

APPENDICES



Appendix 1 Research Permission Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 4212/UN48.7.1/DT/2024

22 Oktober 2024

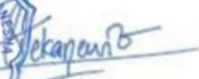
Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Ayodhya Pura Selat
di Singaraja

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

Nama	: Ni Ketut Ari Arsani
NIM	: 2112021015
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: The Effect of Implementing Liveworksheets in Teaching Basic English Literacy at 7th Grade Students of SMP Ayodhya Pura Selat

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

a.n. Dekan,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

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

Appendix 2 Letter of Conducting Research



**YAYASAN PERGURUAN AYODHYA PURA
SEKOLAH MENENGAH PERTAMA AYODHYA PURA SELAT
STATUS : TERAKREDITASI B (BAIK)**

Keputusan Ketua Badan Akreditasi Provinsi Sekolah/Madrasah Bali

Nomor : 1359/BAP-SM/SK/2022 Tanggal 30 September 2022

Alamat : Jalan Raya Selat-Anturan, Desa Selat, Kec. Sukasada-Buleleng-Bali Telp. & Fax. - Kode Pos 81161

Website : www.smpayodhyapura67@gmail.com

SURAT KETERANGAN

Nomor : 56 / E.7 / SMP.AP / II / 2025

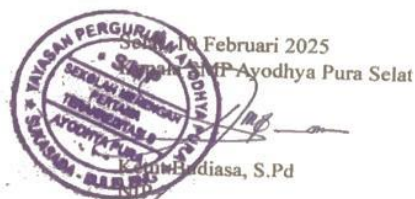
Yang bertanda tangan dibawah ini, Kepala SMP Ayodhya Pura Selat menerangkan bahwa :

Nama	: Ni Ketut Ari Arsani
Tempat / Tanggal Lahir	: 2112021015
NIM	: 23 Maret 2004
Program Study	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: Universitas Pendidikan Ganesha
Alamat	: Jl. Sudirman, Banyuasri

Adalah benar nama tersebut diatas telah melaksanakan penelitian atau observasi di SMP Ayodhya Pura Selat Terhitung 28 Oktober 2024 sampai dengan 3 Desember 2024 dalam rangka melaksanakan penelitian berjudul:

"The Implementation of Liveworksheets in Teaching Basic English Literacy at 7th Grade Students of SMP Ayodhya Pura Selat"

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.



Appendix 3 Research Sample

1) Control Group

No	Name	L/P
1	GA	L
2	GCP	L
3	GPW	L
4	GW	L
5	KAP	L
6	KDR	L
7	KEM	L
8	KID	P
9	KILD	P
10	KJDY	P
11	KMNP	P
12	KRAW	L
13	KRA	L
14	KTNW	L
15	KARA	L
16	KCR	P
17	KMAY	L
18	KS	P
19	KDRC	L
20	KDYS	P
21	KESP	P
22	KGS	L
23	KHKR	P
24	KNA	P
25	PAYA	L
26	PANM	P
27	PCP	P
28	PDPP	L
29	PEK	L
30	PGAD	P
31	PLJ	L
32	PLSD	P
33	PNM	P
34	PN	P
35	PRD	P

2) Experimental Group

No	Name	L/P
1	GAS	L
2	IKDWP	L
3	KASTY	L
4	KDAP	P
5	KDM	L
6	KERD	L
7	KGAS	P
8	KMAD	L
9	KNSW	L
10	KOP	L
11	KPDY	L
12	KSNP	L
13	KYF	P
14	KAD	L
15	KDA	P
16	KDJ	P
17	KJAP	P
18	KRM	P
19	KWC	L
20	KASN	P
21	KBIS	P
22	KES	L
23	KIW	L
24	KMMW	P
25	KRA	L
26	KRA	L
27	KTM	L
28	KVW	P
29	KWA	P
30	LPAD	P
31	LPJRD	P
32	NNPMG	P
33	PAR	P
34	PBN	L
35	PWS	P
36	KS	P

Appendix 4 Students' Latest English Score

Control Group	Experimental Group
80	80
80	79
78	87
78	75
80	75
75	79
80	80
80	80
80	76
75	80
78	76
77	78
77	76
79	78
76	77
85	80
78	80
75	75
75	79
76	80
77	78
77	79
75	76

80	78
80	79
75	78
80	78
80	80
77	77
75	80
78	77
78	78
79	77
75	78
75	78
	79



Appendix 5 Post-test Score

Control Group	Experimental Group
60	95
60	90
75	80
75	75
80	75
50	80
60	75
70	75
80	85
75	75
85	70
75	85
55	85
60	80
80	80
60	85
70	70
75	80
75	90
55	85
65	90
70	70
55	95
65	80
70	75
70	80
70	90
80	85
75	75

85	85
75	75
65	85
65	70
60	100
90	100
	65



Appendix 6 Lesson Plan for Control Group

MODUL AJAR MATA PELAJARAN BAHASA INGGRIS	
MATERI: <i>CULINARY AND ME</i>	
INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun	: Ni Ketut Ari Arsani
Instansi	: Universitas Pendidikan Ganesha
Satuan Pendidikan	: SMP Ayodhya Pura Selat
Mata Pelajaran	: Bahasa Inggris
Kelas/Fase	: VII/D
Semester	: Ganjil
Tahun Pelajaran	: 2024/2025
Alokasi Waktu	: 3 x 6 pertemuan (18 x 40 Menit JP)
B. KOMPETENSI AWAL	
Peserta didik mampu menyebutkan beberapa makanan dan minuman favorit serta mendeskripsikan rasa dan tekstur. Selain itu peserta didik mampu mengidentifikasi alat dan bahan yang ada dalam resep serta mengetahui urutan langkah memasak.	
C. PROFIL PELAJAR PANCASILA	
1) Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, 2) Berkebinekaan global, 3) Bergotong-royong, 4) Mandiri, 5) Bernalar kritis, dan 6) Kreatif.	
D. SARANA DAN MEDIA PEMBELAJARAN	
❖ Buku paket English for Nusantara 2022 ❖ Lembar kerja peserta didik	

❖ Laptop/Komputer PC ❖ Proyektor/LCD ❖ Papan Tulis ❖ Referensi lain yang mendukung
E. TARGET PESERTA DIDIK
❖ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
F. PENDEKATAN PEMBELAJARAN
❖ Model Project Based Learning ❖ Metode ceramah, diskusi, penugasan
KOMPONEN INTI
A. TUJUAN KEGIATAN PEMBELAJARAN
Tujuan Pembelajaran ❖ Peserta didik mampu mendeskripsikan makan kesukaan ❖ Peserta didik mampu menanyakan dan memberi informasi tentang makanan ❖ Peserta didik mampu mengidentifikasi alat dan bahan dalam resep ❖ Peserta didik mampu membuat urutan langkah memasak
B. PERTANYAAN PEMANTIK
❖ What is your favourite food? ❖ What is your favorite snack? ❖ Could you mention tools that usually used in the kitchen? ❖ Could you mention ingredients that you can find in the kitchen?
C. ASSESMEN
Guru menilai ketercapaian tujuan pembelajaran melalui: ❖ Asesmen Individu ❖ Asesmen kelompok Jenis Asesmen: ❖ Presentasi ❖ Produk ❖ Tertulis
D. MATERI PEMBELAJARAN
❖ Unit 1 My Favorite Food Describing one's favourite meal food, drink, snack, texture, and taste. ❖ Unit 2 My Favorite Snack Asking and giving information about food and ingredients.

❖ Unit 3 Secret Recipe 1. Identifying tools and ingredients. 2. Making a sequence of cooking steps.		
E. KEGIATAN PEMBELAJARAN		
PERTEMUAN KE-1		
Tahap	Waktu	Aktivitas Pembelajaran
Pendahuluan	10 menit	• Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. • Guru mengulas kembali materi pada chapter 1 pada bagian-bagian penting untuk me-recall pemahaman peserta didik. • Guru memberikan pertanyaan pemantik berupa: - Have you eaten? What did you have for your breakfast/lunch? - What is your favorite food? • Guru menghubungkan pengetahuan awal peserta didik untuk menyampaikan topik yang akan dipelajari yaitu Unit 1: My Favorite Food. Guru kemudian menyampaikan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran.
Inti	60 menit	• Section 1 -Say What You Know - Melalui layar proyektor guru menampilkan video pada link berikut: https://youtu.be/wc3A5nlIjYM?si=HXgCtIJkkfpX3RxG tentang “What is Your Favorite Food” - Guru memperlihatkan gambar pada worksheet 2.1 di buku paket halaman 59 dan menganalisa jenis makanan mana yang sudah pernah dimakan dan diminum oleh peserta didik. - Guru memperkenalkan konsep makan utama (sarapan, makan siang, makan malam). Guru menjelaskan kategori makanan (makanan berat dan makanan

		ingan) dan minuman. Guru meminta peserta didik mengerjakan Worksheet 2.2 pada buku paket halaman 60. • Section 2-Reading Guru memperdengarkan Audio 2.1 menggunakan speaker dan peserta didik menyimak audio serta memperhatikan percakapan Monita dan Galang pada buku paket halaman 61. Guru dapat membahas isi percakapan dengan peserta didik dengan menekankan pada kata-kata kunci. Selanjutnya peserta didik mengisi worksheet 2.4 pada buku paket halaman 63. Guru dapat membahas jawaban bersama peserta didik. • Section 3: Listening Guru memperdengarkan audio 2.2 lalu menulis “Special Lunch Celebrating” di papan. Guru membahas isi percakapan dan melakukan tanya-jawab tentang makanan dan minuman yang tidak ada di atas meja dalam worksheet 2.5 buku paket halaman 65. Pada tahap ini guru melakukan elisitasi tentang berbagai rasa makanan dan minuman dalam Bahasa Indonesia dan Bahasa Inggris. • Guru melakukan pengamatan dan penilaian kepada peserta didik selama pembelajaran berlangsung.
Penutup	10 menit	• Guru dan peserta didik menarik kesimpulan tentang pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas. • Peserta didik mengerjakan refleksi diri untuk mengetahui ketercapaian proses pembelajaran dan perbaikan serta respon peserta didik terhadap pembelajaran. • Guru menutup pembelajaran dengan doa dan salam penutup.
PERTEMUAN KE-2		
Tahap	Waktu	Aktivitas Pembelajaran
Pendahuluan	10 menit	• Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran.

		Guru mengulas kembali pembelajaran sebelumnya terkait makanan kesukaan peserta didik kemudian melanjutkan pembelajaran ke materi selanjutnya.
Inti	60 menit	Section 1: Speaking Guru mengajak peserta didik untuk memperhatikan picture 2.2 pada halaman 68 tentang jenis makanan. Guru memberikan cara pengucapan dan peserta didik mengulang pengucapannya. Section 2: Writing Guru meminta peserta didik untuk memikirkan dua jenis makanan dan dua jenis minuman lalu mendeskripsikan seperti pada worksheet 2.7 buku paket halaman 69. Section 3: Speaking Guru menjelaskan beberapa ekspresi dalam menanyakan dan menjawab makanan dan minuman kesukaan peserta didik. Guru kemudian menggunakan ekspresi tersebut untuk menanyakan makanan dan minuman kesukaan peserta didik. Selanjutnya meminta peserta didik secara berpasangan untuk saling bertanya apa makanan dan minuman favorit mereka. Beberapa peserta didik ditunjuk ke depan kelas untuk menampilkan percakapan mereka. Section 4: Speaking Guru meminta peserta didik mengidentifikasi makanan dan minuman kesukaan anggota keluarganya dan menuliskannya pada Worksheet 2.10 buku paket halaman 73. Bila menjadi pekerjaan rumah, minta mereka bertanya kepada anggota keluarganya di rumah masing-masing. Kemudian Guru meminta peserta didik melaporkan hasil temuan makanan dan minuman kesukaan keluarganya kepada seluruh kelas.
Penutup	10 menit	- Guru dan peserta didik menarik kesimpulan tentang pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas. - Peserta didik mengerjakan refleksi diri untuk mengetahui ketercapaian proses pembelajaran dan perbaikan serta respon peserta didik terhadap pembelajaran.

		Guru menutup pembelajaran dengan doa dan salam penutup.
PERTEMUAN KE-3		
Tahap	Waktu	Aktivitas Pembelajaran
Pendahuluan	10 menit	- Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. - Guru mengulas kembali pembelajaran sebelumnya terkait makanan kesukaan peserta. - Guru menanyakan beberapa pertanyaan pemantik berupa: - What is your favorite snack? - Do you make your own favorite snack? - Guru menghubungkan pengetahuan awal peserta didik untuk menyampaikan topik yang akan dipelajari tentang Unit 2: My Favorite Snack.
Inti	60 menit	Section 1: Speaking Guru membahas tugas terkait mengidentifikasi makanan dan minuman kesukaan anggota keluarganya. Section 2: Reading Guru meminta peserta didik untuk membaca teks berjudul Galang's Favorite Snack pada buku paket halaman 75 dengan teliti. Peserta didik kemudian menjawab pertanyaan yang ada pada worksheet 2.13. Section 3: Speaking Guru dan peserta didik mendiskusikan hasil dari lembar kerja peserta didik. Section 4: Listening Guru memberikan worksheet dengan teks monologue berjudul My Favorite Fruits dengan beberapa kata dalam teks yang hilang. Guru kemudian memberikan audio melalui speaker tentang monolog tersebut. Peserta didik

		mendengarkan audio untuk menemukan jawaban dari bagian yang hilang. Bila waktu tidak cukup, peserta didik melanjutkannya sebagai tugas rumah.
Penutup	10 menit	- Guru dan peserta didik menarik kesimpulan tentang pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas. - Peserta didik mengerjakan refleksi diri untuk mengetahui ketercapaian proses pembelajaran dan perbaikan serta respon peserta didik terhadap pembelajaran. - Guru menutup pembelajaran dengan doa dan salam penutup.
PERTEMUAN KE-4		
Tahap	Waktu	Aktivitas Pembelajaran
Pendahuluan	10 menit	- Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. - Guru meminta peserta didik untuk mengumpulkan lembar kerja yang menjadi tugas pada pertemuan ke-3
Inti	60 menit	Section 1: Reading Guru meminta peserta didik dengan teman sebangku untuk membaca daftar belanjaan Monita dan menebak kue apa yang akan Monita buat berdasarkan daftar belanjaan pada buku paket halaman 76-77. Guru kemudian meminta peserta didik untuk mengisi bagian kosong pada <i>mind map</i> worksheet 2.14 berdasarkan teks prosedur tentang kue Black Forest. Section 2: Reading and Analyze Information Setelah memahami bahan dan cara membuat kue Black Forest guru meminta peserta didik menjawab pertanyaan pada worksheet 2.15 pada buku paket halaman 78. Section 3: Language Focus

