APPENDICES

Affendix 1 Permission Letter for Conducting Research

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 : 1058/UN48.7.1/DT/2024   3 April 2024

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMPN 5 Singaraja
     di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Pengumpulan data proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Putu Satya Wadi Laksmi
NIM	: 2112021190
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

ALUR TUJUAN PEMBELAJARAN

NAMA SEKOLAH : SMP NEGERI 5 SINGARAJA
FASE : D
MATA PELAJARAN : BAHASA INGGRIS
PENYUSUN : I GUSTI KETUT ARYA SANTIKA, S.Pd

A. Tujuan Pembelajaran

ELEMEN	CAPAIAN PEMBELAJARAN	KONTEN	TUJUAN PEMBELAJARAN	KODE TP	ALOKASI WAKTU (JP)	KELAS
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Menyimak– Berbicara	Peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling tukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.	Chapter 1 Nice to Meet You! - Greetings and Leave-takings	1. Peserta didik mampu menyapa orang dan berpamitan dalam bahasa Inggris	MB 7.1	12	7
		- Introduction	2. Peserta didik mampu memperkenalkan diri dan memperkenalkan orang lain dalam bahasa Inggris	MB 7.2		
		- Numbers, days, months	3. Peserta didik mampu menggunakan angka-angka, nama-nama hari, dan nama-nama bulan dengan baik.	MB 7.3		

| | | Chapter 2
It's Judy Spark!
- Verb be (to be) singular | 4. Peserta didik mampu mengidentifikasi kata kerja yang sifatnya tunggal | MB 7.4 | 12 | |
			5. Peserta didik mampu mengenali negara-negara lain dan kebangsaannya	MB 7.5		
		- Countries and Nationalities				
		Chapter 3 They're a New Band - Pronoun	6. Peserta didik mampu memahami dan menggunakan plural pronoun	MB 7.6	12	
Membaca - Memirsa	Peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosa kata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks.	Chapter 4 They are My Family - Simple Present Tense	7. Peserta didik mampu menggunakan *simple present tense*	MM 7.7	12	7
		- Family Members	8. Peserta didik mampu mengenali anggota dalam keluarganya	MM 7.8		
		- Possessive 's and Possessive Adjective	9. Peserta didik mampu menggunakan *possessive 's dan possessive adjective*	MM 7.9		

		Chapter 5 I Hardly Ever Watch TV - Present simple with adverbs of frequency	10. Peserta didik mampu menggunakan *present simple with adverbs of frequency*	MM 7.10		
		- Days of the week	11. Peserta didik mampu menunjukkan nama-nama hari dalam seminggu	MM 7.11		
		- TV programmes	12.Peserta didik mampu menunjukkan acara-acara TV	MM 7.12		
		- time	13.Peserta didik mampu menunjukkan waktu	MM 7.13		
Menulis - Mempresentasikan	Peserta didik mengkomunikasikan ide dan pengalaman mereka melalui paragraph sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana.	Chapter 6 Where's the Monument? - There's / There are	14.Peserta didik mampu mempergunakan *there's / there are*	MP 7.14	12	7
		- Positive imperatives	15.Peserta didik mampu memahami *positive imperatives*	MP 7.15		
		- Prepositions of place	16.Peserta didik mampu menggunakan *preposition of place*	MP 7.16		
		- Place in towns	17.Peserta didik mampu	MP 7.17		

			mengidentifikasi tempat-tempat di kota/perkotaan.			
		Chapter 7 They've Got Thick Eyebrows			12	
		- Have/has got	18. Peserta didik mampu menggunakan *have/has got* di dalam kalimat	MP 7.18		
		- Parts of the body	19. Peserta didik mampu mengidentifikasi bagian-bagian tubuh	MP 7.19		
		- Physical characteristics	20. Peserta didik mampu mengidentifikasi *physical characteristics*	MP 7.20		
		- Why … and because…	21. Peserta didik mampu menggunakan *why*… dan *because*	MP 7.21		
		Chapter 8 It is Delicious - Expressions of offering something	22. Peserta didik mampu mengidentifikasi ungkapan-ungkapan menawarkan dan meminta sesuatu	MP 7.22	10	
		- Descriptive text	23. Peserta didik mampu mengidentifikasi teks deskriptif	MP 7.23		
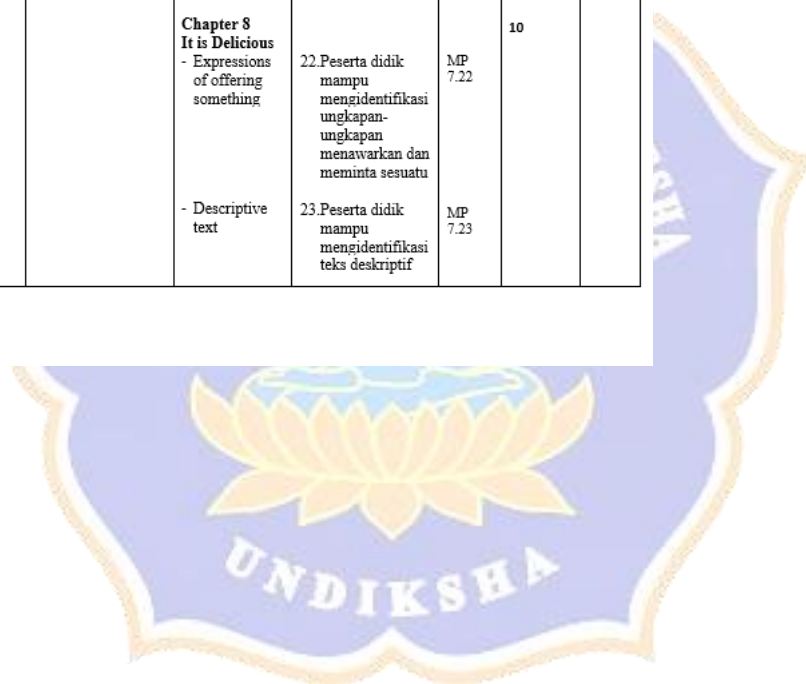
		- Countable and uncountable noun	24.Peserta didik mampu mengidentifikasi kata benda yang dapat di hitung dan tidak dapat di hitung.	MP 7.24		

B. Alur Tujuan Pembelajaran

Fase : D
Kelas: 7
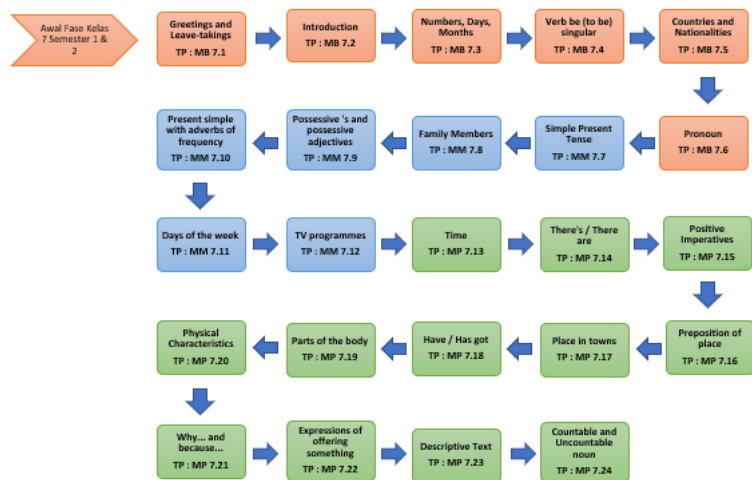
Affendix 3 The Interview Guide

