APPENDIX

1. The Blueprint of Research Instrument

The Blueprint of Research Instrument is used to analyze the effect of e-modules assisted by Google Sites on students' critical thinking skills and learning engagement in high school students in EFL classes.

Table 1. Critical Thinking Skill Pre-test and Post-test Instrument through questions based on the exposition text provided and the questions Adopted from Facione's (2015) manual test.

No	Skills	Description	Indicator	Questions to Fire Up Critical Thinking Skills	Item
1	Interpretation	To comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria	Identify assumptions	What does this mean? What's happening? How should we understand that (e.g., what he or she just said)?	1, 2, 3,
2	Analysis	To identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express beliefs, judgments,	Formulate the main problem.	Please tell us again your reasons for making that claim. What is your conclusion/What is it that you are claiming? Why do you think that?	4,5,6

		experiences, reasons, information, or opinions."			
3	Inference	To identify and secure elements needed to draw reasonable conclusions, to form conjectures and hypotheses to consider relevant information, and to reduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation."	Determining the consequences of a given provision	Given what we know so far, what can we rule out? What does this evidence imply? If we believed these things, what would they imply for us going forward?	7,8,9
4	Evaluation	To assess the credibility of statements or other representations that are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships	Detect bias	Why do we think we can trust what this person claims? Do we have our facts right? Given what we now know, how confident can we be in our conclusion?	10,11,12

		among statements, descriptions, questions, or other forms of representation."			
5	Explanation	To state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments."	Uncover data/ concepts/ definitions/ theorems in solving problems	What were the specific findings/results of the investigation? Please tell us how you conducted that analysis. Why do you think that (was the correct answer/was the solution)?	13,14,15
6	Self-Regulation	Self-consciously monitoring one's cognitive activities, the elements used in those activities, and the results educated, mainly by applying skills in analysis and evaluation to one's inferential judgments to question, confirm, validate, or correct either one's reasoning or one's results	Evaluate the relevant arguments for solving the problem	How good was our methodology, and how well did we follow it? Is there a way we can reconcile these two conflicting conclusions? OK, before we commit, what are we missing?	16,17,18

Source: © 2014 User Manual for the California Critical Thinking Skills Test, published by Insight Assessment.

2.   Table 2. The Rubrics of Critical Thinking Test

Indicator	Score			
	0	1	2	3
Identify assumptions	Not at all able to identify assumptions	Not able to identify assumptions but already leads	Be able to identify assumptions, but there are still no exact ones	Be able to identify assumptions correctly
Formulate the main problem.	Not at all able to formulate the main problem	Not able to formulate the main problem but already leads	Be able to formulate the main problem but are still not exactly one	Be able to develop the main problem correctly
Determining the consequences of a given provision	Not at all able to determine the consequences of a given provision	Not able to determine the consequences of a given provision but already leads	Be able to determine the consequences of a given provision but are still not exactly one	Be able to determine the consequences of a given provision correctly
Detect bias	Not at all able to detect bias	Not able to detect bias but already leads	Be able to detect bias but are still not exactly one	Be able to detect bias correctly
Uncover data/ concepts/ definitions/ theorems in solving problems	Not at all able to uncover data/concepts/definitions/theorems in solving problems	Not able to uncover data/concepts/definitions/theorems in solving problems but already leads	Be able to uncover data/concepts/definitions/theorems in solving problems but are still not exactly one	Be able to uncover data/concepts/definitions/theorems in solving problems correctly
Evaluate the relevant arguments for solving the problem	Not at all able to evaluate the relevant arguments in solving the problem	Not able to evaluate the relevant arguments in solving the problem but already leads	Be able to evaluate the relevant arguments in solving the problem but are still not exactly one	Be able to evaluate the relevant arguments in solving the problem correctly

The total score of the critical thinking test based on the rubric is used as data collection to analyze the significant effect of utilizing e-module interactive assisted by Google Sites on students' critical thinking skills of high school students in EFL class.

3.   Table 3. Blueprint of Burch Engagement Survey for Students (BESS)

| Items	Rating Scale				
	5	4	3	2	1
Emotional engagement					
I am enthusiastic about this class/course.					
I feel energetic when I am in this class/course.					
I am interested in the material I study in this class/course.					
I am proud of the assignments I completed in this class/course.					
I feel optimistic about the assignment I completed in this class/course.					
I am excited about coming to this class/course.					
Physical engagement.					
I work with intensity on assignments for this class/course.					
I exert my full efforts toward this class/course.					
I devote a lot of energy to this class/course.					
I try my hardest to perform well in this class/course.					
I strive as hard as possible to complete this class/course assignment.					

