



APPENDICES

Appendix 1 Research Observation 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 : 2669/UN48.7.1/DT/2025

07 Januari 2025

Perihal : **Permohonan Izin Observasi**

Yth. Kepala Sekolah SMAN 4 Singaraja
di Singaraja

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

Nama	: Ni Made Meita Pradnyadari
NIM	: 2112021066
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025

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,

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2 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 : 96/UN48.7.1/DT/2025

9 Januari 2025

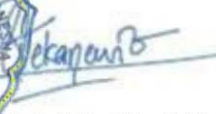
Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMAN 4 Singaraja
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 Made Meita Pradnyadari
NIM	: 2112021066
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: Surat Permohonan Izin Penelitian

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,


Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

Tembusan:

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

Appendix 3 Research Sample

1) Control Group

No.	Name	L/P
1.	ALR	P
2.	KPBA	P
3.	DAP	P
4.	GPPP	L
5.	GYYP	L
6.	IGAK	L
7.	IGBALP	L
8.	IGNRPS	L
9.	INWT	L
10.	IPYPW	L
11.	IAYPD	P
12.	JSS	L
13.	KAK	L
14.	KAM	P
15.	KRMK	L
16.	KDL	P
17.	KMAAA	P
18.	KP	L
19.	KKHG	P
20.	KRA	L
21.	KRA	P
22.	NKNKY	P
23.	NKSW	P
24.	NKA	P
25.	NKRM	P
26.	NLPAPU	P
27.	NLPJTK	P
28.	NLPVAP	P
29.	NPSP	P
30.	PPJHSA	P
31.	PCP	P
32.	PFDS	L
33.	PRP	L
34.	SFJ	L
35.	SWOS	P

2) Experiment Group

No.	Name	L/P
1.	AAP	L
2.	ABPB	P
3.	DAKPS	P

4.	DA	P
5.	GKAP	L
6.	IGDPP	L
7.	IGAACA	P
8.	IGANKDP	P
9.	IKNPP	L
10.	IPAHP	L
11.	IPBRP	L
12.	JCS	L
13.	KBW	P
14.	KJP	L
15.	KY	L
16.	KPL	P
17.	KSW	L
18.	KKDTS	P
19.	KASW	L
20.	KAMY	L
21.	KKSD	L
22.	KRA	L
23.	KTD	P
24.	KWED	P
25.	KW	L
26.	LAJ	P
27.	LMW	P
28.	LPCDI	P
29.	LPSW	P
30.	MMA	L
31.	MAVD	L
32.	NAF	P
33.	NKDAP	P
34.	NS	P
35.	PAMS	P



Appendix 4 Students' Latest English Score

No.	Number of the Subjects	Score	
		Experimental Group	Control Group
1.	Student 1	77	87
2.	Student 2	83	82
3.	Student 3	93	87
4.	Student 4	80	84
5.	Student 5	76	78
6.	Student 6	76	87
7.	Student 7	85	85
8.	Student 8	84	84
9.	Student 9	85	73
10.	Student 10	90	78
11.	Student 11	82	86
12.	Student 12	85	96
13.	Student 13	84	80
14.	Student 14	82	83
15.	Student 15	82	85
16.	Student 16	83	88
17.	Student 17	82	86
18.	Student 18	78	81
19.	Student 19	76	89
20.	Student 20	85	67
21.	Student 21	80	82
22.	Student 22	90	85
23.	Student 23	84	79
24.	Student 24	83	89
25.	Student 25	75	88
26.	Student 26	82	88
27.	Student 27	82	87
28.	Student 28	84	81
29.	Student 29	83	81
30.	Student 30	78	85
31.	Student 31	75	85
32.	Student 32	90	90
33.	Student 33	81	75
34.	Student 34	78	70
35.	Student 35	76	81

Appendix 5 Post-Test Score

No.	Number of the Subjects	Score	
		Experimental Group	Control Group
1.	Student 1	96	66
2.	Student 2	96	68
3.	Student 3	92	64
4.	Student 4	100	80
5.	Student 5	82	78
6.	Student 6	97	76
7.	Student 7	94	72
8.	Student 8	100	73
9.	Student 9	100	76
10.	Student 10	86	77
11.	Student 11	81	83
12.	Student 12	86	80
13.	Student 13	92	70
14.	Student 14	94	78
15.	Student 15	90	78
16.	Student 16	93	82
17.	Student 17	90	69
18.	Student 18	82	72
19.	Student 19	78	68
20.	Student 20	84	80
21.	Student 21	78	74
22.	Student 22	91	82
23.	Student 23	94	60
24.	Student 24	88	81
25.	Student 25	78	77
26.	Student 26	88	70
27.	Student 27	94	78
28.	Student 28	100	74
29.	Student 29	94	70
30.	Student 30	76	79
31.	Student 31	79	76
32.	Student 32	92	80
33.	Student 33	97	66
34.	Student 34	82	72
35.	Student 35	86	78

Appendix 6 Lesson Plan for Control Group

MODUL AJAR PELAJARAN BAHASA INGGRIS

MATERI: PROCEDURE TEXT

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun	: Ni Made Meita Pradnyadari
Instansi	: Universitas Pendidikan Ganesha
Satuan Pendidikan	: SMA Negeri 4 Singaraja
Mata Pelajaran	: Bahasa Inggris
Kelas/Fase	: X.6/E
Semester	: Genap
Tahun Pelajaran	: 2025
Alokasi Waktu	: 135 menit (3 JP)
B. KOMPETENSI AWAL	
Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.	
C. PROFIL PELAJAR PANCASILA	
1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia 2. Bernalar kritis dan kreatif 3. Bergotong royong serta kebhinekaan	
D. SARANA DAN PRASARANA	
Media Pembelajaran	: LKPD, dan lain-lain
Sumber Belajar	: Buku Text, E-book, dan lain-lain

E. TARGET PESERTA DIDIK
Peserta didik regular dengan rentang usia 15-16 tahun
F. MODEL DAN METODE PEMBELAJARAN
- Model Pembelajaran Langsung (<i>direct instruction</i>) dan Pembelajaran Berbasis Proyek (<i>project based learning</i>) - Metode pembelajaran: ceramah, diskusi, penugasan
KOMPONEN INTI
A. TUJUAN PEMBELAJARAN
- Mengidentifikasi konteks, gagasan utama, dan informasi rinci dari teks prosedur lisan dan tulis yang disajikan dalam bentuk multimodal tentang makanan sehat. - Mengkomunikasikan gagasan dan pendapat secara sederhana dalam berbagai diskusi, kegiatan kolaboratif, dan presentasi secara lisan tentang makanan sehat. - Menulis teks prosedur tentang makanan sehat dengan struktur organisasi dan unsur kebahasaan yang benar dan sesuai konteks, serta mempresentasikannya.
B. PEMAHAMAN BERMAKNA
Peserta didik diharapkan dapat memahami keterkaitan antara tujuan dan struktur Procedure Text, khususnya dalam menyusun serta mengikuti langkah-langkah secara sistematis, sehingga dapat diterapkan dalam berbagai situasi nyata seperti membaca petunjuk penggunaan, menulis resep, atau melakukan eksperimen
C. PERTANYAAN PEMANTIK
- Jenis makanan apa yang Anda konsumsi secara teratur? Mengapa Anda memilihnya? - Bagaimana makanan yang Anda konsumsi berdampak pada kesehatan Anda?
D. MATERI PEMBELAJARAN
Healthy Food - What kind of food do you consume regularly?
E. KEGIATAN PEMBELAJARAN

No	Tahap	Waktu	Aktivitas Pembelajaran
Pertemuan Pertama (2 JP)			
1.	Pembukaan	15 Menit	• Guru mengucapkan salam, mengecek kehadiran peserta didik serta memberikan motivasi belajar dan manfaat dari mempelajari materi hari ini • Guru menyampaikan tujuan dari pembelajaran dan memberikan pertanyaan pematik seperti “Jenis makanan apa yang Anda konsumsi secara teratur? Mengapa Anda memilihnya?” dan “Bagaimana makanan yang Anda konsumsi berdampak pada kesehatan Anda?” • Guru mengaitkan materi yang akan dipelajari hari ini dengan kegiatan yang dilakukan sehari-hari
2.	Inti	65 Menit	Bagian 1 – <i>Material Explanation</i> • Guru menampilkan tayangan PowerPoint yang berisi materi tentang definisi, fungsi sosial, struktur dan unsur kebahasaan dari Procedure Text kepada peserta didik. • Selagi guru menjelaskan mengenai materi <i>Procedure Text</i>, peserta didik akan diminta untuk mencatat poin-poin penting dari materi yang sedang dipaparkan. • Guru kemudian mengarahkan peserta didik untuk membuka buku “Work in Progress” dan membuka halaman 81. • Peserta didik diminta untuk melihat gambar yang tersedia pada “<i>Task 1</i>” dan menyampaikan pendapat mereka terhadap urutan makanan yang paling sehat sampai ke makanan yang kurang sehat. Bagian 2 - Listening

			- Guru mengajak peserta didik untuk mendengarkan audio percakapan antara Niken dan Samsidar untuk mengasah kemampuan <i>listening</i> dari siswa. - Peserta didik diminta untuk menjawab pertanyaan di bagian B berdasarkan audio percakapan yang telah mereka dengarkan. - Guru mengajak peserta didik untuk mendengarkan kembali audio percakapan tersebut dan guru akan membimbing peserta didik dalam mengerjakan Task 2 dengan mengidentifikasi penggalan kalimat, dan mengelompokkannya ke dalam kolom sesuai dengan struktur yang tepat. Bagian 3 - Reading - Guru mengajak siswa untuk membaca teks “<i>Simple Tips for Healty Eating</i>” pada Task 3. - Setelah membaca dengan seksama, peserta didik diminta untuk mengerjakan bagian B dan C berdasarkan teks yang telah dibaca sebelumnya. Bagian 4 – Vocabulary - Guru mengajak peserta didik untuk bermain <i>this or that</i> berdasarkan tabel yang tersedia pada Task 4 - Setelah bermain <i>this or that</i>, guru mengarahkan peserta didik untuk menuliskan kata kata yang menurut mereka sulit ketika peserta didik mengerjakan pertanyaan pada kolom “<i>Vocabulary Box</i>” yang terdapat di halaman 83.
3	Penutup	10 Menit	- Guru memberikan apresiasi atau umpan balik terhadap proses pembelajaran - Guru dan peserta didik bersama sama membuat kesimpulan dari pembelajaran yang telah dilaksanakan - Guru mengakhiri pertemuan dengan memberikan salam
Pertemuan Kedua (1 JP)			

1	Pembukaan	5 Menit	- Guru mengucapkan salam, menanyakan kabar dari peserta didik serta mengecek kehadiran dan memberikan motivasi belajar untuk peserta didik. - Guru mengajak siswa untuk mengulas kembali materi yang telah dibahas di pertemuan sebelumnya.
2	Inti	35 Menit	- Guru menampilkan tayangan YouTube tentang “<i>how to make a procedure text</i>” dan mengajak peserta didik untuk menyimak video tersebut. - Setelah menonton video, guru mengarahkan siswa untuk membuka buku “<i>Work in Progres</i>” halaman 89. - Peserta didik diminta untuk membentuk 7 kelompok yang setiap kelompoknya terdiri dari 6 anggota untuk mengerjakan <i>Task 6</i> yaitu membuat draft dari procedure text berdasarkan struktur yang tepat. - Guru mengarahkan setiap kelompok untuk membuat satu procedure text dengan tema “<i>How to eat healthily to maintain your health</i>” - Setelah selesai mengerjakan, setiap kelompok diminta untuk mempresentasikan procedure text yang telah mereka buat di depan kelas.
3	Penutup	5 Menit	- Guru memberikan apresiasi atau umpan balik terhadap proses pembelajaran - Guru dan peserta didik bersama sama membuat kesimpulan dari pembelajaran yang telah dilaksanakan - Guru mengakhiri pertemuan dengan memberikan salam

F. PENILAIAN

1. Penilaian Formatif
2. Penilaian Sumatif

G. REFLEKSI

1. Peserta didik: Tercapainya kompetensi (Terlampir)
2. Guru : Manajemen kelas (Terlampir)

Singaraja, 10 Februari 2025

Mengetahui,

Kepala SMA Negeri 4 Singaraja

Guru Mata Pelajaran

Dr. Putu Gede Wartawan, S.Pd., M.Pd
NIP. 197002241995031003

Ni Made Meita Pradnyadari
NIM 2112021066



INSTRUMEN PENILAIAN PESERTA DIDIK

Nama Satuan Pendidikan : SMA Negeri 4 Singaraja
Tahun Pelajaran : 2024 / 2025
Kelas/Semester : X.6/Genap
Mata Pelajaran : Bahasa Inggris

1. Penilaian Formatif

- Observasi Partisipasi: Guru mengamati bagaimana siswa berkontribusi dalam diskusi kelompok, apakah mereka aktif bertanya, memberikan pendapat, atau membantu teman sekelompoknya.
- Penyelesaian Tugas di LKS: Guru mengevaluasi pemahaman siswa melalui latihan-latihan soal, seperti menjawab pertanyaan dari teks, mengisi list vocabulary dan menentukan struktur yang tepat dari bacaan yang diberikan.