No	Questions
1.	What curriculum is used in SMP N 5 SINGARAJA, especially in grade VII?
2.	How do you usually design English learning activities in class?
3.	What methods and media do you use most often to help students learn in class?
4.	Do you provide teaching materials or learning references to enhance student engagement in class?
5.	How do you deal with students who are reluctant or do not dare to actively participate in class?
6.	How often do you use digital apps or tools in learning?

No	Questions	Answers
7.	Have you ever used E-Book in your teaching? If yes, how was your experience?	

Affendix 4 The Result of the Interview

No	Questions	Answers
1.	What curriculum is used in SMP N 5 SINGARAJA, especially in grade VII?	At SMP N 5 SINGARAJA, the curriculum used is the Merdeka curriculum.
2.	How do you usually design English learning activities in class?	Until now, my English learning activities have focused on textbooks and worksheets. I've relied solely on lectures, memorizing vocabulary, and practicing the same old exercises. There's a lack of variety due to limited creativity and modern learning tools.
3.	What methods and media do you use most often to help students learn in class?	The methods most often used are lectures and individual assignments. The media used are also very simple: whiteboards, textbooks, PowerPoint presentations, and sometimes printed images from the internet.
4.	Do you provide teaching materials or learning references to enhance student engagement in class?	We prioritize the use of primary textbooks provided by the school, supplemented by worksheets we create ourselves. Developing digital materials remains a challenge for us at this time.
5.	How do you deal with students who are reluctant or do not dare to actively participate in class?	The main approach is to pay more attention and prepare tasks with gradually increasing levels of difficulty. We try to build their confidence with

		simple techniques, even if they're not entirely effective.
6.	How often do you use digital apps or tools in learning?	The use of technology in learning is still very limited.
7.	Have you ever used E-Book in your teaching? If yes, how was your experience?	There's no experience yet in using e-books in everyday learning. This is an area we'd like to develop as technology resources in schools improve.

Affendix 5 Blueprint of the E-Book

Blueprint E-book: English Learning Through Interesting Activities with Problem Based Learning for Grade VII
Topic	**English Learning for Grade VII through Problem Based Learning**
Level	**7th Grade (Junior High School)**
Duration	**2 x 45 minutes (90 minutes)**
UNIT 1	**EXPRESSIONS OF GREETING & PARTING**
Basic Competency	Listening:

Identifying the social function, text structure, and linguistic elements of spoken and written interpersonal interaction texts involving greetings, saying goodbyes, expressing gratitude, and apologizing, and responding to them, according to the context in which they are used.

Speaking:

Composing short and simple spoken and written interpersonal |

	interaction texts involving greetings, saying goodbyes, expressing gratitude, and apologizing, paying attention to the social function, text structure, and linguistic elements correctly and in context.
Indicators	Listening: a. Identifying greeting and farewell expressions in spoken conversation. b. Differentiating the use of greeting and farewell expressions based on time and situation. c. Identifying appropriate responses to greeting and farewell expressions. Speaking: a. Using greeting and farewell expressions orally in relevant situations. b. Providing appropriate responses to greeting and farewell expressions. c. Practicing short conversations involving greetings and farewells.
Learning Objectives	6. Problem Orientation: Students can analyze social situations to identify the need for appropriate greeting and farewell expressions. 7. Organize for Learning: Students can apply pairwork strategies to practice greeting and farewell expressions. 8. Guide Investigation: Students can classify various greeting and farewell expressions based on the context in which they are used.

	9. Develop Solutions: Students can create simple greeting cards and conversation scenarios that effectively use greeting and farewell expressions. 10. Analyze & Evaluate: Siswa dapat mengevaluasi dampak penggunaan ekspresi sapaan dan pamitan terhadap perasaan orang lain.
Syntaxes	Syntaxes of Problem Based Learning with Student Engagement Focus:
Syntax 1	Problem Orientation & Cognitive Engagement
Activities	Activity 1.1: Problem Talk (10 minutes) • Teacher shows pictures of shy new students. • Students discuss: "How do you feel when you're new?" • Students share: "What makes you feel welcome?"
Materials	• Pictures/photos of shy or awkward new students. • Whiteboard/flipchart for noting student ideas.
Learning Engagement Strategies	• Expected Characteristic: "Students understand when to use different greetings." • Teacher's Strategies: Show simple examples of morning vs. afternoon greetings; Give easy matching activities; Connect greetings to daily school situations. • Teacher's Praise: "Great job understanding when to say 'Good morning'!"; "You correctly chose the right greeting for each time!"; "I can see you're thinking about which greeting fits best!"

Instructions	• Opening: "Good morning, class! Today, we have a special topic. Look at these pictures. What do you see? (Points to pictures of shy new students). How do you think these new students feel? Have you ever been new somewhere? How did you feel?" • Main Discussion: "Now, let's think. What makes someone feel welcome? What can we say or do to make new friends feel comfortable? Think about how you greet people."
Syntax 2	Organize Students for Learning & Behavioral Engagement
Activities	Activity 1.2: Greeting Buddies (15 minutes) • Students work in pairs (Greeting Buddy System). • Buddy A: Practices saying greetings. • Buddy B: Practices responding to greetings. • Switch roles after 5 minutes.
Material	• List of basic greeting and response expressions (e.g., "Hello," "Hi," "Good morning," "How are you?", "I'm fine, thank you"). • Timer.
Learning Engagement Strategies	• Expected Characteristic: "Students actively practice greetings with classmates." • Teacher's Strategies: Use buddy system for practice; Give everyone a chance to speak; Create safe practice environment. • Teacher's Praise: "Excellent teamwork with your

	greeting buddy!"; "You practiced greetings with three different classmates!"; "I saw you helping your partner learn the greetings!"
Instructions	• Instructions: "Okay, everyone, find a partner. You will be 'Greeting Buddies'. Partner A, you will start by saying a greeting. Partner B, you will respond. After 5 minutes, you will switch roles. Remember to use the expressions we just discussed. Ready? Go!" • During Activity: "Great job, Pair 3! I hear good responses. Don't be shy, Pair 5, try again! You can do it!"
Syntax 3	Guide Investigation & Cognitive Engagement
Activities	Activity 1.3: Greeting Collection (20 minutes) • Students collect greeting words from: Teacher's word cards, Simple English books, Asking older students. • Make a class greeting word list.
Materials	• Word cards with various greeting and parting expressions. • Simple English storybooks/textbooks. • Large paper/whiteboard for the class word list.
Learning Engagement Strategies	Cognitive Engagement: • Expected Characteristic: "Students understand when to use different greetings." • Teacher's Strategies: Show simple examples of morning vs. afternoon greetings; Give easy matching activities; Connect greetings to daily school situations.

