APPENDIX

Appendix 1.

Instrument of this study.

PROGRAM TAHUNAN
BAHASA INGGRIS

Satuan Pendidikan : SD Negeri ……..
Kelas/ Fase : IV (Empat) / B
Tahun Pelajaran : 2024/2025

No	Lingkup Materi	Alur Materi Pembelajaran		Alokasi Waktu
1	**Unit 1 What Are You Doing?**	Membuat kalimat dengan menggunakan verb ing	1. Peserta didik mampu mengekspresikan aktivitas sehari-hari menggunakan verb ing dan mampu membuat kaliamat berdasarkan aktivitasnya. 2. Peserta didik mampu membuat kalimat dengan menggunakan verb ing	
2	**Unit 2 There are 67 English Books**	Menghitung benda dengan menggunakan angka 50- 100	1. Peserta didik dapat mengidentifikasi angka 50-100 dalam Bahasa Inggris. 2. Peserta didik dapat menghitung benda dengan menggunakan angka 50- 100 dalam bahasa Inggris	
3	**Unit 3 My Living Room is Beside Kitchen**	Membuat kalimat dengan menggunakan preposisi	1. Peserta didik mampu mengidentifikasi preposisi dalam konteks ruangan-ruangan yang ada di dalam rumah dan dapat membuat kalimat dengan menggunakan preposisi.	
4	**Unit 4 Cici Cooks in The Kitchen**	Kegiatan yang dilakukan beserta waktu	1. Peserta didik mampu merespon pertanyaan serta berbicara tentang kegiatannya sehari-hari di rumah. Kegiatan yang dilakukan beserta waktu pelaksanaannya, example: every morning, every night, every day, etc.	
5	**Unit 5 Where is My Pencil?**	Benda – benda di dalam ruangan	1. Peserta didik mampu menyebutkan benda – benda di dalam ruangan dengan baik dan lancar. 2. Peserta didik dapat menulis kalimat yang berkaitan dengan benda di ruangan	
6	**Unit 6 The Stove is In The Kitchen**	Benda-benda di dapur dan di kamar mandi	1. Peserta didik mampu mengenal benda-benda di dapur dan di kamar mandi 2. Peserta didik mampu merespon pertanyaan tentang pertanyaan tentang aktifitas di ruangan	
Cadangan				
7	**Unit 7 I Can Make Fried Egg in The Kitchen**	Aktivitas di dalam rumah dengan modal auxiliary can	1. Peserta didik mampu mengenali aktivitas-aktivitas di dalam rumah dikaitkan dengan modal auxiliary can. 2. Peserta didik mampu membuat teks singkat tentang aktivitas di dalam rumah dikaitkan dengan modal auxiliary can.	
8	**Unit 8 Be On Time!**	Penggunaan waktu dengan menggunakan jam analog	1. Peserta didik mampu mengidentifikasi waktu dengan menggunakan jam analog. 2. Peserta mampu berdialog tentang penggunaan waktu	
9	**Unit 9 I Go to School after Having Breakfast**	Kegiatan sehari-hari menggunakan simple present	1. Peserta didik mampu menyebutkan kegiatan sehari-hari menggunakan simple present dan mampu berbicara tentang kegiatan sehari – hari dalam hubungannya dengan waktu.	
10	**Unit 10 He Always Gets Up at 5 O'clock**	Kegiatan sehari-hari dengan menggunakan adverbs of frequency	1. Peserta didik mampu mengungkapkan dan menuliskan kegiatan sehari-hari dengan menggunakan adverbs of frequency (always, usually, sometimes, never)	
11	**Unit 11 How Do You Go to School?**	Jenis-jenis kendaraan	1. Peserta didik mampu mengidentifikasi jenis-jenis kendaraan. 2. Peserta didik mampu membuat kalimat sederhara tentang kendaraan	
12	**Unit 12 He Goes to School by Bike**	Trasportasi	1. Peserta didik mampu mengidentifikasi jenis-jenis trasportasi. 2. Peserta didik mampu menyebutkan kembali kalimat yang berkaitan dengan trasportasi yang biasanya digunakan dalam kegiatan sehari-hari	
Cadangan				

ALUR TUJUAN PEMBELAJARAN
BAHASA INGGRIS

Satuan Pendidikan : SD Negeri .....
Kelas/ Fase : IV (Empat) / B
Tahun Pelajaran : 2024/2025
Profil Pelajar Pancasila : Beriman, Bertakwa Kepada Tuhan Yang Maha Esa, Dan Berakhlak Mulia; Mandiri; Bernalar Kritis; Kreatif; Bergotong royong; Berkebhinekaan Global
Sumber Referensi :
- Naskah SK BSKAP No. 33 Tahun 2022 Perubahan SK BSKAP No. 8 Tahun 2022 Tentang Capaian Pembelajaran PAUD dan Jenjang Pendidikan Dasar dan Pendidikan Menengah pada Kurikulum Merdeka
- My Next Words Grade 4-Buku Guru untuk SD Kelas 4
  Judul Asli: Teacher's Book for Elementary School - My Next Words Grade 4, Penulis : EYLCTeam, ISBN 978-602-244-508-1 (Jilid lengkap), ISBN 978-602-244-510-4 (Jilid 4)
  Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021
- My Next Words Grade 4-Buku Siswa untuk SD Kelas 4
  Judul Asli: Student's Book for Elementary School - My Next Words Grade 4, Penulis : EYLCTeam , ISBN : 978-602-244-511-1 (Jilid lengkap), ISBN : 978-602-244-513-5 (Jilid 4)
  Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021
- https://sumber.belajar.kemdikbud.go.id
- https://buku.kemdikbud.go.id

Elemen CP	Lingkup Materi	Tujuan Pembelajaran	Materi	Fokus Bahasa	Waktu
Menyimak – Berbicara dan Menulis - Mempresentasikan	Unit 1 What Are You Doing?	♣ Peserta didik mampu mengekspresikan aktivitas sehari-hari menggunakan verb ing dan mampu membuat kalimat berdasarkan aktivitasnya. ♣ Peserta didik mampu membuat kalimat dengan menggunakan verb ing	Membuat kalimat dengan menggunakan verb ing	What are you doing? What is she/he doing? Going, singing, playing, having breakfast, watching, swimming,	
Membaca – Memirsa dan Menulis - Mempresentasikan	Unit 2 There are 67 English Books	♣ Peserta didik dapat mengidentifikasi angka 50-100 dalam Bahasa Inggris. ♣ Peserta didik dapat menghitung benda dengan menggunakan angka 50- 100 dalam bahasa Inggris	Menghitung benda dengan menggunakan angka 50- 100	How many English books are there? Fifty, sixty, seventy, eighty, ninety One hundred Plus, minus	
Menyimak – Berbicara	Unit 3 My Living Room is Beside Kitchen	♣ Peserta didik mampu mengidentifikasi preposisi dalam konteks ruangan-ruangan yang ada di dalam rumah dan dapat membuat kalimat dengan menggunakan preposisi.	Membuat kalimat dengan menggunakan preposisi	Where is the kitchen? How is the room? Living room, dining room, bed room, bath room, kitchen, garage. Beside, behind, infront of, between, Clean, dirty, tidy, big, large, empty	
Menyimak – Berbicara dan Membaca – Memirsa	Unit 4 Cici Cooks in The Kitchen	♣ Peserta didik mampu merespon pertanyaan serta berbicara tentang kegiatannya sehari-hari di rumah. Kegiatan yang dilakukan beserta waktu pelaksanaannya. example: every morning, every night, every day, etc.	Kegiatan yang dilakukan beserta waktu	What do you do in the dining room? Reads, watches, sleeps, cooks, takes a bath, does, doesn't, do, don't. Simple present tense	
Membaca – Memirsa	Unit 5 Where is My Pencil?	♣ Peserta didik mampu menyebutkan benda – benda di dalam ruangan dengan baik dan lancar. ♣ Peserta didik dapat menulis kalimat yang berkaitan dengan	Benda – benda di dalam ruangan	What are in the living room? Table, lamp, cupboard, picture, shelf, vase, television, sofa, clock, bed,	

Elemen CP	Lingkup Materi	Tujuan Pembelajaran	Materi	Fokus Bahasa	Waktu
		benda di ruangan		pillow, bolster, wardrobe	
Membaca – Memirsa dan Menulis - Mempresentasikan	Unit 6 The Stove is In The Kitchen	♣ Peserta didik mampu mengenal benda-benda di dapur dan di kamar mandi ♣ Peserta didik mampu merespon pertanyaan tentang pertanyaan tentang aktifitas di ruangan	Benda-benda di dapur dan di kamar mandi	Where does Kitri eat? Plate, spoon, fork, glass, bowl, pan, stove, frying pan, water, bathtub, soap, tooth paste, tooth brush, shampoo, towel, dipper, do, don't	

