APPENDICES

Appendix 1.1 Observation Sheet

No.	Aspect PCK (Shulman 1987)	Dimension	Indicators	Items	Response		Comments
					Yes	No	
1	Content Knowledge	1.Language Awareness (Andrews, 2001)	Realizing the importance of correcting grammar mistakes that occur in class	a. Teacher helps students to correct their grammar mistakes on the written text			
				b. Teacher helps students to correct their grammar mistakes on the oral context			
			Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	a. Teacher helps students to correct their English pronunciation in the classroom			
				b. Teacher assists the students to use correct vocabulary according to the context used			
		2.Language Proficiency (Andrews, 2001)	Using/speaking English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process			
				b. Teacher encourages students to speak English fluently			
			2.Writing in English on the board/on a document without errors	a. Teacher writes in English on the board or on a document with appropriate English grammar			
				b. Teacher writes in English the board or on a document with proper spelling			
2.	Pedagogical Knowledge	Knowledge about Curriculu Development (Ratminingsih, 2020)	1.Conducting an analysis of learning objectives in the curriculum to develop a syllabus	a. Teacher examines the curriculum for learning objectives before start to creating the lesson syllabus			
				b. Teacher uses learning objectives that related to the curriculum to plan the syllabus			

			2.Directing learning topics with learning objectives to be achieved	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created			
				b. Teacher understands the impact of the connected learning topics to the students situation			
			3.Aligning the relationship between one topic and the next topic contained in the curriculum	a. Teacher update the previous material to the new one in the class			
				b. Teacher connect the previous material to the new given material in class			
		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1.Trying to teach using something new	a. Teacher allow students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom			
				b. Teacher uses different learning activities to support the students to try something new			
			2. Teaching by constructing knowledge from working with objects or ideas.	a. Teacher gives the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with			
				b. Teacher often give question and answer section to the students to improve their ideas knowledge			
			3.Teaching students with hands-on experience	a. Teacher makes the students to collect information and try to ask questions			
				b. Teacher gives opportunity for the students to do a hands-on experience learning trough certain activities.			

			4.Teaching students to learn by listening and repeating.	a. Teacher often to make sure the students pay attention in class			
				b. Teacher makes the students stay focused in class by listening to the material given in class			
			5.Teaching by involving activities that can make students motivated in learning	a. Teacher always support and help students in class to understand the English material			
				b. Teacher gives the good activities in class to make students enjoy learning English			
			6.Doing fun learning activities by inviting students to move their bodies (physical movement)	a. Teacher often conduct fun activities to make students always energized during the learning process.			
				b. Teacher uses the singing activities in class to make students always feel happy and not easily get bored			
			7. Teaching by associating with previous knowledge.	a. Teacher pays attention to the students lack of knowledge and give them the exact materials			
				b. Teacher often connect the material with the student's ability to make them easily understand the material			
			8. Inviting students to learn through the environment around them	a. Teacher uses the class environment and teaches the students about vocabulary that they can find in class			
				b. Teacher uses the environment to conduct the students' creativity and make the students use it when learning English in class			

		Knowledge about lesson plan (Ratminingsih, 2020)	1.Making a lesson plan that corresponds with the learning objectives to be achieved	a. The teacher is able to connect previous material with the new correspondence lesson plans to make the accordance learning objectives			
				b. Teacher makes the student engaged and active when conducting the new lesson plan in class			
			2.Designing effective learning activities	a. Teacher is able to deliver effective material during the learning process and make the student engage in learning process			
				b. Teacher can make the students follow the learning activities in the class.			
			3. Teaching with student-centered activities	a. Teacher is able to make the presentations interactive			
				b. Teacher is able to manage the class to become conducive			
			4. Teaching with media and technology in the learning activity	a. Teacher is able to deliver a creative presentation such as using ppt presentation or canvas presentation			
				b. Teacher is able to encourage students by using the media technology in the learning process			
		The use of learning strategies for young learners (Ratminingsih, 2020)	1.Teaching using visual media that students can observe such as videos and pictures	a. Teacher uses power point to teach			
				b. Teacher uses printable images to teach			
			2.Teaching using media that can be explored by students (for	a. Teacher asks students to use certain online learning online platform to teach			

			example BC kids, Quizizz, etc)	b. Teacher is able to conduct the learning process using the newest media technology so the student can practice English in class			
			3. Giving the context/situation to the students	a. Teacher gives apperception in the beginning of the lesson			
				b. Teacher gives the problem assignment to make students solve the problem using their creativity.			
			4. Doing a contextual activity	a. Teacher relates the topic being taught with students' daily lives			
				b. Teacher uses real tools to teach			
			5. Doing activities that are motivating and interesting	a. Teacher applies learning games			
				b.Teacher invites students to sing songs			
			6. Stimulating students' active participation	a. Teacher encourage students with quiz			
				b. Teacher use ice breaking to refresh the learning atmosphere			
			7. Giving or applying a game in the learning process	a. Teacher uses traditional games to teach			
				b. Teacher uses online game to teach			
			8.Creating a fun learning environment (by using a joke or song)	a. Teacher uses certain jokes to teach			
				b. Teacher uses songs to teach			
			9. Using learning media that can improve the four language skills	a. Teacher is able to use the presentation media to improve students' 4 language skills			

				b. Teacher is able to improve the 4 language skills during the use of the learning media in the class			
			11.Using activities that can encourage students' self-confidence in learning English	a. Teacher assigns students to do simple oral presentation before the class			
				b. Teacher is able to deliver the fun ice breaking / games to gain students' self-confidence in learning English			
			12.Using activities that can develop student's social skill	a. Teacher arranges students into several groups to work certain topics			
				b. Teacher is able to deliver an effective game collaboration to gain students' social skills with each other			

