



## Documentation

Documentation	Description
	<p>Observation of the school environment</p>

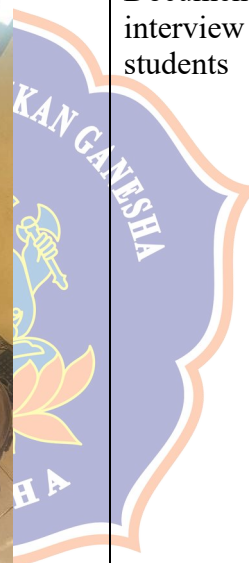




The documentation of interview stage with teachers



Documentation of the interview stage with students



**ALUR TUJUAN PEMBELAJARAN (ATP)**  
**MATA PELAJARAN : BAHASA INGGRIS**

Nama Sekolah :  
 Nama Penyusun :  
 Mata Pelajaran : Bahasa Inggris  
 Fase - Kelas : C - VI  
 Tahun Penyusunan : 2024 / 2025

**CAPAIAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS FASE C (KELAS V&VI)**

Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/lazim/ rutin. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh.

Elemen	Capaian Pembelajaran
Menyimak – Berbicara (Listening-Speaking)	<p>Pada akhir Fase B, Peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, serta masih dapat diprediksi atau bersifat rutin. Peserta didik mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar. Peserta didik mengidentifikasi informasi penting/inti teks lisan dalam berbagai konteks dan strategi (meminta pembicara untuk mengulangi, berbicara dengan lebih pelan dan/atau menanyakan arti sebuah kata). Peserta didik mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.</p> <p><i>By the end of Phase B, Students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities. They identify key information from oral texts in various contexts using some strategies (asking a speaker to repeat, to speak slowly and/or asking what a word means). They follow a series of simple instructions related to classroom procedure and learning activities.</i></p>

This is the learning objectives flowchart (ATP) used in the 6th-grade class for English lessons.

<https://url-shortener.me/514N>

**CAPAIAN PEMBELAJARAN KURIKULUM MERDEKA BELAJAR**

Institusi :  
 Mata Pelajaran : BAHASA INGGRIS  
 Kelas : FASE C  
 Tahun Pelajaran : 2024 / 2025

**A. Rasional Mata Pelajaran BAHASA INGGRIS**

Bahasa Inggris adalah salah satu bahasa yang digunakan secara global dalam beberapa aspek pendidikan, bisnis, perdagangan, ilmu pengetahuan, hukum, pariwisata, hubungan internasional, kesehatan, dan teknologi. Kemampuan berbahasa Inggris diharapkan mampu memberikan peserta didik kesempatan untuk berkomunikasi dengan warga dunia dari latar belakang budaya yang berbeda. Dengan menguasai bahasa Inggris, maka peserta didik akan memiliki kesempatan yang lebih besar untuk berinteraksi dengan menggunakan berbagai jenis teks. Dari interaksi tersebut, mereka memperoleh pengetahuan, mempelajari berbagai keterampilan, dan perilaku manusia yang dibutuhkan untuk dapat hidup dalam budaya dunia yang beraneka ragam.

Pembelajaran bahasa Inggris pada jenjang Pendidikan Dasar dan Menengah (SD/ MI/ Program Paket A; SMP/ MTs/ Program Paket B ; dan SMA/ MA/ SMK/ MAK/ Program Paket C) dalam kurikulum memberikan kesempatan bagi peserta didik untuk membuka wawasan yang berkaitan dengan diri sendiri, hubungan sosial, kebudayaan, dan kesempatan kerja yang tersedia secara global. Mempelajari bahasa Inggris memberikan peserta didik kemampuan untuk mendapatkan akses ke dunia luar dan memahami cara berpikir yang berbeda. Pemahaman mereka terhadap pengetahuan sosial budaya dan interkultural ini dapat meningkatkan kemampuan bernalar kritis. Dengan memahami budaya lain dan interaksinya dengan budaya Indonesia, mereka mengembangkan pemahaman yang mendalam tentang budaya Indonesia, memperkuat identitas dirinya, dan dapat menghargai perbedaan.

Pembelajaran bahasa Inggris difokuskan pada penguatan kemampuan menggunakan bahasa Inggris dalam enam keterampilan berbahasa, yakni menyimak, berbicara, membaca, menulis, dan mempresentasikan secara terintegrasi, dalam berbagai jenis teks. Capaian Pembelajaran keenam keterampilan bahasa Inggris ini mengacu pada *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* dan setara level B1. Level B1 (CEFR) mencerminkan spesifikasi yang dapat dilihat dari kemampuan peserta didik untuk:

This is the learning outcomes sheet based on the Freedom Curriculum that is used in 6th grade

<https://url-shortener.me/514N>

**PROGRAM SEMESTER**  
**MATA PELAJARAN : BAHASA INGGRIS**

Nama Sekolah : .....  
 Nama Penyusun : .....  
 Mata Pelajaran : BAHASA INGGRIS  
 Fase - Kelas : C - VI  
 Semester : I  
 Tahun Penyusunan : 20... / 20...

**CAPAIAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS FASE C (KELAS V&VI)**  
 Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/lazim/ rutin. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh.

Elemen	Capaian Pembelajaran
Menyimak – Berbicara (Listening-Speaking)	Pada akhir Fase B, Peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, serta masih dapat diprediksi atau bersifat rutin. Peserta didik mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar. Peserta didik mengidentifikasi informasi penting/inti teks lisan dalam berbagai konteks dan strategi (meminta pembicara untuk mengulangi, berbicara dengan lebih pelan dan/atau menanyakan arti sebuah kata). Peserta didik mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.

Membaca Meminta (Reading-Viewing)	<p><i>By the end of Phase B, Students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities. They identify key information from oral texts in various contexts using some strategies (asking a speaker to repeat, to speak slowly and/or asking what a word means). They follow a series of simple instructions related to classroom procedure and learning activities.</i></p> <p>Pada akhir fase B, Peserta didik memahami kata- kata yang sering digunakan sehari-hari dan memahami kata- kata baru dengan bantuan gambar/ilustrasi serta kalimat dalam konteks yang dipahami peserta didik. Peserta didik membaca/meminta dan memberikan respons terhadap beragam teks pendek, sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif. Peserta didik menemukan informasi pada sebuah kalimat dan menjelaskan topik sebuah teks yang dibaca atau diamatinya.</p> <p><i>By the end of Phase B, students understand everyday vocabulary with support from pictures/ illustration. They read and respond to a range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts. They find basic information in a sentence and explain a topic in a text read or viewed.</i></p>
Menulis- Mempresentasikan (Writing- Presenting)	<p>Pada akhir fase B, Peserta didik mengomunikasikan ide dan pengalamannya melalui salinan tulisan dari tulisan sederhana mereka sendiri, serta menunjukkan perkembangan pemahaman terhadap proses menulis. Peserta didik menunjukkan pemahaman awal bahasa teks dalam bahasa Inggris ditulis dengan kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya. Dengan bantuan guru, peserta didik menghasilkan berbagai jenis teks sederhana menggunakan kalimat dengan pola tertentu dan contoh pada tingkatan kata dan kalimat sederhana. Peserta didik menunjukkan pemahaman terhadap beberapa hubungan bunyi-huruf dalam bahasa Inggris dan ejaan dari kata-kata yang umum digunakan. Dalam menulis, peserta didik menggunakan kosakata yang berkaitan dengan lingkungan kelas dan rumah dengan menggunakan beberapa strategi (menyalin kata atau frasa dari buku atau daftar kata, menggunakan gambar dan/atau bertanya bagaimana cara menuliskan sebuah kata).</p> <p><i>Students communicate their ideas and experience through copied writing and their own basic writing.</i></p>

**TUJUAN PEMBELAJARAN (TP)**  
**MATA PELAJARAN : BAHASA INGGRIS**

Nama Sekolah : .....  
 Nama Penyusun : .....  
 Mata Pelajaran : BAHASA INGGRIS  
 Fase - Kelas : C - VI  
 Semester : I  
 Tahun Penyusunan : 2024 / 2025

**CAPAIAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS FASE C (KELAS V & VI)**  
 Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/lazim/ rutin. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh.

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Menyimak – Berbicara (Listening-Speaking)	<p>Pada akhir Fase B, Peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, serta masih dapat diprediksi atau bersifat rutin. Peserta didik mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar. Peserta didik mengidentifikasi informasi penting/inti teks lisan dalam berbagai konteks dan strategi (meminta pembicara untuk mengulangi, berbicara dengan lebih pelan dan/atau menanyakan arti sebuah kata). Peserta didik mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.</p> <p><i>By the end of Phase B, Students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities. They identify key</i></p>

This is the semester program plan used in 6th grade in English lessons  
<https://url-shortener.me/514N>

This is the learning objectives sheet that is arranged for 6th-grade students in English lessons  
<https://url-shortener.me/514N>

MODUL AJAR KURIKULUM MERDEKA  
FASE C - KELAS VI SD  
MATA PELAJARAN : BAHASA INGGRIS

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Sekolah : .....  
Nama Penyusun : .....  
Mata Pelajaran : BAHASA INGGRIS  
Fase / Kelas / Semester : C - VI / 1  
Alokasi Waktu : 6 JP x 35 Menit  
Tahun Penyusunan : 2024

B. CAPAIAN PEMBELAJARAN

Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/lazim/rutin. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh.

C. PROFIL PELAJAR PANCASILA (PPP)

- Profil Pelajar Pancasila yang ingin dicapai adalah bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, bernalar kritis dan kreatif, bergotong royong, serta kebhinekaan global.

D. SARANA DAN PRASARANA

Media : LCD proyektor, komputer/laptop, jaringan internet, dan lain-lain  
Sumber Belajar : LKPD, Buku Teks, laman E-learning, E-book, dan lain-lain

E. TARGET PESERTA DIDIK

Peserta didik regular dari umur 11-12 tahun (tahap operasional konkret)

F. MODEL DAN METODE PEMBELAJARAN

Pembelajaran dengan tatap muka menggunakan model pembelajaran kontekstual

Module that used in 6<sup>th</sup> grade for English learning  
<https://url-shortener.me/514N>

LAMPIRAN- LAMPIRAN

LAMPIRAN I

LEMBAR KERJA PESERTA DIDIK (LKPD)

AKTIVITAS



Aisyah visited the library

Hello, my name is Aisyah. I have a best friend. Her name is Cici. Yesterday, we went to the school library. We were there after school. We borrowed some books there. Then, we read the books. I read a science book and Cici read a comic book. We were in the library for two hours. We went home at 12.00. We were very happy.

