APPENDICES



Appendix 1.1 Observation Sheet

No.	Aspect PCK (Shulman	Dimension	Indicators	Items	Resi	oonse	Comments
	1987)		Ittiis	Yes	No	Comments	
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			
			that occur in class	b. Teacher helps students to correct their grammar mistakes on the oral context			
			Realizing the importance of correcting pronunciation, spelling or word	a. Teacher helps students to correct their English pronunciation in the classroom	1		
	choice mistakes that occur in class b. Teacher assists the students to use corre		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	95		
			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			
		2	NDIK	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			
			develop a 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	a. Teacher update the previous material to the new one in the class	
	contained in the curriculum	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	
5		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	
	UNDIK	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	a. Teacher always support and help students in class to understand the English material	
Carring	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	a. Teacher often conduct fun activities to make students always energized during the learning process.	
movement)	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	
	students to learn by listening and repeating. 5. Teaching by involving activities that can make students motivated in learning activities by inviting students to move their bodies (physical movement) 7. Teaching by associating with previous knowledge. 8. Inviting students to learn through the environment	students to learn by listening and repeating. 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 b. Teacher gives the good activities in class to understand the English material learning activities by inviting students to move their bodies (physical movement) 6. Doing fun learning activities by inviting students to move their bodies (physical movement) b. 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. b. 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 b. 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

a (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		
	STA		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		7
5	1	后是	b. Teacher is able to manage the class to become conducive	7	
	(4	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		9
	2	NDIK	b. Teacher is able to encourage students by using the media technology in the learning process		
10	Γhe use of earning strategies for	1.Teaching using visual media that students can	a. Teacher uses power point to teach		
y (young learners (Ratminingsih, 2020)	observe such as videos and pictures	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
- STA		b. Teacher uses real tools to teach
- Life -	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
7	process	b. Teacher uses online game to teach
	8.Creating a fun learning environment (by	a. Teacher uses certain jokes to teach
	using a joke or song)	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	a. Teacher assigns students to do simple oral presentation before the class
	learning English	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
18 SILA		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	Торіс	Learning Objectives	Vocabulary and Grammar Focus	Language Expression needed



Appendix 1.3 Content Expert Judgment Sheet

Component	Content Expert Judgment			Scal	e		
PCK	Dimensions						Comments
(Shulman	Difficusions	1	2	3	4	5	Comments
(1987)							
Content	Language awareness						
Knowledge	(Andrews, 2001)						
Miowicage	Language Proficiency						
	(Andrews, 2001)						
	Learning objectives						
	Connecting previous	115	ID-				
	material		45	A			
/	Innovative activities	i,			CP	1	
1	constructing knowledge	36	25	W		0	. 17
1 2	from working with	7.4	g,	J		1	
	objects or ideas.			Ŋ.		T.	
	Teaching students with		-91				
	hands-on experience		11/4	Ü	V		7/
Pedagogy	Teaching students to learn		4.		À		1
knowle <mark>d</mark> ge	by listening and repeating.			<			"
	Teaching by involving		J.	-		1	
	activities that can make	7	-	N.		7	
1	students motivated in	3					
	learning	4	333				
	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-				V.		
	centered activities		lk.				
- 1	Teaching with media and		To a	40			
1	technology in the learning	36			S		
	activity	36			TY.	á	
1	Teaching using visual	20	1	W		0	
1 1	media that students can	54	1	Ų.		+	
	observe such as videos			8		Lette	
	and pictures						
1	Teaching using media that			V	Y		1
7.0	can be explored by		М.	9	A		M
	students (for example BC			<			//
	kids, Quizizz, etc)			_		y	
1	Giving the	8	3			//	
1	context/situation to the					1	
	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-		II-	- 10			
- 1	confidence in learning			10			
1	English	5		190.40	G		
	Using activities that can				79	2	
18	develop student's social	96	25			3	. 7
	skill		90	Į		1	

UNDIKSHA

Appendix 1.4 Media Expert Judgment Sheet

Criteria	1	2	3	4	5	Total
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	777	4-5-				
g) Can be used on various existing	edd.	440	://			
hardware and software	-4		MA	6		
h) Appropriate selection of	M			17	A D	
application or software or tool					W.	
types for development		E			T	No.

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

Appendix 1.5 User Judgment Sheet

1	C4 A see A		Score				NI (4)	
No.	Statements	1	2	3	4	5	Note (s)	
	Principles for Developing	g Ma	teria	ls, B	ota (2005	5)	
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	Us	/ _K		À			
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons	7			9	ANC		
7.	The e-module gives suitable learning experiences for the students on their present and future needs	3-46	07				HA	
8.	The e-module is designed with an easy language for teacher to understand the lessons/content		374	>	7		2/	
9.	The e-module shows stimulating visual designs			4	1			
10.	The e-module provides encouraging learning activities and strategies		4,16		× .			
11.	The material uses appropriate language for the students with different levels	6				Y		
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							

	The material encourages						
17.	engagement through everyday						
	activities						
	The e-module presents						
10	challenging exercises yet						
18.	comprehensive to stimulate						
	students' curiosity	e on- nent um in (Shulman 1987) I Language Profficiency (Andrews, 2001) cher heir cher ish- ng cher beak cher beak cher beak cher beak					
	The e-module helps the non-	ough everyday oresents orcises yet to stimulate sity nelps the non- to implement ish curriculum in nixes theory oractices rovides vities Knowledge (Shulman 1987) areness and Language Profficiency (Andrews, 2 elps the teacher udents on their kes on the elps the teacher fluent English- in the learning elps the teacher udents to speak oractices oractices rovides vities Knowledge (Shulman 1987) areness and Language Profficiency (Andrews, 2 elps the teacher udents on their kes on the elps the teacher fluent English- in the learning elps the teacher udents to speak oractices rovides vities oractices rovides vities oractices rovides vities oractices rovides vities oractices rovides vities oractices rovides vities oractices rovides vities oractices rovides vities oractices rovides vities oractices rovides vities oractices rovides vities oractices rovides oract					
4.0	English teacher to implement						
19.	the current English curriculum in						
	the classroom						
•	The e-module mixes theory						
20.	with correlative practices						
	The e-module provides						
21.	assessment activities						
Doda		non	1097)			
ı cuz	igogicai Coment Knowledge (Shull	iiaii .	170/	,			
1	Language Assertance and I	10.55	Des	c: c:	n 671	(A	lmayyıq 2001)
	. Language Awareness and Langu	iage	Prof	T1C1e	ncy	(And	irews, 2001)
		1					
	The emodule below the treets	O _A				4	2 10
20	The e-module helps the teacher						
22.	to correct the students on their		M				41)
	grammar mistakes on the		1	-			P 20
	written text		- 1				1+1
	The e-module helps the teacher			A			
23.	to correct students' grammar		10				
	mistakes on the oral context						
	The e-module assists the teacher				14		8/
24.	to demonstrate fluent English-						1.0
<i>-</i> 1.	speaking skill in the learning				1		
	process			-4			
	The e-module helps the teacher		-				37 -
25.	to encourage students to speak						7
	English fluently			\Box			
	The e-module helps the teacher	4-	3.2	L3-		113	
20	writes in English on the board					=1	
26.	or on a document with						
	appropriate English grammar						
	The e-module helps the teacher						
a-	writes in English the board or						
27.	on a document with proper						
	spelling						
	2. Knowledge About the Cha	aract	erict	ic of	You	ıno I	earners
					. 100	ang I	Lamers
	(Ratmin	ıngsı	n, 20	JZU)			