Appendix 1.2 Content Analysis Sheet

Chapter/ Unit	Topic	Learning Objectives	Vocabulary and Grammar Focus	Language Expression needed

Appendix 1.3 Content Expert Judgment Sheet

Component PCK (Shulman (1987)	Dimensions	Scale					Comments
		1	2	3	4	5	
Content Knowledge	Language awareness (Andrews, 2001)						
	Language Proficiency (Andrews, 2001)						
Pedagogy knowledge	Learning objectives						
	Connecting previous material						
	Innovative activities						
	constructing knowledge from working with objects or ideas.						
	Teaching students with hands-on experience						
	Teaching students to learn by listening and repeating.						
	Teaching by involving activities that can make students motivated in learning						
	Doing fun learning activities by inviting students to move their bodies						
	Teaching by associating with previous knowledge						

	Inviting students to learn through the environment around them						
	Making a lesson plan that corresponds with the learning objectives to be achieved						
	Designing effective learning activities						
	Teaching with student-centered activities						
	Teaching with media and technology in the learning activity						
	Teaching using visual media that students can observe such as videos and pictures						
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)						
	Giving the context/situation to the students						
	Doing a contextual activity						
	Doing activities that are motivating and interesting						
	Stimulating students' active participation						

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

Appendix 1.4 Media Expert Judgment Sheet

Criteria	Score					Total
	1	2	3	4	5	
a) Interactive Design						
b) Communicative media						
c) Design creativity						
d) The effectiveness of media use						
e) Can be maintained and managed easily						
f) Easy to use and operate						
g) Can be used on various existing hardware and software						
h) Appropriate selection of application or software or tool types for development						

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

Appendix 1.5 User Judgment Sheet

No.	Statements	Score					Note (s)
		1	2	3	4	5	
Principles for Developing Materials, Bota (2005)							
1.	The e-module is suitable for the students' requirements						
2.	The e-module content is stimulating for the students' level						
3.	The e-module is authentic and does not violate any copyright						
4.	The e-module content in match with the school learning time						
5.	The e-module allows students with different abilities and skills to be facilitated						
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons						
7.	The e-module gives suitable learning experiences for the students on their present and future needs						
8.	The e-module is designed with an easy language for teacher to understand the lessons/content						
9.	The e-module shows stimulating visual designs						
10.	The e-module provides encouraging learning activities and strategies						
11.	The material uses appropriate language for the students with different levels						
12.	The e-module has non-discriminatory elements						
13.	The e-module gives various learning methods						
14.	The lesson/content offers exercises in different learning circumstances						
15.	The e-module gives clear instructions						
16.	The e-module provides learning objectives						

17.	The material encourages engagement through everyday activities						
18.	The e-module presents challenging exercises yet comprehensive to stimulate students' curiosity						
19.	The e-module helps the non-English teacher to implement the current English curriculum in the classroom						
20.	The e-module mixes theory with correlative practices						
21.	The e-module provides assessment activities						
Pedagogical Content Knowledge (Shulman 1987)							
1. Language Awareness and Language Profficiency (Andrews, 2001)							
22.	The e-module helps the teacher to correct the students on their grammar mistakes on the written text						
23.	The e-module helps the teacher to correct students' grammar mistakes on the oral context						
24.	The e-module assists the teacher to demonstrate fluent English-speaking skill in the learning process						
25.	The e-module helps the teacher to encourage students to speak English fluently						
26.	The e-module helps the teacher writes in English on the board or on a document with appropriate English grammar						
27.	The e-module helps the teacher writes in English the board or on a document with proper spelling						
2. Knowledge About the Characteristic of Young Learners (Ratminingsih, 2020)							

28.	The e-module helps the teacher to give chances for students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom						
29.	The e-module helps the teacher to use different learning activities to support the students to try something new						
30.	The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with						
31.	The e-module helps the teacher to often give question and answer section to the students to improve their ideas and knowledge						
32.	The e-module helps the teacher to makes the students to collect information and try to ask questions						
33.	The e-module helps the teacher to gives opportunity for the students to do a hands-on experience learning trough certain activities.						
34.	The e-module helps the teacher to make sure the students pay attention in class						
35.	The e-module helps the teacher to make the students stay focused in class by listening to the material given in class						
36.	The e-module helps the teacher to always support and help students in class to understand the English material						
37.	The e-module helps the teacher to gives the good activities in class to make students enjoy learning English						
38.	The e-module helps teacher to conduct fun activities to make						