- Who is Aisyah's best friend? Cici \_\_\_\_\_
- Where did they go? \_\_\_\_\_
- When did they go to the library? \_\_\_\_\_
- What did they borrow? \_\_\_\_\_
- What did Aisyah read? \_\_\_\_\_
- What did Cici read? \_\_\_\_\_
- Were they in the library for three hours? \_\_\_\_\_
- How long were they in the library? \_\_\_\_\_
- When did they go home? \_\_\_\_\_
- Were they happy? \_\_\_\_\_

Student worksheet in the module used in the 6<sup>th</sup> grade for English learning  
<https://url-shortener.me/514N>

## F. ASESMEN / PENILAIAN

### 1. Asesmen Diagnostik (Sebelum Pembelajaran)

Untuk mengetahui kesiapan siswa dalam memasuki pembelajaran, dengan pertanyaan:

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Apakah siap untuk belajar?		
2	Apakah siap mengenal kosakata baru dalam bahasa Inggris?		
3	Apakah kalian sudah siap melaksanakan pembelajaran dengan berkelompok?		

### 2. Asesmen Formatif (Selama Proses Pembelajaran)

Asesmen formatif dilakukan oleh guru selama proses pembelajaran berlangsung, khususnya saat siswa melakukan kegiatan diskusi, presentasi dan refleksi tertulis.

- 1) Teknik Asesmen : Observasi, Unjuk Kerja
- 2) Bentuk Instrumen : Pedoman/lembar observasi

### 3. Asesmen Sumatif

#### a. Asesmen Pengetahuan

Teknik Asesmen:

- Tes : Tertulis
- Non Tes : Observasi

Bentuk Instrumen:

- Asesmen tidak tertulis : Daftar pertanyaan
- Asesmen tertulis : Jawaban singkat

#### b. Asesmen Keterampilan

- Teknik Asesmen : Kinerja
- Bentuk Instrumen : Lembar Kinerja

Asesmen formatif dilakukan oleh guru selama proses pembelajaran berlangsung, khususnya saat siswa melakukan kegiatan diskusi, presentasi dan refleksi tertulis.

The assessment used for English learning in grade 6

<https://url-shortener.me/514N>



drove



took pictures



prepared lunch



played

The example of student's textbook content

<https://url-shortener.me/514N>

Students in 6th grade

**DATA SISWA KELAS VI  
SD NEGERI 2 BENGKALA**

NO	NAMA	KETERANGAN
1	KETUT APRILIA MAHARANI	
2	MADE BRISSEL GARJITA	
3	NI KADEK DAMAR NARAYANI	✓
4	PUTU AYU DITA ARMONI	
5	PUTU KEYNIA SRI CAHYANI	
6	PUTU RISKA PRATIWI	✓
7	I MADE SEDANA PUTRA YASA	
8	KOMANG SONI JANUARTA	



The sign language used in the school, there are *Kata Kolok*, *BISINDO*, and *SIBI*





The documentation of implementation stage in 6th grade



Evaluation stage by students and teachers through questionnaires



The Hybrid module (print-out version)  
<https://bit.ly/printouthybridbook>



The Hybrid module (digital version)

<https://bit.ly/hybridbookdigital>



## Instrument Validation

### 1. Interview guide for needs analysis

#### Instrument Validation of Interview guide for teachers

Aspects	Description	Question	Expert 1	Expert 2
Curriculum and Basic Competencies	Teachers understand the KD for the Simple Past Tense theme	1	R	R
Characteristics of Inclusive Students	Understanding the needs of deaf and mute students	2	R	R
Learning Barriers	Teachers' obstacles in delivering Simple Past Tense material	3	R	R
Learning Media that Have Been Used	Types of media and their effectiveness	4	R	R
The Need for New Media	Teachers' interest in hybrid media	5	R	R
Feature Needs in Media	Required features (text, video cues, audio, images)	6	R	R
Teacher and Student Technology Skills	Access and skills in using digital media	7	R	R
Learning Evaluation	Inclusive student evaluation methods	8	R	R
Response to Media Innovation	Teachers' attitudes towards media development	9	R	R
Family Involvement	The role of parents in accompanying learning	10	R	R
<b>Relevant</b>			10	10

Instrument Validation Interview Guide for Students

Aspects	Description	Question	Expert 1	Expert 2
English Learning Experience	Student has been introduced to <i>Simple Past Tense</i> topic	1	R	R
Learning Difficulties	Student has difficulty understanding English vocabulary or grammar	2	R	R
Language Preference	Student prefers sign language or Indonesian written text	3	R	R
Preferred Learning Style	Student prefers videos, images, text, or audio	4	R	R
Experience Using Learning Media	Student has used multimedia (video, audio, or interactive books)	5	R	R
Interest in Hybrid module	Student shows interest in using hybrid multimedia books	6	R	R
Sign Language Video Effectiveness	Student finds sign language videos helpful	7	R	R
Use of Indonesian Translation	Indonesian translation helps student understand English	8	R	R
Response to Audio	Student reacts to or benefits from the presence of audio	9	R	R
Independent Learning Motivation	Student is motivated to study independently using accessible media	10	R	R
<b>Relevant</b>			10	10

## 2. Expert Judgement Sheet

### Instrument Validation Content Expert Judgement

Aspects	Description	Question	Expert 1	Expert 2
Curriculum Relevance	Content aligns with Grade 6 English Curriculum (Simple Past Tense topic)	1	R	R
Depth and Scope	Covers basic concepts and usage of Simple Past Tense	2	R	R
Clarity of Explanation	Explanations are clear and inclusive	3	R	R
Use of Examples	Includes contextual sentence examples and visual illustrations	4	R	R
Indonesian Translation	Translation is accurate and improves understanding	5	R	R
Sign Language Integration	Sign language videos are provided for material and quiz instructions	6	R	R
Audio Narration	Audio is clear and enhances comprehension	7	R	R
Visual Support	Images are relevant and enhance concept learning	8	R	R
Quiz Content Validity	Quizzes are aligned with content, varied in type and difficulty	9	R	R
Quiz Accessibility	Quizzes are inclusive and accessible for deaf and mute students	10	R	R
<b>Relevant</b>			10	10

Instrument Validation Product Expert Judgement

Aspects	Description	Question	Expert 1	Expert 2
Visual Design Layout	Layout is neat, consistent, and guides the learner	1	R	R
Color and Font Readability	Fonts and colors are readable and support inclusive accessibility	2	R	R
Image Quality and Relevance	Images are clear, relevant, and assist understanding	3	R	R
Navigation and Interactivity	Buttons, links, and navigation are intuitive	4	R	R
Audio Integration	Audio is clear, accessible, and well-placed	5	R	R
Video Sign Language Placement	Sign language videos are properly positioned and visible	6	R	R
Language Display	English and Indonesian translations are visually aligned and readable	7	R	R
Consistency of Design Elements	Icons, colors, and headings are used consistently	8	R	R
Aesthetic Appeal	Visual elements are appealing and engaging	9	R	R
Inclusivity in Design	Display respects inclusive design principles	10	R	R
<b>Relevant</b>			10	10

### Instrument Validation Development Progress Expert Judgement

Aspects	Description	Question	Expert 1	Expert 2
Content Suitability	Content aligns with KD/TP (Basic Competency) for Simple Past Tense in Grade 6	1	R	R
Linguistic Accessibility	Language is clear, age-appropriate, and translated into Indonesian	2	R	R
Visual Design	Layout is neat; images are relevant; font is readable	3	R	R
Sign Language Integration	Video ISL is accurate, in sync, and appropriate	4	R	R
Audio Support	Audio is clear, optional, and matches content	5	R	R
Interactivity & Engagement	Media fosters curiosity and independent learning	6	R	R
Accessibility for Deaf and Mute students	Can be used without relying on sound	7	R	R
Cultural and Inclusive Relevance	Content respects students' cultural and inclusive context	8	R	R
Technical Quality	File types, format, and technical quality (image/video/audio)	9	R	R
Educational Effectiveness	Media improves comprehension and interest	10	R	R
<b>Relevant</b>			10	10

### 3. Practically questionnaire

#### Instrument Validation Practically Questionnaire for Teacher

Aspects	Description	Question	Relevant	Irrelevant
Ease of Use	Can be used easily without special training	1	R	R
Time Efficiency	Can be used easily without special training	2	R	R
Instructional Clarity	Helps make explanations more structured and effective	3	R	R
Accessibility Support	Sign language, audio, and translation features are helpful	4	R	R
Implementation Readiness	Can be implemented directly in class	5	R	R
Learning Goal Support	Supports achievement of learning objectives	6	R	R
Student Compatibility	Suitable for inclusive students	7	R	R
Teacher Motivation	Motivates teachers to use the product	8	R	R
Technical Functionality	All media features work well	9	R	R
Overall Practicality	Practical and applicable in inclusive learning environments	10	R	R
<b>Relevant</b>			10	10

Instrument Validation Practically Questionnaire for Students

<b>Aspects</b>	<b>Description</b>	<b>Question</b>	<b>Relevant</b>	<b>Irrelevant</b>
Ease of Use	Students can use the hybrid module without confusion	1	R	R
Understanding Support	Helps students understand the Simple Past Tense topic clearly	2	R	R
Translation Helpfulness	Indonesian translation helps in understanding the English content	3	R	R
Sign Language Clarity	Sign language videos are clear and helpful	4	R	R
Audio Narration	Audio is clear and supports comprehension	5	R	R
Image Support	Images help explain the content	6	R	R
Fun and Motivation	The hybrid module is interesting and motivating	7	R	R
Independent Learning	The book helps students learn independently	8	R	R
Accessibility	The features (video, audio, sign, translation) make it easier to learn	9	R	R
Overall Practicality	The hybrid module is practical and good for learning English	10	R	R
<b>Relevant</b>			10	10

## Researcher Journal

Period	Stage	Activity Description	Findings
July 2024	Analysis	Reviewed the English curriculum and sixth-grade learning objectives	Learning materials needed to align with core competencies and inclusive learning requirements
August 2024	Analysis	Conducted needs exploration through classroom observations and interviews with teachers and students	Learners with deaf and mute struggled to understand English materials without reading media support
August 2024	Design	Designed the structure of the hybrid module including printed text, images, QR codes, and sign language elements	Visual components were considered essential for deaf and mute learners
September 2024	Design	Developed learning activities and assessment tasks	Activities were planned to be simple, contextual, and student-centered
September 2024	Development	Created the initial prototype of the hybrid module based on the design plan	First product completed with multimodal learning features
September 2024	Development	Conducted expert validation (content and media expert judgement)	Feedback focused on improving instruction clarity and visual consistency
November 2024	Implementation	Implemented the hybrid module in an inclusive classroom setting	Students demonstrated higher engagement and better comprehension

November 2024	Evaluation	Collected practicality data from teachers and students	Results indicated a high level of acceptance toward the media
December 2025	Evaluation	Analyzed practicality data and revised the final product	Final version improved based on user feedback



## Product Development Progress Sheet

Stages	Name of stage	Before	After
Stage 1	Needs Analysis	Limited resources for inclusive reading; no digital or accessible materials	Identified learner diversity and the need for multimodal, inclusive media
Stage 2	Literature Review	No clear model or framework for hybrid reading media in the local context	Gained insight into hybrid learning, UDL, inclusive education
Stage 3	Content Planning	No structured reading material based on the local curriculum	Created 5 themed units aligned with Grade 6 goals
Stage 4	Text Development	No engaging or simplified texts for diverse readers	Developed short, leveled texts with simple vocabulary and clear structure
Stage 5	Media Design (Print)	Only plain text materials	Developed illustrated pages, worksheets, and visual aids
Stage 6	Media Design (Digital)	No digital content for students with disabilities	Produced audio narration, sign language videos, and interactive tasks
Stage 7	Accessibility Enhancement	Materials not suited for hearing impaired learners	Added captions, ISL, large fonts, and audio controls
Stage 8	Pilot Testing	Unproven design; uncertain effectiveness	Collected positive feedback, saw increased engagement
Stage 9	Revision	Some materials are too difficult or unclear	Simplified language, improved visuals and navigation
Stage 10	Full Implementation	No inclusive hybrid reading tool used in class	Hybrid module integrated into classroom activities
Stage 11	Evaluation & Reporting	No data on impact or user experience	Measured improvement, documented

			reflections, created final product
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## INSTRUMENT INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES FOR TEACHER

Research Question 1:

### A. Grand Theory

#### 1. Need Analysis Theory

Based on Dick & Carey's theory and ADDIE theory (Analysis, Design, Development, Implementation, Evaluation), the needs analysis stage is very important to understand the characteristics of students and teacher needs before media development is carried out.