2. Penilaian Sumatif

- Proyek Video Procedure Text: Siswa membuat video instruksi yang dinilai berdasarkan kelengkapan langkah-langkah, penggunaan bahasa yang benar, dan kreativitas dalam penyampaian.
- Presentasi Lisan: Setiap kelompok mempresentasikan video mereka di depan kelas. Penilaian mencakup kejelasan penjelasan, kelancaran berbicara, serta bagaimana mereka menyampaikan informasi dengan menarik.

A. Rubrik untuk Video Teks Prosedur Kelompok

Aspek	Kriteria	Skor
Struktur	Lengkap (goal, material, steps)	25
Unsur kebahasaan	Penggunaan unsur kebahasaan yang tepat	25
Kejelasan	Jelas dan mudah diikuti	25
Kolaborasi	Partisipasi aktif semua anggota kelompok	25
Total		100

B. Rubrik untuk Presentasi Lisan

Aspek	Kriteria	Skor
Pelafalan	Pengucapan yang jelas dan benar	30

Kelancaran	Lancar dan tanpa ragu-ragu	30
Pembawaan	Percaya diri dan menarik	20
Manajemen Waktu	Disajikan dalam waktu yang ditentukan	20
Total		100

LEMBAR REFLEKSI DIRI

❖ Refleksi Peserta Didik

No	Refleksi	1	2	3	4	5
1.	Saya memahami fungsi sosial, struktur, dan unsur kebahasaan Procedure Text.	☐	☐	☐	☐	☐
2.	Media pembelajaran (LKPD, dan lain-lain) membantu saya memahami materi.	☐	☐	☐	☐	☐
3.	Saya mampu menyusun dan menyampaikan Procedure Text dengan baik	☐	☐	☐	☐	☐

❖ Refleksi Guru

No	Refleksi	1	2	3	4	5
1.	Tujuan pembelajaran tercapai sesuai harapan	☐	☐	☐	☐	☐
2.	Metode pembelajaran yang digunakan efektif.	☐	☐	☐	☐	☐
3.	Siswa menunjukkan antusiasme dan	☐	☐	☐	☐	☐

	keterlibatan aktif dalam kegiatan belajar.					
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Keterangan:

- 1 = Sangat Tidak Setuju
- 2 = Tidak Setuju
- 3 = Netral
- 4 = Setuju
- 5 = Sangat Setuju



MODUL AJAR PELAJARAN BAHASA INGGRIS

MATERI: ANALYTICAL AND HORTATORY EXPOSITION TEXT

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun	: Ni Made Meita Pradnyadari
Instansi	: Universitas Pendidikan Ganesha
Satuan Pendidikan	: SMA Negeri 4 Singaraja
Mata Pelajaran	: Bahasa Inggris
Kelas/Fase	: X.6/E
Semester	: Genap
Tahun Pelajaran	: 2025
Alokasi Waktu	: 4 x pertemuan (6 JP x 45 menit)
B. KOMPETENSI AWAL	
Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.	
C. PROFIL PELAJAR PANCASILA	
1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia 2. Bernalar kritis dan kreatif 3. Bergotong royong serta kebhinekaan	

D. SARANA DAN PRASARANA
Media Pembelajaran : LKPD, dan lain-lain Sumber Belajar : Buku Text, E-book, dan lain-lain
E. TARGET PESERTA DIDIK
Peserta didik regular dengan rentang usia 15-16 tahun
F. MODEL DAN METODE PEMBELAJARAN
- Model Pembelajaran Langsung (<i>direct instruction</i>) dan Pembelajaran Berbasis Proyek (<i>project based learning</i>) - Metode pembelajaran: ceramah, diskusi, penugasan
KOMPONEN INTI
H. TUJUAN PEMBELAJARAN
- Peserta didik mampu mengidentifikasi fungsi teks eksposisi analitis dan hortatory; - Peserta didik mengetahui struktur teks eksposisi analitis dan hortatory; - Peserta didik mengetahui ciri kebahasaan teks eksposisi analytical dan hortatory; - Peserta didik mengetahui cara mengungkapkan pendapat;
I. PEMAHAMAN BERMAKNA
Peserta didik diharapkan memahami teks eksposisi hortatori dan analitis, termasuk fungsi, struktur, dan fitur bahasanya. Mereka juga belajar mengungkapkan pendapat secara logis dan meyakinkan dalam berbagai konteks komunikasi.
J. PERTANYAAN PEMANTIK
- Pernahkah kalian menyatakan pendapat pribadi kalian tentang sesuatu? - Pernahkah kalian membujuk teman kalian untuk mendukung pendapat kalian?
K. MATERI PEMBELAJARAN
Graffiti – Analytical and Hortatory Exposition Text
L. KEGIATAN PEMBELAJARAN

No	Tahap	Waktu	Aktivitas Pembelajaran
Pertemuan Pertama (2 JP)			
1.	Pembukaan	15 Menit	- Guru mengucapkan salam, mengecek kehadiran peserta didik serta memberikan motivasi belajar dan manfaat dari mempelajari materi hari ini - Guru menyampaikan tujuan dari pembelajaran dan memberikan pertanyaan pematik seperti “Pernahkah kalian menyatakan pendapat pribadi kalian tentang sesuatu?” dan “Pernahkah kalian membujuk teman kalian untuk mendukung pendapat kalian?” - Guru mengaitkan materi yang akan dipelajari hari ini dengan kegiatan yang dilakukan sehari-hari oleh peserta didik.
2.	Inti	65 Menit	Bagian 1 – <i>Material Explanation</i> - Guru menampilkan tayangan PowerPoint yang berisi materi tentang definisi, fungsi sosial, struktur dan unsur kebahasaan dari <i>Analytical and Hortatory Exposition text</i> kepada peserta didik. - Selagi guru menjelaskan mengenai materi <i>Analytical and Hortatory Exposition text</i>, peserta didik akan diminta untuk mencatat poin-poin penting dari materi yang sedang dipaparkan.

			• Peserta didik diminta untuk membuka Modul Pengayaan Bahasa Inggris halaman 7 dan membaca materi lebih lanjut mengenai contoh dari <i>analytical exposition text</i> Bagian 2 - Listening • Guru mengajak peserta didik untuk mendengarkan audio dari sebuah <i>analytical exposition text</i> yang berjudul “Mural as the Way to Express Human’s Freedom” • Peserta didik diminta untuk mengisi kata yang kosong berdasarkan <i>analytical exposition text</i> yang berjudul “Mural as the Way to Express Human’s Freedom” yang telah mereka dengarkan. Bagian 3 - Reading • Setelah mengisi kata yang kosong pada text tersebut, siswa secara bergiliran diminta untuk membaca text tersebut dengan lantang. • Guru mengarahkan peserta didik untuk mencari arti dari kata yang telah mereka temukan sebelumnya dan menuliskannya di kolom yang tersedia di Task 2. • Selanjutnya, guru membimbing siswa untuk menjawab pertanyaan pada Task 3 sesuai dengan text yang telah mereka baca.
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			Bagian 4 - Vocabulary • Peserta didik diarahkan untuk berdialog bersama dengan teman sebangkunya dan selanjutnya diminta untuk mengerjakan Task 4 pada halaman 12 berdasarkan percakapan yang telah dilakukan. • Guru mengarahkan peserta didik untuk menuliskan kata kata yang menurut mereka sulit ketika mereka mendengarkan audio dan membaca teks di buku catatan mereka masing-masing. • Guru mengajak siswa untuk ikut mencari arti dari vocabulary yang telah mereka catat.
3.	Penutup	10 Menit	• Guru memberikan apresiasi atau umpan balik terhadap proses pembelajaran • Guru dan peserta didik bersama sama membuat kesimpulan dari pembelajaran yang telah dilaksanakan • Guru mengakhiri pertemuan dengan memberikan salam
Pertemuan Kedua (1 JP)			
1.	Pembukaan	5 Menit	• Guru mengucapkan salam, menanyakan kabar dari peserta didik serta mengecek kehadiran dan

			memberikan motivasi belajar untuk peserta didik. Guru mengajak siswa untuk mengulas kembali materi yang telah dibahas di pertemuan sebelumnya.
2.	Inti	35 Menit	- Guru mengarahkan siswa untuk membuat 7 kelompok yang terdiri dari 6 anggota. - Selanjutnya, peserta didik diarahkan untuk berdiskusi dengan teman sekelompoknya mengenai <i>Task 6</i> yaitu menyatakan opini mereka terkait isu graffiti yang juga disertakan dengan argument pendukung - Setelah setiap anggota menyampaikan opini mereka, guru mengarahkan setiap kelompok untuk memilih salah satu dari opini tersebut dan membuat analytical exposition text berdasarkan opini yang telah dipilih. - Apabila peserta didik belum bisa menyelesaikan tugas tersebut, guru mengarahkan peserta didik untuk melanjutkan kembali di rumah masing-masing.
3.	Penutup	5 Menit	- Guru memberikan apresiasi atau umpan balik terhadap proses pembelajaran - Guru mengingatkan peserta didik untuk menyelesaikan tugas

			kelompok mereka dan mempresentasikan hasil diskusi mereka di pertemuan selanjutnya, • Guru dan peserta didik bersama sama membuat kesimpulan dari pembelajaran yang telah dilaksanakan • Guru mengakhiri pertemuan dengan memberikan salam
Pertemuan Ketiga (2 JP)			
1.	Pembukaan		• Guru mengucapkan salam, menanyakan kabar dari peserta didik serta mengecek kehadiran dan memberikan motivasi belajar untuk peserta didik. • Guru mengajak siswa untuk mengulas kembali materi dan tugas yang diberikan di pertemuan sebelumnya.
2.	Inti		Bagian 1 - <i>Listening</i> • Guru mengarahkan setiap kelompok untuk mempresentasikan hasil dari analytical exposition text yang telah mereka kerjakan di depan kelas. • Guru mengarahkan kelompok lain untuk menyimak hasil dari kelompok yang sedang presentasi dan diminta memberikan pertanyaan/feedback untuk setiap kelompok • Setelah semua kelompok mendapatkan giliran untuk

			presentasi, guru mengajak peserta didik untuk berdiskusi dan memberikan feedback satu sama lain. Bagian 2 – Material Explanation • Guru membahas lebih rinci tentang Hortatory Exposition Text. • Guru menjelaskan lebih rinci mengenai perbedaan dari <i>Analytical and Hortatory Exposition text</i>. • Peserta didik diminta untuk membuka Modul Pengayaan Bahasa Inggris halaman 16 dan membaca materi lebih lanjut mengenai contoh dari <i>hortatory exposition text</i> Bagian 3 - Reading • Peserta didik diminta untuk membaca Hortatory exposition text yang berjudul “Graffiti as Art: Debunking Misconceptions” dan menganalisis main idea dari setiap paragraf lalu menuliskannya pada kolom Task 4. • Guru membimbing peserta didik untuk menganalisis unsur kebahasaan yang digunakan pada teks yang telah dibaca lalu menuliskannya pada kolom Task 5. • Peserta didik diminta untuk menjawab Task 6 berdasarkan teks yang dibaca sebelumnya
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			Bagian 4 - Vocabulary - Guru mengarahkan peserta didik untuk menuliskan kata kata yang menurut mereka sulit ketika mereka membaca teks di buku catatan mereka masing-masing. - Guru mengajak siswa untuk ikut mencari arti dari vocabulary yang telah mereka catat.
3.	Penutup		- Guru memberikan apresiasi atau umpan balik terhadap proses pembelajaran - Guru dan peserta didik bersama sama membuat kesimpulan dari pembelajaran yang telah dilaksanakan - Guru mengakhiri pertemuan dengan memberikan salam
Pertemuan Keempat (1 JP)			
1.	Pembukaan	5 Menit	- Guru mengucapkan salam, menanyakan kabar dari peserta didik serta mengecek kehadiran dan memberikan motivasi belajar untuk peserta didik. - Guru mengajak siswa untuk mengulas kembali materi yang telah dibahas di pertemuan sebelumnya.
2.	Inti	35 Menit	Guru mengarahkan siswa untuk membuka buku modul halaman 26.

