



Appendix 1 Blueprint of Interview Guide with Teacher

No	Dimensi	Pertanyaan
1	Sumber Data	Siapakah nama lengkap Bapak/Ibu?
		Apa jurusan anda saat kuliah?
		Mengapa anda memilih jurusan tersebut?
		Sudah berapa lama anda mengajar Bahasa Inggris di sekolah ini?
		Kelas apa saja yang anda ajarkan?
		Apakah anda mengalami kesulitan tertentu saat mengajar di kelas? Jika ada bisakah anda menjelaskan apa saja?
2	Sistem Pembelajaran Bahasa Inggris di Sekolah	Bagaimana strategi anda selama mengajar di kelas? (seperti membuka pembelajaran, cara penyampaian materi, serta mengakhiri kegiatan belajar)
		Dalam kegiatan latihan, aktivitas apa saja yang biasanya anda berikan kepada siswa?
		Dalam pemberian tugas, jenis tugas apa saja yang biasanya diberikan kepada siswa?
3	Integrasi Budaya Global pada Pembelajaran	Apakah ada hal-hal mengenai kebudayaan global yang disisipkan di buku / sumber belajar siswa?
		Apakah ada hal-hal mengenai kebudayaan global yang disisipkan pada media pembelajaran?
		Apakah ada hal-hal mengenai kebudayaan global yang disisipkan saat aktivitas pembelajaran?
		Menurut anda apakah integrasi budaya global diperlukan dalam pembelajaran?
4	Perangkat Ajar	Apa yang anda gunakan sebagai sumber materi utama dalam pembelajaran di kelas?
		Apakah anda memiliki waktu yang cukup untuk mempersiapkan materi maupun media yang akan digunakan dalam mengajar?
		Dalam bentuk apa saja materi, media atau aktivitas yang anda persiapkan?
		Apakah kebudayaan global disisipkan dalam pembuatan materi, media atau aktivitas dalam pembelajaran?
		Ketika terlaksana, apakah persiapan tersebut sesuai dengan ekspektasi atau terdapat hal-hal yang diluar rencana?
5	Respon Siswa pada Pembelajaran Bahasa Inggris di Sekolah	Bagaimana respon siswa saat mengikuti pembelajaran bahasa Inggris? Apakah mereka antusias?
		Apakah siswa menyelesaikan tugas Bahasa Inggris yang diberikan dengan baik?
		Apakah siswa aktif berpartisipasi dalam kegiatan pembelajaran?

		Apa kegiatan yang paling digemari siswa saat proses pembelajaran Bahasa Inggris?
6	Fasilitas Pendukung Belajar Mengajar di Sekolah	Fasilitas apa saja yang biasanya digunakan dalam mendukung kegiatan pembelajaran Bahasa Inggris?
		Menurut anda apakah fasilitas yang tersedia sekarang sudah cukup untuk mendukung kegiatan pembelajaran atau justru membatasi anda dalam melaksanakan aktivitas tertentu?
7	Ketersediaan Materi Tambahan	Apakah materi tambahan yang terintegrasi dengan budaya global diperlukan dalam pembelajaran Bahasa Inggris?
		Apakah anda sudah menggunakan materi tambahan saat mengajar? Jika iya apakah materi tambahan tersebut sudah terintegrasi dengan budaya global?
		Apakah alasan yang melatarbelakangi anda menggunakan atau tidak menggunakan materi tambahan yang terintegrasi dengan budaya global?
8	Harapan Terhadap Pembelajaran Bahasa Inggris Kedepannya	Bagaimana harapan anda tentang materi pembelajaran Bahasa Inggris di kelas?
		Bagaimana harapan anda tentang aktivitas pembelajaran Bahasa Inggris di kelas?
		Jika ada materi tambahan yang mengintegrasikan budaya global bagaimana pendapat anda?

Appendix 2 Interview Result with Teacher

Pertanyaan	Jawaban
Siapa nama lengkap Bapak/Ibu?	Nama saya I Made Agus Adi Gunawan guru Bahasa Inggris di SDN 3 Sading
Apa jurusan anda saat kuliah?	Awalnya saya kuliah di Sastra Inggris Universitas Warmadewa, kemudian saya melanjutkan untuk Akta IV mengajar saya di IKIP PGRI
Mengapa anda memilih jurusan tersebut?	Saya memang ingin menjadi guru dari awal karena kebetulan dari keluarga juga kebanyakan guru
Sudah berapa lama anda mengajar Bahasa Inggris di sekolah ini?	Kurang lebih 7 tahun sejak tahun 2016
Kelas apa saja yang anda ajarkan?	Awalnya saya mengajar kelas 4, 5 dan 6 saja namun sejak ada perubahan dari Dinas Pendidikan Kabupaten Badung untuk menerapkan pelajaran Bahasa Inggris dari kelas 1 sampai kelas 6, jadi mulai 2018 saya mengajar Bahasa Inggris dari kelas 1 sampai kelas 6