#### 2. Inclusive Learning Theory and Accessibility

Based on the principles of Universal Design for Learning (UDL) and visual-auditory-kinesthetic learning theory (VAK), as well as learning approaches for students with special needs such as deaf and mute students.

#### 3. Multimedia Learning Theory

Learning media is effective if it combines text, images, sound, and video that support each other to facilitate understanding of concepts.

### B. Blueprint Needs Analysis Interview Guide Instrument

No	Aspects	Indicator	Item
1.	Curriculum and Basic Competencies	Teachers understand the <i>KD</i> for the Past Tense theme	1
2.	Characteristics of Inclusive Students	Understanding the needs of deaf students	1
3.	Learning Barriers	Teachers' obstacles in delivering Past Tense material	1
4.	Learning Media that Have Been Used	Types of media and their effectiveness	1
5.	The Need for New Media	Teachers' interest in hybrid media	1

6.	Feature Needs in Media	Required features (text, video, audio, images)	1
7.	Teacher and Student Technology Skills	Access and skills in using digital media	1
8.	Learning Evaluation	Inclusive student evaluation methods	1
9.	Response to Media Innovation	Teachers' attitudes towards media development	1
10.	Family Involvement	The role of parents in accompanying learning	1

No	Question	Relevant	Irrelevant
1.	What are the <i>KD</i> and learning indicators taught for the Past Tense theme in grade 6?	✓	
2.	What are the characteristics of deaf students in your class in understanding English lessons?	✓	
3.	What are the difficulties you face when teaching the Past Tense theme, especially for deaf students?	✓	
4.	What learning media do you usually use when teaching Past Tense? Is it effective?	✓	
5.	In your opinion, will hybrid book learning media help in the learning process of deaf students? Why?	✓	
6.	What kind of features do you expect to be available in hybrid book media to make it easier for students to understand Past Tense?	✓	
7.	Are teachers and students able to access and	✓	

	use digital media well in your school?		
8.	How do you evaluate deaf students' understanding of Past Tense material?	✓	
9.	Are you willing to use and evaluate the hybrid book media that will be developed? Why?	✓	
10.	Do parents accompany their children when they learn English at home?	✓	

Singaraja, 2025

Instrument Interview Guide for Need Analysis



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

**NIP 198304022006042001**

## INSTRUMENT INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES FOR TEACHER

Research Question 1:

### A. Grand Theory

#### 1. Need Analysis Theory

Based on Dick & Carey's theory and ADDIE theory (Analysis, Design, Development, Implementation, Evaluation), the needs analysis stage is very important to understand the characteristics of students and teacher needs before media development is carried out.

#### 2. Inclusive Learning Theory and Accessibility

Based on the principles of Universal Design for Learning (UDL) and visual-auditory-kinesthetic learning theory (VAK), as well as learning approaches for students with special needs such as deaf and mute students.

#### 3. Multimedia Learning Theory

Learning media is effective if it combines text, images, sound, and video that support each other to facilitate understanding of concepts.

### B. Blueprint Needs Analysis Interview Guide Instrument

No	Aspects	Indicator	Item
1.	Curriculum and Basic Competencies	Teachers understand the <i>KD</i> for the Past Tense theme	1
2.	Characteristics of Inclusive Students	Understanding the needs of deaf students	1
3.	Learning Barriers	Teachers' obstacles in delivering Past Tense material	1
4.	Learning Media that Have Been Used	Types of media and their effectiveness	1
5.	The Need for New Media	Teachers' interest in hybrid media	1

6.	Feature Needs in Media	Required features (text, video, audio, images)	1
7.	Teacher and Student Technology Skills	Access and skills in using digital media	1
8.	Learning Evaluation	Inclusive student evaluation methods	1
9.	Response to Media Innovation	Teachers' attitudes towards media development	1
10.	Family Involvement	The role of parents in accompanying learning	1

No	Question	Relevant	Irrelevant
1.	What are the <i>KD</i> and learning indicators taught for the Past Tense theme in grade 6?	✓	
2.	What are the characteristics of deaf students in your class in understanding English lessons?	✓	
3.	What are the difficulties you face when teaching the Past Tense theme, especially for deaf students?	✓	
4.	What learning media do you usually use when teaching Past Tense? Is it effective?	✓	
5.	In your opinion, will hybrid book learning media help in the learning process of deaf students? Why?	✓	
6.	What kind of features do you expect to be available in hybrid book media to make it easier for students to understand Past Tense?	✓	
7.	Are teachers and students able to access and	✓	

	use digital media well in your school?		
8.	How do you evaluate deaf students' understanding of Past Tense material?	✓	
9.	Are you willing to use and evaluate the hybrid book media that will be developed? Why?	✓	
10.	Do parents accompany their children when they learn English at home?	✓	

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Instrument Interview Guide for Need Analysis



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

**NIP 1985080022023211012**

## **INSTRUMENT INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES FOR STUDENTS**

### Grand Theory

1. Analysis Theory (Dick & Carey, ADDIE Model)

Learning media should be developed based on a deep Need understanding of learners' needs, especially those with special educational needs.

2. Inclusive Education and Accessibility Theory (Universal Design for Learning - UDL)

Education must be designed to be accessible and inclusive for all types of learners, including students who are deaf or mute, by integrating multi-sensory input.

3. Multimedia Learning Theory (Mayer, 2001)

Learning is more effective when learners are provided with information through multiple channels (visual, audio, text, video).

4. Multimodal Learning Styles (VAK)

Students learn differently—visually, auditorily, and kinesthetically—and media should accommodate these diverse preferences, particularly in special needs contexts.

### Blueprint of the Interview Instrument (Student – Deaf and Mute)

No	Aspect	Indicator	Items
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1.	English Learning Experience	Students have been introduced to the <i>Past Tense</i> topic	1
2.	Learning Difficulties	Students have difficulty understanding English vocabulary or grammar	1
3.	Language Preference	Students prefer sign language or Indonesian written text	1
4.	Preferred Learning Style	Students prefer videos, images, text, or audio	1
5.	Experience Using Learning Media	Students have used multimedia (video, audio, or interactive books)	1
6.	Interest in Hybrid Book	Students show interest in using hybrid multimedia books	1
7.	Sign Language Video Effectiveness	Student finds sign language videos helpful	1
8.	Use of Indonesian Translation	Indonesian translation helps students understand English	1
9.	Response to Audio	Students react to or benefit from the presence of audio	1
10	Independent Learning Motivation	Students are motivated to study independently using accessible media	1

No	Question	Relevant	Irrelevant
1.	Have you ever learned about things that happened in the past (past tense)?	✓	
2.	What do you find difficult when learning English?	✓	

3.	Do you understand better using sign language or written Indonesian?	✓	
4.	How do you prefer to learn by watching videos, reading, hearing, or seeing images?	✓	
5.	Have you ever used videos or books that talk or show moving pictures for learning?	✓	
6.	Would you like a book that includes videos, sound, pictures, and words?	✓	
7.	Do sign language videos help you understand better when learning English?	✓	
8.	Is it easier for you to learn English if there's Indonesian translation with it?	✓	
9.	Even if you cannot hear, do you like when the book or video has someone speaking?	✓	
10.	Would you like to study alone using a book with videos, pictures, and signs?	✓	

Singaraja, 2025

Instrument Interview for Need Analysis

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

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**INSTRUMENT INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES  
FOR STUDENTS**

Grand Theory

1. Analysis Theory (Dick & Carey, ADDIE Model)

Learning media should be developed based on a deep Need understanding of learners' needs, especially those with special educational needs.

2. Inclusive Education and Accessibility Theory (Universal Design for Learning - UDL)

Education must be designed to be accessible and inclusive for all types of learners, including students who are deaf or mute, by integrating multi-sensory input.

3. Multimedia Learning Theory (Mayer, 2001)

Learning is more effective when learners are provided with information through multiple channels (visual, audio, text, video).

4. Multimodal Learning Styles (VAK)

Students learn differently—visually, auditorily, and kinesthetically—and media should accommodate these diverse preferences, particularly in special needs contexts.

Blueprint of the Interview Instrument (Student – Deaf and Mute)

No	Aspect	Indicator	Items
----	--------	-----------	-------

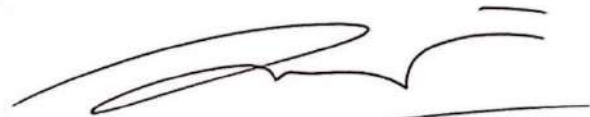
1.	English Learning Experience	Students have been introduced to the <i>Past Tense</i> topic	1
2.	Learning Difficulties	Students have difficulty understanding English vocabulary or grammar	1
3.	Language Preference	Students prefer sign language or Indonesian written text	1
4.	Preferred Learning Style	Students prefer videos, images, text, or audio	1
5.	Experience Using Learning Media	Students have used multimedia (video, audio, or interactive books)	1
6.	Interest in Hybrid Book	Students show interest in using hybrid multimedia books	1
7.	Sign Language Video Effectiveness	Student finds sign language videos helpful	1
8.	Use of Indonesian Translation	Indonesian translation helps students understand English	1
9.	Response to Audio	Students react to or benefit from the presence of audio	1
10	Independent Learning Motivation	Students are motivated to study independently using accessible media	1

No	Question	Relevant	Irrelevant
1.	Have you ever learned about things that happened in the past (past tense)?	✓	
2.	What do you find difficult when learning English?	✓	

3.	Do you understand better using sign language or written Indonesian?	✓	
4.	How do you prefer to learn by watching videos, reading, hearing, or seeing images?	✓	
5.	Have you ever used videos or books that talk or show moving pictures for learning?	✓	
6.	Would you like a book that includes videos, sound, pictures, and words?	✓	
7.	Do sign language videos help you understand better when learning English?	✓	
8.	Is it easier for you to learn English if there's Indonesian translation with it?	✓	
9.	Even if you cannot hear, do you like when the book or video has someone speaking?	✓	
10.	Would you like to study alone using a book with videos, pictures, and signs?	✓	

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Instrument Interview Guide for Need Analysis



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

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## CONTENT EXPERT JUDGEMENT

### A. Grand Theory

1. Curriculum Alignment Theory

Learning content must be in accordance with the 2013 Curriculum (or the Independent Curriculum if applicable), especially in the Basic Competencies (KD) and learning objectives for Past Tense in grade 6.

