



APPENDICES

Appendix 1. Thesis Supervisor Approval Letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

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Name : Prof. Dr. Putu Kerti Nitiasih, M.A.

NIP : 196206261986032002

Confirm that we approve to guide the thesis submitted by:

Name : I Gusti Ayu Diah Pradnyandari

NIM : 2012021047

Class : 7B

A Thesis title : DEVELOPING ENGLISH LEARNING MATERIAL BASED ON EMANCIPATED CURRICULUM FOR SIXTH-GRADE STUDENTS OF ELEMENTARY SCHOOL

We hope this letter can be used as the basis of thesis supervisor assignment by the department.

1st Prospective supervisor,

2nd Prospective supervisor




Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

Prof. Dr. Putu Kerti Nitiasih, M.A.

NIP. 198805172012122002

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Appendix 2. Research Approval Letter in School A



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
 Telepon (0362) 21541 Fax. (0362) 27561
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Nomor : 2720/UN48.7.1/DT/2023

28 Agustus 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri Tulangapiang
 di Denpasar

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Anak Agung Dilla Kusuma Dewi
NIM	: 2012021048
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: Developing MBKM Learning Material for Primary School

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
 Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
 NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 3. Research Approval Letter in School B



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA**FAKULTAS BAHASA DAN SENI**

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

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Laman: fbs.undiksha.ac.id

Nomor : 2719/UN48.7.1/DT/2023

28 Agustus 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 18 Pemecutan
di Denpasar

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Anak Agung Dilla Kusuma Dewi
NIM	: 2012021048
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: Developing MBKM Learning Material for Primary School

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
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Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 4. Interview Guide

TEACHER INTERVIEW

Asal Sekolah :

Hari/tanggal :

No.	Questions	Comments
1.	Jika sekolah tersebut sudah menerapkan kurikulum merdeka, sudah berapa lama sekolah tersebut menerapkan kurikulum merdeka?	
2.	Bagaimana pengimplementasian pembelajaran bahasa inggris berbasis kurikulum merdeka di kelas?	
3.	Bagaimana kegiatan yang guru gunakan selama pembelajaran di kelas?	
4.	Bagaimana guru menerapkan pembelajaran bahasa inggris yang berbasis proyek di kelas?	
5.	Bagaimana guru menggunakan metode interaktif untuk pembelajaran seperti group discussion dalam proses pembelajaran bahasa inggris di kelas?	
6.	Menurut guru, bagaimana respon siswa terhadap pembelajaran bahasa inggris yang dilaksanakan oleh guru di kelas?	
7.	Bagaimana guru memvariasikan setiap materi dan konten pada setiap pertemuan pembelajaran bahasa inggris?	
8.	Bagaimana guru menggunakan metode diskusi menjadi menyenangkan dan dapat membuat siswa tertarik dalam pembelajaran bahasa inggris di kelas?	
9.	Selama proses pembelajaran bahasa inggris di kelas, bagaimana karakteristik dari masing - masing siswa selama pembelajaran di kelas?	
10	Bagaimana cara guru mengetahui perbedaan learning style pada siswa?	
11	Berapa rentangan usia siswa - siswi di kelas ini?	
12	Menurut guru, bagaimana sikap siswa selama pembelajaran di kelas berlangsung?	
13	Bagaimana pelaksanaan pembelajaran bahasa inggris di kelas ini yang dapat membuat siswa menjadi aktif dan menunjukkan rasa penasaran terhadap topik yang dibahas oleh guru?	

14	Setiap pembelajar muda memiliki karakteristik yang berbeda salah satunya pembelajar muda mudah untuk terdistraksi dan kurang bisa fokus dalam waktu yang lama, menurut guru apa yang bisa guru lakukan ketika siswa/i kurang berkonsentrasi selama pembelajaran?	
15	Bagaimana guru mengajarkan bahasa Inggris di kelas kepada siswa yang memiliki kesulitan dalam memahami bahasa dengan cepat?	
16	Menurut guru, bagaimana gaya belajar dari masing – masing siswa yang ditunjukkan selama proses pembelajaran di kelas?	
17	Menurut guru, bagaimana siswa yang memiliki gaya belajar visual yang belajar dengan menggunakan penggambaran?	
18	Menurut guru, bagaimana siswa yang memiliki gaya belajar auditori atau pembelajar yang menggunakan media audio atau lebih cenderung mendengarkan ketika pembelajaran berlangsung di kelas?	
19	Menurut guru, bagaimana siswa yang memiliki gaya belajar membaca dan menulis di kelas?	
20	Menurut guru, bagaimana siswa dengan gaya belajar kinesthetic dalam pembelajaran di kelas?	
21	Sumber belajar apa yang sudah digunakan oleh guru selama proses pembelajaran Bahasa Inggris di kelas?	
22	Jika guru mendapatkan buku pegangan Bahasa Inggris, apakah buku tersebut layak untuk digunakan dari segi kualitas?	
23	Jika guru mendapatkan buku pegangan Bahasa Inggris dari Kemendikbud, bagaimana buku tersebut dapat membantu dan mempermudah dalam proses pembelajaran Bahasa Inggris di kelas?	
24	Menurut guru apakah hal- hal yang perlu ditambahkan dari buku pegangan/ materi yang digunakan pada saat mengajar?	
25	Jika guru mendapatkan buku pegangan Bahasa Inggris dari Kemendikbud, bagaimana buku tersebut dapat membantu dan membuat siswa tertarik untuk belajar Bahasa Inggris di kelas?	
26	Sumber belajar tambahan apa saja yang guru gunakan untuk menunjang proses pembelajaran bahasa Inggris di kelas? (Seperti buku digital, PPT, modul atau LKS untuk menunjang proses pembelajaran).	
27	Dalam proses pembelajaran apakah guru pernah menggunakan buku digital/E-book Bahasa Inggris untuk mengajarkan materi Bahasa Inggris kepada siswa di kelas?	
28	Jika guru pernah menggunakan buku digital/E-book, bagaimana buku tersebut dapat membantu guru dalam mempermudah pelaksanaan proses pembelajaran di kelas?	

29	Jika guru pernah menggunakan buku digital/E-book dalam proses pembelajaran Bahasa Inggris, bagaimana respon siswa terhadap penggunaan materi tersebut?	
30	Apakah guru pernah mendesain modul ajar sendiri untuk pembelajaran Bahasa Inggris di kelas? Jika pernah, bagaimana proses guru dalam menyusun modul ajar tersebut?	
31	Menurut guru, apakah modul ajar yang disusun telah sesuai dan sudah memuat materi – materi Bahasa Inggris untuk semua kelas yang sesuai dengan ATP & tujuan pembelajaran?	
32	Jika guru menyusun dan mendesain sendiri modul ajar yang digunakan dalam proses pembelajaran di kelas, apakah modul ajar yang disusun memuat konten budaya seperti budaya Bali?	
33	Jika guru menyusun modul ajar dengan menambahkan konten Budaya, bagaimana proses dari penambahan konten tersebut ke dalam modul ajar?	
34	Jika guru menyusun dan mendesain sendiri modul ajar yang digunakan dalam proses pembelajaran Bahasa Inggris di kelas, bagaimana konten materi dalam modul ajar yang dapat mencakup terhadap 4 learning style siswa? (Visual, auditori, reading/writing, dan kinestetik).	
35	Jika guru menyusun dan mendesain sendiri modul ajar yang digunakan dalam proses pembelajaran, bagaimana kegiatan – kegiatan pembelajaran yang termuat dalam modul tersebut dapat membuat siswa aktif, kreatif, dan inovatif? (seperti diskusi grup dan proyek).	
36	Jika guru sudah menyusun dan mendesain sendiri modul ajar yang digunakan dalam proses pembelajaran, apa saja perangkat dan media yang digunakan untuk membuatnya?	
37	Jika guru sudah menyusun dan mendesain sendiri modul ajar yang digunakan dalam proses pembelajaran, bagaimana kendala yang dihadapi oleh guru selama proses penyusunannya?	
38	Jika guru belum menyusun dan mendesain sendiri modul ajar yang digunakan dalam proses pembelajaran, apa ada alasan khusus terhadap hal tersebut atau kendala yang dihadapi sehingga belum dapat mendesain dan menyusun modul ajar tersebut?	
39	Selain dengan modul, dan materi ajar yang digunakan oleh guru di kelas, apakah guru juga memberikan material tambahan yang bisa digunakan sebagai acuan belajar siswa di rumah?	
40	Menurut pendapat guru, apakah materi tambahan tersebut mudah dimengerti oleh siswa ketika belajar di rumah?	

Appendix 5. The Results of the Interview with Teacher from School A

THE RESULTS TEACHER INTERVIEW**Asal Sekolah** : Sekolah A**Hari/tanggal** : 16 February 2024

Ket	Interview
R	Baik ms, dimulai dengan pertanyaan pertama dulu ya, jadi sekolah ini sudah berapa lama ms menerapkan kurikulum merdeka?
T	Kebetulan sdn nike angkatan pertama kurikulum merdeka, kalau tidak salah di tahun 2020/2021 karena saat saya di sini sudah berjalan.
R	Berarti sampai saat ini untuk di semua jenjang itu sudah diterapkan ya ms?
T	Iya, di tahun ini sudah semua, sudah semua fase
R	Lalu untuk yang kedua, jadi bagaimana pengimplementasian pembelajaran Bahasa inggris di kelas 6 ms berdasarkan kurikulum merdeka?
T	Pembelajaran Bahasa inggris di kelas 6 dilaksanakan dengan diskusi yang biasanya saya melibatkan siswa seperti diskusi individual dan grup discussion lalu mengajak siswa untuk pembelajaran individual dengan contohnya seperti berlatih pada pola – pola kalimat.
R	Lalu untuk di kelas 6, bagaimana sekiranya siswanya ms?
T	Untuk di kelas 6 sejauh ini siswa – siswanya kebanyakan aktif dan bisa dikatakan ambis, tetapi aktifnya siswa belum merata di pembelajaran Bahasa inggris
R	Berarti masih ada siswa yang masih pemalu seperti itu ms?
T	Iya ada yang jarang atau irit berbicara, ada yang aktif sekali setiap tugas cepat diselesaikan. Jadi siswanya beragam.
R	Baik ms, untuk pertanyaan ketiga apakah di Bahasa inggris guru menerapkan pembelajaran Bahasa inggris yang berbasis proyek di kelas?
T	Untuk pembelajaran Bahasa inggris masih bersifat muatan local sehingga tidak mengambil proyek.

R	Lalu untuk pertanyaan selanjutnya, bagaimana guru menggunakan metode interaktif untuk pembelajaran seperti grup discussion dalam proses pembelajaran Bahasa Inggris di kelas?
T	Kebanyakan sih kegiatannya berbasis pada siswa seperti grup discussion, quiz, dan juga tanya jawab dengan siswa atau diskusi bersama siswa. Untuk grup discussionnya dimulai dari 3-4 orang disesuaikan dengan materi yang diajar pada saat itu, mungkin saya topiknya tema berapa, akan ada satu atau dua pertanyaan, didiskusikan dulu di kelompok itu. Baru nanti akan semua itu akan maju satu persatu, mewakili kelompoknya.
R	lalu ketika mereka diberikan tugas setelah berdiskusi lalu ngasih jawabannya ke temennya itu gimana ms?
T	Misalnya nih, kaya saya bagi dia dibagi menjadi 4-5 kelompok misal, ada satu tema tentang jam atau time, yang satu kelompok mengambil materi tentang penggunaannya itu, satu kelompok menurut mereka jawabannya seperti apa, lalu nanti ada gak teman yang memiliki jawaban lain.
R	Waktu diskusi apakah semua siswa aktif saat proses diskusi ms?
T	Seperti yang saya katakan, belum merata jadi pastinya ada yang belum aktif. Tapi di setiap kelompok pasti ada yang aktif, saya selalu bagi setidaknya ada yang bisa, ada yang menengah. Jadi, biar bisa dirangkul sama temennya yang lebih bisa
R	Lalu, untuk quiznya media – media apa saja yang sekiranya ms gunakan untuk membuatnya menjadi interaktif ms?
T	Untuk quiz biasanya saya memanfaatkan media seperti kahoot untuk memberikan quiz tentang pembelajaran baik itu untuk materi yang minggu lalu atau materi yang sudah diajarkan.
R	Untuk kegiatan tanya jawab dengan siswa bagaimana ms?
T	Untuk kegiatan tanya jawab biasanya dilakukan seperti memberikan pertanyaan stimulus sebelum kelasnya dimulai yang berkaitan dengan

	materi sebelumnya yang masih berkaitan dengan materi yang diajarkan minggu ini.
R	Baik ms lalu untuk pertanyaan selanjutnya, bagaimana respon siswa terhadap pembelajaran bahasa inggris yang dilaksanakan oleh guru di kelas?
T	respon dari siswa aktif dan beragam
R	berarti ada siswa yang masih pemalu seperti itu ms?
T	iya, ada siswa yang aktif sekali setiap tugas cepat di selesaikan, ada siswa yang kurang aktif, dan ada siswa yang irit/jarang ngomong. Jadi macam – macam responnya
R	Apakah sekiranya ada siswa yang sama sekali tidak mau belajar ms?
T	kalau untuk tidak mau belajar sama sekali sih tidak ada ya, mungkin dia yang merasa belum bisa pada dirinya. Itu yang dia kayak mungkin yang mengerjakan tugas tidak tepat waktu atau enggak dilama lamain mungkin karena belum bisa, belum ngerti jadi mereka mengerjakan tapi tidak secepat yang lain, tidak seantusias temannya yang bisa.
R	tapi setidaknya dia mau berusaha ya ms?
T	iya mau, semua mau, karena kita sudah di awal semester biasanya saya terapkan class rulesnya. Jadi misalnya dia tidak membuat pr atau belum buat apa atau ada buku yang tertinggal itu ada tapi bukan hukuman fisik karena sudah tidak mungkin ya. Mungkin lebih ke kalau dia tidak membuat pr oke mungkin bisa kerjakan sekalian langsung kerjakan di papan kayak gitu. Jadi mereka itu pasti bisalah mengerjakan dan tidak ada yang sampai tidak buat.
R	Baik ms, untuk pertanyaan selanjutnya itu tentang bagaimana guru memvariasikan setiap materi dan konten pada setiap pertemuan pembelajaran bahasa inggris?
T	Kalau di kelas 6 divariasikan dengan menggunakan PPT untuk menayangkan materi dan juga contoh, selain PPT juga menggunakan media

	untuk quiz, berlatih soal – soal lebih ke pola kalimat dan text, dan lain - lain. Kalau untuk variasi dari materi itu biasanya lebih ke disesuaikan dengan topic dan temanya sesuai dengan pertemuan tersebut.
R	Apakah ms pernah melaksanakan pembelajaran di luar ruangan ms?
T	Untuk saat ini belum pernah
R	kalau untuk praktek seperti itu pernah ya ms?
T	kalau untuk praktek itu pernah tapi semua dilaksanakan di dalam kelas dan ambilnya paling speaking
R	Untuk pertanyaan selanjutnya, bagaimana guru menggunakan metode diskusi menjadi menyenangkan dan dapat membuat siswa tertarik dalam pembelajaran bahasa inggris di kelas?
T	Mungkin Cuma diskusi sama temannya tapi di saat mereka diskusi, kalau benar biasanya akan ada reward ntah di kelasnya pandangannya “wah kelompok ini bisa seperti itu” itu sebagai bentuk applause bagi mereka yang misalnya sama sekali tidak ada salah dalam pertanyaan yang mereka diskusikan atau engga nanti mereka bisa menilai oh ini salah mungkin temennya yang lain yang bisa, sehingga mereka benar – benar berusaha untuk mencari tahu ada gak yang salah dari temannya, kalau dia itu dapet dan temannya salah oke berarti temannya kelompoknya yang lain yang akan menjadi perhatian untuk saat itu. Jadi mungkin dari situ mereka bisa jadi lebih antusias dan lebih teliti untuk menjawab.
R	Setiap siswa pasti mereka memiliki karakteristik yang berbeda – beda, lalu apakah itu ditunjukkan oleh mereka di dalam kelas ms?
T	Iya benar, ada yang menunjukkannya misalnya dia orangnya memang aktif dan mampu pada materi tersebut dan dia pasti akan berusaha mengerjakan sesuatu dengan cepat dan benar sedangkan terlihat kalau ada yang memberikan soal selalu angkat tangan (raise hand). Sedangkan, kalau mungkin ada yang dia kurang berminat, kurang bisa mengikuti pasti akan

	diam dari pengerjaan tugas pun selalu terlihat tertinggal dan mungkin kadang pernah kayak tidak terlalu berkonsentrasi di kelas.
R	Bagaimana cara guru mengetahui perbedaan learning style pada siswa?
T	Yang pertama, di awal semester itu pasti akan ada itu saya memberi kayak worksheet atau tes semacam tentang pengenalan diri mereka. Mungkin apa kesukaan mereka dari pembelajaran, dari gaya belajar. Misalnya lebih suka nonton kah, baca kah seperti itu jadi dari sana kita bisa mengetahui ini itu dia lebih ke visualkah, auditori kah, seperti itu.
R	Apakah itu dilaksanakan secara rutin persemester ms?
T	Harusnya si rutin ya per semester cuman saya biasanya di awal saja untuk saat ini
R	Berapa rentangan usia siswa - siswi di kelas ini?
T	Untuk kelas 6 itu sekitar 11-12 rentangan usianya
R	Menurut ms, bagaimana sikap siswa selama pembelajaran di kelas berlangsung?
T	Biasa saat pembelajaran di kelas siswa mendengarkan pembelajaran dengan seksama dan biasa serta menunjukkan respon yang beragam.
R	Bagaimana pelaksanaan pembelajaran bahasa inggris di kelas ini yang dapat membuat siswa menjadi aktif dan menunjukkan rasa penasaran terhadap topik yang dibahas oleh guru?
T	Biasanya setiap teori setelah praktek, biasanya ada games. Jadi dia lebih bersemangatlah untuk belajar lebih
R	Berarti di variasiinnya pakai games ya ms?
T	Iyaa
R	Menurut ms, bagaimana sikap siswa selama pembelajaran di kelas berlangsung?
T	Biasa saat pembelajaran di kelas siswa mendengarkan pembelajaran dengan seksama dan biasa serta menunjukkan respon yang beragam.

R	Lalu untuk pertanyaan selanjutnya, bagaimana pelaksanaan pembelajaran bahasa Inggris di kelas ini yang dapat membuat siswa menjadi aktif dan menunjukkan rasa penasaran terhadap topik yang dibahas oleh ms?
T	Biasanya setiap teori setelah praktek, biasanya ada games. Jadi dia lebih bersemangatlah untuk belajar lebih
R	Berarti di variasiinnya pakai games ya ms?
T	Iyaa
R	Pertanyaan selanjutnya, setiap pembelajar muda memiliki karakteristik yang berbeda salah satunya pembelajar muda mudah untuk terdistraksi dan kurang bisa fokus dalam waktu yang lama, menurut guru apa yang bisa guru lakukan ketika siswa/i kurang berkonsentrasi selama pembelajaran?
T	Pertama, pasti wali kelas sudah memahami karakteristik siswa, jadi wali kelas itu selalu merolling tempat duduknya. Jadi, sangat jarang ada siswa yang gampang terdistraksi duduk bareng sama yang seperti itu juga. Pasti mereka yang mungkin lebih bisa berkonsentrasi, mungkin yang satu agak gampang mungkin seperti itu, atau enggak setidaknya dalam jangkauan orang terdistraksi itu tidak ada yang duduk sama – sama seperti itu. Itu salah satu solusi dari wali kelas, tapi kalau di Bahasa Inggris, kalau agak ribut atau apa pasti ‘ayo coba kerjakan’ kaya di remind gitu. Atau gak kalau ada yang tidak dimengerti boleh kedepan. atau gak kalau pas latihan soal dia lain – lain, panggil ke depan kaya gitu.
R	Sejauh ini banyak gak si ms di kelas siswa yang mudah terdistraksi seperti itu?
T	Mungkin kalau saat ini kalau di kelas 6 saat jam pelajaran jarang banget, paling yang seperti itu ada satu dua orang aja. Sisanya kalau pas ada orang diem gitu sih jadinya, apalagi di pembelajaran Bahasa Inggris saat ini mungkin yang dulunya mereka di kelas 4,5 yang susah di atur, di kelas 6 sudah banyak menunjukkan perubahan. Cuman gak bisa semua, paling

	cuma satu dua itu dah paling kalau mereka sudah bosan saja. Paling mereka kalau sudah mengerjakan tugas pada diem.
R	Berarti misalnya siswanya itu nantinya itu ada yang nantinya terditraksi sama temannya itu bakal ribut banget gak si ms?
T	Karena mungkin di kelas 6 itu udah beda materi yang lumayan berat, jadi mereka tuntutan ada waktu biasanya sih jadi mereka jaranglah gampang terditraksi atau tergoyahkan gitu konsentrasinya.
R	Lalu, bagaimana ms mengajarkan bahasa inggris di kelas kepada siswa yang memiliki kesulitan dalam memahami bahasa dengan cepat?
T	Kalau untuk di kelas 6 ada tapi dia tetap bisa mengikuti. Dibilang tidak bisa sekali atau tidak mau si tidak. Mungkin dia tidak secepat teman yang lainnya, tapi hamper merata di kelas 6.
R	lalu bagaimana solusinya ms untuk menghadapi hal tersebut?
T	Mungkin di kelas 6 jarang dan mungkin juga sudah paham dan mungkin sudah malu, sudah tahu artinya malu kalau bertanya dikira gak bisa. Jadi dia lebih mau bertanya sama temannya. Di kelas 6 saya selalu bilang, saya sudah tahu kalau 'oh ini bisa' ' ini kurang' kalau dia emang gak mau nanya atau mungkin gak berani atau malu, boleh kok tanya sama temannya minta bantu di jelaskan.
R	Menurut ms, bagaimana gaya belajar dari masing – masing siswa yang ditunjukkan selama proses pembelajaran di kelas?
T	Gaya belajar yang ditunjukkan oleh siswa selama di kelas beragam, ada siswa yang visual suka dengan gambar, ada yang mendengar, dan lain sebagainya. Jadi, di dalam kelas tersebut ada beragam siswa. Gaya belajar mereka ditunjukkan dari partisipasi dan tingkah laku mereka selama pembelajaran berlangsung, jadi dari sana saya juga bisa menilai gaya belajar siswa.
R	Menurut ms, bagaimana siswa yang memiliki gaya belajar visual yang belajar dengan menggunakan penggambaran?

