

APPENDICES

Appendix 1 Interview Guide For Teachers

No	Questions
1.	Apakah siswa terlibat dengan baik selama pembelajaran berlangsung?
2.	Bagaimana menciptakan suasana kelas yang membuat siswa nyaman dan aktif belajar?
3.	Bagaimana cara ibu untuk memastikan semua siswa terlibat di kelas?
4.	Apakah Ibu memiliki strategi tertentu untuk membuat siswa terlibat aktif di dalam kelas?
5.	Jika "iya", jelaskan strategi apa yang digunakan!
6.	Adakah tantangan yang Ibu temui dalam usaha melibatkan siswa di dalam kelas? dan bagaimana cara mengatasinya?
7.	Untuk saat ini di kurikulum apa yang digunakan di kelas?
8.	Apakah ibu mengikuti atau menyesuaikan kurikulum yang ada?
9.	Metode apa yang ibu gunakan dalam mengajar bahasa inggris?
10.	Apakah Ibu menyesuaikan metode pembelajaran dengan karakteristik siswa?
11.	Dalam mengajar tentunya ada beberapa tahapan bu, bagaimana cara ibu mengatur waktu untuk berbagai aktivitas dalam pembelajaran?

12.	Aktivitas pembelajaran apa saja yang Ibu terapkan di dalam kelas?
13.	Apakah Ibu memiliki pengaturan khusus di kelas untuk mendukung aktivitas belajar?
14.	Buku ajar apa yang Anda gunakan untuk pengajaran bahasa Inggris kelas VIII? Apakah Anda menggunakan buku ajar yang ditetapkan oleh sekolah atau memilih buku ajar lain?
15.	Apakah Ibu memanfaatkan teknologi dalam pembelajaran Bahasa Inggris? Jika iya, sebutkan.
16.	Apakah Anda membuat modul sendiri atau menggunakan modul yang telah disediakan oleh sekolah?
17.	Apa tantangan terbesar yang Ibu hadapi sebagai guru bahasa Inggris di kelas VIII?
18.	Apakah bu memiliki pengelolaan kelas khusus? Contoh : Peraturan dalam kelas, suasana kelas dll
19.	Menurut Ibu, apakah pengelolaan kelas dan keterlibatan kelas itu penting di dalam kelas? sertakan alasan

Appendix 2 Results of Interview Guide for Teacher

No	Questions	Answer
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1.	Apakah siswa terlibat dengan baik selama pembelajaran berlangsung?	Menurut saya keterlibatan siswa di kelas masih kurang, karena beberapa faktor seperti kesiapan belajarnya, motivasi belajar bahasa inggris, sikon dikelas apalagi di jam terakhir.
2.	Bagaimana menciptakan suasana kelas yang membuat siswa nyaman dan aktif belajar?	Menurut saya sebagai guru mapel mereka adalah pertama selalu memotivasi mereka untuk mau belajar dan menyukai pelajaran bahasa inggris dg berbagai aktivitas belajar yg menarik dan menyenangkan, mengajak selalu terlibat dalam kegiatan pembelajaran, dan membuat rasa nyaman bagi mereka jangan sampai terlalu tegang/takut dalam menerima pelajaran bahasa inggris dengan membangun kedekatan dan hubungan yang baik terhadap peserta didik.
3.	Bagaimana cara ibu untuk memastikan semua siswa terlibat di kelas?	Cara saya untuk memastikan adalah dengan cara mengecek pemahaman mereka dalam proses pembelajaran baik secara berdiskusi maupun individu, berupa pertanyaan pancingan.
4.	Apakah Ibu memiliki strategi tertentu untuk membuat siswa terlibat aktif di dalam kelas?	Ya

5.	Jika "iya", jelaskan strategi apa yang digunakan!	Strategi yang digunakan adalah dengan memberikan pertanyaan pancingan, mengenalkan media yang menarik.
6.	Adakah tantangan yang Ibu temui dalam usaha melibatkan siswa di dalam kelas? dan bagaimana cara mengatasinya?	Ada, ya dengan melakukan pendekatan yang baik seperti memberikan perhatian khusus terhadap peserta didik yang kurang aktif dalam proses pembelajaran.
7.	Untuk saat ini di kurikulum apa yang digunakan di kelas?	KURIKULUM MERDEKA
8.	Apakah ibu mengikuti atau menyesuaikan kurikulum yang ada?	Ya
9.	Metode apa yang ibu gunakan dalam mengajar bahasa inggris?	Metode ceramah, diskusi kelompok, pembelajaran berbasis proyek.
10.	Apakah Ibu menyesuaikan metode pembelajaran dengan karakteristik siswa?	Ya