		Guru menjelaskan konsep terkait penggunaan ‘a’ dan ‘an’ articles serta contohnya. Kemudian peserta didik diminta untuk mengerjakan worksheet 2.17 pada buku paket halaman 81 dengan cara memberikan lingkaran pada jawaban yang benar.
Penutup	10 menit	• Guru dan peserta didik menarik kesimpulan tentang pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas. • Peserta didik mengerjakan refleksi diri untuk mengetahui ketercapaian proses pembelajaran dan perbaikan serta respon peserta didik terhadap pembelajaran. • Guru menutup pembelajaran dengan doa dan salam penutup.
PERTEMUAN KE-5		
Tahap	Waktu	Aktivitas Pembelajaran
Pendahuluan	10 menit	• Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. • Guru memberikan pertanyaan pemantik berupa: - Could you mention tools that usually used in the kitchen? - Could you mention ingredients that you can find in the kitchen? • Guru menghubungkan pengetahuan awal peserta didik untuk menyampaikan topik yang akan dipelajari tentang Unit 3: A Secret Recipe.
Inti	60 menit	• Section 1: Say What You Know - Guru meminta anak untuk menjawab beberapa pertanyaan sederhana tentang peralatan dan bahan-bahan yang digunakan ketika memasak. - Guru memberikan informasi umum mengenai Picture 2.7 pada buku paket halaman 83. - Guru memberikan worksheet

		mencocokkan kata dengan gambar yang ada pada box tentang alat dan bahan. Peserta didik dapat menggunakan kamus untuk mencari terjemahan kosakata yang belum diketahui. - Pada worksheet yang sama, guru meminta peserta didik untuk membuat step sederhana dari alat dan bahan pada box tersebut. • Section 2: Reading - Guru meminta peserta didik untuk membaca teks berjudul 'Recipe for Indonesian Fried Rice' pada buku paket halaman 87. - Guru menjelaskan struktur dari teks prosedur dan bersama peserta didik mengamati struktur pada teks di table 2.4 buku paket halaman 89. • Section 3: Language Focus Guru menjelaskan tentang kalimat imperatif dan meminta peserta didik untuk mengerjakan worksheet 2.24 pada buku paket halaman 90. Bila waktu tidak cukup, peserta didik melanjutkannya sebagai tugas rumah.
Penutup	10 menit	• Guru dan peserta didik menarik kesimpulan tentang pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas. • Peserta didik mengerjakan refleksi diri untuk mengetahui ketercapaian proses pembelajaran dan perbaikan serta respon peserta didik terhadap pembelajaran. • Guru menutup pembelajaran dengan doa dan salam penutup.
PERTEMUAN KE-6		
Tahap	Waktu	Aktivitas Pembelajaran
Pendahuluan	10 menit	• Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan

		peserta didik untuk mengikuti pembelajaran. Guru meminta peserta didik untuk mengumpulkan lembar kerja yang menjadi tugas pada pertemuan ke-5
Inti	60 menit	Section 1: Writing Guru meminta peserta didik untuk mengerjakan worksheet 2.25 tentang mengurutkan langkah-langkah membuat pisang goreng kemudian peserta didik diminta untuk menulis langkah-langkah membuat pisang. Section 2: Your Turn: Writing Guru memberikan projek based learning untuk peserta didik menulis teks prosedur sederhana tentang makanan kesukaan peserta didik. Teks prosedur dapat ditulis pada secarik kertas. Peserta didik dapat membaca berbagai sumber di internet maupun mewawancarai juru masak atau ahli tentang bahan, alat, dan step pembuatan makanan. Guru memberikan waktu selama satu minggu untuk mengerjakan project tersebut.
Penutup	10 menit	- Guru dan peserta didik menarik kesimpulan tentang pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas. - Peserta didik mengerjakan refleksi diri untuk mengetahui ketercapaian proses pembelajaran dan perbaikan serta respon peserta didik terhadap pembelajaran. - Guru menutup pembelajaran dengan doa dan salam penutup.
F. ASESMEN / PENILAIAN		
NO	Asesmen/Penilaian	Deskripsi
1	Asesmen Diagnostik	Mengetahui kondisi awal mental para peserta didik
2	Asesmen Formatif	Diskusi: melatih kemampuan peserta didik dalam berkolaborasi dengan kelompoknya, melatih berbicara dan berani mengungkapkan pendapat, memunculkan ide-idenya, bekerja sama dalam tim

		• Presentasi: melatih kemampuan peserta didik dalam melatih berbicara di depan umum, berani mengajukan pertanyaan terhadap pemaparan hasil praktikum milik kelompok lain, memaksimalkan kerja kelompok • Unjuk kerja: menilai keterampilan proses yang dimiliki setiap anak, dan perkembangannya																																								
3	Asesmen Sumatif	• Dilaksanakan di akhir pembelajaran dalam bentuk post-test untuk mengukur tingkat capaian pemahaman sains serta basic English literacy peserta didik untuk menentukan langkah selanjutnya.																																								
4	• Guru melakukan pengamatan selama diskusi berlangsung. Hasil pengamatan berupa jawaban peserta didik dan partisipasi peserta didik dalam diskusi dapat dicatat dalam jurnal untuk ditinjau kembali • Guru memeriksa kelengkapan lembar pengamatan peserta didik • Asesmen ini dibuat Individu, kelompok, performa dan tertulis- formatif dan sumatif Students Name: _____ <table><tr><th>FOCUS</th><th>Very Good (4)</th><th>Good (3)</th><th>Fair (2)</th><th>Poor (1)</th></tr><tr><td>Genre</td><td></td><td></td><td></td><td></td></tr><tr><td>Text structure</td><td></td><td></td><td></td><td></td></tr><tr><td>Accuracy</td><td></td><td></td><td></td><td></td></tr><tr><td>Vocabulary</td><td></td><td></td><td></td><td></td></tr><tr><td>Mechanics</td><td></td><td></td><td></td><td></td></tr><tr><td>TOTAL</td><td></td><td></td><td></td><td></td></tr><tr><td>Overall comments</td><td colspan="4"></td></tr></table> Nilai total 12 = 100 points 1. PENILAIAN SIKAP (CIVIC DISPOSITION) Indikator sikap didasarkan pada hasil pengamatan terhadap peserta didik, baik pengamatan langsung maupun pengamatan tidak langsung. Pengamatan langsung dilakukan guru dalam setiap		FOCUS	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Genre					Text structure					Accuracy					Vocabulary					Mechanics					TOTAL					Overall comments				
FOCUS	Very Good (4)	Good (3)	Fair (2)	Poor (1)																																						
Genre																																										
Text structure																																										
Accuracy																																										
Vocabulary																																										
Mechanics																																										
TOTAL																																										
Overall comments																																										

pertemuan terhadap peserta didik dalam menjalani kegiatan pembelajaran. Sedangkan pengamatan tidak langsung didasarkan pada laporan menyangkut sikap peserta didik sehari-hari baik di rumah, sekolah, maupun masyarakat yang telah terkonfirmasi.

Indikator sikap dapat mengacu pada empat ranah kecerdasan, yakni kecerdasan spiritual-kultural (olah hati/SQ), kecerdasan intelektual (olah pikir/IQ), kecerdasan fisikal-mental (olah raga/AQ), serta kecerdasan emosi-sosial(olah rasa dan karsa/EQ).

Jujur, rajin beribadah, dan menjauhi larangan agama merupakan indikator sikap spiritual. Partisipasi dan ketekunan belajar menjadi indikator sikap intelektual. Bersih, disiplin, dan tanggung jawab adalah indikator sikap mental. Sedangkan ramah, antusias, dan kolaborasi termasuk indikator sikap emosi-sosial.

Pelaksanaan penilaian sikap dalam dua kategori. Kategori pertama penilaian sikap adalah yang dilakukan setiap akhir pertemuan yang berarti sebanyak 36 kali dalam satu semester. Adapun kategori kedua yang dilakukan secara berkala per semester berdasarkan hasil pengamatan langsung maupun tidak langsung yang telah terverifikasi terlebih dahulu.

Penilaian menggunakan empat tingkat, yakni Baik Sekali (A=4), Baik(B=3), Sedang (C=2), serta Kurang (D=1). Untuk penilaian sikap di setiap akhir pertemuan dilakukan dengan merangkum seluruh aspek sikap, dan dapat menggunakan format sebagai berikut:

TABEL PENILAIAN SIKAP

No	Nama	Pertemuan dan Nilai (A=4, B=3, C=2, D=1)								Jumlah	Rata rata
		1	2	3	4	.	.	1	2		
1		4	3	3	2	.	.	3		39	3.25/B
2		3	4	4	4	.	.	4		46	3.8/A
3						.	.				
4						.	.				
5						.	.				
dst		2	4	3	2	.	.	4		35	2.9/B

Adapun penilaian sikap secara berkala per semester dapat dilakukan dengan format sebagai berikut:

TABEL PENILAIAN SIKAP BERKALA

No	Nama	Nilai (A, B, C, dan D)					Catatan
		Spiritual	Intelektual	Fisikal Mental	Emosi Sosial	Rata-rata	
1		A	B	B	C	B	
2		B	A	A	A	A	
3							
4							
5							
dst		A	A	B	A	A	

Nilai sikap pada akhir semester = (Nilai rata-rata per pertemuan + Nilai berkala rata-rata)/2.

2. **PENILAIAN KETERAMPILAN (CIVIC SKILLS)**

Penilaian keterampilan dilakukan juga berdasar pengamatan guru terutama terhadap keterampilan peserta didik dalam menjalani kegiatan pembelajaran di sekolah. Penilaian didasarkan pada keterampilan-keterampilan sesuai contoh indikator di bawah ini atau indikator lain yang relevan dapat ditentukan masing-masing guru.

Indikator keterampilan antara lain adalah kemampuan menyampaikan hasil diskusi kelompok secara tegas dan lugas; kemampuan mengomunikasikan ide dan gagasan dengan terarah dan sistematis; kemampuan merespons pertanyaan yang pada sesi diskusi; atau lainnya. Adapun pelaksanaan penilaian keterampilan dilakukan di setiap akhir pertemuan yang menuntut adanya penilaian keterampilan, dengan menggunakan empat tingkat penilaian, yakni Baik Sekali (A=4), Baik (B=3), Sedang (C=2), serta Kurang (D=1)

TABEL PEDOMAN PENILAIAN ASPEK KETERAMPILAN

Nama Peserta Didik:

No	Indikator	Pertemuan dan Nilai (A, B, C, D)						
		1	2	3	4	5	d s t	Rata -rata
1	Mampu menyampaikan hasil diskusi kelompok secara tegas dan lugas							
2	Mampu mengomunikasikan ide dan gagasan dengan terarah dan sistematis							
3	Mampu merespons pertanyaan yang pada sesi diskusi							
dst								
Nilai Akhir								

3. PENILAIAN PENGETAHUAN (CIVIC KNOWLEDGE)

Penilaian pengetahuan dilakukan untuk mengukur keberhasilan peserta didik dalam memahami materi yang dipelajari dalam setiap pertemuan, seperti yang tersebut dalam bagian uji kompetensi. Guru dapat menilai dari setiap aktivitas dalam pembelajaran. Guru dapat menilai kemampuan peserta didik dalam menjawab pertanyaan atau menganalisa persoalan. Guru dapat memberi skor pada setiap tugas dan keaktifan peserta didik dalam menjawab dan berpartisipasi dalam kegiatan pembelajaran. Penilaian dilakukan secara kuantitatif dengan rentang 0–100.

G. PENGAYAAN DAN REMEDIAL

Enrichment: Show and Tell

Kegiatan ini adalah pengayaan bagi peserta didik yang siap untuk melakukannya. Kegiatan ini dapat diadaptasi sesuai dengan lingkungan dan peralatan yang dimiliki peserta didik.

1. Peserta didik diminta untuk memilih salah satu makanan atau minuman yang sangat disukainya. Peserta didik memotret makanan atau minuman tersebut dan menempelkannya pada kertas karton.
2. Guru meminta peserta didik menunjukkannya kepada kelas dan mendeskripsikan makanan atau minuman kesukaannya.

H. REFLEKSI GURU DAN PESERTA DIDIK

LEMBAR REFLEKSI PESERTA DIDIK

Nama :
Kelas :
Semester :

NO	PERTANYAAN	JAWABAN
1	Apa yang sudah dipelajari hari ini?	
2	Apakah Kegiatan hari ini menarik?	
3	Hal apa yang paling disenangi dari kegiatan tersebut?	
4	Bagian mana dari materi yang kalian rasapaling sulit	
5	Adakah yang belum kalian pahami ?	

TABEL REFLEKSI GURU

NO	PERTANYAAN	JAWABAN
----	------------	---------

1	Apakah gaya penyampaian materi mampu ditangkap oleh pemahaman peserta didik?	
2	Apakah pemilihan metode pembelajaran sudah efektif untuk menerjemahkan tujuan pembelajaran?	
3	Apakah pelaksanaan pembelajaran tidak keluar dari norma-norma?	
4	Apakah peserta didik mencapai tujuan pembelajaran?	
5	Apakah kesulitan yang dialami peserta didik sehingga tidak mencapai tujuan pembelajaran, hal apa yang dilakukan guru untuk membantu peserta didik tersebut?	

I. LAMPIRAN -LAMPIRAN

Lampiran 1

LEMBAR KERJA PESERTA DIDIK

WORKSHEET 2.1

Write the kinds of food and drinks in Worksheet 2.1. at the appropriate categories.



WORKSHEET 2.2

Write the kinds of food and drinks in Worksheet 2.1. at the appropriate categories.

Main meal	
Snack	
Drink	

WORKSHEET 2.4

Circle the correct words to complete the sentences. Number one has been done for you.

1. Monita loves ... for snacks.
a. Banana Fritters
b. Fried rice.
2. Galang and Monita like ...
a. Banana fritters
b. Donuts
3. Galang is having breakfast ...
a. At home
b. At school
4. Galang has ... to drink.
a. Water
b. Sweet tea

WORKSHEET 2.5

Listen again to [Audio 2.2](#). Identify food and drinks that are not on Monita's dining table. Circle the words on [Worksheet 2.5](#).



Rica-Rica Chicken



Chicken Shoup



Coffee



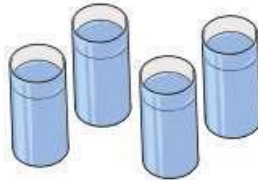
Rice



Pudding



Orange Juice



Water



Fruit Salad

WORKSHEET 2.7

Say the food and drinks and their descriptions of texture and taste to the class. Number one has been done for you.



1. It's tea with sugar. It's sweet.

2. _____

3. _____

4. _____

5. _____

WORKSHEET 2.10

Ask your family members about their favorite food and drinks. Ask them about the food and drinks' texture and tastes.