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	01					
31.	The e-module helps the teacher to often give question and answer section to the students to improve their ideas and knowledge	- (44	4,	9	134	
32.	The e-module helps the teacher to makes the students to collect information and try to ask questions		ģ				SHA
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		,	1	\$		
35.	The e-module helps the teacher to make the students stay focused in class by listening to the material given in class	0					
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						
	Teacher uses the singing						
•	activities in class to make						
39.	students always feel happy and						
	not easily get bored						
	The e-module helps the teacher						
	pays attention to the students						
40.	lack of knowledge and give						
	them the exact materials						
	The e-module helps the teacher to connect the material with the						
41.							
	student's ability to make them						
	easily understand the material						
	The e-module helps the teacher	-					
	to use the class environment and	UD.	112				
42.	teaches the students about		16	- Y	757		
	vocabulary that they can find in				177	1	
	class	1					
	The e-module helps the teacher					51	
	to use the environment to	-14				BC.	
	conduct the students' creativity		200				(1)
43.							
43.	and make the students use it	7.0	K.				pa Pro
43.	and make the students use it when learning English in class 3. The use of learning strategies			g lea	rner	s (Ra	atminingsih,
43.	and make the students use it when learning English in class 3. The use of learning strategies	for y 2020		g lea	rner	s (Ra	atminingsih,
	and make the students use it when learning English in class 3. The use of learning strategies			g lea	rner	s (Ra	atminingsih,
44.	and make the students use it when learning English in class 3. The use of learning strategies			g lea	rner	s (Ra	atminingsih,
44.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher			g lea	rner	s (Ra	atminingsih,
	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach			g lea	rner	s (Ra	atminingsih,
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44. 45.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach			g lea	rner	s (Ra	atminingsih,
44.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain			g lea	rner	s (Ra	atminingsih,
44. 45.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher			g lea	rner	s (Ra	atminingsih,
44. 45.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach			g lea	rner	s (Ra	atminingsih,
44. 45.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to			g lea	rner	s (Ra	atminingsih
44. 45. 46.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the			g lea	rner	s (Ra	atminingsih,
44. 45.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the			g lea	rner	s (Ra	atminingsih,
44. 45. 46.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach The e-module helps the teacher to be able to conduct the learning process using the newest media technology so the			g lea	rner	s (Ra	atminingsih,
44. 45. 46.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach 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			g lea	rner	s (Ra	atminingsih,
44. 45. 46.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach 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			g lea	rner	s (Ra	atminingsih,
44. 45. 46.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach 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 The e-module helps the teacher			g lea	rner	s (Ra	atminingsih,
44. 45. 46.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach 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 The e-module helps the teacher to give apperception in the			g lea	rner	s (Ra	atminingsih,
44. 45. 46.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach 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 The e-module helps the teacher to give apperception in the beginning of the lesson			g lea	rner	s (Ra	atminingsih,
44. 45. 46.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach 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 The e-module helps the teacher to give apperception in the beginning of the lesson The e-module helps the teacher			g lea	rner	s (Ra	atminingsih,
44. 45. 46.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach 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 The e-module helps the teacher to give apperception in the beginning of the lesson The e-module helps the teacher to give the problem assignment			g lea	rner	s (Ra	atminingsih,
44. 45. 46. 47.	and make the students use it when learning English in class 3. The use of learning strategies The e-module helps the teacher to use power point to teach The e-module helps the teacher to use printable images to teach The e-module helps the teacher to ask students to use certain online learning platform to teach 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 The e-module helps the teacher to give apperception in the beginning of the lesson The e-module helps the teacher			g lea	rner	s (Ra	atminingsih,

	The emodule helms the tessiles						
50	The e-module helps the teacher						
50.	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						
<i>J</i> 3.	to invite students to sing songs						
54.	The e-module helps the teacher						
J 4 .	to encourage students with quiz						
	The e-module helps the teacher						
55.	to use ice breaking to refresh						
	the learning atmosphere						
5.0	The e-module helps the teacher						
56.	to use traditional games to teach	115	175				
	The e-module helps the teacher		V.J.	7. 1			
57.	to use online game to teach			16	// -		
5 0	The e-module helps the teacher	,				47	
58.	to use certain jokes to teach	1				1	
	The e-module helps the teacher						
59.	to use songs to teach						10
1	The e-module helps the teacher						Car will
	to use the presentation media to		9	2,0			
6 <mark>0</mark> .	improve students' 4 language						Later 1
	skills						
	The e-module helps the teacher	1111					
	to improve the 4 language skills		174				
61.	during the use of the learning			2.2			
	media in the class				, All		
	The e-module helps the teacher						
	to assign students to do simple						19 /
62.	oral presentation before the				-1		
	class			CV			
	The e-module helps the teacher	4	3.4	130			
	to deliver the fun ice breaking /	-					
63.	games to gain students' self-						
	confidence in learning English						
	The e-module helps the teacher						
64.	to arranges students into several						
U 4 .	<u> </u>						
	groups to work certain topics						
	The e-module helps the teacher						
65.	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	Dimensio	Indicators	Items	Res	ponse	Releva	Irrel evan	Comm
	(Shulman 1987)	n	22000025	20032	Yes	No	nt	t	ents
1	Content Knowledge	1.Languag e Awareness (Andrews, 2001)	1.Realizing the importance of correcting	a. Teacher helps students to correct their grammar mistakes on the written text			V		
		mistak	grammar mistakes that occur in class	b. Teacher helps students to correct their grammar mistakes on the oral context			V		
			2.Realizing the importance of correcting pronunciation,	a. Teacher helps students to correct their English pronunciation in the classroom			V		
	1	spelling or choice mis	spelling or word choice mistakes that occur in class	b. Teacher assists the students to use correct vocabulary according to the context used	9	NESTA	1	1	
		2.Languag e Proficienc y (Andrews,	1.Using/speakin g English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process		3	V		
		2001)	CARR	b. Teacher encourages students to speak English fluently	X		√		
	^		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		1	V		
				b. Teacher writes in English the board or on a document with proper spelling			V		
2.	Pedagogical Knowledge	Knowledg e about Curriculu Developm ent	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			٧		
		(Ratminin gsih,	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		V		
		acineved	b. Teacher understands the impact of the connected learning topics to the students situation		V		
		3.Aligning the relationship between one topic and the	a. Teacher update the previous material to the new one in the class		٧		
		next topic contained in the curriculum	b. Teacher connect the previous material to the new given material in class		٧		
	e about the characteris tics of young learners (Ratminin gsih, 2020)	e about teach using something new characteris tics of young learners (Ratminin gsih,	a. Teacher allow students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom	5 T	V	7	
			b. Teacher uses different learning activities to support the students to try something new		1	ļ	
			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	X	V		
	1		b. Teacher often give question and answer section to the students to improve their ideas knowledge		V		
	3.Teaching students with hands-on experience	students with hands-on	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		٧		
			trough certain activities.				