T	Kalau untuk di kelas 6 itu saat ini sudah jarang menggunakan gambar karena topiknya sudah kebanyakan tentang grammar, lebih mungkin ke pola rumus, latihan soal, latihan menulis kalimat sesuai pola.
R	Karena topiknya sekarang lebih banyak berfokus di grammar, untuk kelas 6 yang gaya belajarnya visual apakah jadi cepat menangkap materi atau agak lambat? Dikarenakan visual pasti menggunakan media – media visual atau visual gambar
T	Cepat, mereka menangkapnya termasuk cepat, rata – rata kelas 6 dia sudah tidak terlalu ‘oh ini gambar’ ‘oh ini tulisan’ karena mereka belajar di kelas 6 itu sudah fokus mau tidak mau harus bisa mungkin ya atau pahlamlah seperti itu pentingnya, kalau enggak mungkin tertinggal. Jadi karena mereka sudah bisa berusaha sendiri dengan mengikuti gaya belajar yang merata.
R	Menurut ms, bagaimana siswa yang memiliki gaya belajar auditori atau pembelajar yang menggunakan media audio atau lebih cenderung mendengarkan ketika pembelajaran berlangsung di kelas?
T	Untuk di kelas 6, saya tidak terlalu ke berdiferensiasinya dengan konten dan gaya belajar tidak terlalu, saya berfokus ke topic yang didapat. Jadi tidak terlalu, Cuma saya bedakan disetiap pertemuan, pertama apa misalnya teori dengan tulisan oke, yang kedua latihan, yang ketiga mungkin games yang mungkin ada gambarnya seperti itu and then lagi kita yang makek audio untuk listening jadi mungkin di kontennya saya variasiin. Mungkin kayak untuk beberapa kali pertemuan kita focus dulu di English, di dua pertemuan mungkin focus ngapain gitu. Tapi kalau spesifik ke gaya belajar sih gak terlalu di kelas 6. Kalau kelas 6 merata sesuai topiknya.
R	Menurut ms, bagaimana siswa yang memiliki gaya belajar membaca dan menulis di kelas?
T	Kalau teks itu gak terlalu ya, apalagi di buku panduan itu sangat sangat sedikit ada latihan teks, jadi dia untuk pembelajaran speaking itu latihan

	<p>reading sih, reading dulu baru speaking. Readingnya kurang mereka, kecuali saya membuat materi tambahan dan mungkin dari segi cara baca beberapa kosa kata. Teks kalau di buku sangat sedikit, bisa dihitung mungkin satu tema cuman ada satu teks dan itupun gak kayak yang k13 kan ada cerita dia kadang – kadang. Di kurikulum merdeka ini sangat sangat tidak menurut saya ini tidak latihan yang bisa kayak dilatih muridnya itu untuk beberapa kali pertemuan. Kalau kita latihan sekali udah habis gitu latihannya. Buku yang sekarang itu untuk melatih skill dari gaya membaca, menulis itu masih kurang apalagi yang hanya disediakan buku paket.</p>
R	Berarti kalau misalnya ada topic yang dia perlu teks itu biasanya ms tambahin ya?
T	Iyaa
R	Menurut ms, bagaimana siswa dengan gaya belajar kinesthetic dalam pembelajaran di kelas?
T	Dia bisa saya olah materi pada tema tersebut yang contohnya misalnya di materi ‘part of body’, dia saya langsung suruh ‘oke maju by one’ mungkin nyebutin part of bodynya itu sambil dia menggunakan gerak tubuh bisa jadi dia dilatih speakingnya juga bisa. Terutama itu dah yang suka gerak pasti dia lebih suka kalau emang dia langsung ekspresikan melalui tubuhnya.
R	Kalau untuk di kelas 6 gimana ms?
T	Kelas 6 mungkin bisa dibilang dia gak neko – neko mau dia kinesthetic, mau dia visual ataupun auditory, apapun dia mau karena tuntutan, dia gak bisa ‘oh saya lebih suka nulis’ kayak gitu. Di kelas 6 sudah merata dan umum.
R	Lalu, sumber belajar apa yang sudah digunakan oleh guru selama proses pembelajaran Bahasa Inggris di kelas?
T	Kalau kelas 6 menggunakan buku paket yang disediakan dari sekolah, dari kementerian itu kemudian seperti yang sebelumnya sudah dijelaskan, buku paket di kurikulum merdeka saat ini itu di kelas manapun di kelas 4,5,6 itu

	<p>sangat minim dengan latihan – latihan, teks, apapun itu, bahkan penjelasan pun tidak ada. Ada, tapi tidak menurut saya kurang lengkap. Mungkin kayak latihannya Cuma satu dua dan sebelumnya tidak ada penjelasan kan, ‘oh kaya mungkin di k13 setidaknya adalah sedikit penjelasan atau kalau dulu masih boleh menggunakan LKS, di LKS kan masih ada penjelasan kayak rangkuman materi’ kalau sekarang di buku kurikulum merdeka itu menurut saya enggak lengkap akan latihan dan penjelasan. Jadi gurunya yang harus mengolah hal tersebut, biar bisa mengajarkan materi – materi pelajaran tersebut setidaknya harus dijelaskan dan materi itu bisa diambil selain di buku paket, itu saya juga membuat PPT sendiri dengan bersumberkan mungkin ada tambahan dari video – video youtube, gambar – gambar yang saya cari di internet, kalau buku saja saya tidak bisa andalkan buku paket itu untuk melengkapi kemampuan anak – anak.</p>
R	soalnya sekarang kebanyakan di buku paket itu hanya dikasi gambar
T	Iya, gambar dan latihan dan itupun latihannya kalau tidak salah Cuma dua latihan mungkin okelah paling Cuma sampai 5-6 soal, latihannya sampai 7 soal habis temanya dan dilanjut ke tema berikutnya. Nah itu yang menurut saya kayak kurangnya dari buku paket Bahasa Inggris kurikulum merdeka saat ini. Kalau ada di beberapa materi yang perlu penekanan akan saya ada PPT dan video sebagai sumber belajar.
R	Oke, ms lalu untuk pertanyaan selanjutnya itu jika ms mendapatkan buku pegangan Bahasa Inggris, apakah buku tersebut layak untuk digunakan dari segi kualitas?
T	Dari segi latihan, kurang dan kurangnya penjelasan bagi murid di buku muridnya. Tetapi kalau dari segi kualitas gambar sudah bagus tetapi hanya kurang dari segi kontennya kurang banyak untuk anak – anak bisa berlatih
R	Lalu jika guru mendapatkan buku pegangan Bahasa Inggris dari Kemendikbud, bagaimana buku tersebut dapat membantu dan mempermudah dalam proses pembelajaran Bahasa Inggris di kelas?

T	Kalau dibeberapa topic yang kalau latihannya sesuai dan cukup sih membantu. Tetapi, seperti mungkin misalnya ada beberapa yang saat ini benar – benar kurang sih gak terlalu sih ya. Menurut saya sangat kurang membantu, jadi saya banyak – banyak mengenalkan kata – kata dan soal ke anak – anak karena di buku itu benar – benar gak terlalu tersedia dengan baik dari segi materi dan latihan.
R	Menurut ms apakah hal- hal yang perlu ditambahkan dari buku pegangan/ materi yang digunakan pada saat mengajar?
T	Hal – hal yang perlu ditambahkan dari buku tersebut kalau menurut saya adalah materi dan penjelasan untuk di buku siswa sehingga siswa juga bisa mendapatkan penjelasan tambahan tentang materi/topic yang di bahas. Selain itu, dalam buku tersebut ada baiknya ditambahkan latihan – latihan soal yang lain karena kalau di buku latihannya masih minim dan hanya dapat digunakan untuk beberapa kali saja.
R	Lalu, jika ms mendapatkan buku pegangan Bahasa inggris dari Kemendikbud, bagaimana buku tersebut dapat membantu dan membuat siswa tertarik untuk belajar Bahasa inggris di kelas?
T	Kalau buku pasti selalu dibawa setiap pembelajaran Bahasa inggris, entah saat itu digunakan atau tidak seperti itu materinya dan kontennya saya variasikan saat itu saya memakai PPT tidak pakai buku tapi selalu dibawa bagi murid. Nah, saat setelah biasanya saya menjelaskan materi dengan materi saya sendiri yang dari PPT atau youtube atau video dan lain – lainnya sebelum itu pasti saya selalu lihat isi materi dari bukunya. Jadi nanti saya akan menyiapkan materinya itu biar nanti ada latihan yang bisa dikerjakan. Jadi itu enggaklah sama enggak kepekek dan selalu digunakan, Cuma seperti yang saya bilang sebelumnya itu kan kurang ya latihannya mungkin latihan di buku paketnya sudah baru saya lanjut carikan dan siapkan latihan soal lainnya, seperti itu jadi sesuai karena akan ada latihan yang dibuku paket saya suruh kerjakan.

R	Berarti lebih banyak makek sumber lain ya ms dari pada buku paketnya?
T	Iya karena dari sumber buku pun itu kayak cuma beberapa jadi itu kayak sekali pertemuan itu habis, jadi mau tidak mau itu sumber lain harus.
R	Kira – kira sumber belajar tambahan apa saja yang ms gunakan untuk menunjang proses pembelajaran bahasa inggris di kelas?
T	PPT, video – video dari youtube, dan juga sumber tambahan materi dari internet.
R	Dalam proses pembelajaran apakah ms pernah menggunakan buku digital/E-book Bahasa inggris untuk mengajarkan materi Bahasa inggris kepada siswa di kelas?
T	Kalau untuk pembelajaran di kelas tidak, karena semua sudah dapat bukunya. Mungkin saya yang menggunakan e-book, kalau mungkin di rumah buku paket semua kan saya tidak bawa pulang kan itu saya punya dan saya download e-booknya sendiri mungkin untuk menyiapkan materi
R	Berarti e-booknya Cuma dipakai untuk sumber materinya saja?
T	Iyaa
R	Apakah ms pernah mendesain modul ajar sendiri untuk pembelajaran Bahasa inggris di kelas? Jika pernah, bagaimana proses guru dalam menyusun modul ajar tersebut?
T	Untuk modul ada yang di desain sendiri dan ada yang dari internet. Mungkin untuk yang saya desain sendiri itu bukan full yang saya desain sendiri, ada yang saya ambil dari internet tapi di modifikasi disesuaikan dengan kebutuhan kelas.
R	Apakah untuk saat ini di kelas 6 sudah ada modulnya ms yang ms rancang sendiri?
T	Untuk kelas 6 menurut saya si belum lengkap ya karena kan dia baru ya, yang di tahun ini baru untuk kelas 6 dan saya belum lengkap punya modul kelas 6.

R	Lalu, jika ms belum menyusun dan mendesain sendiri modul ajar yang digunakan dalam proses pembelajaran, apa ada alasan khusus terhadap hal tersebut atau kendala yang dihadapi sehingga belum dapat mendesain dan menyusun modul ajar tersebut?
T	Karena pertama, kalau kelas 6 itu dia saya sudah lihat bukunya dan inti dari ke bukunya itu Cuma 2 topik selama 2 semester itu hampir kita mengolah materinya itu biar gimana cukup untuk satu semester sedangkan untuk materinya itu hampir sama kayak di ada past tense sama future masa kita full satu semester past tense kayak memvariasikannya itu kayak butuh waktu yang cukup lama dengan konten buku yang sedikit jadi kayaknya emang belum sempet keambil untuk mengolah modul si.
R	Lalu, selain dengan modul, dan materi ajar yang digunakan oleh guru di kelas, apakah guru juga memberikan material tambahan yang bisa digunakan sebagai acuan belajar siswa dirumah?
T	Tidak ada, dari saya tidak memberikan material tambahan untuk siswa belajar di rumah, sesuai dengan buku saja
R	Baik ms, itu saja untuk pertanyaan – pertanyaannya. Terima kasih banyak ms
T	Terima kasih kembali

Appendix 6. The Results of the Interview with Teacher from School B

THE RESULTS TEACHER INTERVIEW

Asal Sekolah : Sekolah B

Hari/tanggal : 13 Maret 2024

Ket	Interview
R	Apakah sekolah ini telah menerapkan kurikulum merdeka di semua jenjangnya ms?
T	Iya, sekolah ini sudah menerapkan kurikulum merdeka sejak awal diterapkannya kurikulum merdeka.
R	Baik, pertanyaan selanjutnya yaitu bagaimana pengimplementasian pembelajaran Bahasa Inggris berbasis kurikulum merdeka di kelas 6?
T	Penerapan kurikulum merdeka di kelas dilakukan dengan pembelajaran dengan menggunakan buku paket dan juga LKS, itu sesuai dengan kemampuan pembelajaran yang bisa diterapkan sesuai dengan kemampuan guru. Pembelajaran Bahasa Inggris juga belum terlalu maksimal dikarenakan adanya kegiatan kurikulum merdeka lainnya yang membuat pembelajaran menjadi berkurang.
R	Berarti untuk pembelajaran yang dilaksanakan baru hanya menggunakan buku paket dan LKS saja ya ms?
T	Iya, pembelajaran Bahasa Inggris di kelas masih baru dilaksanakan jadi siswanya juga masih belum siap untuk mendapatkan pembelajaran yang sesuai dengan yang di buku paket atau materi yang seharusnya diberikan.
R	Lalu apakah ms memiliki rencana untuk menggunakan media lainnya selain buku paket dan LKS?
T	Iya, saya berencana untuk kedepannya bisa menggunakan media – media lainnya seperti game dan juga proyektor.
R	Baik, lalu untuk pertanyaan selanjutnya yaitu bagaimana kegiatan yang ms gunakan selama pembelajaran di kelas?
T	Kegiatan yang biasanya diberikan seperti tanya jawab dan tidak terlalu banyak materi yang dari buku paket, selain itu juga kegiatan lainnya seperti mengajarkan anak – anak dasar – dasar Bahasa Inggris yang juga selingi dengan game dan kadang gamenya kadang disesuaikan dengan topic pembelajaran.
R	Lalu bagaimana ms menerapkan pembelajaran Bahasa Inggris yang berbasis projek di kelas?
T	Belum, saya masih belum menerapkan pembelajaran yang menggunakan projek
R	Lalu metode interaktif apa saja yang ms gunakan untuk pembelajaran Bahasa Inggris di kelas contohnya mungkin seperti grup discussion, dll?
T	Kalau grup discussion atau kerja kelompok itu belum saya terapkan di kelas jadi masih pembelajaran individu saja dan kegiatan lainnya yang

	biasanya dilakukan kadang materi yang di selingi dengan diskusi dengan siswa.
R	Lalu menurut ms bagaimana respon dari siswa selama pembelajaran yang ms laksanakan di kelas?
T	Kalau untuk kelas 6, siswanya masih kurang respon dengan pembelajaran yang dilakukan, siswa masih acuh tak acuh dan juga kurang respect sama saya dan cenderung tidak peduli dengan hasil nilai pembelajaran mereka.
R	Mungkin ini karena pengaruh dari pubertas mereka atau kan mereka juga sedang masa peralihan menuju ke jenjang yang selanjutnya ms.
T	Iya benar mungkin seperti itu
R	Lalu untuk pertanyaan selanjutnya, bagaimana ms memvariasikan setiap materi dan juga konten pada setiap pertemuan pembelajaran Bahasa Inggris yang ms laksanakan di kelas?
T	Saya memvariasikannya dengan menggunakan media ajar secara bergantian yaitu kadang mengambil latihan dan kegiatan di buku paket dan kadang di LKS. Selain itu juga kadang saya mengambil beberapa materi dari sumber lain.
R	Baik, lalu bagaimana ms menggunakan metode diskusi menjadi menyenangkan dan dapat membuat siswa untuk tertarik dalam pembelajaran Bahasa Inggris di kelas?
T	Untuk kegiatan diskusi hanya saya gunakan dari yang ada di buku dan LKS saja
R	Untuk pertanyaan selanjutnya itu berkaitan dengan karakteristik dari siswanya, jadi bagaimana karakteristik dari masing – masing siswa yang ditunjukkan selama ms melaksanakan pembelajaran di kelas 6?
T	Di kelas 6 kalau selama pembelajaran saya siswanya ada yang susah diatur, ada yang susah diberitahu, dan juga yang fokusnya belum baik, dan ada juga yang emosionalnya masih kurang terkendali.
R	Lalu, bagaimana cara ms untuk mengatasi hal tersebut di kelas ms?
T	Saya memberikan teguran pada siswa dan juga memberikan sedikit ancaman ya tapi bukan ke hal yang menggunakan fisik. Saya memberikan teguran dan ancaman tersebut dengan harapan bisa membuat suasana di kelas menjadi kembali kondusif.
R	Baik, lalu untuk pertanyaan selanjutnya yaitu bagaimana cara ms untuk mengetahui perbedaan dari learning style siswa kelas 6?
T	Cara saya mengetahuinya dengan melakukan pengamatan selama pembelajaran Bahasa Inggris di kelas, kalau untuk di kelas 6 itu siswa – siswa cenderung memiliki karakteristik dan gaya belajar yang suka membaca, menulis, dan menyanyikan lagu – lagu Bahasa Inggris.
R	Lalu menurut ms kira – kira berapa saja rentangan usia dari siswa – siswa di kelas 6 ms?
T	Mungkin kisaran 11 – 12 tahun, sama dengan usia anak – anak kelas 6 pada umumnya.

R	Lalu, menurut ms bagaimana sikap siswanya selama pembelajaran di kelas?
T	Seperti yang saya katakan tadi, untuk di kelas 6 sikapnya masih susah untuk diatur dan kadang membuat kelas menjadi kurang kondusif.
R	Lalu bagaimana pelaksanaan pembelajaran Bahasa Inggris di kelas 6 yang dapat membuat siswa menjadi aktif dan menunjukkan rasa penasarannya terhadap topik yang sedang ms bahas?
T	Pertama saya memberikan pertanyaan – pertanyaan yang bisa memancing rasa penasarannya dan keaktifan mereka. Lalu kalau ada siswa yang penasarannya dia akan menunjukkannya kalau belum mengerti. Kalau di kelas 6 itu masih jarang siswanya angkat tangan.
R	Lalu pertanyaan selanjutnya yaitu siswa di kelas 6 pastinya ada saja yang mudah terdistraksi dan kurang bisa fokus untuk waktu yang lama karena mengingat mereka juga masih muda – muda jadi menurut ms bagaimana ms menghadapi permasalahan tersebut di kelas?
T	Jadi biasanya kalau ada siswa yang seperti itu, saya meminta siswa untuk duduk di depan agar bisa mudah dalam mengerti materi pelajaran yang diberikan.
R	Lalu, bagaimana ms mengajarkan Bahasa Inggris di kelas untuk siswa yang memiliki kesulitan dalam memahami Bahasa dengan cepat?
T	Biasanya saya mengajak siswa untuk mencatat dan maju ke depan kelas untuk membaca dan mengulang lagi bacaannya.
R	Lalu menurut ms, bagaimana gaya belajar dari masing – masing siswa yang ditunjukkan selama proses pembelajaran di kelas?
T	Untuk gaya belajar siswanya masih belum ditunjukkan secara spesifik, siswanya biasanya mengikuti kegiatan pembelajaran apapun yang saya berikan di kelas.
R	Lalu bagaimana menurut ms siswa yang memiliki gaya belajar visual yang belajar dengan menggunakan penggambaran?
T	Kalau yang gaya belajar visual untuk kelas 6 biasanya hanya saya berikan kegiatan gambar dari LKS saja.
R	Lalu, kalau untuk yang gaya belajarnya auditory bagaimana menurut ms selama mereka belajar di kelas?
T	Karena yang auditory itu kan gaya belajar yang mendengar ya jadi untuk saat ini saya baru hanya menggunakan penjelasan saya tentang materi yang dibahas pada hari itu dan untuk saat ini saya belum menggunakan media audio lainnya seperti audiobook, dll.
R	Lalu kalau yang gaya belajarnya membaca dan menulis bagaimana mereka di kelas ms?
T	Kalau untuk yang gaya belajarnya membaca dan menulis untuk saat ini mereka masih hanya menulis dan membaca kegiatan dari buku paket dan LKS saja. Seperti menulis di buku kemudian membacanya bersama. Waktu ini saya juga memberikan mereka kegiatan untuk menerjemahkan kalimat dari buku paket kemudian mereka setorkan kepada saya.