	• Teacher's Praise: "Great job understanding when to say 'Good morning'!"; "You correctly chose the right greeting for each time!"; "I can see you're thinking about which greeting fits best!"
Instructions	• Instructions: "Now, let's become 'Greeting Detectives'! Your mission is to find as many greeting and parting words as you can. You can look at these word cards, check the simple English books on your desk, or even ask older students in the hallway during break. Write down all the new words you find. After 15 minutes, we will share and make a big class list!"Closing • Discussion: "Wow, you found so many! Let's add them to our 'Class Greeting Word List'. Look, 'Good afternoon' is for the afternoon, and 'See you later' is for saying goodbye. When do we use 'Good evening'?"
Syntax 4	Developing Solutions & Behavioral Engagement
Activities	Activity 1.4: Welcome Cards (25 minutes) • Students create simple welcome cards for new students. • Include: greetings, their name, and a simple drawing. • Practice reading their cards aloud.
Materials	• Cardstock/drawing paper. • Writing and coloring tools. • Examples of simple greeting cards.
Instructions	• Project Launch: "Our new friends are coming soon! Let's make them feel super welcome. Each of you will

	create a 'Welcome Card' for a new student. On your card, write a greeting, your name, and a simple drawing. Then, you will practice reading your card aloud to your partner, just like you're greeting a new friend." • Guidance: "Remember to use the greetings we learned. Make your card colorful and friendly! When you practice, try to sound warm and welcoming."
Syntax 5	Analyze & Evaluate & Emotional Engagement
Activities	• Students practice greeting scenarios: Meeting in the morning, Meeting in the afternoon, Saying goodbye. • Vote on the friendliest greeting.
Materials	• List of short scenarios (e.g., "You meet your teacher in the morning," "You say goodbye to your friend after school").
Instructions	• Practice Session: "Now, let's put everything together! I will give you different scenarios. Act them out with your partner. For example, 'You meet your friend in the morning.' How would you greet them? Then, we will vote for the 'friendliest greeting' in each scenario. Think about how your greeting makes the other person feel." • Reflection: "Why did that greeting sound so friendly? What made you feel welcome when your partner greeted you? How does it feel to make someone else feel welcome?"

UNIT 2	EXPRESSIONS OF THANKING & APOLOGIZING
Basic Competency	• Listening: Identifying the social function, text structure, and linguistic elements of oral and written interpersonal interaction texts involving greeting, parting, thanking, and apologizing, and responding to them, according to the context of their use. • Speaking: Composing short and simple oral and written interpersonal interaction texts involving greeting, parting, thanking, and apologizing, paying attention to the social function, text structure, and linguistic elements that are correct and appropriate to the context.
Indicators	Listening: • Identifying expressions of thanks and apologies in oral conversations. • Differentiating the use of expressions of thanks and apologies based on the situation. • Identifying appropriate responses to expressions of thanks and apologies. Speaking: • Using expresions of thanks and apologies orally in relevant situations • Providing appropriate responses to expressions of thanks and apologies • Practicing short conversations involving thanking and apologizing
Learning	6. Problem Orientation: Students can analyze classroom

Objectives	situations that require expressions of thanks or apologies. 7. Organize for Learning: Students can apply group work to practice polite expressions. 8. Guide Investigation: Students can classify various expressions of thanks and apologies through role-play. 9. Develop Solutions: Students can create classroom politeness rules based on the use of thanking and apologizing expressions. 10. Analyze & Evaluate: Students can evaluate how politeness improves the classroom atmosphere.
Syntax 1	Problem Orientation & Cognitive Engagement
Activities	• Students observe classroom for 5 minutes. • List situations where people help each other. • Identify when thank you or sorry is needed.
Materials	• Simple observation sheet. • Whiteboard/flipchart for noting student findings.
Learning Engagement Strategies	• Expected Characteristic: "Students understand when to use thank you and sorry." • Teacher's Strategies: Show clear examples of helping and mistake situations; Give simple choice activities; Connect expressions to daily classroom events. • Teacher's Praise: "Perfect! You know when to say thank you!"; "You correctly identified when sorry is needed!"; "Great thinking about which expression fits the situation!"
Instructions	• Opening: "Class, today we're going to be 'Kindness

	Detectives'! For the next 5 minutes, I want you to quietly observe our classroom. Look for moments when someone helped another, or maybe when someone made a small mistake. Write down what you see. Then, think: when would 'thank you' be needed? And when would 'sorry' be needed?" • Main Discussion: "What did our detectives find? (Writes on the board). So, if someone lends you a pen, what should you say? If you accidentally bump into someone, what's the polite thing to say?"
Syntax 2	Organize Students for Learning & Behavioral Engagement
Activities	• Form groups of 4 students: Thank You Team (Practice saying thanks), Sorry Team (Practice apologizing), Helper Team (Act out helping situations), Checker Team (Check if expressions are used correctly).
Material	• Role cards for each team. • List of basic thanking and apologizing expressions.
Learning Engagement Strategies	• Expected Characteristic: "Students actively practice polite expressions in groups." • Teacher's Strategies: Use small group activities; Give specific roles to each student; Encourage participation through skits. • Teacher's Praise: "Your team worked together perfectly!"; "Everyone in your group participates in the skit!"; "I noticed you using 'thank you' during group work!"

Instructions	• Instructions: "Alright, let's form 'Polite Teams'! Each group of four will have special roles: one 'Thank You Team' member, one 'Sorry Team' member, one 'Helper Team' member who acts out situation, and one 'Checker Team' member who makes sure the right words are used. Your task is to practice using 'thank you' and 'sorry' in different mini-scenarios. Helper Team, show us a situation! Thank You/Sorry Team, say the words! Checker Team, give feedback!" • During Activity: "Excellent role-playing, Group 2! Checker Team, did they use 'sorry' correctly? Good job, Group 5, for trying different ways to say 'thank you'!"
Syntax 3	Guide Investigation & Cognitive Engagement
Activities	• Students find thank you and sorry expressions in: Simple comic books, Teacher's phrase cards, Classroom posters. • Create class "Polite Words" poster.
Materials	• Simple English comic books/storybooks. • Phrase cards with various thanking and apologizing expressions. • Existing classroom posters. • Large paper/whiteboard for the "Polite Words" poster.
Learning Engagement Strategies	• Expected Characteristic: "Students understand when to use thank you and sorry." • Teacher's Strategies: Show clear examples of helping and mistake situations; Give simple choice activities;