No.	Family Member	Favorite	
1.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
2.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
3.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
		Texture/Taste:	Texture/Taste:

WORKSHEET 2.13

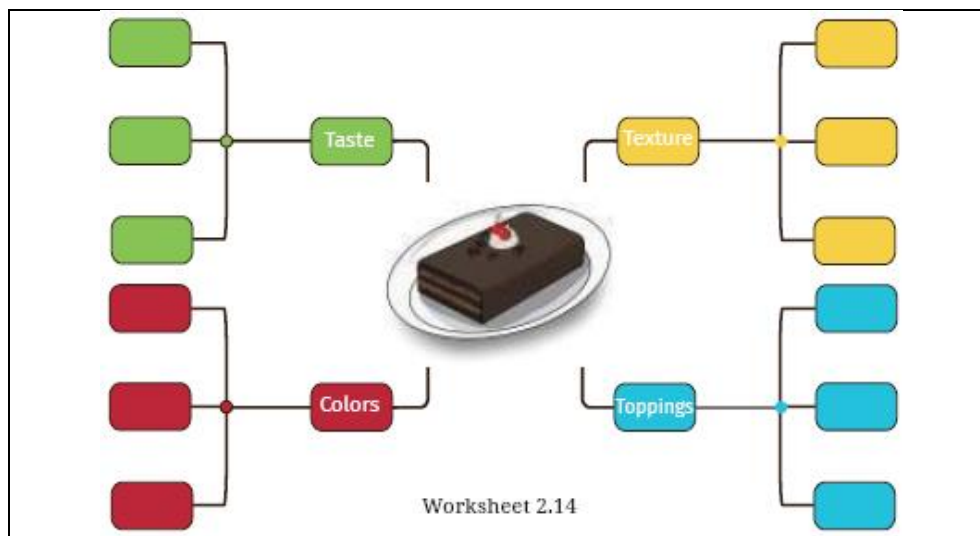
Write true or false for each statement based on the text.



1. Banana fritters taste savory. ()
2. Banana fritters are very soft outside. ()
3. Galang loves grated cheese for topping. ()
4. Galang's mom makes banana fritters for breakfast. ()
5. Galang's mom uses a frying pan to make banana fritters. ()

WORKSHEET 2.14

Fill in the blanks in the mind map based on the text in [Picture 2.6](#).



WORKSHEET 2.15

Answer the questions based on the text in [Picture 2.6](#).

1. How many layers does Monita's cake have?

2. What are the toppings?

3. How does the cake taste?

4. What kind of drinks does she have when she eats the cake?

5. Where can we get the recipe?

WORKSHEET 2.17

Circle the article (a/an) that completes each sentence correctly

- 
1. Monita needs (a/an) oven to bake the cake.
 2. It takes (a/an) month for Monita to learn to make a black forest.
 3. Would you like (a/an) pack of cassava chips?
 4. There is (a/an) orange in the fridge.
 5. Can I have (a/an) bowl of soup, please?
 6. There is (a/an) egg in the basket.
 7. Monita's father makes (a/an) plate of fried rice for breakfast.
 8. Monita is reading (a/an) recipe.

WORKSHEET TOOLS AND INGREDIENTS



NAME: _____ Class: _____

TOOLS AND INGREDIENTS

Match the words in the box with pictures.

knife- bowl - oil - salt
spatula - eggs - blender - vegetables - apron - cutting board
sugar - kettle - flour - pan - spices



TOOLS AND INGREDIENTS

Create a simple step from the previous or others tools and ingredients!

1. Mix one spoon of flour and egg in the bowl

2. _____

3. _____

4. _____

5. _____



WORKSHEET 2.17

Circle the article in the brackets (**a/an**) that completes each sentence correctly.

1. Monita needs (a/an) oven to bake the cake.
2. It takes (a/an) month for Monita to learn to make a black forest.
3. Would you like (a/an) pack of cassava chips?
4. There is (a/an) orange in the fridge.

5. Can I have (a/an) bowl of soup, please?
6. There is (a/an) egg in the basket.
7. Monita's father makes (a/an) plate of fried rice for breakfast.
8. Monita is reading (a/an) recipe.

WORKSHEET 2.24

Write an instruction for the following situations.

1. Situation:

Monita's mom wants her to help by taking some eggs from the fridge.

Answer: Take some eggs from the fridge.

2. Situation:

Monita and her mom are in the kitchen. She wants Monita to peel and cut the carrot to make vegetable soup.

Answer:

—

3. Situation:

Ibu Posma asks Sinta to buy cooking oil.

Answer:

4. Situation:

Ibu Posma asks Galang to prepare some plates for dinner.

Answer:

—

5. Situation:

Sinta asks Ara to wash her hands.

Answer:

—

WORKSHEET 2.25

Put the following process into the correct order.



Appendix 7 Lesson Plan for Experimental Group

MODUL AJAR MATA PELAJARAN BAHASA INGGRIS MATERI: <i>CULINARY AND ME</i>	
INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun	: Ni Ketut Ari Arsani
Instansi	: Universitas Pendidikan Ganesha
Satuan Pendidikan	: SMP Ayodhya Pura Selat
Mata Pelajaran	: Bahasa Inggris
Kelas/Fase	: VII/D
Semester	: Ganjil
Tahun Pelajaran	: 2024/2025
Alokasi Waktu	: 3 x 6 pertemuan (18 x 40 Menit JP)
B. KOMPETENSI AWAL	
Peserta didik mampu menyebutkan beberapa makanan dan minuman favorit serta mendeskripsikan rasa dan tekstur. Selain itu peserta didik mampu mengidentifikasi alat dan bahan yang ada dalam resep serta mengetahui urutan langkah memasak.	
C. PROFIL PELAJAR PANCASILA	
7) Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, 8) Berkebinekaan global, 9) Bergotong-royong, 10) Mandiri, 11) Bernalar kritis, dan 12) Kreatif.	
D. SARANA DAN MEDIA PEMBELAJARAN	
❖ Buku paket English for Nusantara 2022 ❖ Liveworksheet	

❖ Laptop/Komputer PC ❖ Proyektor/LCD ❖ Papan Tulis ❖ Referensi lain yang mendukung
E. TARGET PESERTA DIDIK
❖ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
F. PENDEKATAN PEMBELAJARAN
❖ Model Project Based Learning ❖ Metode ceramah, diskusi, penugasan

KOMPONEN INTI
A. TUJUAN KEGIATAN PEMBELAJARAN
Tujuan Pembelajaran Melalui media pembelajaran Liveworksheet ❖ Peserta didik mampu mendeskripsikan makan kesukaan ❖ Peserta didik mampu menanyakan dan memberi informasi tentang makanan ❖ Peserta didik mampu mengidentifikasikan alat dan bahan dalam resep ❖ Peserta didik mampu membuat urutan langkah memasak
B. PERTANYAAN PEMANTIK
❖ What is your favourite food? ❖ What is your favorite snack? ❖ Could you mention tools that usually used in the kitchen? ❖ Could you mention ingredients that you can find in the kitchen?
C. ASSESMEN
Guru menilai ketercapaian tujuan pembelajaran melalui: ❖ Asesmen Individu ❖ Asesmen kelompok Jenis Asesmen: ❖ Presentasi ❖ Produk ❖ Tertulis
D. MATERI PEMBELAJARAN
❖ Unit 1 My Favorite Food Describing one's favourite meal food, drink, snack, texture, and taste. ❖ Unit 2 My Favorite Snack Asking and giving information about food and ingredients.

❖ **Unit 3 Secret Recipe**

3. Identifying tools and ingredients.
4. Making a sequence of cooking steps.

E. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	- Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. - Guru mengulas kembali materi pada chapter 1 pada bagian-bagian penting untuk me-recall pemahaman peserta didik. - Guru memberikan pertanyaan pemantik berupa: - Have you eaten? What did you have for your breakfast/lunch? - What is your favorite food? - Guru menghubungkan pengetahuan awal peserta didik untuk menyampaikan topik yang akan dipelajari yaitu Unit 1: My Favorite Food. Guru kemudian menyampaikan tujuan pembelajaran yang ingin dicapai dalam proses pembelajaran.
2	Inti	60 menit	Section 1 -Say What You Know - Melalui layar proyektor, guru menampilkan Liveworksheet yang diakses pada laman: https://shorturl.at/KPHik - Guru menampilkan video yang ada pada Liveworksheet tentang

			“What is Your Favorite Food” - Guru memperlihatkan gambar tentang beberapa jenis makanan dan minuman yang terdapat pada Liveworksheet. Peserta didik lalu menganalisa jenis makanan mana yang sudah pernah dimakan dan diminum oleh peserta didik. - Guru memperkenalkan konsep makan utama (sarapan, makan siang, makan malam). Guru menjelaskan kategori makanan (makanan berat dan makanan ringan) dan minuman. Guru meminta peserta didik mengerjakan Worksheet 2.2 pada buku paket halaman 60. • Section 2-Reading Guru memperdengarkan Audio 2.1 yang terdapat pada Liveworksheet dan peserta didik menyimak audio serta memperhatikan percakapan Monita dan Galang. Guru dapat membahas isi percakapan dengan peserta didik dengan menekankan pada kata-kata kunci. Selanjutnya Guru dan Peserta didik mengisi Liveworksheet 2.4. Guru dapat membahas jawaban bersama peserta didik. • Section 3: Listening Guru memperdengarkan audio 2.2 pada Liveworksheet lalu menulis “Special Lunch Celebrating” di papan. Guru membahas isi percakapan dan melakukan tanya-jawab tentang makanan dan minuman yang tidak ada di atas meja dalam Liveworksheet 2.5 . Pada tahap
--	--	--	--

			ini guru melakukan elisitasi tentang berbagai rasa makanan dan minuman dalam Bahasa Indonesia dan Bahasa Inggris. Guru melakukan pengamatan dan penilaian kepada peserta didik selama pembelajaran berlangsung.
3	Penutup	10 menit	- Guru dan peserta didik menarik kesimpulan tentang pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas. - Peserta didik mengerjakan refleksi diri untuk mengetahui ketercapaian proses pembelajaran dan perbaikan serta respon peserta didik terhadap pembelajaran. - Guru menutup pembelajaran dengan doa dan salam penutup.
PERTEMUAN KE-2			
No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	- Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. - Guru mengulas kembali pembelajaran sebelumnya terkait makanan kesukaan peserta didik kemudian melanjutkan pembelajaran ke materi selanjutnya.
2	Inti	60 menit	Section 1: Speaking Guru memberikan link Liveworksheet https://shorturl.at/Kmhqt melalui WhatsApp group lalu mengajak peserta didik untuk memperhatikan gambar jenis makanan pada Liveworksheet. Guru memberikan cara pengucapan dan peserta didik

			mengulang pengucapannya. • Section 2: Writing Guru meminta peserta didik untuk memikirkan dua jenis makanan dan dua jenis minuman lalu mendeskripsikan seperti pada Liveworksheet 2.7. • Section 3: Speaking Guru menjelaskan beberapa ekspresi dalam menanyakan dan menjawab makanan dan minuman kesukaan peserta didik. Guru kemudian menggunakan ekspresi tersebut untuk menanyakan makanan dan minuman kesukaan peserta didik. Selanjutnya meminta peserta didik secara berpasangan untuk saling bertanya apa makanan dan minuman favorit mereka. Beberapa peserta didik ditunjuk ke depan kelas untuk menampilkan percakapan mereka. • Section 4: Speaking Guru meminta peserta didik mengidentifikasi makanan dan minuman kesukaan anggota keluarganya dan menuliskannya pada Liveorksheet. Bila menjadi pekerjaan rumah, minta mereka bertanya kepada anggota keluarganya di rumah masing-masing. Kemudian Guru meminta peserta didik melaporkan hasil temuan makanan dan minuman kesukaan keluarganya kepada seluruh kelas.
3	Penutup	10 menit	• Guru dan peserta didik menarik kesimpulan tentang pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas. • Peserta didik mengerjakan refleksi diri untuk mengetahui ketercapaian proses pembelajaran dan perbaikan serta respon peserta didik terhadap pembelajaran. • Guru menutup pembelajaran

			dengan doa dan salam penutup.
PERTEMUAN KE-3			
No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	- Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. - Guru mengulas kembali pembelajaran sebelumnya terkait makanan kesukaan peserta. - Guru menanyakan beberapa pertanyaan pemantik berupa: - What is your favorite snack? - Do you make your own favorite snack? - Guru menghubungkan pengetahuan awal peserta didik untuk menyampaikan topik yang akan dipelajari tentang Unit 2: My Favorite Snack.
2	Inti	60 menit	Section 1: Speaking Guru membahas tugas terkait mengidentifikasi makanan dan minuman kesukaan anggota keluarganya. Section 2: Reading Guru memberikan link Liveworksheet https://shorturl.at/6LA8s melalui WhatsApp group. Guru meminta peserta didik untuk membaca teks berjudul Galang's Favorite Snack pada Liveworksheet dengan teliti. Peserta didik kemudian menjawab pertanyaan yang ada pada