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

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

Appendix 1.6 Instrument Validation of Observation Sheet from 1st Expert

No.	Aspect PCK (Shulman 1987)	Dimension	Indicators	Items	Response		Relevant	Irrelevant	Comments
					Yes	No			
1	Content Knowledge	1.Language Awareness (Andrews, 2001)	1.Realizing the importance of correcting grammar mistakes that occur in class	a. Teacher helps students to correct their grammar mistakes on the written text			√		
				b. Teacher helps students to correct their grammar mistakes on the oral context			√		
			2.Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	a. Teacher helps students to correct their English pronunciation in the classroom			√		
				b. Teacher assists the students to use correct vocabulary according to the context used			√		
		2.Language Proficiency (Andrews, 2001)	1.Using/speaking English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process			√		
				b. Teacher encourages students to speak English fluently			√		
			2.Writing in English on the board/on a document without errors	a. Teacher writes in English on the board or on a document with appropriate English grammar			√		
				b. Teacher writes in English the board or on a document with proper spelling			√		
2.	Pedagogical Knowledge	Knowledge about Curriculu Development	1.Conducting an analysis of learning objectives in the curriculum to	a. Teacher examines the curriculum for learning objectives before start to creating the lesson syllabus			√		
		(Ratminingsih,	develop a syllabus	b. Teacher uses learning objectives that related to					

		2020)		the curriculum to plan the syllabus			√		
			2.Directing learning topics with learning objectives to be achieved	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created			√		
				b. Teacher understands the impact of the connected learning topics to the students situation			√		
			3.Aligning the relationship between one topic and the next topic contained in the curriculum	a. Teacher update the previous material to the new one in the class			√		
				b. Teacher connect the previous material to the new given material in class			√		
		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1.Trying to teach using something new	a. Teacher allow students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom			√		
				b. Teacher uses different learning activities to support the students to try something new			√		
			2. Teaching by constructing knowledge from working with objects or ideas.	a. Teacher gives the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with			√		
				b. Teacher often give question and answer section to the students to improve their ideas knowledge			√		
			3.Teaching students with hands-on experience	a. Teacher makes the students to collect information and try to ask questions			√		
				b. Teacher gives opportunity for the students to do a hands-on experience learning			√		
				trough certain activities.					

			4.Teaching students to learn by listening and repeating.	a. Teacher often to make sure the students pay attention in class			√		
				b. Teacher makes the students stay focused in class by listening to the material given in class			√		
			5.Teaching by involving activities that can make students motivated in learning	a. Teacher always support and help students in class to understand the English material			√		
				b. Teacher gives the good activities in class to make students enjoy learning English			√		
			6.Doing fun learning activities by inviting students to move their bodies (physical movement)	a. Teacher often conduct fun activities to make students always energized during the learning process.			√		
				b. Teacher uses the singing activities in class to make students always feel happy and not easily get bored			√		
			7. Teaching by associating with previous knowledge.	a. Teacher pays attention to the students lack of knowledge and give them the exact materials			√		
				b. Teacher often connect the material with the student's ability to make them easily understand the material			√		
			8. Inviting students to learn through the environment around them	a. Teacher uses the class environment and teaches the students about vocabulary that they can find in class			√		
				b. Teacher uses the environment to conduct the students' creativity and make the students use it when learning English in class			√		
		Knowledge about lesson plan (Ratminingsih,	1.Making a lesson plan that corresponds with the learning	a. The teacher is able to connect previous material with the new correspondence lesson plans to make the accordance learning			√		

		2020)	objectives to be achieved	objectives					
				b. Teacher makes the student engaged and active when conducting the new lesson plan in class			√		
			2.Designing effective learning activities	a. Teacher is able to deliver effective material during the learning process and make the student engage in learning process			√		
				b. Teacher can make the students follow the learning activities in the class.			√		
			3. Teaching with student-centered activities	a. Teacher is able to make the presentations interactive			√		
				b. Teacher is able to manage the class to become conducive			√		
			4. Teaching with media and technology in the learning activity	a. Teacher is able to deliver a creative presentation such as using ppt presentation or canvas presentation			√		
				b. Teacher is able to encourage students by using the media technology in the learning process			√		
		The use of learning strategies for young learners (Ratminingsih, 2020)	1.Teaching using visual media that students can observe such as videos and pictures	a. Teacher uses power point to teach			√		
				b. Teacher uses printable images to teach			√		
			2.Teaching using media that can be explored by students (for	a. Teacher asks students to use certain online learning online platform to teach			√		
			example BC kids, Quizizz, etc)	b. Teacher is able to conduct the learning process using the newest media technology so the student can practice English in class			√		
			3. Giving the context/situation	a. Teacher gives apperception in the			√		

			to the students	beginning of the lesson					
				b. Teacher gives the problem assignment to make students solve the problem using their creativity.			√		
			4. Doing a contextual activity	a. Teacher relates the topic being taught with students' daily lives			√		
				b. Teacher uses real tools to teach			√		
			5. Doing activities that are motivating and interesting	a. Teacher applies learning games			√		
				b.Teacher invites students to sing songs			√		
			6. Stimulating students' active participation	a. Teacher encourage students with quiz			√		
				b. Teacher use ice breaking to refresh the learning atmosphere			√		
			7. Giving or applying a game in the learning process	a. Teacher uses traditional games to teach			√		
				b. Teacher uses online game to teach			√		
			8.Creating a fun learning environment (by using a joke or song)	a. Teacher uses certain jokes to teach			√		
				b. Teacher uses songs to teach			√		
			9. Using learning media that can improve the four language skills	a. Teacher is able to use the presentation media to improve students' 4 language skills			√		
				b. Teacher is able to improve the 4 language skills during the use of the learning media in the class			√		
			11.Using activities that can encourage students' self-confidence in learning English	a. Teacher assigns students to do simple oral presentation before the class			√		
				b. Teacher is able to deliver the fun ice breaking / games to gain students' self-confidence in learning English			√		