11.	Dalam mengajar tentunya ada beberapa tahapan bu, bagaimana cara ibu mengatur waktu untuk berbagai aktivitas dalam pembelajaran?	Dengan mengikuti sekenario alokasi waktu yang telah kita buat dalam modul pembelajaran.
12.	Aktivitas pembelajaran apa saja yang Ibu terapkan di dalam kelas?	Aktivitas yang menyenangkan, menarik dan aktif
13.	Apakah Ibu memiliki pengaturan khusus di kelas untuk mendukung aktivitas belajar?	Ya dengan membuat kesepakatan bersama antara guru dan siswa di awal pembelajaran, seperti selalu membawa perlengkapan belajar yang berhubungan dengan bahasa inggris, seperti kamus, buku paket.
14.	Buku ajar apa yang Anda gunakan untuk pengajaran bahasa Inggris kelas VIII? Apakah Anda menggunakan buku ajar yang ditetapkan oleh sekolah atau memilih buku ajar lain?	Buku ajar yang ditetapkan di sekolah dan juga buku ajar lain sebagai tambahan refensi.
15.	Apakah Ibu memanfaatkan teknologi dalam pembelajaran Bahasa inggris? Jika iya, sebutkan.	Iya, seperti ppt, penggunaan aplikasi platform merdeka, aplikasi canva, Al
16.	Apakah Anda membuat modul sendiri atau menggunakan modul yang telah disediakan oleh sekolah?	Merancang sendiri

17.	Apa tantangan terbesar yang Ibu hadapi sebagai guru bahasa Inggris di kelas VIII?	Tantangan sy sebagai guru bahasa inggris di kelas VIII adalah, kesulitan dalam menghadapi tingkah laku/karakteristik siswa yang bermacam-macam, dan menumbuhkan minat siswa untuk mau belajar bahasa inggris karena mereka merasa kurang percaya diri atau selalu memiliki rasa tidak bisa berbahasa inggris.
18.	Apakah bu memiliki pengelolaan kelas khusus? Contoh : Peraturan dalam kelas, suasana kelas dll	Ya
19.	Menurut Ibu, apakah pengelolaan kelas dan keterlibatan kelas itu penting di dalam kelas? sertakan alasan	Ya penting, karena dengan pengelolaan kelas dan keterlibatan kelas baik maka tujuan pembelajaran yang sudah direncanakan akan tercapai juga dengan baik.

Appendix 3 Interview Guide For Students

Angket Keterlibatan Siswa dalam Pembelajaran Bahasa Inggris Kelas VIII

Halo! 🌞

Angket ini dibuat untuk keperluan penelitian mengenai keterlibatan siswa dalam pembelajaran Bahasa Inggris di kelas VIII SMP.

Tujuan dari angket ini adalah untuk mengetahui pengalaman dan pendapat kalian selama mengikuti pelajaran Bahasa Inggris, baik dari segi pemahaman materi, perasaan saat belajar, hingga keaktifan di kelas.

Jawaban kalian akan sangat membantu dalam mengembangkan media pembelajaran yang lebih menarik dan sesuai dengan kebutuhan siswa.

1. Nama

2. Apa saja kegiatan yang paling sering dilakukan saat pelajaran Bahasa Inggris?

3. Apakah guru sering memberi kalian tugas kelompok atau lebih sering tugas individu?

4. Ketika kamu tidak paham materi, apa yang biasanya kamu lakukan?

5. Bagaimana perasaanmu saat mengikuti pelajaran Bahasa Inggris?



6. Apakah kalian merasa takut atau cemas jika diminta menjawab pertanyaan di kelas?

7. Pernahkah kamu merasa bosan atau tidak semangat saat pelajaran Bahasa Inggris?

8. Apa yang biasanya kamu lakukan ketika pelajaran sedang berlangsung? Apakah kamu mendengarkan, mencatat, bertanya?

9. Kegiatan seperti apa yang kamu inginkan dalam pelajaran Bahasa Inggris?

Konten ini tidak dibuat atau didukung oleh Google.

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Appendix 4 Results of Interview Guide for Students

To facilitate easier access to the full content of the questionnaire, please visit the following link:

Appendix 5 Observasi Guide

No	Indicators
1.	Siswa berpartisipasi aktif dalam diskusi dan kegiatan kelas.
2.	Tidak mengganggu siswa lain.
3.	Siswa menunjukkan minat terhadap topik pembelajaran.
4.	Siswa menunjukkan rasa senang saat berpartisipasi dalam kegiatan.
5.	Siswa berusaha keras dalam memahami dan menyelesaikan tugas.
6.	Guru membangun hubungan yang positif dengan siswa.
7.	Guru menunjukkan kepedulian dan perhatian terhadap kenyamanan siswa dalam proses pembelajaran.
8.	Guru mempertahankan lingkungan kelas yang positif dan inklusif.
9.	Guru mendorong partisipasi siswa melalui pertanyaan.
10.	Guru memberikan kesempatan kepada siswa untuk mengekspresikan ide dan pendapat mereka.
11.	Guru menggunakan pujian dan penguatan positif untuk memotivasi siswa.