		4.Teaching students to learn by listening and repeating.	a. Teacher often to make sure the students pay attention in class		٧		
		repeating.	b. Teacher makes the students stay focused in class by listening to the material given in class		V		
		5.Teaching by involving activities that can make students	a. Teacher always support and help students in class to understand the English material		V		
		motivated in learning	b. Teacher gives the good activities in class to make students enjoy learning English		1		
	٥	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.	0	٧		
	SAINO		b. Teacher uses the singing activities in class to make students always feel happy and not easily get bored		٧	7	
		7. Teaching by associating with previous knowledge.	a. Teacher pays attention to the students lack of knowledge and give them the exact materials	1	٧		
		L	b. Teacher often connect the material with the student's ability to make them easily understand the material	٨	٧		
	1	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		٧		
			b. Teacher uses the environment to conduct the students' creativity and make the students use it when learning English in class		V		
	Knowledg e about lesson plan (Ratminin gsih,	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	objectives			
		achieved	b. Teacher makes the student engaged and active when conducting the new lesson plan in class		٧	
		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		V	
			b. Teacher can make the students follow the learning activities in the class.		V	
		3. Teaching with student-centered activities	a. Teacher is able to make the presentations interactive		V	
	4		b. Teacher is able to manage the class to become conducive	C)	V	
	NIN	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		V	
			b. Teacher is able to encourage students by using the media technology in the learning process)	V	
1	The use of learning strategies	1.Teaching using visual media that	a. Teacher uses power point to teach		V	
	for young learners (Ratminin gsih, 2020)	students can observe such as videos and pictures	b. Teacher uses printable images to teach		V	
		2.Teaching using media that can be explored by students (for	a. Teacher asks students to use certain online learning online platform to teach		V	
		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		٧	
		3. Giving the context/situation	a. Teacher gives apperception in the		V	

		to the students	beginning of the lesson				
			b. Teacher gives the problem assignment to make students solve the problem using their creativity.			٧	
		4. Doing a contextual activity	a. Teacher relates the topic being taught with students' daily lives			V	
			b. Teacher uses real tools to teach			V	
		5. Doing activities that are motivating	a. Teacher applies learning games			V	
		and interesting	b.Teacher invites students to sing songs			√	
		6. Stimulating students' active participation	a. Teacher encourage students with quiz		-	V	
	7. Giving or applying a game in the learning	participation	b. Teacher use ice breaking to refresh the learning atmosphere		74	V	
		a. Teacher uses traditional games to teach		SIL	V		
		process	b. Teacher uses online game to teach		3	√	
		8.Creating a fun learning environment (by	a. Teacher uses certain jokes to teach	Y		V	
	V.	using a joke or song)	b. Teacher uses songs to teach	٨		V	
		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		1	1	
			b. Teacher is able to improve the 4 language skills during the use of the learning media in the class			V	
		11.Using activities that can encourage students' self- confidence in	a. Teacher assigns students to do simple oral presentation before the class			V	
		learning English	b. Teacher is able to deliver the fun ice breaking / games to gain students' self-confidence in learning English			٧	

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

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	Dimensio	Indicators	Items	Response		Rele	Irre leva	Comme
	(Shulman 1987)	n	indicators	ittiis	Yes	No	vant	nt	nts
1	Content Knowledg e	1.Languag e Awareness (Andrews, 2001)	1.Realizing the importance	a. Teacher helps students to correct their grammar mistakes on the written text			V		
		2001)	of correcting grammar mistakes that occur in	b. Teacher helps students to correct their grammar mistakes on the oral context			√		
			class	=NDID:	1				
		00	2.Realizing the importance of correcting	a. Teacher helps students to correct their English pronunciation in the classroom	₹	100	√		
		UNIVER	pronunciatio n, spelling or word choice mistakes that occur in class	b. Teacher assists the students to use correct vocabulary according to the context used		12.3	V		
	N.	2.Languag e Proficienc y (Andrews,	1.Using/spe aking English fluently	a. Teacher demonstrates fluent English speaking skill in the learning process			V		
		2001)	5	b. Teacher encourages students to speak English fluently	W	1	V		
			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			√		
			CHOIS	b. Teacher writes in English the board or on a document with proper spelling			V		
2.	Pedagogic al Knowledg e	Knowledg e about Curriculu Developm	1.Conductin g an analysis of learning objectives in	a. Teacher examines the curriculum for learning objectives before start to creating the lesson			√		

		ent	the	syllabus			
		(Ratminin gsih, 2020)	curriculum to develop a syllabus	b. Teacher uses learning objectives that related to the curriculum to plan the syllabus		٧	
			2.Directing learning topics with learning objectives to	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created		√	
		be achieved	b. Teacher understands the impact of the connected learning topics to the students situation		V		
			3.Aligning the relationship between one	a. Teacher update the previous material to the new one in the class		V	
		043	topic and the next topic contained in the curriculum	b. Teacher connect the previous material to the new given material in class	PAR	√	
		Knowledg e about the characteris tics of young learners (Ratminin	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		٧	
		gsih, 2020)	2	b. Teacher uses different learning activities to support the students to try something new		V	
	^		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	1	٧	
			0.10000	b. Teacher often give question and answer section to the students to improve their ideas knowledge		V	
2.	Pedagogic al Knowledg e	Knowledg e about Curriculu Developm ent (Ratminin	1.Conductin g an analysis of learning objectives in the curriculum	a. Teacher examines the curriculum for learning objectives before start to creating the lesson syllabus		√	
		gsih, 2020)	to develop a syllabus	b. Teacher uses learning objectives that related to			

		the curriculum to plan			1		
	2.Directing learning topics with learning	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created			√		
	objectives to be achieved	b. Teacher understands the impact of the connected learning topics to the students situation			V		
	3.Aligning the relationship between one	a. Teacher update the previous material to the new one in the class			√		
	topic and the next topic contained in the curriculum	b. Teacher connect the previous material to the new given material in class			√ 		
Knowledg e about the characteris tics of young learners (Ratminin	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	9	PARES	7	1	Acc
gsih, 2020)	S.	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	2		٧		
	of ideas.	b. Teacher often give question and answer section to the students to improve their ideas knowledge	51		V		
	around them	b. Teacher uses the environment to conduct the students' creativity and make the students use it when learning English in class			V		
Knowledg e about lesson plan (Ratminings	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			٧		
ih,	1						