Elemen CP	Lingkup Materi	Tujuan Pembelajaran	Materi	Fokus bahasa	Waktu
Menyimak – Berbicara dan Menulis - Mempresentasikan	Unit 7 I Can Make Fried Egg in The Kitchen	♣ Peserta didik mampu mengenali aktivitas-aktivitas di dalam rumah dikaitkan dengan modal auxiliary can. ♣ Peserta didik mampu membuat teks singkat tentang aktivitas di dalam rumah dikaitkan dengan modal auxiliary can.	Aktivitas di dalam rumah dengan modal auxiliary can	What can you do? I can do… Fry, take a rest, boil, rest, play	
Membaca – Memirsa dan Menulis - Mempresentasikan	Unit 8 Be On Time!	♣ Peserta didik mampu mengidentifikasi waktu dengan menggunakan jam analog. ♣ Peserta mampu berdialog tentang penggunaan waktu	Penggunaan waktu dengan menggunakan jam analog	What do you do at six o'clock?	
Menyimak – Berbicara dan Menulis - Mempresentasikan	Unit 9 I Go to School after Having Breakfast	♣ Peserta didik mampu menyebutkan kegiatan sehari-hari menggunakan simple present dan mampu berbicara tentang kegiatan sehari – hari dalam hubungannya dengan waktu.	Kegiatan sehari-hari menggunakan simple present	Cook, Brush your teeth, Work, Take a bath, Get up, Go to school, Pray, Have breakfast, Play, Prepare to School	
Menyimak – Berbicara dan Membaca – Memirsa	Unit 10 He Always Gets Up at 5 O'clock	♣ Peserta didik mampu mengungkapkan dan menuliskan kegiatan sehari-hari dengan menggunakan adverbs of frequency (always, usually, sometimes, never)	Kegiatan sehari-hari dengan menggunakan adverbs of frequency	Always, sometimes, usually, never.	
Menyimak – Berbicara dan Menulis - Mempresentasikan	Unit 11 How Do You Go to School?	♣ Peserta didik mampu mengidentifikasi jenis-jenis kendaraan. ♣ Peserta didik mampu membuat kalimat sederhara tentang kendaraan	Jenis-jenis kendaraan	How do you go to school? Truck, plane, train, bus. Pedicab, motorcycle, helicopter,boat, ship bike.	
Menyimak – Berbicara dan Membaca – Memirsa	Unit 12 He Goes to School by Bike	♣ Peserta didik mampu mengidentifikasi jenis-jenis trasportasi. ♣ Peserta didik mampu menyebutkan kembali kalimat yang berkaitan dengan trasportasi yang biasanya digunakan dalam kegiatan sehari-hari	Trasportasi	Go to. . . By. . . At. . .	

Mengetahui
Kepala SD Negeri .....

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CAPAIAN PEMBELAJARAN BAHASA INGGRIS
FASE B

Pada akhir Fase B, peserta didik memahami dan merespon teks lisan dan visual sederhana dalam bahasa Inggris. Dalam mengembangkan keterampilan menyimak dan berbicara, peserta didik mengikuti/merespon instruksi atau pertanyaan sederhana dalam bahasa Inggris dan membagikan informasi dengan kosakata sederhana. Peserta didik merespon berbagai teks/gambar secara lisan dan tulisan sederhana dengan alat bantu visual dan komunikasi non-verbal. Pada Fase B, peserta didik dapat berinteraksi dengan menggunakan bahasa Inggris sederhana.

ANALISIS CAPAIAN PEMBELAJARAN BAHASA INGGRIS PER ELEMEN
FASE B

ELEMEN	CAPAIAN PEMBELAJARAN
Menyimak - Berbicara	Pada akhir Fase B, Peserta didik menggunakan bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas, yang dapat diprediksi (rutin) menggunakan kalimat dengan pola yang sesuai dengan konteks yang dibicarakan. Peserta didik mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar. Peserta didik memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosakata sederhana. Peserta didik mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual. .
Membaca - Memirsa	Pada akhir fase B, Peserta didik memahami katakata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Peserta didik membaca/memirsa dan memberikan respons secara lisan dan komunikasi non-verbal terhadap teks pendek sederhana dan familiar dalam moda tulisan atau digital, termasuk teks visual, multimodal atau interaktif.
Menulis - Mempresentasikan	Pada akhir fase B, Peserta didik mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan. Dengan bantuan guru, peserta Elemen Deskripsi didik menghasilkan beberapa teks sederhana menggunakan kata/frasa sederhana dan gambar. Peserta didik menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam bahasa Inggris menggunakan ejaan rekaan

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PROGRAM SEMESTER
BAHASA INGGRIS

Satuan Pendidikan : SD Negeri .....
Kelas/Semester : IV (Empat) / Ganjil
Fase : B
Tahun Pelajaran : 2024/2025

Lingkup Materi	Tujuan Pembelajaran	Alokasi Waktu	Juli					Agustus					September					Oktober					Nopember					Desember				
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 1 What Are You Doing?	1. Peserta didik mampu mengekspresikan aktivitas sehari-hari menggunakan verb ing dan mampu membuat kaliamat berdasarkan aktivitasnya. 2. Peserta didik mampu membuat kalimat dengan menggunakan verb ing																															
Pengayaan & Remidial																																
Asesmen Formatif																																
Unit 2 There are 67 English Books	1. Peserta didik dapat mengidentifikasi angka 50-100 dalam Bahasa Inggris. 2. Peserta didik dapat menghitung benda dengan menggunakan angka 50- 100 dalam bahasa Inggris																															
Pengayaan & Remidial																																
Asesmen Formatif																																
Unit 3 My Living Room is Beside Kitchen	1. Peserta didik mampu mengidentifikasi preposisi dalam konteks ruangan-ruangan yang ada di dalam rumah dan dapat membuat kalimat dengan menggunakan preposisi.																															
Pengayaan & Remidial																																
Asesmen Formatif																																
Unit 4 Cici Cooks in The Kitchen	1. Peserta didik mampu merespon pertanyaan serta berbicara tentang kegiatannya sehari-hari di rumah. Kegiatan yang dilakukan beserta waktu pelaksanaannya, example: every morning, every night, every day, etc.																															
Pengayaan & Remidial																																
Asesmen Formatif																																
Unit 5 Where is My Pencil?	1. Peserta didik mampu menyebutkan benda – benda di dalam ruangan dengan baik dan lancar. 2. Peserta didik dapat menulis kalimat yang berkaitan dengan benda di ruangan																															
Pengayaan & Remidial																																
Asesmen Formatif																																

Lingkup Materi	Tujuan Pembelajaran	Alokasi Waktu	Juli					Agustus					September					Oktober					Nopember					Desember				
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 6 The Stove is In The Kitchen	1. Peserta didik mampu mengenal benda-benda di dapur dan di kamar mandi 2. Peserta didik mampu merespon pertanyaan tentang pertanyaan tentang aktifitas di ruangan																															
Pengayaan & Remidial																																
Asesmen Formatif																																
Cadangan																																

Mengetahui
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..... 2024
Guru Kelas IV

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ALUR TUJUAN PEMBELAJARAN
BAHASA INGGRIS

Satuan Pendidikan : SD Negeri .....
Kelas/ Fase : IV (Empat) / B
Tahun Pelajaran : 2024/2025
Profil Pelajar Pancasila : Beriman, Bertakwa Kepada Tuhan Yang Maha Esa, Dan Berakhlak Mulia; Mandiri; Bernalar Kritis; Kreatif; Bergotong royong; Berkebhinekaan Global
Sumber Referensi :
- Naskah SK BSKAP No. 33 Tahun 2022 Perubahan SK BSKAP No. 8 Tahun 2022 Tentang Capaian Pembelajaran PAUD dan Jenjang Pendidikan Dasar dan Pendidikan Menengah pada Kurikulum Merdeka
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  Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021
- My Next Words Grade 4-Buku Siswa untuk SD Kelas 4
  Judul Asli: Student's Book for Elementary School - My Next Words Grade 4, Penulis : EYLCTeam , ISBN : 978-602-244-511-1 (Jilid lengkap), ISBN : 978-602-244-513-5 (Jilid 4)
  Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021
- https://sumber.belajar.kemdikbud.go.id
- https://buku.kemdikbud.go.id