Appendix 6 Results of Observasi Guide

No	Indikator	Skor					Nilai
		5	4	3	2	1	
1	Siswa berpartisipasi aktif dalam diskusi dan kegiatan kelas.			✓			
2	Tidak mengganggu siswa lain.				✓		
3	Siswa menunjukkan minat terhadap topik pembelajaran.			✓			
4	Siswa menunjukkan rasa senang saat berpartisipasi dalam kegiatan.			✓			
5	Siswa berusaha keras dalam memahami dan menyelesaikan tugas.			✓			
6	Guru membangun hubungan yang positif dengan siswa.		✓				
7	Guru menunjukkan kepedulian dan perhatian terhadap		✓				

UNDIKSHA

	kenyamanan siswa dalam proses pembelajaran.						
8	Guru mempertahankan lingkungan kelas yang positif dan inklusif.				✓		
9	Guru mendorong partisipasi siswa melalui pertanyaan.		✓				
1	Guru memberikan kesempatan kepada siswa untuk mengekspresikan ide dan pendapat mereka.		✓				
1	Guru menggunakan pujian dan penguatan positif untuk memotivasi siswa.				✓		

Keterangan Rating :
5 : Sangat Baik
4 : Baik
3 : Cukup
2 : Kurang
1 : Sangat Kurang

Catatan : - Teacher center
- banyak siswa yg kurang memperhatikan guru
- banyak siswa yg masih berbicara dibelakang saat guru menjelaskan
- Siswa berpartisipasi aktif saat guru memberikan pertanyaan (2)

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Appendix 7 Expert Judgment

Evaluation Sheet for Teachers E Book Based on Discovery Learning

Product Title : Development of English learning activities to increase eighth grade students' learning engagement through Discovery Learning model.

Target User : Junior High School English Teachers

Developer : Putu Vika Ariani

Evaluator :

Description:

This evaluation sheet is used to assess the quality of a teacher's e-book based on Discovery Learning for Junior High School English teachers. The e-book is designed to support teachers in planning and delivering Discovery Learning lessons that encourage student engagement in the classroom. There are five aspects that will be assess such as Learning Activities, Learning Engagement which cover Behavioural Engagement, Cognitive Engagement and Emosional Engagement the third one is Discovery Learning Principles, Visual Design and Language Elements.

Your insights and professional judgment in reviewing this product are highly appreciated and will be valuable for the improvement of this instructional material.

Instructions:

1. This evaluation sheet is to be completed by an educational expert.
2. There are five (5) levels of rating provided in the scoring column.
3. Please place a check mark [✓] in the column that best represents your evaluation for each descriptor.
4. Use the rating scale below to assess the quality of each item:

Likert scale

Score	Category
5	Very Good
4	Good
3	Acceptable
2	Poor

1	Very Poor
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A. Learning Activities

Evaluate whether the learning activities in the e-book are systematically designed, aligned with the learning objectives, and provide meaningful learning experiences.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The activities align with the stated learning objectives.						
2	The activities are designed to develop students' English language skills.						
3	The activities promote conceptual understanding, not just memorization.						
4	The activities are arranged in a logical and progressive sequence.						
5	The activities offer meaningful learning experiences for students.						

B. Learning Engagement (Behavioral, Cognitive, Emotional)

Evaluate how well the e-book fosters student engagement emotionally, behaviorally, and cognitively through the learning activities.



1. Behavioral Engagement

Rate active participation, social interaction, focus, and responsibility given through the tasks; also consider variety to keep students engaged.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The activities encourage active student participation.						
2	The tasks require interaction among students.						
3	Students are given responsibility in group or individual tasks.						
4	The activities sustain students' attention and focus.						
5	There is a variety of tasks that prevent monotony.						

2. Cognitive Engagement

Review the extent to which activities promote higher order thinking processes such as analysis, synthesis, reflection, and problem solving; evaluate cognitive challenge appropriate to students' ability.

No	Assessment Indicator	5	4	3	2	1	Notes
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1	The activities encourage students to think critically and analytically.						
2	Students are guided to draw conclusions from data or observations.						
3	Tasks involve problem solving or exploration.						
4	Students are encouraged to reflect on their learning process.						
	The activities are appropriately challenging for the students' level.						