Apakah anda mengalami kesulitan tertentu saat mengajar di kelas? Jika ada bisakah anda menjelaskan apa saja?	Kalau dalam hal mengajar, saya memang memiliki kesulitan dalam hal mengontrol kelas, biasanya anak-anak kurang fokus pada kegiatan pembelajaran dan guru yang mengajar jadi terkesan ribut. Namun setelah mendapat pengalaman mengajar saya mulai bisa mengontrol kelas dengan cara memberikan kuis, ice breaking dan nyanyian dalam Bahasa Inggris. Untuk saat ini mungkin kekurangannya adalah media ajar atau alat peraga yang mendukung pembelajaran.
Bagaimana strategi anda selama mengajar di kelas? (seperti membuka pembelajaran, cara penyampaian materi, serta mengakhiri kegiatan belajar)	Pada awal pembelajaran saya biasanya melakukan greetings dan sedikit membahas pembelajaran sebelumnya, kemudian saya juga mengajak anak-anak untuk bernyanyi yang terkadang ada hubungannya dengan materi pembelajaran. Lalu untuk pada pembahasan saya mulai menyampaikan beberapa materi kemudian membuat tugas untuk evaluasinya. Lalu saya bahas langsung agar anak-anak mendapatkan klarifikasi atas jawabannya. Kemudian untuk menutup pembelajaran saya memberikan kuis-kuis kecil untuk menambah kosa kata yang berhubungan dengan pembelajaran yang akan dibahas pada pembelajaran berikutnya.
Dalam kegiatan latihan, aktivitas apa saja yang biasanya anda berikan kepada siswa?	Saya biasanya membuat LKPD atau kuis-kuis untuk anak-anak agar saya juga tau siapa yang sudah memahami materi dengan tepat dan belum.
Dalam pemberian tugas, jenis tugas apa saja yang biasanya diberikan kepada siswa?	Untuk tugas saya masih memberikan soal essay dan menjawab seputaran bacaan saja.
Apakah ada hal-hal mengenai kebudayaan global yang disisipkan di buku / sumber belajar siswa?	Untuk unsur-unsur kebudayaan yang disisipkan kebanyakan yang ada di Indonesia saja. Terutama budaya lokal, ada materi yang memang membahas budaya Bali dan tempat-tempat umum juga. Adapun secara global itu satu tentang musim-musim yang ada di Eropa yang kebetulan memang materinya.
Apakah ada hal-hal mengenai kebudayaan global yang disisipkan pada media pembelajaran?	Sama seperti tadi juga, kebanyakan hanya budaya yang ada di Indonesia.

Apakah ada hal-hal mengenai kebudayaan global yang disisipkan saat aktivitas pembelajaran?	Ya, tetap menyisipkan juga untuk aktivitasnya seperti di LKPD. Untuk budaya lokal juga ada seperti tari-tarian Bali.
Menurut anda apakah integrasi budaya global diperlukan dalam pembelajaran?	Iya jelas perlu, karena di pelajaran Bahasa Inggris kosa kata yang dipelajari harusnya ada hubungannya dengan budaya di luar negeri juga jadi anak-anak dapat mengenal hal-hal yang berkaitan dengan hal-hal yang bersifat internasional. Kebudayaan lokalnya pun tetap diperlukan, tidak boleh dilupakan dan ditinggalkan juga kebudayaan Indonesia dan Bali khususnya.
Apa yang anda gunakan sebagai sumber materi utama dalam pembelajaran di kelas?	Sumber materi utamanya untuk kelas 3 dan 6 tetap dari KKG Bahasa Inggris Kabupaten Badung yang membuat buku yang sesuai dengan kurikulum. Lalu untuk kurikulum Merdeka khususnya kelas 1, 2, 4, dan 5 buku yang digunakan langsung dari pusat.
Apakah anda memiliki waktu yang cukup untuk mempersiapkan materi maupun media yang akan digunakan dalam mengajar?	Untuk waktu terbilang cukup. Saya mencoba memanfaatkan waktu ketika anak-anak pulang sekolah untuk mempersiapkan LKPD dan materi yang akan saya gunakan di pembelajaran.
Dalam bentuk apa saja materi, media atau aktivitas yang anda persiapkan?	Untuk materi saya menggunakan yang ada di buku, media lainnya saya membuat LKPD, lalu untuk aktifitasnya biasanya saya ajak anak-anak untuk menggambar juga.
Apakah kebudayaan global disisipkan dalam pembuatan materi, media atau aktivitas dalam pembelajaran?	Ya, untuk kebudayaan global maupun lokal tetap saya coba sisipkan.
Ketika terlaksana, apakah persiapan tersebut sesuai dengan ekspektasi atau terdapat hal-hal yang diluar rencana?	Tidak sepenuhnya sesuai dengan ekspektasi. Beberapa waktu anak-anak ada yang membutuhkan bimbingan lebih secara personal jadi memakan waktu yang lebih lama dan berpengaruh juga terhadap jalannya rencana pembelajaran.
Bagaimana respon siswa saat mengikuti pembelajaran bahasa Inggris? Apakah mereka antusias?	Kebanyakan siswa antusias, namun terdapat juga beberapa siswa yang keinginan belajarnya rendah terhadap Bahasa Inggris.
Apakah siswa menyelesaikan tugas Bahasa Inggris yang diberikan dengan baik?	Ya, mereka menyelesaikan dengan baik. Namun sama seperti tadi ada juga beberapa yang menyelesaikan tugasnya dengan tidak serius dan asal menjawab.