Elemen CP	Lingkup Materi	Tujuan Pembelajaran	Materi	Fokus Bahasa	Waktu
Menyimak – Berbicara dan Menulis- Mempresentasikan	**Unit 1 What Are You Doing?**	▲ Peserta didik mampu mengekspresikan aktivitas sehari-hari menggunakan verb ing dan mampu membuat kalimat berdasarkan aktivitasnya. ▲ Peserta didik mampu membuat kalimat dengan menggunakan verb ing	Membuat kalimat dengan menggunakan verb ing	What are you doing? What is she/he doing? Going, singing, playing, having breakfast, watching, swimming.	
Membaca – Memirsa dan Menulis- Mempresentasikan	**Unit 2 There are 67 English Books**	▲ Peserta didik dapat mengidentifikasi angka 50-100 dalam Bahasa Inggris. ▲ Peserta didik dapat menghitung benda dengan menggunakan angka 50- 100 dalam bahasa Inggris.	Menghitung benda dengan menggunakan angka 50- 100	How many English books are there? Fifty, sixty, seventy, eighty, ninety One hundred Plus, minus.	
Menyimak – Berbicara	**Unit 3 My Living Room Is Beside Kitchen**	▲ Peserta didik mampu mengidentifikasi preposisi dalam konteks ruangan-ruangan yang ada di dalam rumah dan dapat membuat kalimat dengan menggunakan preposisi.	Membuat kalimat dengan menggunakan preposisi	Where is the kitchen? How is the room? Living room, dining room, bed room, bath room, kitchen, garage. Beside, behind, infront of, between, Clean, dirty, tidy, big, large, empty	
Menyimak – Berbicara dan Membaca – Memirsa	**Unit 4 Cici Cooks In The Kitchen**	▲ Peserta didik mampu merespon pertanyaan serta berbicara tentang kegiatannya sehari-hari di rumah. Kegiatan yang dilakukan beserta waktu pelaksanaannya, example: every morning, every night, every day, etc.	Kegiatan yang dilakukan beserta waktu	What do you do in the dining room? Reads, watches, sleeps, cooks, takes a bath, does, doesn't, do, don't. Simple present tense	
Membaca – Memirsa	**Unit 5 Where is My Pen(l)?**	▲ Peserta didik mampu menyebutkan benda – benda di dalam ruangan dengan baik dan lancar. ▲ Peserta didik dapat menulis kalimat yang berkaitan dengan	Benda – benda di dalam ruangan	What are in the living room? Table, lamp, cupboard, picture, shelf, vase, television, sofa, clock, bed,	

Elemen CP	Lingkup Materi	Tujuan Pembelajaran	Materi	Fokus Bahasa	Waktu
		benda di ruangan		pillow, bolster, wardrobe	
Membaca – Memirsa dan Menulis- Mempresentasikan	**Unit 6 The Stove Is In The Kitchen**	▲ Peserta didik mampu mengenal benda-benda di dapur dan di kamar mandi ▲ Peserta didik mampu merespon pertanyaan tentang pertanyaan tentang aktifitas di ruangan	Benda-benda di dapur dan di kamar mandi	Where does Kimi eat? Plate, spoon, fork, glass, bowl, pan, stove, frying pan, water, bathtub, soap, tooth paste, tooth brush, shampoo, towel, dipper, do, don't	

Elemen CP	Lingkup Materi	Tujuan Pembelajaran	Materi	Fokus bahasa	Waktu
Menyimak – Berbicara dan Menulis- Mempresentasikan	**Unit 7 I Can Make Fried Egg In The Kitchen**	▲ Peserta didik mampu mengenali aktivitas-aktivitas di dalam rumah dikaitkan dengan modal auxiliary can. ▲ Peserta didik mampu membuat teks singkat tentang aktivitas di dalam rumah dikaitkan dengan modal auxiliary can.	Aktivitas di dalam rumah dengan modal auxiliary can	What can you do? I can do... Fry, take a rest, boil, rest, play	
Membaca – Memirsa dan Menulis- Mempresentasikan	**Unit 8 Be On Time!**	▲ Peserta didik mampu mengidentifikasi waktu dengan menggunakan jam analog. ▲ Peserta mampu berdialog tentang penggunaan waktu	Penggunaan waktu dengan menggunakan jam analog	What do you do at six o'clock?	
Menyimak – Berbicara dan Menulis- Mempresentasikan	**Unit 9 I Go to School after Having Breakfast**	▲ Peserta didik mampu menyebutkan kegiatan sehari-hari menggunakan simple present dan mampu berbicara tentang kegiatan sehari – hari dalam hubungannya dengan waktu.	Kegiatan sehari-hari menggunakan simple present	Cook, Brush your teeth, Work, Take a bath, Get up, Go to school, Pray, Have breakfast, Play, Prepare to School	
Menyimak – Berbicara dan Membaca – Memirsa	**Unit 10 He Always Gets Up at 5 O'clock**	▲ Peserta didik mampu mengungkapkan dan menuliskan kegiatan sehari-hari dengan menggunakan adverbs of frequency (always, usually, sometimes, never)	Kegiatan sehari-hari dengan menggunakan adverbs of frequency	Always, sometimes, usually, never.	
Menyimak – Berbicara dan Menulis- Mempresentasikan	**Unit 11 How Do You Go to School?**	▲ Peserta didik mampu mengidentifikasi jenis-jenis kendaraan. ▲ Peserta didik mampu membuat kalimat sederhara tentang kendaraan	Jenis-jenis kendaraan	How do you go to school? Truck, plane, train, bus, Pedicab, motorcycle, helicopter, boat, ship, bike.	
Menyimak – Berbicara dan Membaca – Memirsa	**Unit 12 He Goes to School by Bike**	▲ Peserta didik mampu mengidentifikasi jenis-jenis trasportasi. ▲ Peserta didik mampu menyebutkan kembali kalimat yang berkaitan dengan trasportasi yang biasanya digunakan dalam kegiatan sehari-hari	Trasportasi	Go to. . . By, . . At. . .	

Mengetahui
Kepala SD Negeri .....

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Guru Kelas IV

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MODUL AJAR - 1

Satuan Pendidikan	:	SD Negeri .....
Kelas/Semester	:	IV (Empat) / Ganjil
Fase	:	B
Tahun Pelajaran	:	2024/2025
Mata Pelajaran	**:**	**Bahasa Inggris**
Unit 1	**:**	**What Are You Doing?**
Alokasi Waktu	:	2 x 2 x35 Menit

KOMPETENSI AWAL

- Siswa mampu mengungkapkan kegiatan menggunakan verb ing
- Siswa mampu menghasilkan kalimat tentang kegiatan mereka

PROFIL PELAJAR PANCASILA

- Beriman, Bertakwa Kepada Tuhan Yang Maha Esa, Dan Berakhlak Mulia;
- Mandiri;
- Bernalar Kritis;
- Kreatif;
- Bergotong royong;
- Berkebhinekaan Global

SARANA DAN PRASARANA

- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021
  My Next Words Grade 4-Buku Guru untuk SD Kelas 4
  Judul Asli: Teahcer's Book for Elementary School - My Next Words Grade 4
  Penulis : EYLCTeam
  ISBN 978-602-244-508-1 (Jilid lengkap), ISBN 978-602-244-510-4 (Jilid 4)
- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022
  My Next Words Grade 4-Buku Siswa untuk SD Kelas 4
  Judul Asli: Student's Book for Elementary School - My Next Words Grade 4
  Penulis : EYLCTeam
  ISBN : 978-602-244-511-1 (Jilid lengkap), ISBN : 978-602-244-513-5 (Jilid 4)
- Lembar Kerja Siswa, Laptop, Handphone, LCD Proyektor
- Alat atau Gambar Peraga
- Alat Tulis, Spidol, Crayon, Buku Gambar

A. TUJUAN PEMBELAJARAN

Capaian Pembelajaran :

Menyimak - Berbicara

- Peserta didik menggunakan bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas, yang dapat diprediksi (rutin) menggunakan kalimat dengan pola yang sesuai dengan konteks yang dibicarakan. Peserta didik mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar. Peserta didik memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosakata sederhana. Peserta didik mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.

Menulis - Mempresentasikan

- Peserta didik mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan. Dengan bantuan guru, peserta Elemen Deskripsi didik menghasilkan beberapa teks sederhana menggunakan kata/frasa sederhana dan gambar. Peserta didik menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam bahasa Inggris menggunakan ejaan rekaan .