			• Peserta didik diminta untuk membaca teks ekposisi hortatory yang berjudul “<i>Why You Should Embrace Painting for the Sake of Your Physical Health</i>” • Guru mengarahkan peserta didik untuk menjawab pertanyaan benar atau salah serta mencentang jawaban yang benar pada kolom yang tersedia di bawah teks. • Peserta didik diminta untuk menjawab Tes Sumatif 1 pada halaman 28 sesuai dengan kemampuan mereka.
3.	Penutup	5 Menit	• Guru memberikan apresiasi atau umpan balik terhadap proses pembelajaran • Guru dan peserta didik bersama sama membuat kesimpulan dari pembelajaran yang telah dilaksanakan • Guru mengakhiri pertemuan dengan memberikan salam

M. PENILAIAN

3. Penilaian Formatif

4. Penilaian Sumatif

N. REFLEKSI

3. Peserta didik: Tercapainya kompetensi (Terlampir)

4. Guru : Manajemen kelas (Terlampir)

Singaraja, 10 Februari 2025

Mengetahui,

Kepala SMA Negeri 4 Singaraja

Guru Mata Pelajaran

Dr. Putu Gede Wartawan, S.Pd., M.Pd

NIP. 197002241995031003

Ni Made Meita Pradnyadari

NIM 2112021066



INSTRUMEN PENILAIAN PESERTA DIDIK

Nama Satuan Pendidikan : SMA Negeri 4 Singaraja
Tahun Pelajaran : 2024 / 2025
Kelas/Semester : X.6/Genap
Mata Pelajaran : Bahasa Inggris

1. Penilaian Formatif

- 1) Observasi Partisipasi: Guru mengamati bagaimana siswa berkontribusi dalam diskusi kelompok, apakah mereka aktif dalam menganalisis struktur dan unsur kebahasaan teks eksposisi serta memberikan tanggapan terhadap pendapat teman.
- 2) Penyelesaian Tugas di LKS: Guru mengevaluasi pemahaman siswa melalui latihan-latihan soal, seperti menjawab pertanyaan pilihan ganda dan menentukan struktur teks berdasarkan bacaan yang diberikan.

2. Penilaian Sumatif

- Pembuatan Teks Eksposisi: Siswa bekerja dalam kelompok untuk menyusun Analytical dan Hortatory Exposition Text sesuai dengan struktur yang benar. Penilaian mencakup kelengkapan isi, kejelasan argumen, dan penggunaan unsur kebahasaan.
- Presentasi Lisan: Setiap kelompok mempresentasikan teks eksposisi mereka di depan kelas. Penilaian mencakup struktur penyampaian, kejelasan argumen, kelancaran berbicara, serta bagaimana mereka meyakinkan audiens dengan alasan yang logis.

A. Rubrik untuk Teks Analytical dan Hortatory Exposition Berkelompok

Aspek	Kriteria	Skor
Struktur	Thesis yang jelas, argumen yang terorganisir dengan baik, dan kesimpulan/rekomendasi	30
Argumen	Relevan, logis, dan dijelaskan dengan baik	30
Fitur Bahasa	Penggunaan konektor, modalitas, dan present tense yang tepat	20
Kreativitas	Konten yang menarik dan orisinal	20
Total		100

B. Rubrik untuk Presentasi Lisan

Aspek	Kriteria	Skor
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Kejelasan	Pengucapan yang jelas dan ucapan yang dapat dimengerti	30
Persuasif	Argumen yang meyakinkan dan berdampak	30
Pembawaan	Gaya presentasi yang percaya diri dan menarik	20
Manajemen Waktu	Disajikan dalam waktu yang ditentukan	20
Total		100

LEMBAR REFLEKSI DIRI

❖ Refleksi Peserta Didik

No	Refleksi	1	2	3	4	5
1.	Saya memahami fungsi sosial, struktur, dan unsur kebahasaan dari <i>Analytical and Hortatory Exposition Text</i> .	☐	☐	☐	☐	☐
2.	Media pembelajaran (LKPD, dan lain lain) membantu saya memahami materi.	☐	☐	☐	☐	☐
3.	Saya mampu menyusun dan menyampaikan <i>Analytical and Hortatory Exposition Text</i> dengan baik	☐	☐	☐	☐	☐

❖ Refleksi Guru

No	Refleksi	1	2	3	4	5
1.	Tujuan pembelajaran tercapai sesuai harapan	☐	☐	☐	☐	☐
2.	Metode pembelajaran yang digunakan efektif.	☐	☐	☐	☐	☐

3.	Siswa menunjukkan antusiasme dan keterlibatan aktif dalam kegiatan belajar.	☐	☐	☐	☐	☐
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Keterangan:

- 1 = Sangat Tidak Setuju
- 2 = Tidak Setuju
- 3 = Netral
- 4 = Setuju
- 5 = Sangat Setuju



Appendix 7 Lesson Plan for Experimental Group

MODUL AJAR PELAJARAN BAHASA INGGRIS

MATERI: PROCEDURE TEXT

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun	: Ni Made Meita Pradnyadari
Instansi	: Universitas Pendidikan Ganesha
Satuan Pendidikan	: SMA Negeri 4 Singaraja
Mata Pelajaran	: Bahasa Inggris
Kelas/Fase	: X.4/E
Semester	: Genap
Tahun Pelajaran	: 2025
Alokasi Waktu	: 135 menit (3 JP)
B. KOMPETENSI AWAL	
Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.	
C. PROFIL PELAJAR PANCASILA	
1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia 2. Bernalar kritis dan kreatif 3. Bergotong royong serta kebhinekaan	

D. SARANA DAN PRASARANA
Media Pembelajaran : Liveworksheet, LCD proyektor, laptop dan HP Sumber Belajar : E-book, YouTube, PowerPoint, dan lain-lain
E. TARGET PESERTA DIDIK
Peserta didik regular dengan rentang usia 15-16 tahun
F. MODEL DAN METODE PEMBELAJARAN
Model Pembelajaran Langsung (<i>direct instruction</i>) dan Pembelajaran Berbasis Proyek (<i>project based learning</i>)
KOMPONEN INTI
O. TUJUAN PEMBELAJARAN
• Mengidentifikasi konteks, gagasan utama, dan informasi rinci dari teks prosedur lisan dan tulis yang disajikan dalam bentuk multimodal tentang makanan sehat. • Mengkomunikasikan gagasan dan pendapat secara sederhana dalam berbagai diskusi, kegiatan kolaboratif, dan presentasi secara lisan tentang makanan sehat. • Menulis teks prosedur tentang makanan sehat dengan struktur organisasi dan unsur kebahasaan yang benar dan sesuai konteks, serta mempresentasikannya.
P. PEMAHAMAN BERMAKNA
Peserta didik diharapkan dapat memahami keterkaitan antara tujuan dan struktur Procedure Text, khususnya dalam menyusun serta mengikuti langkah-langkah secara sistematis, sehingga dapat diterapkan dalam berbagai situasi nyata seperti membaca petunjuk penggunaan, menulis resep, atau melakukan eksperimen
Q. PERTANYAAN PEMANTIK
3. Jenis makanan apa yang Anda konsumsi secara teratur? Mengapa Anda memilihnya? 4. Bagaimana makanan yang Anda konsumsi berdampak pada kesehatan Anda?

R. MATERI PEMBELAJARAN			
• Healthy Food - What kind of food do you consume regularly?			
S. KEGIATAN PEMBELAJARAN			
No	Tahap	Waktu	Aktivitas Pembelajaran
Pertemuan Pertama (2 JP)			
1.	Pembukaan	15 Menit	• Guru mengucapkan salam, mengecek kehadiran peserta didik serta memberikan motivasi belajar dan manfaat dari mempelajari materi hari ini • Guru menyampaikan tujuan dari pembelajaran dan memberikan pertanyaan pematik seperti “Jenis makanan apa yang Anda konsumsi secara teratur? Mengapa Anda memilihnya?” dan “Bagaimana makanan yang Anda konsumsi berdampak pada kesehatan Anda?” • Guru mengaitkan materi yang akan dipelajari hari ini dengan kegiatan yang dilakukan sehari-hari
2.	Inti	65 Menit	Bagian 1 – <i>Material Explanation</i> • Guru menampilkan Liveworksheet melalui proyektor dan menampilkan

			PowerPoint yang berisi materi tentang definisi, fungsi sosial, struktur dan unsur kebahasaan dari Procedure Text yang ada pada laman liveworksheet tersebut kepada peserta didik. • Selagi guru menjelaskan mengenai materi <i>Procedure Text</i>, peserta didik akan diminta untuk mencatat poin-poin penting dari materi yang sedang dipaparkan. • Setelah menyimak materi pada tayangan PowerPoint, peserta didik diminta untuk menyampaikan pendapat mereka terhadap urutan makanan yang paling sehat sampai ke makanan yang kurang sehat yang ditampilkan pada laman liveworksheet di layer proyektor Bagian 2 – Listening • Selanjutnya, guru mengajak peserta didik untuk mendengarkan audio yang tersedia pada laman <i>liveworksheet</i> mengenai percakapan antara Niken dan Samsidar
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			• Peserta didik diminta untuk menjawab pertanyaan yang telah disediakan di laman <i>liveworksheet</i> berdasarkan audio percakapan yang telah mereka dengarkan. Bagian 3 - Reading • Guru kembali menampilkan laman <i>liveworksheet</i> pada layar proyektor dan mengajak siswa untuk membaca teks <i>Simple Tips for Healty Eating</i>” • Peserta didik diminta untuk menjawab pertanyaan pada laman <i>liveworksheet</i> berdasarkan teks yang telah dibaca di HP masing-masing. Bagian 4 - Vocabulary • Guru mengajak peserta didik untuk bermain <i>this or that</i> berdasarkan tabel yang tersedia pada laman <i>liveworksheet</i>. • Setelah bermain <i>this or that</i>, guru mengarahkan peserta didik untuk menuliskan kata kata yang menurut mereka sulit ketika peserta didik mengerjakan pertanyaan pada kolom “<i>Vocabulary Box</i>”
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			yang terdapat pada bagian bawah laman <i>liveworksheet</i> .
3.	Penutup	10 Menit	• Guru memberikan apresiasi atau umpan balik terhadap proses pembelajaran • Guru dan peserta didik bersama sama membuat kesimpulan dari pembelajaran yang telah dilaksanakan • Guru mengakhiri pertemuan dengan memberikan salam
Pertemuan Kedua (1 JP)			
1.	Pembukaan	5 Menit	• Guru mengucapkan salam, menanyakan kabar dari peserta didik serta mengecek kehadiran dan memberikan motivasi belajar untuk peserta didik. • Guru mengajak siswa untuk mengulas kembali materi yang telah dibahas di pertemuan sebelumnya.
2.	Inti	35 Menit	• Melalui layar proyektor, guru menampilkan laman <i>liveworksheet</i> dan menayangkan video YouTube tentang “<i>how to make a procedure text</i>” dan mengajak peserta didik untuk menyimak video tersebut.

			• Setelah menonton video, guru mengarahkan siswa untuk membentuk 7 kelompok yang setiap kelompoknya terdiri dari 6 anggota untuk mengerjakan soal Latihan yang terdapat pada laman <i>liveworksheet</i> yaitu membuat draft dari procedure text berdasarkan struktur yang tepat. • Guru mengarahkan setiap kelompok untuk membuat satu procedure text dengan tema “<i>How to eat healthily to maintain your health</i>” dan menuliskannya pada kolom yang telah disediakan di laman <i>liveworksheet</i>. • Setelah selesai mengerjakan, setiap kelompok diminta untuk mempresentasikan procedure text yang telah mereka buat di depan kelas.
3.	Penutup	5 Menit	• Guru memberikan apresiasi atau umpan balik terhadap proses pembelajaran • Guru dan peserta didik bersama sama membuat kesimpulan dari pembelajaran yang telah dilaksanakan

			Guru mengakhiri pertemuan dengan memberikan salam
T. PENILAIAN			
1. Penilaian Formatif 2. Penilaian Sumatif			
U. REFLEKSI			
5. Peserta didik: Tercapainya kompetensi (Terlampir) 6. Guru: Manajemen kelas (Terlampir)			

Mengetahui,
Kepala SMA Negeri 4 Singaraja

Singaraja, 10 Februari 2025

Guru Mata Pelajaran

Dr. Putu Gede Wartawan, S.Pd., M.Pd
NIP. 197002241995031003

Ni Made Meita Pradnyadari
NIM 2112021066

INSTRUMEN PENILAIAN PESERTA DIDIK

Nama Satuan Pendidikan : SMA Negeri 4 Singaraja
Tahun Pelajaran : 2024 / 2025
Kelas/Semester : X.4/Genap
Mata Pelajaran : Bahasa Inggris

3. Penilaian Formatif

- Observasi Partisipasi: Guru mengamati bagaimana siswa berkontribusi dalam diskusi kelompok, apakah mereka aktif bertanya, memberikan pendapat, atau membantu teman sekelompoknya.
- Penyelesaian Tugas di Liveworksheet: Guru mengevaluasi pemahaman siswa melalui latihan-latihan interaktif, seperti menjawab pertanyaan dari teks, melengkapi bagian kosong dari audio, dan mencocokkan kata dengan gambar.
 - Link liveworksheet:
 - 1) Pertemuan Pertama:
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=bk&i=ozfoxtd&r=xq&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lfcjgejmznmtnegzgmxxg&mw=hs>
 - 2) Pertemuan Kedua:
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=l2&i=ozxzdfs&r=ng&f=dzdfztzx&ms=uz&cd=p--vkd9x--0la5jgmgnplbngnegzgmxxg&mw=hs>

4. Penilaian Sumatif

- Proyek Video Procedure Text: Siswa membuat video instruksi yang dinilai berdasarkan kelengkapan langkah-langkah, penggunaan bahasa yang benar, dan kreativitas dalam penyampaian.
- Presentasi Lisan: Setiap kelompok mempresentasikan video mereka di depan kelas. Penilaian mencakup kejelasan penjelasan, kelancaran berbicara, serta bagaimana mereka menyampaikan informasi dengan menarik.