3. Emotional Engagement

Focus on whether the activities evoke interest, enthusiasm, intrinsic motivation, and self-confidence, including the role of affirmation and emotional support from the teacher.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The activities are enjoyable and create positive feelings in students.						



2	The activities promote students' intrinsic motivation.						
3	Emotional support is embedded (e.g., praise, affirmation).						
4	The activities help build students' confidence.						
5	The activities spark curiosity and excitement.						

C. Discovery Learning Principles

Evaluate whether the learning activities reflect discovery learning principles by promoting independence, exploration, and student-centered learning.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The activities allow students to discover concepts by themselves.						
2	The teacher acts as a facilitator rather than a direct instructor.						



3	The activities promote student autonomy in learning.						
4	Students are given space to explore and experiment.						
5	The learning process emphasizes meaning-making rather than just outcomes.						

D. Visual Design

Evaluate the quality of the e-book's visual presentation including layout, illustrations, consistency, readability, and visual appeal.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The visual design is engaging and supports the learning process.						
2	The illustrations or images are relevant to the content.						
3	The layout is well organized and easy to follow.						
4	The use of colors and fonts is visually comfortable.						

5	The visuals aid understanding rather than being merely decorative.						
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E. Language Elements

Evaluate the clarity and appropriateness of the language used in the e-book for junior high school students.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The language used is understandable for SMP (junior high school) students.						
2	Instructions are written clearly and concisely.						
3	Grammar and spelling are used accurately.						
4	There are no confusing or ambiguous sentences.						
5	The language is communicative and context appropriate.						

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General Comments

Singaraja,

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Appendix 8 User Judgment

Evaluation Sheet for Teachers E Book Based on Discovery Learning

Product Title : Development of English learning activities to increase eighth grade students' learning engagement through Discovery Learning model.

Target User : Junior High School English Teachers

Developer : Putu Vika Ariani

Evaluator : NI NYOMAN ARY EVI SUARTINI, S.Pd

Description:

This evaluation sheet is used to assess the perceived usability, usefulness, engagement, and user experience of an English teacher's e-book based on the Discovery Learning model. This instrument is based on theoretical frameworks including TAM (Technology Acceptance Model), usability heuristics by Nielsen, and engagement theory (Fredricks et al., 2004).

Your insights and professional judgment in reviewing this product are highly appreciated and will be valuable for the improvement of this instructional material.

Instructions:

1. This form is to be filled out by a teacher who has used or reviewed the e-book.
2. Read each statement carefully and rate according to your level of agreement.
3. Use the following scale:

Likert scale

Score	Category
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree



A. Ease of Use

Evaluate whether the e-book is user friendly, easy to navigate, and intuitive to operate without external assistance. This includes clarity of instructions, layout intuitiveness, and whether teachers can use it independently without technical difficulty.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The e-book is easy to navigate						
2	Instructions are clear and understandable						
3	The layout and buttons are intuitive						
4	I did not encounter difficulties using the e-book						
5	I could use the e-book without needing help from others						

B. Usefulness (

Assess how useful the e-book is in supporting English teaching and lesson planning. Consider whether the content helps achieve learning goals, fits student needs, and provides practical value for both in class and remote teaching contexts.

No	Assessment Indicator	5	4	3	2	1	Notes
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1	The e-book helps support my English teaching						
2	The e-book provides useful activities aligned with my teaching goals						
3	The material is relevant to my students' needs						
4	The e-book saves time in lesson planning						
5	The e-book is useful for both online and offline teaching situations						

C. Engagement & Motivation

Evaluate the degree to which the e-book and its activities promote student engagement, motivation, and emotional involvement. This includes whether students find the content interesting, enjoyable, and whether it encourages active participation and curiosity.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The e-book makes students more motivated to learn						
2	The activities are enjoyable and interesting for students						

3	The e-book encourages students to participate actively						
4	Students show curiosity when using the materials						
5	The e-book fosters emotional connection or fun experiences in class						



General Comments

Singaraja, 16 Juli 2025

NI NYOMAN ARY EVI SUARTINI, S.Pd
NIP. 19880320 201708 2 002

Appendix 9 Result of First Expert Judgment

Evaluation Sheet for Teachers E Book Based on Discovery Learning

Product Title : Development of English learning activities to increase eighth grade students' learning engagement through Discovery Learning model.

Target User : Junior High School English Teachers

Developer : Putu Vika Ariani

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

Description:

This evaluation sheet is used to assess the quality of a teacher's e-book based on Discovery Learning for Junior High School English teachers. The e-book is designed to support teachers in planning and delivering Discovery Learning lessons that encourage student engagement in the classroom. There are five aspects that will be assess such as Learning Activities, Learning Engagement which cover Behavioural Engagement, Cognitive Engagement and Emosional Engagement the third one is Discovery Learning Principles, Visual Design and Language Elements.