			Liveworksheet. • Section 3: Speaking Guru dan peserta didik mendiskusikan hasil dari lembar kerja peserta didik. • Section 4: Listening Guru memberikan Liveworksheet dengan teks monologue berjudul My Favorite Fruits dengan beberapa kata dalam teks yang hilang. Peserta didik bisa langsung memutar audio pada Liveworksheet. Peserta didik mendengarkan audio untuk menemukan jawaban dari bagian yang hilang. Bila waktu tidak cukup, peserta didik melanjutkannya sebagai tugas rumah.
3	Penutup	10 menit	• Guru dan peserta didik menarik kesimpulan tentang pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas. • Peserta didik mengerjakan refleksi diri untuk mengetahui ketercapaian proses pembelajaran dan perbaikan serta respon peserta didik terhadap pembelajaran. • Guru menutup pembelajaran dengan doa dan salam penutup.
PERTEMUAN KE-4			
No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	• Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. • Guru meminta peserta didik

			untuk mengumpulkan lembar kerja yang menjadi tugas pada pertemuan ke-3
2	Inti	60 menit	• Section 1: Reading Guru mengirimkan link Liveworksheet https://shorturl.at/tyocC kepada peserta didik melalui WhatsApp Group. Guru meminta peserta didik dengan teman sebangku untuk membaca daftar belanjaan Monita dan menebak kue apa yang akan Monita buat berdasarkan daftar belanjaan. Guru kemudian meminta peserta didik untuk mengisi bagian kosong pada <i>mind map</i> Liveworksheet 2.14 berdasarkan teks prosedur tentang kue Black Forest. • Section 2: Reading and Analyze Information Setelah memahami bahan dan cara membuat kue Black Forest guru meminta peserta didik menjawab pertanyaan pada Liveworksheet. • Section 3: Language Focus Guru menjelaskan konsep terkait penggunaan 'a' dan 'an' articles serta contohnya. Kemudian peserta didik diminta untuk mengerjakan Liveworksheet 2.17 dengan cara menyentang jawaban yang benar.
3	Penutup	10 menit	• Guru dan peserta didik menarik kesimpulan tentang pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas. • Peserta didik mengerjakan refleksi diri untuk mengetahui ketercapaian proses pembelajaran dan perbaikan serta respon peserta didik

			terhadap pembelajaran. Guru menutup pembelajaran dengan doa dan salam penutup.
PERTEMUAN KE-5			
No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	- Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. - Guru memberikan pertanyaan pemantik berupa: - Could you mention tools that usually used in the kitchen? - Could you mention ingredients that you can find in the kitchen? - Guru menghubungkan pengetahuan awal peserta didik untuk menyampaikan topik yang akan dipelajari tentang Unit 3: A Secret Recipe.
2	Inti	60 menit	Section 1: Say What You Know - Guru meminta anak untuk menjawab beberapa pertanyaan sederhana tentang peralatan dan bahan-bahan yang digunakan ketika memasak. - Guru memberikan informasi umum mengenai gambar seseorang yang sedang memasak pada buku paket halaman 83. - Guru mengirimkan link Liveworksheet

			https://shorturl.at/MDnIA kepada peserta didik melalui WhatsApp Group. Guru kemudian meminta peserta didik untuk mencocokkan kata dengan gambar yang ada pada box tentang alat dan bahan di Liveworksheet. Peserta didik dapat menggunakan kamus untuk mencari terjemahan kosakata yang belum diketahui. - Pada worksheet yang sama, guru meminta peserta didik untuk membuat step sederhana dari alat dan bahan pada box tersebut. • Section 2: Reading - Guru meminta peserta didik untuk membaca teks berjudul 'Recipe for Indonesian Fried Rice' pada Liveworksheet. - Guru menjelaskan struktur dari teks prosedur dan bersama peserta didik mengobservasi struktur pada teks di Liveworksheet. • Section 3: Language Focus Guru menjelaskan tentang kalimat imperatif dan meminta peserta didik untuk mengerjakan worksheet 2.24 di Liveworksheet. Bila waktu tidak cukup, peserta didik melanjutkannya sebagai tugas rumah.
3	Penutup	10 menit	• Guru dan peserta didik menarik kesimpulan tentang

			pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas. • Peserta didik mengerjakan refleksi diri untuk mengetahui ketercapaian proses pembelajaran dan perbaikan serta respon peserta didik terhadap pembelajaran. • Guru menutup pembelajaran dengan doa dan salam penutup.
PERTEMUAN KE-6			
No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	• Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. • Guru meminta peserta didik untuk mengumpulkan lembar kerja yang menjadi tugas pada pertemuan ke-5
2	Inti	60 menit	• Section 1: Writing Guru mengirimkan link Liveworksheet https://shorturl.at/Ixi7X kepada peserta didik melalui WhatsApp Group. Guru meminta peserta didik untuk mengerjakan Liveworksheet 2.25 tentang mengurutkan langkah-langkah membuat pisang goreng. Peserta didik kemudian menuliskan proses atau langkah-langkah membuat pisang goreng pada Liveworksheet 2.26.. • Section 2: Your Turn: Writing Guru memberikan projek based learning untuk peserta didik menulis teks prosedur sederhana tentang makanan kesukaan peserta didik.

			Teks prosedur dikerjakan pada Liveworksheet melalui link https://shorturl.at/vPLV5 . Peserta didik dapat membaca berbagai sumber di internet maupun mewawancarai juru masak atau ahli masak terkait bahan, alat, dan step pembuatan makanan. Guru memberikan waktu selama satu minggu untuk mengerjakan project tersebut.
3	Penutup	10 menit	• Guru dan peserta didik menarik kesimpulan tentang pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas. • Peserta didik mengerjakan refleksi diri untuk mengetahui ketercapaian proses pembelajaran dan perbaikan serta respon peserta didik terhadap pembelajaran. • Guru menutup pembelajaran dengan doa dan salam penutup.
F. ASESMEN / PENILAIAN			
N O	Asesmen/Penilaian	Deskripsi	
1	Asesmen Diagnostik	• Mengetahui kondisi awal mental para peserta didik	
2	Asesmen Formatif	• Diskusi: melatih kemampuan peserta didik dalam berkolaborasi dengan kelompoknya, melatih berbicara dan berani mengungkapkan pendapat, memunculkan ide-idenya, bekerja sama dalam tim • Presentasi: melatih kemampuan peserta didik dalam melatih berbicara di depan umum, berani mengajukan pertanyaan terhadap pemaparan hasil praktikum milik kelompok	

		lain, memaksimalkan kerja kelompok • Unjuk kerja: menilai keterampilan proses yang dimiliki setiap anak, dan perkembangannya																																								
3	Asesmen Sumatif	• Dilaksanakan di akhir pembelajaran dalam bentuk post-test untuk mengukur tingkat capaian pemahaman sains serta basic English literacy peserta didik untuk menentukan langkah selanjutnya.																																								
4	• Guru melakukan pengamatan selama diskusi berlangsung. Hasil pengamatan berupa jawaban peserta didik dan partisipasi peserta didik dalam diskusi dapat dicatat dalam jurnal untuk ditinjau kembali • Guru memeriksa kelengkapan lembar pengamatan peserta didik • Asesmen ini dibuat Individu, kelompok, performa dan tertulis- formatif dan sumatif Students Name: _____ <table><tr><th>FOCUS</th><th>Very Good (4)</th><th>Good (3)</th><th>Fair (2)</th><th>Poor (1)</th></tr><tr><td>Genre</td><td></td><td></td><td></td><td></td></tr><tr><td>Text structure</td><td></td><td></td><td></td><td></td></tr><tr><td>Accuracy</td><td></td><td></td><td></td><td></td></tr><tr><td>Vocabulary</td><td></td><td></td><td></td><td></td></tr><tr><td>Mechanics</td><td></td><td></td><td></td><td></td></tr><tr><td>TOTAL</td><td></td><td></td><td></td><td></td></tr><tr><td>Overall comments</td><td colspan="4"></td></tr></table> Nilai total 12 = 100 points 1. PENILAIAN SIKAP (CIVIC DISPOSITION) Indikator sikap didasarkan pada hasil pengamatan terhadap peserta didik, baik pengamatan langsung maupun pengamatan tidak langsung. Pengamatan langsung dilakukan guru dalam setiap pertemuan terhadap peserta didik dalam menjalani kegiatan pembelajaran. Sedangkan pengamatan tidak langsung didasarkan pada laporan menyangkut sikap peserta didik sehari-hari baik di rumah, sekolah, maupun masyarakat yang telah terkonfirmasi.		FOCUS	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Genre					Text structure					Accuracy					Vocabulary					Mechanics					TOTAL					Overall comments				
FOCUS	Very Good (4)	Good (3)	Fair (2)	Poor (1)																																						
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Mechanics																																										
TOTAL																																										
Overall comments																																										

Indikator sikap dapat mengacu pada empat ranah kecerdasan, yakni kecerdasan spiritual-kultural (olah hati/SQ), kecerdasan intelektual (olah pikir/IQ), kecerdasan fisikal-mental (olah raga/AQ), serta kecerdasan emosi-sosial(olah rasa dan karsa/EQ).

Jujur, rajin beribadah, dan menjauhi larangan agama merupakan indikator sikap spiritual. Partisipasi dan ketekunan belajar menjadi indikator sikap intelektual. Bersih, disiplin, dan tanggung jawab adalah indikator sikap mental. Sedangkan ramah, antusias, dan kolaborasi termasuk indikator sikap emosi-sosial.

Pelaksanaan penilaian sikap dalam dua kategori. Kategori pertama penilaian sikap adalah yang dilakukan setiap akhir pertemuan yang berarti sebanyak 36 kali dalam satu semester. Adapun kategori kedua yang dilakukan secara berkala per semester berdasarkan hasil pengamatan langsung maupun tidak langsung yang telah terverifikasi terlebih dahulu.

Penilaian menggunakan empat tingkat, yakni Baik Sekali (A=4), Baik(B=3), Sedang (C=2), serta Kurang (D=1). Untuk penilaian sikap di setiap akhir pertemuan dilakukan dengan merangkum seluruh aspek sikap, dan dapat menggunakan format sebagai berikut:

TABEL PENILAIAN SIKAP

No	Nama	Pertemuan dan Nilai (A=4, B=3, C=2, D=1)						Rata rata
		1	2	3	4	12	Jumlah	
1		4	3	3	2	3	39	3.25/B
2		3	4	4	4	4	46	3.8/A
3								
4								
5								
Dst.		2	4	3	2	4	35	2.9/B

Adapun penilaian sikap secara berkala per semester dapat dilakukan dengan format sebagai berikut:

TABEL PENILAIAN SIKAP BERKALA

No	Nama	Nilai (A, B, C, dan D)					Catatan
		Spiritual	Intelektual	Fisikal Mental	Emosi Sosial	Rata-rata	
1							
2							

3							
4							
5							
6							

Nilai sikap pada akhir semester = (Nilai rata-rata per pertemuan + Nilai berkala rata-rata)/2.

2. **PENILAIAN KETERAMPILAN (CIVIC SKILLS)**

Penilaian keterampilan dilakukan juga berdasar pengamatan guru terutama terhadap keterampilan peserta didik dalam menjalani kegiatan pembelajaran disekolah. Penilaian didasarkan pada keterampilan-keterampilan sesuai contoh indikator di bawah ini atau indikator lain yang relevan dapat ditentukan masing-masing guru.

Indikator keterampilan antara lain adalah kemampuan menyampaikan hasil diskusi kelompok secara tegas dan lugas; kemampuan mengomunikasikan ide dan gagasan dengan terarah dan sistematis; kemampuan merespons pertanyaan yang pada sesi diskusi; atau lainnya. Adapun pelaksanaan penilaian keterampilan dilakukan di setiap akhir pertemuan yang menuntut adanya penilaian keterampilan, dengan menggunakan empat tingkat penilaian, yakni Baik Sekali (A=4), Baik (B=3), Sedang (C=2), serta Kurang (D=1)

TABEL PEDOMAN PENILAIAN ASPEK KETERAMPILAN

Nama Peserta Didik:

No	Indikator	Pertemuan dan Nilai (A, B, C, D)						
		1	2	3	4	5	ds t	Rat a- rata
1	Mampu menyampaikan hasil diskusi kelompok secara tegas dan lugas							
2	Mampu mengomunikasikan ide dan gagasan dengan terarah dan sistematis							
3	Mampu merespons pertanyaan yang pada sesi diskusi							
ds t								
Nilai Akhir								

3. **PENILAIAN PENGETAHUAN (CIVIC**

KNOWLEDGE)																										
Penilaian pengetahuan dilakukan untuk mengukur keberhasilan peserta didik dalam memahami materi yang dipelajari dalam setiap pertemuan, seperti yang tersebut dalam bagian uji kompetensi. Guru dapat menilai dari setiap aktivitas dalam pembelajaran. Guru dapat menilai kemampuan peserta didik dalam menjawab pertanyaan atau menganalisa persoalan. Guru dapat memberi skor pada setiap tugas dan keaktifan peserta didik dalam menjawab dan berpartisipasi dalam kegiatan pembelajaran. Penilaian dilakukan secara kuantitatif dengan rentang 0–100.																										
J. PENGAYAAN DAN REMEDIAL																										
Enrichment: Show and Tell Kegiatan ini adalah pengayaan bagi peserta didik yang siap untuk melakukannya. Kegiatan ini dapat diadaptasi sesuai dengan lingkungan dan peralatan yang dimiliki peserta didik. 1. Peserta didik diminta untuk memilih salah satu makanan atau minuman yang sangat disukainya. Peserta didik memotret makanan atau minuman tersebut dan menempelkannya pada kertas karton. 2. Guru meminta peserta didik menunjukkannya kepada kelas dan mendeskripsikan makanan atau minuman kesukaannya.																										
K. REFLEKSI GURU DAN PESERTA DIDIK																										
LEMBAR REFLEKSI PESERTA DIDIK Nama : _____ Kelas : _____ Semester : _____ <table border="1"> <thead> <tr> <th>NO</th><th>PERTANYAAN</th><th>JAWABAN</th></tr> </thead> <tbody> <tr> <td>1</td><td>Apa yang sudah dipelajari hari ini?</td><td></td></tr> <tr> <td>2</td><td>Apakah Kegiatan hari ini menarik?</td><td></td></tr> <tr> <td>3</td><td>Hal apa yang paling disenangi dari kegiatan tersebut?</td><td></td></tr> <tr> <td>4</td><td>Bagian mana dari materi yang kalian rasapaling sulit</td><td></td></tr> <tr> <td>5</td><td>Adakah yang belum kalian pahami ?</td><td></td></tr> </tbody> </table> TABEL REFLEKSI GURU <table border="1"> <thead> <tr> <th>NO</th><th>PERTANYAAN</th><th>JAWABAN</th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td></tr> </tbody> </table>			NO	PERTANYAAN	JAWABAN	1	Apa yang sudah dipelajari hari ini?		2	Apakah Kegiatan hari ini menarik?		3	Hal apa yang paling disenangi dari kegiatan tersebut?		4	Bagian mana dari materi yang kalian rasapaling sulit		5	Adakah yang belum kalian pahami ?		NO	PERTANYAAN	JAWABAN			
NO	PERTANYAAN	JAWABAN																								
1	Apa yang sudah dipelajari hari ini?																									
2	Apakah Kegiatan hari ini menarik?																									
3	Hal apa yang paling disenangi dari kegiatan tersebut?																									
4	Bagian mana dari materi yang kalian rasapaling sulit																									
5	Adakah yang belum kalian pahami ?																									
NO	PERTANYAAN	JAWABAN																								

1	Apakah gaya penyampaian materi mampu ditangkap oleh pemahaman peserta didik?	
2	Apakah pemilihan metode pembelajaran sudah efektif untuk menerjemahkan tujuan pembelajaran?	
3	Apakah pelaksanaan pembelajaran tidak keluar dari norma-norma?	
4	Apakah peserta didik mencapai tujuan pembelajaran?	
5	Apakah kesulitan yang dialami peserta didik sehingga tidak mencapai tujuan pembelajaran, hal apa yang dilakukan guru untuk membantu peserta didik tersebut?	