			12.Using activities that can develop student's social skill	a. Teacher arranges students into several groups to work certain topics			√		
				b. Teacher is able to deliver an effective game collaboration to gain students' social skills with each other			√		

Singaraja, 22 Juli 2024
Expert 1,

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd
NIP. 19830402200604200

Appendix 1.7 Instrument Validation of Observation Sheet from 2nd Expert

No.	Aspect PCK (Shulman 1987)	Dimension	Indicators	Items	Response		Relevant	Irrelevant	Comments
					Yes	No			
1	Content Knowledge	1.Language Awareness (Andrews, 2001)	1.Realizing the importance of correcting grammar mistakes that occur in class	a. Teacher helps students to correct their grammar mistakes on the written text			√		
				b. Teacher helps students to correct their grammar mistakes on the oral context			√		
			2.Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	a. Teacher helps students to correct their English pronunciation in the classroom			√		
				b. Teacher assists the students to use correct vocabulary according to the context used			√		
		2.Language Proficiency (Andrews, 2001)	1.Using/speaking English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process			√		
				b. Teacher encourages students to speak English fluently			√		
			2.Writing in English on the board/on a document without errors	a. Teacher writes in English on the board or on a document with appropriate English grammar			√		
				b. Teacher writes in English the board or on a document with proper spelling			√		
2.	Pedagogical Knowledge	Knowledge about Curriculu Developm	1.Conducting an analysis of learning objectives in	a. Teacher examines the curriculum for learning objectives before start to creating the lesson			√		

		ent (Ratminingsih, 2020)	the curriculum to develop a syllabus	syllabus					
				b. Teacher uses learning objectives that related to the curriculum to plan the syllabus			√		
			2.Directing learning topics with learning objectives to be achieved	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created			√		
				b. Teacher understands the impact of the connected learning topics to the students situation			√		
			3.Aligning the relationship between one topic and the next topic contained in the curriculum	a. Teacher update the previous material to the new one in the class			√		
				b. Teacher connect the previous material to the new given material in class			√		
		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1.Trying to teach using something new	a. Teacher allow students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom			√		
				b. Teacher uses different learning activities to support the students to try something new			√		
			2. Teaching by constructing knowledge from working with objects or ideas.	a. Teacher gives the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with			√		
				b. Teacher often give question and answer section to the students to improve their ideas knowledge			√		
2.	Pedagogical Knowledge	Knowledge about Curriculu Development (Ratminingsih, 2020)	1.Conducting an analysis of learning objectives in the curriculum to develop a syllabus	a. Teacher examines the curriculum for learning objectives before start to creating the lesson syllabus			√		
				b. Teacher uses learning objectives that related to					

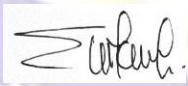
				the curriculum to plan the syllabus			√		
			2.Directing learning topics with learning objectives to be achieved	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created			√		
				b. Teacher understands the impact of the connected learning topics to the students situation			√		
			3.Aligning the relationship between one topic and the next topic contained in the curriculum	a. Teacher update the previous material to the new one in the class			√		
				b. Teacher connect the previous material to the new given material in class			√		
		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1.Trying to teach using something new	a. Teacher allow students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom			√		
				b. Teacher uses different learning activities to support the students to try something new			√		
			2. Teaching by constructing knowledge from working with objects or ideas.	a. Teacher gives the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with			√		
				b. Teacher often give question and answer section to the students to improve their ideas knowledge			√		
			around them	b. Teacher uses the environment to conduct the students' creativity and make the students use it when learning English in class			√		
		Knowledge about lesson plan (Ratminingsih,	1.Making a lesson plan that corresponds with the learning	a. The teacher is able to connect previous material with the new correspondence lesson plans to make the accordance learning			√		

		2020)	objectives to be achieved	objectives					
				b. Teacher makes the student engaged and active when conducting the new lesson plan in class			√		
			2.Designing effective learning activities	a. Teacher is able to deliver effective material during the learning process and make the student engage in learning process			√		
				b. Teacher can make the students follow the learning activities in the class.			√		
			3. Teaching with student-centered activities	a. Teacher is able to make the presentations interactive			√		
				b. Teacher is able to manage the class to become conducive			√		
			4. Teaching with media and technology in the learning activity	a. Teacher is able to deliver a creative presentation such as using ppt presentation or canvas presentation			√		
				b. Teacher is able to encourage students by using the media technology in the learning process			√		
		The use of learning strategies for young learners (Ratminingsih, 2020)	1.Teaching using visual media that students can observe such as videos and pictures	a. Teacher uses power point to teach			√		
				b. Teacher uses printable images to teach			√		
			2.Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)	a. Teacher asks students to use certain online learning online platform to teach			√		
				b. Teacher is able to conduct the learning process using the newest media technology so the student can practice English in class			√		
			3. Giving the context/situa	a. Teacher gives apperception in the beginning of the lesson			√		