Your insights and professional judgment in reviewing this product are highly appreciated and will be valuable for the improvement of this instructional material.

Instructions:

1. This evaluation sheet is to be completed by an educational expert.
2. There are five (5) levels of rating provided in the scoring column.
3. Please place a check mark [✓] in the column that best represents your evaluation for each descriptor.
4. Use the rating scale below to assess the quality of each item:

Likert scale

Score	Category
5	Very Good
4	Good
3	Acceptable
2	Poor
1	Very Poor

A. Learning Activities

Evaluate whether the learning activities in the e-book are systematically designed, aligned with the learning objectives, and provide meaningful learning experiences.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The activities align with the stated learning objectives.		√				
2	The activities are designed to develop students' English language skills.	√					
3	The activities promote conceptual understanding, not just memorization.		√				
4	The activities are arranged in a logical and progressive sequence.		√				
5	The activities offer meaningful learning experiences for students.		√				

B. Learning Engagement (Behavioral, Cognitive, Emotional)

Evaluate how well the e-book fosters student engagement emotionally, behaviorally, and cognitively through the learning activities.

1. Behavioral Engagement

Rate active participation, social interaction, focus, and responsibility given through the tasks; also consider variety to keep students engaged.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The activities encourage active student participation.	√					
2	The tasks require interaction among students.	√					
3	Students are given responsibility in group or individual tasks.	√					
4	The activities sustain students' attention and focus.		√				
5	There is a variety of tasks that prevent monotony.		√				

2. Cognitive Engagement

Review the extent to which activities promote higher order thinking processes such as analysis, synthesis, reflection, and problem solving; evaluate cognitive challenge appropriate to students' ability.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The activities encourage students to think		√				

	critically and analytically.						
2	Students are guided to draw conclusions from data or observations.		√				
3	Tasks involve problem solving or exploration.		√				
4	Students are encouraged to reflect on their learning process.		√				
5	The activities are appropriately challenging for the students' level.			√			

3. Emotional Engagement

Focus on whether the activities evoke interest, enthusiasm, intrinsic motivation, and self-confidence, including the role of affirmation and emotional support from the teacher.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The activities are enjoyable and create positive feelings in students.		√				
2	The activities promote students' intrinsic motivation.		√				

4	Students are given space to explore and experiment.		√				
5	The learning process emphasizes meaning-making rather than just outcomes.		√				

D. Visual Design

Evaluate the quality of the e-book's visual presentation including layout, illustrations, consistency, readability, and visual appeal.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The visual design is engaging and supports the learning process.	√					
2	The illustrations or images are relevant to the content.		√				
3	The layout is well organized and easy to follow.		√				
4	The use of colors and fonts is visually comfortable.		√				
5	The visuals aid understanding rather than being merely decorative.		√				

E. Language Elements

Evaluate the clarity and appropriateness of the language used in the e-book for junior high school students.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The language used is understandable for SMP (junior high school) students.			√			Need to make it simpler
2	Instructions are written clearly and concisely.			√			Need to be more concise
3	Grammar and spelling are used accurately.		√				
4	There are no confusing or ambiguous sentences.			√			Still some sentences which is ambigue
5	The language is communicative and context appropriate.		v				

You need to state in your thesis that this book is a Manual for Teachers. So you need to change the title into : Manual for Teachers of ... year school students.
Make Teaching and Learning more Enjoyable

General Comments

Singaraja, 22 July 2025



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

Appendix 10 Result of Second Expert Judgment

Evaluation Sheet for Teachers E Book Based on Discovery Learning

Product Title : Development of English learning activities to increase eighth grade students' learning engagement through Discovery Learning model.

Target User : Junior High School English Teachers

Developer : Putu Vika Ariani

Evaluator : Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

Description:

This evaluation sheet is used to assess the quality of a teacher's e-book based on Discovery Learning for Junior High School English teachers. The e-book is designed to support teachers in planning and delivering Discovery Learning lessons that encourage student engagement in the classroom. There are five aspects that will be assess such as Learning Activities, Learning Engagement which cover Behavioural Engagement, Cognitive Engagement and Emosional Engagement the third one is Discovery Learning Principles, Visual Design and Language Elements.

Your insights and professional judgment in reviewing this product are highly appreciated and will be valuable for the improvement of this instructional material.