R	Lalu untuk yang gaya belajarnya kinestetik bagaimana ms mereka selama pembelajaran di kelas?
T	Biasanya ini disesuaikan dengan topiknya, contohnya saya meminta mereka untuk memperagakan materi part of body contohnya.
R	Lalu apakah ms pernah mengajak siswa untuk belajar di luar ruangan ms?
T	Belum pernah, saya juga berencana untuk mengajak siswa untuk belajar di luar kelas.
R	Lalu untuk pertanyaan selanjutnya itu sumber belajar apa saja yang sudah ms gunakan selama pembelajaran Bahasa Inggris di kelas?
T	Buku paket, LKS, dan ada juga materi – materi tambahan dari internet
R	Lalu, jika ms mendapatkan buku pegangan Bahasa Inggris, apakah menurut ms buku itu layak untuk digunakan dari segi kualitasnya?
T	Kalau buku pegangan dari pemerintah yang ‘my next word’ itu menurut saya sudah sangat layak untuk digunakan dan kualitas dari segi materinya sudah memadai. Bukunya juga membantu sekali dalam pembelajaran. Dari segi kualitas gambar juga sangat bagus ya banyak gambarnya dan kalau di buku paket lebih banyak materinya.
R	Lalu kalau menurut ms bagaimana respon siswanya terhadap buku tersebut.
T	Respon siswanya juga baik karena bukunya banyak ada gambarnya.
R	Lalu menurut ms, kalau ada buku pegangan lainnya yang bisa membantu ms dalam pembelajaran Bahasa Inggris bagaimana ms?
T	Sangat bagus, itu akan sangat membantu untuk mengajarkan materi untuk siswa di kelas dan menambah pengetahuan tentang materi Bahasa Inggrisnya.
R	Baik, untuk pertanyaan selanjutnya itu bagaimana menurut ms buku yang ‘my next word’ itu bisa membantu dan mempermudah dalam proses pembelajaran Bahasa Inggris di kelas?
T	Kalau di buku ‘my next word’ itu menyediakan cara – cara mengajar yang sesuai dengan topic agar siswanya bisa mudah paham. Bukunya sangat mempermudah dan membantu saya dalam pembelajaran Bahasa Inggris di kelas karena bukunya kan sudah disediakan juga instruksi dan aktivitas yang ada di buku jadi lebih mempermudah saya untuk mengajar Bahasa Inggris.
R	Lalu menurut ms apakah ada hal – hal yang perlu lagi untuk ditambahkan dari buku – buku pegangan/materi yang digunakan saat mengajar tersebut?
T	Menurut saya secara konten pegangan sudah cukup, tetapi saya berhadapan bukunya bisa ada tempat untuk menjawab latihan – latihannya secara langsung karena kan biasanya siswa mengerjakannya di kertas/buku jadi suka lepas dan hilang latihannya.
R	Selain itu, apakah ada lagi ms?
T	Mungkin pembelajarannya bisa ditambahkan juga audio atau video.

R	Pertanyaan selanjutnya, kalau menurut ms bagaimana buku tersebut dapat membantu dan membuat siswa untuk tertarik dalam pembelajaran Bahasa Inggris di kelas?
T	Menurut saya bukunya sudah sangat membantu karena sudah memuat intruksi yang jelas dan juga aktivitas – aktivasnya juga sudah jelas agar siswanya tertarik itu dengan cara siswa diberikan pemahaman materi untuk materi di buku 'my next word' itu dan juga biasanya saya mengajak siswa untuk mengerjakan tugas dan aktivitas yang ada di buku itu.
R	Pertanyaan selanjutnya itu sumber belajar tambahan apa saja yang ms gunakan untuk menunjang proses pembelajaran di kelas?
T	Hanya LKS dan sumber materi dari internet saja
R	Kalau PPT gimana ms?
T	PPT saya belum menggunakannya untuk mengajar di kelas
R	Lalu apakah ms pernah menggunakan E-book/buku digital untuk mengajarkan Bahasa Inggris di kelas?
T	Belum, saya belum pernah menggunakan E-book untuk mengajar di kelas
R	Apakah ms pernah mendesain sendiri modul ajar yang digunakan untuk pembelajaran di kelas?
T	Belum pernah
R	Kalau boleh tahu apakah ada alasan khusus mengapa ms belum pernah menyusun modul ajar sendiri yang bisa digunakan untuk pembelajaran Bahasa Inggris di kelas ms?
T	Karena saya masih baru di sekolah ini dan belum menjadi guru tetap dan tugasnya masih hanya mengajar dan belum ada instruksi khusus dari pihak sekolah untuk menyusun modul ajar. Selain itu juga karena ada keterbatasan waktu bagi saya untuk menyusunnya karena setelah mengajar di sekolah saya masih ada kegiatan lain jadi masih belum sempat untuk menyusun modul.
R	Baik ms, apakah ms juga memberikan material tambahan yang bisa digunakan sebagai acuan belajar untuk siswa di rumah ms?
T	Kalau untuk materi tambahannya hanya LKS saja
R	Menurut ms apakah LKS tersebut mudah dimengerti oleh siswa ketika belajar di rumah?
T	Iya, LKS itu mudah dimengerti oleh siswa untuk belajar di rumah karena materi tambahan di LKS sudah dijelaskan semuanya jadi siswa bisa memahaminya apabila materi tambahannya dipelajari lagi di rumah.
R	Baik ms, itu saja untuk pertanyaannya, lalu yang terakhir apabila terdapat buku pegangan seperti supplementary material gitu untuk ms bagaimana sekiranya menurut ms?
T	Sangat bagus, dan apabila ada supplementary material seperti itu akan dapat lebih membantu saya untuk mengajarkan Bahasa Inggris untuk siswa di kelas
R	Lalu, sekiranya buku atau supplementary material seperti apa yang ms inginkan dan harapkan?

T	Kalau dari saya, saya berharap supplementary materialnya banyak gambar dan latihannya yang bisa mempermudah pemahaman, audio juga untuk listening sectionnya saya berhadap untuk audionya yang memuat percakapan yang singkat dan mudah dimengerti.
R	Lalu untuk textnya yang bagaimana ms?
T	Untuk textnya yang memuat materi dan text yang simple saja seperti short story dan bisa lebih di variasikan.
R	Alright ms, terima kasih banyak untuk informasi - informasinya
T	Terima kasih kembali



Appendix 7. Questionnaire Need Analysis

STUDENTS QUESTIONNAIRE GUIDE
IDENTIFYING STUDENTS LEARNING NEEDS

Pentunjuk!

Tanggapan adik-adik sangat penting bagi penelitian ini. Mohon untuk tidak menyebarkan atau membagikan kuesioner ini kepada siapapun di luar kelompok atau kelas yang dituju dan adik-adik mengisi kuesioner ini dengan jujur. Jawaban yang adik-adik berikan akan membantu dalam pemahaman yang lebih baik tentang topik penelitian ini. Kuesioner ini disediakan untuk tujuan penelitian internal dan kepentingan akademik semata.

Kelas :
No :
Sekolah :
Hari/Tanggal :

No	Pertanyaan	Jawaban
<i>Students' Learning Experiences of English Language Learning in the Classroom</i>		
1.	Bagaimana pembelajaran Bahasa Inggris yang dilaksanakan di kelas oleh guru?	
2.	Apakah guru mengajarkan Bahasa Inggris di kelas dengan baik dan dapat dengan mudah dipahami?	
3.	Bagaimana cara guru untuk membuat proses pembelajaran yang menyenangkan selama pembelajaran bahasa Inggris di kelas?	
4.	Aktivitas - aktivitas dan kegiatan apa yang diberikan oleh guru dalam pembelajaran bahasa Inggris di kelas? (Contoh : game, projek, dan diskusi kelompok).	

5.	Apakah guru menggunakan media yang berbeda dan bervariasi ketika proses pembelajaran? (Contohnya media gambar, audio, audio gambar, teks, dan permainan).	
6.	Bagaimana konten - konten yang divariasikan tersebut dapat meningkatkan minat siswa dalam proses pembelajaran Bahasa Inggris?	
7.	Menurut pendapat siswa, apakah guru menggunakan materi/sumber belajar tambahan untuk mengajarkan Bahasa Inggris? (Contohnya seperti buku paket, worksheet, PPT, modul, dan lain sebagainya?)	
8.	Apakah sumber belajar yang digunakan oleh guru sesuai dengan karakteristik dan gaya belajar kalian?	
9.	Apakah guru pernah menggunakan media atau materi ajar elektronik seperti E-book/E-modul dan lain sebagainya?	
10	Jika guru pernah menggunakan media atau materi ajar elektronik, bagaimana media atau materi ajar tersebut membuat kalian tertarik untuk belajar Bahasa Inggris?	

11	Jika guru pernah menggunakan media atau materi ajar elektronik, apakah kalian lebih menyukai media atau materi ajar tersebut daripada media atau materi cetak seperti buku paket/LKS?	
12	Selama pembelajaran Bahasa Inggris yang telah dilaksanakan oleh siswa, aktivitas/kegiatan apa yang paling diminati dan disukai? Contohnya seperti group discussion. Playing game, etc.	
13	Bagaimana pembelajaran yang telah dilaksanakan oleh guru memberikan pengaruh terhadap keterampilan berbahasa inggris kalian?	
<i>Students' Needs in Learning Process</i>		
14	Menurut pendapat siswa, materi seperti apa yang siswa inginkan untuk pembelajaran Bahasa inggris di kelas?	
15	Menurut pendapat siswa, bagaimana jika materi ajar yang digunakan oleh guru lebih bervariasi? seperti contohnya menggunakan PPT, Video, Poster, dll?	
16	Menurut pendapat siswa, Dari beberapa materi ajar yang ada, manakah yang paling disukai? Mengapa siswa lebih menyukai materi ajar tersebut?	

17	Menurut pendapat siswa, Jika guru menggunakan materi dengan visualisasi yang menarik apakah hal tersebut dapat membuat kalian lebih tertarik dalam proses pembelajaran Bahasa Inggris?	
18	Menurut pendapat siswa, jika guru menggunakan materi dengan Audio, Berapa durasi yang diinginkan siswa dalam setiap audio yang diberikan saat proses pembelajaran Bahasa Inggris dilaksanakan di kelas?	
19	Menurut pendapat siswa, jika guru memberikan pembelajaran di luar ruang kelas, apakah metode tersebut dapat membuat kalian tertarik dalam pembelajaran bahasa inggris?	
20	Jika guru memberikan teks sebagai media pembelajaran, berapa paragraph yang membuat kalian tertarik untuk membaca?	
21	Menurut pendapat siswa, apabila guru memberikan topik - topik yang dapat dikembangkan dengan menulis, bagaimana penggunaan metode tersebut dapat membuat kalian untuk tertarik dalam belajar bahasa inggris?	

22	Apabila guru memberikan kalian topik untuk dikembangkan menjadi suatu teks dengan menulis, topik yang bagaimana yang dapat membuat kalian tertarik untuk menulis dan mengembangkan ide?	
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Appendix 8. Questionnaire Learning Styles

STUDENTS LEARNING STYLE QUESTIONNAIRE**Pentunjuk!**

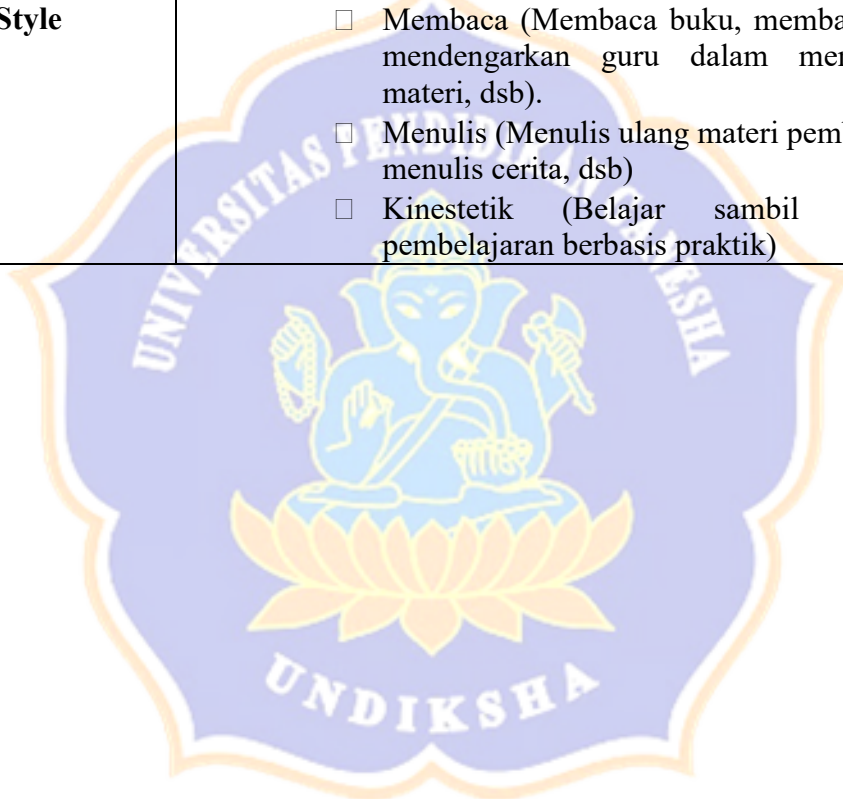
Tanggapan adik-adik sangat penting bagi penelitian ini. Mohon untuk tidak menyebarkan atau membagikan kuesioner ini kepada siapapun di luar kelompok atau kelas yang dituju dan adik-adik mengisi kuesioner ini dengan jujur. Jawaban yang adik-adik berikan akan membantu dalam pemahaman yang lebih baik tentang topik penelitian ini. Kuesioner ini disediakan untuk tujuan penelitian internal dan kepentingan akademik semata.

Kelas :
No :
Sekolah :
Hari/Tanggal :

DIMENSI	PERTANYAAN	JAWABAN	
		IYA	TIDAK
Students Learning Style (Visual Learners)	1. Saya senang dan tertarik ketika guru menggunakan gambar dan poster saat mengajarkan materi di kelas		
	2. Saya merasa senang dan tertarik ketika guru menerangkan materi pembelajaran di kelas dengan menggunakan media – media seperti LCD dan PPT.		
	3. Saya merasa tertarik dan senang ketika guru menggunakan media pembelajaran buku yang dilengkapi dengan banyaknya ilustrasi seperti gambar, dll.		
	4. Saya jadi lebih mudah dalam mengingat materi yang diajarkan guru apabila guru menggunakan media – media visual seperti gambar, poster, komik, buku cerita, diagram, grafik, dan lain sebagainya		
Students Learning Style (Auditory Learners)	5. Saya lebih senang dan tertarik jika guru menggunakan media pembelajaran audio untuk mengajarkan materi di kelas		

	6. Saya lebih senang dan tertarik jika guru menerangkan/menjelaskan materi secara langsung di depan kelas selama pembelajaran bahasa inggris.		
	7. Saya lebih senang dan tertarik dengan kegiatan pengulangan dan mengingat kembali materi		
	8. Saya lebih mudah untuk mengingat serta memahami materi dengan mendengarkan penjelasan guru, diskusi, mendengarkan audio, dan lain sebagainya		
Students Learning Style (Reading/writing Learners)	9. Saya lebih senang dan tertarik jika guru mengajarkan materi dengan menuliskannya di papan tulis		
	10. Saya lebih senang dan tertarik untuk mencatat point – point dari materi pembelajaran yang diterangkan oleh guru		
	11. Saya lebih senang membaca ulang materi dan catatan yang telah saya buat		
	12. Saya lebih senang dan tertarik jika diberikan kegiatan menulis oleh guru di kelas		
	13. Saya lebih tertarik dan menyukai cerita dan teks yang pendek untuk dibaca dan diringkas		
	14. Saya lebih senang dan tertarik jika diberikan kegiatan membaca oleh guru di kelas		
	Students Learning Style (Kinesthetic Learners)	15. Saya lebih senang dan lebih tertarik jika guru melaksanakan kegiatan pembelajaran di luar kelas	
16. Saya lebih senang dan lebih tertarik jika guru mengajarkan materi dengan peragaan atau memperagakan materi			
17. Saya lebih senang dan tertarik jika guru mengajak bermain game yang melibatkan gerakan tubuh			

	18. Saya cenderung lebih menyukai pembelajaran yang berbasis gerakan daripada hanya berdiam di kelas dan mendengarkan penjelasan guru.		
Students Learning Style	<p>19. Dari keempat gaya belajar tersebut, manakah di antara di bawah ini gaya belajar yang paling kamu minat dan senangi (pilih salah satu saja)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual (Gambar, Poster, PPT, Buku Dongeng, dsb). <input type="checkbox"/> Auditory (Audio, Mendengarkan Penjelasan Guru, dsb) <input type="checkbox"/> Membaca (Membaca buku, membaca cerita, mendengarkan guru dalam membacakan materi, dsb). <input type="checkbox"/> Menulis (Menulis ulang materi pembelajaran, menulis cerita, dsb) <input type="checkbox"/> Kinestetik (Belajar sambil bergerak, pembelajaran berbasis praktik) 		



Appendix 9. The Results of the Questionnaire Students' Needs

STUDENTS QUESTIONNAIRE NEED ANALYSIS

Pertunjuki!

Tanggapan adik-adik sangat penting bagi penelitian ini. Mohon untuk tidak menyebarkan atau membagikan kuesioner ini kepada siapapun di luar kelompok atau kelas yang dituju dan adik-adik mengisi kuesioner ini dengan jujur. Jawaban yang adik-adik berikan akan membantu dalam pemahaman yang lebih baik tentang topik penelitian ini. Kuesioner ini disediakan untuk tujuan penelitian internal dan kepentingan akademik semata.

Kelas : VII A

No : 11

Sekolah : SD 18 Remecuban

Hari/Tanggal : Rabu 121 Feb 2023

No	Pertanyaan	Jawaban
<i>Students' Learning Experiences of English Language Learning in the Classroom</i>		
1.	Bagaimana pembelajaran Bahasa inggris yang dilaksanakan di kelas oleh guru?	Seru, Menyenangkan
2.	Apakah guru mengajarkan Bahasa inggris di kelas dengan baik dan dapat dengan mudah dipahami?	Sedikit Paham
3.	Bagaimana cara guru untuk membuat proses pembelajaran yang menyenangkan selama pembelajaran bahasa inggris di kelas?	Menonton video dan membuat Poster

4.	<p>Aktivitas - aktivitas dan kegiatan apa yang diberikan oleh guru dalam pembelajaran bahasa inggris di kelas? (Contoh : game, proyek, dan diskusi kelompok).</p> <p>Berjari, dang Menghavalikan Nama - Nama hari dan angka - angka angka</p>
5.	<p>Apakah guru menggunakan media yang berbeda dan bervariasi ketika proses pembelajaran? (Contohnya media gambar, audio, audio gambar, teks, dan permainan).</p> <p>Ataka Permainan</p>
6.	<p>Bagaimana konten - konten yang divariasikan tersebut dapat meningkatkan minat siswa dalam proses pembelajaran Bahasa inggris?</p> <p>Menghafalkan angka?</p>
7.	<p>Menurut pendapat siswa, apakah guru menggunakan materi/sumber belajar tambahan untuk mengajarkan Bahasa inggris? (Contohnya seperti buku paket, worksheet, PPT, modul, dan lain sebagainya?)</p> <p>Buku Paket dan LKS</p>

8.	Apakah sumber belajar yang digunakan oleh guru sesuai dengan karakteristik dan gaya belajar kalian?	iya
9.	Apakah guru pernah menggunakan media atau materi ajar elektronik seperti E-book/E-modul dan lain sebagainya?	Tidak
10. x	Jika guru pernah menggunakan media atau materi ajar elektronik, bagaimana media atau materi ajar tersebut membuat kalian tertarik untuk belajar Bahasa Inggris?	
11. x	Jika guru pernah menggunakan media atau materi ajar elektronik, apakah kalian lebih menyukai media atau materi ajar tersebut daripada media atau materi cetak seperti buku paket/LKS?	