Tujuan Pembelajaran :

- Siswa mampu mengekspresikan aktivitas sehari-hari menggunakan verb ing dan mampu membuat kaliamat berdasarkan aktivitasnya.
- Siswa mampu membuat kalimat dengan menggunakan verb ing

B. PEMAHAMAN BERMAKNA

- Pada tahap ini siswa diajak untuk mengungkapkan menghasilkan kalimat tentang kegiatan mereka

C. FOKUS BAHASA

What are you doing?	=	Apa yang sedang kamu lakukan?
What is she/he doing?	=	Apa yang dia lakukan?
Going, singing, playing,	=	Pergi, bernyanyi, bermain,
having breakfast, watching, swimming,	=	Sarapan, nonton, berenang,

D. KEGIATAN PEMBELAJARAN

KEGIATAN PENDAHULUAN

- Guru menyapa dan memberi salam, mengecek kehadiran, kebersihan dan kerapian siswa
- Kelas dilanjutkan dengan do'a dipimpin oleh salah seorang siswa.
- Guru memastikan bahwa semua siswa dalam keadaan sehat

KEGIATAN INTI

Let's Sing

- Guru menyapa siswa
- Guru mengajak siswa untuk menyanyikan lagu pada halaman
  Ok children, today we are going to sing. Do you like singing?
  Ok anak-anak, hari ini kita akan bernyanyi. Apakah kamu senang bernyanyi?
- Guru memberi contoh menyanyikan lagu pada halaman 2.
- Siswa menyanyikan lagu
- Guru mengajak siswa untuk menebak apa yang sedang dilakukan guru di depan kelas.
  What am I doing? Singing.
  Apa yang saya lakukan? Nyanyian

Look and Say

- Guru meminta siswa mengamati gambar pada halaman 3-5.
- ***Look at the picture on page 3-5. What are they doing?***
  Perhatikan gambar di halaman 3-5. Apa yang mereka lakukan?
- Guru meminta siswa untuk membacakan kalimat yang ada pada hala man 3-5.
- Guru membetulkan beberapa pengucapan yang belum benar.
- Guru meminta siswa untuk menirukan pengucapan kata yang benar.
- Siswa diminta mengulang pengucapan secara mandiri untuk hal 3 – 5.
  Contoh kalimat guru :
  Let's read and say together
  Mari kita baca dan ucapkan bersama

Pair work

- Guru memeragakan satu kegiatan di depan kelas.
  "Let's guess what am I doing?" *"Ayo tebak apa yang aku lakukan?"*
  Siswa: ***"you are singing"*** *"kamu sedang bernyanyi"*
- Guru meminta bebrapa siswa memeragakan kegiatan yang sedang mereka lakukan. Siswa yang lain menebak kegiatan yang diperagakan teman di depan kelas
- Guru membagikan kartu bergambar pada masing-masing siswa.
- Guru meminta dua anak melakukan tanya jawab dengan memperhatikan gambar pada kartu dan bertanya
  "what is he/she doing"
  "apa yang dia lakukan"
- Siswa melakukan tanya jawab secara berpasangan denagn menggunakan kartu.

Look and Write

- Guru menunjukkan gambar sebuah kegiatan dan bertanya, ***"What is he doing?"*** *"Apa yang dia lakukan?"*
- Siswa mengamati gambar dan menjawab, ***"Dimas is swimming"*** *"Dimas sedang berenang"*
- Guru meminta siswa mengamati gambar pada halaman 7 dan menuliskan kegiatan sesuai
  "look at the picture! "write what are they doing"
  "lihat gambarnya! "tulislah apa yang mereka lakukan"

Listen and Write

- Guru mengajak siswa mengamati gambar Cici yang sedang sarapan di kantin.
  "Look at the picture, listen to my sentence and write"
  "Lihat gambarnya, dengarkan kalimatku dan tulislah"
- Guru membacakan kalimat sesuai dengan gambar, siswa menuliskannya di bawah gambar
  "Number one, Lili is having breakfast."
  "Nomor satu, Lili sedang sarapan."
- Guru melanjutkan membacakan kalimat selanjutnya.
  Number two, They are buying cakes.
  Nomor dua, Mereka membeli kue.
  Number three, Joshua and friends are playing football.
  Nomor tiga, Joshua dan kawan-kawan sedang bermain sepak bola
  Number four, Aisyah is studying Math.
  Nomor empat, Aisyah sedang belajar Matematika
  Number five, they are reading book.
  Nomor lima, mereka sedang membaca buku.
  Number six, they are studying English.
  Nomor enam, mereka sedang belajar bahasa Inggris
  Number seven, Made is washing his hands.

Nomor tujuh, Made sedang mencuci tangannya.
Number eight, they are playing marbles.
Nomor delapan, mereka sedang bermain kelereng.
Number nine, Cici is borrowing some books.
Nomor sembilan, Cici sedang meminjam beberapa buku.

- Guru mengajak siswa mendiskusikan hasil dari kegiatan listening.

Look and Write

- Siswa diminta mengamati gambar dan contoh kalimat tentang kegiatan yang dilakukan serta tempat kegiatannya. Guru menuntun siswa untuk mengungkapkan kalimat beradasarkan gambar.
  Contoh kalimat guru: ***"look at the picture, what is Joshua Doing?/what are they doing?"***
  "lihat gambarnya, apa yang Joshua Lakukan?/apa yang mereka lakukan?"
- Guru mengajak siswa mengamati gambar pada halaman 11-12.
  "Look at the picture, what are they doing?"
  "Lihat gambarnya, apa yang mereka lakukan?"
- Siswa menuliskan kalimat yang sesuai dengan gambar yang ada di buku siswa halaman 11-12.
  Contoh kalimat guru : ***"let's write the sentence on your book"***
  "Ayo tulis kalimatnya di bukumu"

My New Words

- Pada tahap ini siswa diajak untuk menyebutkan kembali semua kosakata yang telah dipelajari sebelumnya dengan benar.
  "Let's say together : going, eating, etc"
  "Misalkan: pergi, makan, dll"

KEGIATAN PENUTUP

- Guru memberikan penguatan dan kesimpulan
- Siswa diberikan kesempatan berbicara /bertanya dan menambahkan informasi dari siswa lainnya.
- Menyanyikan salah satu lagu daerah untuk menumbuhkan nasionalisme, persatuan, dan toleransi.
- Salam dan do'a penutup di pimpin oleh salah satu siswa.

E. ASESMEN / PENILAIAN

a) Asesmen Pengetahuan

Kunci Jawaban

I.KPD-1

Look and Write

Look at the picture and write your friend's activides.

1.Joshua is swimming.
Joshua sedang berenang.
2.Cici is eating.
Cici sedang makan.
3.Joshua is sleeping.
Joshua sedang tidur.
4.Cici and her friends are playing skipping.
Cici dan teman-temannya sedang bermain lompat tali
5.Aisyah is watching TV.
Aisyah sedang menonton tv.
6.Made is walking.
Made sedang berjalan.
7.Made is writing.
Made sedang menulis.
8. Made and Joshua are drawing.
Made dan Joshua sedang menggambar.

I.KPD-3

Listen and Write" What are They Doing?

Example :
1.Cici is eating in the canteen.
Cici sedang makan di kantin.
2. They are buying cakes.
Mereka sedang membeli kue.
3. Joshua and friends are playing football.
Joshua dan teman-temannya sedang bermain bola.
4.Aisyah is studying math.
Aisyah sedang belajar matematika.
5.They are reading the book.
Mereka sedang membaca buku.
6.They are studying English.
Mereka sedang belajar bahasa Inggris.
7. Made is washing his hands.
Made sedang mencuci tangannya.
8.They are playing marbels.
Mereka sedang bermain kelereng.
9.Aisyah is borrowing some books.
Aisyah sedang meminjam beberapa buku di perpustakaan.

I.KPD-3

Look and Write

1. The students are playing in the schoolyard.
Para siswa sedang bermain di halaman sekolah.
2. Made is eating at the canteen.
Made sedang makan di kantin.
3. The students are reading book in the library.
Para siswa sedang membaca buku di perpustakaan.
4. They are studying math in the classroom.
Mereka sedang belajar matematika di ruangan kelas.
5. Joshua and friends are playing football in the schoolyard.
Joshua dan teman-temannya sedang bermain bola di halaman sekolah.
6. Aisyah and Cici are singing a song in the classroom.
Aisyah dan Cici sedang menyanyikan sebuah lagu di ruangan kelas.

b) Asesmen Keterampilan

Instrumen : **LKPD-3**

- Siswa menuliskan kalimat yang sesuai dengan gambar

Rubrik Penilaian Menulis

No.	Nama Siswa	Aspek									Rata-Rata
		Akurasi (grammar)			Ketuntasan			Mekanik (tanda baca, ejaan,kapitalisasi)			
		1	2	3	1	2	3	1	2	3	
1											
2											
3											
4											
5											
dst											

F. PENGAYAAN DAN REMEDIAL

Pengayaan

- Pengayaan adalah kegiatan pembelajaran yang diberikan pada siswa dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal.

Remedial

- Remedial diberikan kepada siswa yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Saat merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

G. REFLEKSI

Refleksi Guru

- Bagaimanakah reaksi siswa dalam mengikuti pembelajaran pada unit ini?
- Apa yang menjadi kendala dalam pembelajaran pada unit ini?
- Bagaimana pencapaian keberhasilan dalam pembelajaran unit ini?
- Poin penting apakah yang perlu menjadi catatan dalam menyelesaikan permasalahan pembelajaran ini?
- Tuliskan satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Pesertadidik

- Siswa mengungkapkan secara lisan apa yang dipelajarinya hari ini.