	Connect expressions to daily classroom events. • Teacher's Praise: "Perfect! You know when to say thank you!"; "You correctly identified when sorry is needed!"; "Great thinking about which expression fits the situation!"
Instructions	• Instructions: "Time for an 'Expression Hunt'! Look around the classroom, in these comic books, and on these phrase cards. Find all the different ways people say 'thank you' and 'sorry'. Write them down. Then, we'll combine all our findings to create a big 'Class Polite Words' poster for our wall!" • Closing Discussion: "Wow, look at all these expressions! We have 'Thanks a lot,' 'I apologize,' 'Excuse me.' When would you use 'Excuse me' instead of 'I'm sorry'?
Syntax 4	Developing Solutions & Behavioral Engagement
Activities	• Each group creates 2-minute skit showing: Helping situation (use thank you), Mistake situation (use sorry). • Present to class.
Materials	• Scenario guidance sheet. • Simple props (optional).
Instructions	• Project Launch: "Now, your teams will create two short skits, about 2 minutes each. One skit should show a 'helping situation' where someone says 'thank you'. The other skit should show a 'mistake situation'

	where someone says 'sorry'. Be creative! You have 15 minutes to prepare, then you will perform for the class." • Guidance: "Think about real-life situations in school. How can you make your skit clear and polite? Remember to use the expressions we collected."
Syntax 5	Analyze & Evaluate & Emotional Engagement
Activities	• Class creates simple politeness rules. • Students vote on most important rules. • Make classroom politeness poster.
Materials	• Large paper/whiteboard for the class rules poster. • Colored markers.
Instructions	• Discussion: "Great skits, everyone! Now, let's think about what we learned. Why is it important to say 'thank you' and 'sorry'? How do these words make our classroom a better place? Let's create our own 'Classroom Politeness Rules' based on what we've practiced. What are the most important rules for our class?" • Closing: "Excellent ideas! We will put our 'Classroom Politeness Rules' poster on the wall. Remember, using these polite words makes everyone feel respected and happy. How does it feel when someone says 'thank you' to you? How does it feel when someone apologizes sincerely?"

UNIT 3	FAMILY VOCABULARY
Basic Competency	• Listening: Identifying the social function, text structure, and linguistic elements of oral and written interpersonal interaction texts involving describing family members, and responding to them, according to the context of their use. • Speaking: Composing short and simple oral and written interpersonal interaction texts involving describing family members, with attention to social function, text structure, and linguistic elements that are correct and appropriate to context.
Indicators	Listening: • Identifying vocabulary related to family members in oral descriptions. • Understanding descriptions of family relationships. Speaking: • Using appropriate vocabulary to describe family members. • Introducing family members orally. • Asking and answering simple questions about family.
Learning Objectives	6. Problem Orientation: Students can analyze the need to introduce family members in English for a "Family Photo Show." 7. Organize for Learning: Students can apply pair-work strategies to practice introducing family members. 8. Guide Investigation: Students can categorize family vocabulary through games and visual aids.

	9. Develop Solutions: Students can create presentations (e.g., cards, short speeches) to introduce their family members.
	10. Analyze & Evaluate: Students can reflect on the importance of accurate family descriptions and cultural diversity.
Syntax 1	Problem Orientation & Cognitive Engagement
Activities	• Students bring or draw family photos. • Look at photos and count family members. • Discuss: "Who is in your family?"
Materials	• Students' family photos or drawings. • Whiteboard/flipchart.
Learning Engagement Strategies	• Expected Characteristic: "Students understand family relationship words." • Teacher's Strategies: Use real family photos for examples; Give simple matching activities; Connect family words to students' own families. • Teacher's Praise: "Excellent! You know all the family member names!"; "You correctly described your family relationships!"; "Great job connecting the words to your own family!"
Instructions	• Opening: "Good morning, everyone! Today, we're going to talk about something very special: our families! Please take out your family photo or drawing. Look at your picture. Who do you see? How many people are in your family?"

	• Main Discussion: "Now, let's share. Who is in your family? Do you have a big family or a small family? What are their names? How do you say 'mother' or 'father' in English?"
Syntax 2	Organize Students for Learning & Behavioral Engagement
Activities	• Students work in pairs: Partner A (Shows family photo and names family members), Partner B (Asks questions about family members). • Switch roles.
Material	• Students' family photos/drawings. • Simple question prompts (e.g., "Who is this?", "Is this your brother?", "How old is he/she?").
Learning Engagement Strategies	• Expected Characteristic: "Students actively share about their families." • Teacher's Strategies: Use pair work for safe practice; Give everyone a chance to present; Create supportive sharing environment. • Teacher's Praise: "You shared beautifully about your family!"; "Great job asking questions about your partner's family!"; "I saw you helping your partner practice family words!"
Instructions	• Instructions: "Find a partner. You will be 'Family Partners'. Partner A, show your photo and introduce your family members. Partner B, ask questions about Partner A's family. After 7 minutes, switch roles.

	Remember to use the English words we know!"
	• During Activity: "Good pronunciation, Pair 4! Remember to ask 'Who is this?' if you don't know. Pair 7, try to use full sentences when you introduce your family."
Syntax 3	Guide Investigation & Cognitive Engagement
Activities	• Play family vocabulary games: Family member matching cards, "Who am I?" family guessing game, Family tree drawing activity.
Materials	• Family member matching cards (pictures and words). • "Who am I?" game cards (descriptions of family members). • Blank family tree templates.
Learning Engagement Strategies	• Expected Characteristic: "Students understand family relationship words." • Teacher's Strategies: Use real family photos for examples; Give simple matching activities; Connect family words to students' own families. • Teacher's Praise: "Excellent! You know all the family member names!"; "You correctly described your family relationships!"; "Great job connecting the words to your own family!"
Instructions	• Instructions: "Let's play some 'Family Word Games'! First, we have matching cards. Match the picture to the word. Then, we'll play 'Who am I?' where one person

	describes a family member and others guess. Finally, you'll draw your own family tree and label everyone in English. This will help us learn all the family words!" • During Activity: "Fantastic matching, Group 1! Who can guess this family member? (Reads a description). Remember to use words like 'grandmother' and 'grandfather' in your family tree."
Syntax 4	Developing Solutions & Behavioral Engagement
Activities	• Students create introduction cards for each family member. • Include: name, relationship, and one fact. • Practice reading cards aloud.
Materials	• Small index cards or paper. • Writing and drawing materials. • Example introduction cards.
Instructions	• Project Launch: "Now, let's prepare for our 'Family Photo Show'! Each of you will create a small 'Introduction Card' for each person in your family photo. On the card, write their name, their relationship to you (e.g., 'my mother'), and one interesting fact about them. Then, practice reading these cards aloud, as if you are introducing them to the class." • Guidance: "Make sure your facts are simple and clear. For example, 'This is my brother, Budi. He likes to play football.' Practice saying it clearly and

	confidently."
Syntax 5	Analyze & Evaluate & Emotional Engagement
Activities	• Students present their family introductions. • Class asks simple questions about each family. • Vote for most interesting family fact.
Materials	• Students' introduction cards and photos. • Voting slips/board.
Instructions	• Presentation Session: "It's time for our 'Family Photo Show'! One by one, come to the front and introduce your family using your cards. Class, listen carefully and be ready to ask one simple question about their family. After everyone presents, we'll vote for the 'Most Interesting Family Fact'!" • Reflection: "What did you learn about your classmates' families? Did you notice how different families can be? How did it feel to share about your family? How did it feel to learn about others' families?"
UNIT 4	**INTRODUCTION TO VERBS**
Basic Competency	• Listening: Identifying the social function, text structure, and linguistic elements of oral and written interpersonal interaction texts involving describing actions, and responding to them, according to the context of their use.