I exert a lot of energy for this class/course.					
Cognitive engagement: In class					
When I am in the classroom for this class/course, my mind is focused on class discussions and activities.					
When I am in the classroom for this class/course, I pay a lot of attention to class discussions and activities.					
When I am in the classroom for this class/course, I focus a great deal of attention on class discussions and activities.					
When I am in the classroom for this class/course, I am absorbed by class discussions and activities.					
When I am in the classroom for this class/course, I concentrate on class discussions and activities.					
When I am in the classroom for this class/course, I devote a lot of attention to class discussions and activities.					
Cognitive engagement: Out of class					
When I am reading or studying material related to this class/course, my mind is focused on class discussions and activities.					
When I am reading or studying material related to this class/course, I pay a lot of attention to class discussions and activities.					

When I am reading or studying material related to this class/course, I focus a great deal of attention on class discussions and activities.					
When I am reading or studying material related to this class/course, I am absorbed by class discussions and activities.					
When I am reading or studying material related to this class/course, I concentrate on class discussions and activities.					
When I am reading or studying material related to this class/course, I devote a lot of attention to class discussions and activities.					

The 24-item Burch Engagement Survey for Students (BESS) was used to measure student engagement (Burch, Heller, et al., 2015b). Five answer questions are asked. Rating scale inquiries with the anchor terms based on each of the four engagement dimensions, including cognitive engagement outside of class, emotional engagement, cognitive engagement in class, and physical engagement, have six questions. The average of the 12 things is the total engagement.

4. Table 4. Skema Descriptive Graphic Rating Scale.

No	Items	Rating Scales						
1	Emotional engagement	Very enthusiastic	5	4	3	2	1	Not enthusiastic
2	Physical engagement.	High Intensity	5	4	3	2	1	Low intensity
3	Cognitive engagement: In class	Very Focused	5	4	3	2	1	Not focus
4	Cognitive engagement: Out of class	Very Focused	5	4	3	2	1	Not Focus
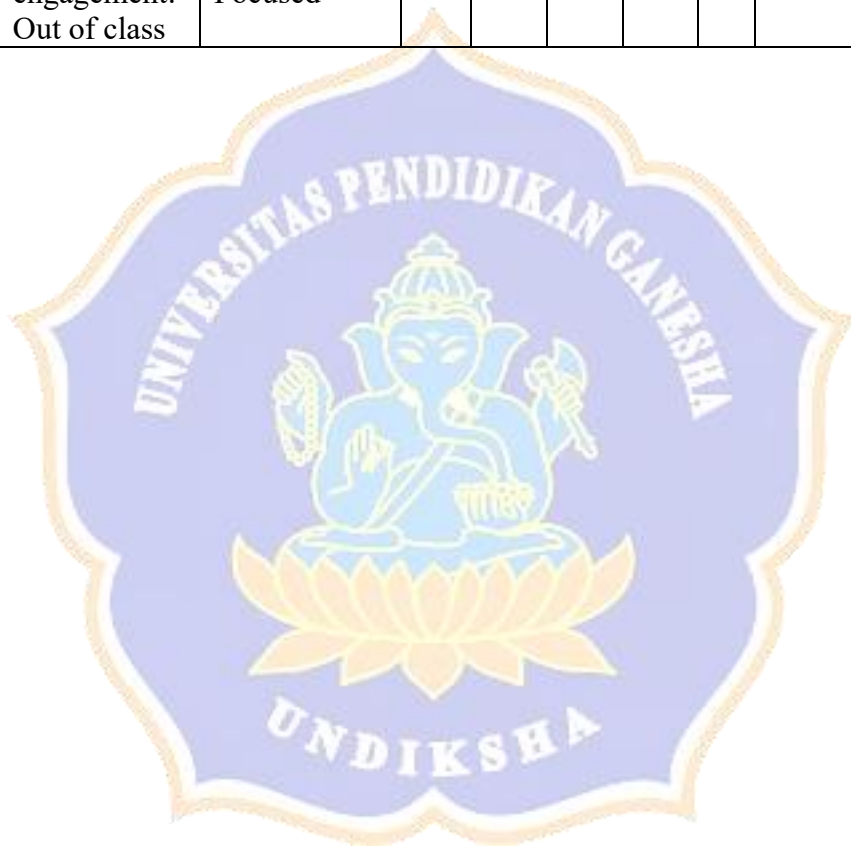
5. Instrument Validity