Apakah siswa aktif berpartisipasi dalam kegiatan pembelajaran?	Ya, anak-anak aktif dalam menjawab setiap pertanyaan.
Apa kegiatan yang paling digemari siswa saat proses pembelajaran Bahasa Inggris?	Anak-anak biasanya antusias jika diajak menggambar.
Fasilitas apa saja yang biasanya digunakan dalam mendukung kegiatan pembelajaran Bahasa Inggris?	Untuk fasilitas yang ada di dalam kelas seperti LCD Proyektor dan juga speaker.
Menurut anda apakah fasilitas yang tersedia sekarang sudah cukup untuk mendukung kegiatan pembelajaran atau justru membatasi anda dalam melaksanakan aktivitas tertentu?	Mungkin ada beberapa seperti speaker tadi, karena hanya terdapat satu speaker jadi tidak selalu tersedia untuk digunakan karena harus berkoordinasi dengan semua guru terlebih dahulu.
Apakah materi tambahan yang terintegrasi dengan budaya global diperlukan dalam pembelajaran Bahasa Inggris?	Ya, perlu. Seperti tadi budaya global maupun lokal juga penting disisipkan dalam pembelajaran. Apalagi yang bisa menambah bahan untuk latihan-latihan juga materi-materi yang memperkaya kosa kata baru untuk dipelajari anak-anak
Apakah anda sudah menggunakan materi tambahan saat mengajar? Jika iya apakah materi tambahan tersebut sudah terintegrasi dengan budaya global?	Materi tambahan terkadang digunakan, namun mungkin belum banyak terintegrasi dengan budaya global
Apakah alasan yang melatarbelakangi anda menggunakan atau tidak menggunakan materi tambahan yang terintegrasi dengan budaya global?	Alasan utamanya mungkin karena saya fokus mengejar dan mengutamakan materi-materi yang terdapat di buku terlebih dahulu.
Bagaimana harapan anda tentang materi pembelajaran Bahasa Inggris di kelas?	Harapan saya mungkin meningkatkan lagi hal-hal mengenai budaya global maupun lokal itu dalam materi pembelajaran, serta meningkatkan kosa kata kosa kata baru yang lebih luas lagi variasinya.
Bagaimana harapan anda tentang aktivitas pembelajaran Bahasa Inggris di kelas?	Untuk aktivitas saya berharap bisa memberikan macam-macam aktivitas yang menarik namun tetap bisa meningkatkan kemampuan dan pengetahuan Bahasa Inggris mereka.
Jika ada materi tambahan yang mengintegrasikan budaya global bagaimana pendapat anda?	Sangat bagus, jadi bisa ditambahkan berbagai materi tambahan yang masih sesuai dengan levelnya dan tetap terintegrasi dengan budaya.