	• Speaking: Composing short and simple oral and written interpersonal interaction texts involving describing actions, with attention to social function, text structure, and linguistic elements that are correct and appropriate to context.
Indicators	Listening: • Identifying action words (verbs) in oral descriptions. • Understanding simple sentences containing verbs. Speaking: • Using common verbs to describe daily actions. • Forming simple sentences using verbs. • Describing a sequence of actions.
Learning Objectives	6. Problem Orientation: Students can analyze daily school activities to identify the need for clear action descriptions. 7. Organize for Learning: Students can apply group collaboration to collect and categorize action words. 8. Guide Investigation: Students can demonstrate and practice action words through physical activities and games. 9. Develop Solutions: Students can create simple stories describing school day actions using learned verbs. 10. Analyze & Evaluate: Students can evaluate the effectiveness of verbs in conveying meaning and telling stories.
Syntax 1	Problem Orientation & Cognitive Engagement
Activities	• Students observe what classmates are doing right now.

	• List actions they see (sit, write, listen, etc.). • Discuss: "What actions do we do at school?"
Materials	• Whiteboard/flipchart.
Learning Engagement Strategies	• Expected Characteristic: "Students understand action words and their meanings." • Teacher's Strategies: Use physical demonstration for action words; Give simple categorization activities; Connect actions to daily school experiences. • Teacher's Praise: "Perfect! You understand what each action word means!"; "You correctly grouped the action words!"; "Great job connecting actions to your school day!"
Instructions	• Opening: "Good morning, class! Let's play a quick game. Look around the classroom right now. What are your classmates doing? What am I doing? What are YOU doing? Write down all the actions you see!" • Main Discussion: "Okay, what actions did you see? (Writes on board). Yes, 'sit', 'write', 'listen'. These are all actions! What other actions do we do every day at school? Think about what you do in class, during break, or in sports."
Syntax 2	Organize Students for Learning & Behavioral Engagement
Activities	• Form groups by school activities: Classroom Actions (study, write, read, listen), Break Time Actions (play, eat, talk, run), Sports Actions (kick, throw, catch, jump), Art Actions (draw, paint, cut, color).

Material	• Group labels/cards. • Action word lists for each category.
Learning Engagement Strategies	• Expected Characteristic: "Students actively demonstrate and practice action words." • Teacher's Strategies: Use movement and demonstration; Give group roles for action collection; Encourage participation in games. • Teacher's Praise: "Excellent demonstration of the action words!"; "Your group worked together to collect many actions!"; "I saw you actively participating in the action game!"
Instructions	• Instructions: "Now, let's form 'Action Groups'! I'll divide you into groups based on school activities: 'Classroom Actions', 'Break Time Actions', 'Sports Actions', and 'Art Actions'. Your group's task is to brainstorm and list as many actions as you can for your category. For example, 'Classroom Actions' might list 'study', 'write', 'read'. You have 10 minutes!" • During Activity: "Great teamwork, Sports Actions group! You've got 'kick' and 'throw'. What else? Classroom Actions, remember to think about what the teacher does too!"
Syntax 3	Guide Investigation & Cognitive Engagement
Activities	• Students demonstrate actions while saying the words. • Play "Action Simon Says" game.

	• Create action word cards with pictures.
Materials	• Action word cards (picture on one side, word on the other).
Learning Engagement Strategies	• Expected Characteristic: "Students understand action words and their meanings." • Teacher's Strategies: Use physical demonstration for action words; Give simple categorization activities; Connect actions to daily school experiences. • Teacher's Praise: "Perfect! You understand what each action word means!"; "You correctly grouped the action words!"; "Great job connecting actions to your school day!"
Instructions	• Instructions: "Let's do 'Action Show and Tell'! One person from each group will come up, say an action word, and then demonstrate it. The class will repeat the word. Then, we'll play 'Action Simon Says' using our new words! Finally, you'll create your own action word cards with a picture on one side and the word on the other." • During Activity: "Excellent demonstration of 'jump', Budi! Simon says 'run'! (Students run in place). Remember to draw a clear picture for your card, so others can guess the action."
Syntax 4	Developing Solutions & Behavioral Engagement
Activities	• Each group creates simple story about school day.

	• Use action words they learned. • Draw pictures to match actions. • Practice reading story aloud.
Materials	• Large paper/poster board for stories. • Drawing materials.
Instructions	• Project Launch: "Now, your groups will become storytellers! Your task is to create a simple story about 'A Day at Our School'. Use as many action words (verbs) as you can from our list. Draw pictures to show the actions. Then, practice reading your story aloud to your group. We want to make a video for new students, so your story needs to be clear!" • Guidance: "Start from the morning. What do students do first? Then what? Make sure your pictures clearly show the actions. Practice reading slowly and clearly."
Syntax 5	Analyze & Evaluate & Emotional Engagement
Activities	• Groups present their school day stories. • Class identifies action words in each story. • Vote for story with most action words.
Materials	• Groups' story posters. • Voting slips/board.
Instructions	• Presentation Session: "It's time for our 'School Day Story' presentations! Each group will present their

	story. Class, listen carefully and try to identify all the action words you hear. After all presentations, we'll vote for the story that used the most action words!" • Reflection: "Which story helped you understand the school day best? Why? How important are action words in telling a story? How did it feel to create and share your story?"
UNIT 5	**INTRODUCTION TO PRONOUNS**
Basic Competency	• Listening: Identifying the social function, text structure, and linguistic elements of oral and written interpersonal interaction texts involving pronouns, and responding to them, according to the context of their use. • Speaking: Composing short and simple oral and written interpersonal interaction texts involving pronouns, with attention to social function, text structure, and linguistic elements that are correct and appropriate to context.
Indicators	Listening: • Identifying pronouns (e.g., he, she, it, they) in oral communication. • Understanding who or what a pronoun refers to in a sentence. Speaking: • Using subject and object pronouns correctly in simple sentences.