	2020)	objectives to be achieved	objectives				-
		be acmeved	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		V		
		_	b. Teacher can make the students follow the learning activities in the class.		√		
		3. Teaching with student-centered	a. Teacher is able to make the presentations interactive		٧		
	2	activities	b. Teacher is able to manage the class to become conducive	72	V		
	NNO	4. Teaching with media and technology in the learning	a. Teacher is able to deliver a creative presentation such as using ppt presentation or canvas presentation		√	ľ	
		activity	b. Teacher is able to encourage students by using the media technology in the learning process		√	1	
- (The use of learning strategies	1.Teaching using visual media that	a. Teacher uses power point to teach		V		
	for young learners (Ratminin gsih, 2020)	students can observe such as videos and pictures	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/situa	a. Teacher gives apperception in the beginning of the lesson		V		

4. Doing a contextual activity activity b. Teacher uses real tools to teach 5. Doing activities that are motivating and interesting 6. Stimulating students' active participation 7. Giving or applying a game in the learning process 8. Creating a fun learning process 8. Creating a fun learning environment (by using a joke or song) 9. Using learning media that can improve the delanguage skills where the students is able to improve the 4 language skills where the seal tools to teach 1. Teacher relates the topic being taught with students' daily lives 1. Teacher uses real tools to teach 1. Teacher use ice breaking to refresh the learning atmosphere 2. Teacher uses to teach 3. Teacher uses online games to teach 4. Teacher uses online game to teach 5. Teacher uses songs to teach 6. Stimulating students with quiz 7. Giving or applying a game in the learning process 8. Creating a fun learning in jokes to teach 8. Creating a la. Teacher uses certain jokes to teach 9. Using learning media that can improve students' 4 language skills during the use of the students with quiz 1. Teacher uses songs to teach 1. Teacher uses songs to teach 2. Teacher uses songs to teach 3. Teacher uses songs to teach 4. Teacher uses songs to teach 5. Teacher uses ordine game to teach 5. Teacher uses ordine game to teach 6. Teacher uses ordine game to teach 7. Giving or applying a game in the learning game to teach 8. Creating a traditional games to teach 9. Using the use of teach game and the	gnment to solve the $\sqrt{}$	b. Teacher gives the problem assignment to make students solve the problem using their creativity.	tion to the students	
S. Doing activities that are motivating and interesting	ught with √	topic being taught with	contextual	
activities that are motivating and interesting 6. Stimulating students' active participation 7. Giving or applying a game in the learning process 8. Creating a fun learning environment (by using a joke or song) 9. Using learning media that can improve the 4 language skills that are motivating and interesting b. Teacher is able to improve the 4 language skills b. Teacher invites students to sing songs a. Teacher encourage students with quiz straditional games to tee breaking to refresh the learning atmosphere a. Teacher use ice breaking to refresh the learning atmosphere a. Teacher uses or traditional games to teach b. Teacher uses online game to teach ↓ b. Teacher uses certain jokes to teach ↓ the four language skills b. Teacher is able to improve the 4 language skills b. Teacher is able to improve the 4 language skills skills during the use of	\ \frac{1}{2}			
motivating and interesting 6. Stimulating students' active participation 7. Giving or applying a game in the learning process 8. Creating a fun learning environment (by using a joke or song) 9. Using learning media that can improve the 4 language skills the four language skills b. Teacher uses contain students with quiz a. Teacher uses to teach b. Teacher uses online game to teach v teac			activities	
Stimulating students' active participation 7. Giving or applying a game in the learning process 8. Creating a fun learning environment (by using a joke or song) 9. Using learning media that can improve the four language skills the four language skills students with quiz straditional games to teach straditional games to teach straditional games			motivating and	
active participation b. Teacher use ice breaking to refresh the learning atmosphere 7. Giving or applying a game in the learning process b. Teacher uses traditional games to teach 8. Creating a fun learning environment (by using a joke or song) 9. Using learning media that can improve the four language skills b. Teacher uses certain jokes to teach J a. Teacher uses certain jokes to teach J b. Teacher uses songs to teach J a. Teacher			Stimulating	
applying a game in the learning process 8. Creating a fun learning environment (by using a joke or song) 9. Using learning media that can improve language skills the four language skills traditional games to teach traditional games to teach traditional games to teach	efresh the	breaking to refresh the	active	
b. Teacher uses online game to teach 8. Creating a fun learning environment (by using a joke or song) 9. Using learning media that can improve language skills the four language skills b. Teacher uses certain jokes to teach b. Teacher uses songs to teach v 1		traditional games to	applying a game in the	
fun learning environment (by using a joke or song) 9. Using learning media that can improve language skills the four language skills jokes to teach b. Teacher uses songs to teach v a. Teacher is able to use the presentation media to improve students' 4 language skills	3/			
(by using a joke or song) 9. Using learning media that can improve language skills b. Teacher uses songs to teach a. Teacher is able to use the presentation media to improve students' 4 language skills b. Teacher uses songs to teach			fun learning	
learning media that to improve students' 4 language skills the four language skills b. Teacher is able to improve the 4 language skills wills will be skills during the use of			(by using a joke or	
language improve the 4 language skills during the use of language skills during the use of √	on media udents' 4 √	the presentation media to improve students' 4	learning media that	
the learning media in the class	4 language the use of √	improve the 4 language skills during the use of the learning media in	language	
11.Using a. Teacher assigns activities students to do simple that can encourage encourage students'	o simple	students to do simple oral presentation before	activities that can encourage	
self- confidence in learning English b. Teacher is able to deliver the fun ice breaking / games to gain students' self-confidence in learning English	n ice mes to gain confidence	deliver the fun ice breaking / games to gain students' self-confidence	self- confidence in learning	

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

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Singaraja, 22 Juli 2024 Expert 2,

Surfuy.

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

Appendix 1.8 Instrument Validation of Expert Judgement Sheet from $\mathbf{1}^{st}$ Expert

Instrument: Content Expert Judgment

Component	Instrument: Content Expert Judgment									
PCK (Shulman	Dimensions			Scale			Res	ponse	Comments	
(1987)		1	2	3	4	5	Relevant	Irrelevant		
Content Knowledge	Language awareness (Andrews, 2001)						V			
	Language Proficiency (Andrews, 2001)						√			
Pedagogy knowledge	Learning objectives				9		√			
	Connecting previous material		4				√			
	Innovative activities		G-3 / T				√			
	constructing knowledge from working with objects or ideas.	E	3		/(د		V			
	Teaching students with hands-on experience		ż	Š.			V			
	Teaching students to learn by listening and repeating.	1		m)	_		V			
	Teaching by involving activities that can make students motivated in learning	1				219	V	SHA		
	Doing fun learning activities by inviting students to move their bodies						V		l)	
	Teaching by associating		4				V	197		
	with previous knowledge Inviting students to learn through the environment around them		Y		1		V			
	Making a lesson plan that corresponds with the learning objectives to be achieved	H	1	À	7		√	11		
	Designing effective learning activities	11	1	15	3)	Ų.	√			
	Teaching with student- centered activities			ч.		منتق	√			
	Teaching with media and technology in the learning activity						V			
	Teaching using visual media that students can observe such as videos and pictures						V			
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)						√			
	Giving the context/situation to the students						√			