C. Rubrik untuk Video Teks Prosedur Kelompok

Aspek	Kriteria	Skor
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Struktur	Lengkap (goal, material, steps)	25
Unsur kebahasaan	Penggunaan unsur kebahasaan yang tepat	25
Kejelasan	Jelas dan mudah diikuti	25
Kolaborasi	Partisipasi aktif semua anggota kelompok	25
Total		100

D. Rubrik untuk Presentasi Lisan

Aspek	Kriteria	Skor
Pelafalan	Pengucapan yang jelas dan benar	30
Kelancaran	Lancar dan tanpa ragu-ragu	30
Pembawaan	Percaya diri dan menarik	20
Manajemen Waktu	Disajikan dalam waktu yang ditentukan	20
Total		100



LEMBAR REFLEKSI DIRI

❖ Refleksi Peserta Didik

No	Refleksi	1	2	3	4	5
1.	Saya memahami fungsi sosial, struktur, dan unsur kebahasaan Procedure Text.	☐	☐	☐	☐	☐
2.	Media pembelajaran (Liveworksheet, video, dll.) membantu saya memahami materi.	☐	☐	☐	☐	☐
3.	Saya mampu menyusun dan menyampaikan Procedure Text dengan baik	☐	☐	☐	☐	☐

❖ Refleksi Guru

No	Refleksi	1	2	3	4	5
1.	Tujuan pembelajaran tercapai sesuai harapan	☐	☐	☐	☐	☐
2.	Metode pembelajaran yang digunakan efektif.	☐	☐	☐	☐	☐
3.	Siswa menunjukkan antusiasme dan keterlibatan aktif dalam kegiatan belajar.	☐	☐	☐	☐	☐

Keterangan:

- 1 = Sangat Tidak Setuju
- 2 = Tidak Setuju
- 3 = Netral

- 4 = Setuju
- 5 = Sangat Setuju



MODUL AJAR PELAJARAN BAHASA INGGRIS

MATERI: ANALYTICAL AND HORTATORY EXPOSITION TEXT

INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penyusun	: Ni Made Meita Pradnyadari
Instansi	: Universitas Pendidikan Ganesha
Satuan Pendidikan	: SMA Negeri 4 Singaraja
Mata Pelajaran	: Bahasa Inggris
Kelas/Fase	: X.4/E
Semester	: Genap
Tahun Pelajaran	: 2025
Alokasi Waktu	: 4 x pertemuan (6 JP x 45 menit)
B. KOMPETENSI AWAL	
Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.	
C. PROFIL PELAJAR PANCASILA	
1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia 2. Bernalar kritis dan kreatif 3. Bergotong royong serta kebhinekaan	

D. SARANA DAN PRASARANA
Media Pembelajaran : Liveworksheet, LCD proyektor, laptop dan HP Sumber Belajar : E-book, YouTube, PowerPoint, dan lain-lain
E. TARGET PESERTA DIDIK
Peserta didik regular dengan rentang usia 15-16 tahun
F. MODEL DAN METODE PEMBELAJARAN
Model Pembelajaran Langsung (<i>direct instruction</i>) dan Pembelajaran Berbasis Proyek (<i>project based learning</i>)
KOMPONEN INTI
G. TUJUAN PEMBELAJARAN
• Peserta didik mampu mengidentifikasi fungsi teks eksposisi analitis dan hortatory; • Peserta didik mengetahui struktur teks eksposisi analitis dan hortatory; • Peserta didik mengetahui ciri kebahasaan teks eksposisi analytical dan hortatory; • Peserta didik mengetahui cara mengungkapkan pendapat;
H. PEMAHAMAN BERMAKNA
Peserta didik diharapkan memahami teks eksposisi hortatori dan analitis, termasuk fungsi, struktur, dan fitur bahasanya. Mereka juga belajar mengungkapkan pendapat secara logis dan meyakinkan dalam berbagai konteks komunikasi.
I. PERTANYAAN PEMANTIK
3. Pernahkah kalian menyatakan pendapat pribadi kalian tentang sesuatu? 4. Pernahkah kalian membujuk teman kalian untuk mendukung pendapat kalian?
J. MATERI PEMBELAJARAN
• Graffiti - Analytical and Hortatory Exposition Text
K. KEGIATAN PEMBELAJARAN

No	Tahap	Waktu	Aktivitas Pembelajaran
Pertemuan Pertama (2 JP)			
1.	Pembukaan	15 Menit	- Guru mengucapkan salam, mengecek kehadiran peserta didik serta memberikan motivasi belajar dan manfaat dari mempelajari materi hari ini - Guru menyampaikan tujuan dari pembelajaran dan memberikan pertanyaan pematik seperti “Pernahkah kalian menyatakan pendapat pribadi kalian tentang sesuatu?” dan “Pernahkah kalian membujuk teman kalian untuk mendukung pendapat kalian?” - Guru mengaitkan materi yang akan dipelajari hari ini dengan kegiatan yang dilakukan sehari-hari oleh peserta didik.
2.	Inti	65 Menit	Bagian 1 – <i>Material Explanation</i> Menggunakan layar proyektor, guru menampilkan liveworksheet dan menanyakan <i>PowerPoint</i> yang telah tersedia mengenai materi

			<i>analytical and hortatory exposition text.</i> - Selagi guru menjelaskan mengenai materi <i>Analytical and Hortatory Exposition Text</i>, peserta didik akan diminta untuk mencatat poin-poin penting dari materi yang sedang dipaparkan. - Guru kemudian menampilkan beberapa contoh dari <i>Analytical and Hortatory Exposition Text</i> Bagian 2 - Listening - Guru mengajak peserta didik untuk mendengarkan audio dari sebuah analytical exposition text yang berjudul “Mural as the Way to Express Human’s Freedom” - Peserta didik diminta untuk mengisi kata yang kosong berdasarkan analytical exposition text yang berjudul “Mural as the Way to Express Human’s Freedom” yang telah mereka dengarkan pada laman <i>liveworksheet</i>.
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			Bagian 3 - Reading • Setelah mengisi kata yang kosong pada text tersebut, siswa secara bergiliran diminta untuk membaca text tersebut dengan lantang. • Guru mengarahkan peserta didik untuk mencari arti dari kata yang telah mereka temukan sebelumnya dan menuliskannya di kolom yang tersedia di laman <i>liveworksheet</i>. • Selanjutnya, guru membimbing siswa untuk menjawab pertanyaan yang terdapat di laman <i>liveworksheet</i> sesuai dengan text yang telah mereka baca. Bagian 4 - Vocabulary • Peserta didik diarahkan untuk berdialog bersama dengan teman sebangkunya dan selanjutnya diminta untuk mengerjakan Latihan soal yang tersedia di laman <i>liveworksheet</i> berdasarkan
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			percakapan yang telah dilakukan. - Guru mengarahkan peserta didik untuk menuliskan kata kata yang menurut mereka sulit ketika mereka mendengarkan audio dan menuliskannya di kolom vocabulary box yang telah tersedia di laman <i>liveworksheet</i>. - Guru mengajak siswa untuk ikut mencari arti dari vocabulary yang telah mereka catat.
3.	Penutup	10 Menit	- Guru memberikan apresiasi atau umpan balik terhadap proses pembelajaran - Guru dan peserta didik bersama sama membuat kesimpulan dari pembelajaran yang telah dilaksanakan - Guru mengakhiri pertemuan dengan memberikan salam
Pertemuan Kedua (1 JP)			
1.	Pembukaan	5 Menit	Guru mengucapkan salam, menanyakan kabar dari peserta didik serta

			mengecek kehadiran dan memberikan motivasi belajar untuk peserta didik. • Guru mengajak siswa untuk mengulas kembali materi yang telah dibahas di pertemuan sebelumnya.
2.	Inti	35 Menit	 • Guru mengarahkan siswa untuk membuat 7 kelompok yang terdiri dari 6 anggota. • Selanjutnya, Guru menampilkan laman <i>liveworksheet</i> melalui layer proyektor lalu mengarahkan peserta didik untuk berdiskusi dengan teman sekelompoknya mengenai opini mereka terkait isu graffiti yang juga disertakan dengan argument pendukung. Perwakilan dari kelompok akan menuliskan setiap opini ke dalam kolom yang terdapat pada laman <i>liveworksheet</i>. • Setelah setiap anggota menyampaikan opini mereka, guru

			mengarahkan setiap kelompok untuk memilih salah satu dari opini tersebut dan membuat analytical exposition text berdasarkan opini yang telah dipilih. • Apabila peserta didik belum bisa menyelesaikan tugas tersebut, guru mengarahkan peserta didik untuk melanjutkan kembali di rumah masing-masing.
3.	Penutup	5 Menit	• Guru memberikan apresiasi atau umpan balik terhadap proses pembelajaran • Guru mengingatkan peserta didik untuk menyelesaikan tugas kelompok mereka dan mempresentasikan hasil diskusi mereka di pertemuan selanjutnya, • Guru dan peserta didik bersama sama membuat kesimpulan dari pembelajaran yang telah dilaksanakan

			Guru mengakhiri pertemuan dengan memberikan salam
Pertemuan Ketiga (2 JP)			
1.	Inti	10 Menit	- Guru mengucapkan salam, menanyakan kabar dari peserta didik serta mengecek kehadiran dan memberikan motivasi belajar untuk peserta didik. - Guru mengajak siswa untuk mengulas kembali materi dan tugas yang diberikan di pertemuan sebelumnya.
2.	Inti	70 Menit	Bagian 1 - <i>Listening</i> - Guru mengarahkan setiap kelompok untuk mempresentasikan hasil dari analytical exposition text yang telah mereka kerjakan di depan kelas. - Guru mengarahkan kelompok lain untuk menyimak hasil dari kelompok yang sedang presentasi dan diminta memberikan pertanyaan/feedback untuk setiap kelompok

			- Setelah semua kelompok mendapatkan giliran untuk presentasi, guru mengajak peserta didik untuk berdiskusi dan memberikan feedback satu sama lain. Bagian 2 – Material Explanation - Guru membahas lebih rinci tentang Hortatory Exposition Text. - Guru menampilkan laman <i>liveworksheet</i> dan menjelaskan lebih rinci mengenai perbedaan dari <i>Analytical and Hortatory Exposition text</i> dengan menggunakan PowerPoint yang telah tersedia. - Guru mengarahkan peserta didik untuk membaca materi lebih lanjut mengenai contoh dari <i>hortatory exposition text</i> yang ditampilkan pada laman <i>liveworksheet</i>. Bagian 3 - Reading - Peserta didik diminta untuk membaca Hortatory
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			exposition text yang berjudul “Graffiti as Art: Debunking Misconceptions” dan menganalisis main idea dari setiap paragraf lalu menuliskannya pada kolom yang telah tersedia di laman <i>liveworksheet</i>. • Guru membimbing peserta didik untuk menganalisis unsur kebahasaan yang digunakan pada teks yang telah dibaca lalu menuliskannya pada kolom yang tersedia. • Peserta didik diminta untuk menjawab pertanyaan berdasarkan teks yang dibaca sebelumnya Bagian 4 - Vocabulary • Guru mengarahkan peserta didik untuk menuliskan kata kata yang menurut mereka sulit ketika mereka membaca teks di kolom vocabulary box yang tersedia pada laman <i>liverorksheet</i>.
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			Guru mengajak siswa untuk ikut mencari arti dari vocabulary yang telah mereka catat.
3.	Penutup	10 Menit	- Guru memberikan apresiasi atau umpan balik terhadap proses pembelajaran - Guru dan peserta didik bersama sama membuat kesimpulan dari pembelajaran yang telah dilaksanakan - Guru mengakhiri pertemuan dengan memberikan salam
Pertemuan Keempat (1 JP)			
1.	Pembukaan	5 Menit	- Guru mengucapkan salam, menanyakan kabar dari peserta didik serta mengecek kehadiran dan memberikan motivasi belajar untuk peserta didik. - Guru mengajak siswa untuk mengulas kembali materi yang telah dibahas di pertemuan sebelumnya.
2.	Inti	35 menit	Menggunakan layar proyektor, guru menampilkan laman

			<i>liveworksheet</i> dan mengarahkan peserta didik untuk membaca teks ekposisi hortatory yang berjudul “<i>Why You Should Embrace Painting for the Sake of Your Physical Health</i>” • Guru mengarahkan peserta didik untuk menjawab pertanyaan benar atau salah serta mencentang jawaban yang benar pada kolom yang tersedia di bawah teks. • Peserta didik diminta untuk menjawab Tes Sumatif pada laman <i>liveworksheet</i> sesuai dengan kemampuan mereka.
3.	Penutup	5 Menit	• Guru memberikan apresiasi atau umpan balik terhadap proses pembelajaran • Guru dan peserta didik bersama sama membuat kesimpulan dari pembelajaran yang telah dilaksanakan

			Guru mengakhiri pertemuan dengan memberikan salam.
L. PENILAIAN			
1. Penilaian Formatif 2. Penilaian Sumatif			
M. REFLEKSI			
Peserta didik: Tercapainya kompetensi (Terlampir) Guru : Manajemen kelas (Terlampir)			

Singaraja, 10 Februari 2025

Mengetahui,

Kepala SMA Negeri 4 Singaraja

Guru Mata Pelajaran

Dr. Putu Gede Wartawan, S.Pd., M.Pd

NIP. 197002241995031003

Ni Made Meita Pradnyadari

NIM 2112021066



INSTRUMEN PENILAIAN PESERTA DIDIK

Nama Satuan Pendidikan : SMA Negeri 4 Singaraja
Tahun Pelajaran : 2024 / 2025
Kelas/Semester : X.4/Genap
Mata Pelajaran : Bahasa Inggris

3. Penilaian Formatif

- 3) Observasi Partisipasi: Guru mengamati bagaimana siswa berkontribusi dalam diskusi kelompok, apakah mereka aktif dalam menganalisis struktur dan unsur kebahasaan teks eksposisi serta memberikan tanggapan terhadap pendapat teman.
- 4) Penyelesaian Tugas di Liveworksheet: Guru mengevaluasi pemahaman siswa melalui latihan-latihan interaktif, seperti menjawab pertanyaan pilihan ganda, mencocokkan kata dengan maknanya, serta menentukan struktur teks berdasarkan bacaan yang diberikan.