Content Validation of the Critical Thinking Test

Expert Judgment Sheet 1

Judge: Prof. Dra. Luh Putu Artini, M.A., Ph.D

No Items	Judgment		Comment
	Relevant	Irrelevant	
1			No 1-5 adalah background data (mestinya terpisah dengan kuesioner)
2			
3			
4			
5			Ini isinya list number – ini maksudnya apa.
6	√		Jadikan ini no.1 karena konten sudah beda
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
23	√		

Content Validation of the Critical Thinking Test

Expert Judgment Sheet 2

Judge: I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D

No Items	Judgment		Comment
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
23	√		

Content Validation of the Burch Engagement Survey for Students

Expert Judgment Sheet 1

Judge: Prof. Dra. Luh Putu Artini, M.A., Ph.D

No Items	Judgment		Comment
	Relevant	Irrelevant	
1	√		Semua relevan
2	√		Penomoran tidak jelas (silahkan
3	√		isi nomor semua)
4	√		Terjemahkan kuesioner ke
5	√		Bahasa Indonesia untuk
6	√		memastikan kerterbacaan setiap
7	√		item.
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
23	√		
24	√		

Content Validation of the Burch Engagement Survey for Students

Expert Judgment Sheet 2

Judge: I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D

No Items	Judgment		Comment
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
23	√		
24	√		

6. Data Instrument

Document of Quantitative data (Pre-test and Post-test)

No	Kelas Experiment(Google Sites)		Kelas Control(konventional)	
	Pre-test	Post-Test	Pre-test	Post-Test
1	69	89	72	76
2	70	94	67	67
3	43	72	69	76
4	70	81	69	69
5	37	74	69	76
6	70	81	70	74
7	70	85	70	78
8	44	83	72	72
9	46	70	72	81
10	70	94	43	50
11	50	76	70	72
12	52	72	69	78
13	39	78	67	67
14	63	78	69	74
15	61	72	52	52
16	52	76	67	67

17	57	81	56	56
18	57	72	48	48
19	74	94	57	59
20	69	89	67	65
21	61	76	61	61
22	61	76	70	74
23	69	78	69	74
24	50	72	72	80
25	52	78	74	74
26	30	76	74	80
27	52	76	74	81

7. **Document of Quantitative data (Critical thinking and learning engagement)**

Subjek	A1		A2	
	Y1	Y2	Y1	Y2
1	89	88	76	88
2	94	88	67	80
3	72	81	76	77
4	81	80	69	88
5	74	82	76	62
6	81	83	74	83
7	85	80	78	73
8	83	84	72	72
9	70	93	81	62
10	94	87	50	81
11	76	85	72	81
12	72	88	78	82
13	78	94	67	79
14	78	83	74	64
15	72	87	52	70
16	76	85	67	85
17	81	83	56	63
18	72	83	48	80
19	94	82	59	83

20	89	89	65	63
21	76	84	61	73
22	76	84	74	80
23	78	80	74	60
24	72	85	80	78
25	78	81	74	84
26	76	83	80	89
27	76	83	81	83

Note

A1	Exsperimental Group (IEGS)
A2	Control Group(Convensional method)
Y1	Critical Thinking Skills
Y2	Learning Engagement

8. **Document of Quantitative data Burch engagement survey before and after intervention)**

No	Experimental class		Control Class	
	BESS Before	BESS After	BESS Before	BESS After
1	86	88	82	84
2	70	88	80	80
3	80	81	72	77
4	66	80	81	84
5	63	82	56	62
6	79	83	71	83
7	73	80	73	73
8	63	84	65	72
9	80	93	64	70
10	85	87	78	81
11	78	85	78	81
12	79	88	80	82
13	84	94	78	79
14	75	83	63	64
15	81	87	62	70
16	66	85	84	85
17	78	83	63	70
18	58	83	80	83

19	86	82	79	83
20	76	89	66	63
21	71	84	69	73
22	63	84	80	81
23	71	80	80	81
24	67	85	67	78
25	61	81	79	84
26	79	83	82	85
27	57	83	83	85