Doing	a contextual activity						$\sqrt{}$	
	activities that are ating and interesting						\checkmark	
	lating students' active pation						V	
	g or applying a game learning process						$\sqrt{}$	
enviro	ng a fun learning onment (by using a r song)						√	
can in	learning media that aprove the four age skills	V	1	B			V	
encou	activities that can rage students' self- lence in learning h	Æ	Z	2]]	D/	(6.3	√	
	activities that can op student's social		Days.	300			V	

Instrument: Media Expert Judgment Sheet

	Name of	V	S	cor	e	á		Total	Res	ponse	Comments
No	Instrument	Criteria	1	2	3	4	5	Total	Relev ant	Irreleva nt	
1.	M <mark>ed</mark> ia Ex <mark>pe</mark> rt	a) Interactive Design	٧	1	>	16	8				
	Eval <mark>u</mark> ation Sh <mark>ee</mark> t	b) Communicative media					1	Y	√	Ŋ	
		c) Design creativity		180	100		71	12	√	1	
		d) The effectiveness of media use	1	P	1	22 1			V		
		e) Can be maintained and managed easily							√		
		f) Easy to use and operate							√		
		g) Can be used on various existing hardware and software							V		

h) Appropriate selection of application or software or				V	
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 2^{nd} Expert

Instrument: Content Expert Judgment

Component PCK	Dimensions			Scale				ponse	Comments
(Shulman (1987)		1	2	3	4	5	Relevant	Irrelevant	•
Content Knowledge	Language awareness (Andrews, 2001)						√		
	Language Proficiency (Andrews, 2001)						√		
Pedagogy knowledge	Learning objectives						√		
	Connecting previous material			1			√		
	Innovative activities						$\sqrt{}$		
	constructing knowledge from working with objects or ideas.	91	=1	2)	D)		V		
1	Teaching students with hands-on experience	A_134					1		
	Teaching students to learn by listening and repeating.		di	n.			V		
T	Teaching by involving activities that can make students motivated in learning	Š		6	7	146	V	esH	77
	Doing fun learning activities by inviting students to move their bodies					P	√		
	Teaching by associating with previous knowledge						V	1	/
	Inviting students to learn through the environment around them						V		
	Making a lesson plan that corresponds with the learning objectives to be achieved				17	A TO	V		
	Designing effective learning activities	1					√		
	Teaching with student- centered activities						√		
	Teaching with media and technology in the learning activity						V		
	Teaching using visual media that students can observe such as videos and pictures						V		
	Teaching using media that can be explored by students (for example BC kids, Quizizz, etc)						V		
	Giving the context/situation to the students						٧		

Doing a contextual activity				$\sqrt{}$	
Doing activities that are motivating and interesting				√	
Stimulating students' active participation				\checkmark	
Giving or applying a game in the learning process				\checkmark	
Creating a fun learning environment (by using a joke or song)				√	
Using learning media that can improve the four language skills				V	
Using activities that can encourage students' self-confidence in learning English				√	
Using activities that can develop student's social skill	التاكا	2/1	VI.	√	

Instrument: Media Expert Judgment Sheet

		8	instrument. Media 12		ore					Respo	onse	
No	Name of Instrument	3	Criteria	1	2	3	4	5	Total	Relevant	Irrelev ant	Comments
1.	Media	a)	Interactive Design					Ġ.		√		
	Expert Evaluati	b)	Communicative media							√		
	on	c)	Design creativity		Щ		1		VX	√	1	
	Sheet	d)	The effectiveness of media use	31	Ť			7		V		
		e)	Can be maintained and managed easily					1		√	1	
		f)	Easy to use and operate	6			-ir			V		
		g)	Can be used on various existing hardware and software	34 V	8)	N de			V		
		h)	Appropriate selection of application orsoftware or tool types for development							V		

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

Expe				Score	e		Note		
No.	Statements	1	2	3	4	5	(s)		
Princ	ciples for Developing Materials, Bota (2005)						Relevant	Irrelevant
1.	The e-module is suitable for the students' requirements							V	
2.	The e-module content is stimulating for the students' level							V	
3.	The e-module is authentic and does not violate any copyright							√	
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	1						√	
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons	E		110)/ _R	4	5	√	
7.	The e-module gives suitable learning experiences for the students on their present and future needs	-1		1			1	√	
8.	The e-module is designed with an easy language for teacher to understand the lessons/content		Ĭ	3	G			V	1
9.	The e-module shows stimulating visual designs	1						V	
10.	The e-module provides encouraging learning activities and strategies	2		W	57			√	"
11.	The material uses appropriate language for the students with different levels	A	V.		T		7	V	
12.	The e-module has non-discriminatory elements					1		√	
13.	The e-module gives various learning methods		W			A		1	
14.	The lesson/content offers exercises in different learning circumstances	1.0	10	\$	};	L.C		√	
15.	The e-module gives clear instructions		/					1	
16.	The e-module provides learning objectives							√	
17.	The material encourages engagement through everyday activities							V	
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							V	

	The e-module provides assessment			1				1	
21.	activities							√	
Pedag	gogical Content Knowledge (Shulman 1	1987)							
1	Language Awareness and Langua	ge Pro	officie	ncy (A	Andrev	ws, 20	01)		
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							V	
24.	The e-module assists the teacher to demonstrate fluent English-speaking skill in the learning process							\checkmark	
25.	The e-module helps the teacher to encourage students to speak English fluently					F	1	√	
26.	The e-module helps the teacher writes in English on the board or on a document with appropriate English grammar	E		110	l/R	4,		V	
27.	The e-module helps the teacher writes in English the board or on a document with proper spelling	1					300	V	
2. Knowledge About the Characteristic of Young Learners (Ratminingsih, 2020)							0	7/	
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				L	7		V	
29.	The e-module helps the teacher to use different learning activities to support the students to try something new	2	S [1	7		V	
30.	The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with				4,100	A		V	
31.	The e-module helps the teacher to often give question and answer section to the students to improve their ideas and knowledge	ana d		Ù				√	
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							V	

	given in class			1	1				
	81 von in class								
	The e-module helps the teacher to								
36.	always support and help students in							٧	
	class to understand the English material								
	The e-module helps the teacher to								
37.	gives the good activities in class to							V	
	make students enjoy learning								
	English								
	The e-module helps teacher to								
38.	conduct fun activities to make							V	
	students always energized during								
	the learning process Teacher uses the singing activities								
39.	in class to make students always							V	
	feel happy and not easily get bored								
	The e-module helps the teacher							,	
40.	pays attention to the students lack							\checkmark	
	of knowledge and give them the	13	1 3	2/0	10		7		
	exact materials The e-module helps the teacher to	1			6/1				
41.	connect the material with the					16/4	15	$\sqrt{}$	
1.1.	student's ability to make them		ş				(0)		
	easily understand the material		-	36			100	71 \	
	The e-module helps the teacher to		10	D)				200	
	use the class environment and	-47		119					
42.	teaches the students about	90	- 4	-, (7.61			7	
	vocabulary that they can find in class			7.0	AT.	-1		12 4	
	The e-module helps the teacher to								
	use the environment to conduct the							1.7%	
43.	students' creativity and make the		17/			A		$\sqrt{}$	
	students use it when learning	M,							
	English in class				50				
	3. The use of learning strategies for	youn	g lear	ners (I	Ratmii	ningsil	h, 2020	- 9	
	The e-module helps the teacher to							1	
44.	use power point to teach						- / 11	V	
15	The e-module helps the teacher to					-		2	
45.	use printable images to teach							V	
, -	The e-module helps the teacher to	and the same		1					
46.	ask students to use certain online		13.7					V	
	learning platform to teach The e-module helps the teacher to	1.5	100	7.	-	11.		7	
	be able to conduct the learning	1	1.8	1.	1.				
47.	process using the newest media								
	technology so the student can			-					
	practice English in class								
46	The e-module helps the teacher to							1	
48.	give apperception in the beginning							√	
	of the lesson The e-module helps the teacher to								
	give the problem assignment to							,	
49.	make students solve the problem							√	
	using their creativity.								
	The e-module helps the teacher to							,	
50.	relate the topic being taught with							$\sqrt{}$	
	students' daily lives								
51.	The e-module helps the teacher to use real tools to teach							$\sqrt{}$	
	use rear toors to teach		<u> </u>	1	1	<u> </u>	l	<u> </u>	l