➤ Link liveworksheet:

- 1) Pertemuan Pertama

<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=hr&i=ozxzdxo&r=me&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lwsjgmgnmjvrngnegzgmxxg&mw=hs>

- 2) Pertemuan Kedua

<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=qa&i=ozxztxt&r=bb&f=dzdfztzx&ms=uz&cd=p--vkd9x--0ltdjgmgzmxzffngnegzgmxxg&mw=hs>

- 3) Pertemuan Ketiga

<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=3e&i=ozxztsu&r=ox&f=dzdfztzx&ms=uz&cd=p--vkd9x--0l0rjgmgzpxjmngnegzgmxxg&mw=hs>

- 4) Pertemuan Keempat

<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=uv&i=ozxztnx&r=nx&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lxyjgmgzlmlmngnegzgmxxg&mw=hs>

4. Penilaian Sumatif

- Pembuatan Teks Eksposisi: Siswa bekerja dalam kelompok untuk menyusun Analytical dan Hortatory Exposition Text sesuai dengan struktur yang benar. Penilaian mencakup kelengkapan isi, kejelasan argumen, dan penggunaan unsur kebahasaan.

- Presentasi Lisan: Setiap kelompok mempresentasikan teks eksposisi mereka di depan kelas. Penilaian mencakup struktur penyampaian, kejelasan argumen, kelancaran berbicara, serta bagaimana mereka meyakinkan audiens dengan alasan yang logis.

A. Rubrik untuk Teks Analytical dan Hortatory Exposition Berkelompok

Aspek	Kriteria	Skor
Struktur	Thesis yang jelas, argumen yang terorganisir dengan baik, dan kesimpulan/rekomendasi	30
Argumen	Relevan, logis, dan dijelaskan dengan baik	30
Fitur Bahasa	Penggunaan konektor, modalitas, dan present tense yang tepat	20
Kreativitas	Konten yang menarik dan orisinal	20
Total		100

B. Rubrik untuk Presentasi Lisan

Aspek	Kriteria	Skor
Kejelasan	Pengucapan yang jelas dan ucapan yang dapat dimengerti	30
Persuasif	Argumen yang meyakinkan dan berdampak	30
Pembawaan	Gaya presentasi yang percaya diri dan menarik	20
Manajemen Waktu	Disajikan dalam waktu yang ditentukan	20
Total		100

LEMBAR REFLEKSI DIRI

❖ Refleksi Peserta Didik

No	Refleksi	1	2	3	4	5
1.	Saya memahami fungsi sosial, struktur, dan unsur kebahasaan Procedure Text.	☐	☐	☐	☐	☐
2.	Media pembelajaran (Liveworksheet, video, dll.) membantu saya memahami materi.	☐	☐	☐	☐	☐
3.	Saya mampu menyusun dan menyampaikan Procedure Text dengan baik	☐	☐	☐	☐	☐

❖ Refleksi Guru

No	Refleksi	1	2	3	4	5
1.	Tujuan pembelajaran tercapai sesuai harapan	☐	☐	☐	☐	☐
2.	Metode pembelajaran yang digunakan efektif.	☐	☐	☐	☐	☐
3.	Siswa menunjukkan antusiasme dan keterlibatan aktif dalam kegiatan belajar.	☐	☐	☐	☐	☐

Keterangan:

- 1 = Sangat Tidak Setuju
- 2 = Tidak Setuju
- 3 = Netral

- 4 = Setuju
- 5 = Sangat Setuju



Appendix 8 Blue Print of Post-Test

No	Learning Outcomes (CP)	Basic Competency	Indicators	Level of Cognitive	Total (Question No.)
1	Understanding the purpose, structure, and language features of procedure texts.	Students can identify the elements of procedure texts.	Students can determine the purpose, steps, and language features in a procedure text.	C1, C2	3 (No: 1, 2, 6)
2	Analyzing analytical exposition texts to understand their structure (thesis, arguments, and reiteration).	Students can recognize the key elements in an analytical exposition text.	Students can answer questions about the thesis, arguments, and reiteration of the text.	C2, C3	2 (No: 7, 8)
3	Comparing analytical and hortatory exposition texts.	Students can explain the differences between the two types of texts based on structure and purpose.	Students can differentiate between the types of texts and identify their distinctive features.	C1, C2, C3	3 (No: 4, 5, 10)
4	Composing and presenting procedure texts/analytical and hortatory exposition text logically.	Students can create a simple procedure texts/analytical and hortatory exposition text with complete elements.	Students can arrange sentences from jumbled words into a structured procedure texts/analytical and hortatory exposition text	C3, C6	4 (No: 17, 18, 19, 20)

No	Learning Outcomes (CP)	Basic Competency	Indicators	Level of Cognitive	Total (Question No.)
5	Expressing opinions through simple exposition texts.	Students can write a clear and logical thesis statement.	Students can provide an example of a thesis statement or recommendation in an exposition text.	C3, C6	2 (No: 14, 15)
6	Composing and presenting procedures correctly.	Students can create sequential steps and use imperative sentences correctly.	Students can write steps in a procedure and understand the use of time connectors.	C1, C2, C6	4 (No: 3, 9, 12, 13)
Total				C1: 3, C2: 5, C3: 5, C6: 7	20 (All Questions)

Appendix 9 Post-test Instrument

Post Test

I. Multiple choice (8 question)

Please cross the answer that you think is the correct answer!What is the main purpose of a procedure text?

- a. To tell a story
- b. To explain how to do something
- c. To describe a place
- d. To persuade someone

1. Which of the following is NOT a typical feature of a procedure text?
 - a. Imperative sentences
 - b. Action verbs
 - c. Sequencing words
 - d. Direct speech
2. In a procedure text, what is the purpose of the "material" part?
 - a. To explain the steps to do something
 - b. To list the things needed before starting
 - c. To give reasons why the procedure is important
 - d. To describe the result of the procedure
3. "You should read more books to improve your vocabulary." This sentence is an example of:
 - a. A hortatory exposition
 - b. A procedure text
 - c. A narrative text
 - d. An analytical exposition
4. What is the correct structure of an analytical exposition text?
 - a. Orientation, complication, resolution
 - b. Goal, materials, steps
 - c. Thesis, arguments, reiteration/conclusion
 - d. Title, thesis, steps
5. Which of the following is a **sequencing word** commonly used in procedure texts?
 - a. Once upon a time
 - b. First,
 - c. On the other hand,
 - d. In conclusion,

Read the text below to answer questions 7 and 8.

The Importance of Breakfast

Breakfast is very important because it gives us energy and keeps us healthy during the day. Many people skip breakfast because they are in a hurry or not hungry, but this can make them feel weak and unable to focus.

First, eating breakfast gives us the energy to start the day and helps us concentrate better. When we skip breakfast, we may feel tired, weak, and have trouble paying attention, especially at school or work. Next, eating breakfast also keeps us healthy and helps control our weight. Studies show that people who eat breakfast usually make better food choices and do not feel too hungry later.

In conclusion, breakfast is very important because it gives us energy, helps us focus, and keeps us healthy. To stay strong and do well in daily activities, we should eat a good breakfast every day

7. What is the purpose of the arguments in the text?
 - a. To introduce the main idea of the text
 - b. To give reasons and examples to support the main idea.
 - c. To repeat the main point at the end of the text
 - d. To provide an opposing opinion about breakfast
8. Which part of the text states the writer's main idea about the importance of breakfast?
 - a. Thesis
 - b. Argument 1
 - c. Argument 2
 - d. Reiteration

I. True/False (4 Soal)

Choose whether the following statements are True or False by circle the answer you think is most correct!

- | | |
|---|--------|
| 9. A procedure text always uses past tense. | True / |
| False | |
| 10. The thesis in an analytical exposition text introduces the main idea. | True / |
| False | |
| 11. A hortatory exposition text contains three parts: goal, materials, steps. | True / |
| False | |
| 12. Hortatory exposition texts aim to persuade readers to take action. | True / |
| False | |

III. Short Essay (4 Soal)

Answer the following questions with a short explanation!

13. What are the main language features of a procedure text? Provide examples.

Answer:

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.....

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14. Explain the difference between analytical and hortatory exposition texts.

Answer:

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.....

15. Write one example of a thesis statement for an analytical exposition text.

Answer:

.....
.....
.....
.....
.....
.....

16. Why are the "steps" important in a procedure text?

Answer:

.....
.....
.....
.....
.....
.....

IV. Arrange the Words (4 Soal)

Arrange the following words into correct sentences!

17. should – read – Students – books – every day – more

Answer:

.....
.....

18. steps – follow – carefully – should – the – You

Answer:

.....
.....

19. Finally, – your – ready – eat – is – pizza – to

Answer:

.....
.....

20. The – support – should – be – facts – with – arguments

Answer:

.....

.....



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 : Lecturer of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the lesson plan for control group in teaching basic English literacy for 10th grade students at SMAN 4 Singaraja 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 Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following has presented several statement items related to the lesson plan for teaching basic English literacy for 10th grade students at SMAN 4 Singaraja. 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 tenth 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.	✓	

Suggestions:



Singaraja, 18 February 2025
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 of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the lesson plan for experimental group in teaching basic English literacy for 10th grade students at SMAN 4 Singaraja 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 Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following has presented several statement items related to the lesson plan for teaching basic English literacy for 10th grade students at SMAN 4 Singaraja. 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 tenth 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.	✓	

Suggestions:



Singaraja, 18 February 2025
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 of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the Liveworksheets learning media effect on English basic literacy for 10th grade students at SMAN 4 Singaraja 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 Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

Link Live Worksheet:

- 1) Procedure Text 1st Meeting:
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=bk&i=ozfoxt&r=xq&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lfcjgejmznmtngnegzgmxxg&mw=hs>
- 2) Procedure Text 2nd Meeting:
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=l2&i=ozxzd&r=ng&f=dzdfztzx&ms=uz&cd=p--vkd9x--0la5jgmgnplbngnegzgmxxg&mw=hs>
- 3) Analytical and Hortatory Exposition 1st Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=hr&i=ozxzd&r=me&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lwsjgmgnmjvrmnegzgmxxg&mw=hs>
- 4) Analytical and Hortatory Exposition 2nd Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=qa&i=ozxzt&r=bb&f=dzdfztzx&ms=uz&cd=p--vkd9x--0ltdjgmgzmfngnegzgmxxg&mw=hs>
- 5) Analytical and Hortatory Exposition 3rd Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=3e&i=ozxzt&r=ox&f=dzdfztzx&ms=uz&cd=p--vkd9x--0l0rjgmgzpxjmngnegzgmxxg&mw=hs>
- 6) Analytical and Hortatory Exposition 4th Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=uv&i=ozxzt&r=nx&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lxyjgmgzlmlmngnegzgmxxg&mw=hs>

INSTRUCTION

The following has presented several statement items related to the Liveworksheets learning media to improve basic English literacy for 10th grade students at SMAN 4 Singaraja. 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, 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.	✓	

Suggestions:

Singaraja, 18 February 2025

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 of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the post-test instrument for collecting the data and measure students' basic English literacy that is conducted after the treatment. Your input and validation will be invaluable in the success of the development of the research entitled "The Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

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	What is the main purpose of a procedure text?	✓		

	a. To tell a story b. To explain how to do something c. To describe a place d. To persuade someone			
2	Which of the following is NOT a typical feature of a procedure text? a. Imperative sentences b. Action verbs c. Sequencing words d. Direct speech	✓		
3	In a procedure text, what is the purpose of the "material" part? a. To explain the steps to do something b. To list the things needed before starting c. To give reasons why the procedure is important d. To describe the result of the procedure	✓		
4	"You should read more books to improve your vocabulary." This sentence is an example of: a. A hortatory exposition b. A procedure text c. A narrative text d. An analytical exposition	✓		

5	What is the correct structure of an analytical exposition text? a. Orientation, complication, resolution b. Goal, materials, steps c. Thesis, arguments, reiteration/conclusion d. Title, thesis, steps	✓		
6	Which of the following is a time connector commonly used in procedure texts? a. Once upon a time b. First, c. On the other hand, d. In conclusion,	✓		

Read the text below to answer questions 7 and 8.