Appendix 3 Observation Sheet

No	Statements	Available	Unavailable
The existence of supplementary materials in the library			
1	English book or material	✓	
2	English illustrated book or material	✓	
3	English supplementary book or material	✓	
4	English supplementary illustrated book or material	✓	
5	English supplementary book or material integrated to global cultures		✓
6	English supplementary book or material integrated to local cultures	✓	
The use of supplementary materials in the class			
7	Using English book or material in learning process	✓	
8	Using English illustrated book or material in learning process	✓	
9	Using English supplementary book or material	✓	
10	Using English supplementary illustrated book or material	✓	
11	Using English supplementary book or material contained introduction to global cultures		✓
12	Using English supplementary book or material contained introduction to local cultures	✓	
13	Using English supplementary book or material which are practical	✓	
The learning process			
14	The learning process contained activities that can motivate students	✓	
15	The learning process contained activities integrated to global cultures	✓	
16	The learning process contained activities that can improve students' skills	✓	

Appendix 4 Material Analysis

Topic Grade 5	Analysis	
	Need to be Develop	No Need to be Develop
Foods and Drinks	✓	
Noun of Quantity	✓	
Prices	✓	
Disease and Illness	✓	
Clothes	✓	
Body Parts and Their Function	✓	
Adjective to describe Appearance	✓	
Comparative Adjective	✓	
Superlative Adjective	✓	
Dates and Months	✓	

Appendix 5 Blueprint of Supplementary Material

Topic	Learning Goal	Material	Activities	Global culture elements implemented (knowledge, behaviors, or artifacts)
Food and Drinks	Students are able to 1. Identity taste of different foods and drinks 2. Mention taste of different food and drink 3. Make sentences to express taste of foods and drinks	Pictures and descriptions of international dishes (e.g., sushi from Japan, tacos from Mexico, chocolate from Switzerland, kimchi from Korea) Language Focus • Sweet • Bitter • Salty • Sour	Activity 1: Matching Identify name of foods and drinks Activity 2: Fill in the Blanks Students read the descriptions of these international dishes and write the main taste associated with each. Ex: Sushi (Japan) - Sushi often includes raw fish, seaweed, and rice seasoned with vinegar. The rice can taste slightly	• Artifacts (Foods and drinks that known around the world)

			Activity 3: Collaborative Discussion In small groups, students discuss and share their knowledge and experiences related to the tastes (sweet, sour, bitter, salty) of foods from their own cultures.	
Noun of Quantity	Students are able to 1. Quantify foods and drinks using quantifying nouns 2. Make sentences using the vocabulary of foods and drinks and their quantifying nouns	Items with their quantifying nouns. Include images and examples from different cultures, such as a slice of pizza" from Italy, "a cup of green tea" from Japan, etc. Language Focus • A bowl of • A cup of • A piece of • A loaf of • A bar of • A bottle of • A scoop of • A hand of	Activity 1: Fill in the Blanks Students fill in the blanks with the correct quantifying noun. Ex: I had _____ ramen for lunch. Activity 2: Using Appropriate Quantifying Nouns Students given the pictures of popular dishes and its ingredients. They have to list the ingredients needed to make the dish using the correct quantifying nouns. Activity 3: Cooking Show Role Play Instructions	• Artifacts (Foods and drinks around the world that known globally)
Prices	Students are able to 1. Use words about foods and drinks related to price 2. Tell prices of foods	Food Vocabulary List: Include pictures and names of various foods and drinks from around the world that	Activity 1: Writing Prices in Words The students need to write the price in words based on the given pictures and numeric prices. Ex:	• Artifacts (Foods and drinks around the world that known globally) • Knowledge

	and drinks 3. Make sentences to tell prices of foods and drinks 4. Create a poster about a restaurant menu	globally known (e.g., sushi, tacos, pizza, curry, etc.). Price Vocabulary: Terms related to prices (e.g., cheap, expensive, cost, price, currency). Global Currencies: Introduction to different currencies (USD) and the symbol. Currency Conversion: Basic explanation of currency conversion with examples.	(Picture of Pizza) Given Price: 50,000 IDR / \$3.50 Write the price: -Fifty thousand Rupiahs -Three dollars and fifty cents Activity 2: Writing Prices Numerically Students need to write the prices numerically based on the text or dialogue provided. Ex: "The price of a pizza is fifty thousand Rupiahs. In USD, it is three dollars and fifty cents." (Picture of Pizza) The price: -50,000 IDR -\$3.50 Activity 3: Create Restaurant Menu Students create a menu featuring different types of food and drinks from around the world and decide on the prices in both Rupiah (IDR) and USD.	(money currency)
Disease and Illness	Students are able to 1. Identify different types of common health problems 2. Express different types of common	Pictures with vocabulary list of health problems. Language Focus • Stomach ache • Sore eyes • Headache • Toothache • Sore throat	Activity 1: Matching Identify name of disease. Students pair the name of the disease with a pictorial situation. example: (picture of a child with a stomach ache) Tina ate spicy food for 2 days in a row. As a	• Behavior (how different cultures view and treat common health problems)