H. GLOSARIUM

- **Let's sing**
  Dalam kegiatan Let's sing guru mengajak siswa untuk bernyanyi bersama untuk mengingat konsep tertentu yang sudah dipelajari.
- **Listen and answer**
  Dalam kegiatan Let's write, guru mengajak siswa mengamati gambar, dan kemudian siswa menuliskan kata atau kalimat yang sesuai dengan gambar.
- **Look and answer**
  Dalam kegiatan Look and answer, siswa melihat gambar atau membaca sebuah teks dan kemudian menjawab pertanyaan.
- **Look and say**
  Dalam kegiatan Look and say, siswa memperhatikan gambar, dan kemudian siswa menirukan kata atau kalimat yang guru ucapkan.
- **Look and write**
  Dalam kegiatan Look and write, siswa melihat kata atau kalimat dan menuliskannya.
- **My new words**
  Dalam kegiatan My new word guru dapat melakukan kegiatan penguatan dengan mengajak siswa mengucapkan dan mengingatkan kembali konsep yang siswa telah pelajari.

Mengetahui
Kepala SD Negeri .....

..... 2024
Guru Kelas IV

.....
NIP. .....

.....
NIP. .....

LEMBAR KERJA PESERTA DIDIK – 1

Look and Write

Look at the picture and write your friend's activities.

1

Joshua is _____

2

Cici is _____

3

Joshua is _____

4

Cici and her friends are _____

5

Aisyah is _____

6

Made is _____

7

Made is _____

8

Joshua and Made are _____

Dokumentasi interview dengan Kepala sekolah dan wali kelas IV di SD N 2 Bengkala terkait dengan materi dan media pembelajaran yang digunakan dalam belajar Bahasa Inggris.

Dokumentasi interview dengan siswi bisu tuli kelas IV yang didampingi oleh guru bahasa Isyarat di SD N 2 Bengkala terkait dengan media pembelajaran yang diinginkan dalam belajar Bahasa Inggris.

EXPERT JUDGMENT

SHEET SDN 2 BENGKALA

Product Expert Judgment Sheet

Quality Evaluation of the Teacher Interview Guide

Research Question: 3

A. Grand Theory: The foundation of this study is based on Anderson & Krathwohl's Revised Bloom's Taxonomy (2001), which provides a structured framework for evaluating cognitive processes such as understanding, applying, analyzing, and evaluating. This taxonomy is essential for assessing how farmers comprehend the concept of a planting index, apply it in practice, analyze its outcomes, and innovate for improved results. In alignment with this framework, effective instructional tools and extension services are critical for facilitating farmers' learning and decision-making processes. By ensuring clarity, relevance, and usability, these interventions help farmers navigate each cognitive stage, thereby enhancing their ability to adopt innovative agricultural practices such as the planting index of 200.

Key Aspects Derived from Anderson & Krathwohl (2001):

1. **Clarity:** Ensuring questions are specific, understandable, and directly assess values-based learning outcomes.
2. **Relevance:** Aligning questions with curriculum needs and Pancasila values integration.
3. **Usability:** Making the guide practical for teachers in evaluating students' application of values.
4. **Comprehensiveness:** Covering aspects of instructional design, including value integration, strategy analysis, and assessment.
5. **Feedback Mechanisms:** Incorporating ways to refine the guide based on teachers' and students' input.

B. Conceptual Definition:

a. **Clarity** refers to how well the teacher interview guide presents questions in a structured, specific, and understandable manner. Questions should be straightforward, free from ambiguity, and designed to elicit meaningful responses from students.

b. **Relevance** is the degree to which the interview guide aligns with curriculum needs and effectively integrates **Pancasila values** in the learning process. The questions should be meaningful and reflect real-life applications of moral principles.

c. **Usability** describes the practicality of the interview guide in classroom settings. A well-structured guide should assist teachers in assessing student values efficiently without adding excessive workload.
d. **Comprehensiveness** refers to the extent to which the interview guide covers various aspects of instructional design, including the evaluation of **student values, learning strategies, and ethical decision-making**. A comprehensive guide ensures a well-rounded assessment.
e. **Feedback Mechanisms** relate to how the interview guide facilitates the continuous improvement of instructional materials. The guide should allow for modifications based on teacher and student feedback to enhance the learning process.

C. Operational Definition

a. **Clarity** is measured by analyzing whether the questions in the interview guide are **direct, specific, and free from confusion**. If teachers find the questions easy to understand and relevant to student evaluation, the guide is considered clear.
b. **Relevance** is assessed by determining whether the guide's questions correspond to **educational objectives and Pancasila values**. If the questions reflect real-life moral dilemmas and ethical decision-making, the guide is deemed relevant.
c. **Usability** is evaluated by observing how effectively teachers can implement the guide in classroom discussions. If teachers can apply the guide **without difficulties** and use it as a practical tool for assessment, it is considered usable.
d. **Comprehensiveness** is measured by examining whether the guide **covers all essential aspects** of value-based learning. If the guide includes questions about **various dimensions of ethical decision-making**, it is comprehensive.
e. **Feedback Mechanisms** are assessed by determining whether the guide allows for **continuous improvement**. If teachers can refine questions based on student responses and learning outcomes, the guide is considered effective in facilitating feedback.

Purpose: To evaluate the quality of the teacher interview guide in terms of its clarity, relevance, usability, and alignment with values in the learning process.
Please rate the following aspects of the teacher interview guide based on your experience and perception.
Use the scale below to indicate your response:

1. Strongly Disagree
2. Disagree

3. Neutral
4. Agree
5. Strongly Agree

D. Blueprint

No	Aspects	Indicator
	arity	e guide contains clear, specific, and understandable questions.
	levance	e questions align with curriculum goals and the integration of Pancasila values.
	ability	e guide is practical and can be effectively used by teachers.
	mprehensiveness	e guide covers all necessary aspects, including value integration, strategy analysis, and assessment.
	edback Mechanisms	e guide includes ways to refine the teaching process based on feedback from teachers and students.

No.	**Statement**	**5**	**4**	**3**	**2**	**1**
1	The interview guide identifies how students demonstrate Belief in One God through their learning experiences.		☐			
2	The guide evaluates how students apply Unity in collaborative tasks.		☐			
3	It includes questions to analyze students' understanding of Humanity and its application in daily life.	☐				
4	The guide assesses whether students reflect Justice their daily activities.	☐				
5	It helps identify students' readiness to participate in Democracy through discussions and class voting.	☐				
6	The guide effectively aligns learning tasks with the concept of Belief in One God in daily activity.	☐				
7	It supports instructional goals by incorporating Unity (Persatuan) into group-based learning activities.	☐				

8	The guide integrates Humanity as a value to promote empathy and kindness in peer interactions.	☐				
9	It provides a framework for teachers to prepare materials that reinforce Democracy in classroom management.	☐				
10	The guide incorporates mechanisms to improve the teaching process by using feedback on the application of Pancasila values in learning activities.	☐				

Singaraja, 2025
Instrument Expert Judgment Sheet

Prof.Dr. I G A Lokita Purnamika Utami S.Pd., M.Pd. NIP 198304022006042001

No.	Statement	5	4	3	2	1
1	The interview guide identifies how students demonstrate Belief in One God through their learning experiences.		☐			
2	The guide evaluates how students apply Unity in collaborative tasks.	☐				
3	It includes questions to analyze students' understanding of Humanity and its application in daily life.		☐			
4	The guide assesses whether students reflect Justice their daily activities.		☐			
5	It helps identify students' readiness to participate in Democracy through discussions and class voting.	☐				
6	The guide effectively aligns learning tasks with the concept of Belief in One God in daily activity.	☐				
7	It supports instructional goals by incorporating Unity (Persatuan) into group-based learning activities.		☐			
8	The guide integrates Humanity as a value to promote empathy and kindness in peer interactions.	☐				
9	It provides a framework for teachers to prepare materials that reinforce Democracy in classroom management.	☐				
10	The guide incorporates mechanisms to improve the teaching process by using feedback on the application of Pancasila values in learning activities.	☐				

Singaraja, 2025
Instrument Expert Judgment Sheet

I Ketut Trika Adi Ana, S.Pd., M.Pd.

NIP 198508002202321012

INSTRUMENT INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES

Research Question: 1

A. Grand Theory: This research is based on the **Inclusive Education Theory**, which emphasizes providing equal learning opportunities for all students, including those with special needs. Inclusive education ensures that students, regardless of their abilities or disabilities, can participate fully in the learning process. It aligns with the **Universal Design for Learning (UDL) framework**, which advocates for flexible learning environments that accommodate diverse learners. In this study, inclusive education is examined in the context of **media adaptation for students with special needs**, ensuring accessibility, engagement, and effectiveness in supporting their learning experiences.

B. Conceptual Definition

The **need analysis** in this study focuses on understanding the current **learning environment, instructional methods, challenges, and media accessibility** in inclusive classrooms. The research aims to gather insights into:

a. The **implementation of inclusive education** in schools.
b. The **preparation and strategies** used by teachers in inclusive classrooms.
c. The **teaching and learning process** adapted to students with special needs.
d. The **use of media and learning materials** in inclusive education.
e. The **reading comprehension levels** of students, especially those with hearing impairments.
f. The **assessment methods** applied in inclusive learning.