The Importance of Breakfast

Breakfast is very important because it gives us energy and keeps us healthy during the day. Many people skip breakfast because they are in a hurry or not hungry, but this can make them feel weak and unable to focus.

First, eating breakfast gives us the energy to start the day and helps us concentrate better. When we skip breakfast, we may feel tired, weak, and have trouble paying attention, especially at school or work. Next, eating breakfast also keeps us healthy and helps control our weight. Studies show that people who eat breakfast usually make better food choices and do not feel too hungry later.

In conclusion, breakfast is very important because it gives us energy, helps us focus, and keeps us healthy. To stay strong and do well in daily activities, we should eat a good breakfast every day.

7	What is the purpose of the arguments in the text? (analytical) a. To introduce the main idea of the text b. To give reasons and examples to support the main idea. c. To repeat the main point at the end of the text d. To provide an opposing opinion about breakfast	✓		
8	Which part of the text states the writer's main idea about the importance of breakfast? (analytical) a. Thesis b. Argument 1 c. Argument 2 d. Reiteration	✓		
Answer: 1. b 2. d 3. b 4. a 5. c 6. b 7. b 8. a				

True or False				
No	Item	Validation Options		Descriptions
		Relevant	Irrelevant	
9	A procedure text always uses past tense.	✓		
10	The thesis in an analytical exposition text introduces the main idea.	✓		
11	A hortatory exposition text contains three parts: goal, materials, steps.	✓		
12	Hortatory exposition texts aim to persuade readers to take action.	✓		
Answer: 9. False – A procedure text typically uses present tense. 10. True 11. False – A hortatory exposition text contains thesis, arguments, recommendation 12. True				
Short Essay				
No	Item	Validation Options		Descriptions
		Relevant	Irrelevant	

13	What are the main language features of a procedure text? Provide examples.	✓		
14	Explain the difference between analytical and hortatory exposition texts.	✓		
15	Write one example of a thesis statement for an analytical exposition text.	✓		
16	Why is the "steps" important in a procedure text?	✓		
Answer: 13. Example of the language feature: • Imperative sentences (e.g., "Add 2 cups of water"). • Action verbs (e.g., "Mix, chop, boil"). • Time connectors (e.g., "First, next, then"). 14. The differences: • Analytical exposition presents arguments to support the writer's point of view but does not persuade the reader to take action. • Hortatory exposition includes arguments and encourages the reader to act (e.g., "We should plant more trees"). 15. Reading books regularly is essential because it improves knowledge, enhances vocabulary, and boosts critical thinking skills. 16. The "steps" in a procedure text are important because they give clear instructions to help people follow the process correctly and achieve the desired result.				
Arrange Word				

No	Item	Validation Options		Descriptions
		Relevant	Irrelevant	
17	should – read – Students – books – every day – more	✓		
18	steps – follow – carefully – should – the – You	✓		
19	Finally, – your – ready – eat – is – pizza – to	✓		
20	The – supported – be – should – facts – with – arguments	✓		
Answer: 17. Students should read more books every day. 18. You should follow the steps carefully. 19. Finally, your pizza is ready to eat. 20. The arguments should be supported with facts.				

Overall Assessment

Aspect	Validation Options		Descriptions
	Relevant	Irrelevant	
Does the test align with the lesson plan objectives?	✓		
Is the overall difficulty level suitable for Grade 10 students?	✓		
Is the test practical and feasible for classroom use?	✓		

Does the variety of question types provide comprehensive assessment?	✓		
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Suggestions:

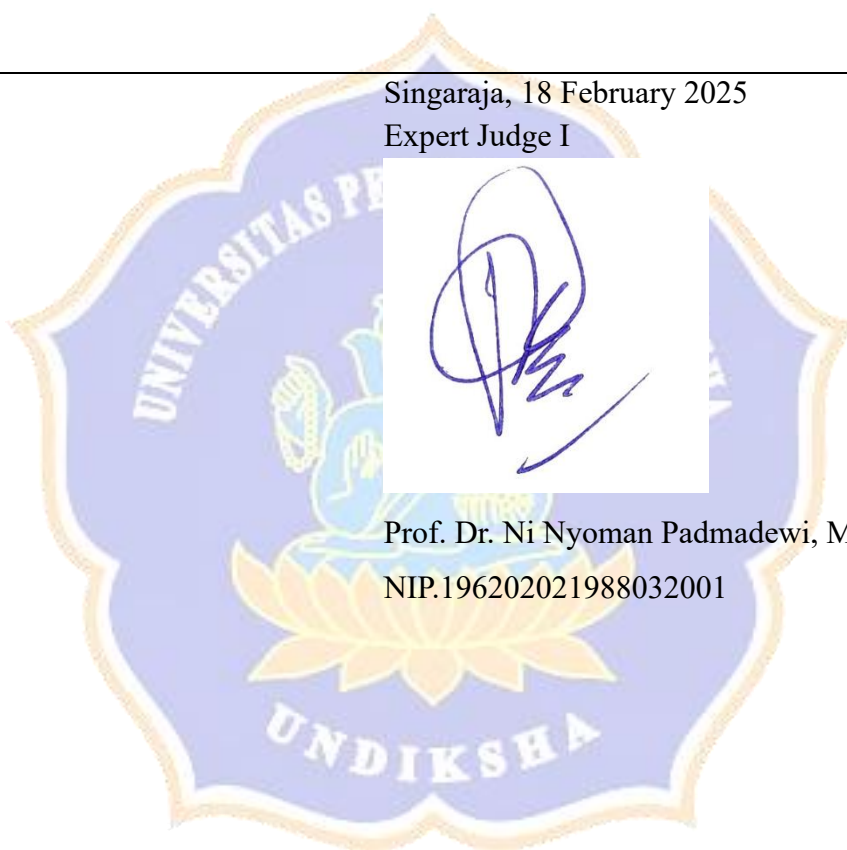
Singaraja, 18 February 2025

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 of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the lesson plan for control group in teaching basic English literacy for 10th grade students at SMAN 4 Singaraja 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 Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following has presented several statement items related to the lesson plan for teaching basic English literacy for 10th grade students at SMAN 4 Singaraja. 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				47		

Suggestions:

Singaraja, 18 February 2025

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 of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the lesson plan for experimental group in teaching basic English literacy for 10th grade students at SMAN 4 Singaraja 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 Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following has presented several statement items related to the lesson plan for teaching basic English literacy for 10th grade students at SMAN 4 Singaraja. 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		48				

Suggestions:

Singaraja, 18 February 2025
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 of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the Liveworksheets learning media effect on English basic literacy for 10th grade students at SMAN 4 Singaraja 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 Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

Link Live Worksheet:

- 1) Procedure Text 1st Meeting:
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=bk&i=ozfoxd&r=xq&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lfcjgejmznmtnegneggzgmxxg&mw=hs>
- 2) Procedure Text 2nd Meeting:
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=l2&i=ozxzdfs&r=ng&f=dzdfztzx&ms=uz&cd=p--vkd9x--0la5jgmgnepbnegneggzgmxxg&mw=hs>
- 3) Analytical and Hortatory Exposition 1st Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=hr&i=ozxzdxo&r=me&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lwsjgmgnmjvrnugneggzgmxxg&mw=hs>
- 4) Analytical and Hortatory Exposition 2nd Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=qa&i=ozxztxt&r=bb&f=dzdfztzx&ms=uz&cd=p--vkd9x--0ltdjgmgzmmzffnugneggzgmxxg&mw=hs>
- 5) Analytical and Hortatory Exposition 3rd Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=3e&i=ozxztu&r=ox&f=dzdfztzx&ms=uz&cd=p--vkd9x--0l0rjgmgzpxjmngneggzgmxxg&mw=hs>

6) Analytical and Hortatory Exposition 4th Meeting

<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=uv&i=ozxztnx&r=nx&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lxjgmgzlmnmngnegzgmxxg&mw=hs>

INSTRUCTION

The following has presented several statement items related to the Liveworksheets learning media in teaching basic English literacy for 10th grade students at SMAN 4 Singaraja. 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		47				

Suggestions:

Singaraja, 18 February 2025

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 of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing the post-test instrument for collecting the data and measure students' basic English literacy that is conducted after the treatment. Your input will be invaluable in the success of the development of the research entitled "The Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTIONS

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	Descriptor	Statement	Scale				
			1	2	3	4	5
Multiple Choice							
1.	Reading Comprehension Understanding the purpose of a procedure text.	What is the main purpose of a procedure text? a. To tell a story b. To explain how to do something c. To describe a place d. To persuade someone					✓
2.	Reading Comprehension Identifying the typical features of a procedure text.	Which of the following is NOT a typical feature of a procedure text? a. Imperative sentences b. Action verbs					✓

		c. Sequencing words d. Direct speech					
3.	Reading Comprehension Understanding the purpose of the "material" section in a procedure text.	In a procedure text, what is the purpose of the "material" part? a. To explain the steps to do something b. To list the things needed before starting c. To give reasons why the procedure is important d. To describe the result of the procedure					✓
4.	Reading Comprehension Identifying sentence types based on text genres.	"You should read more books to improve your vocabulary." This sentence is an example of: a. A hortatory exposition b. A procedure text c. A narrative text d. An analytical exposition					✓
5.	Reading Comprehension Recognizing the correct structure of an analytical exposition text.	What is the correct structure of an analytical exposition text? a. Orientation, complication, resolution b. Goal, materials, steps c. Thesis, arguments, reiteration/conclusion d. Title, thesis, steps					✓
6.	Reading Comprehension Identifying sequencing words commonly used in procedure texts.	Which of the following is a sequencing word commonly used in procedure texts? a. Once upon a time b. First, c. On the other hand, d. In conclusion,				✓	

Read the text below to answer questions 7 and 8.

The Importance of Breakfast

Breakfast is very important because it gives us energy and keeps us healthy during the day. Many people skip breakfast because they are in a hurry or not hungry, but this can make them feel weak and unable to focus.

First, eating breakfast gives us the energy to start the day and helps us concentrate better. When we skip breakfast, we may feel tired, weak, and have trouble paying attention, especially at school or work. Next, eating breakfast also keeps us healthy and helps control our weight. Studies show that people who eat breakfast usually make better food choices and do not feel too hungry later.

In conclusion, breakfast is very important because it gives us energy, helps us focus, and keeps us healthy. To stay strong and do well in daily activities, we should eat a good breakfast every day

7.	Reading Comprehension Understand and obtain information of the text from the reading.	What is the purpose of the arguments in the text? a. To introduce the main idea of the text b. To give reasons and examples to support the main idea. c. To repeat the main point at the end of the text d. To provide an opposing opinion about breakfast					✓
8.	Reading Comprehension Understand and obtain information of the text from the reading.	Which part of the text states the writer's main idea about the importance of breakfast? a. Thesis b. Argument 1 c. Argument 2					✓

		d. Reiteration					
Total			39				
True or False							
1.	Reading Comprehension Identifying whether a procedure text always uses past tense.	A procedure text always uses past tense.					✓
2.	Reading Comprehension Understanding the function of a thesis in an analytical exposition text.	The thesis in an analytical exposition text introduces the main idea.					✓
3.	Reading Comprehension Determining if a hortatory exposition text follows a specific structure.	A hortatory exposition text contains three parts: goal, materials, steps.					✓
4.	Reading Comprehension Recognizing the goal of a hortatory exposition text in persuading readers.	Hortatory exposition texts aim to persuade readers to take action.					✓
Total			20				
Short Essay							
1.	Word Usage Describing the main language features of a procedure text.	What are the main language features of a procedure text? Provide examples.					✓
2.	Reading Comprehension Explaining the difference between analytical and	Explain the difference between analytical and hortatory exposition texts.					✓

	hortatory exposition texts						
3.	Word Usage Creating a thesis statement for an analytical exposition text.	Write one example of a thesis statement for an analytical exposition text.					✓
4.	Reading Comprehension Explaining the importance of the "steps" in a procedure text.	Why are the "steps" important in a procedure text?					✓
Total			20				
Arrange Word							
1.	Sentence Construction Rearranging jumbled words to form a coherent sentence	should – read – Students – books – every day – more					✓
2.	Sentence Construction Rearranging jumbled words to form a coherent sentence	steps – follow – carefully – should – the – You				✓	
3.	Sentence Construction Rearranging jumbled words to form a coherent sentence	Finally, – your – ready – eat – is – pizza – to					✓
4.	Sentence Construction Rearranging jumbled words to form a coherent sentence	The – supported – should – be – facts – with – arguments					✓

Total	19
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Singaraja, 18 February 2025
Expert Judge I



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



2) Kadek Sintya Dewi, S.Pd. M.Pd.