12.	Selama pembelajaran Bahasa Inggris yang telah dilaksanakan oleh siswa, aktivitas/kegiatan apa yang paling diminati dan disukai? Contohnya seperti group discussion. Playing game, etc.	Playing game
13.	Bagaimana pembelajaran yang telah dilaksanakan oleh guru memberikan pengaruh terhadap keterampilan berbahasa Inggris kalian?	Sangat paham
<i>Students' Needs in Learning Process</i>		
14.	Menurut pendapat siswa, materi seperti apa yang siswa inginkan untuk pembelajaran Bahasa Inggris di kelas?	Menonton video, dan menghafal kan nama-nama hari dan angka
15.	Menurut pendapat siswa, bagaimana jika materi ajar yang digunakan oleh guru lebih bervariasi? seperti contohnya menggunakan PPT, Video, Poster, dll?	Video karena seru dan menyenangkan
16.	Menurut pendapat siswa, Dari beberapa materi ajar yang ada, manakah yang paling disukai? Mengapa siswa lebih menyukai materi ajar tersebut?	Nama-nama angka karena saya hafal dari KIS 1

17.	Menurut pendapat siswa, jika guru menggunakan materi dengan visualisasi yang menarik apakah hal tersebut dapat membuat kaidah lebih tertarik dalam proses pembelajaran Bahasa Inggris?	Manghalkkan angka dan Nama - Nama hari
18.	Menurut pendapat siswa, jika guru menggunakan materi dengan Audio, Berapa durasi yang diinginkan siswa dalam setiap audio yang diberikan saat proses pembelajaran Bahasa Inggris dilaksanakan di kelas?	SA
19.	Menurut pendapat siswa, jika guru memberikan pembelajaran di luar ruang kelas, apakah metode tersebut dapat membuat kaidah tertarik dalam pembelajaran bahasa Inggris?	Ya
20.	Jika guru memberikan teks sebagai media pembelajaran, berapa paragraph yang membuat kaidah tertarik untuk membaca?	4 Paragraph

21.	Menurut pendapat siswa, apabila guru memberikan topik - topik yang dapat dikembangkan dengan menulis, bagaimana penggunaan metode tersebut dapat membuat kaitan untuk tertarik dalam belajar bahasa Inggris?	ya
22.	Apabila guru memberikan kaitan topik untuk dikembangkan menjadi suatu teks dengan menulis, topik yang bagaimana yang dapat membuat kalian tertarik untuk menulis dan mengembangkan ide?	Nama- Nama Parang

Appendix 10. The Results of the Questionnaire Learning Styles

Pentunjuk!

STUDENTS LEARNING STYLE QUESTIONNAIRE

Tanggapan adik-adik sangat penting bagi penelitian ini. Mohon untuk tidak menyebarkan atau membagikan kuesioner ini kepada siapapun di luar kelompok atau kelas ya. diyuji dan adik-adik mengisi kuesioner ini dengan jujur. Jawaban yang adik-adik berikan akan membantu dalam pemahaman yang lebih baik tentang topik penelitian ini. Kuesioner ini disediakan untuk tujuan penelitian internal dan kepentingan akademik semata.

Kelas : V/II
 No : 6
 Sekolah : SDN 18 Persebaran
 Hari/Tanggal : Rabu, 21 Februari 2024

DIMENSI	PERTANYAAN	JAWABAN	
		IVA	TIDAK
Students Learning Style (Visual Learners)	1. Saya senang dan tertarik ketika guru menggunakan gambar dan poster saat mengajarkan materi di kelas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	2. Saya senang dan tertarik ketika guru menggunakan diagram dan grafik untuk menjelaskan materi di kelas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	3. Saya merasa senang dan tertarik ketika guru menerangkan materi pembelajaran di kelas dengan menggunakan media – media seperti LCD dan PPT.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	4. Saya merasa tertarik dan senang ketika guru menggunakan media pembelajaran buku yang dilengkapi dengan banyaknya ilustrasi seperti gambar, dll.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	5. Saya senang jika guru memberikan tugas menggambar kepada saya	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	6. Saya lebih senang mengingat dengan gambaran daripada hanya mendengarkan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	7. Saya lebih senang menggambar	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	8. Saya lebih suka mengamati	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	9. Saya jadi lebih mudah dalam mengingat materi yang diajarkan guru apabila guru menggunakan media – media visual seperti gambar, poster, komik, buku cerita, diagram, grafik, dan lain sebagainya	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	10. Saya lebih senang dan tertarik jika guru menggunakan media pembelajaran audio untuk mengajarkan materi di kelas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	11. Saya lebih senang dan tertarik jika guru menerangkan/menjelaskan materi secara langsung di depan kelas selama pembelajaran bahasa inggris.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	12. Saya lebih senang dan tertarik pada kegiatan diskusi pembelajaran	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	13. Saya lebih senang jika guru memberikan tugas dan kegiatan diskusi pembelajaran di kelas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	14. Saya lebih senang dan tertarik jika guru membacakan cerita yang berkaitan dengan materi pembelajaran di kelas (Hearing stories).	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	15. Saya lebih senang dan tertarik dengan kegiatan penguasaan dan mengingat kembali materi mendengarkan audio, dan lain sebagainya	<input checked="" type="checkbox"/>	
	16. Saya lebih mudah untuk mengingat serta memahami materi dengan mendengarkan penjelasan guru, diskusi, mendengarkan audio, dan lain sebagainya	<input checked="" type="checkbox"/>	
	17. Saya lebih senang dan tertarik jika guru mengajarkan materi dengan menuliskannya di papan tulis	<input checked="" type="checkbox"/>	
	18. Saya lebih senang dan tertarik jika guru membacakan materi pelajaran di depan kelas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	19. Saya lebih senang dan tertarik membuat catatan selama pelajaran di kelas	<input checked="" type="checkbox"/>	
	20. Saya lebih senang dan tertarik untuk mencatat point – point dari materi pembelajaran yang diterangkan oleh guru	<input checked="" type="checkbox"/>	
	21. Saya lebih senang membaca ulang materi dan catatan yang telah saya buat	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	22. Saya lebih tertarik dan menyukai cerita dan teks yang pendek untuk dibaca dan diringkaskan	<input checked="" type="checkbox"/>	
	23. Saya lebih senang dan tertarik jika diberikan kegiatan menulis oleh guru di kelas	<input checked="" type="checkbox"/>	
	24. Saya lebih senang dan tertarik jika diberikan kegiatan membaca oleh guru di kelas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	25. Dari kedua gaya belajar tersebut, manakah yang lebih senang dan kamu minati	<input checked="" type="checkbox"/>	
	26. Saya lebih mudah memahami materi dengan metode membaca	<input checked="" type="checkbox"/>	
	27. Saya lebih mudah memahami materi dengan metode menulis	<input checked="" type="checkbox"/>	
	28. Saya lebih senang dan lebih tertarik jika guru melaksanakan kegiatan pembelajaran di luar kelas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	29. Saya lebih senang dan lebih tertarik jika guru mengajarkan materi dengan peragaan atau mempraktekan materi	<input checked="" type="checkbox"/>	
	30. Saya lebih senang dan tertarik jika guru mengajak bermain game yang melibatkan gerakan tubuh	<input checked="" type="checkbox"/>	
	31. Saya lebih senang dan tertarik jika guru menggunakan lagu dalam pembelajaran dan mengajak untuk bernyanyi sambil bergerak	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Students Learning Style (Kinesthetic Learners)	32. Saya cenderung lebih menyukai pembelajaran yang berbasis gerakan daripada hanya berdiam di kelas dan mendengarkan penjelasan guru.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	33. Saya suka belajar dengan melakukan dan gerakan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	34. Saya gaya cenderung mudah memahami materi dengan pembelajaran di luar kelas, gerakan tubuh, peragaan dll.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	35. Saya lebih senang belajar dengan praktik daripada teori	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	36. Dari keempat gaya belajar tersebut, manakah di antara di bawah ini gaya belajar yang paling kamu minati dan senang (pilih salah satu saja)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Students Learning Style	<input checked="" type="checkbox"/> Visual (Gambar, Poster, Diagram, Grafik, PPT, Buku Dongeng, dsb)	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Auditori (Audio, Mendengarkan Penjelasan Guru, dsb)	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Membaca (Membaca buku, membaca cerita, mendengarkan guru dalam membacakan materi, dsb)	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Menulis (Menulis ulang materi pembelajaran, menulis cerita, dsb)	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Kinestetik (Belajar sambil bergerak, pembelajaran berbasis praktik)	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 11. Matrix of the Product

Matrix Development of Material and Assessment for Emancipated Curriculum**Grade VI Semester 1**

CP	Topics	Objectives	Method of Learning	Syntax/ Learning Activities	Learning Styles (Materials)			
					Visual	Aural	Read/Write	Kinesthetic
By the end of Phase C, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities such as asking simple questions, requesting clarification and seeking permission. They use some strategies to identify key information in most contexts such as asking a speaker to	I studied last night, but my sister didn't	1. Students (Audience) are able to mention past activities (Behavior) through information from pictures, audio, video and writing provided by the teacher (Condition) clearly (Degree). C1 – Remembering	PBL	Orientation of the Problem	Students look at pictures related to past activities. Then the students and the teacher identify the past activities displayed together.	Students listen to audio containing conversations. Then, students requested identify the conversation being heard.	Students and teachers together read a short conversation about past activities. Then the teacher directs students to think about what the conversation is about	Students are asked to play “Stand up if you did”. The teacher stated the past activities and the students had to stand up if they did those activities yesterday. Then the teacher directs the students to identify that those activities are past activities.
		2. Through information from images, audio, video and writing provided by the teacher (Condition), students		Organizing Student Learning	In groups, students are displayed several sheets of pictures about activities related to past activities provided by	In groups, students are asked to listen to the audio and then asked to express what they heard and reveal something they did yesterday	In groups, students are asked to choose one of the two short paragraphs related to the past activities. Then fill in the blanks in	In groups, Students are asked to choose one group member to act out some activities that will be guessed by other

<p>repeat or to speak slowly, or asking what a word means. They follow a series of simple instructions related to classroom procedures and learning activities.</p>		<p>(Audience) are able to determine past activities (Behavior) correctly (Degree). C2 – Understand.</p>			<p>the teacher. The pictures will be labeled with a, b, c..etc. Then, matching them with the list provided. Students match together with group friends.</p>		<p>the selected short text with the keywords provided.</p>	<p>friends in the group. With the clues given, students work in groups to play guessing games</p>
		<p>3. Through the material provided, which can be in the form of (images, audio, video or writing) (Condition), students (Audience) are able to use past vocabulary (Behavior) correctly in expressing past activities with context (Degree). C3 – Implement.</p>		<p>Guiding Individual and Group presentation</p>	<p>In groups, Students are asked to choose the pictures provided that relate to past activities. Then they were asked to write the sequence of activities they did based on the picture they chose.</p>	<p>In groups, students are asked to listen to some audio that is separated into 3 levels. They start from the first audio contains some activities and the students need to organize the activities based on the audio listened. After listening to all the audio, they were asked to fill in the blanks of the sentences with the past tense verbs heard previously.</p>	<p>In groups, Students are asked to choose one prepared past tense verb and then use it to write a short text about their experience that occurred according to the selected past tense verb.</p>	<p>In groups, Students are asked to remember the past tense verb that was guessed when playing guessing games. Then choose three of them to use as past sentences.</p>

				Developing and Presenting Solution	Students are asked to complete a short text about their experience based on the past tense verb they chose. Then, they are asked to present the result by read aloud the answer	Students are asked to complete the entire audio and complete all the blanks then present it in front of the class.	Students are asked to complete a short text about a favorite experience and then present it to the class.	Students are asked to complete the three sentences using past tense verbs that were guessed during the guessing games and then present them in front of the class.
				Analyzing and evaluating the problem-solving process.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.
			PjBL	Basic Questioning	In groups, students are asked to identify some pictures/illustrations. Then listen to the teacher about imaginary stories in the past related to the pictures displayed. Then, students are	The students are asked to watch and listen to a video related to the past activities played by the teacher. Then, the teacher asked students what the story was about and what kind of past	In groups, students are asked to pay attention to the comic strip shown by the teacher. Then pay attention to how the teacher explains the contents of the comic strip. Students are welcome to	In groups, students are asked to pay attention to the teacher who explains a game about identifying past verbs using a word wall. The game will be played in teams. Students

					invited to ask questions related to past activities told by the teacher.	activities shown in the video. Students are invited to ask questions related to past activities told in the video.	ask questions regarding what they do not understand.	are welcome to ask questions that they do not understand.
				Designing Product Planning	In groups, students are asked to understand the product design that will be worked on by carrying out choose and match activities to create a time travel storybook and discussing the concept of a time travel storybook.	In groups, Students are asked to understand the audio they hear and then suggest past tense verbs that match what they have heard. Then, students are asked to fill in the blanks in the text with the past tense verbs they hear.	In groups, Students are asked to compose a conversation using a comic strip. They are asked to understand the concept of comic strips and organize the conversations provided into a good comic.	In groups, students are asked to play a wordwall game about past verbs and non-past verbs. They are asked to understand which is the past form of the verb.
				Scheduling the Project	In groups, students are asked to develop a schedule for completing the project for making a time travel storybook along with a presentation of the project design that will be made.	In groups, students are asked to plan a project to play a past detective game. The project is related to the video that was played before. In this project, students must solve a mystery by	In groups, students are asked to make a comic strip. This will show their understanding of identifying types of past activities. They are asked to prepare a schedule for	In groups, Students are asked to revisit the word wall by selecting several past tense verbs on the word wall to make sentences. They are asked to prepare a

				<p>Students are given several pictures to paste and make the imaginary story into a time travel story which is described using simple past tense sentences. Then, students are invited to ask the teacher questions and discuss the readiness of the project design.</p>	<p>paying attention and listening to the video given. For example, if there is a mystery "What did he do yesterday?", and they need to solve them. Then, they are asked to prepare a schedule for completing the mystery-solving project and then present the design of the project that will be created. Students are invited to ask the teacher and discuss the readiness of the project design.</p>	<p>completing the comic strip vocabulary project and then present the design of the project that will be created. Students are invited to ask the teacher and discuss the readiness of the project design.</p>	<p>project completion schedule. Students are invited to ask the teacher and discuss the readiness of the project design.</p>
				<p>Monitoring Project Activity and Development</p>	<p>Students work together to create a common perception about the project and then start looking for supporting materials for making the project.</p>	<p>Students work together to create a common perception of the project and then start looking for supporting materials for making the project.</p>	<p>Students work together to create a common perception of the project and then start looking for supporting materials for making the project.</p>

					Students together start working on the project.	Students together start working on the project.	Students together start working on the project.	Students together start working on the project.
				Testing the Results	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.
				Evaluating Learning Experience	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.
			DL	Giving Stimulation	The teacher gives an apperception of pictures of past activities with the learning	Students are asked to listen once to a song about simple past tense. Then, they were asked to	Students are asked to read an example of a simple text about an experience in past activities	Students are asked to listen to examples of activities listed that the teacher experience

				activities to be learned.	identify what the song was about.	displayed by the teacher, and then the teacher gives a brief apperception and relates it to the activities to be carried out.	d in the past, give brief apperception and then relate them to the learning activities to be carried out.	
				Identifying the Problems	In groups, students are asked to match pictures of past activities through pictures provided by the teacher.	In groups, Students are asked to read the lyrics of the song they have heard before. Then, students are asked to understand the song lyrics well. They understand the concept of the song and write down the 3 past tense verbs found in the lyrics.	In groups, Students are asked to read a short text about simple past tense. Then they were asked to correct the text to make it into the correct past tense by correcting the verbs provided with the correct past tense.	In groups, Students are asked to remember their favorite past experiences and then they are asked to write them down using the correct past tense verbs.
				Collecting the Data	Each student in the group is asked to collect information about their experiences related to the pictures.	In groups, students are asked to analyze song lyrics and collect data regarding past activities carried out based on periods such as activities carried out "yesterday", "last	Each student in the group is asked to collect data about their favorite experience. It can be more than one experience.	Each group is asked to collect data by going around to do observations and interviews with the other friends from the other groups

					Sunday", and "what was worn yesterday" which are all contained in the song.			
				Processing the Data	In groups, students are asked to analyze the data collected and write them with the correct past activity expressions. Then double-check them.	In groups, students are asked to write the result of their analysis in the template provided. Then check it again.	In groups, after collecting the data about their favorite experiences, the students are asked to write them in the mind map templates provided. Each student writes in one space. The middle space will be filled with group names.	In groups, after going around collecting the data, the students are asked to write them in the list templates by classifying them based on the activities they choose.
				Verification	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to convey the results of their discussion to other groups to give each other feedback.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to convey the results of their discussion to other groups to give each

								other feedback.
				Drawing Conclusion	Students are asked to present the results of the discussion in front of the class. Then the teacher gives feedback and concludes the lesson.	Students are asked to present the results of the discussion in front of the class. Then the teacher gives feedback and concludes the lesson.	Students are asked to present the results of the discussion in front of the class. Then the teacher gives feedback and concludes the lesson.	Students are asked to present the results of the discussion in front of the class. Then the teacher gives feedback and concludes the lesson.
We went to a museum last week	4. Students (Audience) are able to recognize adverbs of time for past activities (Behavior) through the material provided in the form of pictures, audio, video, or writing (Condition) clearly (Degree). C1 – Remembering.	PBL	Orientation of the Problem	Students look at pictures related to past activities. Then, students are asked to recognize what the picture is about, then they are asked to express a similar experience that has happened to them. Then recognize when the activity occurs.	Students are asked to listen to stories read by their friends and direct them to recognize the adverbs of time used.	Students and teachers together read a short conversation about past activities. Then the teacher directs students to think about what is the conversation about. Then, students are asked to mention the time sequence they find in the text.	Students are asked to pay attention to the illustrations given. Then, they are asked to think about what previously happened to the character and students look for causes or previous activities that caused what happened to the character. Students are asked to think and then	