This need analysis serves as the foundation for designing **appropriate and effective learning media** that support students with special needs in achieving better educational outcomes.

C. Operational Definition

The research measures various aspects of **inclusive education** through interviews with teachers, focusing on:

a. **Implementation of Inclusive Education** – Understanding how long the school has implemented inclusive education, the number of students with special needs, teacher training, and sign language proficiency.
b. **Preparation for Inclusive Learning** – Examining how teachers prepare lesson plans, curriculum selection, and classroom management strategies.
c. **Teaching and Learning Process** – Exploring teaching methods, approaches, and challenges faced by teachers in inclusive classrooms.
d. **Use of Media in Inclusive Classes** – Assessing the availability and effectiveness of learning media and materials for students with special needs.

e. **Reading Comprehension of Students** – Analyzing the literacy level and reading comprehension abilities of students, particularly those with hearing impairments.

f. **Assessment in Inclusive Classrooms** – Identifying how learning assessments are conducted to accommodate students' diverse abilities.

The findings from this research will help develop **better learning media solutions** tailored to the needs of students in inclusive classrooms.

D. Blueprint

No	Aspects	Indicators	estion Number
	plementation of Inclusive Education	e school's experience with inclusive education, student demographics, teacher training, and sign language proficiency.	,3,4,5
	eparation for Inclusive Learning	sson planning, curriculum adaptation, and classroom management strategies.	,8
	aching and Learning Process	aching methods, learning approaches, and challenges in inclusive classrooms.	0,11
	e of Media in Inclusive Classes	ailability and effectiveness of learning media, variation in media use, and its impact on students.	,13,14,15,16
	ading Comprehension of Students	ents' literacy levels, reading difficulties, and the impact of engaging media.	,18,19
	sessment in Inclusive Classrooms	ethods of evaluating students' learning progress.	

Aspects	Descriptors	Questions	Relevant	Not relevant
Inclusive education at school	The questions were about the students in the inclusive class and the	1. How long has the school been implementing inclusive education?	☐	

	implementation of inclusive education in the school. This aspect of the interview provides basic information for analyzing students' learning media needs. This information helped the researcher understand: The condition of the students, and the potential use of digital media for learning, Available resources indicate that students need media that can be used independently.	2 How many students with special needs are there in fourth-grade?	☐	
		3 Besides mute and deaf students, are there any other students with special needs?	☐	
		4 Have you ever attended training or socialization related to the inclusive education program?	☐	
		5 How many teachers are able to communicate using sign language?	☐	
Preparation for learning activity in inclusive classes	Questions about how teachers prepare for learning activities in inclusive classrooms This aspect of the interview provides information to adapt learning media to the special needs of students in inclusive classes that	6 Is the learning process conducted using lesson plans and syllabi tailored to the needs of the students?	☐	
		7 What curriculum do you use in the inclusive classroom?	☐	
		8 How do you plan classroom management in inclusive education?	☐	

	implement the Independent Curriculum.			
The learning process in inclusive classes	Questions about learning activities that have been implemented in inclusive classrooms. This aspect of the interview provides information to design more effective strategies in using learning media and adapting learning media to the needs of individual students.	9 What teaching methods do you use during learning activities in the inclusive classroom?	☐	
		10 What approach strategies do you apply in the learning activities in the inclusive classroom?	☐	
		11 What challenges do you face while teaching in an inclusive classroom?	☐	
Media use in inclusive classes	Questions related to the media used during the learning process in inclusive classrooms This aspect of the interview provides information to help researchers maximize the use of existing facilities and overcome the lack of media for students with special needs.	12 How is the availability of facilities and infrastructure to support the learning of students with special needs?	☐	
		13 Does the school have accessible learning media for students with special needs?	☐	
		14 Does the school have various reading materials that can attract students' interest, especially students with special needs, in reading?	☐	
		15 How often do you vary the learning media used?	☐	
		16 Does the use of varied media improve students'	☐	

		understanding in the inclusive classroom?		
Reading Comprehension of the students in inclusive classes	Questions about students' reading comprehension in grade four This aspect of the interview provided information to help researchers adapt learning media to address the reading difficulties experienced by deaf and hard of hearing students.	17 How is the reading ability of the students, especially students with special needs, in 4th grade?	☐	
		18 How high is the literacy level of the students in 4th grade?	☐	
		19 In your opinion, does the use of engaging media increase the reading interest of students with special needs?	☐	
Teaching Assesment	Question about how to conduct assessments in inclusive classes This aspect of the interview provides information to help researchers adjust learning media that can accommodate the differences in learning abilities of all students	20 How is the assessment of learning conducted in the inclusive classroom?	☐	
Total		20		

Singaraja, 2025
Instrument Interview Guide for Need Analysis

Prof.Dr. I G A Lokita Purnamika Utami S.Pd., M.Pd. NIP 198304022006042001

Aspects	Descriptors	Questions	Relevant	Not relevant
Inclusive education at school	The questions were about the students in the inclusive class and the implementation of inclusive education in the school. This aspect of the interview provides basic information for analyzing students' learning media needs. This information helped the researcher understand: The condition of the students, and the potential use of digital media for learning, Available resources indicate that students need media that can be used independently.	1. How long has the school been implementing inclusive education?	☐	
		2 How many students with special needs are there in fourth-grade?	☐	
		3 Besides mute and deaf students, are there any other students with special needs?	☐	
		4 Have you ever attended training or socialization related to the inclusive education program?	☐	
		5 How many teachers are able to communicate using sign language?	☐	
Preparation for learning activity in inclusive classes	Questions about how teachers prepare for learning activities in inclusive classrooms This aspect of the interview provides information to adapt learning media to the special needs of students in inclusive classes that implement the Independent Curriculum.	6 Is the learning process conducted using lesson plans and syllabi tailored to the needs of the students?	☐	
		7 What curriculum do you use in the inclusive classroom?	☐	
		8 How do you plan classroom management in inclusive education?	☐	
The learning process in inclusive classes	Questions about learning activities that have been implemented in inclusive classrooms. This aspect of the interview provides	9 What teaching methods do you use during learning activities in the inclusive classroom?	☐	
		10 What approach strategies do you apply in the learning	☐	

	information to design more effective strategies in using learning media and adapting learning media to the needs of individual students.	activities in the inclusive classroom?		
		11 What challenges do you face while teaching in an inclusive classroom?	☐	
Media use in inclusive classes	Questions related to the media used during the learning process in inclusive classrooms This aspect of the interview provides information to help researchers maximize the use of existing facilities and overcome the lack of media for students with special needs.	12 How is the availability of facilities and infrastructure to support the learning of students with special needs?	☐	
		13 Does the school have accessible learning media for students with special needs?	☐	
		14 Does the school have various reading materials that can attract students' interest, especially students with special needs, in reading?	☐	
		15 How often do you vary the learning media used?	☐	
		16 Does the use of varied media improve students' understanding in the inclusive classroom?	☐	
Reading Comprehension of the students in inclusive classes	Questions about students' reading comprehension in grade four This aspect of the interview provided information to help researchers adapt learning media to address the reading difficulties experienced by deaf and hard of hearing students.	17 How is the reading ability of the students, especially students with special needs, in 4th grade?	☐	
		18 How high is the literacy level of the students in 4th grade?	☐	
		19 In your opinion, does the use of engaging media increase the reading interest of students with special needs?	☐	

Teaching Assesment	Question about how to conduct assessments in inclusive classes This aspect of the interview provides information to help researchers adjust learning media that can accommodate the differences in learning abilities of all students	20 How is the assessment of learning conducted in the inclusive classroom?	☐	
Total		20		

Singaraja, 2025
Instrument Interview Guide for Need Analysis

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INSTRUMENT INTERVIEW GUIDE FOR STUDENTS

Research Question: 1

A. Grand Theory: Technology Acceptance Model (TAM 3) (Davis, 1989; Chau, 1996; Taylor & Todd, 1995; Venkatesh & Bala, 2008; Al-Gahtani, 2016). This model is used to assess how students accept and use technology-based learning media. TAM 3 emphasizes Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) in evaluating technology acceptance in education. This model helps to understand the extent to which learning media supports teaching and learning effectiveness.

B. Conceptual Definition:

a. Ease of Use refers to the extent to which learning media can be used easily by students without experiencing significant technical obstacles. Learning media that has a clear layout, simple navigation, and intuitive features will increase the ease of use for students.

b. Speed of Access refers to the ability of students to find information quickly in the learning media. Speed of access is influenced by navigation design, content structure, and the availability of search features that help students obtain the material needed without difficulty.

c. Clarity of Instructions is the extent to which the instructions and instructions contained in the learning media are presented clearly and easily understood. Good instructions should use simple language, accompanied by examples or tutorials so that students can follow the guidelines without feeling confused.

d. Comfort describes the level of student comfort when using learning media. A sense of comfort can arise when the media has an attractive design, is not confusing, and provides a pleasant learning experience without causing frustration or confusion.

e. Independent Learning refers to the ability of students to learn independently using learning media without much help from teachers or peers. Media that support independent learning usually provide easy-to-understand materials, relevant examples, and features that assist students in exploring and understanding the lesson independently.