2. Multimedia Learning Theory (Mayer, 2001)

Learning will be more effective if the material is presented with a combination of text, images, audio, and video.

3. Constructivist Learning Theory (Bruner, Vygotsky)

Students construct their own knowledge through experiences and exercises such as interactive quizzes.

4. Inclusive Education & UDL (CAST, 2011)

Materials and evaluations must be accessible to all students, including deaf and mute students, through sign language, subtitles, and visualizations.

### B. Blueprint of Expert Judgement Instrument (Content and Quiz)

No	Aspect Evaluated	Indicator	Item
1.	Curriculum Relevance	Content aligns with Grade 6 English Curriculum (Past Tense topic)	1

2.	Depth and Scope	Covers basic concepts and usage of Past Tense	1
3.	Clarity of Explanation	Explanations are clear and inclusive	1
4.	Use of Examples	Includes contextual sentence examples and visual illustrations	1
5.	Indonesian Translation	Translation is accurate and improves understanding	1
6.	Sign Language Integration	Sign language videos are provided for material and quiz instructions	1
7.	Audio Narration	Audio is clear and enhances comprehension	1
8.	Visual Support	Images are relevant and enhance concept learning	1
9.	Quiz Content Validity	Quizzes are aligned with content, varied in type and difficulty	1
10	Quiz Accessibility	Quizzes are inclusive and accessible for deaf students	1

No	Question	1	2	3	4	5
1	Is the content aligned with the English curriculum and the Past Tense topic for 6th-grade students?				✓	
2	Does the material adequately cover the concept and usage of the Past Tense?				✓	
3	Is the explanation of the Past Tense concept clear and accessible to inclusive learners?					✓
4	Are the examples contextual, age-appropriate, and supportive of					✓

	comprehension?					
5	Is the Indonesian translation accurate and helpful for better understanding?				✓	
6	Do the sign language videos clearly explain the content and the quiz instructions?					✓
7	Does the audio narration support and enhance understanding of the content?					✓
8	Do the images help support the learning of Past Tense (context, time indicators, characters, etc.)?				✓	
9	Are the quizzes aligned with the material, and varied in format and difficulty level?				✓	
10	Are the quizzes accessible for deaf students (clear layout, simple language, visual or sign aids)?				✓	

Singaraja, 2025

Instrument Content Expert Judgment



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**NIP 198304022006042001**

## CONTENT EXPERT JUDGEMENT

### A. Grand Theory

1. Curriculum Alignment Theory

Learning content must be in accordance with the 2013 Curriculum (or the Independent Curriculum if applicable), especially in the Basic Competencies (KD) and learning objectives for Past Tense in grade 6.

2. Multimedia Learning Theory (Mayer, 2001)

Learning will be more effective if the material is presented with a combination of text, images, audio, and video.

3. Constructivist Learning Theory (Bruner, Vygotsky)

Students construct their own knowledge through experiences and exercises such as interactive quizzes.

4. Inclusive Education & UDL (CAST, 2011)

Materials and evaluations must be accessible to all students, including deaf and mute students, through sign language, subtitles, and visualizations.

### B. Blueprint of Expert Judgement Instrument (Content and Quiz)

No	Aspect Evaluated	Indicator	Item
1.	Curriculum Relevance	Content aligns with Grade 6 English Curriculum (Past Tense topic)	1

2.	Depth and Scope	Covers basic concepts and usage of Past Tense	1
3.	Clarity of Explanation	Explanations are clear and inclusive	1
4.	Use of Examples	Includes contextual sentence examples and visual illustrations	1
5.	Indonesian Translation	Translation is accurate and improves understanding	1
6.	Sign Language Integration	Sign language videos are provided for material and quiz instructions	1
7.	Audio Narration	Audio is clear and enhances comprehension	1
8.	Visual Support	Images are relevant and enhance concept learning	1
9.	Quiz Content Validity	Quizzes are aligned with content, varied in type and difficulty	1
10	Quiz Accessibility	Quizzes are inclusive and accessible for deaf students	1

No	Question	1	2	3	4	5
1	Is the content aligned with the English curriculum and the Past Tense topic for 6th-grade students?				✓	
2	Does the material adequately cover the concept and usage of the Past Tense?				✓	
3	Is the explanation of the Past Tense concept clear and accessible to inclusive learners?					✓
4	Are the examples contextual, age-appropriate, and supportive of					✓

	comprehension?					
5	Is the Indonesian translation accurate and helpful for better understanding?				✓	
6	Do the sign language videos clearly explain the content and the quiz instructions?					✓
7	Does the audio narration support and enhance understanding of the content?					✓
8	Do the images help support the learning of Past Tense (context, time indicators, characters, etc.)?				✓	
9	Are the quizzes aligned with the material, and varied in format and difficulty level?					✓
10	Are the quizzes accessible for deaf students (clear layout, simple language, visual or sign aids)?					✓

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Instrument Content Expert Judgement



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## PRODUCT EXPERT JUDGEMENT

### Grand Theory

1. Multimedia Learning Theory (Mayer, 2001)

Media that combines text, images, audio, and video provides better understanding.

2. Universal Design for Learning (CAST, 2011)

Learning products must be easily accessible to all students, including students with special needs (deaf and mute), through various representations: visual, text, and sign language.

3. Principles of Interface Design (Shneiderman, 1998)

The appearance of the product must be easy to use, intuitive, consistent, and aesthetic.

4. Inclusive Education Framework

Learning products must be friendly to the diversity of learners (including disabilities), by considering the needs of alternative communication such as sign language videos and visualization of meaning.

### Blueprint of Expert Judgement Instrument (Product Visual)

No	Aspect Evaluated	Indicator	Item
1.	Visual Design Layout	Layout is neat, consistent, and guides	1

		the learner	
2.	Color and Font Readability	Fonts and colors are readable and support inclusive accessibility	1
3.	Image Quality and Relevance	Images are clear, relevant, and assist understanding	1
4.	Navigation and Interactivity	Buttons, links, and navigation are intuitive	1
5.	Audio Integration	Audio is clear, accessible, and well-placed	1
6.	Video Sign Language Placement	Sign language videos are properly positioned and visible	1
7.	Language Display	English and Indonesian translations are visually aligned and readable	1
8.	Consistency of Design Elements	Icons, colors, and headings are used consistently	1
9.	Aesthetic Appeal	Visual elements are appealing and engaging	1
10.	Inclusivity in Design	Display respects inclusive design principles	1

No	Question	1	2	3	4	5
1	Is the layout of the hybrid book visually organized and easy to navigate?					✓
2	Are the fonts and color combinations easy to read for all learners, including low vision?				-	✓
3	Are the images used in the hybrid book clear and support the learning of Past Tense?				✓	
4	Is it easy for students to interact with the book (e.g., click video/audio easily)?					✓

5	Is the audio feature clearly labeled, placed properly, and functioning well?					✓
6	Are the sign language videos placed in an accessible and visible position?				✓	
7	Are both English and Indonesian translations displayed clearly and side-by-side where needed?				✓	
8	Is the design style (e.g., buttons, icons, font size) consistent throughout the product?					✓
9	Is the hybrid book attractive and engaging for 6th-grade students?					✓
10	Does the product appearance reflect inclusive values for students with hearing impairment?					✓

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Instrument Product Expert Judgement

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

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## PRODUCT EXPERT JUDGEMENT

### Grand Theory

1. Multimedia Learning Theory (Mayer, 2001)

Media that combines text, images, audio, and video provides better understanding.

2. Universal Design for Learning (CAST, 2011)

Learning products must be easily accessible to all students, including students with special needs (deaf and mute), through various representations: visual, text, and sign language.

3. Principles of Interface Design (Shneiderman, 1998)

The appearance of the product must be easy to use, intuitive, consistent, and aesthetic.

4. Inclusive Education Framework

Learning products must be friendly to the diversity of learners (including disabilities), by considering the needs of alternative communication such as sign language videos and visualization of meaning.

### Blueprint of Expert Judgement Instrument (Product Visual)

No	Aspect Evaluated	Indicator	Item
1.	Visual Design Layout	Layout is neat, consistent, and guides	1

		the learner	
2.	Color and Font Readability	Fonts and colors are readable and support inclusive accessibility	1
3.	Image Quality and Relevance	Images are clear, relevant, and assist understanding	1
4.	Navigation and Interactivity	Buttons, links, and navigation are intuitive	1
5.	Audio Integration	Audio is clear, accessible, and well-placed	1
6.	Video Sign Language Placement	Sign language videos are properly positioned and visible	1
7.	Language Display	English and Indonesian translations are visually aligned and readable	1
8.	Consistency of Design Elements	Icons, colors, and headings are used consistently	1
9.	Aesthetic Appeal	Visual elements are appealing and engaging	1
10.	Inclusivity in Design	Display respects inclusive design principles	1

No	Question	1	2	3	4	5
1	Is the layout of the hybrid book visually organized and easy to navigate?					✓
2	Are the fonts and color combinations easy to read for all learners, including low vision?					✓
3	Are the images used in the hybrid book clear and support the learning of Past Tense?				✓	
4	Is it easy for students to interact with the book (e.g., click video/audio easily)?					✓

5	Is the audio feature clearly labeled, placed properly, and functioning well?					✓
6	Are the sign language videos placed in an accessible and visible position?				✓	
7	Are both English and Indonesian translations displayed clearly and side-by-side where needed?				✓	
8	Is the design style (e.g., buttons, icons, font size) consistent throughout the product?					✓
9	Is the hybrid book attractive and engaging for 6th-grade students?					✓
10	Does the product appearance reflect inclusive values for students with hearing impairment?					✓

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Instrument Product Expert Judgement



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## **DEVELOPMENT PROGRESS EXPERT JUDGEMENT**

### **Grand Theory**

#### **1) Multimedia Learning Theory (Mayer, 2001)**

Learners understand better when content is presented through a combination of visual, audio, and text elements.