	The e-module helps the teacher to							1	
52.	apply learning games							V	
	The e-module helps the teacher to							1	
53.	invite students to sing songs							$\sqrt{}$	
- 1	The e-module helps the teacher to							1	
54.	encourage students with quiz							$\sqrt{}$	
	The e-module helps the teacher to								
55.	use ice breaking to refresh the							$\sqrt{}$	
	learning atmosphere								
5.0	The e-module helps the teacher to							-1	
56.	use traditional games to teach							V	
57.	The e-module helps the teacher to							ما	
57.	use online game to teach							$\sqrt{}$	
58.	The e-module helps the teacher to							V	
58.	use certain jokes to teach							V	
59.	The e-module helps the teacher to		-					V	
39.	use songs to teach							V	
	The e-module helps the teacher to				1				
60.	use the presentation media to							2/	
00.	improve students' 4 language							٧	
	skills		1 3	27 a	1D				
	The e-module helps the teacher to	1		200	6/4	P. J.			
61.	improve the 4 language skills					87	7	V	
01.	during the use of the learning						47.63		
	media in the class			1			100		
	The e-module helps the teacher to		774	73			100		
62.	assign students to do simple oral			1177				$\sqrt{}$	
	presentation before the class	-11							
	The e-module helps the teacher to			-, 1	7.60			(1)	
63.	deliver the fun ice breaking /			7.0	R_{ij}	-1		V	
00.	games to gain students' self-			100	20	2.0			
	confidence in learning English					1.40			
	The e-module helps the teacher to					7/1			
64.	arranges students into several							V	
	groups to work certain topics								
	The e-module helps the teacher to				28				3
65.	deliver an effective game						11	$\sqrt{}$	
	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			Scor		1	Note		
110.	Statements	1	2	3	4	5	(s)		
Princ	ciples for Developing Materials, Bota (200	5)					Relevant	Irrelevant
1.	The e-module is suitable for the students' requirements							V	
2.	The e-module content is stimulating for the students' level							$\sqrt{}$	
3.	The e-module is authentic and does not violate any copyright							$\sqrt{}$	
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				$\sqrt{}$	
6.	The e-module presents comprehensive explanations, examples, and illustrations related to the content/lessons	7117		Ш)/,	1	0	7	
7.	The e-module gives suitable learning experiences for the students on their present and future needs	1	(ii)	Ď,			1	V	
8.	The e-module is designed with an easy language for teacher to understand the lessons/content			7	4			V	1
9.	The e-module shows stimulating visual designs							√	
10.	The e-module provides encouraging learning activities and strategies			Į.	37	L		\checkmark	"
11.	The material uses appropriate language for the students with different levels	١	Y,		Y			1	
12.	The e-module has non-discriminatory elements							V	
13.	The e-module gives various learning methods				M	E/N		V	
14.	The lesson/content offers exercises in different learning circumstances	l D	(a	3	3	L	31	√	
15.	The e-module gives clear instructions							√	
16.	The e-module provides learning objectives							$\sqrt{}$	
17.	The material encourages engagement through everyday activities							V	
18.	The e-module presents challenging exercises yet comprehensive to stimulate students' curiosity							$\sqrt{}$	
19.	The e-module helps the non- English teacher to implement the current English curriculum in the classroom							V	
20.	The e-module mixes theory with correlative practices							$\sqrt{}$	

	The e-module provides assessment								
21.	activities								
Pedag	ogical Content Knowledge (Shulman 1	987)						
1	. Language Awareness and Langua	ge P	roffic	iency	(Andı	ews, 2	2001)		
22.	The e-module helps the teacher to correct the students on their grammar mistakes on the written text							V	
23.	The e-module helps the teacher to correct students' grammar mistakes on the oral context							√	
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		100	33	ß.	1	1	√	
26.	The e-module helps the teacher writes in English on the board or on a document with appropriate English grammar	77 8		77.	277,		v .	٧	
27.	The e-module helps the teacher writes in English the board or on a document with proper spelling	e de		Ì,			K	V	
	2. Knowledge About the Char (Ratminin				oung L	earne	rs	0	7
28.	The e-module helps the teacher to give chances for students to explore and try new things in the classroom by giving learning activities beyond what is done in the classroom							V	
29.	The e-module helps the teacher to use different learning activities to support the students to try something new	Ń	N.					V	
30.	The e-module helps the teacher to give the students new idea to develop and make the students think creatively in the learning process by giving them certain object to study with		100		7 2			٧	
31.	The e-module helps the teacher to often give question and answer section to the students to improve their ideas and knowledge							V	
32.	The e-module helps the teacher to 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							√	

The e-module helps the teacher to make the students stay focused in class by listening to the material given in class The e-module helps the teacher to always support and help students in class to understand the English material The e-module helps the teacher to	√ √
class by listening to the material given in class The e-module helps the teacher to always support and help students in class to understand the English material	
class by listening to the material given in class The e-module helps the teacher to always support and help students in class to understand the English material	
The e-module helps the teacher to always support and help students in class to understand the English material	√
36. always support and help students in class to understand the English material	V
in class to understand the English material	√
in class to understand the English material	v
The e-module helps the teacher to	
The comodule neighbories to	
gives the good activities in class	
37. gives the good activities in class to make students enjoy learning	$\sqrt{}$
English	
The e-module helps teacher to	
conduct fun activities to make	,
38. students always energized during	V
the learning process	
Teacher uses the singing activities	
in class to make students always	
39. In class to make students always feel happy and not easily get	$\sqrt{}$
bored	
The e-module helps the teacher	
40. pays attention to the students lack	$\sqrt{}$
of knowledge and give them the	
exact materials	
The e-module helps the teacher to	
41. connect the material with the	$\sqrt{}$
student's ability to make them	
easily understand the material	(1)
The e-module helps the teacher to	(1)
use the class environment and	B-31
42. teaches the students about	V
vocabulary that they can find in	
class	
The e-module helps the teacher to	
use the environment to conduct	
43. the students' creativity and make	$\sqrt{}$
the students use it when learning	0.7
English in class	P
3. The use of learning strategies for young learners (Ratminingsih, 2020))
The e-module helps the teacher to	-1
44. use power point to teach	V
45. The e-module helps the teacher to	
use printable images to teach	V
The e-module helps the teacher to	
46. ask students to use certain online	V
learning platform to teach	
The e-module helps the teacher to	
be able to conduct the learning	
47. process using the newest media	√
technology so the student can	
practice English in class	
The e-module helps the teacher to	
48. give apperception in the beginning	$\sqrt{}$
of the lesson	·
The e-module helps the teacher to	
	,
give the problem assignment to	$\sqrt{}$
49. give the problem assignment to	
make students solve the problem	
make students solve the problem using their creativity.	
make students solve the problem using their creativity. The e-module helps the teacher to	
make students solve the problem using their creativity. The e-module helps the teacher to relate the topic being taught with	√
make students solve the problem using their creativity. The e-module helps the teacher to relate the topic being taught with students' daily lives	
make students solve the problem using their creativity. The e-module helps the teacher to relate the topic being taught with	