			tion to the students	b. Teacher gives the problem assignment to make students solve the problem using their creativity.			√		
			4. Doing a contextual activity	a. Teacher relates the topic being taught with students' daily lives			√		
				b. Teacher uses real tools to teach			√		
			5. Doing activities that are motivating and interesting	a. Teacher applies learning games			√		
				b.Teacher invites students to sing songs			√		
			6. Stimulating students' active participation	a. Teacher encourage students with quiz			√		
				b. Teacher use ice breaking to refresh the learning atmosphere			√		
			7. Giving or applying a game in the learning process	a. Teacher uses traditional games to teach			√		
				b. Teacher uses online game to teach			√		
			8.Creating a fun learning environment (by using a joke or song)	a. Teacher uses certain jokes to teach			√		
				b. Teacher uses songs to teach			√		
			9. Using learning media that can improve	a. Teacher is able to use the presentation media to improve students' 4 language skills			√		
			the four language skills	b. Teacher is able to improve the 4 language skills during the use of the learning media in the class			√		
			11.Using activities that can encourage students' self-confidence in learning English	a. Teacher assigns students to do simple oral presentation before the class			√		
				b. Teacher is able to deliver the fun ice breaking / games to gain students' self-confidence in learning English			√		

			12.Using activities that can develop student's social skill	a. Teacher arranges students into several groups to work certain topics			√		
				b. Teacher is able to deliver an effective game collaboration to gain students' social skills with each other			√		

Singaraja, 22 Juli 2024
Expert 2,



Luh Gede Eka Wahyuni, S.Pd., M.Pd
NIP. 198812012015042003

Appendix 1.8 Instrument Validation of Expert Judgement Sheet from 1st Expert

Instrument: Content Expert Judgment

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

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

Instrument: Media Expert Judgment Sheet

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

		h) Appropriate selection of application or software or							√			
		tool types for development										

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

Singaraja, 22 Juli 2024
Expert 1,

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

Appendix 1.9 Instrument Validation of Expert Judgement Sheet from 2nd Expert

Instrument: Content Expert Judgment

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

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

Instrument: Media Expert Judgment Sheet

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

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

Singaraja, 22 Juli 2024
Expert 2,

Luh Gede Eka Wahyuni, S.Pd., M.Pd
NIP. 198812012015042003

Appendix 1.10 Instrument Validation of User Judgment Sheet from 1st Expert

No.	Statements	Score					Note (s)	Relevant	Irrelevant
		1	2	3	4	5			
Principles for Developing Materials, Bota (2005)									
1.	The e-module is suitable for the students' requirements							√	
2.	The e-module content is stimulating for the students' level							√	
3.	The e-module is authentic and does not violate any copyright							√	
4.	The e-module content in match with the school learning time							√	
5.	The e-module allows students with different abilities and skills to be facilitated							√	
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons							√	
7.	The e-module gives suitable learning experiences for the students on their present and future needs							√	
8.	The e-module is designed with an easy language for teacher to understand the lessons/content							√	
9.	The e-module shows stimulating visual designs							√	
10.	The e-module provides encouraging learning activities and strategies							√	
11.	The material uses appropriate language for the students with different levels							√	
12.	The e-module has non-discriminatory elements							√	
13.	The e-module gives various learning methods							√	
14.	The lesson/content offers exercises in different learning circumstances							√	
15.	The e-module gives clear instructions							√	
16.	The e-module provides learning objectives							√	
17.	The material encourages engagement through everyday activities							√	
18.	The e-module presents challenging exercises yet comprehensive to stimulate students' curiosity							√	
19.	The e-module helps the non-English teacher to implement the current English curriculum in the classroom							√	
20.	The e-module mixes theory with correlative practices							√	

21.	The e-module provides assessment activities							√	
Pedagogical Content Knowledge (Shulman 1987)									
1. Language Awareness and Language Profficiency (Andrews, 2001)									
22.	The e-module helps the teacher to correct the students on their grammar mistakes on the written text							√	
23.	The e-module helps the teacher to correct students' grammar mistakes on the oral context							√	
24.	The e-module assists the teacher to demonstrate fluent English-speaking skill in the learning process							√	
25.	The e-module helps the teacher to encourage students to speak English fluently							√	
26.	The e-module helps the teacher writes in English on the board or on a document with appropriate English grammar							√	
27.	The e-module helps the teacher writes in English the board or on a document with proper spelling							√	
2. Knowledge About the Characteristic of Young Learners (Ratminingsih, 2020)									
28.	The e-module helps the teacher to give chances for students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom							√	
29.	The e-module helps the teacher to use different learning activities to support the students to try something new							√	
30.	The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with							√	
31.	The e-module helps the teacher to often give question and answer section to the students to improve their ideas and knowledge							√	
32.	The e-module helps the teacher to makes the students to collect information and try to ask questions							√	
33.	The e-module helps the teacher to gives opportunity for the students to do a hands-on experience learning trough certain activities.							√	
34.	The e-module helps the teacher to make sure the students pay attention in class							√	
35.	The e-module helps the teacher to make the students stay focused in class by listening to the material							√	