#### **2) Universal Design for Learning (CAST, 2011)**

Learning materials must be designed for accessibility and flexibility to support various learning needs (e.g., deaf/mute students).

#### **3) ADDIE Model (Dick & Carey, 1996)**

The development of learning media follows analysis, design, development, implementation, and evaluation phases, including expert review as a key part of formative evaluation.

#### **4) Inclusive Education Framework**

Emphasizes the right of all learners, including students with disabilities, to access and benefit from inclusive, equitable learning tools.

### Blueprint of Expert Judgement Instrument

No	Aspect Evaluated	Indicator	Item
1.	Content Suitability	Content aligns with KD/TP (Basic Competency) for Past Tense in Grade 6	2
2.	Linguistic Accessibility	Language is clear, age-appropriate, and translated into Indonesian	2
3.	Visual Design	Layout is neat; images are relevant; font is readable	2
4.	Sign Language Integration	Video ISL is accurate, in sync, and appropriate	2
5.	Audio Support	Audio is clear, optional, and matches content	2
6.	Interactivity & Engagement	Media fosters curiosity and independent learning	2
7.	Accessibility for Deaf Students	Can be used without relying on sound	2
8.	Cultural and Inclusive Relevance	Content respects students' cultural and inclusive context	2
9.	Technical Quality	File types, format, and technical quality (image/video/audio)	2
10.	Educational Effectiveness	Media improves comprehension and interest	2

### Before Development

No	Question	1	2	3	4	5
1	Is the planned content relevant to the Past Tense topic in the			✓	✓	

	Grade 6 curriculum?					
2	Is the planned English text understandable for 6th graders with Indonesian translation?				✓	
3	Are the image concepts, layout, and fonts appropriate for inclusive elementary students?				✓	
4	Are the planned sign language video scripts relevant and supportive to English content?				✓	
5	Does the media plan include relevant and clear audio narration for hearing students?			✓		
6	Does the design plan consider interactive and engaging features?				✓	
7	Is the content accessible for deaf students through visual or sign-based representation?				✓	
8	Are inclusive values and diversity considered in the media content plan?			✓		
9	Are the planned media formats (video, audio, image) suitable for smooth use and playback?			✓		
10	Will the hybrid book concept potentially improve students' understanding of Past Tense?			✓		

### After Product

No	Question	1	2	3	4	5
1	Does the final content represent the Past Tense topic according to Grade 6 curriculum?				✓	
2	Is the Indonesian translation in the product accurate and helpful for comprehension?				✓	
3	Are the images, layout, and fonts in the product visually clear and appropriate?					✓
4	Do the sign language videos help students understand the English content clearly?					✓
5	Is the audio in the product clear, accurate, and well-synchronized with the content?				✓	
6	Does the hybrid book make learning more engaging and motivating for students?					✓
7	Can deaf students fully access the content through visual and sign language features?					✓
8	Does the product reflect inclusive principles and diverse student backgrounds?				✓	
9	Are the media components (video, audio, image) high quality and function properly?				✓	

10	Does the final product help students understand Past Tense better than regular books?				✓	
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Instrument Development Progress Expert Judgement



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

**NIP 198304022006042001**

## **DEVELOPMENT PROGRESS EXPERT JUDGEMENT**

### **Grand Theory**

#### **1) Multimedia Learning Theory (Mayer, 2001)**

Learners understand better when content is presented through a combination of visual, audio, and text elements.

#### **2) Universal Design for Learning (CAST, 2011)**

Learning materials must be designed for accessibility and flexibility to support various learning needs (e.g., deaf/mute students).

#### **3) ADDIE Model (Dick & Carey, 1996)**

The development of learning media follows analysis, design, development, implementation, and evaluation phases, including expert review as a key part of formative evaluation.

#### **4) Inclusive Education Framework**

Emphasizes the right of all learners, including students with disabilities, to access and benefit from inclusive, equitable learning tools.

### Blueprint of Expert Judgement Instrument

No	Aspect Evaluated	Indicator	Item
1.	Content Suitability	Content aligns with KD/TP (Basic Competency) for Past Tense in Grade 6	2
2.	Linguistic Accessibility	Language is clear, age-appropriate, and translated into Indonesian	2
3.	Visual Design	Layout is neat; images are relevant; font is readable	2
4.	Sign Language Integration	Video ISL is accurate, in sync, and appropriate	2
5.	Audio Support	Audio is clear, optional, and matches content	2
6.	Interactivity & Engagement	Media fosters curiosity and independent learning	2
7.	Accessibility for Deaf Students	Can be used without relying on sound	2
8.	Cultural and Inclusive Relevance	Content respects students' cultural and inclusive context	2
9.	Technical Quality	File types, format, and technical quality (image/video/audio)	2
10.	Educational Effectiveness	Media improves comprehension and interest	2

### Before Development

No	Question	1	2	3	4	5
1	Is the planned content relevant to the Past Tense topic in the			✓		

	Grade 6 curriculum?					
2	Is the planned English text understandable for 6th graders with Indonesian translation?				✓	
3	Are the image concepts, layout, and fonts appropriate for inclusive elementary students?				✓	
4	Are the planned sign language video scripts relevant and supportive to English content?				✓	
5	Does the media plan include relevant and clear audio narration for hearing students?			✓		
6	Does the design plan consider interactive and engaging features?			✓		
7	Is the content accessible for deaf students through visual or sign-based representation?			✓		
8	Are inclusive values and diversity considered in the media content plan?			✓		
9	Are the planned media formats (video, audio, image) suitable for smooth use and playback?			✓		
10	Will the hybrid book concept potentially improve students' understanding of Past Tense?			✓		

### After Product

No	Question	1	2	3	4	5
1	Does the final content represent the Past Tense topic according to Grade 6 curriculum?				✓	
2	Is the Indonesian translation in the product accurate and helpful for comprehension?				✓	
3	Are the images, layout, and fonts in the product visually clear and appropriate?					✓
4	Do the sign language videos help students understand the English content clearly?					✓
5	Is the audio in the product clear, accurate, and well-synchronized with the content?				✓	
6	Does the hybrid book make learning more engaging and motivating for students?					✓
7	Can deaf students fully access the content through visual and sign language features?					✓
8	Does the product reflect inclusive principles and diverse student backgrounds?				✓	
9	Are the media components (video, audio, image) high quality and function properly?				✓	

10	Does the final product help students understand Past Tense better than regular books?				✓	
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Singaraja, 2025

Instrument Development Progress Expert Judgement



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

**NIP 1985080022023211012**

**PRACTICALLY QUESTIONNAIRE  
FOR TEACHER**

**Grand Theory**

**1) Practicality in Product Evaluation (Tessmer, 1993; Nieveen, 1999)**

A learning media is considered *practical* if it can be used easily and efficiently by teachers without requiring much additional training or effort.

**2) Technology Acceptance Model (TAM - Davis, 1989)**

Emphasizes **Perceived Usefulness** and **Perceived Ease of Use**, both key to teacher acceptance of educational technology.

**3) Universal Design for Learning (CAST, 2011)**

Materials should be flexible and inclusive for learners with diverse needs, including those with disabilities—hence, the media must also support teachers in inclusive classrooms.

**4) Instructional Design Theory (Dick & Carey, 2009)**

A media product must facilitate learning by aligning with instructional goals, learner characteristics, and teaching contexts.

**Blueprint of Teacher Practicality Questionnaire Instrument**

No	Evaluation Aspect	Indicator	Questionnaire Item	Item
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1.	Ease of Use	Can be used easily without special training	The hybrid book is easy to use without requiring specific training.	1
2.	Time Efficiency	Saves time in delivering material	The hybrid book helps me save time when teaching Past Tense.	1
3.	Instructional Clarity	Helps make explanations more structured and effective	The hybrid book helps clarify the structure and content of the lesson.	1
4.	Accessibility Support	Sign language, audio, and translation features are helpful	The sign language videos, Indonesian translation, and audio narration support all students' needs.	1
5.	Implementation Readiness	Can be implemented directly in class	The hybrid book is ready to be used without requiring major adjustments.	1
6.	Learning Goal Support	Supports achievement of learning objectives	The content supports the English subject's learning goals, especially Past Tense.	1
7.	Student Compatibility	Suitable for inclusive students	The hybrid book is suitable for inclusive classrooms, particularly for deaf students.	1
8.	Teacher Motivation	Motivates teachers to use the product	I am motivated to use this hybrid book in my classroom.	1
9.	Technical Functionality	All media features work well	The hybrid book's features (audio, video, translation) function properly and reliably.	1

10.	Overall Practicality	Practical and applicable in inclusive learning environments	Overall, the hybrid book is practical to use in regular and inclusive classrooms.	1
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No	Statement	1-5	Relevant	Irrelevant
1.	The hybrid book is easy to use by students, including those with special needs.		✓	
2.	The instructions in the hybrid book are clear and understandable.		✓	
3.	The Indonesian translation helps students understand the English material better.		✓	
4.	The sign language video features support students with hearing disabilities in understanding the lesson.		✓	
5.	The audio narration helps reinforce the English pronunciation.		✓	
6.	The visual elements (images/illustrations) in the hybrid book support content understanding.		✓	
7.	The hybrid book can be integrated into classroom activities without difficulty.		✓	
8.	The hybrid book encourages student motivation and engagement.		✓	
9.	The hybrid book supports independent learning for students.		✓	
10.	Overall, the hybrid book is practical and		✓	

appropriate for inclusive classroom learning.			
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Singaraja, 2025

Instrument Practically Questionnaire



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

**NIP 198304022006042001**

**PRACTICALLY QUESTIONNAIRE  
FOR TEACHER**

**Grand Theory**

**1) Practicality in Product Evaluation (Tessmer, 1993; Nieveen, 1999)**

A learning media is considered *practical* if it can be used easily and efficiently by teachers without requiring much additional training or effort.

**2) Technology Acceptance Model (TAM - Davis, 1989)**

Emphasizes **Perceived Usefulness** and **Perceived Ease of Use**, both key to teacher acceptance of educational technology.

**3) Universal Design for Learning (CAST, 2011)**

Materials should be flexible and inclusive for learners with diverse needs, including those with disabilities—hence, the media must also support teachers in inclusive classrooms.

**4) Instructional Design Theory (Dick & Carey, 2009)**

A media product must facilitate learning by aligning with instructional goals, learner characteristics, and teaching contexts.