EXPERT JUDGEMENT OF LESSON PLAN FOR CONTROL GROUP INSTRUMENT

Expert Judge II : Kadek Sintya Dewi, S.Pd., M.Pd.
NIP : 198803232015042004
Position : Lecturer of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the lesson plan for control group in teaching basic English literacy for 10th grade students at SMAN 4 Singaraja 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 Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following has presented several statement items related to the lesson plan for teaching basic English literacy for 10th grade students at SMAN 4 Singaraja. 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 tenth 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.	✓	

Suggestions:

--

Singaraja, 18 February 2025
Expert Judge

Kadek Sintya Dewi, S.Pd., M.Pd.
NIP. 198803232015042004

EXPERT JUDGEMENT OF LESSON PLAN FOR EXPERIMENTAL GROUP INSTRUMENT

Expert Judge I : Kadek Sintya Dewi, S.Pd., M.Pd.
NIP : 198803232015042004
Position : Lecturer of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the lesson plan for experimental group in teaching basic English literacy for 10th grade students at SMAN 4 Singaraja 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 Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following has presented several statement items related to the lesson plan for teaching basic English literacy for 10th grade students at SMAN 4 Singaraja. 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 tenth 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.	✓	

Suggestions:

Singaraja, 18 February 2025

Expert Judge

Kadek Sintya Dewi, S.Pd., M.Pd.

NIP. 198803232015042004

EXPERT JUDGEMENT OF LEARNING MEDIA

Expert Judge II : Kadek Sintya Dewi, S.Pd., M.Pd
NIP : 198803232015042004
Position : Lecturer in English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the Liveworksheets learning media effect on English basic literacy for 10th grade students at SMAN 4 Singaraja 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 entitled “The Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja”. I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

Link Live Worksheet:

- 1) Procedure Text 1st Meeting:
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=bk&i=ozfoxtd&r=xq&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lfcjgejmznmtnegzgmxxg&mw=hs>
- 2) Procedure Text 2nd Meeting:
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=l2&i=ozxzdfs&r=ng&f=dzdfztzx&ms=uz&cd=p--vkd9x--0la5jgmgnplbngnegzgmxxg&mw=hs>
- 3) Analytical and Hortatory Exposition 1st Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=hr&i=ozxzdxo&r=me&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lwsjgmgnmjvrngnegzgmxxg&mw=hs>
- 4) Analytical and Hortatory Exposition 2nd Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=qa&i=ozxztxt&r=bb&f=dzdfztzx&ms=uz&cd=p--vkd9x--0ltdjgmgzmfngnegzgmxxg&mw=hs>
- 5) Analytical and Hortatory Exposition 3rd Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=3e>

<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=uv&i=ozxztsu&r=ox&f=dzdfztzx&ms=uz&cd=p--vkd9x--0l0rjgmgzpxjmngnegzgmxxg&mw=hs>

- 6) Analytical and Hortatory Exposition 4th Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=uv&i=ozxztnx&r=nx&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lxyjgmgzlmnmngnegzgmxxg&mw=hs>

INSTRUCTION

The following has presented several statement items related to the Liveworksheets learning media to improve basic English literacy for 10th grade students at SMAN 4 Singaraja. 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, 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.	✓	

Suggestions:

Singaraja, 18 February 2025

Expert Judge



Kadek Sintya Dewi, S.Pd., M.Pd.
NIP. 198803232015042004

EXPERT JUDGEMENT OF POST-TEST

Expert Judge II : Kadek Sintya Dewi, S.Pd., M.Pd.
NIP : 198803232015042004
Position : Lecturer of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the post-test instrument for collecting the data and measure students' basic English literacy that is conducted after the treatment. Your input and validation will be invaluable in the success of the development of the research entitled "The Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

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	What is the main purpose of a procedure text? a. To tell a story b. To explain how to do something c. To describe a place d. To persuade someone	✓		

2	Which of the following is NOT a typical feature of a procedure text? a. Imperative sentences b. Action verbs c. Sequencing words d. Direct speech	✓		
3	In a procedure text, what is the purpose of the "material" part? a. To explain the steps to do something b. To list the things needed before starting c. To give reasons why the procedure is important d. To describe the result of the procedure	✓		
4	"You should read more books to improve your vocabulary." This sentence is an example of: a. A hortatory exposition b. A procedure text c. A narrative text d. An analytical exposition	✓		
5	What is the correct structure of an analytical exposition text? a. Orientation, complication, resolution b. Goal, materials, steps c. Thesis, arguments, reiteration/conclusion d. Title, thesis, steps	✓		
6	Which of the following is a time connector commonly used in procedure texts? a. Once upon a time b. First, c. On the other hand, d. In conclusion,	✓		

Read the text below to answer questions 7 and 8.

The Importance of Breakfast

Breakfast is very important because it gives us energy and keeps us healthy during the day. Many people skip breakfast because they are in a hurry or not hungry, but this can make them feel weak and unable to focus.

First, eating breakfast gives us the energy to start the day and helps us concentrate better. When we skip breakfast, we may feel tired, weak, and have trouble paying attention, especially at school or work. Next, eating breakfast also keeps us healthy and helps control our weight. Studies show that people who eat breakfast usually make better food choices and do not feel too hungry later.

In conclusion, breakfast is very important because it gives us energy, helps us focus, and keeps us healthy. To stay strong and do well in daily activities, we should eat a good breakfast every day.

7	What is the purpose of the arguments in the text? (analytical) a. To introduce the main idea of the text b. To give reasons and examples to support the main idea. c. To repeat the main point at the end of the text d. To provide an opposing opinion about breakfast	✓		
8	Which part of the text states the writer's main idea about the importance of breakfast? (analytical) a. Thesis b. Argument 1 c. Argument 2 d. Reiteration	✓		

Answer:

1. b

2. d 3. b 4. a 5. c 6. b 7. b 8. a				
True or False				
No	Item	Validation Options		Descriptions
		Relevant	Irrelevant	
9	A procedure text always uses past tense.	✓		
10	The thesis in an analytical exposition text introduces the main idea.	✓		
11	A hortatory exposition text contains three parts: goal, materials, steps.	✓		
12	Hortatory exposition texts aim to persuade readers to take action.	✓		
Answer: 9. False – A procedure text typically uses present tense. 9. True 9. False – A hortatory exposition text contains thesis, arguments, recommendation 9. True				
Short Essay				
No	Item	Validation Options		Descriptions
		Relevant	Irrelevant	
13	What are the main language features of a procedure text? Provide examples.	✓		

14	Explain the difference between analytical and hortatory exposition texts.	✓		
15	Write one example of a thesis statement for an analytical exposition text.	✓		
16	Why is the "steps" important in a procedure text?	✓		

Answer:

13. Example of the language feature:

- Imperative sentences (e.g., "Add 2 cups of water").
- Action verbs (e.g., "Mix, chop, boil").
- Time connectors (e.g., "First, next, then").

14. The differences:

- Analytical exposition presents arguments to support the writer's point of view but does not persuade the reader to take action.
- Hortatory exposition includes arguments and encourages the reader to act (e.g., "We should plant more trees").

15. Reading books regularly is essential because it improves knowledge, enhances vocabulary, and boosts critical thinking skills.

16. The "steps" in a procedure text are important because they give clear instructions to help people follow the process correctly and achieve the desired result.

Arrange Word

No	Item	Validation Options		Descriptions
		Relevant	Irrelevant	
17	should – read – Students – books – every day – more	✓		
18	steps – follow – carefully – should – the – You	✓		
19	Finally, – your – ready – eat – is – pizza – to	✓		

20	The – supported – be – should – facts – with – arguments	✓		
Answer: 17. Students should read more books every day. 17. You should follow the steps carefully. 17. Finally, your pizza is ready to eat. 17. The arguments should be supported with facts.				

Overall Assessment

Aspect	Validation Options		Descriptions
	Relevant	Irrelevant	
Does the test align with the lesson plan objectives?	✓		
Is the overall difficulty level suitable for Grade 10 students?	✓		
Is the test practical and feasible for classroom use?	✓		
Does the variety of question types provide comprehensive assessment?	✓		

Singaraja, 18 February 2025
Expert Judge

Kadek Sintya Dewi, S.Pd., M.Pd.
NIP. 198803232015042004

EXPERT JUDGEMENT OF LESSON PLAN FOR CONTROL GROUP INSTRUMENT

Expert Judge II : Kadek Sintya Dewi, S.Pd., M.Pd.
NIP : 198803232015042004
Position : Lecturer of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the lesson plan for control group in teaching basic English literacy for 10th grade students at SMAN 4 Singaraja 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 Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following has presented several statement items related to the lesson plan for teaching basic English literacy for 10th grade students at SMAN 4 Singaraja. 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				48		

Suggestions:

Singaraja, 18 February 2025

Expert Judge



Kadek Sintya Dewi, S.Pd., M.Pd.

NIP. 198803232015042004

EXPERT JUDGEMENT OF LESSON PLAN FOR EXPERIMENTAL GROUP INSTRUMENT

Expert Judge I : Kadek Sintya Dewi, S.Pd., M.Pd.
NIP : 198803232015042004
Position : Lecturer in English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the lesson plan for experimental group in teaching basic English literacy for 10th grade students at SMAN 4 Singaraja 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 Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following has presented several statement items related to the lesson plan for teaching basic English literacy for 10th grade students at SMAN 4 Singaraja. 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		49				

Suggestions:

Singaraja, 18 February 2025
Expert Judge

Kadek Sintya Dewi, S.Pd., M.Pd.
NIP. 198803232015042004

EXPERT JUDGEMENT OF LEARNING MEDIA

Expert Judge II : Kadek Sintya Dewi, S.Pd., M.Pd
NIP : 198803232015042004
Position : Lecturer in English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the Liveworksheets learning media effect on English basic literacy for 10th grade students at SMAN 4 Singaraja 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 Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

Link Live Worksheet:

- 1) Procedure Text 1st Meeting:
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=bk&i=ozfoxt&r=xq&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lfcjgjmznmtnngnegzgmxg&mw=hs>
- 2) Procedure Text 2nd Meeting:
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=l2&i=ozxzdf&r=ng&f=dzdfztzx&ms=uz&cd=p--vkd9x--0la5jgmgneplbngnegzgmxg&mw=hs>
- 3) Analytical and Hortatory Exposition 1st Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=hr&i=ozxzdx&r=me&f=dzdfztzx&ms=uz&cd=p--vkd9x--0lwsjgmgnmjvrngnegzgmxg&mw=hs>
- 4) Analytical and Hortatory Exposition 2nd Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=qa&i=ozxztx&r=bb&f=dzdfztzx&ms=uz&cd=p--vkd9x--0ltdjgmgzmzffngnegzgmxg&mw=hs>
- 5) Analytical and Hortatory Exposition 3rd Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=3e&i=ozxztsu&r=ox&f=dzdfztzx&ms=uz&cd=p--vkd9x--0l0rjgmgzpxjmngnegzgmxg&mw=hs>
- 6) Analytical and Hortatory Exposition 4th Meeting
<https://www.liveworksheets.com/c?a=s&t=ZFmca4uWT3&sr=n&l=uv&i=oz>

INSTRUCTION

The following has presented several statement items related to the Liveworksheets learning media in teaching basic English literacy for 10th grade students at SMAN 4 Singaraja. 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		48				

Suggestions:

Singaraja, 18 February 2025

Expert Judge



Kadek Sintya Dewi, S.Pd., M.Pd.
NIP. 198803232015042004



EXPERT JUDGEMENT OF POST-TEST

Expert Judge II : Kadek Sintya Dewi, S.Pd., M.Pd.

NIP : 198803232015042004

**Position : Lecturer of English Language Education
Undergraduate Program**

Institution : Ganesha University of Education

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing the post-test instrument for collecting the data and measure students' basic English literacy that is conducted after the treatment. Your input will be invaluable in the success of the development of the research entitled "The Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja". I greatly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTIONS

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.	Descriptor	Statement	Scale				
			1	2	3	4	5
Multiple Choice							
1.	Reading Comprehension Understanding the purpose of a procedure text.	What is the main purpose of a procedure text? a. To tell a story b. To explain how to do something c. To describe a place d. To persuade someone					✓

2.	Reading Comprehension Identifying the typical features of a procedure text.	Which of the following is NOT a typical feature of a procedure text? a. Imperative sentences b. Action verbs c. Sequencing words d. Direct speech					✓
3.	Reading Comprehension Understanding the purpose of the "material" section in a procedure text.	In a procedure text, what is the purpose of the "material" part? a. To explain the steps to do something b. To list the things needed before starting c. To give reasons why the procedure is important d. To describe the result of the procedure					✓
4.	Reading Comprehension Identifying sentence types based on text genres.	"You should read more books to improve your vocabulary." This sentence is an example of: a. A hortatory exposition b. A procedure text c. A narrative text d. An analytical exposition					✓
5.	Reading Comprehension	What is the correct structure of an					✓

	Recognizing the correct structure of an analytical exposition text.	analytical exposition text? a. Orientation, complication, resolution b. Goal, materials, steps c. Thesis, arguments, reiteration/conclusion d. Title, thesis, steps					
6.	Reading Comprehension Identifying sequencing words commonly used in procedure texts.	Which of the following is a sequencing word commonly used in procedure texts? a. Once upon a time b. First, c. On the other hand, d. In conclusion,					✓

Read the text below to answer questions 7 and 8.

The Importance of Breakfast

Breakfast is very important because it gives us energy and keeps us healthy during the day. Many people skip breakfast because they are in a hurry or not hungry, but this can make them feel weak and unable to focus.

First, eating breakfast gives us the energy to start the day and helps us concentrate better. When we skip breakfast, we may feel tired, weak, and have trouble paying attention, especially at school or work. Next, eating breakfast also keeps us healthy and helps control our weight. Studies show that people who eat breakfast usually make better food choices and do not feel too hungry later.

