



APPENDICES

Appendix 1. Research Permission Letter



**KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI**
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A. Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

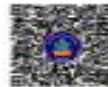
Nomor : 176 /UN48.7.1/ TA.00.03/2026 22 Januari 2026
Lampiran : 1 (satu) gabung
Hal : Permohonan Izin Penelitian

Yth.
Kepala SD Negeri 1 Banyuwari
di Singaraja

Dalam rangka penyelesaian Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa terlampir untuk mengumpulkan data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Demikian kami sampaikan permohonan ini, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Terselamatkan :
1. Dekan FBS Undiksha Singaraja
2. Koordinator Pendidikan Bahasa Inggris
3. Sub Bagian Akademik FBS



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini tertera di belakangnya nomor elektronik menggunakan sertifikat elektronik yang diterbitkan BSSN. Surat ini dapat dibuktikan keabsahannya dengan menggunakan qr code yang telah tersedia

Appendix 2. Research Permission Response Letter



SURAT KETERANGAN
NO. 423.1 / 38/Ket /II/ 2026

Yang bertanda tangan dibawah ini , Kepala Sekolah Dasar Negeri 1 Banyuasri
Menerangkan dengan sebenarnya, bahwa Mahasiswa yang tercantum dibawah ini :

Nama	: I Made Bhanu Aditya Parameswara
NIM	: 2212021095
Jurusan	: Pendidikan Bahasa Inggris

Memang benar nama tersebut diatas telah melaksanakan Penelitian dengan judul
Investigating The Effect Of Differentiated English Materials On Fifth-Grade Students' English
Listening Comprehension di SD Negeri 1 Banyuasri.

Demikian surat keterangan ini saya buat untuk dapat dipergunakan sebagaimana
mestinya.

Singaraja, 24 Februari 2026
Kepala SD Negeri 1 Banyuasri


Pande ESde Ayu Sudarmilingsih, S.Pd., MPd
NIP. 19750734 199803 2 005

Appendix 3. Blueprint Rubrics Assessment

Dimensi Listening (Vandergrift & Goh, 2012)	Capaian Pembelajaran (Kurikulum Merdeka)	Indikator Pencapaian Kompetensi	Bentuk Soal	Jumlah Butir	Bobot	Keterangan
Perception (Mengenali bunyi, kata, intonasi)	Memahami ungkapan, instruksi, dan informasi lisan sederhana dalam teks multimodal	- Mengidentifikasi kata kunci dalam audio- Membedakan bunyi kata yang mirip (<i>ship</i> vs <i>sheep</i>)- Mengenali intonasi pertanyaan dan pernyataan	Pilihan ganda bergambar, <i>matching</i> audio-gambar	4	20 %	Menggunakan audio dengan kecepatan normal anak usia SD, durasi < 1 menit
Parsing (Mengelompokkan dan memahami struktur)	Memahami informasi rinci dan urutan kejadian dari teks lisan sederhana	- Menentukan urutan peristiwa dari audio- Memahami hubungan antar kalimat-	Pilihan ganda, <i>sequencing</i> gambar, melengkapi tabel	4	35 %	Audio berupa cerita pendek atau dialog dengan kosakata tema

		Mengelompokkan informasi sesuai kategori	informasi			kurikulum
Utilization (Menggunakan makna untuk pemahaman keseluruhan)	Menginterpretasi pesan, makna implisit, dan tujuan pembicara dalam teks lisan sederhana	- Menyimpulkan topik utama- Menentukan tujuan komunikasi- Mengaitkan informasi dengan pengetahuan sebelumnya	Pilihan ganda, isian singkat, <i>true/false</i> berdasar inferensi	4	45 %	Audio mengandung unsur konteks budaya dan kehidupan sehari-hari siswa

Appendix 4. Learning Module Experimental Group

GENERAL INFORMATION	
A. Modul Profile	
Name	: I Made Bhanu Aditya Parameswara
Institutions	: SD Negeri 1 Banyuasri
Academic Year	: 2026
School Level	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class	: Phase C/5
Unit 1	: Parts of Body : Listening-Speaking