		5. Through information provided through images, audio, video, or writing (Condition), students (Audience) are able to determine the adverb of time for past activities (Behavior) correctly (Degree). C2 – Understand.						choose the correct answer.
				Organizing Student Learning	In groups, students are given several pictures and adverbs of time to match with the past tense verbs provided. Students are asked to determine and match everything correctly.	In groups, students are asked to listen to audio containing stories and students are asked to answer questions related to the story they heard, then they are asked to write the answers in a piece of paper.	In groups, students are asked to read a short text about past activities. Then they were asked to circle the correct statement from the sentences provided to match the text they read.	In groups, students are asked to think about what would happen to the characters in yesterday's illustration. They were asked to complete the statement sentences with the most suitable past tense verb. Then, they were asked to choose which sentence best described the activity the character did yesterday.
		6. Through the material provided, which can be in the form of (images, audio, video, or writing) (Condition), students (Audience) are able to use adverbs of time for past activities (Behavior)		Guiding Individual and Group presentation	In groups, Students are asked to choose the pictures provided that relate to past activities. Then they	In groups, students are asked to listen to audio containing short stories about past activities. Then, they	In groups, Students are asked to read a short text about past activities. Then they were asked to correct the text by	In groups, Students are asked to think about one past activity by writing it down based on

		into sentences about past activities correctly (Degree). C3 – Implement.			were asked to write the sequence of activities they carried out based on the pictures they chose by writing them according to the past tense verbs provided and the correct order of adverbs of time.	were asked to tick the text that best matched the audio they listened to. After that, students were asked to write down experiences similar to the stories they had heard.	changing the available verbs with past tense verbs correctly, then they were also asked to complete the text with appropriate adverbs of time.	the sequence of adverbs of time and past verbs provided.
				Developing and Presenting Solution	Students are asked to complete a short past text activity by selecting the past tense verbs and adverbs of time provided. Then, they are asked to present the result by read aloud the answer.	Students are asked to finish listening to the audio, tick the correct text then write down similar past activities, then present them in front of the class.	Students are asked to complete a short text revision about past activities, then present it in front of the class.	Students are asked to complete a short text about past activities, then present it in front of the class.
				Analyzing and evaluating the problem-solving process.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and

								suggestions.
			PjBL	Basic Questioning	In groups, students are asked to pay close attention to the picture, then they are asked to recognize when this happens by using the correct sequence of adverbs of time.	In groups, students are asked to listen to videos about past activities and recognize the sequence of past activities carried out, then write them on the template provided by writing them in sequence.	In groups, students are asked to read three short texts about past stories that contain adverbs of time. Then, they were asked to number the adverbs of time according to the correct text.	In groups, students are asked to pay attention to the illustration and think about what activities happened in the kitchen yesterday and then say that. They were asked to state and adapt it to the past verbs that had been provided.
				Designing Product Planning	In groups, Students are asked to understand the design of the product that will be worked on by carrying out choose and match activities for a sequence of activities according to the time they occur using adverbs of time and past tense	In groups, Students are asked to understand the audio they hear and then determine and organize the past activities they hear in the adverbs of time column provided.	In groups, Students are asked to arrange the past sentences provided which contain adverbs of time into a continuous and sequential text based on the period of time.	In groups, Students are asked to pay attention to the picture illustration and then think about what activities are happening to the characters in the illustration. They were asked to make past

					verbs that have been prepared.			tense sentences with prepared past tense verbs and they were free to give names to the characters and make them sentences that best described the illustrations they saw
				Scheduling the Project	In groups, students are asked to develop a schedule for completing the project for create a short story about past activities by selecting one of the pictures in each period of time provided. Then, they were asked to write it according to the writing method given. Then, students are invited to ask the teacher questions and discuss	In groups, students are asked to plan a project to make some past sentences related to the audios listened to. Students are asked to make three sentences according to the past tense verbs and adverbs of time that are heard through the audio provided. Students are asked to follow the writing method that has been given.	In groups, students are asked to make some short text related to past activities using yesterday and last week adverbs of time. Students are asked to choose the two packages containing past tense verbs and then choose them for students to use in yesterday's or last week's texts. Students are	In groups, students are asked to remember past events that they have experienced and then make a short text in chronological order using the adverbs of time provided. The type of past activity is also adapted to the past verbs that have been prepared. Students are invited

					the readiness of the project design.	Students are invited to ask the teacher and discuss the readiness of the project design.	invited to ask the teacher and discuss the readiness of the project design.	to ask the teacher and discuss the readiness of the project design.
				Monitoring Project Activity and Development	Students work together to create a common perception about the project and then start looking for supporting materials for making the project. Students together start working on the project.	Students work together to create a common perception of the project and then start looking for supporting materials for making the project. Students together start working on the project.	Students work together to create a common perception of the project and then start looking for supporting materials for making the project. Students together start working on the project.	Students work together to create a common perception of the project and then start looking for supporting materials for making the project. Students together start working on the project.
				Testing the Results	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.
				Evaluating Learning Experience	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express

					experienced during the learning process. The teacher gives advice, feedback and concludes the learning.	experienced during the learning process. The teacher gives advice, feedback and concludes the learning.	experienced during the learning process. The teacher gives advice, feedback and concludes the learning.	the obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.
			DL	Giving Stimulation	The teacher gives an apperception of pictures of past activities with the learning activities to be learned. Students are asked to state past activities that are similar to those they have experienced and then identify when the incident occurred.	Students are asked to listen to stories about past experiences through the audio provided. Students are asked to state what they found in the story they heard.	Students are asked to read an example of a simple text about an experience in past activities displayed by the teacher, and then the teacher gives a brief apperception and relates it to the activities to be carried out. Students are also asked to recognize what the statement is about.	Students are asked to think about what is happening in the illustration. They were asked to think about events that happened previously so that in the illustration of doing this activity, namely "drinking water", students were asked to state what they were thinking. Then, teacher give brief appercepti

								on and then relate them to the learning activities to be carried out.
				Identifying the Problems	In groups, students are asked to match the past sentences provided with the pictures provided.	In groups, Students are asked to listen to a short past story that contains a sequence of adverbs of time. They were asked to sort the random sentences so that they were in sequence and according to the time sequence they had heard.	In groups, Students are asked to read a short text about past activities which contains a time sequence with adverbs of past time. Then, they were asked to arrange the images and adverbs of time that had been provided to match the text they were reading	In groups, Students are asked to read the cause and effect sentences provided. They are asked to think about what happened before and caused something to happen. Students are asked to match sentences with each other.
				Collecting the Data	In groups, Students are asked to pay attention to the pictures/illustrations. They are asked to make a short story about what can be done in the place the picture depicts. Students are encouraged	In groups, students are asked to listen to audio containing past stories and then they are asked to write down their findings obtained through the audio they listened to. Students are	Students are asked to think about cause and effect activities that occurred in the past using the past tense verbs provided. Make sure to write cause and effect sentences side by side.	Students are asked to practice expressing correct adverbs in expressing past experiences they have had with group mates.

					to use past tense verbs that have been studied previously.	also asked to write briefly about their stories that are similar to the stories they heard before.		
				Processing the Data	In groups, students are asked to write the results of their analysis in text form based on the images provided. Then double-check them.	In groups, students are asked to write their results of the analysis in the space provided. Then double-check them.	In groups, after compiling a short story by arranging pictures according to the adverbs of time. Then double-check them.	In groups, after students collect data about past causal activities, they are asked to check the results of their analysis again.
				Verification	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.
				Drawing Conclusion	Students are asked to present the results of the discussion in front of the	Students are asked to present the results of the discussion in front of the	Students are asked to present the results of the discussion in front of the	Students are asked to present the results of the discussion

					class. Then the teacher gives feedback and concludes the lesson.	class. Then the teacher gives feedback and concludes the lesson.	class. Then the teacher gives feedback and concludes the lesson.	in front of the class. Then the teacher gives feedback and concludes the lesson.
I was in Bali last week	4.	Students (Audience) are able to identify the use of was/were for past activities (Behavior) through the material provided from images, audio, video and writing (Condition) correctly (Degree). C1 - Remembering	PBL	Orientation of the Problem	Students look at pictures related to past activities. Then, students are asked to identify the differences in the use of was/were in the pictures.	Students are asked to sing songs with the lyrics provided. They were asked to identify differences in the use of was/were in song lyrics.	Students and teachers together read a short conversation about past activities. Then the teacher directs students to think about what the conversation is about. Then, students are asked to identify the use of was/were in the conversation they read.	Students are asked to pay attention to the illustrations given. Then, they were asked to think about what they would feel if the character experienced the things described in the illustration.
	5.	Through information provided through images, audio, video or writing (Condition),		Organizing Student Learning	In groups, Students are given several pictures or illustrations and then students are asked to match the pictures with past sentences containing was/were.	In groups, students are asked to complete the missing song lyrics with the past tense verb they want and use the adapted was/were	In groups, students are asked to organize a past conversation by matching it with the correct dialogue sequence. They are asked to choose the correct	In groups, students are asked to think about their experiences similar to the illustrations given. They were asked to also ask their seat mates and

		students (Audience) are able to use was/were to state past activities (Behavior) correctly (Degree). C3 – Implement.			Then, students are asked to write down one similar experience they have.		was/were in the sentences then arrange them in the speech bubbles provided.	write it in the space provided.
	6.	Through the material provided through images, audio, video and writing (Condition), students (Audience) are able to differentiate the correct use of was/were (Behavior) in past sentences (Degree). C4 – Analyze.		Guiding Individual and Group presentation	In groups, Students are asked to pay attention to the picture and then they are asked to write sentences about the picture they see by classifying sentences using was and were.	In groups, students are asked to compose 4 verses of song lyrics and sing them to the tune of Ba Ba Black Sheep. They were asked to write lyrics that contained was/were.	In groups, Students are asked to write conversations using was/were correctly. They are free to make the conversation they want but it must contain was/were in it.	In groups, students are asked to pay attention to the illustrations given. Then they were asked to think about answers to questions related to the illustration and write them in the correct places.
				Developing and Presenting Solution	Students are asked to complete short sentences about the past based on what they see in the picture and by choosing the past tense and was/were verbs provided. Then, they are asked to	Students are asked to complete the song lyrics and then sing them in front of the class.	Students are asked to complete a conversation about past activities that contain was/were, then present it in front of the class.	Students are asked to complete all questions related to the illustration, then present them in front of the class.

					present the result by read aloud the answer.			
				Analyzing and evaluating the problem-solving process.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.
			PjBL	Basic Questioning	In groups, Students are asked to pay close attention to the picture, then they are asked to identify differences in the use of was/were based on the picture they see.	In groups, students are asked to listen to audio about past activities. Then they were asked to write at least 2 statements on the audio that used was/were.	In groups, students are asked to read two short texts about past stories that have missing parts. Then, they were asked to fill in the missing parts with the correct was/were.	In groups, students are asked to pay attention to the illustrations and think about what activities happened in the living room yesterday then write them down using was/were correctly.
				Designing Product Planning	In groups, Students are asked to understand the product design they will be working on by carrying	In groups, Students are asked to listen to audio that contains stories about past activities.	In groups, Students are asked to continue writing sentences at least two sentences from the	In groups, Students are asked to pay attention and think about what is happening

				<p>out look and arrange activities for the images and sentences provided. They were asked to complete the missing part of the sentence with was/were that matched the picture they saw. Then arrange the sentences to match the order of the pictures.</p>	<p>Then they are asked to pay close attention by completing the missing parts of the story so that they match what they heard. They were also asked to write briefly a similar story they had experienced.</p>	<p>sentences provided. They were asked to adjust the use of was/were in sentences correctly. Students make sentences according to the past tense verbs provided.</p>	<p>in the illustration. They were asked to make sentences that describe each character in the illustration using the correct was/were. Students are free to name each character as they like.</p>
				<p>Scheduling the Project</p> <p>In groups, students are asked to develop a schedule for completing the project for Make a short story about past activities by selecting some of the pictures provided. Then, they were asked to write it according to the correct was/were. Then, students are invited to ask the</p>	<p>In groups, students are asked to plan a project to make some past sentences related to the audios listened to. Students are asked to listen to the three audios and then write sentences that can describe the audio they listened to using the correct was/were. Students are</p>	<p>In groups, students are asked to write short text related to past activities using was/were. Students are asked to choose a package containing adjectives which are then selected for students to use in the text. Students are invited to ask the teacher and discuss the</p>	<p>In groups, students are asked to ask their classmates about their feelings. Students ask questions according to the adjectives provided, then they write down the results using the correct was/were. Students are invited to ask the teacher and discuss the</p>

					teacher questions and discuss the readiness of the project design.	invited to ask the teacher and discuss the readiness of the project design.	readiness of the project design	readiness of the project design.
				Monitoring Project Activity and Development	Students work together to create a common perception about the project and then start looking for supporting materials for making the project. Students together start working on the project.	Students work together to create a common perception of the project and then start looking for supporting materials for making the project. Students together start working on the project.	Students work together to create a common perception of the project and then start looking for supporting materials for making the project. Students together start working on the project.	Students work together to create a common perception of the project and then start looking for supporting materials for making the project. Students together start working on the project.
				Testing the Results	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.
				Evaluating Learning Experience	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the

					during the learning process. The teacher gives advice, feedback and concludes the learning.	during the learning process. The teacher gives advice, feedback and concludes the learning.	during the learning process. The teacher gives advice, feedback and concludes the learning.	obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.
			DL	Giving Stimulation	The teacher gives an apperception of pictures of past activities with the learning activities to be learned. Students are asked to look at the illustration image then answer the questions provided related to was/were.	Students are asked to listen to a short story about past activities via the audio provided. Students are asked to state what they found in the story they heard and say what they found was/were.	Students are asked to read an example of a simple text about an experience in past activities containing was/were, and then the teacher gives a brief apperception and relates it to the activities to be carried out. Students are also asked to recognize what the statement is about.	Students are asked to think about what is happening in the illustration. They are asked to think about what the character feels. Then, teacher give brief apperception and then relate them to the learning activities to be carried out.
				Identifying the Problems	In groups, Students are asked to match the past sentences provided with the	In groups, Students are asked to listen to a short past story that contains was/were.	In groups, Students are asked to pay attention to the illustrations provided. Then think	In groups, students are asked to think by looking at the picture about the situation

				<p>pictures provided. They were also asked to complete the sentences with was/were correctly.</p>	<p>They were asked to sort the random sentences so that they were in sequence and according to the time sequence they had heard.</p>	<p>of sentences that match the illustration by arranging the sequence to match the position in the illustration. Students are also asked to complete the sentences with the correct was/were.</p>	<p>and what might happen if we were in that situation by completing the sentences with the adjectives provided and completing them with the correct was/were. Then match the position with the appropriate image.</p>
				<p>Collecting the Data In groups, Students are asked to pay attention to the pictures/illustrations. They are asked to make a short story about what can be done in the place the picture depicts. Students are encouraged to use was/were and adjectives correctly according to what was</p>	<p>In groups, students are asked to listen to audio containing the clue was/were and adjectives and then students are asked to make sentences to describe the audio they heard.</p>	<p>In groups, students are asked to choose a maximum of three adjectives and then make sentences using was and were respectively.</p>	<p>Students are asked to think about what activities are happening in the illustration. They are asked to think about what they would feel if they were in that situation, write the sentence using the correct was/were in the</p>

					discussed previously.			space provided.
				Processing the Data	In groups, students are asked to write the results of their analysis in text form based on the images provided. Then double-check them.	In groups, students are asked to write the results of the sentences in the space provided. Then double-check them.	In groups, students are asked to write their results of sentences in the space provided. Then double-check them.	In groups, after students collect data about their thoughts, and they are asked to write them in the space provided. Then double-check them.
				Verification	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to convey the results of their discussion to other groups to give each other feedback.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to convey the results of their discussion to other groups to give each other feedback.
				Drawing Conclusion	Students are asked to present the results of the discussion in front of the class. Then the teacher gives	Students are asked to present the results of the discussion in front of the class. Then the teacher gives	Students are asked to present the results of the discussion in front of the class. Then the teacher gives	Students are asked to present the results of the discussion in front of the class. Then the

					feedback and concludes the lesson.	feedback and concludes the lesson.	feedback and concludes the lesson.	teacher gives feedback and concludes the lesson.
How did Cici feel yesterday ?	4.	Students (Audience) are able to identify the use of was/were related to feelings (Behavior), through the material provided in the form of images, audio, video, or writing (Condition) correctly (Degree). C1 – Remembering	PBL	Orientation of the Problem	Students look at pictures related to past activities. Then, students are asked to identify what the character feels in the situation depicted by the picture.	Students are asked to watch a video containing a past story. Then, students are asked to identify where the activity occurred and what they felt.	Students are asked to read a short text about past activities. Then the teacher directs students to think about what is the text about. Then, students are asked to identify any feelings they find in the text they read.	Students are asked to pay attention to the illustrations given. Then, they were asked to think about how they would feel. Then students were asked to express whether they had ever experienced feelings of sadness, anger or worry.
	5.	Through the information provided in the form of images, audio, video or writing (Condition), students		Organizing student learning	In groups, Students are given several pictures or illustrations, then students are asked to complete sentences related to the pictures with appropriate was/were and adjectives.	In groups, students are asked to listen to audio containing short past stories. Then they were asked to fill in the missing parts of the text with was/were heard from the audio.	In groups, students are asked to read a short text about past activities. Then they were asked to circle the was/were that they thought was most correct and appropriate to express the feelings provided.	In groups, students are asked to play crossword puzzles about the use of was/were to express feelings. Students are asked to answer all questions correctly.

		<p>(Audience) are able to use was/were related to feelings (Behavior) in accordance with the writing rules (Degree). C3 – Implement.</p> <p>6. Through the material provided through audio, video and written images (Condition), students (Audience) are able to make sentences using was/were (Behavior) correctly according to the context related to feelings (degree). C4 – Analyze.</p>	<p>Guiding Individual and Group presentation</p>	<p>In groups, students spin the spinner to get four illustrations of feelings. Then they were asked to write simple sentences based on the pictures obtained and they were asked to use was/were correctly.</p>	<p>In groups, students are asked to listen to audio containing short text about past activities. Then they were asked to complete the blanks with was/were and the adjectives they heard in the audio. Then, create a short story that is similar to the story you heard.</p>	<p>In groups, Students are asked to read the text provided properly. Students are asked to correct was/were that they think is inappropriate. Then students are asked to rewrite the correct text.</p>	<p>In groups, students are asked to remember their past activities related to the adjectives provided. Then they were asked to ask their classmates about the feelings they had experienced and then write them in the space provided.</p>
			<p>Developing and Presenting Solution</p>	<p>Students are asked to complete short sentences about the feelings they get and then write them in the space provided. Then, they are asked to present the result by read aloud the answer.</p>	<p>Students are asked to complete filling in the blanks in the text to match what they heard. Then, write a similar story briefly. Then, they are asked to present the result by read aloud the answer.</p>	<p>Students are asked to write down the results of their improvements in the space provided. Then, they are asked to present the result by read aloud the answer.</p>	<p>Students are asked to write down the feelings they have experienced and the feelings their friends have experienced in the space provided. Then, they are asked to present the result by read aloud the answer.</p>

				Analyzing and evaluating the problem-solving process.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.
			PjBL	Basic Questioning	In groups, Students are asked to pay close attention to the picture, then they are asked to identify the feelings experienced by the characters in the picture.	In groups, students are asked to listen to audio that mentions several past sentences that involve feelings. They were asked to complete the sentences whose parts were missing with what they had heard via audio.	In groups, students are asked to read a short text about a past story. Then, they were asked to underline the was/were that they thought was most appropriate to use.	In groups, students are asked to pay attention to the illustrations and think about what activities happened last night, then write katakana using the adjectives provided.
				Designing Product Planning	In groups, Students are asked to understand the product design they will be working on by carrying out choose and arrange activities for the images and	In groups, Students are asked to listen to three audios which contain short stories of past activities that contain feelings. Then they are asked to	In groups, Students are asked to continue writing sentences at least two sentences from the sentences provided. They make sentences to continue the	In groups, Students are asked to pay attention to the illustrations. They were asked to tick what feelings the character

				sentences provided. They were asked to arrange the pictures to match the sentences.	match the audio with the text provided by writing it in the column provided.	feelings that occur.	experienced and match them with the character names provided.	
				Scheduling the Project	In groups, students are asked to develop a schedule for completing the project for Create a short story by selecting an image and then pasting it in the space provided. Students are asked to choose 3 pictures they like. Then, students are invited to ask the teacher questions and discuss the readiness of the project design.	In groups, students are asked to develop a schedule for completing the project to create a short text by selecting one of the audios. Students are asked to listen to both audios and then write short text that describes the audio they listened to. Students are invited to ask the teacher and discuss the readiness of the project design.	In groups, students are asked to develop a schedule for completing the project to create a short text by freely choosing the adjectives provided and using was/were as appropriate. Students are invited to ask the teacher and discuss the readiness of the project design.	In groups, students are asked to ask their classmates about their feelings. Then students are asked to write down the names of their friends and tick how they feel. Students are asked to summarize the results obtained using the example sentences that have been given. Students are invited to ask the teacher and discuss the readiness of the project design.