	health problems	• Cold	result, she didn't go to school because she has _____. Activity 2: Comprehension Questions Students read a text containing brief descriptions of how different cultures view and treat common health problems and answer the following questions. Activity 3: Role Play Students make simple dialogue scripts to act out later in pair (can be doctor-patient or child-parent)	
Clothes	Students are able to 1. Tell types of clothes that people wear 2. Tell what people wear	Descriptions and illustrations of common clothing items Language Focus • What does she wear? • Blouse • Shoes • Hat • Socks • A pair of trousers • A long dress • Uniform • Shorts • Tie • T-shirt Descriptions and illustrations of	Activity 1: Matching Students match the clothing item with its name. Activity 2: Dress-Up Students use clothing cutouts and they have to "dress" people in the picture, then describe what they are wearing. Activity 3: Fill in the Blank Students have to fill in the sentence with the appropriate clothing vocabulary. Ex; In winter, people in the US often wear a	• Artifact (clothing)

		traditional clothing from various cultures Seasonal Clothing: US vs. Indonesia	_____ to stay warm. (coat) Activity 4: Role Play Students make simple dialogue scripts to act out later in pair with given situation, ex; getting ready for school, going to a party, in winter, etc.	
Body Parts and Their Function	Students are able to 1. Tell different body parts and their functions 2. Express functions of body parts in daily activities 3. Write a short text about the use of different body parts	Material: Picture and Labelled Body Parts Simple explanation about the functions of each body part, ex; she uses her mouth to eat. Language Focus • She uses her headset to listen to the music • They use their nose to smell the rose • Hair, eyes, nose, chin, cheek	Activity 1: Matching Students have to match body parts to their functions. Activity 2: Making Sentence Students write a short text about the use of different body parts according to the pictures given. Activity 3: Comprehension Questions Students read a text about common gestures using some body parts around the world and answer the related questions. Activity 4: Create a Poster Students create a poster about a cultural gesture from a country and explain to the class which body parts are involved in that gesture.	• Behavior (Cultural Gestures)
Adjective to describe Appearance	Students are able to • Identify	Material: Illustrated example of	Activity 1: Fill in the Blanks	• Artifact (Cultural Objects and

	features of people, animals and objects Use adjective to describe people, animals and objects	describing appearance using adjectives. Language Focus Tall, short, old, young, big, small, fast, slow, old, new, expensive, cheap	Student identify features of people, animals and objects given. Ex; the Statue of Liberty in USA is ____ (Tall). Activity 2: Scavenger Hunt Students search on the picture to gather or complete all items on the list. Ex: a small panda, a tall Eiffel Tower. Activity 3: Draw as Described Students read a description of an object/place and then draw as described. Ex: Draw a new playground with tall slides and a small, old swing set. In the park, there is a big, slow-moving turtle and a young child playing with a small, fast ball.	Landmarks that known globally)
Comparative Adjective	Students are able to use comparative adjectives to talk about people, animals and things	Material: Illustrated explanation of people's heights, ages, size, speed Language Focus Taller, shorter, older, younger, bigger, smaller, faster, slower, older, newer, more expensive, cheaper.	Activity 1: Yes/No Questions Students answer the questions based on the pictures given. Ex; Is Eiffel Tower taller than Liberty Statue? Activity 2: Fill in The Blanks Students do fill-in-the-blank exercises using comparative adjectives. Activity 3: Making Sentences	Artifact (Cultural Objects and Landmarks that known globally)

			Student make a comparison sentences based on the pictures given	
Superlative Adjective	Students are able to use superlative adjectives to talk about people, animals and things	Material: Use superlative adjectives to describe people (notable individuals from various cultures) using; tallest, shortest, oldest, youngest Material: Use superlative adjectives to describe animals using: biggest, smallest, fastest, slowest Material: Use superlative adjectives to describe objects (cultural objects and landmarks) using: newest, oldest, most expensive, cheapest. Language Focus • Is it shortest? No, it is not • Which is the tallest? It is the tallest	Activity 1: Matching Students match descriptions using superlative adjectives to the correct picture Activity 2: Guessing Game Guess the Animal: students will get clues using superlative adjectives, and students guess the animal, ex: "I am the smallest bird in the world." Activity 3: Tour and Compare Compare historical landmarks, modern buildings and traditional objects using superlative adjectives Activity 4: Superlative Adjective Comic Strips Students create a story that includes characters or objects described using superlative adjectives, ex; "the strongest superhero," "the tallest princess"	Artifact (Cultural Objects and Landmarks that known globally)
Dates and Months	Students are able to 1. Mention	Material: - Month of the Year	Activity 1: Fill in Blanks	• Knowledge (global festivals)