Learning Outcomes	At the end of Phase C, students understand frequently used adjectives related to physical appearance through listening activities. Students are able to respond to simple oral texts and audio instructions related in daily contexts.
Time Allocation	: 2 JP (2 x 35 minutes) / 2 meetings
B. Competence	
- Students able to mention the functions of body parts. C1- Remember. - Students able to express the benefits of the function of body parts in daily life. C2- Understand. - Students able to write a short text related to the function of body parts based on examples (in the form of pictures, videos or writing) given by the teacher. C4-Analyze.	
C. Pancasila Students Profile	
- Independent - Creative - Faithful and devoted to God Almighty.	
D. Learning Media and Teaching Tools	
- Media: Speakers, projectors, learning videos, audio, text, picture. - Teaching Tools: Whiteboard, marker, worksheet (LKPD)	
E. Target Students	
Regular learners with learning style differentiation (VARK)	
F. Number of Students	
31 Students	
G. Model of Learning	
Model: Problem-Based Learning	
Strategy: Content Differentiation (based on VARK)	
CORE INFORMATION	
A. Objective	
Learning Objective :	
Students able to mention the functions of body parts. C1- Remember.	

2. Students able to express the benefits of the function of body parts in daily life. C2- Understand.
3. Students able to write a short text related to the function of body parts based on examples (in the form of pictures, videos or writing) given by the teacher. C4-Analyze.

Indicator :

1. Remembering the functions of body parts
2. Understanding the benefits of body part function
3. Analyze the function of body parts

B. Meaningful Understanding

Human body parts have different functions and work together to support daily activities. By listening to explanations, songs, and audio about the functions of body parts, students can understand that each part of the body has an important role that must be maintained in order to be used optimally in daily life.

C. Leading Question

1. What body parts do you hear in the audio?
2. What can we do with our eyes, ears, hands, and legs?
3. Why should we take care of our body parts?

D. Activities of Learning

❖ Meeting 1

A. Introducing Activity (10 minutes)

Stages	Teacher Orders
Opening	1. The teacher gives greetings, prayers, and checks the presence of students. 2. The teacher conveys the learning objectives. 3. The teacher asks the lighter question orally related to body parts. 4. The teacher explained that students will learn through audio.

B. Main Activity		
Syntax	Teacher and Students Activity	Time
Orientation of the Problem	1. The teacher plays audio about the body parts. 2. The teacher shows a picture of the body part as a support. 3. The teacher asks the lighter question orally: “Please listen carefully. What body parts do you hear in the audio?”	5 minutes
Organizing Student Learning	1. The teacher divides the students into small groups (3–4 people). 2. The teacher plays back the audio about the functions of body parts. 3. Aural learners: Focus on listening and understanding the functions of the body parts of the audio. 4. Visual learners: Connecting images with the functions of body parts. 5. Read/Write learners: Write keywords from audio. 6. Kinesthetic learners: Imitating movements or body functions.	5 minutes
Guiding Individual and Group Discussion	1. The teacher gives verbal instructions related to group assignments. 2. Students discuss the functions and benefits of body parts based on audio.	15 minutes

	3. Aural learners: Convey the results of the discussion orally. 4. Visual learners: Shows supporting images. 5. Read/Write learners: Compose simple sentences about the functions of body parts. 6. Kinesthetic learners: Practice the functions of body parts in daily activities.	
Developing and Presenting Solution	1. Each group presented the results of the discussion. 2. Aural learners: Listening to other group presentations. 3. Visual learners: Shows pictures during presentations. 4. Read/Write learners: Read short texts that have been written. 5. Kinesthetic learners: Demonstrate the functions of body parts.	20 minutes
Assessing the Process Used to Resolve the Problem	1. The teacher gives verbal feedback. 2. The teacher reaffirms the function of each part of the body.	5 minutes
C. Post Activity		
Stages	Teacher and Students Activity	Time
Closing and Praying	1. Reflection on what was learned today.	10 minutes