				Monitoring Project Activity and Development	Students work together to create a common perception about the project and then start looking for supporting materials for making the project. Students together start working on the project.	Students work together to create a common perception of the project and then start looking for supporting materials for making the project. Students together start working on the project.	Students work together to create a common perception of the project and then start looking for supporting materials for making the project. Students together start working on the project.	Students work together to create a common perception of the project and then start looking for supporting materials for making the project. Students together start working on the project.
				Testing the Results	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.
				Evaluating Learning Experience	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced during the learning process. The teacher

					concludes the learning.	concludes the learning.	concludes the learning.	gives advice, feedback and concludes the learning.
			DL	Giving Stimulation	The teacher gives an apperception of pictures of past activities with the learning activities to be learned. Students are asked to look at the illustrations to say what they see according to the time sequence experienced by the characters in the picture.	Students are asked to listen to a short story about past activities via the audio provided. Students are asked to state what they found in the story they heard and say what they found in the audio that stated the activities for the week.	Students are asked to read an example of a simple text about an experience in past activities containing feelings, and then the teacher gives a brief apperception and relates it to the activities to be carried out.	Students are asked to remember past events that are similar to the illustration given and then say it. Then, teacher give brief apperception and then relate them to the learning activities to be carried out.
				Identifying the Problems	In groups, Students are asked to match the pictures with the sequence of events that most likely occurred.	In groups, Students are asked to listen to a past story that contains a time sequence. Then students order several sentences given so that they match the order in the audio.	In groups, Students are asked to read all the sentences provided. Then they were asked to fill in the missing parts of the sentence with the adjectives and was/were that they	In groups, students are asked to think by looking at pictures about the situation and what they feel. They are asked to match the illustrations with the sentences provided.

							thought were most appropriate.	Previously, students were asked to complete the blanks in the sentences with was/were and the adjectives they thought most suitable.
				Collecting the Data	In groups, Students are asked to choose three pictures they want. Then, they were asked to paste the picture in the space provided. Then students choose appropriate adjectives and was/were to make a short story.	In groups, students are asked to listen to audio containing three time sequences. Then they were asked to write down the events they heard according to the template provided and they also had to use the adjectives provided.	In groups, students are asked to write a short story about the illustration given. Students are encouraged to look for references to build a story from the previous page.	Students are asked to choose events that are related to the feelings that students have experienced. Then they were asked to think about the incident and then say it in front of the class.
				Processing the Data	In groups, students are asked to write the results of their analysis in text form based on the images provided.	In groups, students are asked to write the results of the sentences in the space provided. Then double-check them.	In groups, students are asked to write their results of sentences in the space provided. Then double-check them.	In groups, after students collect data about their thoughts, and they are asked to write them in the space

					Then double-check them.			provided. Then double-check them.
				Verification	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to convey the results of their discussion to other groups to give each other feedback.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to convey the results of their discussion to other groups to give each other feedback.
				Drawing Conclusion	Students are asked to present the results of the discussion in front of the class. Then the teacher gives feedback and concludes the lesson.	Students are asked to present the results of the discussion in front of the class. Then the teacher gives feedback and concludes the lesson.	Students are asked to present the results of the discussion in front of the class. Then the teacher gives feedback and concludes the lesson.	Students are asked to present the results of the discussion in front of the class. Then the teacher gives feedback and concludes the lesson.
What did you do yesterday ?	4. Students (Audience) are able to identify the use of WH	PBL	Orientation of the Problem	Students look at pictures related to past activities. Then,	Students are asked to listen to audio containing conversation s containing	Students are asked to read a conversation about past activities that contained	Students are asked to pay attention to the WH questions given.	

		<p>questions for past activities (Behavior), through the material provided in the form of images, audio, video, or writing (Condition) appropriately (Degree). C1</p>			<p>students are asked to identify the question being asked based on the image they see. Then students are asked to state answers that correspond to the questions provided.</p>	<p>WH questions. Then, students are asked to say what they heard from the conversation they listened to.</p>	<p>WH questions. Then, students are asked to identify the WH questions contained in the speech.</p>	<p>Then, they were asked to identify the answer they thought was most suitable to answer the questions provided.</p>
		<p>Remembering</p>		<p>Organizing Student Learning</p>	<p>In groups, Students are given several pictures containing brief descriptions of WH questions. They are asked to match the statement with the WH question that they think is most suitable</p>	<p>In groups, students are asked to listen to audio containing short past stories. Then they were asked to create WH questions based on the answers provided that were related to the story they heard.</p>	<p>In groups, students are asked to read conversations about past activities that contain WH questions. Then they were asked to complete the questions with WH questions that they thought best matched the answers provided.</p>	<p>In groups, students are asked to choose one place in Bali. Then, they were asked to ask one of their friends using the WH questions provided.</p>
		<p>5. Through the information provided in the form of images, audio, video and writing (Condition), students (Audience) are able to create WH questions for past activities (Behavior) according to the context of the question</p>		<p>Guiding Individual and Group presentation</p>	<p>In groups, Students are asked to look at the picture carefully, then recognize WH questions related to the picture. They are asked to answer</p>	<p>In groups, students are asked to listen to audio which contains a short story about past activities. Then they were asked to answer WH</p>	<p>In groups, Students are asked to read the text well. Then, they were asked to understand WH questions related to the text. Then students are</p>	<p>In groups, students are asked to choose one of the two situations provided. Then they were asked to ask their friends using the</p>

		(Degree). C3 – Implement. 6. Through the material provided in the form of images, audio, video and writing (Condition), students (Audience) are able to choose answers to WH questions (Behavior) appropriately according to the context of past activities (Degree). C4 – Analyze.		several questions related to the image/illustration.	questions related to the story they heard. Students are asked to choose the correct answer.	asked to answer the WH questions provided.	WH questions provided and then adapt them to the chosen situation. Then write the results in the space provided.
			Developing and Presenting Solution	Students are asked to complete all WH questions related to the images provided by writing them in the space provided. Then, they are asked to present the result by read aloud the answer.	Students are asked to complete all WH questions related to the audio they are listening to by writing them in the space provided. Then, they are asked to present the result by read aloud the answer.	Students are asked to complete all WH questions related to the text they read by writing them in the space provided. Then, they are asked to present the result by read aloud the answer.	Students are asked to complete all WH questions related to the selected situation by writing the answers in the space provided. Then, they are asked to present the result by read aloud the answer.
			Analyzing and evaluating the problem-solving process.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.	Students and teachers together discuss the results presented. Then the teacher gives feedback and suggestions.

			PjBL	Basic Questioning	In groups, Students are asked to pay close attention to the picture, then they are asked to identify the question in the form of a WH question which is most suitable to answer about the groom in the picture.	In groups, students are asked to listen to audio containing short stories. Then students are asked to identify the most appropriate questions to ask for information in the audio. They were asked to say which WH questions were appropriate and which were not.	In groups, students are asked to read a short text about a past story. Then, they were asked to identify the most suitable questions to ask for information in the text.	In groups, students are asked to pay attention to the illustrations provided. Then, they were asked to choose the most suitable WH question to ask based on the illustration.
				Designing Product Planning	In groups, Students are asked to understand the product design they will be working on by carrying out look and fill WH questions activities based on the images provided. They were asked to add WH questions to the gap questions provided.	In groups, Students are asked to listen to a short past story. Then they are asked to use WH questions to complete the gap statements by matching them with the answers provided that relate to the story they heard.	In groups, Students are asked to read a short story about past activities carefully. Then, they were asked to create questions that could be used to search for information in the text by adding WH questions to the gap questions provided.	In groups, students are asked to complete the conversation with the correct WH questions. Then, they were asked to read aloud in front of the class together with their friends.

				<p>Scheduling the Project</p> <p>In groups, students are asked to develop a schedule for completing the project for create WH questions along with the answers. They were asked to pay attention to pictures of activities taking place in the market and then create WH questions that could be used to find information there and create answers too. Then, students are invited to ask the teacher questions and discuss the readiness of the project design.</p>	<p>In groups, students are asked to develop a schedule for completing the project to create a short text by selecting one of the audio. Students are asked to listen to the audio and then create WH questions that they think are appropriate for the answers provided regarding the audio they listened to. Students are invited to ask the teacher and discuss the readiness of the project design.</p>	<p>In groups, students are asked to develop a schedule for completing the project to create a WH question according to the text you are reading, then create an answer to match the WH question you created. Students are invited to ask the teacher and discuss the readiness of the project design.</p>	<p>In groups, students are asked to complete the blanks in the conversation and then they are asked to demonstrate the conversation in front of the class with friends. Students are invited to ask the teacher and discuss the readiness of the project design.</p>
				<p>Monitoring Project Activity and Development</p> <p>Students work together to create a common perception about the project and then start looking for supporting</p>	<p>Students work together to create a common perception of the project and then start looking for supporting</p>	<p>Students work together to create a common perception of the project and then start looking for supporting</p>	<p>Students work together to create a common perception of the project and then start looking for supporting</p>

					materials for making the project. Students together start working on the project.	materials for making the project. Students together start working on the project.	materials for making the project. Students together start working on the project.	materials for making the project. Students together start working on the project.
				Testing the Results	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.
				Evaluating Learning Experience	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.	Students from other groups give questions, feedback, and suggestions. Then, all students are asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.
			DL	Giving Stimulation	The teacher gives an apperception of pictures of past	Students are asked to listen to songs that contain WH	Students are asked to read an example of a simple text about an	Students are asked to reason about the comparison

				<p>activities with the learning activities to be learned. Students are asked to look closely at the last illustration answered WH question is related to illustrations, for example with question “what did they do yesterday?”, “where did they go yesterday?”, “what did they see in there?”, etc. and then the teacher gives a brief apperception and relates it to the activities to be carried out</p>	<p>questions. They were asked to sing a song and then they identified what WH questions were mentioned in the song they heard. and then the teacher gives a brief apperception and relates it to the activities to be carried out.</p>	<p>experience in past activities, they are asked to identify what the text is about and the teacher encourages students to identify what WH questions can be used to ask about the story. And then the teacher gives a brief apperception and relates it to the activities to be carried out.</p>	<p>of the two illustrations, then they were asked to say what they understood from the two illustrations. Then, teacher give brief apperception and then relate them to the learning activities to be carried out.</p>	
				<p>Identifying the Problems</p>	<p>In groups, Students are asked to carry out look and fill WH questions activities based on the images provided. They were asked to add WH</p>	<p>In groups, Students are asked to listen to songs that contain WH questions. Then they were asked to use WH questions to complete question by matching it</p>	<p>In groups, Students are asked to read a short story about past activities carefully. Then, they were asked to make questions using WH questions to get missing</p>	<p>In groups, students are asked to think about and match WH questions with the answers provided. Brands are also asked to fill in the blanks with</p>

				questions to the gap questions provided.	with the answer provided which is related to the image provided.	information from the text. They are asked to adapt it to the answers provided.	the correct WH question. Then sort the conversations to match the order.	
				Collecting the Data	In groups, Students are asked to look at the illustrations carefully. Then, they were asked to understand the WH questions provided and then determine the answer based on the illustrations they saw.	In groups, students are asked to listen to a short story read by one of their friends and then they are asked to answer related WH questions.	In groups, students are asked to choose one of the texts provided and then they are asked to answer questions according to the WH questions provided.	Students are asked to ask and answer questions with classmates about what activities they do during school holidays. Students were asked to compare the pictures and then ask what activities their friends did, whether their friends chose to go visit somewhere or just gather with their families at home. Students ask questions using the WH questions provided.

				Processing the Data	In groups, students are asked to write the results of their analysis in text form based on the images provided. Then double-check them.	In groups, students are asked to write the results of the sentences in the space provided. Then double-check them.	In groups, students are asked to write their results of sentences in the space provided. Then double-check them.	In groups, after students collect data about their thoughts, and they are asked to write them in the space provided. Then double-check them.
				Verification	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to convey the results of their discussion to other groups to give each other feedback.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to convey the results of their discussion to other groups to give each other feedback.
				Drawing Conclusion	Students are asked to present the results of the discussion in front of the class. Then the teacher provides feedback and	Students are asked to present the results of the discussion in front of the class. Then the teacher provides feedback and	Students are asked to present the results of the discussion in front of the class. Then the teacher provides feedback and	Students are asked to present the results of the discussion in front of the class. Then the teacher provides feedback

					concludes the lesson.	concludes the lesson.	concludes the lesson.	and concludes the lesson.
My friend's experience	4.	Students (Audience) are able to express past activities experienced (Behavior), through information from images, audio, video, or writing (Condition) clearly (Degree). C1 – Remembering	PBL	Orientation of the Problem	Students look at pictures related to past activities. Then, students are asked to identify past activities that occurred based on the images they see.	Students are asked to listen to audio which contains short stories about past activities. Then, students are asked to say what they heard from the story they listened to.	Students are asked to read a conversation about past activities that contained past experience. Then, students are asked to identify past experiences contained in the conversation.	Students are asked to pay attention to the illustrations given. Then, they were asked to remember experiences that had been experienced by a friend or someone close to the student that were similar to those experienced in the illustration.
	5.	Through information provided from images, audio, video, and writing (Condition), students (Audience) are able to use past tense sentences regarding past		Organizing Student Learning	In groups, Students are given several pictures containing labels. They were asked to match the picture with the past tense verb that they thought best matched	In groups, students are asked to listen to audio containing short past stories. Then they were asked to fill in the missing parts of the story with the past tense verbs provided.	In groups, students are asked to read short stories about past activities. Then they were asked to fill in the missing parts of the story with the past tense verbs provided.	In groups, students are asked to play guessing games to guess past activities. They are asked to demonstrate the clue given and then the other friends guess.

		activities that have been carried out (Behavior) according to the appropriate (Degree). C3 – Implement.		Guiding Individual and Group presentation	In groups, Students are asked to look at pictures about the series of activities carried out by Mira. They were asked to look at the picture and then write sentences about the sequence of activities carried out.	In groups, students are asked to listen to audio which contains a short story about past activities. Then they are asked to answer questions related to the story they heard.	In groups, Students are asked to read the text well. Then, they were asked to answer several questions related to the text.	In groups, students are asked to remember past tense verbs that have been guessed while playing guessing games. Then, they were asked to make short sentences about the past tense verb.
		6. Through the material provided in the form of images, audio, video and writing (Condition), students (Audience) are able to describe responses (Behavior) correctly regarding their experiences in past activities (Degree). C4 – Analyze.		Developing and Presenting Solution	Students are asked to complete all sentences based on the series of activities carried out by the characters. Then, they are asked to present the result by reading aloud the answer.	Students are asked to complete all questions related to the audio they are listening to by writing them in the space provided. Then, they are asked to present the result by reading aloud the answer.	Students are asked to complete all questions related to the text they read by writing them in the space provided. Then, they are asked to present the result by read aloud the answer.	Students are asked to complete sentences related to the verb yang guessed when playing guessing games then write the answers in the space provided. Then, they are asked to present the result by read aloud the answer.
				Analyzing and evaluating the	Students and teachers together discuss the	Students and teachers together discuss the	Students and teachers together discuss the	Students and teachers together

				problem-solving process.	results presented. Then the teacher gives feedback and suggestions.	results presented. Then the teacher gives feedback and suggestions.	results presented. Then the teacher gives feedback and suggestions.	discuss the results presented. Then the teacher gives feedback and suggestions.
			PjBL	Basic Questioning	In groups, Students are asked to pay close attention to the picture, then they are asked to state the series of activities they see in the picture.	In groups, students are asked to sing four verses of songs related to past activities. Then, after singing students are asked to state what the song is about.	In groups, students are asked to read conversations about past activities. Then, they were asked to state what past activities they could find in the conversation.	In groups, students are asked to pay attention to the illustrations provided. Then, they were asked to remember experiences of their friends or family that were similar to the experiences Mira and her family had.
				Designing Product Planning	In groups, Students are asked to understand the design of the product they will be working on by carrying out look and arrange activities. They were asked to select and	In groups, Students are asked to understand the product design they will be working on by singing songs with the lyrics provided. Then they were asked to find past	In groups, Students are asked to understand the design of the product that will be worked on by carrying out the activity of composing conversations from past activities by	In groups, Students are asked to understand the product design they will be working on by carrying out conversation activities with friends.

				<p>arrange the pictures to match the past sentences provided.</p>	<p>tense verbs in the song lyrics by writing them in the space provided.</p>	<p>selecting the bubble text provided to be arranged into a good conversation on the comic strip template that has been provided.</p>	<p>They are asked to read and understand the conversation about the past activities given, then demonstrate it in front of the class with their friends.</p>
				<p>Scheduling the Project</p> <p>In groups, students are asked to develop a schedule for completing the project for Make a short story about past activities using the past tense verbs provided. They are asked to write it in the template provided. Then, students are invited to ask the teacher questions and discuss the readiness of the project design.</p>	<p>In groups, students are asked to develop a schedule for completing the project to create a song with four short lyrics. They were asked to start the song with the question "What did you do?" then continue by choosing the past tense verb that will be used. Students are invited to ask the teacher and discuss the readiness of the project design.</p>	<p>In groups, students are asked to develop a schedule for completing the project to create a short conversation about past activities by using the past verbs provided and then attaching them to the comic strip template provided. Students are invited to ask the teacher and discuss the readiness of the project design.</p>	<p>In groups, students are asked to develop a schedule for completing the project. Students are asked to ask their friends about their past experiences her friend. Then they are asked to ask questions using the question guide provided and then adapt the questions to the past tense verbs provided. Then students write it in</p>

								the space provided. Students are invited to ask the teacher and discuss the readiness of the project design.
				Monitoring Project Activity and Development	Students work together to create a common perception about the project and then start looking for supporting materials for making the project. Students together start working on the project.	Students work together to create a common perception about the project and then start looking for supporting materials for making the project. Students together start working on the project.	Students work together to create a common perception about the project and then start looking for supporting materials for making the project. Students together start working on the project.	Students work together to create a common perception about the project and then start looking for supporting materials for making the project. Students together start working on the project.
				Testing the Results	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.	Students are asked to present the results of their project in front of the class.
				Evaluating Learning Experience	Students from other groups give questions, feedback, and suggestions. Then, all students are	Students from other groups give questions, feedback, and suggestions. Then, all students are	Students from other groups give questions, feedback, and suggestions. Then, all students are	Students from other groups give questions, feedback, and suggestions. Then, all students are

					asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.	asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.	asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.	are asked to express the obstacles experienced during the learning process. The teacher gives advice, feedback and concludes the learning.
			DL	Giving Stimulation	The teacher gives an apperception of pictures of past activities with the learning activities to be learned. Students are asked to look at the illustration and then state what they see from the illustration. and then the teacher gives a brief apperception and relates it to the activities to be carried out.	The teacher gives an audio of past activities with the learning activities to be learned. Students are asked to listen to audio containing stories about past activities. They were asked to state what they understood from the audio. and then the teacher gives a brief apperception and relates it to the activities to	The teacher gives an apperception of text of past activities with the learning activities to be learned. Students are asked to read a short text about past activities. Then they were asked to state what experiences they had experienced in the text they had read. And then the teacher gives a brief apperception and relates it to the activities to	The teacher gives an apperception of statement of past activities with the learning activities to be learned. Students are asked to reason about what activities can be carried out in the place described in the statement. Then, teacher give brief apperception and then relate them to the learning activities to

					be carried out.	be carried out.	be carried out.	
				Identifying the Problems	In groups, Students are asked to look at the picture and then match it with the past sentence that they think is most suitable.	In groups, Students are asked to listen to a short past story. Then they were asked to tick the statements they heard in the audio.	In groups, Students are asked to read a short story about past activities carefully. Then, they were asked to fill in the missing parts with the past tense verbs provided.	In groups, students are asked to reason about a past activity using the clues given. They need to think about the activities that are expected to occur based on the clues given. Students are asked to write sentences in the space provided.
				Collecting the Data	In groups, Students are asked to look at the illustrations carefully. Then, they were asked to write a description that they thought best described the image and character. Write based on the past	In groups, students are asked to listen again to short stories about past activities for more understanding. Then they were asked to write a story similar to the story they heard. It can be a real	In groups, students are asked to choose one of the past tense verbs provided. Then they were asked to write a short past story for Anom.	Students are asked to ask and answer questions with two classmates about what activities they did yesterday. They were asked to use a question guide which was then adjusted to

				tense verbs provided.	experience or made up.		the past tense verb they wanted to ask their friend. Then they were asked to write the results in the space provided.	
				Processing the Data	In groups, students are asked to write the results of their analysis in text form based on the images provided. Then double-check them.	In groups, students are asked to write the results of the sentences in the space provided. Then double-check them.	In groups, students are asked to write their results of sentences in the space provided. Then double-check them.	In groups, after students collect data about their thoughts, and they are asked to write them in the space provided. Then double-check them.
				Verification	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to share the results of their discussion with other groups to provide input.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to convey the results of their discussion to other groups to give each other feedback.	Students are asked to consult the results of the discussion with the teacher. Then students are asked to convey the results of their discussion to other groups to give each

								other feedback.
				Drawing Conclusion	Students are asked to present the results of the discussion in front of the class. Then the teacher gives feedback and concludes the lesson.	Students are asked to present the results of the discussion in front of the class. Then the teacher gives feedback and concludes the lesson.	Students are asked to present the results of the discussion in front of the class. Then the teacher gives feedback and concludes the lesson.	Students are asked to present the results of the discussion in front of the class. Then the teacher gives feedback and concludes the lesson.

Denpasar, February, 16 2024

Denpasar, March, 13 2024



Teacher from School A



Teacher from School B

Appendix 12. Expert Cover Letter

**UNIVERSITAS PENDIDIKAN GANESHA**

FAKULTAS BAHASA DAN SENI

Jalan A. Yani No. 67 Singaraja, Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

SURAT PENGANTAR

Yang bertanda tangan di bawah ini saya Pembimbing Penelitian dengan judul **'Developing English Learning Materials Based on Emancipated Curriculum For Sixth-Grade Students Of Elementary School'**, dengan hormat meminta kesediaan Bapak/Ibu untuk menjadi experts dalam penelitian kami.

Demikian surat Pengantar ini dibuat untuk dapat dipergunakan dalam meminta kesediaan Bapak/Ibu untuk mejadi Expert didalam penelitian kami. Terimakasih.

Singaraja, 17 Mei 2024

Pembimbing

Dr. Ni Wayan Surya Mahayanti, S.Pd, M.Pd

NIP. 198805172012122002

Appendix 13. Expert Judgement Rubric

Experts Judgement

Evaluation sheet for Differentiated Materials Based for Teaching Sixth-Grade Students of Elementary School.

Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target : Elementary School
 Title : Developing English Learning Materials Based on Emancipated Curriculum for Sixth-Grade Students Of Elementary School
 Researcher : I Gusti Ayu Diah Pradnyandari
 Evaluator :
 Occupation/ Position :
 Grade : 6th

Description:

This evaluation sheet is used to measure the quality of differentiated learning materials for teaching 6th-grade students of Elementary School and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. The differentiated English learning materials are expected to help teachers for teach students with diversity and can be implemented in the classroom. Therefore, your willingness to measure and judge the differentiated materials is valued highly.

Instructions:

1. This evaluation sheet has to be filled out by the educational experts
2. There are 5 (five) levels or scores that can be chosen
3. Put a check mark (√) in the column based on your opinion
4. The criteria of level of score in the rating scale column below:

Score				
Very Good	Good	Average	Below Average	Poor
5	4	3	2	1

Dimension	No	Questions	5	4	3	2	1
Criteria of Good E-Textbook by Educational Standards, Curriculum and Assessment Agency; Ministry of Education, Culture, Research and Technology.	1.	Buku teks yang dikembangkan memenuhi standar materi yaitu tidak bertentangan dengan nilai - nilai Pancasila.					
	2.	Buku teks yang dikembangkan memuat instruksi yang jelas pada setiap kegiatannya					
	3.	Buku teks yang dikembangkan tidak mengandung unsur kekerasan.					
	4.	Buku teks yang dikembangkan tidak mengandung ujaran kebencian.					
	5.	Penyampaian isi buku tersebut sesuai dengan tingkat perkembangan usia peserta didik dan/atau pembaca sasaran.					
	6.	Bahasa yang digunakan dalam buku tersebut tepat dan komunikatif sesuai dengan tingkat penguasaan bahasa peserta didik dan/atau pembaca sasaran.					
	7.	Buku teks yang dikembangkan terdapat desain kover buku.					
	8.	Buku teks tersebut memenuhi standar grafika yaitu aman dan nyaman untuk pengguna					
	9.	Buku teks tersebut memuat font yang mudah dapat dibaca dengan jelas.					
Criteria of Good Content in Textbook	10	Materi dalam buku teks tersebut mengacu pada buku teks utama siswa.					
	11	Materi yang disajikan dalam buku teks tersebut memuat capaian pembelajaran yang diharapkan dapat dicapai oleh siswa pada pembelajaran tersebut.					

	12	Materi dalam buku teks tersebut bersifat memperluas, memperdalam, memperkaya, dan melengkapi pembahasan beberapa kompetensi atau capaian pembelajaran yang terdapat dalam buku teks utama.					
	13	Materi yang disajikan dalam buku tersebut disajikan dengan runtut dan logis					
	14	Materi yang disajikan mengakomodasi perkembangan keilmuan dan teknologi terkini					
	15	Materi yang disajikan berkesesuaian dengan keseharian peserta didik, kearifan lokal, dan konteks kehidupan secara luas.					
Criteria of Learning Material by Tomlinson & Masuhara (2018)	16	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat materi yang sesuai dengan kebutuhan siswa.					
	17	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat materi yang dapat menumbuhkan minat dan daya tarik siswa					
	18	Materi pembelajaran yang dikembangkan dalam buku teks tersebut bersifat kontekstual.					
	19	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat konten dan aktivitas yang dapat membantu pembelajar secara aktif.					
	20	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat konten dan aktivitas yang dapat membantu siswa secara kognitif.					
	21	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat teks serta tugas yang autentik yang dapat memberikan pengalaman yang aktual kepada pembelajar terhadap target bahasa yang digunakan.					
Differentiated Material	22	Konten yang dimuat dalam materi pembelajaran tersebut menggunakan materi yang bervariasi.					

	23	Dalam buku teks tersebut, menyajikan materi dengan berbagai model pembelajaran.					
	24	Konten materi dalam buku tersebut memuat pembelajaran yang berbasis proyek.					
	25	Konten materi dalam buku tersebut menggunakan pertanyaan sebagai pemantik					
	26	Konten materi yang disajikan dalam buku tersebut dapat memberikan kesempatan pada siswa untuk bekerja secara individu					
	27	Konten materi pembelajaran dalam buku tersebut memuat materi dan kegiatan yang berbasis dengan diskusi dan kolaborasi.					
	28	Konten materi yang disajikan memberikan siswa kesempatan untuk menyampaikan pendapat terhadap suatu topik.					
	29	Konten materi yang disajikan dapat memberikan siswa kesempatan untuk menyampaikan hasil serta pengalaman belajar.					
	30	Konten materi pembelajaran yang disajikan dalam buku teks tersebut memberikan kesempatan bagi siswa untuk belajar dengan berbagai model pembelajaran serta sesuai dengan gaya belajar setiap individu (Visual, aural, membaca/menulis, dan kinestetik).					
	31	Materi pembelajaran yang disajikan dalam buku teks tersebut memuat gambar - gambar serta ilustrasi yang bervariasi.					
	32	Materi pembelajaran yang disajikan dalam buku teks tersebut menyajikan ilustrasi dengan warna yang menarik dan nyaman bagi penggunaanya.					
	33	Materi pembelajaran yang disajikan dalam buku teks tersebut memuat media audio yang menarik untuk pembelajar aural.					

	34	Media audio yang digunakan dalam buku teks tersebut jernih dan jelas.					
	35	Media audio yang digunakan dalam buku teks tersebut dapat diakses dengan mudah.					
	36	Materi pembelajaran yang disajikan dalam buku teks tersebut menggunakan media teks yang menarik untuk pembelajar membaca (<i>reading learners</i>).					
	37	Teks yang disajikan dalam buku tersebut dapat dibaca dengan baik dan jelas					
	38	Teks yang digunakan dalam buku teks tersebut disajikan dengan bahasa yang dapat dengan mudah dipahami.					
	39	Materi pembelajaran yang disajikan dalam buku tersebut memuat topik yang dapat digunakan untuk ide menulis siswa dengan pembelajar menulis (<i>writing learners</i>).					
	40	Topik untuk ide menulis yang disajikan dalam buku teks tersebut jelas dan bervariasi					
	41	Materi pembelajaran yang disajikan dalam buku teks tersebut memuat media yang dapat membantu siswa untuk aktif bergerak.					
	42	Materi pembelajaran yang disajikan dalam buku teks tersebut memuat pembelajaran praktik di luar ruang kelas.					
	43	Materi Pembelajaran yang disajikan memuat permainan - permainan yang seru dan bervariasi.					
Cultural Sensitivity	44	Materi pembelajaran yang disajikan dalam buku teks tersebut menambahkan dan memuat konten dengan keberagaman budaya Bali sebagai budaya lokal.					
	45	Konten budaya yang ditampilkan pada materi dan buku teks tersebut bervariasi pada setiap topiknya.					

Appendix 14. User Judgement Rubric

User Judgement

Evaluation sheet for Differentiated Materials Based for Teaching Sixth-Grade Students of Elementary School.

Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target : Elementary School
 Title : Developing English Learning Materials Based on Emancipated Curriculum for Sixth-Grade Students Of Elementary School
 Researcher : I Gusti Ayu Diah Pradnyandari
 Evaluator :
 Occupation/ Position :
 Grade : 6th

Description:

This evaluation sheet is used to measure the quality of differentiated learning materials for teaching 6th-grade students of Elementary School and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. The differentiated English learning materials are expected to help teachers for teach students with diversity and can be implemented in the classroom. Therefore, your willingness to measure and judge the differentiated materials is valued highly.

Instructions:

1. This evaluation sheet has to be filled out by the educational experts
2. There are 5 (five) levels or scores that can be chosen
3. Put a check mark (√) in the column based on your opinion
4. The criteria of level of score in the rating scale column below:

Score

Very Good	Good	Average	Below Average	Poor
5	4	3	2	1

Dimension	No	Questions	5	4	3	2	1
Visual Design and Supporting Media in Books	1.	Cover dari buku yang dikembangkan menarik dan unik.					
	2.	Buku yang dikembangkan menampilkan gambar – gambar yang menarik, imajinatif, dan inovatif.					
	3.	Pengaplikasian warna pada buku tersebut terstruktur dan nyaman untuk di pandang.					
	4.	Font tulisan yang digunakan dalam buku tersebut sesuai dan nyaman untuk dilihat.					
	5.	Buku yang dikembangkan sudah menggunakan gambar dan ilustrasi yang relevan dengan isi/konten materi.					
Book Contents	6.	Konten materi yang dikembangkan sesuai dengan acuan dari kurikulum yang berlaku.					
	7.	Konten materi yang dikembangkan bisa membantu dan memfasilitasi guru untuk menciptakan pembelajaran yang aktif dan inovatif di kelas.					
	8.	Konten materi yang dikembangkan dapat mendorong pendidik untuk terus meningkatkan keahlian dalam memahami profil dan kebutuhan siswa melalui pembelajaran baru dan penelitian kelas.					
	9.	Konten materi yang dikembangkan memuat tujuan pembelajaran yang ingin dicapai dengan jelas dan lengkap.					
	10	Konten materi yang dikembangkan terstruktur dan sesuai dengan kebutuhan siswa dalam pembelajaran di kelas.					
	11	Konten materi yang dikembangkan dalam buku tersebut menarik.					
	12	Konten materi dalam buku tersebut dapat dengan mudah dibaca dan dipahami.					
	13	Konten materi yang dikembangkan beragam dan bervariasi dalam metode pembelajaran yang bisa digunakan untuk membantu pembelajaran Bahasa Inggris di kelas.					
	14	Konten materi yang dikembangkan memberikan kesempatan bagi siswa untuk mengeksplere pembelajaran sesuai dengan gaya belajar mereka.					

15	Materi yang disajikan dalam buku tersebut memuat materi dan ilustrasi yang cocok untuk pembelajar visual.					
16	Materi yang disajikan dalam buku tersebut memuat materi dan media audio jernih dan dapat diakses dengan mudah.					
17	Materi yang disajikan dalam buku tersebut memuat materi dan media teks yang baik dan dapat dengan mudah untuk dibaca oleh pembelajar membaca.					
18	Materi yang disajikan dalam buku tersebut memuat materi dan media topik dan kegiatan yang cocok dan dapat membantu siswa dengan gaya belajar menulis.					
19	Materi yang disajikan dalam buku tersebut memuat materi dan kegiatan yang berbasis gerakan dan pembelajaran di luar ruangan untuk pembelajar kinestetik.					
20	Aktivitas atau tugas yang disajikan dalam buku tersebut dapat dengan mudah dipahami.					
21	Buku tersebut memuat banyak kosakata yang bervariasi untuk membantu guru dan siswa dalam menambah perbendaharaan kosakata.					
22	Materi yang disajikan dalam buku tersebut disajikan dengan menggunakan Bahasa Inggris yang mudah dipahami.					
23	Buku tersebut dapat diakses dengan mudah oleh guru secara online					
24	Konten materi pembelajaran pada buku tersebut memuat kegiatan yang dapat membangkitkan rasa penasaran dan critical thinking.					
25	Konten materi pembelajaran dalam buku teks tersebut memuat nilai - nilai Pancasila.					
26	Konten materi pembelajaran pada buku tersebut memuat kegiatan yang berbasis pada diskusi baik itu dengan guru maupun diskusi kelompok.					
27	Konten materi pembelajaran pada buku tersebut memuat kegiatan yang berbasis project.					
28	Materi pembelajaran dalam buku tersebut disampaikan dengan mengaitkannya dengan budaya Bali.					
29	Konten budaya yang ditampilkan dalam materi pembelajaran tersebut sesuai dengan budaya Bali.					

	30	Konten budaya yang ditampilkan dalam materi pembelajaran tersebut memiliki visualisasi yang unik.					
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Comments

Appendix 15. Expert Judgement Results from Expert 1

Experts Judgement

Evaluation sheet for Differentiated Materials Based for Teaching Sixth-Grade Students of Elementary School.

Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target	: Elementary School
Title	: Developing English Learning Materials Based on Emancipated Curriculum for Sixth-Grade Students Of Elementary School
Researcher	: I Gusti Ayu Diah Pradnyandari
Evaluator	: Luh Putu Era Adnyayanti, S.Pd., M.Pd.
Occupation/ Position	: 1 st Validator
Grade	: 6 th

Description:

This evaluation sheet is used to measure the quality of differentiated learning materials for teaching 6th-grade students of Elementary School and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. The differentiated English learning materials are expected to help teachers for teach students with diversity and can be implemented in the classroom. Therefore, your willingness to measure and judge the differentiated materials is valued highly.

Instructions:

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3. Put a check mark (√) in the column based on your opinion

4. The criteria of level of score in the rating scale column below:

Score				
Very Good	Good	Average	Below Average	Poor
5	4	3	2	1

Dimension	No	Questions	5	4	3	2	1
Criteria of Good E-Textbook by Educational Standards, Curriculum and Assessment Agency; Ministry of Education, Culture, Research and Technology.	1.	Buku teks yang dikembangkan memenuhi standar materi yaitu tidak bertentangan dengan nilai - nilai Pancasila.	✓				
	2.	Buku teks yang dikembangkan memuat instruksi yang jelas pada setiap kegiatannya	✓				
	3.	Buku teks yang dikembangkan tidak mengandung unsur kekerasan.	✓				
	4.	Buku teks yang dikembangkan tidak mengandung ujaran kebencian.	✓				
	5.	Penyampaian isi buku tersebut sesuai dengan tingkat perkembangan usia peserta didik dan/atau pembaca sasaran.	✓				
	6.	Bahasa yang digunakan dalam buku tersebut tepat dan komunikatif sesuai dengan tingkat penguasaan bahasa peserta didik dan/atau pembaca sasaran.	✓				
	7.	Buku teks yang dikembangkan terdapat desain kover buku.	✓				
	8.	Buku teks tersebut memenuhi standar grafika yaitu aman dan nyaman untuk pengguna	✓				
	9.	Buku teks tersebut memuat font yang mudah dapat dibaca dengan jelas.	✓				
Criteria of Good Content in Textbook	10	Materi dalam buku teks tersebut mengacu pada buku teks utama siswa.	✓				
	11	Materi yang disajikan dalam buku teks tersebut memuat capaian pembelajaran yang diharapkan dapat dicapai oleh siswa pada pembelajaran tersebut.	✓				

	12	Materi dalam buku teks tersebut bersifat memperluas, memperdalam, memperkaya, dan melengkapi pembahasan beberapa kompetensi atau capaian pembelajaran yang terdapat dalam buku teks utama.					
	13	Materi yang disajikan dalam buku tersebut disajikan dengan runtut dan logis	✓				
	14	Materi yang disajikan mengakomodasi perkembangan keilmuan dan teknologi terkini	✓				
	15	Materi yang disajikan berkesesuaian dengan keseharian peserta didik, kearifan lokal, dan konteks kehidupan secara luas.	✓				
Criteria of Learning Material by Tomlinson & Masuhara (2018)	16	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat materi yang sesuai dengan kebutuhan siswa.	✓				
	17	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat materi yang dapat menumbuhkan minat dan daya tarik siswa	✓				
	18	Materi pembelajaran yang dikembangkan dalam buku teks tersebut bersifat kontekstual.	✓				
	19	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat konten dan aktivitas yang dapat membantu pembelajar secara aktif.	✓				
	20	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat konten dan aktivitas yang dapat membantu siswa secara kognitif.	✓				
	21	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat teks serta tugas yang autentik yang dapat memberikan pengalaman yang aktual kepada pembelajar terhadap target bahasa yang digunakan.	✓				
	Differentiated Material	22	Konten yang dimuat dalam materi pembelajaran tersebut menggunakan materi yang bervariasi.	✓			

	23 Dalam buku teks tersebut, menyajikan materi dengan berbagai model pembelajaran.					
	24 Konten materi dalam buku tersebut memuat pembelajaran yang berbasis proyek.	✓				
	25 Konten materi dalam buku tersebut menggunakan pertanyaan sebagai pemantik	✓				
	26 Konten materi yang disajikan dalam buku tersebut dapat memberikan kesempatan pada siswa untuk bekerja secara individu	✓				
	27 Konten materi pembelajaran dalam buku tersebut memuat materi dan kegiatan yang berbasis dengan diskusi dan kolaborasi.	✓				
	28 Konten materi yang disajikan memberikan siswa kesempatan untuk menyampaikan pendapat terhadap suatu topik.	✓				
	29 Konten materi yang disajikan dapat memberikan siswa kesempatan untuk menyampaikan hasil serta pengalaman belajar.	✓				
	30 Konten materi pembelajaran yang disajikan dalam buku teks tersebut memberikan kesempatan bagi siswa untuk belajar dengan berbagai model pembelajaran serta sesuai dengan gaya belajar setiap individu (Visual, aural, membaca/menulis, dan kinestetik).	✓				
	31 Materi pembelajaran yang disajikan dalam buku teks tersebut memuat gambar - gambar serta ilustrasi yang bervariasi.	✓				
	32 Materi pembelajaran yang disajikan dalam buku teks tersebut menyajikan ilustrasi dengan warna yang menarik dan nyaman bagi penggunaannya.					
	33 Materi pembelajaran yang disajikan dalam buku teks tersebut memuat media audio yang menarik untuk pembelajar aural.					

	34	Media audio yang digunakan dalam buku teks tersebut jernih dan jelas.	✓				
	35	Media audio yang digunakan dalam buku teks tersebut dapat diakses dengan mudah.	✓				
	36	Materi pembelajaran yang disajikan dalam buku teks tersebut menggunakan media teks yang menarik untuk pembelajar membaca (<i>reading learners</i>).	✓				
	37	Teks yang disajikan dalam buku tersebut dapat dibaca dengan baik dan jelas	✓				
	38	Teks yang digunakan dalam buku teks tersebut disajikan dengan bahasa yang dapat dengan mudah dipahami.	✓				
	39	Materi pembelajaran yang disajikan dalam buku tersebut memuat topik yang dapat digunakan untuk ide menulis siswa dengan pembelajar menulis (<i>writing learners</i>).	✓				
	40	Topik untuk ide menulis yang disajikan dalam buku teks tersebut jelas dan bervariasi	✓				
	41	Materi pembelajaran yang disajikan dalam buku teks tersebut memuat media yang dapat membantu siswa untuk aktif bergerak.	✓				
	42	Materi pembelajaran yang disajikan dalam buku teks tersebut memuat pembelajaran praktik di luar ruang kelas.	✓				
	43	Materi Pembelajaran yang disajikan memuat permainan - permainan yang seru dan bervariasi.	✓				
Cultural Sensitivity	44	Materi pembelajaran yang disajikan dalam buku teks tersebut menambahkan dan memuat konten dengan keberagaman budaya Bali sebagai budaya lokal.	✓				
	45	Konten budaya yang ditampilkan pada materi dan buku teks tersebut bervariasi pada setiap topiknnya.	✓				

Pengembangan aktivitas sudah dirancau dgn sangat baik.
Sangat kreatif. Aktivitas untuk meningkatkan tipe pembelajar
juga didesain menantang dan menyenangkan.

Great!



Ni L Pt Era Adnyayati, M.Pd
NIP. 19890408 2023212043

Appendix 16. Expert Judgement Results from Expert 2

Experts Judgement

Evaluation sheet for Differentiated Materials Based for Teaching Sixth-Grade Students of Elementary School.

Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target	: Elementary School
Title	: Developing English Learning Materials Based on Emancipated Curriculum for Sixth-Grade Students Of Elementary School
Researcher	: I Gusti Ayu Diah Pradnyandari
Evaluator	: Ni Wayan Monik Rismadewi, S.Pd., M.Pd.
Occupation/ Position	: 2 nd Validator
Grade	: 6 th

Description:

This evaluation sheet is used to measure the quality of differentiated learning materials for teaching 6th-grade students of Elementary School and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. The differentiated English learning materials are expected to help teachers for teach students with diversity and can be implemented in the classroom. Therefore, your willingness to measure and judge the differentiated materials is valued highly.