	dates and months 2. Respond to questions using the question word "when" 3. Make sentences about dates and months	and Ordinal Number - Using "When" in Questions and Making Sentences with Dates and Months Language Focus - What month is this? It's October - January, February, March, April, May, June, July, August, September, October, November, December 1st, 2nd, 3rd, 4th, Etc	Students complete name of the months and ordinal numbers Activity 2: Interview Role-play asking and answering questions about birthdays Activity 3: Making Sentences Students exploring global cultures through dates and months provided and make sentences according to that. Activity 4: Interactive Calendar Creation Each student or groups creates their own calendar for a month of their choice, illustrating special days, holidays, and events.	and holidays)
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Appendix 6 Construct Validity of Expert and User Judgement Rubric

No	Dimension	Descriptor	Statements
1.	Principles For Developing Supplementary Materials (Tomlinson, 2016)	a. Informative Informative refers to the characteristic of learning material which able to inform learners about the target language. In simple meaning, an informative supplementary material can provide specific and meaningful knowledge for	The material provides clear and accurate information about the target language.
			The material includes meaningful examples to enhance understanding.
			The material simplifies language concepts for easy comprehension.

		learner in understanding the language being learnt.	
		b. Instructional Instructional means that a learning material should be able to guide the learners in practising the target language. If the materials contain instructional part, the information/knowledge will be transferred swiftly.	The material provides clear and understandable practice instructions.
			The material promotes active learning through engaging activities.
			The material provides examples and models for correct language use.
		c. Experiential An excellent supplement material can be classified if the materials are able to invites learners and provide meaningful experience for them. It means that, supplementary materials should not contain theoretical only, but also accommodate learners to exercise their knowledge.	The material provides interactive activities to apply learners' knowledge.
			The material creates meaningful and enjoyable learning experiences.
			The material includes tasks that promote creativity, exploration, and self-expression.
		d. Eliciting Eliciting indicates that supplementary material will be categorized as an ideal complement for other sources when it has capability to encourage learners to apply the target language.	The material encourages language use in speaking, writing, or other communication activities.
			The material includes open-ended tasks for expressing learners' thoughts in the target language.
			The material provides prompts, questions, or scenarios that require active language use.
			The material connects the target language to real-life situations and experiences.
		e. Exploratory Exploratory is one of the characteristics of valuable materials development. The aspect of exploratory in the learning materials infer that the materials can aid learners	The material encourages learners to explore and discover language patterns independently.
			The material includes inquiry-based tasks for deeper language understanding.

		to discover about the language.	The material offers opportunities for self-directed learning and exploration.
2.	Cultural Background in Language Learning (Sudartini & Nurhayati, 2013)	a. Idea/Knowledge The information, beliefs, and understanding shared by members of a particular group or society.	The material clearly presents cultural beliefs and values.
			The material helps learners understand diverse cultural perspectives.
			The material connects cultural ideas to language use and communication styles.
			The material promotes cultural awareness and appreciation of diversity.
		b. Behavior The actions, customs, and social practices exhibited by individuals within a specific cultural group.	The material introduces common customs and traditions of different cultures.
			The material provides examples of culturally appropriate language use in various social situations.
			The material encourages learners to compare and behaviors across cultures.
			The material includes interactive activities that help learners practice culturally appropriate behavior.
		c. Artifact Physical objects created or used by a particular culture.	The material connects cultural artifacts to language learning through vocabulary, storytelling, or descriptive activities.
			The material provides images or descriptions of cultural objects to enhance understanding.
			The material encourages learners to explore and discuss cultural artifacts from different societies.

Appendix 7 Expert 1 Judgement

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
Principles For Developing Supplementary Materials							
A.	The material provides clear and accurate information about the target language.					✓	
	The material includes meaningful examples to enhance understanding.					✓	
	The material simplifies language concepts for easy comprehension.				✓		
B.	The material provides clear and understandable practice instructions.					✓	
	The material promotes active learning through engaging activities.				✓		
	The material provides examples and models for correct language use.				✓		
C.	The material provides interactive activities to apply learners' knowledge.					✓	
	The material creates meaningful and enjoyable learning experiences.					✓	
	The material includes tasks that promote creativity, exploration, and self-expression.				✓		
D.	The material encourages language use in speaking, writing, or other communication activities.				✓		
	The material includes open-ended tasks for expressing learners' thoughts in the target language.					✓	
	The material provides prompts, questions, or scenarios that require active language use.					✓	
	The material connects the target language to real-life situations and experiences.					✓	
E.	The material encourages learners to explore and discover language patterns independently.				✓		
	The material includes inquiry-based tasks for deeper language understanding.				✓		
	The material offers opportunities for self-directed learning and exploration.				✓		
Cultural Background in Language Learning							
A.	The material clearly presents cultural beliefs and values.					✓	
	The material helps learners					✓	