Instructions:

1. This evaluation sheet is to be completed by an educational expert.
2. There are five (5) levels of rating provided in the scoring column.
3. Please place a check mark [✓] in the column that best represents your evaluation for each descriptor.
4. Use the rating scale below to assess the quality of each item:

Likert scale

Score	Category
5	Very Good
4	Good
3	Acceptable
2	Poor
1	Very Poor

A. Learning Activities

Evaluate whether the learning activities in the e-book are systematically designed, aligned with the learning objectives, and provide meaningful learning experiences.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The activities align with the stated learning objectives.	√					
2	The activities are designed to develop students' English language skills.	√					
3	The activities promote conceptual understanding, not just memorization.	√					
4	The activities are arranged in a logical and progressive sequence.	√					
5	The activities offer meaningful learning experiences for students.	√					

B. Learning Engagement (Behavioral, Cognitive, Emotional)

Evaluate how well the e-book fosters student engagement emotionally, behaviorally, and cognitively through the learning activities.

1. Behavioral Engagement

Rate active participation, social interaction, focus, and responsibility given through the tasks; also consider variety to keep students engaged.



No	Assessment Indicator	5	4	3	2	1	Notes
1	The activities encourage active student participation.	√					
2	The tasks require interaction among students.	√					
3	Students are given responsibility in group or individual tasks.	√					
4	The activities sustain students' attention and focus.	√					
5	There is a variety of tasks that prevent monotony.	√					

2. Cognitive Engagement

Review the extent to which activities promote higher order thinking processes such as analysis, synthesis, reflection, and problem solving; evaluate cognitive challenge appropriate to students' ability.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The activities encourage students to think critically and analytically.	√					



2	Students are guided to draw conclusions from data or observations.	√					
3	Tasks involve problem solving or exploration.	√					
4	Students are encouraged to reflect on their learning process.	√					
	The activities are appropriately challenging for the students' level.	√					

3. Emotional Engagement

Focus on whether the activities evoke interest, enthusiasm, intrinsic motivation, and self-confidence, including the role of affirmation and emotional support from the teacher.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The activities are enjoyable and create positive feelings in students.	√					
2	The activities promote students' intrinsic motivation.		√				

3	Emotional support is embedded (e.g., praise, affirmation).	√					
4	The activities help build students' confidence.	√					
5	The activities spark curiosity and excitement.	√					

C. Discovery Learning Principles

Evaluate whether the learning activities reflect discovery learning principles by promoting independence, exploration, and student-centered learning.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The activities allow students to discover concepts by themselves.	√					
2	The teacher acts as a facilitator rather than a direct instructor.	√					
3	The activities promote student autonomy in learning.	√					

4	Students are given space to explore and experiment.	√					
5	The learning process emphasizes meaning-making rather than just outcomes.		√				

D. Visual Design

Evaluate the quality of the e-book's visual presentation including layout, illustrations, consistency, readability, and visual appeal.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The visual design is engaging and supports the learning process.	√					
2	The illustrations or images are relevant to the content.		√				
3	The layout is well organized and easy to follow.	√					
4	The use of colors and fonts is visually comfortable.	√					
5	The visuals aid understanding rather than being merely decorative.		√				



E. Language Elements

Evaluate the clarity and appropriateness of the language used in the e-book for junior high school students.

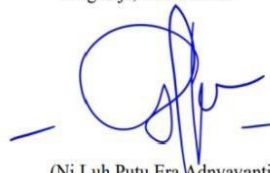
No	Assessment Indicator	5	4	3	2	1	Notes
1	The language used is understandable for SMP (junior high school) students.	√					
2	Instructions are written clearly and concisely.	√					
3	Grammar and spelling are used accurately.	√					
4	There are no confusing or ambiguous sentences.	√					
5	The language is communicative and context appropriate.	√					



General Comments

I love the way how you design and develop the learning activities here. The activities are fun and help students to engage more in learning activities.

Singaraja, 17 Juli 2025



(Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.)

Appendix 11 Result of User Judgment

Evaluation Sheet for Teachers E Book Based on Discovery Learning

Product Title : Development of English learning activities to increase eighth grade students' learning engagement through Discovery Learning model.

Target User : Junior High School English Teachers

Developer : Putu Vika Ariani

Evaluator : NI NYOMAN ARY EVI SUARTINI, S.Pd

Description:

This evaluation sheet is used to assess the perceived usability, usefulness, engagement, and user experience of an English teacher's e-book based on the Discovery Learning model. This instrument is based on theoretical frameworks including TAM (Technology Acceptance Model), usability heuristics by Nielsen, and engagement theory (Fredricks et al., 2004).

Your insights and professional judgment in reviewing this product are highly appreciated and will be valuable for the improvement of this instructional material.