	• Replacing nouns with appropriate pronouns to avoid repetition. • Constructing clear sentences using pronouns.
Learning Objectives	6. Problem Orientation: Students can analyze confusing messages to identify problems caused by unclear pronoun usage. 7. Organize for Learning: Students can apply pair-work strategies to practice clear pronoun substitution. 8. Guide Investigation: Students can categorize pronouns (subject/object) and their corresponding nouns through interactive activities. 9. Develop Solutions: Students can create clear message examples by correctly applying pronoun rules. 10. Analyze & Evaluate: Students can evaluate how clear pronoun usage improves communication and prevents misunderstanding.
Syntax 1	Problem Orientation & Cognitive Engagement
Activities	• Teacher shows confusing messages with unclear pronouns. • Students try to guess who/what the pronouns mean. • Discuss: "Why are these messages confusing?"
Materials	• Examples of confusing sentences with unclear pronoun references (e.g., "Budi told Andi that he was late."). • Whiteboard/flipchart.
Learning Engagement	• Expected Characteristic: "Students understand how pronouns replace names."

Strategies	• Teacher's Strategies: Use simple substitution activities; Give clear examples with pictures; Connect pronouns to people students know. • Teacher's Praise: "Great! You understand how pronouns work!"; "You correctly replaced the names with pronouns!"; "Perfect thinking about which pronoun fits!"
Instructions	• Opening: "Good morning, class! Look at these messages I found in a group chat. (Shows confusing messages). 'He took it.' 'She said they will come.' Can you tell me who 'he' is? Or who 'they' are? Why are these messages confusing?" • Main Discussion: "Yes, it's hard to know! This is because the words 'he', 'she', 'it', 'they' are pronouns, and sometimes they are not clear. Today, we will learn how to use them clearly so everyone understands!"
Syntax 2	Organize Students for Learning & Behavioral Engagement
Activities	• Students work in pairs: Partner A (Reads sentences with names), Partner B (Replaces names with pronouns (he, she, it, they)). • Check if meaning is still clear.
Material	• Worksheet with sentences containing repeated nouns. • List of subject and object pronouns.
Learning Engagement	• Expected Characteristic: "Students actively practice using pronouns in pairs."

Strategies	• Teacher's Strategies: Use partner work for safe practice; Give hands-on pointing and speaking activities; Encourage participation in games. • Teacher's Praise: "Excellent teamwork practicing pronouns!"; "You both participated actively in the pronoun game!"; "I saw you helping your partner with pronouns!"
Instructions	• Instructions: "Find a partner. You will be 'Pronoun Partners'. Partner A, read the sentence with the names. Partner B, try to replace the names with the correct pronoun – 'he', 'she', 'it', or 'they'. Then, check if the sentence still makes sense and is clear. Switch roles after 5 minutes." • During Activity: "Good job, Pair 2, replacing 'Budi' with 'he'! Pair 5, remember 'it' is for things, not people. Keep practicing!"
Syntax 3	Guide Investigation & Cognitive Engagement
Activities	• Play simple pronoun games: Pronoun pointing game (point to person, say pronoun), Pronoun replacement activity, "Who am I?" using pronouns.
Materials	• Flashcards with pictures of people/objects. • Sentence strips for replacement activity.
Learning Engagement Strategies	• Expected Characteristic: "Students understand how pronouns replace names." • Teacher's Strategies: Use simple substitution activities;

	Give clear examples with pictures; Connect pronouns to people students know. • Teacher's Praise: "Great! You understand how pronouns work!"; "You correctly replaced the names with pronouns!"; "Perfect thinking about which pronoun fits!"
Instructions	• Instructions: "Let's play some 'Pronoun Practice Games'! First, 'Pronoun Pointing'. I'll say a pronoun, and you point to the person or thing it refers to. Then, we'll do a 'Pronoun Replacement Race' where you quickly replace nouns in sentences. Finally, 'Who am I?' where you describe yourself or others using pronouns. These games will help us investigate how pronouns work!" • During Activity: "Excellent pointing for 'she', Rina! Group 3, you replaced that noun very fast! Remember, 'I' is for yourself, 'you' is for the person you're talking to."
Syntax 4	Developing Solutions & Behavioral Engagement
Activities	• Students rewrite confusing messages to make them clear. • Create examples of good vs. bad pronoun usage. • Practice writing clear messages.
Materials	• Worksheet with confusing messages. • Blank paper for rewriting.

Instructions	• Project Launch: "Now, let's solve our group chat problem! I've given you some confusing messages. Your task is to rewrite them to make them perfectly clear, using pronouns correctly. Then, create one example of a 'good' message with clear pronouns and one 'bad' message with confusing pronouns. Practice reading your clear messages aloud." • Guidance: "Think about who you are talking about. If it's a boy, use 'he'. If it's a girl, use 'she'. If it's a thing, use 'it'. If it's many people, use 'they'. Make sure your message is easy to understand for everyone."
Syntax 5	Analyze & Evaluate & Emotional Engagement
Activities	• Students share their clear messages. • Class votes on clearest messages. • Make class guidelines for clear pronoun use.
Materials	• Students' rewritten messages. • Voting slips/board. • Large paper for class guidelines.
Instructions	• Presentation Session: "Let's share our clear messages! Each pair will read their rewritten messages. Class, listen and vote for the clearest messages. Then, we'll create our own 'Class Guidelines for Clear Pronoun Use' to help us all communicate better." • Reflection: "Why was that message so clear? How does using pronouns correctly help us avoid

	misunderstandings? How does it feel when your message is perfectly understood? How does it feel when you understand someone else's message clearly?"
UNIT 6	**NUMBERS**
Basic Competency	• Listening: Identifying the social function, text structure, and linguistic elements of oral and written interpersonal interaction texts involving numbers (e.g., prices, quantities, phone numbers), and responding to them, according to the context of their use. • Speaking: Composing short and simple oral and written interpersonal interaction texts involving numbers, with attention to social function, text structure, and linguistic elements that are correct and appropriate to context.
Indicators	Listening: • Identifying numbers (1-100) in oral communication. • Understanding quantities and prices when spoken. • Comprehending phone numbers and other numerical information. Speaking: • Pronouncing numbers 1-100 clearly and accurately. • Stating quantities and prices correctly. • Giving phone numbers and other numerical information clearly.
Learning	6. Problem Orientation: Students can analyze ordering

Objectives	scenarios to identify communication problems related to numbers.
	7. Organize for Learning: Students can apply pair-work strategies to practice number pronunciation and recognition.
	8. Guide Investigation: Students can categorize numbers (quantities, prices, phone numbers) and practice their usage through interactive games.
	9. Develop Solutions: Students can create clear ordering dialogues and communication tips for numerical information.
	10. Analyze & Evaluate: Students can evaluate the importance of accurate number communication in real-world situations.
Syntax 1	Problem Orientation & Cognitive Engagement
Activities	• Students listen to confusing number examples.
	• Identify what went wrong in each example.
	• Discuss: "Why is clear number communication important?"
Materials	• Audio recordings or written examples of confusing number communication (e.g., "I want 15, no, 50," "My number is 8-2-3-7-0-1, wait, 8-2-7-3-0-1").
	• Whiteboard/flipchart.
Learning Engagement Strategies	• Expected Characteristic: "Students understand number pronunciation patterns."
	• Teacher's Strategies: Use simple counting and repetition; Give clear pronunciation examples;