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

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

Singaraja, 18 Juli 2024
Expert 1,

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

Appendix 1.11 Instrument Validation of User Judgment Sheet from 2nd Expert

No.	Statements	Score					Note (s)	Relevant	Irrelevant
		1	2	3	4	5			
Principles for Developing Materials, Bota (2005)									
1.	The e-module is suitable for the students' requirements							√	
2.	The e-module content is stimulating for the students' level							√	
3.	The e-module is authentic and does not violate any copyright							√	
4.	The e-module content in match with the school learning time							√	
5.	The e-module allows students with different abilities and skills to be facilitated							√	
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons							√	
7.	The e-module gives suitable learning experiences for the students on their present and future needs							√	
8.	The e-module is designed with an easy language for teacher to understand the lessons/content							√	
9.	The e-module shows stimulating visual designs							√	
10.	The e-module provides encouraging learning activities and strategies							√	
11.	The material uses appropriate language for the students with different levels							√	
12.	The e-module has non-discriminatory elements							√	
13.	The e-module gives various learning methods							√	
14.	The lesson/content offers exercises in different learning circumstances							√	
15.	The e-module gives clear instructions							√	
16.	The e-module provides learning objectives							√	
17.	The material encourages engagement through everyday activities							√	
18.	The e-module presents challenging exercises yet comprehensive to stimulate students' curiosity							√	
19.	The e-module helps the non-English teacher to implement the current English curriculum in the classroom							√	
20.	The e-module mixes theory with correlative practices							√	

21.	The e-module provides assessment activities							√	
Pedagogical Content Knowledge (Shulman 1987)									
1. Language Awareness and Language Profficiency (Andrews, 2001)									
22.	The e-module helps the teacher to correct the students on their grammar mistakes on the written text							√	
23.	The e-module helps the teacher to correct students' grammar mistakes on the oral context							√	
24.	The e-module assists the teacher to demonstrate fluent English-speaking skill in the learning process							√	
25.	The e-module helps the teacher to encourage students to speak English fluently							√	
26.	The e-module helps the teacher writes in English on the board or on a document with appropriate English grammar							√	
27.	The e-module helps the teacher writes in English the board or on a document with proper spelling							√	
2. Knowledge About the Characteristic of Young Learners (Ratminingsih, 2020)									
28.	The e-module helps the teacher to give chances for students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom							√	
29.	The e-module helps the teacher to use different learning activities to support the students to try something new							√	
30.	The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with							√	
31.	The e-module helps the teacher to often give question and answer section to the students to improve their ideas and knowledge							√	
32.	The e-module helps the teacher to makes the students to collect information and try to ask questions							√	
33.	The e-module helps the teacher to gives opportunity for the students to do a hands-on experience learning trough certain activities.							√	
34.	The e-module helps the teacher to make sure the students pay attention in class							√	

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

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

Singaraja, 18 Juli 2024
Expert 2,

Luh Gede Eka Wahyuni, S.Pd., M.Pd
NIP. 198812012015042003

Appendix 1.12 Judgement Result of the E-Module from 1st Expert

Content Expert Judgment Sheet

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

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

Media Expert Judgment Sheet

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

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

Singaraja, 5 March 2024
Expert 1,

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

Appendix 1.13 Judgment Result of the E-Module from 2nd Expert

Content Expert Judgment Sheet

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

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

Media Expert Judgment Sheet

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

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

Singaraja, 18 Juli 2024
Expert 2,

Luh Gede Eka Wahyuni, S.Pd., M.Pd
NIP. 198812012015042003

Appendix 1.14 Judgement Result of the E-Module from User

User Judgment Sheet

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

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

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

Singaraja, 19 Juli 2024 Teacher,

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Appendix 1.15 Result of Content Analysis of the Book

Chapter /Unit	Topic	Learning Objectives	Vocabulary and Grammar Focus	Language Expression needed
Unit 1	What a delicious Meatballs	Students are able to: 1. Identify the taste of different foods and drinks. 2. Mention the taste of different foods and drinks 3. Make sentences to express the taste of different foods and drinks.	Vocabulary: **Tastes sensations** (sweet,salty, sour, bitter, umami, fat, and spicy) Grammar: **Verbs** (taste/ tastes), **To be** (is, and are), **Adjectives** (sweet,salty, sour, bitter, umami, fat, and spicy)	Eg: - How does ice cream taste?" - "How does meatballs taste?" - "Is coffee bitter or fat?" - "Are lemons sweet or sour?"
Unit 2	I want an ice cream cone	Students are able to: 1. Quantify foods and drink using quantifying nouns. 2. Make sentences using vocabulary foods and drinks and their quantifying nouns.	Vocabulary: quantify foods and drinks (an ice cream cone, a bottle of water, a hand of bananas, a plate of fried rice, a bowl of meatballs) Grammar: **Subject Pronoun** (I,you, they we, she , he), **action verbs** (want/wants, need/needs, would like), **quantifying nouns** (an ice cream cone, a bottle of water, a hand of bananas, a plate of fried rice, a bowl of meatballs)	Eg: - "What do you want?" - "What does he need" - "Would you like a glass of apple juice?" - "Is this a bottle of water?" - "I want an ice cream cone." - "I need a bottle of water." - "Yes, please! / No, thank you." - "Yes, it is./ No, it is not."
Unit 3	How much is it?	Students are able to: 1. Use words about food and drink related to price 2. Tell prices of foods and drinks 3. Make sentences to tell prices of foods and drinks 4. Create a poster about a restaurant menu	Vocabulary: **Number and currency**: - 2,000 rupiahs, 5,000 rupiahs, 10,000 rupiahs, 20,000 rupiahs, 50,000 rupiahs, 100,000 rupiahs Grammar: - Interrogative sentences about the prices of food and drinks, numbers and currency	Eg: - "How much is it?" - "How much is an ice cream cone?" - "It is five thousand rupiahs." - "An ice cream cone is 10,000 rupiahs."
Unit 4	I've got a stomachach e	Students are able to: 1. Identify different types of common health problems 2. Express different types of common health problems	Vocabulary: **Common health problems** (stomachache, headache, cold, fever, sore eyes, sore throat) Grammar: **Subject Pronoun** (I, you, they, we, she, he, it) **Simple Present Tense** (verbal sentence)	Eg. - "What's wrong with you?" - "Do you have a stomachache?" - "I've got stomachache" - "I have a cough" - "I catch a cold" - "Yes, I do"
Unit 5	What a nice skirt!	Students are able to: 1.Tell types of clothes that people wear 2.Tell what people wear	Vocabulary: **Basic clothes** (t-shirt, dress, shirt, pants, shorts, shoes, hat, gloves, scarf, and jacket) Grammar: **Subject Pronouns** (I, you, they, we, she, he) **Present Continuous Tense** (verbal sentence)	Eg. - "What is she wearing?" - "Is he wearing a blue t-shirt?" - "She is wearing shirt." - "Yes, he is / no, he is not / no he is wearing a red t-shirt""