L. LAMPIRAN -LAMPIRAN

Lampiran 1

LINK LIVEWORKSHEET

1. Pertemuan ke-1: <https://shorturl.at/KPHik>
2. Pertemuan ke-2: <https://shorturl.at/Kmhqt>
3. Pertemuan ke-3: <https://shorturl.at/6LA8s>
4. Pertemuan ke-4: <https://shorturl.at/tyocC>
5. Pertemuan ke-5: <https://shorturl.at/MDnIA>
6. Pertemuan ke-6: <https://shorturl.at/Ixi7X>
7. Project : <https://shorturl.at/vPLV5>

Appendix 8 Blueprint of Post-Test

No	Learning Outcomes (<i>Capaian Pembelajaran/CP</i>)	Basic Competency	Indicators	Level of cognitive				Total
				C1	C2	C3	C6	
1.	Elements of Reading-Viewing: <i>By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres.</i>	3.7 Know and understand the use of simple vocabulary and sentences related to food and drink correctly and in context	• Identifying vocabulary related to food and drink.	1, 3, 4				3
			• Inferring the meaning of words or sentences about food and drink		2			1
			• Determine the meaning of simple sentences about food and drink related to daily context whether it is true or false			9, 10, 11, 12, 13		4
2.	Elements of Reading-Viewing: <i>By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable</i>	3.8 Understand and obtain information from the reading	• Identify implicit information from the text		6, 7			2
			• Inferring explicit information from the text		5, 8			2

	<i>structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres.</i>							
3.	Elements of Writing-Presenting: <i>By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. They include basic information and detail, and also vary their sentence construction in their writing.</i>	4.2 Write simple sentences involving words and phrase related to food and drink	- Rearrange non-consecutive words into correct sentence - The students write several information related to food and drink				17, 18, 19, 20	4
							13, 14, 15, 16	4
	Total Numbers of Items							20

Appendix 9 Post-test Instrument

A. Please choose options a, b, c, or d to answer each question below!

1. Which of the following is the main ingredient for fried rice?
 - a. Sugar
 - b. Egg
 - c. Milk
 - d. Rice
2. Dino: "I love bananas fritters, it's so **crunchy**"
What is crunchy means?
 - a. Soft and sweet
 - b. Hard and crispy
 - c. Sour and bitter
 - d. Smooth and thick
3. What is the main ingredient of mango juice?
 - a. Carrot
 - b. Mango
 - c. Tomato
 - d. Durian
4. Pay attention to the following picture!



What picture is this?

- a. Cake
- b. Pudding
- c. Pizza
- d. Tea

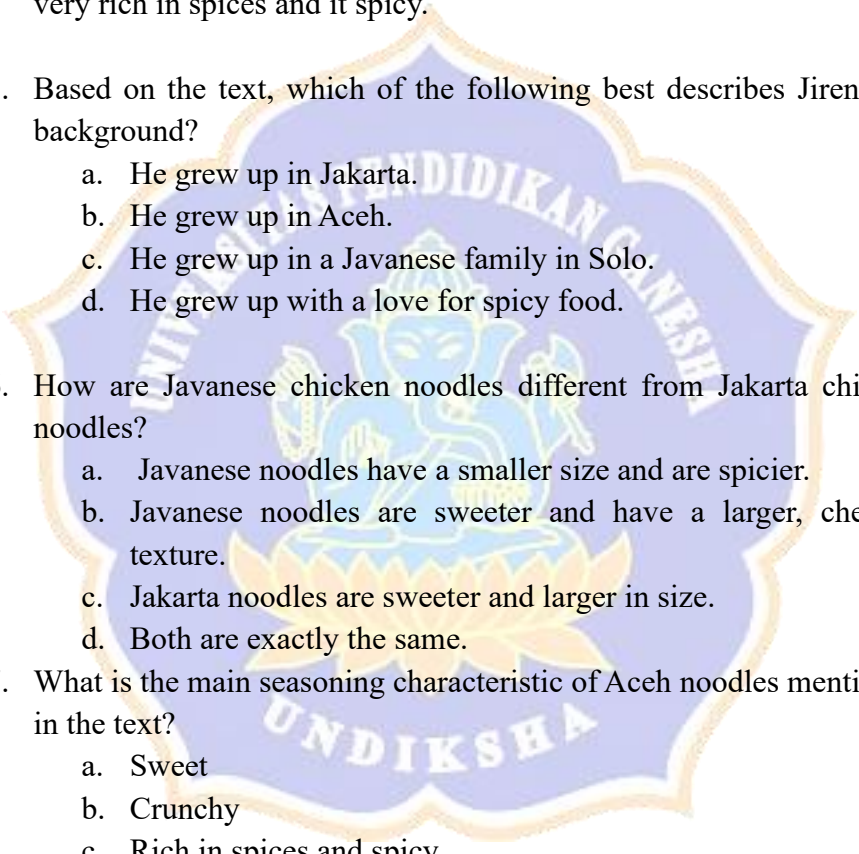
Text for number 5 to 8

My name is Jirendra. I grew up in a Javanese family in Solo. The taste Solo cuisine is very attached to my tongue.

My favorite food is chicken noodle. There are many types of chicken noodles. Chicken noodles in Jakarta usually has noodles with a smaller size, a savory taste with a delicious broth.

Meanwhile, Javanese chicken noodles have a larger and chewier texture. It uses soy sauce chicken, and have sweeter taste.

In contrast to the Aceh noodles, Aceh noodles use a slightly larger type of noodle with a chewy texture- the Aceh noodle seasoning is very rich in spices and it spicy.

- 
5. Based on the text, which of the following best describes Jirendra's background?
 - a. He grew up in Jakarta.
 - b. He grew up in Aceh.
 - c. He grew up in a Javanese family in Solo.
 - d. He grew up with a love for spicy food.
 6. How are Javanese chicken noodles different from Jakarta chicken noodles?
 - a. Javanese noodles have a smaller size and are spicier.
 - b. Javanese noodles are sweeter and have a larger, chewier texture.
 - c. Jakarta noodles are sweeter and larger in size.
 - d. Both are exactly the same.
 7. What is the main seasoning characteristic of Aceh noodles mentioned in the text?
 - a. Sweet
 - b. Crunchy
 - c. Rich in spices and spicy
 - d. Bitter.
 8. According to the text, which type of noodle does not have a sweet taste?
 - a. Aceh noodles.
 - b. Javanese chicken noodles.
 - c. Jakarta chicken noodles.
 - d. Both Jakarta and Javanese noodles.

B. Please read each sentence carefully and decide whether it is 'True' or 'False'

- 9. Sugar is an ingredient often used to make sweet foods. (True/False)
- 10. A knife is used for frying food. (True/False)
- 11. Salad is usually made of fruits or vegetables. (True/False)
- 12. An oven is used for baking food. (True/False)

C. Please write the answer to the following question

- 13. What is your favorite food?
- 14. Mention two ingredients used to make tea!
- 15. What tool do you use to fry food?
- 16. Mention three ingredients needed to make Blackforest cake!

D. Please arrange the words into appropriate sentences

- 17. cook – I – a – of – glass – rice
- 18. cake – the – was – delicious – very
- 19. favorite – bread – my – is – snack
- 20. cutting – board – a – for – is – chopping – the – cucumber



Lembar Jawaban Post-Test Kelas 7 SMP Ayodhya Pura Selat

A. Objective

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

B. True or False

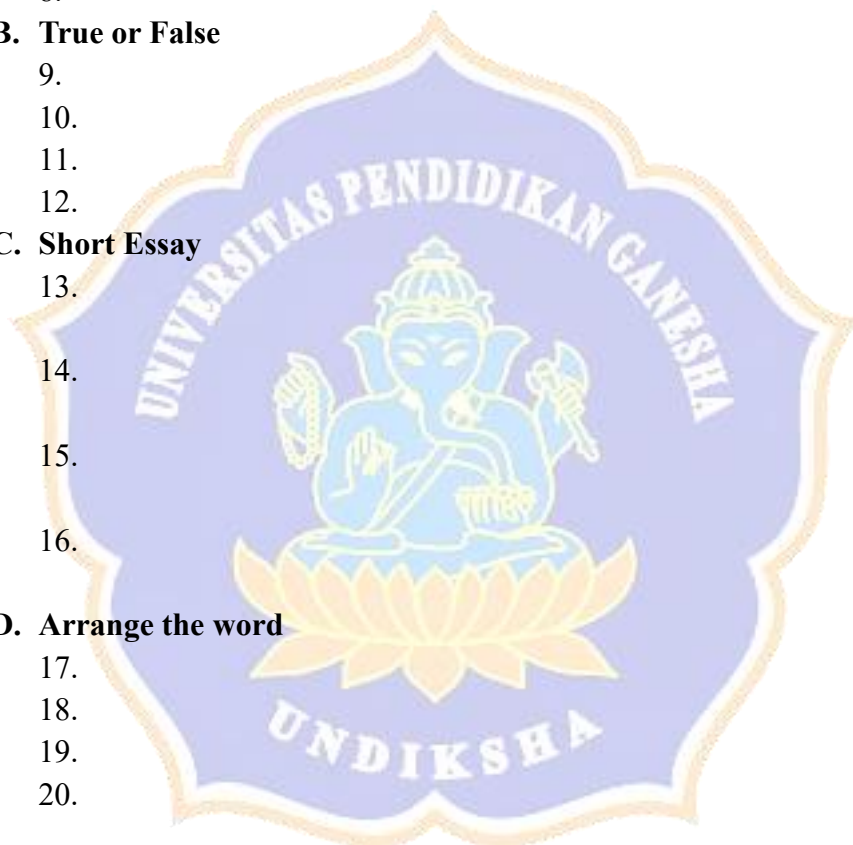
- 9.
- 10.
- 11.
- 12.

C. Short Essay

- 13.
- 14.
- 15.
- 16.

D. Arrange the word

- 17.
- 18.
- 19.
- 20.



Appendix 10 Expert Judgement

1) Prof. Dr. Ni Nyoman Padmadewi, M.A.

EXPERT JUDGEMENT OF LESSON PLAN FOR CONTROL GROUP INSTRUMENT

Expert Judge I : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP : 196202021988032001
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the lesson plan for control group in teaching English basic literacy for 7th grade students at SMP Ayodhya Pura Selat, which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Liveworksheets in Teaching Basic English Literacy At 7th Grade Students of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The following has presented several statement items related to the Lesson plan for teaching basic English literacy for 7th grade students at SMP Ayodhya Pura Selat. The statement is divided into three subs, namely the usability of the media, the material, and the benefits of the application. The total number of statements are 10 items.

The assessment consists of two alternatives.

Relevant: If the instrument is relevant with the aspect being assessed

Not Relevant: If the instrument is not relevant with the aspects being assessed

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Aspect of instrument	Relevant	Irrelevant
1.	The components of the lesson plan include clear objectives, steps, and learning assessment.	✓	

2.	The material presented is accurate, relevant, and appropriate for seventh grade students.	✓	
3.	The instructions and explanations are clear, concise, and age-appropriate.	✓	
4.	The language used in the lesson plan is clear, concise, and age-appropriate.	✓	
5.	Effective integration of worksheets or traditional books to support the learning process	✓	
6.	The learning strategies are suitable for promoting basic English literacy skills	✓	
7.	The lesson plan is well-structured with logical-flow of activities.	✓	
8.	The activities in the lesson plan were encourages student engagement and active participation	✓	
9.	Time allocation for each activity is appropriate.	✓	
10.	Learning resources and materials support the objectives.	✓	
Suggestion & Feedback: Check grammar one more time to endure its accuracy			

Singaraja, 24 October 2024
Expert Judge I



Prof. Dr. Ni Nyoman Padmadewi, M.A
NIP.196202021988032001

EXPERT JUDGEMENT OF LESSON PLAN FOR EXPERIMENTAL GROUP INSTRUMENT

Expert Judge I : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP : 196202021988032001
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the lesson plan for experimental group in teaching English basic literacy for 7th grade students at SMP Ayodhya Pura Selat using learning media in the form of Liveworksheets, which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Liveworksheets in Teaching Basic English Literacy At 7th Grade Students of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The following has presented several statement items related to the Lesson plan for teaching basic English literacy for 7th grade students at SMP Ayodhya Pura Selat using learning media in the form of Liveworksheets. The statement is divided into three subs, namely the usability of the media, the material, and the benefits of the application. The total number of statements are 10 items.

The assessment consists of two alternatives.

Relevant: If the instrument is relevant with the aspect being assessed

Not Relevant: If the instrument is not relevant with the aspects being assessed

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Aspect of instrument	Relevant	Irrelevant
1.	The components of the lesson plan include clear objectives, steps, and learning assessment.	✓	
2.	The material presented is accurate, relevant, and appropriate for seventh grade students.	✓	

3.	The instructions and explanations are clear, concise, and age-appropriate.	✓	
4.	The language used in the lesson plan is clear, concise, and age-appropriate.	✓	
5.	Effective integration of Liveworksheets to support the learning process	✓	
6.	The learning strategies are suitable for promoting basic English literacy skills	✓	
7.	The lesson plan is well-structured with logical-flow of activities.	✓	
8.	The activities in the lesson plan were encourages student engagement and active participation	✓	
9.	Time allocation for each activity is appropriate.	✓	
10.	Learning resources and materials, including Liveworksheets, support the objectives.	✓	
Suggestion & Feedback: Check the grammar			

Singaraja, 24 October 2024
Expert Judge I



Prof. Dr. Ni Nyoman Padmadewi, M.A
NIP.196202021988032001

EXPERT JUDGEMENT OF LEARNING MEDIA

Expert Judge I : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP : 196202021988032001
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the Liveworksheet learning media to improve English basic literacy for 7th grade students at SMP Ayodhya Pura Selat. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Effectiveness of Implementing Liveworksheets in Teaching English Basic Literacy At 7th Grade Students Of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance. The learning media could assessed through following links below:

Meeting 1:

<https://www.liveworksheets.com/w/en/english2112021015/7903773>

Meeting 2:

<https://www.liveworksheets.com/w/en/english21120210151/7904120>

Meeting 3:

<https://www.liveworksheets.com/w/en/english211202101211/7904305>

Meeting 4:

<https://www.liveworksheets.com/w/en/english21120210151111/7904423>

Meeting 5:

<https://www.liveworksheets.com/w/en/unit-3-secret-recipe/7904774>

Meeting 6:

<https://www.liveworksheets.com/w/en/english-211202101010/7905296>

Project:

<https://www.liveworksheets.com/w/en/english2112021011117/7905304>

INSTRUCTIONS

The following has presented several statement items related to the Liveworksheet learning media to improve English basic literacy for 7th grade students at SMP Ayodhya Pura Selat. The statement is divided into three subs,

namely the usability of the media, the material, and the benefits of the application. The total number of statements are 10 items.

The assessment consists of two alternatives.

Relevant: If the instrument is relevant with the aspect being assessed

Not Relevant: If the instrument is not relevant with the aspects being assessed

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Aspect of instrument	Relevant	Irrelevant
1.	The Liveworksheet media is easy to access and use.	✓	
2.	The Liveworksheet media can be accessed on multiple devices (computer, tablet, smartphone).	✓	
3.	The Liveworksheet media has an attractive display.	✓	
4.	The features in Liveworksheet media are interactive and functional.	✓	
5.	The Liveworksheet includes various media (images, audio, video).	✓	
6.	The presented material and instruction are easy to understand.	✓	
7.	The activities in Liveworksheet incorporates material that support basic literacy development (reading, writing, listening, and obtain information from the content).	✓	
8.	The activities in Liveworksheet help students expand their vocabulary.	✓	
9.	The interactive Liveworksheet can attract students' interest in learning.	✓	
10.	The Liveworksheet helps teachers to improve students' basic English literacy.	✓	
Suggestion & Feedback: Check grammar one more time to ensure accuracy			

Singaraja, 24 October 2024
Expert Judge I



Prof. Dr. Ni Nyoman Padmadewi, M.A
NIP.196202021988032001



EXPERT JUDGEMENT OF POST-TEST

Expert Judge I : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP : 196202021988032001
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the post-test instrument for collecting the data and measure students' basic literacy that is conducted after the treatment. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Effectiveness of Implementing Liveworksheets in Teaching English Basic Literacy At 7th Grade Students Of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The assessment consists of two alternatives.