	understand diverse cultural perspectives.						
	The material connects cultural ideas to language use and communication styles.					✓	
	The material promotes cultural awareness and appreciation of diversity.					✓	
B.	The material introduces common customs and traditions of different cultures.					✓	
	The material provides examples of culturally appropriate language use in various social situations.					✓	
	The material encourages learners to compare and behaviors across cultures.					✓	
	The material includes interactive activities that help learners practice culturally appropriate behavior.					✓	
C.	The material connects cultural artifacts to language learning through vocabulary, storytelling, or descriptive activities.					✓	
	The material provides images or descriptions of cultural objects to enhance understanding.					✓	
	The material encourages learners to explore and discuss cultural artifacts from different societies.					✓	

expert



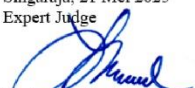
Prof. Dr. IGA Lokita Purnamika Utami

Appendix 8 Expert 2 Judgement

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
Principles For Developing Supplementary Materials							
A.	The material provides clear and accurate information about the target language.				✓		
	The material includes meaningful examples to enhance understanding.				✓		
	The material simplifies language concepts for easy comprehension.				✓		
B.	The material provides clear and understandable practice instructions.				✓		
	The material promotes active learning through engaging activities.				✓		
	The material provides examples and models for correct language use.				✓		
C.	The material provides interactive activities to apply learners' knowledge.					✓	
	The material creates meaningful and enjoyable learning experiences.					✓	
	The material includes tasks that promote creativity, exploration, and self-expression.				✓		
D.	The material encourages language use in speaking, writing, or other communication activities.				✓		
	The material includes open-ended tasks for expressing learners' thoughts in the target language.				✓		
	The material provides prompts, questions, or scenarios that require active language use.				✓		
	The material connects the target language to real-life situations and experiences.				✓		
E.	The material encourages learners to explore and discover language patterns independently.				✓		
	The material includes inquiry-based tasks for deeper language understanding.				✓		
	The material offers opportunities for self-directed learning and exploration.				✓		
Cultural Background in Language Learning							
A.	The material clearly presents cultural beliefs and values.				✓		
	The material helps learners understand diverse cultural				✓		

	perspectives.						
	The material connects cultural ideas to language use and communication styles.				✓		
	The material promotes cultural awareness and appreciation of diversity.					✓	
B.	The material introduces common customs and traditions of different cultures.				✓		
	The material provides examples of culturally appropriate language use in various social situations.				✓		
	The material encourages learners to compare and behaviors across cultures.				✓		
	The material includes interactive activities that help learners practice culturally appropriate behavior.				✓		
C.	The material connects cultural artifacts to language learning through vocabulary, storytelling, or descriptive activities.					✓	
	The material provides images or descriptions of cultural objects to enhance understanding.				✓		
	The material encourages learners to explore and discuss cultural artifacts from different societies.				✓		

Singaraja, 21 Mei 2025
Expert Judge


Made Hery Santosa, Ph.D.

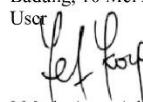
Appendix 9 User Judgement

No.	Statements	Scale					Comment and Suggestion
		1	2	3	4	5	
Principles For Developing Supplementary Materials							
A.	The material provides clear and accurate information about the target language.					✓	
	The material includes meaningful examples to enhance understanding.					✓	
	The material simplifies language concepts for easy comprehension.					✓	
B.	The material provides clear and understandable practice instructions.				✓		
	The material promotes active learning through engaging activities.				✓		
	The material provides examples and models for correct language use.					✓	
C.	The material provides interactive activities to apply learners' knowledge.				✓		
	The material creates meaningful and enjoyable learning experiences.					✓	
	The material includes tasks that promote creativity, exploration, and self-expression.					✓	
D.	The material encourages language use in speaking, writing, or other communication activities.					✓	
	The material includes open-ended tasks for expressing learners' thoughts in the target language.				✓		
	The material provides prompts, questions, or scenarios that require active language use.				✓		
	The material connects the target language to real-life situations and experiences.					✓	
E.	The material encourages learners to explore and discover language patterns independently.					✓	
	The material includes inquiry-based tasks for deeper language understanding.				✓		
	The material offers opportunities for self-directed learning and exploration.					✓	
Cultural Background in Language Learning							
A.	The material clearly presents cultural beliefs and values.					✓	
	The material helps learners understand diverse cultural				✓		

	perspectives.						
	The material connects cultural ideas to language use and communication styles.				✓		
	The material promotes cultural awareness and appreciation of diversity.					✓	
B.	The material introduces common customs and traditions of different cultures.					✓	
	The material provides examples of culturally appropriate language use in various social situations.					✓	
	The material encourages learners to compare and behaviors across cultures.				✓		
	The material includes interactive activities that help learners practice culturally appropriate behavior.					✓	
C.	The material connects cultural artifacts to language learning through vocabulary, storytelling, or descriptive activities.				✓		
	The material provides images or descriptions of cultural objects to enhance understanding.					✓	
	The material encourages learners to explore and discuss cultural artifacts from different societies.					✓	

