	Aspect PCK (Shulman 1987)	Dimension	Indicators	Items	Response		Comments
					Yes	No	
1	Content Knowledge	1.Language Awareness (Andrews, 2001)	1.Understanding the importance of giving correction for grammar mistakes in the classroom	a. Teacher assists students to give correction on their grammar errors on the written language		✓	
				b. Teacher assists students to give correction on their grammar errors on the spoken language		✓	

			2. Understanding the importance of do correction on pronunciation, spelling or lexicon errors in the classroom	a. Teacher assists students to give correction on their English pronunciation in the classroom		✓	
				b. Teacher assists the students to use accurate lexicon to the context used on the language		✓	
		2. Language Proficiency (Andrews, 2001)	1. Having fluent English -speaking mastery	a. Teacher showcases fluent English-speaking skill in the classroom		✓	
				b. Teacher motivates students to speak English fluently		✓	
			2. Having adequate English writing skill without errors	a. Teacher showcases good mastery over writing skill in English without errors		✓	
				b. Teacher demonstrated no spelling errors when one writes in English		✓	

Pedagogical Knowledge	Mastery over the Development of Curriculum (Ratminingsih, 2020)	1. Doing an analysis of learning targets in the curriculum to develop a syllabus	a. Teacher looks the curriculum for learning target prior starting to producing the subject syllabus				
			b. Teacher applies learning targets that correspond to the curriculum to design the syllabus				
		2. Guiding the learning themes with learning targets to be obtained	a. Teacher showcases the skill to connect the lesson themes with the learning targets designed				
			b. Teacher comprehends the cause of the linked learning themes to the students' condition				
		3. Aligning the connection between one topic and the next topic in the curriculum	a. Teacher updates the earlier material to the newest in the classroom			✓	
			b. Teacher links the earlier material to the newest material in class			✓	

		<p>Adequate skill of recognizing the traits of young learners</p> <p>(Ratminingsih, 2020)</p>	1. Doing an innovative teaching in the classroom	a. Teacher gives students chance to discover and try something new in the classroom by presenting innovative learning		✓		
				b. Teacher utilize diverse learning activities to aid the students to try something innovative		✓		
				2. Teaching by building knowledge from working with real objects or ideas.	a. Teacher provides the students new idea to grow and make the students think innovatively in the learning process by ask them to work on specific object to study with		✓	
					b. Teacher conducts question and answer activity to the students to improve their ideas to the knowledge	✓		
				3. Teaching students with contextual and real-world learning experience	a. Teacher encourages the students to collect information and try to pose questions	✓		

				b. Teacher lets the students to do a contextual, real world learning trough specific task or activity.			✓	
			4. Teaching students to learn by listening and repeating.	a. Teacher ensures the students are nod distracted in class	✓			
				b. Teacher tries to make the students to stay less distracted in class by listening to the lesson taught in class		✓		
			5. Teaching by doing activities that can motivate students in learning	a. Teacher lends support and assists students in class to understand the English lesson			✓	
				b. Teacher presents the proper activities in class to ensure that students enjoy studying English			✓	
			6. Presenting activity that motivates students to learn and involve their physique	a. Teacher does fun activities to make students energized in the learning process.			✓	
				b. Teacher does the singing activities in class to make students always feel joy		✓		

				and not get bored			
			7. Teaching by relating with earlier knowledge.	a. Teacher focuses to the students who lack of knowledge and give them the right materials		✓	
				b. Teacher often relates the material with the student's ability to ensure they easily understand the material		✓	
			8. Asking students to study through the their surroundings	a. Teacher utilize the classroom environment and teaches the students about the objects that related to English word they can find in class		✓	
				b. Teacher utilize the surroundings to evoke the students' creativity and make the students to applies it when studying English in class		✓	



Mastery over the lesson plan (Ratminingsih, 2020)

1. Creating a lesson plan that matches with the learning targets to be fulfilled.

a. The teacher can link earlier material with the newest and related lesson plans to make the matched learning targets

✓

				b. Teacher participates the student to engaged and active when doing the new lesson plan in class		✓	
			2. Producing an effective learning-activities	a. Teacher can deliver effective lesson along the learning process and invites the student to involve in learning process		✓	
				b. Teacher can ensure that the students follow the learning activities in the class.		✓	
			3. Teaching with student-centered activities	a. Teacher can produce and interactive presentation		✓	
				b. Teacher showcases a good classroom management to make the students conducive	✓		
			4. Applying media and technology in the learning activity	a. Teacher can present a creative presentation such as using ppt presentation or canvas presentation		✓	

				b. Teacher can motivate students by applying the media technology in the learning process		✓	
	The usage of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching with visual elements that students can see such as videos and images	a. Teacher applies power point in one's teaching.		✓		
b. Teacher uses printable pictures in one's teaching.				✓			
2. Teaching with supporting media that can be explored by students (for example BC kids, Quizizz, etc)		a. Teacher asks students to tries specific online source platform in one's teaching.		✓			
		b. Teacher can do the learning process the latest media technology as the student can practice their English in class		✓			
3. Presenting the context/situation that related with the learning to the students		a. Teacher does apperception in the start of the lesson		✓			
		b. Teacher presents the problem-based task to motivate students resolve the it using their ideas.		✓			