**Blueprint of Teacher Practicality Questionnaire Instrument**

No	Evaluation Aspect	Indicator	Questionnaire Item	Item
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1.	Ease of Use	Can be used easily without special training	The hybrid book is easy to use without requiring specific training.	1
2.	Time Efficiency	Saves time in delivering material	The hybrid book helps me save time when teaching Past Tense.	1
3.	Instructional Clarity	Helps make explanations more structured and effective	The hybrid book helps clarify the structure and content of the lesson.	1
4.	Accessibility Support	Sign language, audio, and translation features are helpful	The sign language videos, Indonesian translation, and audio narration support all students' needs.	1
5.	Implementation Readiness	Can be implemented directly in class	The hybrid book is ready to be used without requiring major adjustments.	1
6.	Learning Goal Support	Supports achievement of learning objectives	The content supports the English subject's learning goals, especially Past Tense.	1
7.	Student Compatibility	Suitable for inclusive students	The hybrid book is suitable for inclusive classrooms, particularly for deaf students.	1
8.	Teacher Motivation	Motivates teachers to use the product	I am motivated to use this hybrid book in my classroom.	1
9.	Technical Functionality	All media features work well	The hybrid book's features (audio, video, translation) function properly and reliably.	1

10.	Overall Practicality	Practical and applicable in inclusive learning environments	Overall, the hybrid book is practical to use in regular and inclusive classrooms.	1
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No	Statement	1-5	Relevant	Irrelevant
1.	The hybrid book is easy to use by students, including those with special needs.		✓	
2.	The instructions in the hybrid book are clear and understandable.		✓	
3.	The Indonesian translation helps students understand the English material better.		✓	
4.	The sign language video features support students with hearing disabilities in understanding the lesson.		✓	
5.	The audio narration helps reinforce the English pronunciation.		✓	
6.	The visual elements (images/illustrations) in the hybrid book support content understanding.		✓	
7.	The hybrid book can be integrated into classroom activities without difficulty.		✓	
8.	The hybrid book encourages student motivation and engagement.		✓	
9.	The hybrid book supports independent learning for students.		✓	
10.	Overall, the hybrid book is practical and		✓	

appropriate for inclusive classroom learning.			
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Singaraja, 2025

Instrument Practically Questionnaire



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

**NIP 1985080022023211012**

## PRACTICALLY QUESTIONNAIRE

### FOR STUDENT

#### A. Grand Theory

##### 1. **Practicality in Educational Media (Nieveen, 1999; Tessmer, 1993)**

Practicality refers to whether the media can be used by students easily and effectively in the learning process.

##### 2. **Universal Design for Learning (CAST, 2011)**

Media must accommodate all learners including those with special needs by providing **multiple means of representation, engagement, and expression** (e.g., text, audio, video, sign language).

##### 3. **Multimedia Learning Theory (Mayer, 2001)**

Learners understand better from words and pictures than from words alone, especially when content is delivered in **coherent, redundant, and modality-sensitive** ways.

##### 4. **Technology Acceptance (Venkatesh & Davis, 2000)**

Students are more likely to use a technology-based product when it is **easy to use, useful, and engaging**.

### B. Blueprint of Student Practicality Questionnaire Instrument

No	Evaluation Aspect	Indicator	Questionnaire Item	Item
1.	Ease of Use	Students can use the hybrid book without confusion	Is the hybrid book easy to use and understand?	1
2.	Understanding Support	Helps students understand the Past Tense topic clearly	Does the hybrid book help you understand the Past Tense better?	1
3.	Translation Helpfulness	Indonesian translation helps in understanding the English content	Does the Indonesian translation help you understand the lesson?	1
4.	Sign Language Clarity	Sign language videos are clear and helpful	Are the sign language videos easy to understand and helpful?	1
5.	Audio Narration	Audio is clear and supports comprehension	Is the audio clear and does it help you learn?	1
6.	Image Support	Images help explain the content	Do the pictures help you understand the Past Tense topic?	1
7.	Fun and Motivation	The hybrid book is interesting and motivating	Is learning with the hybrid book fun and interesting?	1
8.	Independent Learning	The book helps students learn independently	Can you learn by yourself using the hybrid book?	1

9.	Accessibility	The features (video, audio, sign, translation) make it easier to learn	Do the features help you learn better as a deaf or mute student?	1
10	Overall Practicality	The hybrid book is practical and good for learning English	Overall, do you think the hybrid book is good and helpful for learning English in your class?	1

No	Statement	1-5	Relevant	Irrelevant
1.	The hybrid book is easy to use.		✓	
2.	The hybrid book helps me learn about Past Tense more easily.		✓	
3.	The Indonesian translation helps me understand the English material.		✓	
4.	The sign language video makes it easier to understand the content.		✓	
5.	The audio narration is clear and easy to follow.		✓	
6.	The pictures in the book help me understand the meaning of English sentences.		✓	
7.	The book is fun and interesting to use.		✓	
8.	I can use this book independently without needing help.		✓	
9.	The book is appropriate and accessible for deaf and mute students like me.		✓	
10	Overall, I think this hybrid book is practical and useful for learning Past		✓	

Tense.				
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Singaraja, 2025

Instrument Practically Questionnaire



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

**NIP 198304022006042001**

## PRACTICALLY QUESTIONNAIRE

### FOR STUDENT

#### A. Grand Theory

##### 1. Practicality in Educational Media (Nieveen, 1999; Tessmer, 1993)

Practicality refers to whether the media can be used by students easily and effectively in the learning process.

##### 2. Universal Design for Learning (CAST, 2011)

Media must accommodate all learners including those with special needs by providing **multiple means of representation, engagement, and expression** (e.g., text, audio, video, sign language).

##### 3. Multimedia Learning Theory (Mayer, 2001)

Learners understand better from words and pictures than from words alone, especially when content is delivered in **coherent, redundant, and modality-sensitive** ways.

##### 4. Technology Acceptance (Venkatesh & Davis, 2000)

Students are more likely to use a technology-based product when it is **easy to use, useful, and engaging**.

**B. Blueprint of Student Practicality Questionnaire Instrument**

No	Evaluation Aspect	Indicator	Questionnaire Item	Item
1.	Ease of Use	Students can use the hybrid book without confusion	Is the hybrid book easy to use and understand?	1
2.	Understanding Support	Helps students understand the Past Tense topic clearly	Does the hybrid book help you understand the Past Tense better?	1
3.	Translation Helpfulness	Indonesian translation helps in understanding the English content	Does the Indonesian translation help you understand the lesson?	1
4.	Sign Language Clarity	Sign language videos are clear and helpful	Are the sign language videos easy to understand and helpful?	1
5.	Audio Narration	Audio is clear and supports comprehension	Is the audio clear and does it help you learn?	1
6.	Image Support	Images help explain the content	Do the pictures help you understand the Past Tense topic?	1
7.	Fun and Motivation	The hybrid book is interesting and motivating	Is learning with the hybrid book fun and interesting?	1
8.	Independent Learning	The book helps students learn independently	Can you learn by yourself using the hybrid book?	1

9.	Accessibility	The features (video, audio, sign, translation) make it easier to learn	Do the features help you learn better as a deaf or mute student?	1
10	Overall Practicality	The hybrid book is practical and good for learning English	Overall, do you think the hybrid book is good and helpful for learning English in your class?	1

No	Statement	1-5	Relevant	Irrelevant
1.	The hybrid book is easy to use.		✓	
2.	The hybrid book helps me learn about Past Tense more easily.		✓	
3.	The Indonesian translation helps me understand the English material.		✓	
4.	The sign language video makes it easier to understand the content.		✓	
5.	The audio narration is clear and easy to follow.		✓	
6.	The pictures in the book help me understand the meaning of English sentences.		✓	
7.	The book is fun and interesting to use.		✓	
8.	I can use this book independently without needing help.		✓	
9.	The book is appropriate and accessible for deaf and mute students like me.		✓	
10	Overall, I think this hybrid book is practical and useful for learning Past		✓	

Tense.				
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Singaraja, 2025

Instrument Practically Questionnaire



**I Ketut Trika Adi Ana, S.Pd., M.Pd.**  
**NIP 1985080022023211012**

**INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES  
FOR TEACHER**

Name : Mr. Made

Position : Sign Language Interpreter Teacher

Date : 26/07/2024

No	Question	Answer
1.	What are the <i>KD</i> and learning indicators taught for the Past Tense theme in grade 6?	The <i>KD</i> and indicators all follow the lesson plan but for the deaf and mute students the basic competencies are adjusted to accommodate students' needs and ensure students understand well about the material.
2.	What are the characteristics of deaf students in your class in understanding English lessons?	The characteristics of students in understanding material are students with deaf and mute can answer question by writing or showing their understanding during the learning process in the class.
3.	What are the difficulties you face when teaching the Past Tense theme, especially for deaf students?	The difficulties faces are students with deaf and mute are different from regular student, they have their own mood for study, so they are just go to school if they want, easily to get bored and lack of motivation.
4.	What learning media do you usually use when teaching Past Tense? Is it effective?	Usually in classroom using LCD projector in class, using video from youtube that related with the material, but it's not effective because the deaf and mute student's need not always provided from the instructional video.
5.	In your opinion, will hybrid book learning media help in the learning process of deaf students? Why?	I think the hybrid book can help students during learning process, because in the hybrid book including translation in both sign language and Indonesian, students can also learning individually because the media is easy to use for students.

6.	What kind of features do you expect to be available in hybrid book media to make it easier for students to understand Past Tense?	The feature must be contain with translation in bahasa and sign language. include with illustration and audio for provide all students' needs.
7.	Are teachers and students able to access and use digital media well in your school?	Yes, both students or teacher can access and use digital media well because during learning activity teachers and students using some technology for provides learning activities, such as LDC, tab, etc.
8.	How do you evaluate deaf students' understanding of Past Tense material?	The evaluation for deaf and mute students are through their performance during lesson process, reading comprehension, arithmetic, writing, their ability to complete all task in the module.
9.	Are you willing to use and evaluate the hybrid book media that will be developed? Why?	Yes, because the hybrid book is easy to use and both students and teacher can access it very well during learning activities. The evaluation for the hybrid book can be contribute the improvement of the hybrid book.
10.	Do parents accompany their children when they learn English at home?	Most of the students' parents did not accompany their children at home, so the students must to study independently at home.

**INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES  
FOR TEACHER**

Name : Mrs. Niluh

Position : Homeroom Teacher

Date : 26/07/2024

No	Question	Answer
1.	What are the <i>KD</i> and learning indicators taught for the Past Tense theme in grade 6?	The learning indicators for teaching Past tense are students be able to understand how and when to use it, able to answer simple questions, able to arrange simple sentences same with the <i>KD</i> in the lesson plan.
2.	What are the characteristics of deaf students in your class in understanding English lessons?	The characteristics are difficult to know only through the observations or tasks. To know more teacher should to ask directly to the student or by evaluating their performance to know their understanding.
3.	What are the difficulties you face when teaching the Past Tense theme, especially for deaf students?	The difficulties faces are the number of learning media that can use in the class, the limitation can increase students boredom during teaching and learning process.
4.	What learning media do you usually use when teaching Past Tense? Is it effective?	The school provide text book, LED projector, tab for students, also there are laptop and speaker. Usually using instructional videos from youtube, but it's not too effective, especially for deaf and mute students.
5.	In your opinion, will hybrid book learning media help in the learning process of deaf students? Why?	yes, because this hybrid book including some features that can fulfil students' needs especially deaf and mute students. The visual of the hybrid book maybe will attract students' interest in study english well.