	Connect numbers to real canteen prices.
	• Teacher's Praise: "Excellent! You pronounced all numbers clearly!"; "You understand the pattern of number pronunciation!"; "Great job connecting numbers to real prices!"
Instructions	• Opening: "Good morning, class! Imagine you're ordering food at the school canteen over the phone. Listen to these examples. (Plays/reads confusing examples). What went wrong? Why was it confusing? Why is it so important to say numbers clearly?"
	• Main Discussion: "Yes, mistakes can happen! Today, we will learn how to communicate numbers perfectly so there are no more wrong orders at the canteen!"
Syntax 2	Organize Students for Learning & Behavioral Engagement
Activities	• Students work in pairs: Partner A (Customer - gives numbers), Partner B (Canteen staff - writes numbers).
	• Check if numbers match, then switch roles.
Material	• Worksheet with lists of numbers (quantities, prices, phone numbers).
	• Pen and paper for Partner B.
Learning Engagement Strategies	• Expected Characteristic: "Students actively practice number communication."
	• Teacher's Strategies: Use pair work for safe practice; Give role-play opportunities; Encourage participation

	in number games.
	• Teacher's Praise: "Perfect teamwork practicing numbers!"; "You actively participated in all number activities!"; "I saw you helping your partner with number pronunciation!"
Instructions	• Instructions: "Find a partner. You will be 'Number Practice Pairs'. Partner A, you are the customer. You will read out the numbers from your list. Partner B, you are the canteen staff. You will write down the numbers you hear. Then, check if your numbers match. If not, practice again! After 7 minutes, switch roles." • During Activity: "Good job, Pair 3, saying 'fifteen' clearly! Pair 6, remember the difference between 'thirteen' and 'thirty'. Listen carefully!"
Syntax 3	Guide Investigation & Cognitive Engagement
Activities	• Play number pronunciation games: Number bingo with prices, Phone number dictation, "How many?" counting game.
Materials	• Number bingo cards with prices. • Phone number lists for dictation. • Picture cards with varying quantities of objects.
Learning Engagement Strategies	• Expected Characteristic: "Students understand number pronunciation patterns." • Teacher's Strategies: Use simple counting and repetition; Give clear pronunciation examples;

	Connect numbers to real canteen prices.
	• Teacher's Praise: "Excellent! You pronounced all numbers clearly!"; "You understand the pattern of number pronunciation!"; "Great job connecting numbers to real prices!"
Instructions	• Instructions: "Let's play some 'Number Games'! First, 'Number Bingo' with prices. I'll call out prices, and you mark them on your card. Then, 'Phone Number Dictation'. I'll say a phone number, and you write it down. Finally, 'How Many?' where I show a picture, and you say how many items you see. These games will help us investigate number patterns!"
	• During Activity: "Bingo! Good job, Group 2! Remember to say each digit clearly for phone numbers. How many apples do you see, Rina?"
Syntax 4	Developing Solutions & Behavioral Engagement
Activities	• Students create simple canteen ordering dialogues.
	• Practice saying quantities, prices, and phone numbers.
	• Role-play ordering scenarios.
Materials	• Sample canteen menu with prices.
	• Dialogue templates.
Instructions	• Project Launch: "Now, your pairs will create a 'Canteen Ordering Dialogue'. Look at this sample menu. Choose some items, decide on quantities, and include a phone number. Write a short dialogue

	between a customer and canteen staff. Then, practice role-playing your dialogue, making sure all numbers are super clear!" • Guidance: "Remember to use phrases like 'How many?' and 'How much?'. Practice saying numbers slowly and clearly, especially for phone numbers. Your goal is to make sure the canteen staff gets the order perfectly right!"
Syntax 5	Analyze & Evaluate & Emotional Engagement
Activities	• Students create tips for clear number communication. • Practice with real canteen menu. • Vote on most helpful tips.
Materials	• Students' ordering dialogues. • Real canteen menu (if available). • Large paper for communication tips poster
Instructions	• Presentation Session: "Let's present our ordering dialogues! After each presentation, we'll discuss: what made their number communication clear? What tips can we give for communicating numbers better? Let's create a 'Tips for Clear Number Communication' poster for our class!" • Reflection: "Why is it so important to be clear with numbers? What happens if we make a mistake with a number? How does it feel when you successfully communicate a number and avoid confusion? How

		does it feel when you understand numbers perfectly?"					

Affendix 6 Expert Judgement

Dimentions	No	Statement	Score				
			5	4	3	2	1
Cognitive Engagement	1	E-books present activities that encourage students to think critically and analyze the material.		√			
	2	Activities in the e-book encourage students to solve problems independently.		√			
	3	E-books provide intellectual challenges that are appropriate to the abilities of grade VII students.		√			
	4	Activities encourage students to connect new knowledge to prior knowledge.		√			
	5	E-books stimulate high-level thinking processes (analysis, synthesis, evaluation)		√			
Behavioral Engagement	6	Activities in e-books encourage students' active participation in learning.		√			
	7	E-books provide a variety of varied and interactive activities.		√			
	8	Activities encourage students to collaborate and work in groups.		√			
	9	E-books provide opportunities for		√			

Aspect	No	Statement					
		students to practice English skills.					
	10	Activities encourage students to take initiative in the learning process.		√			
Emotional Engagement	11	Activities in e-books create a fun learning atmosphere.		√			
	12	E-books present content that is relevant to students' everyday lives.		√			
	13	Activities to build students' confidence in learning English		√			
	14	E-books provide positive impact that motivates students.		√			
	15	Activities create curiosity and ongoing interest.		√			
Characteristics of Problem Based Learning	16	E-books present authentic problems relevant to the real world as a starting point for learning.		√			
	17	The issues presented are complex and require in-depth investigation.		√			
	18	E-books encourage collaborative learning in problem solving	√				
	19	PBL activities facilitate students to develop critical thinking skills.	√				
	20	The e-book provides guidance for reflection and evaluation of the problem-solving process.	√				
Language Suitability (Language	21	The level of difficulty of English is in accordance with	√				

			√				
Clarity, Difficulty Level)		the abilities of grade VII junior high school students.					
	22	The vocabulary used in the e-book is in accordance with the grade VII curriculum.	√				
	23	The sentence structure in the e-book is easy for students to understand	√				
	24	The use of English as the language of instruction is appropriate and proportional	√				
	25	The instructions and directions in the e-book are clear and easy to follow.	√				
Visual Appeal (Display Consistency, Visual Support)	26	The e-book design is attractive and suits the characteristics of junior high school students.	√				
	27	The use of color in e-books is harmonious and does not interfere with concentration.	√				
	28	Illustrations and images support understanding of learning materials.	√				
	29	The e-book layout is well organized and easy to navigate.	√				
	30	Font size and text spacing support optimal readability.	√				
E-Book Quality (Ease of Use, Implementation)	31	The e-book has user-friendly and intuitive navigation.	√				
	32	The e-book content is structured	√				

Dimentions	No	Statement	Score				
			5	4	3	2	1
	33	E-books provide interactive explanations that enhance the learning experience.	√				
	34	E-books are optimal for use	√				
	35	E-books can be accessed via various devices (responsive)	√				
Overall Impression	36	Overall, this e-book is effective for learning English for grade VII.	√				
	37	This e-book is worth recommending for use in learning.	√				

(The first row fragment "logically and systematically." continues from the previous page.)