			4. Conducting a contextual activity	a. Teacher connects the lesson with students' lives		✓	
				b. Teacher uses a real-world object to teach		✓	
			5. Conducting activities that are inspiring and stimulating	a. Teacher applies gamified lesson		✓	
				b. Teacher asks students to sing songs together	✓		
			6. Motivating students' active participation in the classroom	a. Teacher motivates students with task in a form of quizzes		✓	
				b. Teacher does ice breaking activity to refresh the learning atmosphere	✓		
			7. Maximizing a game in the learning process inside the classroom	a. Teacher applies conventional games to teach		✓	
				b. Teacher maximizes online game in one's teaching		✓	
			8. Presenting a fun learning atmosphere (by	a. Teacher tells specific jokes in one's teaching		✓	

			telling a joke or song)	b. Teacher applies songs in one's teaching			✓	
			9. Selecting learning media that can enhance the four language skills in English	a. Teacher use a presentation media to enhance students' 4 English language skills			✓	
				b. Teacher can enhance the 4 English language skills along the use of the learning media in the classroom			✓	
			11. Applying activities that can motivates students' self-confidence in studying English	a. Teacher allocates students to do English speaking presentation prior to the class			✓	
				b. Teacher gives a fun ice breaking to awakes students' self-confidence in studying English			✓	
			12. Selecting activities that can enhance student's interpersonal skill	a. Teacher places students into number of groups to work on specific topics			✓	
				b. Teacher can delivers an effective teamwork game to awakes students' social			✓	

				interpersonal skill with each other			
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Appendix 1. 17 *Result of Document Analysis*

Unit	Topic	Learning Objectives	Vocabulary and Grammar Focus	Language Expression needed
Unit 6	Parts of Our Body that Work Together	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Tell different body parts and their function. 2. Express functions of body parts in daily activities. 3. Write a short text about the use of different body parts. 	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Parts of the body: head, hair, eyes, nose, ear, mouth, chin, cheek, shoulder, chest, hand, stomach, knees, legs, foot, toes, a body. 2. Subject Pronoun: I, you, they, we, he, she, and it. 3. Basic Verbs: eat, smell, listen, take, look, see, use, kick, walk, talk, climb, etc. <p>Grammar:</p> <ol style="list-style-type: none"> 1. Simple present tense (Verba) : use to tell the function of each body part. 	<p>“I ___ with my ___” e.g I see with my eyes</p> <p>“This is my ___” e.g This is my nose</p> <p>“These are my _____” e.g These are my ears</p>

Unit 7	How Tall are You?	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Identify features of animal, people and common everyday objects. 2. Use adjectives to describe animal, people, and common everyday objects. 	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Adjectives: tall, short, big, small, old, young, fast, slow, new, old, expensive, cheap. 2. Subject Pronoun: I, you, they, we, he, she, and it. <p>Grammar:</p> <ol style="list-style-type: none"> 1. Simple Present Tense (Nomina): to describe features of animal, people and common everyday objects. 	<p>“Is?”</p> <p>e.g:</p> <p>Is it big?</p> <p>Is the pencil small?</p>
Unit 8	The Giraffe is Taller than the Deer	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Use comparative adjective to talk about people, animals and things. 	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Comparative Adjective: taller, shorter, bigger, smaller, longer, shorter, older, younger, newer, fatter, thinner, faster, slower, cheaper, more expensive. 2. Interrogative Word: which, how <p>Grammar:</p> <p>Simple Present Tense (Nomina): to compare features of animal, people and things.</p>	<p>“Which one is?”</p> <p>e.g</p> <p>Which one is taller? The giraffe or the elephant?</p>
Unit 9	The Elephant is the Biggest	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Use superlative adjectives to talk about people, animals, and things. 	<p>Vocabulary:</p> <ol style="list-style-type: none"> 1. Superlative Adjective: tallest, shortest, biggest, smallest, longest, shortest, oldest, 	<p>“Please, tell me which one is....?”</p> <p>e.g “Please tell me which one is the biggest animal?”</p>

			<p>youngest, newest, fattest, thinnest, fastest, slowest, cheapest, most expensive.</p> <p>Grammar:</p> <p>1. Simple Present Tense (Nomina): to tell superlative adjectives of animal, people and things.</p>	
Unit 10	I Like Playing "Balap Karung"	<p>Students are able to:</p> <ol style="list-style-type: none"> Mention dates and months Respond questions using the word "when" make sentences about dates and months. 	<p>Vocabulary:</p> <ol style="list-style-type: none"> Ordinal Numbers: first, second, third, fourth, fifth.... Interrogative Word: when Name of the Months: January, February, March, April, May, June, July, August, September, October, November, December. Preposition of time: on/in. Time signal: today, tomorrow, ... ago <p>Grammar:</p> <p>1. Simple Present Tense (Nomina): to mention dates and month, respond questions with "when" and make sentences about dates and month</p>	<p>"When is ...?"</p> <p>e.g</p> <p>"When is your birthday?"</p> <p>".....is in/on"</p> <p>e.g</p> <p>"My birthday is on January 4th "</p> <p>"What day tomorrow?"</p> <p>"What day/month after day/month?"</p> <p>e.g</p> <p>"What day after Monday?"</p> <p>"What month after January?"</p>

Appendix 1. 18 Study Documentation



Appendix 1. 19 Link and Barcode Access to the Product

https://bit.ly/E-Module_Product