Relevant: If the instrument is relevant.

Not Relevant: If the instrument is not relevant.

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

Multiple Choice				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	Which of the following is the main ingredient for fried rice? a. Sugar b. Egg c. Milk d. Rice	✓		
2.	Dino: "I love bananas fritters, it's so crunchy " What is crunchy means? a. Soft and sweet b. Hard and crispy c. Sour and bitter d. Smooth and thick	✓		

3.	What is the main ingredient of mango juice? a. Carrot b. Mango c. Tomato d. Durian	✓		
4.	Pay attention to the following picture!  What picture is this? a. Cake b. Pudding c. Pizza d. Tea	✓		
5.	<i>Text for number 5 to 8</i> My name is Jirendra. I grew up in a Javanese family in Solo. The taste Solo cuisine is very attached to my tongue. My favorite food is chicken noodle. There are many types of chicken noodles. Chicken noodles in Jakarta usually has noodles with a smaller size, a savory taste with a delicious broth. Meanwhile, Javanese chicken noodles have a larger and chewier texture. It uses soy sauce chicken, and have sweeter taste. In contrast to the Aceh noodles, Aceh noodles use a slightly larger type of noodle with a chewy texture- the	✓		

	Aceh noodle seasoning is very rich in spices and it spicy. Based on the text, which of the following best describes Jirendra's background? - He grew up in Jakarta. - He grew up in Aceh. - He grew up in a Javanese family in Solo. - He grew up with a love for spicy food.			
6.	How are Javanese chicken noodles different from Jakarta chicken noodles? - Javanese noodles have a smaller size and are spicier. - Javanese noodles are sweeter and have a larger, chewier texture. - Jakarta noodles are sweeter and larger in size. - Both are exactly the same.	✓		
7.	What is the main seasoning characteristic of Aceh noodles mentioned in the text? - Sweet - Crunchy - Rich in spices and spicy - Bitter.	✓		
8.	According to the text, which type of noodle does not have a sweet taste? - Aceh noodles. - Javanese chicken noodles. - Jakarta chicken noodles.	✓		

	d. Both Jakarta and Javanese noodles.			
Key Answer 1. D 2. B 3. B 4. B 5. C 6. B 7. C 8. A				

True or False				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	Sugar is an ingredient often used to make sweet foods. (True/False)	✓		
2.	A knife is used for frying food. (True/False)	✓		
3.	Salad is usually made of fruits or vegetables. (True/False)	✓		
4.	An oven is used for baking food. (True/False)	✓		
Key Answer 1. True 2. False 3. True 4. True				

Short Essay				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	What is your favorite food?	✓		
2.	Mention two ingredients used to make tea!	✓		
3.	What tool do you use to fry food?	✓		
4.	Mention three ingredients needed to make Blackforest cake!	✓		
Key Answer 1. My favorite food is				

2. Tea, hot water, sugar, cold water
3. Oil, pan
4. Egg, sugar, flour, a bar of chocolate, milk

True or False				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	cook – I – a – of – glass – rice	✓		
2.	cake – the – was – delicious – very	✓		
3.	favorite – bread – my – is – snack	✓		
4.	cutting – board – a – for – is – chopping – cucumber	✓		
Key Answer 1. I cook a glass of rice 2. The cake was very delicious 3. My favorite snack is bread 4. The cutting board is for chopping a cucumber				

Singaraja, 24 October 2024
Expert Judge I



Prof. Dr. Ni Nyoman Padmadewi, M.A

NIP.196202021988032001

EXPERT JUDGEMENT OF LESSON PLAN FOR CONTROL GROUP INSTRUMENT

Expert Judge I : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP : 196202021988032001
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the lesson plan for control group in teaching English basic literacy for 7th grade students at SMP Ayodhya Pura Selat, which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Liveworksheets in Teaching Basic English Literacy At 7th Grade Students of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The following has presented several statement items related to the Lesson plan for control group in teaching basic English literacy for 7th grade students at SMP Ayodhya Pura Selat. The total number of statements are 10 items.

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Aspect of instrument	Scale				
		1	2	3	4	5
1.	The components of the lesson plan include clear objectives, steps, and learning assessment.					✓
2.	The material presented is accurate, relevant, and appropriate for seventh grade students.					✓
3.	The instructions and explanations are clear, concise, and age-appropriate.				✓	
4.	The language used in the lesson plan is clear, concise, and age-appropriate.				✓	
5.	Effective integration of worksheets or traditional books to support the learning process					✓

6.	The learning strategies are suitable for promoting basic English literacy skills				✓	
7.	The lesson plan is well-structured with logical-flow of activities.					✓
8.	The activities in the lesson plan were encourages student engagement and active participation				✓	
9.	Time allocation for each activity is appropriate.				✓	
10.	Learning resources and materials support the objectives.				✓	
Total Score		44				
Suggestion & Feedback:						
Check the grammar to make sure its accuracy						

Singaraja, 24 October 2024
Expert Judge I



Prof. Dr. Ni Nyoman Padmadewi, M.A
NIP.196202021988032001

EXPERT JUDGEMENT OF LESSON PLAN FOR EXPERIMENTAL GROUP INSTRUMENT

Expert Judge I : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP : 196202021988032001
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the lesson plan for experimental group in teaching English basic literacy for 7th grade students at SMP Ayodhya Pura Selat using learning media in the form of Liveworksheets, which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Liveworksheets in Teaching Basic English Literacy At 7th Grade Students of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The following has presented several statement items related to the Lesson plan for teaching basic English literacy for 7th grade students at SMP Ayodhya Pura Selat using learning media in the form of Liveworksheets. The total number of statements are 10 items.

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Aspect of instrument	Scale				
		1	2	3	4	5
1.	The components of the lesson plan include clear objectives, steps, and learning assessment.					✓
2.	The material presented is accurate, relevant, and appropriate for seventh grade students.					✓
3.	The instructions and explanations are clear, concise, and age-appropriate.				✓	
4.	The language used in the lesson plan is clear, concise, and age-appropriate.				✓	

5.	Effective integration of Liveworksheets to support the learning process				✓	
6.	The learning strategies are suitable for promoting basic English literacy skills					✓
7.	The lesson plan is well-structured with logical-flow of activities.				✓	
8.	The activities in the lesson plan were encourages student engagement and active participation					✓
9.	Time allocation for each activity is appropriate.					✓
10.	Learning resources and materials, including Liveworksheets, support the objectives.				✓	
Total Score		43				
Suggestion & Feedback:						
Check the grammar to ensure its accuracy						

Singaraja, 24 October 2024
Expert Judge I



Prof. Dr. Ni Nyoman Padmadewi, M.A
NIP.196202021988032001

EXPERT JUDGEMENT OF LEARNING MEDIA

Expert Judge I : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP : 196202021988032001
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the Liveworksheet learning media to improve English basic literacy for 7th grade students at SMP Ayodhya Pura Selat. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Effectiveness of Implementing Liveworksheets in Teaching English Basic Literacy At 7th Grade Students of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance. The learning media could be assessed through following links below:

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Meeting 4:

<https://www.liveworksheets.com/w/en/english21120210151111/7904423>

Meeting 5:

<https://www.liveworksheets.com/w/en/unit-3-secret-recipe/7904774>

Meeting 6:

<https://www.liveworksheets.com/w/en/english-211202101010/7905296>

Project:

<https://www.liveworksheets.com/w/en/english2112021011117/7905304>

INSTRUCTIONS

The following has presented several statement items related to the Liveworksheet learning media to improve English basic literacy for 7th grade

students at SMP Ayodhya Pura Selat. The statement is divided into three subs, namely the usability of the media, the material, and the benefits of the application. The total number of statements are 10 items.

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Aspect of instrument	Scale				
		1	2	3	4	5
1.	The Liveworksheet media is easy to access and use.					✓
2.	The Liveworksheet media can be accessed on multiple devices (computer, tablet, smartphone).					✓
3.	The Liveworksheet media has an attractive display.				✓	
4.	The features in Liveworksheet media are interactive and functional.				✓	
5.	The Liveworksheet includes various media (images, audio, video).				✓	
6.	The presented material and instruction are easy to understand.				✓	
7.	The activities in Liveworksheet incorporates material that support basic literacy development (reading, writing, listening, and obtain information from the content).				✓	
8.	The activities in Liveworksheet help students expand their literacy.				✓	
9.	The interactive Liveworksheet can attract students' interest in learning.					✓
10.	The Liveworksheet helps teachers to improve students' basic English literacy.				✓	
Total Score		43				
Suggestion & Feedback: Check the grammar to ensure it accuracy						

Singaraja, 24 October 2024
Expert Judge I



Prof. Dr. Ni Nyoman Padmadewi, M.A

NIP.196202021988032001



EXPERT JUDGEMENT OF POST-TEST

Expert Judge II : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP : 196202021988032001
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the post-test instrument for collecting the data and measure students' basic literacy that is conducted after the treatment. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Effectiveness of Implementing Liveworksheets in Teaching English Basic Literacy At 7th Grade Students Of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The assessment consists of two alternatives.

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

Multiple Choice							
No	Item of Instrument	Scale					Description
		1	2	3	4	5	
1	Which of the following is the main ingredient for fried rice? e. Sugar a. Egg b. Milk c. Rice					✓	
2	Dino: “I love bananas fritters, it’s so crunchy ” What is crunchy means? a. Soft and sweet b. Hard and crispy c. Sour and bitter d. Smooth and thick					✓	
3	What is the main ingredient of mango juice? a. Carrot b. Mango					✓	

	c. Tomato d. Durian						
4	Pay attention to the following picture!  What picture is this? a. Cake b. Pudding c. Pizza d. Tea					✓	
5	<i>Text for number 5 to 8</i> My name is Jirendra. I grew up in a Javanese family in Solo. The taste Solo cuisine is very attached to my tongue. My favorite food is chicken noodle. There are many types of chicken noodles. Chicken noodles in Jakarta usually has noodles with a smaller size, a savory taste with a delicious broth. Meanwhile, Javanese chicken noodles have a larger and chewier texture. It uses soy sauce chicken, and have sweeter taste. In contrast to the Aceh noodles, Aceh noodles use a slightly larger type of noodle with a chewy texture- the Aceh noodle seasoning is very rich in spices and it spicy.					✓	

	Based on the text, which of the following best describes Jirendra's background? a. He grew up in Jakarta. b. He grew up in Aceh. c. He grew up in a Javanese family in Solo. d. He grew up with a love for spicy food.						
6	How are Javanese chicken noodles different from Jakarta chicken noodles? a. Javanese noodles have a smaller size and are spicier. b. Javanese noodles are sweeter and have a larger, chewier texture. c. Jakarta noodles are sweeter and larger in size. d. Both are exactly the same.					✓	
7	What is the main seasoning characteristic of Aceh noodles mentioned in the text? a. Sweet b. Crunchy c. Rich in spices and spicy d. Bitter.					✓	
8	According to the text, which type of noodle does not have a sweet taste? a. Aceh noodles. b. Javanese chicken noodles. c. Jakarta chicken noodles. d. Both Jakarta and Javanese noodles.					✓	
Total Score		40					
Key Answer							
1. D							
2. B							
3. B							

4. B
5. C
6. B
7. C
8. A

True or False							
No	Item of Instrument	Scale					Description
		1	2	3	4	5	
1	Sugar is an ingredient often used to make sweet foods. (True/False)					✓	
2	A knife is used for frying food. (True/False)					✓	
3	Salad is usually made of fruits or vegetables. (True/False)					✓	
4	An oven is used for baking food. (True/False)					✓	
Total Score		20					
Key Answer							
1. True							
2. False							
3. True							
4. True							

Short Essay							
No	Item of Instrument	Scale					Description
		1	2	3	4	5	
1	What is your favorite food?					✓	
2	Mention two ingredients used to make tea!					✓	
3	What tool do you use to fry food?				✓		
4	Mention three ingredients needed to make Blackforest cake!					✓	
Total Score		19					
Key Answer							
1. My favorite food is							
2. Tea, hot water, sugar, cold water							

3. Oil, pan
4. Egg, sugar, flour, a bar of chocolate, milk

Arrange Sentence							
No	Item of Instrument	Scale					Description
		1	2	3	4	5	
1	cook – I – a – of – glass – rice					✓	
2	cake – the – was – delicious – very				✓		
3	favorite – bread – my – is – snack					✓	
4	cutting – board – a – for – is – chopping – cucumber				✓		
Total Score		19					
Key Answer 1. I cook a glass of rice 2. The cake was very delicious 3. My favorite snack is bread 4. The cutting board is for chopping a cucumber							

Singaraja, 24 October 2024
Expert Judge I



Prof. Dr. Ni Nyoman Padmadewi, M.A
NIP.196202021988032001

2) Putu Yuliantini, S.Pd.

**EXPERT JUDGEMENT OF LESSON PLAN FOR CONTROL
GROUP INSTRUMENT**

Expert Judge II : Putu Yuliantini, S.Pd.
Position : English Teacher
Institution : SMP Ayodhya Pura Selat

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the lesson plan for control group in teaching English basic literacy for 7th grade students at SMP Ayodhya Pura Selat, which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Liveworksheets in Teaching Basic English Literacy At 7th Grade Students of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The following has presented several statement items related to the Lesson plan for teaching basic English literacy for 7th grade students at SMP Ayodhya Pura Selat. The statement is divided into three subs, namely the usability of the media, the material, and the benefits of the application. The total number of statements are 10 items.

The assessment consists of two alternatives.

Relevant: If the instrument is relevant with the aspect being assessed

Not Relevant: If the instrument is not relevant with the aspects being assessed

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Aspect of instrument	Relevant	Irrelevant
1.	The components of the lesson plan include clear objectives, steps, and learning assessment.	✓	
2.	The material presented is accurate, relevant, and appropriate for seventh grade students.	✓	
3.	The instructions and explanations are clear, concise, and age-appropriate.	✓	

4.	The language used in the lesson plan is clear, concise, and age-appropriate.	✓	
5.	Effective integration of worksheets or traditional books to support the learning process	✓	
6.	The learning strategies are suitable for promoting basic English literacy skills	✓	
7.	The lesson plan is well-structured with logical-flow of activities.	✓	
8.	The activities in the lesson plan were encourages student engagement and active participation	✓	
9.	Time allocation for each activity is appropriate.	✓	
10.	Learning resources and materials support the objectives.	✓	
Suggestion & Feedback:			

Singaraja, 24 October 2024
Expert Judge II



Putu Yuliantini, S.Pd.