	The e-module helps the teacher to	1							
52.	apply learning games							$\sqrt{}$	
	The e-module helps the teacher to							1	
53.	invite students to sing songs							$\sqrt{}$	
	The e-module helps the teacher to							1	
54.	encourage students with quiz							$\sqrt{}$	
	The e-module helps the teacher to								
55.	use ice breaking to refresh the							\checkmark	
	learning atmosphere								
	The e-module helps the teacher to							1	
56.	use traditional games to teach							$\sqrt{}$	
	The e-module helps the teacher to							1	
57.	use online game to teach							$\sqrt{}$	
50	The e-module helps the teacher to							√	
58.	use certain jokes to teach							V	
59.	The e-module helps the teacher to							√	
39.	use songs to teach							V	
	The e-module helps the teacher to								
60.	use the presentation media to							N	
00.	improve students' 4 language			44				٧	
	skills			17/1	177				
	The e-module helps the teacher to				4/1	P.			
61.	improve the 4 language skills						17/200	V	
01.	during the use of the learning						$M(\Lambda)$		
	media in the class		7.0	1			100		
	The e-module helps the teacher to		77A	100					
62.	assign students to do simple oral	10.7		200				V	
-	presentation before the class								
	The e-module helps the teacher to			-71	10			4.1	
63.	deliver the fun ice breaking /			74	Λ			$\sqrt{}$	
	games to gain students' self-				100	2.4			
	confidence in learning English								
	The e-module helps the teacher to							ما	
64.	arranges students into several		77					V	
	groups to work certain topics								
	The e-module helps the teacher to				اللو	4			1
65.	deliver an effective game						1	$\sqrt{}$	
	collaboration to gain students' social skills with each other								
	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

~	Content Expert Judg	ше	111	SII	eei		
Component PCK (Shulman	Dimensions			Sca	ıle	1	Comments
(1987)		1	2	3	4	5	
Content	Language awareness (Andrews, 2001)				√		
Knowledge	Language Proficiency (Andrews, 2001)					√	
	Learning objectives					✓	
	Connecting previous material					✓	
	Innovative activities			A	√		
	Constructing knowledge from working with objects or ideas.))	P		1		
	Teaching students with hands-on experience			M	4	✓	
	Teaching students to learn by listening and repeating					√	
	Teaching by involving activities that can make students motivated in learning			J	✓		91
	Doing fun learning activities by inviting students to move their bodies		b		√		24
	Teaching by associating with previous knowledge		1		√		
Pedagogy	Inviting students to learn through the environment around them		8	S	1		
Knowledge	Making a lesson plan that corresponds with the learning objectives to be achieved			Y	1	√	
	Designing effective learning activities	J			√		
	Teaching with student-centred activities	F			✓		
	Teaching with media and technology in the learning activity	ì		Ì		✓	
	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

		Micula Expert Juugi	110111	Direc	ı			ı
No	Name of	Criteria			Scale			Total
	Instrument		1	2	3	4	5	
1.	Media Expert	a) Interactive Design	11:	3	d		✓	
	Expert Evaluation	b) Communicative media					✓	
	Sheet	c) Design creativity			3	√		
		d) The effectiveness of media use				√		
	N S	e) Can be maintained and managed easily	1	M		Ĕ	✓	11
	5	f) Easy to use and operate	7	38		1	2	
		g) Can be used on various existing hardware and software					√)
		h) Appropriate selection of application or software or tool types for development	4			1	T.	

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

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

	Content Expert Ju	udgr	nent	t She	et		1
Component PCK (Shulman	Dimensions			Scal	le		Comments
(1987)		1	2	3	4	5	
Content Knowledge	Language awareness (Andrews, 2001)					✓	
Tinowieage	Language Proficiency (Andrews, 2001)					✓	
	Learning objectives					✓	
	Connecting previous material				✓		
	Innovative activities					✓	
	Constructing knowledge from working with objects or ideas.			P	√		
	Teaching students with hands-on experience	LB	Zi	9		✓	
/	Teaching students to learn by listening and repeating				✓	7	
	Teaching by involving activities that can make students motivated in learning	1	×	L		1	
	Doing fun learning activities by inviting students to move their bodies					√	
	Teaching by associating with previous knowledge			S	✓	7	
	Inviting students to learn through the environment around them				✓		
Pedagogy Knowledge	Making a lesson plan that corresponds with the learning objectives to be achieved	f		Y		√	
Kilowicuge	Designing effective learning activities		_	1		✓	9)
	Teaching with student-centred activities		4	1		√	
	Teaching with media and technology in the learning activity	1				1	
	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	Criteria			Total			
	Instrument	A 1997	1	2	3	4	5	
1.	Media	a) Interactive Design	0]]	73		/		
	Expert Evaluation	b) Communicative media		Si,	ď.,		✓	
	Sheet	c) Design creativity			1.5		✓	1
-		d) The effectiveness of media use	V.			5	1	
١	3	e) Can be maintained and managed easily	7	10			✓	1//
	3	f) Easy to use and operate		1	ķ.		√	
		g) Can be used on various existing hardware and software		ſ			1	
	7	h) Appropriate selection of application or software or tool types for development	7	•			1	1