Instructions:

5. This evaluation sheet has to be filled out by the educational experts
6. There are 5 (five) levels or scores that can be chosen
7. Put a check mark (√) in the column based on your opinion
8. The criteria of level of score in the rating scale column below:

Score				
Very Good	Good	Average	Below Average	Poor
5	4	3	2	1

Dimension	No	Questions	5	4	3	2	1
Criteria of Good E-Textbook by Educational Standards, Curriculum and Assessment Agency; Ministry of Education, Culture, Research and Technology.	1.	Buku teks yang dikembangkan memenuhi standar materi yaitu tidak bertentangan dengan nilai - nilai Pancasila.	√				
	2.	Buku teks yang dikembangkan memuat instruksi yang jelas pada setiap kegiatannya	√				
	3.	Buku teks yang dikembangkan tidak mengandung unsur kekerasan.	√				
	4.	Buku teks yang dikembangkan tidak mengandung ujaran kebencian.	√				
	5.	Penyampaian isi buku tersebut sesuai dengan tingkat perkembangan usia peserta didik dan/atau pembaca sasaran.	√				
	6.	Bahasa yang digunakan dalam buku tersebut tepat dan komunikatif sesuai dengan tingkat penguasaan bahasa peserta didik dan/atau pembaca sasaran.	√				
	7.	Buku teks yang dikembangkan terdapat desain kover buku.	√				
	8.	Buku teks tersebut memenuhi standar grafika yaitu aman dan nyaman untuk pengguna	√				
	9.	Buku teks tersebut memuat font yang mudah dapat dibaca dengan jelas.		√			
Criteria of Good Content in Textbook	10	Materi dalam buku teks tersebut mengacu pada buku teks utama siswa.	√				
	11	Materi yang disajikan dalam buku teks tersebut memuat capaian pembelajaran yang diharapkan dapat dicapai oleh siswa pada pembelajaran tersebut.	√				

	12	Materi dalam buku teks tersebut bersifat memperluas, memperdalam, memperkaya, dan melengkapi pembahasan beberapa kompetensi atau capaian pembelajaran yang terdapat dalam buku teks utama.	√				
	13	Materi yang disajikan dalam buku tersebut disajikan dengan runtut dan logis	√				
	14	Materi yang disajikan mengakomodasi perkembangan keilmuan dan teknologi terkini	√				
	15	Materi yang disajikan berkesesuaian dengan keseharian peserta didik, kearifan lokal, dan konteks kehidupan secara luas.	√				
Criteria of Learning Material by Tomlinson & Masuhara (2018)	16	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat materi yang sesuai dengan kebutuhan siswa.	√				
	17	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat materi yang dapat menumbuhkan minat dan daya tarik siswa	√				
	18	Materi pembelajaran yang dikembangkan dalam buku teks tersebut bersifat kontekstual.	√				
	19	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat konten dan aktivitas yang dapat membantu pembelajar secara aktif.	√				
	20	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat konten dan aktivitas yang dapat membantu siswa secara kognitif.	√				
	21	Materi pembelajaran yang dikembangkan dalam buku teks tersebut memuat teks serta tugas yang autentik yang dapat memberikan pengalaman yang aktual kepada pembelajar terhadap target bahasa yang digunakan.	√				
Differentiated Material	22	Konten yang dimuat dalam materi pembelajaran tersebut menggunakan materi yang bervariasi.	√				

	23 Dalam buku teks tersebut, menyajikan materi dengan berbagai model pembelajaran.	√				
	24 Konten materi dalam buku tersebut memuat pembelajaran yang berbasis proyek.	√				
	25 Konten materi dalam buku tersebut menggunakan pertanyaan sebagai pemantik	√				
	26 Konten materi yang disajikan dalam buku tersebut dapat memberikan kesempatan pada siswa untuk bekerja secara individu	√				
	27 Konten materi pembelajaran dalam buku tersebut memuat materi dan kegiatan yang berbasis dengan diskusi dan kolaborasi.	√				
	28 Konten materi yang disajikan memberikan siswa kesempatan untuk menyampaikan pendapat terhadap suatu topik.	√				
	29 Konten materi yang disajikan dapat memberikan siswa kesempatan untuk menyampaikan hasil serta pengalaman belajar.	√				
	30 Konten materi pembelajaran yang disajikan dalam buku teks tersebut memberikan kesempatan bagi siswa untuk belajar dengan berbagai model pembelajaran serta sesuai dengan gaya belajar setiap individu (Visual, aural, membaca/menulis, dan kinestetik).	√				
	31 Materi pembelajaran yang disajikan dalam buku teks tersebut memuat gambar - gambar serta ilustrasi yang bervariasi.	√				
	32 Materi pembelajaran yang disajikan dalam buku teks tersebut menyajikan ilustrasi dengan warna yang menarik dan nyaman bagi penggunaannya.	√				
	33 Materi pembelajaran yang disajikan dalam buku teks tersebut memuat media audio yang menarik untuk pembelajar aural.		√			

	34	Media audio yang digunakan dalam buku teks tersebut jernih dan jelas.	√				
	35	Media audio yang digunakan dalam buku teks tersebut dapat diakses dengan mudah.	√				
	36	Materi pembelajaran yang disajikan dalam buku teks tersebut menggunakan media teks yang menarik untuk pembelajar membaca (<i>reading learners</i>).	√				
	37	Teks yang disajikan dalam buku tersebut dapat dibaca dengan baik dan jelas	√				
	38	Teks yang digunakan dalam buku teks tersebut disajikan dengan bahasa yang dapat dengan mudah dipahami.	√				
	39	Materi pembelajaran yang disajikan dalam buku tersebut memuat topik yang dapat digunakan untuk ide menulis siswa dengan pembelajar menulis (<i>writing learners</i>).	√				
	40	Topik untuk ide menulis yang disajikan dalam buku teks tersebut jelas dan bervariasi	√				
	41	Materi pembelajaran yang disajikan dalam buku teks tersebut memuat media yang dapat membantu siswa untuk aktif bergerak.	√				
	42	Materi pembelajaran yang disajikan dalam buku teks tersebut memuat pembelajaran praktik di luar ruang kelas.	√				
	43	Materi Pembelajaran yang disajikan memuat permainan - permainan yang seru dan bervariasi.	√				
Cultural Sensitivity	44	Materi pembelajaran yang disajikan dalam buku teks tersebut menambahkan dan memuat konten dengan keberagaman budaya Bali sebagai budaya lokal.	√				
	45	Konten budaya yang ditampilkan pada materi dan buku teks tersebut bervariasi pada setiap topiknya.	√				

Comment Section:



TTD,

A handwritten signature in black ink, appearing to read "Ni Wayan Monik Rismadewi", is written over the logo.

Ni Wayan Monik Rismadewi, S.Pd., M.Pd.

NIP. 198810242023212030

Appendix 17. User Judgement Results from User 1

User Judgement

Evaluation sheet for Differentiated Materials Based for Teaching Sixth-Grade Students of Elementary School.

Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target	: Elementary School
Title	: Developing Learning Material Based on Emancipated Curriculum for Sixth-Grade Students of Elementary School
Researcher	: I Gusti Ayu Diah Pradnyandari
Evaluator	: Ni Kadek Rosa, S.S.
Occupation/ Position	: 1 st Validator
Grade	: 6 th

Description:

This evaluation sheet is used to measure the quality of differentiated learning materials for teaching 6th-grade students of Elementary School and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. The differentiated English learning materials are expected to help teachers for teach students with diversity and can be implemented in the classroom. Therefore, your willingness to measure and judge the differentiated materials is valued highly.

Instructions:

1. This evaluation sheet has to be filled out by the educational experts
2. There are 5 (five) levels or scores that can be chosen
3. Put a check mark (√) in the column based on your opinion

4. The criteria of level of score in the rating scale column below:

Score				
Very Good	Good	Average	Below Average	Poor
5	4	3	2	1

Dimension	No	Questions	5	4	3	2	1
Visual Design and Supporting Media in Books	1.	Cover dari buku yang dikembangkan menarik dan unik.	√				
	2.	Buku yang dikembangkan menampilkan gambar – gambar yang menarik, imajinatif, dan inovatif.	√				
	3.	Pengaplikasian warna pada buku tersebut terstruktur dan nyaman untuk di pandang.	√				
	4.	Font tulisan yang digunakan dalam buku tersebut sesuai dan nyaman untuk dilihat.					
	5.	Buku yang dikembangkan sudah menggunakan gambar dan ilustrasi yang relevan dengan isi/konten materi.	√				
Book Contents	6.	Konten materi yang dikembangkan sesuai dengan acuan dari kurikulum yang berlaku.	√				
	7.	Konten materi yang dikembangkan bisa membantu dan memfasilitasi guru untuk menciptakan pembelajaran yang aktif dan inovatif di kelas.	√				
	8.	Konten materi yang dikembangkan dapat mendorong pendidik untuk terus meningkatkan keahlian dalam memahami profil dan kebutuhan siswa melalui pembelajaran baru dan penelitian kelas.	√				
	9.	Konten materi yang dikembangkan memuat tujuan pembelajaran yang ingin dicapai dengan jelas dan lengkap.	√				

	10.	Konten materi yang dikembangkan terstruktur dan sesuai dengan kebutuhan siswa dalam pembelajaran di kelas.	√				
	11.	Konten materi yang dikembangkan dalam buku tersebut menarik.	√				
	12.	Konten materi dalam buku tersebut dapat dengan mudah dibaca dan dipahami.	√				
	13.	Konten materi yang dikembangkan beragam dan bervariasi dalam metode pembelajaran yang bisa digunakan untuk membantu pembelajaran Bahasa Inggris di kelas.	√				
	14.	Konten materi yang dikembangkan memberikan kesempatan bagi siswa untuk mengeksplorasi pembelajaran sesuai dengan gaya belajar mereka.	√				
	15.	Materi yang disajikan dalam buku tersebut memuat materi dan ilustrasi yang cocok untuk pembelajar visual.	√				
	16.	Materi yang disajikan dalam buku tersebut memuat materi dan media audio jernih dan dapat diakses dengan mudah.	√				
	17.	Materi yang disajikan dalam buku tersebut memuat materi dan media teks yang baik dan dapat dengan mudah untuk dibaca oleh pembelajar membaca.	√				
	18.	Materi yang disajikan dalam buku tersebut memuat materi dan media topik dan kegiatan yang cocok dan dapat membantu siswa dengan gaya belajar menulis.	√				
	19.	Materi yang disajikan dalam buku tersebut memuat materi dan kegiatan yang berbasis gerakan dan pembelajaran di luar ruangan untuk pembelajar kinestetik.	√				
	20.	Aktivitas atau tugas yang disajikan dalam buku tersebut dapat dengan mudah dipahami.	√				

	21. 2..	Buku tersebut memuat banyak kosakata yang bervariasi untuk membantu guru dan siswa dalam menambah perbendaharaan kosakata.	√				
	22.	Materi yang disajikan dalam buku tersebut disajikan dengan menggunakan Bahasa Inggris yang mudah dipahami.	√				
	23.	Buku tersebut dapat diakses dengan mudah oleh guru secara online	√				
	24.	Konten materi pembelajaran pada buku tersebut memuat kegiatan yang dapat membangkitkan rasa penasaran dan critical thinking.	√				
	25.	Konten materi pembelajaran dalam buku teks tersebut memuat nilai - nilai Pancasila.	√				
	26.	Konten materi pembelajaran pada buku tersebut memuat kegiatan yang berbasis pada diskusi baik itu dengan guru maupun diskusi kelompok.	√				
	27.	Konten materi pembelajaran pada buku tersebut memuat kegiatan yang berbasis project.	√				
	28.	Materi pembelajaran dalam buku tersebut disampaikan dengan mengaitkannya dengan budaya Bali.	√				
	29.	Konten budaya yang ditampilkan dalam materi pembelajaran tersebut sesuai dengan budaya Bali.	√				
	30.	Konten budaya yang ditampilkan dalam materi pembelajaran tersebut memiliki visualisasi yang unik.	√				

Comments

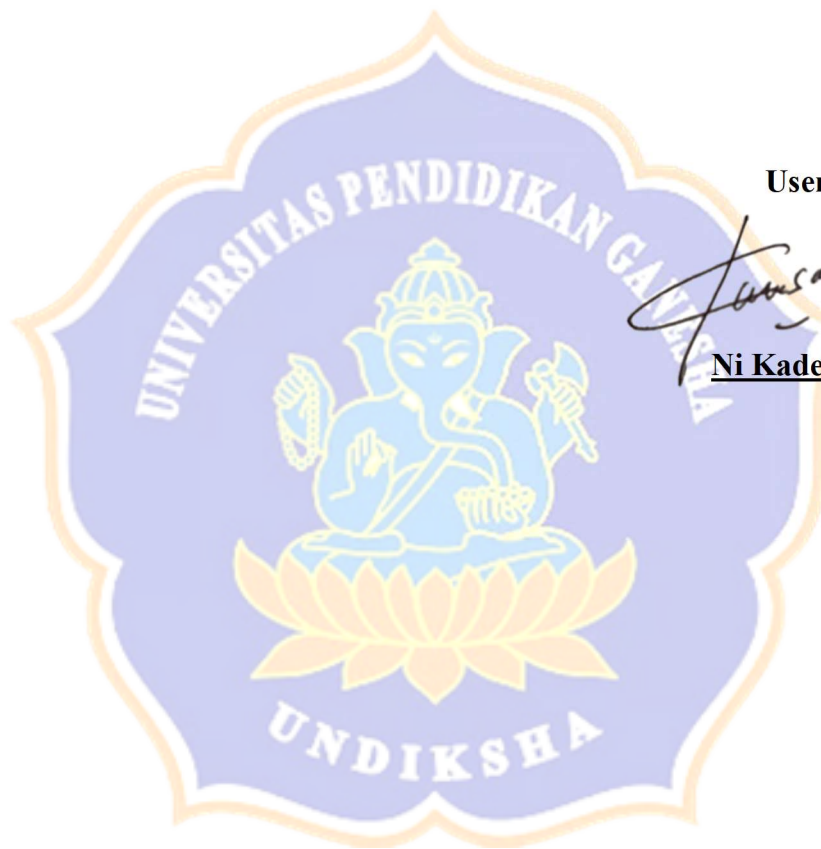
Dari segi visual:

Mulai dari cover, gambar – gambar, visualisasi, dan pepaduan warna – warna sudah sangat menarik dan dapat menarik minat siswa.

Konten yang disediakan sangat beragam dan sudah sesuai dengan ketentuan kurikulum saat ini. Selain itu, kegiatan dan latihan – latihan juga sangat menarik dan bagus, itu akan sangat membantu untuk memberikan kegiatan yang menarik pada siswa.

Yang perlu diperhatikan:

Ketika mencoba menggunakan buku, saya mengalami sedikit kesulitan untuk mencari materi yang berurutan sesuai dengan learning stylesnya. Jika memungkinkan mungkin buku bisa dipisah sesuai dengan masing masing learning styles. Jadi mungkin nanti akan ada 4 buku dan itu menurut saya lebih mudah untuk digunakan.



User

Ni Kadek Rosa, S.S.

Appendix 18. User Judgement Result from User 2

User Judgement

Evaluation sheet for Differentiated Materials Based for Teaching Sixth-Grade Students of Elementary School.

Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target	: Elementary School
Title	: Developing Learning Material Based on Emancipated Curriculum for Sixth-Grade Students of Elementary School
Researcher	: I Gusti Ayu Diah Pradnyandari
Evaluator	: Ni Wayan Depy Puspitasari
Occupation/ Position	: 2 st Validator
Grade	: 6 th

Description:

This evaluation sheet is used to measure the quality of differentiated learning materials for teaching 6th-grade students of Elementary School and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. The differentiated English learning materials are expected to help teachers for teach students with diversity and can be implemented in the classroom. Therefore, your willingness to measure and judge the differentiated materials is valued highly.

Instructions:

1. This evaluation sheet has to be filled out by the educational experts
2. There are 5 (five) levels or scores that can be chosen
3. Put a check mark (√) in the column based on your opinion
4. The criteria of level of score in the rating scale column below:

Score				
Very Good	Good	Average	Below Average	Poor
5	4	3	2	1

Dimension	No	Questions	5	4	3	2	1
Visual Design and Supporting Media in Books	1.	Cover dari buku yang dikembangkan menarik dan unik.	5				
	2.	Buku yang dikembangkan menampilkan gambar – gambar yang menarik, imajinatif, dan inovatif.	5				
	3.	Pengaplikasian warna pada buku tersebut terstruktur dan nyaman untuk di pandang.	5				
	4.	Font tulisan yang digunakan dalam buku tersebut sesuai dan nyaman untuk dilihat.	5				
	5.	Buku yang dikembangkan sudah menggunakan gambar dan ilustrasi yang relevan dengan isi/konten materi.	5				
Book Contents	6.	Konten materi yang dikembangkan sesuai dengan acuan dari kurikulum yang berlaku.	5				
	7.	Konten materi yang dikembangkan bisa membantu dan memfasilitasi guru untuk menciptakan pembelajaran yang aktif dan inovatif di kelas.	5				
	8.	Konten materi yang dikembangkan dapat mendorong pendidik untuk terus meningkatkan keahlian dalam memahami profil dan kebutuhan siswa melalui pembelajaran baru dan penelitian kelas.	5				
	9.	Konten materi yang dikembangkan memuat tujuan pembelajaran yang ingin dicapai dengan jelas dan lengkap.	5				
	10.	Konten materi yang dikembangkan terstruktur dan sesuai dengan kebutuhan siswa dalam pembelajaran di kelas.	5				
	11.	Konten materi yang dikembangkan dalam buku tersebut menarik.	5				

	12.	Konten materi dalam buku tersebut dapat dengan mudah dibaca dan dipahami.	5				
	13.	Konten materi yang dikembangkan beragam dan bervariasi dalam metode pembelajaran yang bisa digunakan untuk membantu pembelajaran Bahasa Inggris di kelas.	5				
	14.	Konten materi yang dikembangkan memberikan kesempatan bagi siswa untuk mengeksplorasi pembelajaran sesuai dengan gaya belajar mereka.	5				
	15.	Materi yang disajikan dalam buku tersebut memuat materi dan ilustrasi yang cocok untuk pembelajar visual.	5				
	16.	Materi yang disajikan dalam buku tersebut memuat materi dan media audio jernih dan dapat diakses dengan mudah.	5				
	17.	Materi yang disajikan dalam buku tersebut memuat materi dan media teks yang baik dan dapat dengan mudah untuk dibaca oleh pembelajar membaca.	5				
	18.	Materi yang disajikan dalam buku tersebut memuat materi dan media topik dan kegiatan yang cocok dan dapat membantu siswa dengan gaya belajar menulis.	5				
	19.	Materi yang disajikan dalam buku tersebut memuat materi dan kegiatan yang berbasis gerakan dan pembelajaran di luar ruangan untuk pembelajar kinestetik.	5				
	20.	Aktivitas atau tugas yang disajikan dalam buku tersebut dapat dengan mudah dipahami.	5				
	21. 2..	Buku tersebut memuat banyak kosakata yang bervariasi untuk membantu guru dan siswa dalam menambah perbendaharaan kosakata.	5				
	22.	Materi yang disajikan dalam buku tersebut disajikan dengan menggunakan Bahasa Inggris yang mudah dipahami.	5				

	23.	Buku tersebut dapat diakses dengan mudah oleh guru secara online	5				
	24.	Konten materi pembelajaran pada buku tersebut memuat kegiatan yang dapat membangkitkan rasa penasaran dan critical thinking.	5				
	25.	Konten materi pembelajaran dalam buku teks tersebut memuat nilai - nilai Pancasila.	5				
	26.	Konten materi pembelajaran pada buku tersebut memuat kegiatan yang berbasis pada diskusi baik itu dengan guru maupun diskusi kelompok.	5				
	27.	Konten materi pembelajaran pada buku tersebut memuat kegiatan yang berbasis project.	5				
	28.	Materi pembelajaran dalam buku tersebut disampaikan dengan mengaitkannya dengan budaya Bali.	5				
	29.	Konten budaya yang ditampilkan dalam materi pembelajaran tersebut sesuai dengan budaya Bali.	5				
	30.	Konten budaya yang ditampilkan dalam materi pembelajaran tersebut memiliki visualisasi yang unik.	5				

Comment Section

In my opinion, overall the material presented is good and interesting. It will help me a lot in teaching English in my class.

User

DevyA

Ni Wayan Depy Puspitasari



Appendix 19. Documentations



Appendix 20. Biography

BIOGRAPHY

I Gusti Ayu Diah Pradnyandari was born in Kebon on August 6, 2002. The author is the first daughter of I Gusti Ngurah Ariawan and I Gusti Ayu Agung Eka Putri, SPd., AUD. The author comes from Telaga Tawang Village, Sidemen District, Karangasem Regency, Bali Province. The author adheres to Hinduism and is of Indonesian nationality. The author received her primary education at SD Negeri 1 Telagatawang and graduated in 2014. Then, continued her education at SMP Negeri 1 Sidemen and graduated in 2017. Continuing to vocational school, the author enrolled in SMK Negeri 1 Klungkung and graduated in 2020. Then, the author continued to college by choosing the S1 English Education study program at Ganesha University of Education and completed the final project in 2024 by conducting design and development research entitled "Developing Learning Material Based on Emancipated Curriculum for Sixth-Grade Students of Elementary School". Thus, with the completion of this final project, 2024 is the author's last year as an active student at Ganesha University of Education.