6.	What kind of features do you expect to be available in hybrid book media to make it easier for students to understand Past Tense?	The hybrid book must including Indonesian translation, sign language translation, audio, visual, and some pictures. Also include with some exercises to assess students understanding.
7.	Are teachers and students able to access and use digital media well in your school?	yes, students and teachers can use digital media because in the school, they are providing some facilities such as Wi-Fi, laptop, speakers, LCD projector, and tab for students, so they can use it well.
8.	How do you evaluate deaf students' understanding of Past Tense material?	For the evaluation students are evaluating based on the assessment in the lesson plan, through their performance and completion. For deaf and mute students, evaluation through reading comprehension, writing, and ability to answer.
9.	Are you willing to use and evaluate the hybrid book media that will be developed? Why?	yes, because the development of hybrid book can facilitate students' need more effectively. the use of the hybrid book also can simplify the teaching-learning activity. Then the evaluation can improve the quality of the hybrid book.
10.	Do parents accompany their children when they learn English at home?	Mostly parents of the students are busy, because mostly working all day as worker. so students cannot be accompany by their parents when they want to learn English at home.

**INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES  
FOR STUDENTS**

Name : Kadek Melati ( deaf and mute student )

Class : 6

Date : 26/08/2024

No	Question	Answer
1.	Have you ever learned about things that happened in the past (past tense)?	not yet.
2.	What do you find difficult when learning English?	To understand the meaning.
3.	Do you understand better using sign language or written Indonesian?	Better understand using sign language.
4.	How do you prefer to learn by watching videos, reading, hearing, or seeing images?	prefer visual animation, simple text, sign language video, visual content with illustration
5.	Have you ever used videos or books that talk or show moving pictures for learning?	usually study with video from Youtube, they are showing moving pictures and talk in video. student enjoy study with laptop.

6.	Would you like a book that includes videos, sound, pictures, and words?	Yes, student like a book include with video, pictures and words.
7.	Do sign language videos help you understand better when learning English?	Yes, student can understand better using sign language videos for learning English.
8.	Is it easier for you to learn English if there's Indonesian translation with it?	Yes, because it can help to understand more about the material.
9.	Even if you cannot hear, do you like when the book or video has someone speaking?	Yes, it will be interesting. But student will not understand.
10.	Would you like to study alone using a book with videos, pictures, and signs?	Yes, with quizzes included visual quizzes, matching tasks, drag-and-drop quiz. And includes with sign language also visual.

**INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES  
FOR STUDENTS**

Name : Pute Alamanda (deaf and mute student)

Class : 6

Date : 26/08/2024

No	Question	Answer
1.	Have you ever learned about things that happened in the past (past tense)?	Not yet.
2.	What do you find difficult when learning English?	difficult to understand teacher explanation, student need to look the explanation from the sign language interpreter teacher to understand.
3.	Do you understand better using sign language or written Indonesian?	Student understand better with sign language.
4.	How do you prefer to learn by watching videos, reading, hearing, or seeing images?	student like animated and colorful visual media or picture, and video
5.	Have you ever used videos or books that talk or show moving pictures for learning?	Yes, in the class usually study with video from Youtube. Student likes learn with LCD projector.

6.	Would you like a book that includes videos, sound, pictures, and words?	Yes, student likes stories in text, with image and sign language video translation.
7.	Do sign language videos help you understand better when learning English?	Yes, it can help student to understand better with sign language videos.
8.	Is it easier for you to learn English if there's Indonesian translation with it?	Yes, the Indonesian translation can help student to understand well about the material.
9.	Even if you cannot hear, do you like when the book or video has someone speaking?	Yes, but student will not understand.
10.	Would you like to study alone using a book with videos, pictures, and signs?	Yes, if it includes with interactive quizzes with visual. Also with sign language and visual content.

**INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES  
FOR STUDENTS**

Name : Made Agus

Class : 6

Date : 26 / 08 / 2024

No	Question	Answer
1.	Have you ever learned about things that happened in the past (past tense)?	Not yet.
2.	What do you find difficult when learning English?	Student find difficulty when learning English is about the material and listening.
3.	Do you understand better using sign language or written Indonesian?	Better understand using Indonesian translation.
4.	How do you prefer to learn by watching videos, reading, hearing, or seeing images?	prefer with responsive to both visual and audi formats for the media.
5.	Have you ever used videos or books that talk or show moving pictures for learning?	Yes, study with video. Student enjoy study with LDC projector.

6.	Would you like a book that includes videos, sound, pictures, and words?	Yes, student likes book with text, spoken and interactive content.
7.	Do sign language videos help you understand better when learning English?	No, but it can also increase student knowledge about ISL.
8.	Is it easier for you to learn English if there's Indonesian translation with it?	Yes, it easier to understand English well with Indonesian translation.
9.	Even if you cannot hear, do you like when the book or video has someone speaking?	Maybe.
10.	Would you like to study alone using a book with videos, pictures, and signs?	Yes, with written and oral quizzes, and it can be full accesses.

**INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES  
FOR STUDENTS**

Name : Komang Bagus

Class : 6

Date : 26/08/2024

No	Question	Answer
1.	Have you ever learned about things that happened in the past (past tense)?	Not yet.
2.	What do you find difficult when learning English?	The student find difficulties when learning English are not understanding the material, the meaning and bored in class.
3.	Do you understand better using sign language or written Indonesian?	The student understand better using Indonesian translation.
4.	How do you prefer to learn by watching videos, reading, hearing, or seeing images?	Student prefer visual and discussion for learning.
5.	Have you ever used videos or books that talk or show moving pictures for learning?	Yes, student ever used videos for learning in the class. Student interest study with laptop.

6.	Would you like a book that includes videos, sound, pictures, and words?	Yes, student likes collaborative content, with stories and simple example
7.	Do sign language videos help you understand better when learning English?	No, student prefer Indonesian translation.
8.	Is it easier for you to learn English if there's Indonesian translation with it?	Yes, it is easier to understand the material with Indonesian translation.
9.	Even if you cannot hear, do you like when the book or video has someone speaking?	Do not know.
10.	Would you like to study alone using a book with videos, pictures, and signs?	Yes, if it easy to access with some kind of quizzes such as written, digital and verbal task.

**INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES  
FOR STUDENTS**

Name : putu Lily

Class : 6

Date : 26/08/2024

No	Question	Answer
1.	Have you ever learned about things that happened in the past (past tense)?	Not yet.
2.	What do you find difficult when learning English?	Student difficult to understand explanation of the material in English and reading the material.
3.	Do you understand better using sign language or written Indonesian?	student understand better using Indonesian translation.
4.	How do you prefer to learn by watching videos, reading, hearing, or seeing images?	prefer contextual and creative content of learning media.
5.	Have you ever used videos or books that talk or show moving pictures for learning?	Yes, study with video from Youtube. Student enjoy study with mobile phone / tab.

6.	Would you like a book that includes videos, sound, pictures, and words?	Yes, student likes book with stories and visual illustration.
7.	Do sign language videos help you understand better when learning English?	No, student understand better when learning English with Indonesian translation.
8.	Is it easier for you to learn English if there's Indonesian translation with it?	Yes, it is easier with Indonesian translation.
9.	Even if you cannot hear, do you like when the book or video has someone speaking?	Student not sure.
10.	Would you like to study alone using a book with videos, pictures, and signs?	Yes if it also includes with quizzes in any formats.

**INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES  
FOR STUDENTS**

Name : putu kenanga

Class : 6

Date : 26/08/2024

No	Question	Answer
1.	Have you ever learned about things that happened in the past (past tense)?	Not yet.
2.	What do you find difficult when learning English?	Difficult to understand the material explain by the teacher
3.	Do you understand better using sign language or written Indonesian?	Student understand better using Indonesian translation.
4.	How do you prefer to learn by watching videos, reading, hearing, or seeing images?	Student prefer media written with clear structure.
5.	Have you ever used videos or books that talk or show moving pictures for learning?	Yes, sometimes study with interactive video from Youtube. student likes to study with LDC projector

6.	Would you like a book that includes videos, sound, pictures, and words?	Yes, student likes book with visual and audio.
7.	Do sign language videos help you understand better when learning English?	Not really, because student more understand Indonesian.
8.	Is it easier for you to learn English if there's Indonesian translation with it?	Yes, student understand well the material if it includes with Indonesian translation.
9.	Even if you cannot hear, do you like when the book or video has someone speaking?	Student do not know.
10.	Would you like to study alone using a book with videos, pictures, and signs?	Yes, if the book easy to access and includes with group or individual quizzes.

**INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES  
FOR STUDENTS**

Name : Ketut Mawar

Class : 6

Date : 26/08/2024

No	Question	Answer
1.	Have you ever learned about things that happened in the past (past tense)?	Not yet.
2.	What do you find difficult when learning English?	Student face difficulties with the learning media, very limited media provided.
3.	Do you understand better using sign language or written Indonesian?	Student understand better using Indonesian translation.
4.	How do you prefer to learn by watching videos, reading, hearing, or seeing images?	Student prefer creative media and visual-based learning.
5.	Have you ever used videos or books that talk or show moving pictures for learning?	Yes, learning with videos from Youtube. Student enjoy study with tab.

6.	Would you like a book that includes videos, sound, pictures, and words?	Student likes multimedia presentations , and comic strip.
7.	Do sign language videos help you understand better when learning English?	Not really, because the student understand more Indonesia translation.
8.	Is it easier for you to learn English if there's Indonesian translation with it?	Yes, it easier to understand the material using Indonesian translation.
9.	Even if you cannot hear, do you like when the book or video has someone speaking?	student do not know.
10.	Would you like to study alone using a book with videos, pictures, and signs?	Yes, if the book includes with game based or story-based quizzes.

**INTERVIEW GUIDE FOR NEED ANALYSIS PURPOSES  
FOR STUDENTS**

Name : Made Anggrek

Class : 6

Date : 26/08/2024

No	Question	Answer
1.	Have you ever learned about things that happened in the past (past tense)?	Not yet.
2.	What do you find difficult when learning English?	Student find difficult in speaking because of the pronunciation.
3.	Do you understand better using sign language or written Indonesian?	Student understand better study using Indonesian translation.
4.	How do you prefer to learn by watching videos, reading, hearing, or seeing images?	Students prefer with clear and simple visual in the learning media.
5.	Have you ever used videos or books that talk or show moving pictures for learning?	Yes, study using videos through Youtube. student enjoy study with laptop.

6.	Would you like a book that includes videos, sound, pictures, and words?	Yes, student likes book with pictures and some explanation.
7.	Do sign language videos help you understand better when learning English?	Not really because student prefer Indonesian translation for English learning.
8.	Is it easier for you to learn English if there's Indonesian translation with it?	Yes, for the student English learning more easier to understand if there are Indonesian translation.
9.	Even if you cannot hear, do you like when the book or video has someone speaking?	Student not sure, but it is okay because not only deaf and mute students who will learn with the hybrid book.
10.	Would you like to study alone using a book with videos, pictures, and signs?	Yes, but if it includes with structured quizzes formats.