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

	Control duagnetic blicet	Score				Note			
No.	Statements	1	2	3	4	5 (s)			
Prir	nciples for Developing Materials, Bota (2005)								
1.	The e-module is suitable for				√				
2.	the students' requirements The e-module content is stimulating for the students' level					√			
3.	The e-module content is summating for the students level The e-module is authentic and does not violate any copyright					√ √			
4.	The e-module content in match with the school learning time					V			
	The e-module allows students with different abilities and skills to be				,	<u> </u>			
5.	facilitated								
	The e-module presents comprehensive					,			
6.	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				√				
	The e-module is designed with an easy language for teacher to					,			
8.	understand the lessons/content					√			
9.	The e-module shows stimulating visual designs	41				1			
10.	The e-module provides encouraging learning activities and strategies					1			
11.	The material uses appropriate language for the students with different levels		3		√				
12.	The e-module has non-discriminatory elements		Ų,	ň,		√	7		
13.	The e-module gives various learning methods					V			
14.	The lesson/content offers exercises in different learning circumstances					1			
17.	The e-module gives					•			
15.	clear instructions								
16.	The e-module provides learning objectives					V			
17.	The material encourages engagement through everyday activities				V	V			
	The e-module presents challenging exercises yet comprehensive to				'	,			
18.	stimulate students' curiosity				7	V			
19.	The e-module helps the non- English teacher to implement the					V			
20.	current English curriculum in the classroom The e-module mixes theory with correlative practices				V				
21.	The e-module provides assessment activities				V	V			
	gogical Content Knowledge (Shulman 1987)			J		٧			
	2-2								
	4. Language Awareness and Language Proficiency (Andrews, 2001)		1						
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				$\sqrt{}$				
26.	The e-module helps the teacher writes in English on the board or on a document with appropriate English grammar					V			
27.	The e-module helps the teacher writes in English the board or on a document with proper spelling				√				
	Knowledge About the Characteristic of Young Learners (I	Ratm	inin	gsih	, 202	20)			

me e-module helps the teacher to give chances for students to support the students to the teacher to set different learning activities to support the students to try something new support the students to travely with support the students to study with support to study with support to study with support to study with support to study support the students to study with support to the students to improve their ideas and knowledge section to the students to improve their ideas and knowledge section to the students to improve their ideas and knowledge support to the students to support the students of the students and support to the students activities of a hands-on experience learning trough certain activities of a hands-on experience learning trough certain activities of the students and students and students are supported to the students to support and helps the teacher to always support and helps students in class to understand the English material in class to understand the English material in class to understand the English material in class to make students and subject to support and the students and subject to support and subject to support and subject to support and subject to supp								1
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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,

Ni Luh Widiani, S.Pd NIP. 19700430 199308 2 001



Appendix 1.15 Result of Content Analysis of the Book

A	ppenaix 1.1	5 Result of Conten	t 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)	- "I need a bottle of water."
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		Observation		Rest	onse	
	PCK (Shulman 1987)	Dimension	Indicators	Items	Yes	No	Comments
1	Content Knowledge	1.Language Awareness (Andrews, 2001)	Realizing the importance of correcting grammar mistakes	a. Teacher helps students to correct their grammar mistakes on the written text		V	Teacher did not correct students' grammar mistake when writing time (eg. It one o'clock)
		that occur in class	b. Teacher helps students to correct their grammar mistakes on the oral context		√	Teacher did not correct students' grammar mistake when talking about time.	
		A ST	2. Realizing the importance of correcting pronunciati on, spelling or word	a. Teacher helps students to correct their English pronunciation in the classroom	GP C	√	Teacher did not correct students' pronunciation mistake when telling daily activities (eg. when saying get up)
		No	choice mistakes that occur in class	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
		Proficiency	Proficiency General Ge	a. Teacher demonstrates fluent English speaking skill in the learning process		V	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		\checkmark	Some grammar use such as when using <i>is or are</i> is not appropriate.

				b. Teacher writes in English the board or on a document with proper spelling	V		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	1.Conducting an analysis of learning objectives in the curriculum to develop a	a. Teacher examines the curriculum for learning objectives before start to creating the syllabus	V		The made use of handbook for creating lesson plan
	ih, 2020)	ih, 2020)	syllabus	b. Teacher uses learning objectives that related to the curriculum to plan the syllabus	V	No.	Teacher did it
		A ST	2.Directing learning topics with learning objectives to be achieved	a. Teacher demonstrates ability to link the lesson topics with the learning objectives created	CAN	1	Teacher just gave book-based task to the students
	Knowledge about the characteristics of	3.Aligning the relationship between one topic and the	b. Teacher understands the impact of the connected learning topics to the students situation		V	Teacher did not really show it as the learning activity was full of book-based task	
			relationship between one topic and the	a. Teacher update the previous material to the new one in the class	1		Teacher did it
		next topic contained in the curriculum	b. Teacher connect the previous material to the new given material in class	V		Teacher did it	
		ab <mark>out the teach using characteristi something new</mark>	a. Teacher allow students to explore and try new things in the classroom		√	Teacher did not use real object to interact with the students	
			learners (Ratminings	learners (Ratminings	b. Teacher uses different learning activities to support the students to try something new		\checkmark

	movement)	b. Teacher uses the singing activities in class to make students always feel happy and not easily get bored		V	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
A III	S PEN	b. Teacher often connect the material with the student's ability to make them easily understand the material	G Pu	7	Teacher did not do it
JANO	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		V	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		\checkmark	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		\checkmark	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		V	Teacher did not use concrete object to study
	1	N. N.	SPEN	b. Teacher often give question and answer section to the students to improve their ideas knowledge	J c	7	Teacher did not show that activity
	1	MIVER	3.Teaching students with hands-on experience	a. Teacher makes the students to collect information and try to ask questions	Y	V	Teacher did not show that activity
		0	1	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	√	. 9	Teacher did it
			UNDI	b. Teacher makes the students stay focused in class by listening to the material given in class	V		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		V	English was rarely used to enhance students' comprehension toward the material
		ioumitg	b. Teacher gives the good activities in class to make students enjoy learning English		V	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
	DEN	b. Teacher is able to manage the class to become conducive	V		Teacher did it
45	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	CAN	V	Teacher did not make use of power point presentation
1/WD		b. Teacher is able to encourage students by using the media technology in the learning process		1	Teacher did not use any technology to teach
The use of learning strategies	f 1.Teaching using visual media that	a. Teacher uses power point to teach		√	Teacher did not use it
for young learners (Ratminin ih, 2020)	students can observe such as	b. Teacher uses printable images to teach		V	Teacher did not use it
	2.Teaching using media that can be explored by students (for example BC kids, Quizizz,	a. Teacher asks students to use certain online learning online platform to teach	¥	1	Teacher only used traditional method to teach
	etc)	b. Teacher is able to conduct the learning process using the newest media technology so the student can practice English in class		V	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			Teacher did not
				problem assignment to make students solve the problem using their creativity		√	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		V	Book only
		1	activities that are motivating and interesting	a. Teacher applies learning games		√	Not at all
	1	A SAL		b.Teacher invites students to sing songs	2	1	Not at all
4			7. Giving or applying a game in the learning	a. Teacher encourage students with quiz		√	Not at all
				b. Teacher use ice breaking to refresh the learning atmosphere		√	Not at all
		7		a. Teacher uses traditional games to teach		V	Not at all
			process	b. Teacher uses online game to teach		V	Not at all
		\	8.Creating a fun learning environment (by using a joke or	a. Teacher uses certain jokes to teach		√	Not at all
		song)	b. Teacher uses songs to teach		V	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		V	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		V	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	a. Teacher arranges students into several groups to work certain topics		√	Teacher just assigned students to work individually
	SKIII	b. Teacher is able to deliver an effective game collaboration to gain students' social skills with each other	C	7	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.