C. Operational Definition:

a. Ease of Use is measured by looking at the extent to which students find the learning media easy to use, have no difficulty in operating its features, and can perform basic functions with little or no help from others.

b. Speed of Access is operationalized through evaluating the speed of students in finding the information needed in the learning media. Students who can quickly find the material indicate that the media has good navigation and efficient access.
c. Clarity of Instructions is measured based on students' understanding of the instructions available in the learning media. If students can follow instructions without feeling confused and do not need additional help to understand the directions given, then the media can be said to have clear instructions.
d. Comfort is operationalized by measuring students' comfort level in using learning media. If students feel confident, not easily tired, and do not experience frustration or confusion, then the media can be said to provide a comfortable learning experience.
e. Independent Learning is measured through the extent to which students are able to learn independently using learning media without relying much on teachers or friends. If students can understand the material well, complete tasks independently, and use media features effectively, then the media supports independent learning.

D. Blueprint

No	Aspects	Descriptors	Questions
1	Ease of Use	The learning media is easy to use	1,2
2	Speed of Access	Finding things quickly in the media	3,4
3	arity of Instructions	nstructions in the media are easy to follow	5,6
4	Comfort	Feeling comfortable using the media	7,8
5	dependent Learning	he media helps to learn without much help	9,10

Aspects	Descriptors	Questions	Relevant	Not relevant
Ease of Use	The learning media is easy to use.	1. Can you describe how easy or difficult it is to use the learning media?	☐	
		2. What features help or hinder your experience using the media?	☐	

Speed of Access	Finding things quickly in the media.	3. How quickly can you find what you need in the learning media?	☐	
		4. Can you share an experience when accessing content was easy or difficult?	☐	
Clarity of Instructions	Instructions in the media are easy to follow	5. How clear are the instructions provided in the media?	☐	
		6. Have you ever felt confused by any instructions? Why?	☐	
Comfort	Feeling comfortable using the media	7. How comfortable do you feel using the learning media?	☐	
		8. Have you ever felt frustrated while using the media? Why?		☐
Independent Learning	The media helps learning without much help	9. Can you share an experience of learning something independently through the media?	☐	
		10. What features support your ability to learn on your own?	☐	
Total		10		

Singaraja, 2025
Instrument Interview Guide for Students

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Aspects	Descriptors	Questions	Relevant	Not relevant
Ease of Use	The learning media is easy to use.	1. Can you describe how easy or difficult it is to use the learning media?	☐	
		2. What features help or hinder your experience using the media?	☐	
Speed of Access	Finding things quickly in the media.	3. How quickly can you find what you need in the learning media?	☐	
		4. Can you share an experience when accessing content was easy or difficult?	☐	
Clarity of Instructions	Instructions in the media are easy to follow	5. How clear are the instructions provided in the media?	☐	
		6. Have you ever felt confused by any instructions? Why?	☐	
Comfort	Feeling comfortable using the media	7. How comfortable do you feel using the learning media?	☐	
		8. Have you ever felt frustrated while using the media? Why?		☐
Independent Learning	The media helps learning without much help	9. Can you share an experience of learning something independently through the media?	☐	
		10. What features support your ability to learn on your own?	☐	

Total		10		

Singaraja, 2025
Instrument Interview Guide for Students

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INSTRUMENT INTERVIEW GUIDE FOR TEACHER

Research Question: 1

A. Grand Theory: This evaluation is based on the Formative Experiment Theory by Reinking and Watkins (2000). This theory emphasizes the integration of technology into education, particularly in literacy learning, to enhance students' learning outcomes. It focuses on improving educational practices through iterative testing and adaptation, ensuring that technology is effectively utilized to support the learning process.

B. Conceptual Definition

The interactive learning media being evaluated is designed to enhance the educational experience of fourth-grade students at SDN 2 Bengkala. The evaluation aims to assess the usability, clarity, accessibility, and effectiveness of the media in supporting teaching and learning. The assessment ensures that the media is engaging, user-friendly, and contributes positively to the educational process.

C. Operational Definition

The evaluation is conducted based on five key aspects:

a. Ease of Integration: Measures how seamlessly the instructional media can be incorporated into the teaching process.

b. Clarity of Navigation: Assesses whether the structure and navigation of the media are clear and intuitive.

c. Ease of Understanding: Evaluates whether the instructions and features of the media are easy to comprehend.

d. Comfort in Use: Determines the level of comfort and confidence teachers feel when using the media.

e. Operational Efficiency: Examines the effort required to operate the media effectively during teaching sessions.

D. Blueprint

No	Aspects	Indicators	Questions Number
1	Ease of Integration	The instructional media is easy to integrate into teaching.	1,2
2	larity of Navigation	The media has clear navigation and structure.	3,4
3	Ease of Understanding	he instructions and features are easy to understand.	5,6
4	Comfort in Use	Teachers feel comfortable and confident using the media.	7,8

5	perational Efficiency	he media requires minimal effort to operate efficiently.	9,10

Aspects	Descriptors	Questions	Relevant	Not relevant
Ease of Integration	Easy to integrate instructional media into teaching	10. How do you integrate the instructional media into your lessons?		☐
		11. Can you describe challenges in integrating the media?	☐	
Clarity of Navigation	Clear navigation and structure of the media	12. How clear do you find the media's navigation?	☐	
		13. What navigation features are confusing?	☐	
Ease of Understanding	Easy-to-understand instructions and features	14. Are the media instructions easy to follow?	☐	
		15. What instructions were unclear or confusing?	☐	
Comfort in Use	Comfortable using media for teaching	16. How comfortable are you when using the media?	☐	
		17. What factors increase or reduce your comfort using the media?	☐	
Operational Efficiency	Minimal effort required for operation	18. How easy is it to operate the media during class activities?	☐	
		19. Have you faced technical issues with the media?	☐	
Total		10		

Singaraja, 2025
Instrument Interview Guide for Teacher

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Aspects	Descriptors	Questions	Relevant	Not relevant
Ease of Integration	Easy to integrate instructional media into teaching	1. How do you integrate the instructional media into your lessons?	☐	
		2. Can you describe challenges in integrating the media?	☐	
Clarity of Navigation	Clear navigation and structure of the media	3. How clear do you find the media's navigation?	☐	
		4. What navigation features are confusing?	☐	
Ease of Understanding	Easy-to-understand instructions and features	5. Are the media instructions easy to follow?	☐	
		6. What instructions were unclear or confusing?	☐	
Comfort in Use	Comfortable using media for teaching	7. How comfortable are you when using the media?	☐	
		8. What factors increase or reduce your comfort using the media?	☐	
Operational Efficiency	Minimal effort required for operation	9. How easy is it to operate the media during class activities?	☐	
		10. Have you faced technical issues with the media?	☐	
Total		10		

Singaraja, 2025
Instrument Interview Guide for Teacher

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NIP 198508002202321101 2

PRODUCT EXPERT JUDGEMENT SHEET

Research Question: 3

A. Grand Theory: Reinking and Watkins (2000) introduced the formative experiment approach to improve educational practice, particularly in literacy learning. This theory was born out of the need to integrate technology effectively in the teaching and learning process so that it can help students achieve specific learning objectives. This approach not only aims to test the effectiveness of technology but also to understand the conditions that allow its optimal application in a particular educational context.

B. The main approaches in their theory include:

1. Formative Experiment

They introduced the concept of formative experiment as a research methodology oriented towards improving educational practices. This approach aims to identify the conditions under which technology can be effectively integrated to achieve specific learning objectives.

2. Technology Innovation in Literacy

Reinking and Watkins emphasize the importance of using technology to improve reading and writing. They believe that technology has great potential to support literacy learning, especially when used with a design and development-based approach.

3. Context-Based Approach

This theory emphasizes that technology should be adapted based on the specific needs of students and the learning context. Therefore, the design of learning media should be flexible and responsive to practical challenges in the classroom.

4. Collaboration and Reflection in Media Development

This grand theory also highlights the importance of collaboration between researchers, teachers, and students in designing and evaluating technology-based learning media. Reflection during the learning process is considered essential to achieve maximum results.

C. Conceptual Definition

This instrument aims to evaluate an **interactive learning media product in the form of a video**, designed for fourth-grade students at SDN 2 Bengkala. The evaluation is based on the **Formative Experiment** theory by Reinking and Watkins (2000), which emphasizes the integration of technology in literacy learning to enhance the effectiveness of the teaching and learning process. In this context, the **interactive video-based learning media** is assessed based on several key aspects, such as layout, font selection, text clarity, color usage, audiovisual quality, visual appeal, ease of use, and accessibility. The primary goal of this evaluation is to ensure that the learning

media meets quality standards that can improve students' understanding and engagement in the learning process.