EXPERT JUDGEMENT OF LESSON PLAN FOR EXPERIMENTAL GROUP INSTRUMENT

Expert Judge II : Putu Yuliantini, S.Pd.
Position : English Teacher
Institution : SMP Ayodhya Pura Selat

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the lesson plan for experimental group in teaching English basic literacy for 7th grade students at SMP Ayodhya Pura Selat using learning media in the form of Liveworksheets, which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Liveworksheets in Teaching Basic English Literacy At 7th Grade Students of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The following has presented several statement items related to the Lesson plan for teaching basic English literacy for 7th grade students at SMP Ayodhya Pura Selat using learning media in the form of Liveworksheets. The statement is divided into three subs, namely the usability of the media, the material, and the benefits of the application. The total number of statements are 10 items.

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Not Relevant: If the instrument is not relevant with the aspects being assessed

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Aspect of instrument	Relevant	Irrelevant
1.	The components of the lesson plan include clear objectives, steps, and learning assessment.	✓	

2.	The material presented is accurate, relevant, and appropriate for seventh grade students.	✓	
3.	The instructions and explanations are clear, concise, and age-appropriate.	✓	
4.	The language used in the lesson plan is clear, concise, and age-appropriate.	✓	
5.	Effective integration of Liveworksheets to support the learning process	✓	
6.	The learning strategies are suitable for promoting basic English literacy skills	✓	
7.	The lesson plan is well-structured with logical-flow of activities.	✓	
8.	The activities in the lesson plan were encourages student engagement and active participation	✓	
9.	Time allocation for each activity is appropriate.		✓
10.	Learning resources and materials, including Liveworksheets, support the objectives.	✓	
Suggestion & Feedback: Students need more time to discuss the media			

Singaraja, 24 October 2024
Expert Judge II

Putu Yuliantini, S.Pd.

EXPERT JUDGEMENT OF LEARNING MEDIA

Expert Judge II : Putu Yuliantini, S.Pd.
Position : English Teacher
Institution : SMP Ayodhya Pura Selat

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the Liveworksheet learning media to improve English basic literacy for 7th grade students at SMP Ayodhya Pura Selat. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Effectiveness of Implementing Liveworksheets in Teaching English Basic Literacy At 7th Grade Students Of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance. The learning media could assessed through following links below:

Meeting 1:

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Meeting 2:

<https://www.liveworksheets.com/w/en/english21120210151/7904120>

Meeting 3:

<https://www.liveworksheets.com/w/en/english211202101211/7904305>

Meeting 4:

<https://www.liveworksheets.com/w/en/english21120210151111/7904423>

Meeting 5:

<https://www.liveworksheets.com/w/en/unit-3-secret-recipe/7904774>

Meeting 6:

<https://www.liveworksheets.com/w/en/english-211202101010/7905296>

Project:

<https://www.liveworksheets.com/w/en/english2112021011117/7905304>

INSTRUCTIONS

The following has presented several statement items related to the Liveworksheet learning media to improve English basic literacy for 7th grade students at SMP Ayodhya Pura Selat. The statement is divided into three subs, namely the usability of the media, the material, and the benefits of the application. The total number of statements are 10 items.

The assessment consists of two alternatives.

Relevant: If the instrument is relevant with the aspect being assessed

Not Relevant: If the instrument is not relevant with the aspects being assessed

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Aspect of instrument	Relevant	Irrelevant
1.	The Liveworksheet media is easy to access and use.	✓	
2.	The Liveworksheet media can be accessed on multiple devices (computer, tablet, smartphone).	✓	
3.	The Liveworksheet media has an attractive display.	✓	
4.	The features in Liveworksheet media are interactive and functional.	✓	
5.	The Liveworksheet includes various media (images, audio, video).	✓	
6.	The presented material and instruction are easy to understand.	✓	
7.	The activities in Liveworksheet incorporates material that support basic literacy development (reading, writing, listening, and obtain information from the content).	✓	
8.	The activities in Liveworksheet help students expand their vocabulary.	✓	
9.	The interactive Liveworksheet can attract students' interest in learning.	✓	
10.	The Liveworksheet helps teachers to improve students' basic English literacy.	✓	

Suggestion & Feedback:

The media is very useful for students.

Singaraja, 24 October 2024
Expert Judge II



Putu Yuliantini, S.Pd.



EXPERT JUDGEMENT OF POST-TEST

Expert Judge II : Putu Yuliantini, S.Pd.
Position : English Teacher
Institution : SMP Ayodhya Pura Selat

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the post-test instrument for collecting the data and measure students' basic literacy that is conducted after the treatment. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Effectiveness of Implementing Liveworksheets in Teaching English Basic Literacy At 7th Grade Students Of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The assessment consists of two alternatives.

Relevant: If the instrument is relevant.

Not Relevant: If the instrument is not relevant.

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

Multiple Choice				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	Which of the following is the main ingredient for fried rice? a. Sugar b. Egg c. Milk d. Rice	✓		
2.	Dino: "I love bananas fritters, it's so crunchy " What is crunchy means?	✓		

	a. Soft and sweet b. Hard and crispy c. Sour and bitter d. Smooth and thick			
3.	What is the main ingredient of mango juice? a. Carrot b. Mango c. Tomato d. Durian	✓		
4.	Pay attention to the following picture!  What picture is this? a. Cake b. Pudding c. Pizza d. Tea	✓		
5.	<i>Text for number 5 to 8</i> My name is Jirendra. I grew up in a Javanese family in Solo. The taste Solo cuisine is very attached to my tongue. My favorite food is chicken noodle. There are many types of chicken noodles. Chicken noodles in Jakarta usually has noodles with a smaller size, a savory taste with a delicious broth.	✓		

	Meanwhile, Javanese chicken noodles have a larger and chewier texture. It uses soy sauce chicken, and have sweeter taste. In contrast to the Aceh noodles, Aceh noodles use a slightly larger type of noodle with a chewy texture- the Aceh noodle seasoning is very rich in spices and it spicy. Based on the text, which of the following best describes Jirendra's background? - He grew up in Jakarta. - He grew up in Aceh. - He grew up in a Javanese family in Solo. - He grew up with a love for spicy food.			
6.	How are Javanese chicken noodles different from Jakarta chicken noodles? - Javanese noodles have a smaller size and are spicier. - Javanese noodles are sweeter and have a larger, chewier texture. - Jakarta noodles are sweeter and larger in size. - Both are exactly the same.	✓		

7.	What is the main seasoning characteristic of Aceh noodles mentioned in the text? a. Sweet b. Crunchy c. Rich in spices and spicy d. Bitter.	✓		
8.	According to the text, which type of noodle does not have a sweet taste? a. Aceh noodles. b. Javanese chicken noodles. c. Jakarta chicken noodles. d. Both Jakarta and Javanese noodles.	✓		
Key Answer 1. D 2. B 3. B 4. B 5. C 6. B 7. C 8. A				

True or False				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	Sugar is an ingredient often used to make sweet foods. (True/False)	✓		
2.	A knife is used for frying food. (True/False)	✓		
3.	Salad is usually made of fruits or vegetables. (True/False)	✓		

4.	An oven is used for baking food. (True/False)	✓		
Key Answer 1. True 2. False 3. True 4. True				

Short Essay				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	What is your favorite food?	✓		
2.	Mention two ingredients used to make tea!	✓		
3.	What tool do you use to fry food?	✓		
4.	Mention three ingredients needed to make Blackforest cake!		✓	
Key Answer 5. My favorite food is 6. Tea, hot water, sugar, cold water 7. Oil, pan 8. Egg, sugar, flour, a bar of chocolate, milk				

True or False				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	cook – I – a – of – glass – rice	✓		
2.	cake – the – was – delicious – very	✓		
3.	favorite – bread – my – is – snack	✓		
4.	cutting – board – a – for – is – chopping – cucumber	✓		
Key Answer				

5. I cook a glass of rice
6. The cake was very delicious
7. My favorite snack is bread
8. The cutting board is for chopping a cucumber

Singaraja, 24 October 2024

Expert Judge II



Putu Yuliantini, S.Pd.



EXPERT JUDGEMENT OF LESSON PLAN FOR CONTROL GROUP INSTRUMENT

Expert Judge II : Putu Yuliantini, S.Pd.
Position : English Teacher
Institution : SMP Ayodhya Pura Selat

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the lesson plan for control group in teaching English basic literacy for 7th grade students at SMP Ayodhya Pura Selat, which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Liveworksheets in Teaching Basic English Literacy At 7th Grade Students of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The following has presented several statement items related to the Lesson plan for control group in teaching basic English literacy for 7th grade students at SMP Ayodhya Pura Selat. The total number of statements are 10 items.

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Aspect of instrument	Scale				
		1	2	3	4	5
1.	The components of the lesson plan include clear objectives, steps, and learning assessment.				✓	
2.	The material presented is accurate, relevant, and appropriate for seventh grade students.					✓
3.	The instructions and explanations are clear, concise, and age-appropriate.				✓	

4.	The language used in the lesson plan is clear, concise, and age-appropriate.				✓	
5.	Effective integration of worksheets or traditional books to support the learning process					✓
6.	The learning strategies are suitable for promoting basic English literacy skills				✓	
7.	The lesson plan is well-structured with logical-flow of activities.					✓
8.	The activities in the lesson plan were encourages student engagement and active participation				✓	
9.	Time allocation for each activity is appropriate.				✓	
10.	Learning resources and materials support the objectives.				✓	
Total				43		
Suggestion & Feedback:						

Singaraja, 24 October 2024
Expert Judge II

Putu Yuliantini, S.Pd.

EXPERT JUDGEMENT OF LESSON PLAN FOR EXPERIMENTAL GROUP INSTRUMENT

Expert Judge II : Putu Yuliantini, S.Pd.
Position : English Teacher
Institution : SMP Ayodhya Pura Selat

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the lesson plan for experimental group in teaching English basic literacy for 7th grade students at SMP Ayodhya Pura Selat using learning media in the form of Liveworksheets, which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Liveworksheets in Teaching Basic English Literacy At 7th Grade Students of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The following has presented several statement items related to the Lesson plan for teaching basic English literacy for 7th grade students at SMP Ayodhya Pura Selat using learning media in the form of Liveworksheets. The total number of statements are 10 items.

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Aspect of instrument	Scale				
		1	2	3	4	5
1.	The components of the lesson plan include clear objectives, steps, and learning assessment.					✓
2.	The material presented is accurate, relevant, and appropriate for seventh grade students.					✓

3.	The instructions and explanations are clear, concise, and age-appropriate.				✓	
4.	The language used in the lesson plan is clear, concise, and age-appropriate.				✓	
5.	Effective integration of Liveworksheets to support the learning process					✓
6.	The learning strategies are suitable for promoting basic English literacy skills				✓	
7.	The lesson plan is well-structured with logical-flow of activities.				✓	
8.	The activities in the lesson plan were encourages student engagement and active participation					✓
9.	Time allocation for each activity is appropriate.					✓
10.	Learning resources and materials, including Liveworksheets, support the objectives.				✓	
Total		45				
Suggestion & Feedback:						

Singaraja, 24 October 2024
Expert Judge II



Putu Yuliantini, S.Pd.



EXPERT JUDGEMENT OF LEARNING MEDIA

Expert Judge II : Putu Yuliantini, S.Pd.
Position : English Teacher
Institution : SMP Ayodhya Pura Selat

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the Liveworksheet learning media to improve English basic literacy for 7th grade students at SMP Ayodhya Pura Selat. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Effectiveness of Implementing Liveworksheets in Teaching English Basic Literacy At 7th Grade Students of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance. The learning media could be assessed through following links below:

Meeting 1:

<https://www.liveworksheets.com/w/en/english2112021015/7903773>

Meeting 2:

<https://www.liveworksheets.com/w/en/english21120210151/7904120>

Meeting 3:

<https://www.liveworksheets.com/w/en/english211202101211/7904305>

Meeting 4:

<https://www.liveworksheets.com/w/en/english21120210151111/7904423>

Meeting 5:

<https://www.liveworksheets.com/w/en/unit-3-secret-recipe/7904774>

Meeting 6:

<https://www.liveworksheets.com/w/en/english-211202101010/7905296>

Project:

<https://www.liveworksheets.com/w/en/english2112021011117/7905304>

INSTRUCTIONS

The following has presented several statement items related to the Liveworksheet learning media to improve English basic literacy for 7th grade students at SMP Ayodhya Pura Selat. The statement is divided into three subs, namely the usability of the media, the material, and the benefits of the application. The total number of statements are 10 items.

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

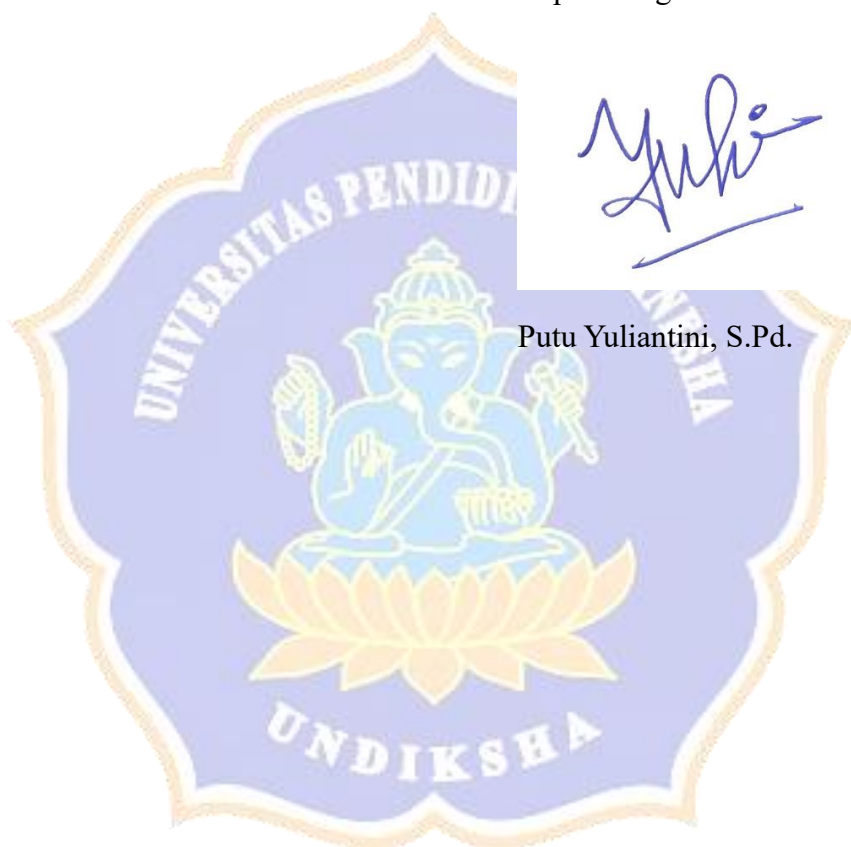
No	Aspect of instrument	Scale				
		1	2	3	4	5
1.	The Liveworksheet media is easy to access and use.				✓	
2.	The Liveworksheet media can be accessed on multiple devices (computer, tablet, smartphone).					✓
3.	The Liveworksheet media has an attractive display.				✓	
4.	The features in Liveworksheet media are interactive and functional.				✓	
5.	The Liveworksheet includes various media (images, audio, video).					✓
6.	The presented material and instruction are easy to understand.				✓	
7.	The activities in Liveworksheet incorporates material that support basic literacy development (reading, writing, listening, and obtain information from the content).				✓	
8.	The activities in Liveworksheet help students expand their vocabulary.					✓
9.	The interactive Liveworksheet can attract students' interest in learning.				✓	

10.	The Liveworksheet helps teachers to improve students' basic English literacy.				✓	
Total		43				
Suggestion & Feedback:						

Singaraja, 24 October 2024
Expert Judge II



Putu Yuliantini, S.Pd.