Badung, 10 Mei 2025

User



I Made Agus Adi Gunawan, S.S.

Appendix 10 Students Interview Guide

No	Dasar Teori	Pertanyaan
	Ideal of Supplementary Material (Tomlinson, 2016)	
1.	Informative (Memberikan Informasi)	Apakah buku ini membantu kalian belajar kata atau hal baru dalam bahasa Inggris? Apa yang baru kalian pelajari?
2.	Instructional (Memberikan Petunjuk untuk Belajar)	Apakah kalian merasa buku ini membantu kalian belajar berbicara atau menulis dalam bahasa Inggris? Bagaimana caranya?
3.	Experiential (Memberikan Pengalaman dalam Belajar)	Apakah ada bagian dari buku ini yang mengajakmu bermain, menggambar, atau melakukan sesuatu? Jika ada bagaimana

		perasaanmu saat mencoba latihan atau kegiatan dalam buku ini?
4.	Eliciting (Mendorong untuk Menggunakan Bahasa Inggris)	Setelah membaca buku ini, apakah kamu ingin mencoba berbicara atau menulis dalam bahasa Inggris lebih sering?
5.	Exploratory (Membantu Menemukan Hal Baru)	Apakah kamu menemukan sesuatu yang baru dan menarik tentang bahasa Inggris dari buku ini? Apa itu?

Appendix 11 Students' interviews transcription (After Implementation)

Question	Answer
Apakah buku ini membantu kalian belajar kata atau hal baru dalam bahasa Inggris? Apa yang baru kalian pelajari?	1. Lumayan sih, ada lumayan banyak yang baru. Ada banyak kata yang baru denger ada juga kata yang sudah lupa tapi ingat lagi karna ada di buku. 2. Ada, tadi belajar bulan sama tanggal. Yang baru contohnya hari tanah itu, dan yang lain juga. 3. Iya, saat belajar hari-hari di dunia itu 4. Ada tadi, sekarang sudah lupa 5. Ada sedikit tadi
Apakah kalian merasa buku ini membantu kalian belajar berbicara atau menulis dalam bahasa Inggris? Bagaimana caranya?	1. Tidak terlalu sih 2. Iya, bantu. Di bukunya itu banyak memperkenalkan sesuatu dalam Bahasa Inggris 3. Iya, yang dulunya tidak tau kata itu tadi dibukunya ada belajar kata itu, banyak ada contohnya 4. Iya, ada bagian untuk Latihan nulis dan disuruh bicara juga 5. Iya terbantu, tadi ada contoh cara buatnya juga
Apakah ada bagian dari buku ini yang mengajakmu bermain, menggambar, atau melakukan sesuatu? Jika ada bagaimana perasaanmu saat mencoba latihan atau kegiatan dalam buku ini?	1. Ada. Perasaannya lumayan seru dan seneng waktu coba tugasnya bareng-bareng. 2. Ada, yang tadi tentang bulan juga. Perasaannya seru dan tidak bosan 3. Tidak tahu 4. Ada. Senang buatnya, gampang juga karena ada contohnya 5. Iya ada, seru banget sih
Setelah membaca buku ini, apakah kamu ingin	1. Iya, mau coba latihan yang lain juga. Ternyata tidak terlalu susah.

mencoba berbicara atau menulis dalam bahasa Inggris lebih sering?	2. Iya juga 3. Iya, jadi lebih berani coba pakai Bahasa Inggris 4. Iya 5. Iya, karena ternyata tidak susah
Apakah kamu menemukan sesuatu yang baru dan menarik tentang bahasa Inggris dari buku ini? Apa itu?	1. Tidak tahu juga 2. Tidak terlalu banyak. 3. Di buku ini bahasanya tidak begitu susah tapi juga banyak yang baru dan banyak gambarnya jadi tahu artinya 4. Ada banyak gambarnya dan berwarna 5. Yang menarik itu ada banyak kata baru yang bisa dipelajari