D. Operational Definition

The operational definition describes how each aspect of this instrument is measured. The evaluation is conducted based on predefined indicators, where the media is assessed as "Relevant" or "Not Relevant" according to the following criteria:

a. Layout refers to how well the arrangement of elements in the media supports learning effectiveness.
b. Font selection focuses on whether the chosen typeface is appropriate and easy to read for students.
c. Writing clarity evaluates whether the text used in the media is clear, well-structured, and relevant to the learning content.
d. Color usage is assessed based on whether the colors used in the media are visually appealing without reducing readability.
e. Audiovisual quality examines the clarity of both images and sound in the video to ensure an optimal learning experience.
f. Visual appeal measures how attractive and engaging the visuals are for students.
g. Ease of use determines whether the interactive video can be accessed and operated smoothly on both PC and mobile devices.
h. Accessibility assesses whether the media is easy to access without technical difficulties that might hinder students' learning.

Purpose: To evaluate interactive learning media video products for grade 6 SDN 2 Bengkala

E. Blueprint

No	Aspects	Indicators
1	Layout	The use of a relevant layout in the media
2	Font	The selection of an appropriate and readable font
3	Writing	The use of clear and relevant text
4	Color	The use of attractive colors that do not interfere with readability
5	Audiovisual Quality	The clarity of images and sound in the media
6	Visual Appeal	The clarity and attractiveness of visuals in the media
7	Ease of use	The interactive video is easy to use on PC and mobile devices
8	Accessibility	The media is easy to access

No	Statements	Relevant	Not Relevant
1	The media uses a relevant layout	☐	
2	The media uses a relevant font	☐	
3	The media uses relevant writing	☐	
4	The media uses interesting colour	☐	
5	The video in the media has a clear audiovisual and good picture quality	☐	
6	The media has an attractive image	☐	
7	The media is easy to use on PC and handphone	☐	
8	The media is easy to access	☐	

Singaraja, 2025
Instrument Product Expert Judgment

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No	Statements	Relevant	Not Relevant
1	The media uses a relevant layout	☐	
2	The media uses a relevant font	☐	
3	The media uses relevant writing	☐	
4	The media uses interesting colour	☐	
5	The video in the media has a clear audiovisual and good picture quality	☐	
6	The media has an attractive image	☐	
7	The media is easy to use on PC and handphone	☐	
8	The media is easy to access	☐	

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Instrument Product Expert Judgment

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CONTENT EXPERT JUDGMENT

Research Question: 3

A. Grand Theory: Mayer's Multimedia Learning Theory (2001) highlights that learning is more effective when combining visuals and verbal explanations, leveraging the brain's dual channels for processing information. Effective multimedia materials, such as those for teaching daily activity, should integrate clear visuals and concise explanations to enhance understanding while avoiding cognitive overload. Active engagement, through interactive exercises or quizzes, further reinforces learning. Key principles like the multimedia principle, coherence principle, and segmentation principle ensure content is clear, focused, and easy to absorb, making learning structured and impactful.

B. Conceptual Definition:

a. Structure refers to the organization of learning materials in a systematic and logical manner. A well-structured instructional design includes definitions, key terms, examples, and moral values that provide a strong foundation for learners.

b. Context and Moral Values relate to how the learning material integrates cultural and ethical principles to make lessons more meaningful. The incorporation of values such as unity, humanity, justice, democracy, and belief in God helps students connect learning with real-life moral aspects.

c. Interactivity is the extent to which learning materials encourage active participation. The inclusion of quizzes and interactive elements helps learners test their understanding in an engaging and practical way.

d. Language Accessibility refers to the clarity and simplicity of the language used in the learning materials. Ensuring that all example sentences are translated into Indonesian makes the material more inclusive for students with varying levels of English proficiency.

e. Visual Design focuses on the presentation of the learning materials, ensuring they are clear, easy to read, and visually appealing. Well-designed visuals enhance comprehension and reduce cognitive overload.

f. Examples emphasize the relevance of illustrations used in the material. When examples are drawn from everyday life, learners can better relate to and apply grammatical concepts in real- world contexts.

g. Quiz Section refers to the interactive assessment component designed to reinforce learning. By engaging students in testing their knowledge, quizzes provide an opportunity for review and self-evaluation.

C. Operational Definition

a. Structure is measured by evaluating whether the learning material follows a clear and systematic progression. The presence of well-defined sections—such as definitions, key terms, examples, and moral values—indicates a structured approach.

b. **Context and Moral Values** are assessed based on how well the material integrates ethical principles. The inclusion of Pancasila values in daily activity learning and the ability of students to relate these values to their everyday lives demonstrate effective contextualization.

c. **Interactivity** is observed through the presence of quizzes, exercises, and activities that encourage learner engagement. If students actively participate and find the material stimulating, it indicates a high level of interactivity.

d. **Language Accessibility** is evaluated by analyzing the clarity and simplicity of the text. If students can understand the instructions and examples without difficulty, and if translations are available for better comprehension, the material is considered accessible.

e. **Visual Design** is assessed by examining the organization of text, images, and layout. A well-structured visual presentation, free from clutter, with an emphasis on readability, contributes to effective learning.

f. **Examples** are analyzed by reviewing their relevance and familiarity to students. If learners can relate the examples to their daily lives, the effectiveness of the instructional material is enhanced.

g. **Quiz Section** is evaluated by the extent to which it reinforces learning. If students engage with the quizzes and demonstrate improved understanding, it indicates that the assessment is effective in reinforcing key concepts.

Purpose: In the content expert judgment, the author employs Interactive Video media to facilitate the teaching of daily activity material and utilizes a Product Development Progress Sheet to assess and refine the design of the interactive video as English learning material. This study specifically aims to support inclusive class students in fourth-grade at SD Negeri 2 Bengkala.

Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

D. Blueprint

No	Aspects	Indicators	Likert Scale (1-5)
1	Structure	Systematic presentation: definition, keywords, examples, and moral values	1-5
2	Context and Moral Values	Integration of Pancasila values in daily activity learning	1-5
3	Interactivity	The presence of quizzes that engage students and test their understanding	1-5
4.	Language Accessibility	Use of simple language and translation into Indonesian	1-5
5.	Visual Design	Clear and Straightforward presentation	1-5
6	Examples	Relevant examples from daily life	1-5
7	Quiz Section	Interactive knowledge assessment	1-5

No	Aspect	Topics	5	4	3	2	1
1	**Structure** **(**Provides a strong foundation for learners)	Clear and systematic structure, starting with the definition of *daily activity* followed by verbs and examples.		☐			
2	**Context and Moral Values** (Make the material more relatable and meaningful)	Effectively ties examples of the material learning with cultural and moral education by incorporating values from Pancasila.		☐			
3	**Interactivity** (Test understanding in a fun and practical way)	Includes quizzes that engage the audience and encourage them to apply the knowledge gained.	☐				
4	**Language Accessibility** **(**Translates all example sentences into Indonesian, ensuring clarity for the audience)	It uses simple and clear language, making the material accessible to learners of varying English proficiency levels.	☐				
5	**Visual Design**	The slides are straightforward, focusing primarily on text, ensuring clarity.		☐			
6	**Examples**	Examples are relatable and drawn from everyday life, which helps learners connect	☐				

		the material or examples with their own daily activity.					
7	**Quiz Section** (Helps reinforce learning concisely and practically)	Engages the audience by testing their knowledge interactively.	☐				

Singaraja, 2025
Instrument Expert Judges

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No	Aspect	Topics	5	4	3	2	1
1	**Structure** **(**Provides a strong foundation for learners)	Clear and systematic structure, starting with the definition of *daily activity* followed by verbs and examples.	☐				
2	**Context and Moral Values** (Make the material more relatable and meaningful)	Effectively ties examples of the material learning with cultural and moral education by incorporating values from Pancasila.		☐			
3	**Interactivity** (Test understanding in a fun and practical way)	Includes quizzes that engage the audience and encourage them to apply the knowledge gained.		☐			
4	**Language Accessibility** **(**Translates all example sentences into Indonesian, ensuring clarity for the audience)	It uses simple and clear language, making the material accessible to learners of varying English proficiency levels.	☐				
5	**Visual Design**	The slides are straightforward, focusing primarily on text, ensuring clarity.	☐				
6	**Examples**	Examples are relatable and drawn from everyday life, which helps learners connect	☐				

		the material or examples with their own daily activity.					
7	**Quiz Section** **(**Helps reinforce learning concisely and practically)	Engages the audience by testing their knowledge interactively.	☐				

Singaraja, 2025
Instrument Expert Judges

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