Instructions:

1. This form is to be filled out by a teacher who has used or reviewed the e-book.
2. Read each statement carefully and rate according to your level of agreement.
3. Use the following scale:

Likert scale

Score	Category
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree



A. Ease of Use

Evaluate whether the e-book is user friendly, easy to navigate, and intuitive to operate without external assistance. This includes clarity of instructions, layout intuitiveness, and whether teachers can use it independently without technical difficulty.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The e-book is easy to navigate	✓					
2	Instructions are clear and understandable	✓					
3	The layout and buttons are intuitive	✓					
4	I did not encounter difficulties using the e-book	✓					
5	I could use the e-book without needing help from others	✓					

B. Usefulness (

Assess how useful the e-book is in supporting English teaching and lesson planning. Consider whether the content helps achieve learning goals, fits student needs, and provides practical value for both in class and remote teaching contexts.

No	Assessment Indicator	5	4	3	2	1	Notes
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1	The e-book helps support my English teaching	✓					
2	The e-book provides useful activities aligned with my teaching goals	✓					
3	The material is relevant to my students' needs	✓					
4	The e-book saves time in lesson planning	✓					
5	The e-book is useful for both online and offline teaching situations	✓					

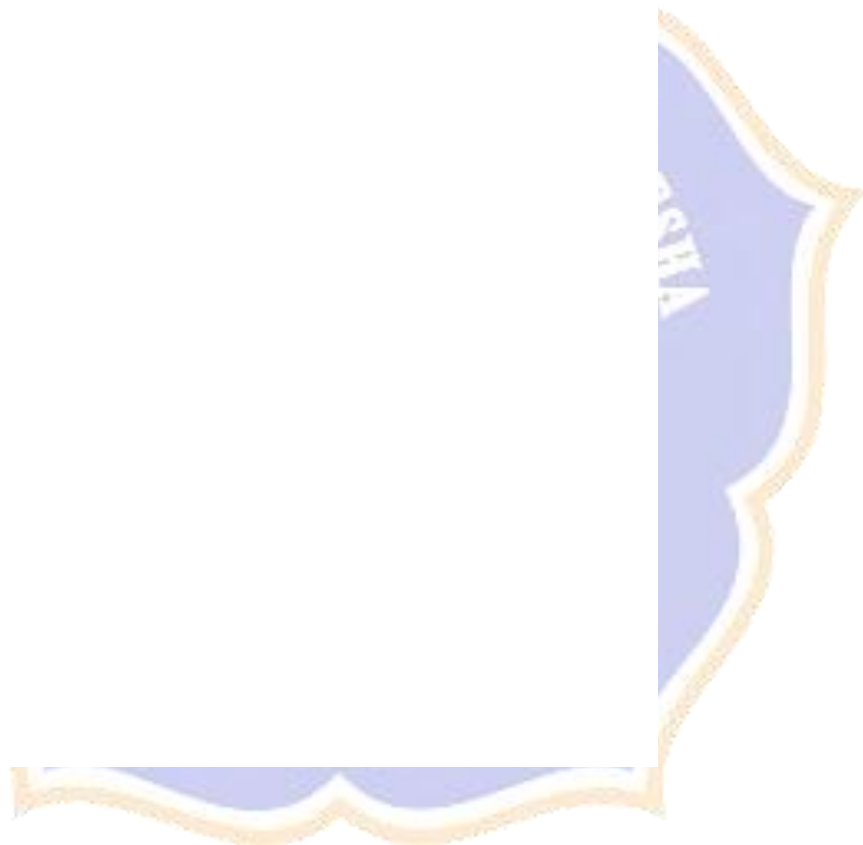
C. Engagement & Motivation

Evaluate the degree to which the e-book and its activities promote student engagement, motivation, and emotional involvement. This includes whether students find the content interesting, enjoyable, and whether it encourages active participation and curiosity.

No	Assessment Indicator	5	4	3	2	1	Notes
1	The e-book makes students more motivated to learn	✓					
2	The activities are enjoyable and interesting for students	✓					



3	The e-book encourages students to participate actively	✓					
4	Students show curiosity when using the materials	✓					
5	The e-book fosters emotional connection or fun experiences in class	✓					



It's an amazing e-book. I love it. It has a good design and clear understanding. As a teacher, it helps how to make students understand about the material easily. Good job, Vika.