EXPERT JUDGEMENT OF POST-TEST

Expert Judge II : Putu Yuliantini, S.Pd.
Position : English Teacher
Institution : SMP Ayodhya Pura Selat

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the post-test instrument for collecting the data and measure students' basic literacy that is conducted after the treatment. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Effectiveness of Implementing Liveworksheets in Teaching English Basic Literacy At 7th Grade Students Of SMP Ayodhya Pura Selat" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The assessment consists of two alternatives.

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

Multiple Choice							
No	Item of Instrument	Scale					Descripti on
		1	2	3	4	5	
1	Which of the following is the main ingredient for fried rice? a. Sugar b. Egg c. Milk d. Rice					✓	
2	Dino: “I love bananas fritters, it’s so crunchy ” What is crunchy means? a. Soft and sweet b. Hard and crispy c. Sour and bitter d. Smooth and thick					✓	

3	What is the main ingredient of mango juice? a. Carrot b. Mango c. Tomato d. Durian					✓	
4	Pay attention to the following picture!  What picture is this? a. Cake b. Pudding c. Pizza d. Tea					✓	
5	<i>Text for number 5 to 8</i> My name is Jirendra. I grew up in a Javanese family in Solo. The taste Solo cuisine is very attached to my tongue. My favorite food is chicken noodle. There are many types of chicken noodles. Chicken noodles in Jakarta usually has noodles with a smaller size, a savory taste with a delicious broth. Meanwhile, Javanese chicken noodles have a larger and chewier texture. It uses soy sauce chicken, and have sweeter taste.					✓	

	In contrast to the Aceh noodles, Aceh noodles use a slightly larger type of noodle with a chewy texture- the Aceh noodle seasoning is very rich in spices and it spicy. Based on the text, which of the following best describes Jirendra's background? - He grew up in Jakarta. - He grew up in Aceh. - He grew up in a Javanese family in Solo. - He grew up with a love for spicy food.						
6	How are Javanese chicken noodles different from Jakarta chicken noodles? - Javanese noodles have a smaller size and are spicier. - Javanese noodles are sweeter and have a larger, chewier texture. - Jakarta noodles are sweeter and larger in size. - Both are exactly the same.					✓	
7	What is the main seasoning characteristic of Aceh noodles mentioned in the text? - Sweet - Crunchy - Rich in spices and spicy - Bitter.					✓	
8	According to the text, which type of noodle does not have a sweet taste?					✓	

	a. Aceh noodles.						
	b. Javanese chicken noodles.						
	c. Jakarta chicken noodles.						
	d. Both Jakarta and Javanese noodles.						
Total		40					
Key Answer							
1. D							
2. B							
3. B							
4. B							
5. C							
6. B							
7. C							
8. A							

True or False							
No	Item of Instrument	Scale					Description
		1	2	3	4	5	
1	Sugar is an ingredient often used to make sweet foods. (True/False)					✓	
2	A knife is used for frying food. (True/False)					✓	
3	Salad is usually made of fruits or vegetables. (True/False)					✓	
4	An oven is used for baking food. (True/False)					✓	
Total		20					
Key Answer							
1. True							
2. False							
3. True							
4. True							

Short Essay							
No	Item of Instrument	Scale					Description
		1	2	3	4	5	
1	What is your favorite food?					✓	
2	Mention two ingredients used to make tea!					✓	
3	What tool do you use to fry food?					✓	
4	Mention three ingredients needed to make Blackforest cake!				✓		
Total		19					
Key Answer 1. My favorite food is 2. Tea, hot water, sugar, cold water 3. Oil, pan 4. Egg, sugar, flour, a bar of chocolate, milk							

Arrange Sentence							
No	Item of Instrument	Scale					Description
		1	2	3	4	5	
1	cook – I – a – of – glass – rice					✓	
2	cake – the – was – delicious – very				✓		
3	favorite – bread – my – is – snack					✓	
4	cutting – board – a – for – is – chopping – cucumber				✓		
Total		18					
Key Answer							
1. I cook a glass of rice							
2. The cake was very delicious							
3. My favorite snack is bread							
4. The cutting board is for chopping a cucumber							

Singaraja, 24 October 2025
Expert Judge II



Putu Yuliantini, S.Pd



Appendix 11 Normality and Homogeneity Test Before Treatment

1) Case Processing Summary of Students' Latest English Score

Case Processing Summary

	Group	Valid		Cases Missing		Total	
		N	Percent	N	Percent	N	Percent
Student's Latest English Score	Eksperiment	36	100.0%	0	0.0%	36	100.0%
	Control	35	100.0%	0	0.0%	35	100.0%

Source: IBM SPSS Statistic 26

2) The Result of Normality Test of Students' Latest English Score

Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student's Latest English Score	Eksperiment	.131	36	.121	.946	36	.080
	Control	.138	35	.090	.968	35	.383

a. Lilliefors Significance Correction

Source: IBM SPSS Statistic 26

3) The Result of Homogeneity Test of Students' Latest English Score

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Student's Latest English Score	Based on Mean	.856	1	69	.358
	Based on Median	.786	1	69	.378
	Based on Median and with adjusted df	.786	1	64.920	.378
	Based on trimmed mean	.863	1	69	.356

Source: IBM SPSS Statistic 26

4) The Result of Independent Sample T-test of Students' Latest English Score

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Student's Latest English Score	Equal variances assumed	.856	.358	.908	69	.367	.38651	.42552	Lower Upper
	Equal variances not assumed			.906	66.255	.368	.38651	.42658	Lower Upper

Source: IBM SPSS Statistic 2



Appendix 12 Validity and Reliability Result

Validity Testing

1) Control Group Lesson Plan Validation

a. Cross tabulation

		JUDGE I	
		Irrelevant	Relevant
JUDGE II	Irrelevant	A = 0	C = 1
	Relevant	B = 0	D = 9

b. Formula calculation

Content Validity $\frac{9}{0+0+1+9} = \frac{9}{10} = 0,9$

2) Experimental Group Lesson Plan Validation

a. Cross tabulation

		JUDGE I	
		Irrelevant	Relevant
JUDGE II	Irrelevant	A = 0	C = 0
	Relevant	B = 0	D = 10

b. Formula calculation

Content Validity $\frac{10}{0+0+0+10} = \frac{10}{10} = 1$

3) Learning Media Validation

a. Cross Tabulation

		JUDGE I	
		Irrelevant	Relevant
JUDGE II	Irrelevant	A = 0	C = 0

	Relevant	B = 0	D = 10
--	----------	-------	--------

b. Formula calculation

$$\text{Content Validity} = \frac{10}{0+0+0+10} = \frac{10}{10} = 1$$

4) Post-Test Validation

a. Cross Tabulation

		JUDGE I	
		Irrelevant	Relevant
JUDGE II	Irrelevant	A = 0	C = 1
	Relevant	B = 0	D = 19

b. Formula Calculation

$$\text{Content Validity} = \frac{19}{0+0+1+19} = \frac{19}{20} = 0.95$$

Reliability Testing

1) Reliability Testing of Control Group Lesson Plan

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.800 ^a	.382	.946	9.000	9	9	.002
Average Measures	.889 ^c	.553	.972	9.000	9	9	.002

Source: IBM SPSS Statistic 26

2) Reliability Testing of Experimental Group Lesson Plan

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.600 ^a	-.003	.883	4.000	9	9	.026
Average Measures	.750 ^c	-.006	.938	4.000	9	9	.026

Source: IBM SPSS Statistic 26

3) Reliability Testing of Lesson Plan

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.652 ^a	.082	.901	4.750	9	9	.015
Average Measures	.789 ^c	.152	.948	4.750	9	9	.015

Source: IBM SPSS Statistic 26

4) Reliability Testing of Post-Test

Intraclass Correlation Coefficient							
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.782 ^a	.527	.907	8.158	19	19	<.001
Average Measures	.877 ^c	.690	.951	8.158	19	19	<.001

Source: IBM SPSS Statistic 2



Appendix 13 Descriptive Statistic Analysis Results

1) Post-Tests Descriptive Statistical Analysis

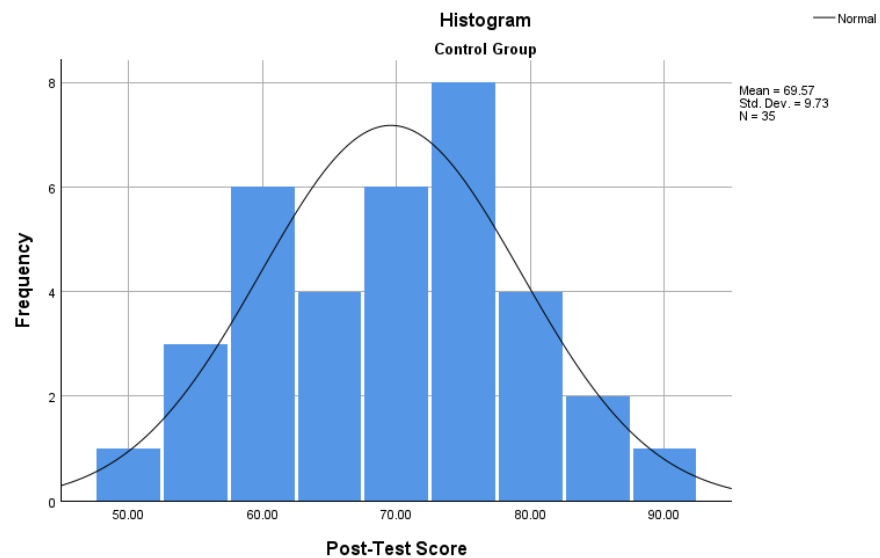
Statistics

		Experiment	Control
N	Valid	36	35
	Missing	0	1
Mean		81.5278	69.5714
Median		80.0000	70.0000
Mode		75.00 ^a	75.00
Std. Deviation		8.60394	9.72954
Variance		74.028	94.664
Range		35.00	40.00
Minimum		65.00	50.00
Maximum		100.00	90.00
Sum		2935.00	2435.00

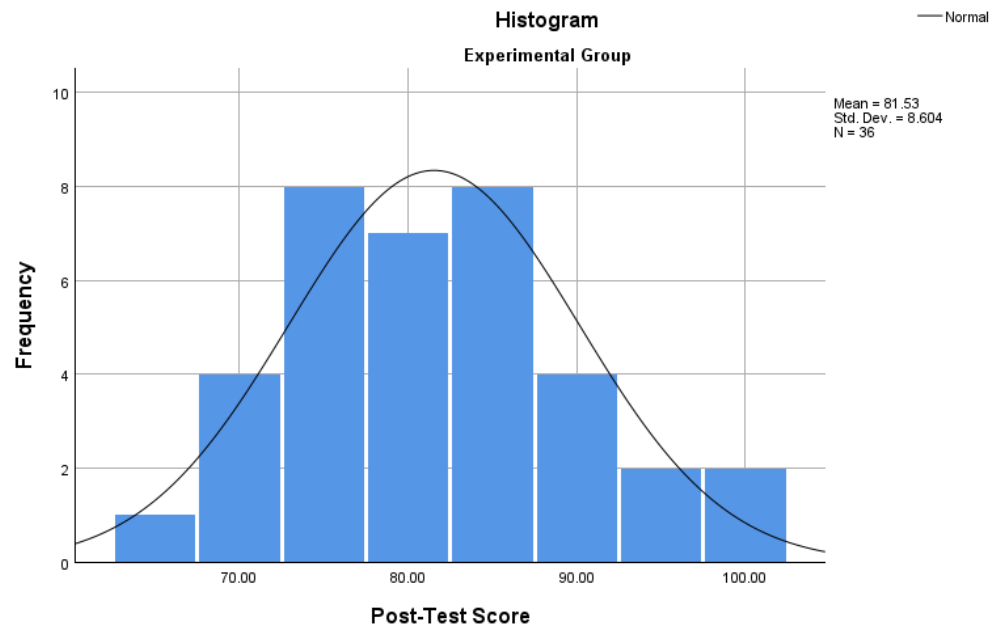
a. Multiple modes exist. The smallest value is shown

Source: IBM SPSS Statistic 26

2) Post-Test Control Group Histogram



3) Post-Test Experimental Group Histogram



Appendix 14 Inferential Statistic Analysis Results

1) Normality Testing of Post-Test

Tests of Normality							
	group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test Score	Experiment	.137	36	.085	.956	36	.166
	Control	.140	35	.080	.967	35	.358

a. Lilliefors Significance Correction

Source: IBM SPSS Statistic 26

2) Homogeneity Testing of Post-Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Post-test Score	Based on Mean	.620	1	69	.434
	Based on Median	.654	1	69	.422
	Based on Median and with adjusted df	.654	1	68.879	.422
	Based on trimmed mean	.662	1	69	.419

Source: IBM SPSS Statistic 26



Appendix 15 Hypothesis Testing Results

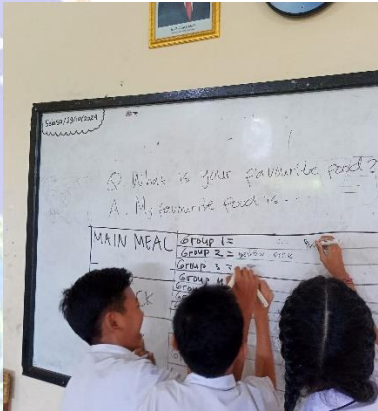
1) Post-Test Independent Sample T-Test

		Independent Samples Test							
		Levene's Test for Equality of Variances	t-test for Equality of Means						
		Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Post-test Score	Equal variances assumed	.434	5.489	69	.000	11.95635	2.17816	7.6110	16.30167
	Equal variances not assumed		5.480	67.468	.000	11.95635	2.18197	7.6017	16.31103

Source: IBM SPSS Statistic 26



Appendix 16 Documentation

Activity	Documentation	
Preliminary research and initial observation		
Treatment session in the control group		
		

Treatment session using Liveworksheets in experimental group



Post-test session