Singaraja,28 Juli 2025

Expert 1

Prof. Dr. Putu Kerti Nitiasih, M.A.

Dimentions	No	Statement	Score				
			5	4	3	2	1
Cognitive Engagement	1	E-books present activities that encourage students to think critically and analyze the material.	V				
	2	Activities in the e-book encourage students to solve		V			

Category	No	Statement					
		problems independently.					
	3	E-books provide intellectual challenges that are appropriate to the abilities of grade VII students.		V			
	4	Activities encourage students to connect new knowledge to prior knowledge.	V				
	5	E-books stimulate high-level thinking processes (analysis, synthesis, evaluation)	V				
Behavioral Engagement	6	Activities in e-books encourage students' active participation in learning.	V				
	7	E-books provide a variety of varied and interactive activities.	V				
	8	Activities encourage students to collaborate and work in groups.	V				
	9	E-books provide opportunities for students to practice English skills.	V				
	10	Activities encourage students to take initiative in the learning process.		V			
Emotional Engagement	11	Activities in e-books create a fun learning atmosphere.	V				
	12	E-books present content that is relevant to students' everyday lives.	V				
	13	Activities to build students' confidence in learning English		V			
	14	E-books provide positive feedback that motivates students.	V				

	15	Activities create curiosity and ongoing interest.		V			
Characteristics of Problem Based Learning	16	E-books present authentic problems relevant to the real world as a starting point for learning.	V				
	17	The issues presented are complex and require in-depth investigation.		V			
	18	E-books encourage collaborative learning in problem solving	V				
	19	PBL activities facilitate students to develop critical thinking skills.	V				
	20	The e-book provides guidance for reflection and evaluation of the problem-solving process.	V				
Language Suitability (Language Clarity, Difficulty Level)	21	The level of difficulty of English is in accordance with the abilities of grade VII junior high school students.		V			
	22	The vocabulary used in the e-book is in accordance with the grade VII curriculum.	V				
	23	The sentence structure in the e-book is easy for students to understand	V				
	24	The use of English as the language of instruction is appropriate and proportional	V				
	25	The instructions and directions in the e-book are clear and easy to follow.	V				

Aspect	No	Statement					
Visual Appeal (Display Consistency, Visual Support)	26	The e-book design is attractive and suits the characteristics of junior high school students.	V				
	27	The use of color in e-books is harmonious and does not interfere with concentration.	V				
	28	Illustrations and images support understanding of learning materials.		V			
	29	The e-book layout is well organized and easy to navigate.	V				
	30	Font size and text spacing support optimal readability.	V				
E-Book Quality (Ease of Use, Implementation)	31	The e-book has user-friendly and intuitive navigation.	V				
	32	The e-book content is structured logically and systematically.	V				
	33	E-books provide interactive explanations that enhance the learning experience.		V			
	34	E-books are optimal for use	V				
	35	E-books can be accessed via various devices (responsive)	V				
Overall Impression	36	Overall, this e-book is effective for learning English for grade VII.	V				
	37	This e-book is worth recommending for use in learning.	V				

Singaraja,28 Juli 2025

Expert 2

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

Dimentions	No	Statement	Score				
			5	4	3	2	1
Cognitive Engagement	1	E-books present activities that encourage students to think critically and analyze the material.	V				
	2	Activities in the e-book encourage students to solve problems independently.	V				
	3	E-books provide intellectual challenges that are appropriate to the abilities of grade VII students.	V				
	4	Activities encourage students to connect new knowledge to prior knowledge.	V				
	5	E-books stimulate high-level thinking processes (analysis, synthesis, evaluation)	V				
Behavioral Engagement	6	Activities in e-books encourage students' active participation in learning.	V				
	7	E-books provide a variety of varied and interactive activities.	V				
	8	Activities encourage students to collaborate and work in groups.	V				

Aspect	No	Statement					
	9	E-books provide opportunities for students to practice English skills.	V				
	10	Activities encourage students to take initiative in the learning process.	V				
Emotional Engagement	11	Activities in e-books create a fun learning atmosphere.	V				
	12	E-books present content that is relevant to students' everyday lives.	V				
	13	Activities to build students' confidence in learning English	V				
	14	E-books provide positive impact that motivates students.	V				
	15	Activities create curiosity and ongoing interest.	V				
Characteristics of Problem Based Learning	16	E-books present authentic problems relevant to the real world as a starting point for learning.	V				
	17	The issues presented are complex and require in-depth investigation.		V			
	18	E-books encourage collaborative learning in problem solving	V				
	19	PBL activities facilitate students to develop critical thinking skills.	V				
	20	The e-book provides guidance for reflection and evaluation of the problem-solving process.		V			
Language Suitability (Language	21	The level of difficulty of English is in accordance with the		V			

Aspect	No.	Statement					
Clarity, Difficulty Level)		abilities of grade VII junior high school students.					
	22	The vocabulary used in the e-book is in accordance with the grade VII curriculum.		V			
	23	The sentence structure in the e-book is easy for students to understand	V				
	24	The use of English as the language of instruction is appropriate and proportional	V				
	25	The instructions and directions in the e-book are clear and easy to follow.	V				
Visual Appeal (Display Consistency, Visual Support)	26	The e-book design is attractive and suits the characteristics of junior high school students.	V				
	27	The use of color in e-books is harmonious and does not interfere with concentration.	V				
	28	Illustrations and images support understanding of learning materials.	V				
	29	The e-book layout is well organized and easy to navigate.	V				
	30	Font size and text spacing support optimal readability.	V				
E-Book Quality (Ease of Use, Implementation)	31	The e-book has user-friendly and intuitive navigation.	V				
	32	The e-book content is structured logically and systematically.	V				
	33	E-books provide interactive explanations that	V				

			V				
		enhance the learning experience.					
	34	E-books are optimal for use	V				
	35	E-books can be accessed via various devices (responsive)	V				
Overall Impression	36	Overall, this e-book is effective for learning English for grade VII.	V				
	37	This e-book is worth recommending for use in learning.	V				

Singaraja, 06 Agustus 2025

Expert 3

(Ni L-Pt Era Adyayati)

Affendix 7 Documentation during observation