Appendix 1.16 Result of Observation

	Aspect PCK (Shulman 1987)	Dimension	Indicators	Items	Response		Comments
					Yes	No	
1	Content Knowledge	1.Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	a. Teacher helps students to correct their grammar mistakes on the written text		√	Teacher did not correct students' grammar mistake when writing time (eg. *It one o'clock*)
				b. Teacher helps students to correct their grammar mistakes on the oral context		√	Teacher did not correct students' grammar mistake when talking about time.
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	a. Teacher helps students to correct their English pronunciation in the classroom		√	Teacher did not correct students' pronunciation mistake when telling daily activities (eg. w*hen saying **get up***)
				b. Teacher assists students to use correct vocabulary according to the context used		√	Teacher did not correct students' vocabulary use when making simple sentences, eg. *She goes to school at 7 **pm***
		2.Language Proficiency (Andrews, 2001)	1.Using/speaking English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process		√	Teacher did not demonstrate fluent English speaking skill in the learning process instead using bahasa Indonesia most of the time.
				b. Teacher encourages students to speak English fluently		√	Teacher did not encourage students to speak English fluently as the teacher did not use English
			2.Writing in English on the board/on a document without errors	a. Teacher writes in English on the board or on a document with appropriate English grammar		√	Some grammar use such as when using *is or are* is not appropriate.

				b. Teacher writes in English the board or on a document with proper spelling	√		Teacher correctly wrote in English on the board or on a document with proper spelling by looking at the book
2.	Pedagogical Knowledge	Knowledge about Curriculu Developmen t (Ratminings ih, 2020)	1.Conducting an analysis of learning objectives in the curriculum to develop a syllabus	a. Teacher examines the curriculum for learning objectives before start to creating the syllabus	√		The made use of handbook for creating lesson plan
				b. Teacher uses learning objectives that related to the curriculum to plan the syllabus	√		Teacher did it
			2.Directing learning topics with learning objectives to be achieved	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created		√	Teacher just gave book-based task to the students
				b. Teacher understands the impact of the connected learning topics to the students situation		√	Teacher did not really show it as the learning activity was full of book-based task
			3.Aligning the relationship between one topic and the next topic contained in the curriculum	a. Teacher update the previous material to the new one in the class	√		Teacher did it
				b. Teacher connect the previous material to the new given material in class	√		Teacher did it
		Knowledge about the characteristi cs of young learners (Ratminings ih, 2020)	1.Trying to teach using something new	a. Teacher allow students to explore and try new things in the classroom		√	Teacher did not use real object to interact with the students
				b. Teacher uses different learning activities to support the students to try something new		√	Teacher used monotonous activity, such as asking students to work on handbook task

			movement)	b. Teacher uses the singing activities in class to make students always feel happy and not easily get bored		√	Teacher did not implement song when teaching
			7. Teaching by associating with previous knowledge.	a. Teacher pays attention to the students lack of knowledge and give them the exact materials		√	Teacher did not notice students lack of knowledge by not giving certain activities
				b. Teacher often connect the material with the student's ability to make them easily understand the material		√	Teacher did not do it
			8. Inviting students to learn through the environment around them	a. Teacher uses the class environment and teaches the students about vocabulary that they can find in class		√	Teacher just used handbook to teach
				b. Teacher uses the environment to conduct the students' creativity and make the students use it when learning English in class		√	Teacher just used handbook to teach
		Knowledge about lesson plan (Ratminings ih, 2020)	1.Making a lesson plan that corresponds with the learning objectives to be achieved	a. The teacher is able to connect previous material with the new correspondence lesson plans to make the accordance learning objectives	√		Teacher did it
				b. Teacher makes the student engaged and active when conducting the new lesson plan in class		√	Students were passive as teacher did not use engaging activity