General Comments

Singaraja, 16 Juli 2025



NI NYOMAN ARY EVI SUARTINI, S.Pd
NIP. 19880320 201708 2 002



Appendix 12 Syllabus of the Eight Grade Junior High School in Buleleng

**ALUR TUJUAN PEMBELAJARAN
(ATP)
MATA PELAJARAN BAHASA INGGRIS
KELAS VIII
TAHUN PELAJARAN 2024/2025**

NO	TUJUAN PEMBELAJARAN	MATERI	ALOKASI WAKTU (JP)
GANJIL			
1	1.1 Peserta didik dapat mengidentifikasi dan menggunakan ekspresi bertanya tentang kemampuan berbuat sesuatu. 1.2 Peserta didik dapat mengidentifikasi dan menggunakan ekspresi menyatakan kemampuan dan ketidakmampuan mengerjakan sesuatu. 1.3 Peserta didik dapat mengidentifikasi dan menggunakan ekspresi bertanya tentang keinginan melakukan sesuatu. 1.4 Peserta didik dapat mengidentifikasi dan menggunakan ekspresi menyatakan keinginan dan ketidakinginan melakukan sesuatu. 1.5 Peserta didik dapat memperagakan dialog mengekspresikan kemampuan dan keinginan melakukan sesuatu.	Chapter 1 I Can Speak Five Language	10
2	2.1 Peserta didik dapat membicarakan fakta. 2.2 Peserta didik dapat mengidentifikasi dan menggunakan the simple present tense dalam bentuk positif, negative, dan tanya. 2.3 Peserta didik dapat bertanya dan menjawab apakah suatu hal benar atau tidak. 2.4 Peserta didik dapat menyatakan hal-hal yang terjadi secara rutin. 2.5 Peserta didik dapat menulis kegiatan rutin.	Chapter 2 I Play Golf on Weekends	10
3	3.1 Peserta didik dapat menggambarkan kegiatan yang sedang berlangsung. 3.2 Peserta didik dapat mengidentifikasi dan menggunakan <i>the present continuous tense</i> . 3.3 Peserta didik dapat membaca dan merespons teks yang berhubungan dengan kejadian yang sedang berlangsung. 3.4 Peserta didik dapat memahami ide utama dan rincian yang relevan dalam sebuah teks. 3.5 Peserta didik dapat mengomunikasikan ide dan pengalaman melalui paragraf sederhana dan terorganisir.	Chapter 3 What are You Doing ?	10
4	4.1 Peserta didik dapat mengidentifikasi the simple past tense. 4.2 Peserta didik dapat menggunakan the simple past tense dalam percakapan. 4.3 Peserta didik dapat membicarakan kegiatan yang terjadi di masa lampau menggunakan the simple past tense.	Chapter 4 We Went Camping Last Week	10



NO	TUJUAN PEMBELAJARAN	MATERI	ALOKASI WAKTU (JP)
	4.4 Peserta didik dapat mengidentifikasi kata kerja beraturan dan tak beraturan. 4.5 Peserta didik dapat membaca dan merespons teks yang berhubungan dengan kejadian di masa lampau. 4.6 Peserta didik dapat mengomunikasikan ide dan pengalaman melalui paragraf sederhana dan terorganisir.		
GENAP			
5	5.1 Peserta didik dapat mengidentifikasi the past continuous tense dalam interaksi lisan dan tulis. 5.2 Peserta didik dapat menggunakan the past continuous tense dalam interaksi lisan dan tulis. 5.3 Peserta didik dapat membaca dan merespons teks tentang pengalaman masa lampau. 5.4 Peserta didik dapat menemukan dan mengevaluasi ide utama dan informasi spesifik dalam teks. 5.5 Peserta didik dapat mengomunikasikan ide dan pengalaman melalui paragraf sederhana dan terorganisir.	Chapter 5 What were They Doing ?	12
6	6.1 Peserta didik dapat mengidentifikasi the simple past dan past continuous tense. 6.2 Peserta didik dapat menggunakan the simple past dan past continuous tense dalam percakapan lisan dan tulis. 6.3 Peserta didik dapat menganalisa struktur teks recount. 6.4 Peserta didik dapat membicarakan dan menulis tentang pengalaman. 6.5 Peserta didik dapat menemukan dan mengevaluasi ide utama dan informasi spesifik dalam teks recount. 6.6 Peserta didik dapat mengomunikasikan ide dan pengalaman melalui paragraf sederhana dan terorganisir.	Chapter 6 Let Me Tell You My Story	12
7	7.1 Peserta didik dapat membandingkan dua hal atau lebih. 7.2 Peserta didik dapat mengidentifikasi comparative dan superlative adjectives. 7.3 Peserta didik dapat menggunakan comparative dan superlative adjectives dalam percakapan lisan dan tulis. 7.4 Peserta didik dapat menemukan dan mengevaluasi ide pokok dan informasi spesifik dalam teks yang berhubungan dengan comparative dan superlative adjectives. 7.5 Peserta didik dapat mengomunikasikan ide dan pengalaman melalui paragraf sederhana dan terorganisir.	Chapter 7 I'm Taller than You	12