In conclusion, breakfast is very important because it gives us energy, helps us focus, and keeps us healthy. To stay strong and do well in daily activities, we should eat a good breakfast every day

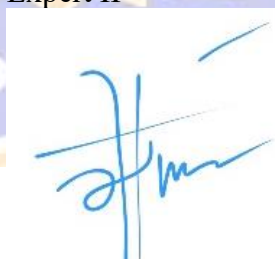
7.	Reading Comprehension Understand and obtain information of the text from the reading.	What is the purpose of the arguments in the text? a. To introduce the main idea of the text b. To give reasons and examples to support the main idea. c. To repeat the main point at the end of the text d. To provide an opposing opinion about breakfast					✓
8.	Reading Comprehension Understand and obtain information of the text from the reading.	Which part of the text states the writer’s main idea about the importance of breakfast? a. Thesis b. Argument 1 c. Argument 2 d. Reiteration					✓
Total			40				
True or False							
1.	Reading Comprehension	A procedure text always uses past tense.					✓

	Identifying whether a procedure text always uses past tense.						
2.	Reading Comprehension Understanding the function of a thesis in an analytical exposition text.	The thesis in an analytical exposition text introduces the main idea.					✓
3.	Reading Comprehension Determining if a hortatory exposition text follows a specific structure.	A hortatory exposition text contains three parts: goal, materials, steps.					✓
4.	Reading Comprehension Recognizing the goal of a hortatory exposition text in persuading readers.	Hortatory exposition texts aim to persuade readers to take action.					✓
Total			20				
Short Essay							
1.	Word Usage Describing the main language features of a procedure text.	What are the main language features of a procedure text? Provide examples.					✓

2.	Reading Comprehension Explaining the difference between analytical and hortatory exposition texts	Explain the difference between analytical and hortatory exposition texts.					✓
3.	Word Usage Creating a thesis statement for an analytical exposition text.	Write one example of a thesis statement for an analytical exposition text.					✓
4.	Reading Comprehension Explaining the importance of the "steps" in a procedure text.	Why are the "steps" important in a procedure text?					✓
Total			20				
Arrange Word							
1.	Sentence Construction Rearranging jumbled words to form a coherent sentence	should – read – Students – books – every day – more					✓
2.	Sentence Construction Rearranging	steps – follow – carefully – should – the – You				✓	

	jumbled words to form a coherent sentence						
3.	Sentence Construction Rearranging jumbled words to form a coherent sentence	Finally, – your – ready – eat – is – pizza – to					✓
4.	Sentence Construction Rearranging jumbled words to form a coherent sentence	The – supported – should – be – facts – with – arguments					✓
Total			19				

Singaraja, 18 Februari 2025
Expert II



Kadek Sintya Dewi, S.Pd., M.Pd.
NIP. 198803232015042004

Appendix 11 Normality and Homogeneity Test Before Treatment

1) Case Processing Summary of Students' Latest English Score

Case Processing Summary

		Valid		Cases Missing		Total	
	Class	N	Percent	N	Percent	N	Percent
Score	4	35	100.0%	0	0.0%	35	100.0%
	6	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

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Score	4	.137	35	.095	.941	35	.061
	6	.136	35	.101	.940	35	.056

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.
Score	Based on Mean	1.546	1	68	.218
	Based on Median	.953	1	68	.332
	Based on Median and with adjusted df	.953	1	59.771	.333
	Based on trimmed mean	1.307	1	68	.257

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 Lates English Score	Equal variances assumed	.856	.358	.908	69	.367	.38651	.42552	- .46238 1.23539
	Equal variances not assumed			.906	66.255	.368	.38651	.42658	- .46514 1.23815

Source: IBM SPSS Statistic 26



Appendix 12 Validity and Reliability Result

1. Validity of Control Group Lesson Plan

1) Cross Tabulation

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

2) Formula Calculation

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

2. Validity of Experimental Group Lesson Plan

1) Cross Tabulation

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

2) Formula Calculation

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

3. Validity of Learning Media

1) Cross Tabulation

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

2) Formula Calculation

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

4. Validity of Post-test

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

1) Cross Tabulation

2) Formula Calculation

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

5. Reliability Testing Result 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	.757 ^a	.284	.934	7.222	9	9	.004
Average Measures	.862 ^c	.443	.966	7.222	9	9	.004

6. Reliability Testing Result 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	.640 ^a	.062	.897	4.556	9	9	.017
Average Measures	.780 ^c	.116	.945	4.556	9	9	.017

7. Reliability Testing Result of Learning Media

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	.757 ^a	.284	.934	7.222	9	9	.004
Average Measures	.862 ^c	.443	.966	7.222	9	9	.004

8. Reliability Testing Result 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	.655 ^a	.309	.847	4.789	19	19	.001
Average Measures	.791 ^c	.472	.917	4.789	19	19	.001



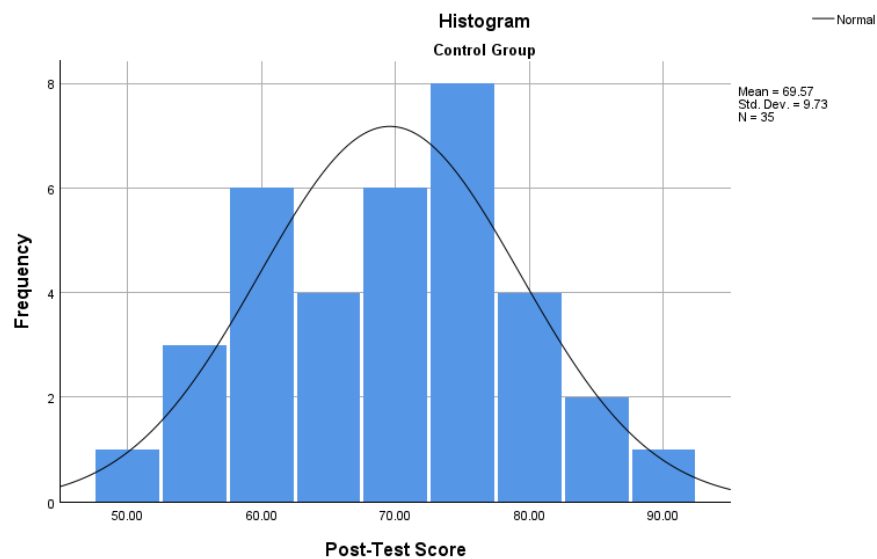
Appendix 13 Descriptive Statistic Analysis Results

1) Post-test Descriptive Statistics Analysis

Statistics		Post-Test Experimental Group	Post-Test Control Group
N	Valid	35	35
	Missing	35	35
Mean		89.43	74.49
Median		91.00	76.00
Mode		94	78
Std. Deviation		7.224	5.716
Variance		52.193	32.669
Range		24	23
Minimum		76	60
Maximum		100	83
Sum		3130	2607

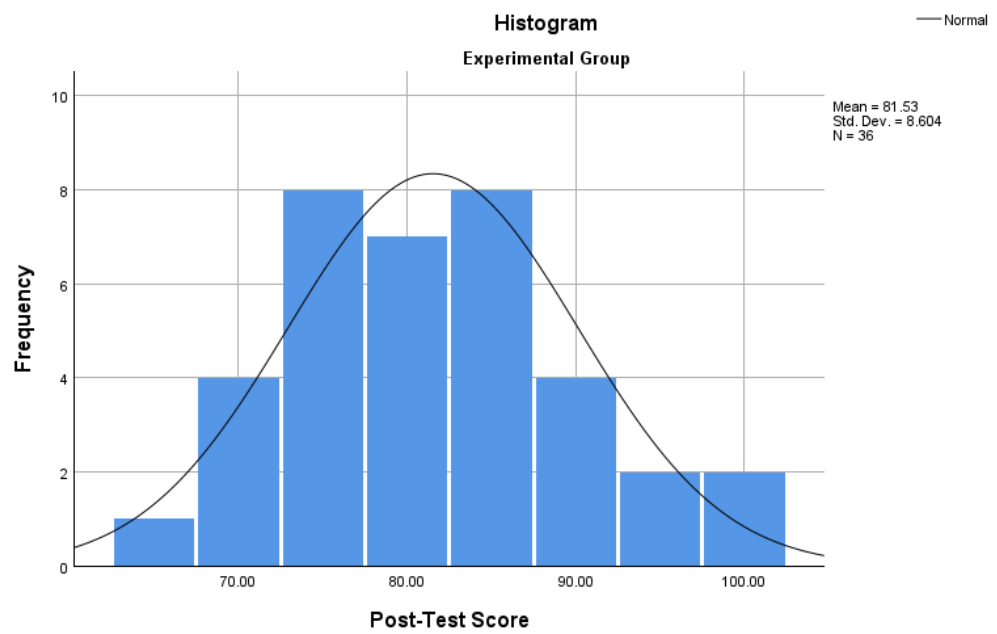
Source: IBM SPSS Statistics 26

2) Post-test Control Group Histogram



Source: IBM SPSS Statistics 26

3) Post-test Experimental Group Histogram



Source: IBM SPSS Statistics 26



Appendix 14 Inferential Statistic Analysis Results

1) Normality Testing of Post-test

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Score	Post-test Experiment Class	.125	35	.185	.942	35	.063
	Post-test Control Class	.147	35	.052	.950	35	.113

a. Lilliefors Significance Correction

Source: IBM SPSS Statistics 26

2) Homogeneity Testing of Post-test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.845	1	68	.096
	Based on Median	2.192	1	68	.143
	Based on Median and with adjusted df	2.192	1	66.427	.143
	Based on trimmed mean	2.810	1	68	.098

Source: IBM SPSS Statistics 26

Appendix 15 Hypothesis Testing Results

1) Post-test Independent Sample T-test

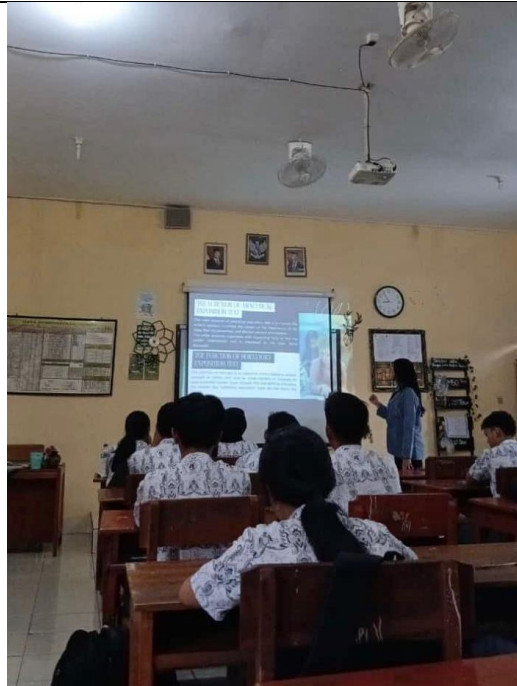
		Independent Samples Test								
		Levene's Test for Equality of Variances					t-test for Equality of Means		95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-Test Score	Equal variances assumed	2.845	.096	9.596	68	.000	14.943	1.557	11.836	18.050
	Equal variances not assumed			9.596	64.582	.000	14.943	1.557	11.833	18.053

Source: IBM SPSS Statistics 26



Appendix 16 Documentations

Treatment





Post Test



RIWAYAT HIDUP



Ni Made Meita Pradnyadari lahir di Denpasar pada tanggal 2 Mei 2003, yang merupakan putri kedua dari pasangan suami istri I Ketut Sidartha dan Ni Wayan Mertiari. Penulis berkewarganegaraan Indonesia dan memeluk agama Hindu. Penulis saat ini berdomisili di Jalan Danau Beratan No. 43 Sanur Kaja, Denpasar Selatan, Bali. Penulis menempuh pendidikan formal pertama di SD Negeri 4 Sesetan dan lulus pada tahun 2015. Selanjutnya, penulis melanjutkan

pendidikan ke tingkat Sekolah Menengah Pertama di SMP Negeri 6 Denpasar dan menyelesaikannya pada tahun 2018. Kemudian, pendidikan menengah atas ditempuh di SMK Negeri 2 Denpasar dengan mengambil jurusan Usaha Perjalanan Wisata, dan berhasil lulus pada tahun 2021. Setelah menyelesaikan pendidikan menengah, penulis melanjutkan studi ke jenjang perguruan tinggi di Universitas Pendidikan Ganesha dengan program studi S1 Pendidikan Bahasa Inggris. Selama menempuh pendidikan di perguruan tinggi, penulis aktif mengikuti berbagai kegiatan akademik maupun non-akademik yang mendukung pengembangan diri dan keterampilan penulis. Pada bulan Juni tahun 2025, penulis berhasil menyelesaikan tugas akhir sebagai salah satu syarat untuk memperoleh gelar sarjana dengan judul skripsi “The Effect of Implementing Liveworksheets in Teaching Basic English Literacy for Tenth-Grade Students of SMAN 4 Singaraja”. Penulis berharap ilmu dan pengalaman yang diperoleh selama masa studi dapat bermanfaat bagi diri sendiri, masyarakat, serta dunia pendidikan pada umumnya.