			2.Designing effective learning activities	a. Teacher is able to deliver effective material during the learning process and make the student engage in learning process		√	Students were passive as teacher did not use engaging activity
			2. Teaching by constructing knowledge from working with objects or ideas.	a. Teacher gives the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with		√	Teacher did not use concrete object to study
				b. Teacher often give question and answer section to the students to improve their ideas knowledge		√	Teacher did not show that activity
			3.Teaching students with hands-on experience	a. Teacher makes the students to collect information and try to ask questions		√	Teacher did not show that activity
				b. Teacher gives opportunity for the students to do a hands-on experience learning trough certain activities		√	Teacher did not show that activity
			4.Teaching students to learn by listening and repeating.	a. Teacher often to make sure the students pay attention in class	√		Teacher did it
				b. Teacher makes the students stay focused in class by listening to the material given in class	√		Teacher did it
			5.Teaching by involving activities that can make students motivated in learning	a. Teacher always support and help students in class to understand the English material		√	English was rarely used to enhance students' comprehension toward the material
				b. Teacher gives the good activities in class to make students enjoy learning English		√	They activity was monotonous

			6.Doing fun learning activities by inviting students to move their bodies (physical	a. Teacher often conduct fun activities to make students always energized during the learning process.		√	They activity was monotonous
				b. Teacher can make the students follow the learning activities in the class		√	Teacher did not conduct that
			3. Teaching with student-centered activities	a. Teacher is able to make the presentations interactive		√	Teacher did not do presentation
				b. Teacher is able to manage the class to become conducive	√		Teacher did it
			4. Teaching with media and technology in the learning activity	a. Teacher is able to deliver a creative presentation such as using ppt presentation or canvas presentation		√	Teacher did not make use of power point presentation
				b. Teacher is able to encourage students by using the media technology in the learning process		√	Teacher did not use any technology to teach
		The use of learning strategies for young learners (Ratminingsih, 2020)	1.Teaching using visual media that students can observe such as videos and pictures	a. Teacher uses power point to teach		√	Teacher did not use it
				b. Teacher uses printable images to teach		√	Teacher did not use it
			2.Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)	a. Teacher asks students to use certain online learning online platform to teach		√	Teacher only used traditional method to teach
				b. Teacher is able to conduct the learning process using the newest media technology so the student can practice English in class		√	Teacher only used traditional method to teach
			3. Giving the context/situation to the students	a. Teacher gives apperception in the beginning of the lesson	√		Yes, by asking students about what they know about related topic

				b. Teacher gives the problem assignment to make students solve the problem using their creativity		√	Teacher did not conduct it
			4. Doing a contextual	a. Teacher relates the topic being		√	Teacher did not do that
			activity	taught with students' daily lives			
				b. Teacher uses real tools to teach		√	Book only
			5. Doing activities that are motivating and interesting	a. Teacher applies learning games		√	Not at all
				b.Teacher invites students to sing songs		√	Not at all
			6. Stimulating students' active participation	a. Teacher encourage students with quiz		√	Not at all
				b. Teacher use ice breaking to refresh the learning atmosphere		√	Not at all
			7. Giving or applying a game in the learning process	a. Teacher uses traditional games to teach		√	Not at all
				b. Teacher uses online game to teach		√	Not at all
			8.Creating a fun learning environment (by using a joke or song)	a. Teacher uses certain jokes to teach		√	Not at all
				b. Teacher uses songs to teach		√	Not at all
			9. Using learning media that can improve the four language skills	a. Teacher is able to use the presentation media to improve students' 4 language skills		√	Hardly ever using the media
				b. Teacher is able to improve the 4 language skills during the use of the learning media in the class		√	Hardly ever using the media

			11.Using activities that can encourage students' self-confidence in	a. Teacher assigns students to do simple oral presentation before the class		√	Only book-based task
			learning English	b. Teacher is able to deliver the fun ice breaking / games to gain students' self-confidence in learning English		√	Teacher did not do it
			12.Using activities that can develop student's social skill	a. Teacher arranges students into several groups to work certain topics		√	Teacher just assigned students to work individually
				b. Teacher is able to deliver an effective game collaboration to gain students' social skills with each other		√	Not at all

Appendix 1.17 Research Documentation

Appendix 1.18 Link and Barcode of the Product

https://shorturl.at/gHxq8

DAFTAR RIWAYAT HIDUP

Nama lengkap penulis Ni Made Wirantini, dilahirkan di Pengedan, 07 Januari 2000, merupakan anak kedua dari pasangan I Ketut Sukana dan Ni Nyoman Kundalini Aningsih. Penulis merupakan berkebangsaan Indonesia dan beragama Hindu. Penulis tinggal di kota Tabanan, Provinsi Bali. Penulis menyelesaikan pendidikan di Sekolah Dasar Negeri 1 Mundeh pada tahun 2012 dan kemudian melanjutkan di Sekolah Menengah Pertama di SMP Negeri 1 Selemadeg Barat dan menyelesaikan pada tahun 2015 dan pada tahun 2015 melanjutkan Sekolah Menengah Atas, SMA Negeri 2 Tabanan dengan jurusan IPS dan menyelesaikan pendidikan pada tahun 2018. Penulis melanjutkan pendidikannya di Perguruan Tinggi Negeri Universitas Pendidikan Ganesha, Program Studi Diploma III Bahasa Inggris, di tahun 2018 dan menyelesaikan pendidikannya di tahun 2021. Pada tahun 2021 penulis melanjutkan pendidikan di Perguruan Tinggi Negeri Universitas Pendidikan Ganesha, Program Studi S1 Pendidikan Bahasa Inggris dan menyelesaikan pendidikan di tahun 2024.