**PRACTICALITY QUESTIONNAIRE OF HYBRID BOOK  
IMPLEMENTATION FOR TEACHER**

Name : Mrs. Niluh

Position : Homeroom Teacher

Date : 11/12/2024

**Instructions**

- Please read each statement carefully.
- Put a check mark (✓) in one box only for each statement.
- Choose the answer that best represents your opinion based on your experience using the hybrid book.
- There are no right or wrong answers.
- Please complete all statements.

**Response Scale**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statement	1	2	3	4	5
1.	The hybrid book is easy to use by students, including those with special needs.					✓
2.	The instructions in the hybrid book are clear and understandable.					✓
3.	The Indonesian translation helps students understand the English material better.					✓
4.	The sign language video features support students with hearing disabilities in understanding the lesson.					✓
5.	The audio narration helps reinforce the English pronunciation.					✓

6.	The visual elements (images/illustrations) in the hybrid book support content understanding.				✓	
7.	The hybrid book can be integrated into classroom activities without difficulty.					✓
8.	The hybrid book encourages student motivation and engagement.				✓	
9.	The hybrid book supports independent learning for students.					✓
10.	Overall, the hybrid book is practical and appropriate for inclusive classroom learning.				✓	

**PRACTICALITY QUESTIONNAIRE OF HYBRID BOOK  
IMPLEMENTATION FOR TEACHER**

Name : Mr. Made

Position : Sign Language Interpreter Teacher

Date : 11/12/2024

**Instructions**

- Please read each statement carefully.
- Put a check mark (✓) in one box only for each statement.
- Choose the answer that best represents your opinion based on your experience using the hybrid book.
- There are no right or wrong answers.
- Please complete all statements.

**Response Scale**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statement	1	2	3	4	5
1.	The hybrid book is easy to use by students, including those with special needs.					✓
2.	The instructions in the hybrid book are clear and understandable.					✓
3.	The Indonesian translation helps students understand the English material better.					✓
4.	The sign language video features support students with hearing disabilities in understanding the lesson.				✓	
5.	The audio narration helps reinforce the English pronunciation.					✓

6.	The visual elements (images/illustrations) in the hybrid book support content understanding.				✓	
7.	The hybrid book can be integrated into classroom activities without difficulty.					✓
8.	The hybrid book encourages student motivation and engagement.				✓	
9.	The hybrid book supports independent learning for students.					✓
10.	Overall, the hybrid book is practical and appropriate for inclusive classroom learning.				✓	

**PRACTICALITY QUESTIONNAIRE OF THE HYBRID BOOK  
FOR STUDENTS**

Name : Kadek Melati

Class : 6

Date : 11 / 12 / 2021

**Instructions**

- Read each statement carefully, there are no right or wrong answers.
- Choose and put a checklist (✓) in the answer that best shows your opinion.
- Please answer all statements.

**Response Scale**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statement	1	2	3	4	5
1.	The hybrid book is easy to use.					✓
2.	The hybrid book helps me learn about Past Tense more easily.				✓	
3.	The Indonesian translation helps me understand the English material.				✓	
4.	The sign language video makes it easier to understand the content.					✓
5.	The audio narration is clear and easy to follow.			✓		
6.	The pictures in the book help me understand the meaning of English sentences.					✓
7.	The book is fun and interesting to use.					✓

8.	I can use this book independently without needing help.				✓	
9.	The book is appropriate and accessible for deaf and mute students like me.				✓	
10	Overall, I think this hybrid book is practical and useful for learning Past Tense.					✓

**PRACTICALITY QUESTIONNAIRE OF THE HYBRID BOOK  
FOR STUDENTS**

Name : Puhu Alamanda

Class : 6

Date : 11/12/2024

**Instructions**

- Read each statement carefully, there are no right or wrong answers.
- Choose and put a checklist (✓) in the answer that best shows your opinion.
- Please answer all statements.

**Response Scale**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statement	1	2	3	4	5
1.	The hybrid book is easy to use.					✓
2.	The hybrid book helps me learn about Past Tense more easily.					✓
3.	The Indonesian translation helps me understand the English material.					✓
4.	The sign language video makes it easier to understand the content.					✓
5.	The audio narration is clear and easy to follow.			✓		
6.	The pictures in the book help me understand the meaning of English sentences.				✓	
7.	The book is fun and interesting to use.					✓

8.	I can use this book independently without needing help.				✓	
9.	The book is appropriate and accessible for deaf and mute students like me.					✓
10	Overall, I think this hybrid book is practical and useful for learning Past Tense.					✓

**PRACTICALITY QUESTIONNAIRE OF THE HYBRID BOOK  
FOR STUDENTS**

Name : Ketut Mawar

Class : C

Date : 11/12/2024

**Instructions**

- Read each statement carefully, there are no right or wrong answers.
- Choose and put a checklist (✓) in the answer that best shows your opinion.
- Please answer all statements.

**Response Scale**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statement	1	2	3	4	5
1.	The hybrid book is easy to use.				✓	
2.	The hybrid book helps me learn about Past Tense more easily.				✓	
3.	The Indonesian translation helps me understand the English material.					✓
4.	The sign language video makes it easier to understand the content.				✓	
5.	The audio narration is clear and easy to follow.					✓
6.	The pictures in the book help me understand the meaning of English sentences.					✓
7.	The book is fun and interesting to use.					✓

8.	I can use this book independently without needing help.					✓
9.	The book is appropriate and accessible for deaf and mute students like me.				✓	
10	Overall, I think this hybrid book is practical and useful for learning Past Tense.					✓

**PRACTICALITY QUESTIONNAIRE OF THE HYBRID BOOK  
FOR STUDENTS**

Name : *Made Anggrek*

Class : *6*

Date : *11 / 19 / 2024*

**Instructions**

- Read each statement carefully, there are no right or wrong answers.
- Choose and put a checklist (✓) in the answer that best shows your opinion.
- Please answer all statements.

**Response Scale**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statement	1	2	3	4	5
1.	The hybrid book is easy to use.					✓
2.	The hybrid book helps me learn about Past Tense more easily.					✓
3.	The Indonesian translation helps me understand the English material.					✓
4.	The sign language video makes it easier to understand the content.				✓	
5.	The audio narration is clear and easy to follow.					✓
6.	The pictures in the book help me understand the meaning of English sentences.				✓	
7.	The book is fun and interesting to use.					✓

8.	I can use this book independently without needing help.				✓	
9.	The book is appropriate and accessible for deaf and mute students like me.				✓	
10	Overall, I think this hybrid book is practical and useful for learning Past Tense.					✓

**PRACTICALITY QUESTIONNAIRE OF THE HYBRID BOOK  
FOR STUDENTS**

Name : *Puhu Kenanga*

Class : *6*

Date : *11/12/2024*

**Instructions**

- Read each statement carefully, there are no right or wrong answers.
- Choose and put a checklist (✓) in the answer that best shows your opinion.
- Please answer all statements.

**Response Scale**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statement	1	2	3	4	5
1.	The hybrid book is easy to use.					✓
2.	The hybrid book helps me learn about Past Tense more easily.					✓
3.	The Indonesian translation helps me understand the English material.					✓
4.	The sign language video makes it easier to understand the content.				✓	
5.	The audio narration is clear and easy to follow.				✓	
6.	The pictures in the book help me understand the meaning of English sentences.					✓
7.	The book is fun and interesting to use.					✓

8.	I can use this book independently without needing help.				✓	
9.	The book is appropriate and accessible for deaf and mute students like me.				✓	
10	Overall, I think this hybrid book is practical and useful for learning Past Tense.					✓

**PRACTICALITY QUESTIONNAIRE OF THE HYBRID BOOK  
FOR STUDENTS**

Name : Puhu Lily

Class : 6

Date : 11/12/2024

**Instructions**

- Read each statement carefully, there are no right or wrong answers.
- Choose and put a checklist (✓) in the answer that best shows your opinion.
- Please answer all statements.

**Response Scale**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statement	1	2	3	4	5
1.	The hybrid book is easy to use.					✓
2.	The hybrid book helps me learn about Past Tense more easily.				✓	
3.	The Indonesian translation helps me understand the English material.					✓
4.	The sign language video makes it easier to understand the content.				✓	
5.	The audio narration is clear and easy to follow.					✓
6.	The pictures in the book help me understand the meaning of English sentences.				✓	
7.	The book is fun and interesting to use.					✓

8.	I can use this book independently without needing help.					✓
9.	The book is appropriate and accessible for deaf and mute students like me.				✓	
10	Overall, I think this hybrid book is practical and useful for learning Past Tense.					✓

**PRACTICALITY QUESTIONNAIRE OF THE HYBRID BOOK  
FOR STUDENTS**

Name : *Made Agus*

Class : *6*

Date : *11/12/2024*

**Instructions**

- Read each statement carefully, there are no right or wrong answers.
- Choose and put a checklist (✓) in the answer that best shows your opinion.
- Please answer all statements.

**Response Scale**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statement	1	2	3	4	5
1.	The hybrid book is easy to use.				✓	
2.	The hybrid book helps me learn about Past Tense more easily.				✓	
3.	The Indonesian translation helps me understand the English material.					✓
4.	The sign language video makes it easier to understand the content.				✓	
5.	The audio narration is clear and easy to follow.				✓	
6.	The pictures in the book help me understand the meaning of English sentences.				✓	
7.	The book is fun and interesting to use.					✓

8.	I can use this book independently without needing help.					✓
9.	The book is appropriate and accessible for deaf and mute students like me.				✓	
10	Overall, I think this hybrid book is practical and useful for learning Past Tense.					✓

**PRACTICALITY QUESTIONNAIRE OF THE HYBRID BOOK  
FOR STUDENTS**

Name : *Komang Bagus*

Class : *6*

Date : *11/12/2024*

**Instructions**

- Read each statement carefully, there are no right or wrong answers.
- Choose and put a checklist (✓) in the answer that best shows your opinion.
- Please answer all statements.

**Response Scale**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statement	1	2	3	4	5
1.	The hybrid book is easy to use.				✓	
2.	The hybrid book helps me learn about Past Tense more easily.				✓	
3.	The Indonesian translation helps me understand the English material.					✓
4.	The sign language video makes it easier to understand the content.				✓	
5.	The audio narration is clear and easy to follow.				✓	
6.	The pictures in the book help me understand the meaning of English sentences.				✓	
7.	The book is fun and interesting to use.				✓	

8.	I can use this book independently without needing help.				✓	
9.	The book is appropriate and accessible for deaf and mute students like me.				✓	
10	Overall, I think this hybrid book is practical and useful for learning Past Tense.					✓