	2. The teacher gave appreciation. 3. Pray together	
❖ Meet 2		
A. Introducing Activity (10 minutes)		
Stages	Teacher Orders	
Opening	1. Review the material through oral Q&A. 2. The teacher plays back the audio clip as a reminder.	
B. Main Activity		
Syntaxs	Teacher and Students Activity	Time
Orientation of the Problem	1. The teacher plays a song about body parts and their functions	5 minutes
Organizing Student Learning	1. Students write a simple short text about the function of one part of the body based on the audio heard.	5 minutes
Guiding Individual and Group Discussion	1. The teacher gives verbal instructions related to group assignments. 2. Students discuss the functions and benefits of body parts based on audio.	15 minutes
Developing and Presenting Solution	1. Several students read the results of their writing. 2. Other students listened and gave simple responses.	20 minutes
Assessing the Process Used to Resolve the Problem	1. The teacher gives verbal feedback.	5 minutes

	2. The teacher reaffirms the function of each part of the body.				
C. Post Activity					
Stages	Teacher and Students Activity	Time			
Closing and Praying	1. Reflection on what was learned today. 2. The teacher gave appreciation. 3. Pray together	10 minutes			
E. Assessment					
a. Attitude Assessment					
No	Student Name	Active Listening	Cooperation	Responsibility	Confidence
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2					
3					
...					
b. Knowledge Assessment					
No	Indicator	Description			
1	Mentioning body parts based on audio	Students can correctly mention body parts heard in the audio			
2	Understanding body parts function	Students can explain the function of body parts orally			

3	Responding to oral questions	Students respond appropriately to teacher’s questions
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c. Skills Assessment

No	Student Name	Listening Accuracy	Oral Presentation
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2			
3			
...			

d. Assessment Alignment with PBL Syntax

PBL Syntax	Assessment Focus	Description
Orientation of the Problem	Listening comprehension	Students identify body parts from audio
Organizing Student Learning	Collaboration	Students work cooperatively in groups
Guiding Discussion	Oral communication	Students explain body functions verbally
Developing Solution	Writing skill	Students write a simple text
Analyzing & Evaluating	Reflection	Students reflect on their learning

F. Appendix

PLEASE SCAN BARCODE AND LISTEN THE AUDIO ABOUT BODY PARTS!

<https://drive.google.com/file/d/1EccQUxsgTQgGelineQe4ID/view?usp=sharing>



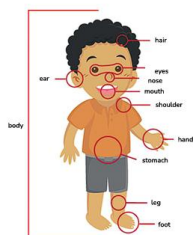
TEACHER INSTRUCTION:
The teacher can give this audio to students and then students say what they heard in the audio

LOOK AT THE PICTURE BELOW AND FILL IN THE BLANKS WITH CORRECT WORDS!



Keywords:

1. Arm
2. Back
3. Finger
4. Leg
5. Foot
6. Hand
7. Knee
8. Elbow
9. Nose
10. Shoulder



G. Reflections of Students and Teachers

A. Students Reflection

Saya Senang			
1. Mendapatkan teman baru			
2. Melakukan pembelajaran kelompok			
3. Mempelajari bagian tubuh dalam Bahasa Inggris			
Saya Bisa			
1. Menyebutkan bagian tubuh dan fungsinya dalam Bahasa Inggris			
2. Menyebutkan bagian tubuh dengan benar			

B. Teacher Reflection

1. What responses and levels of engagement did the students demonstrate during the learning activities in this unit?
2. Which challenges were encountered throughout the implementation of the instructional activities?

3. How effectively did the learning activities support the achievement of the intended learning outcomes? 4. What important points should be considered when addressing the learning challenges encountered in this unit? 5. What single word or statement best characterizes the learning outcomes achieved in this unit?
H. Glossary
- Body parts: Bagian tubuh - Function: Fungsi - Listen: Mendengarkan - Audio: Suara/rekaman
I. References
Ariani, P. M. M., Mahayanti, N. W. S., & Budiarta, L. G. R. (2023). Aural E-Book of Differentiated English Learning Material for Fifth Grade Primary School. Kemdikbudristek. (2022). Capaian Pembelajaran Bahasa Inggris Fase C.

WEEK 2

GENERAL INFORMATION	
H. Modul Identity	
Name;	: I Made Bhanu Aditya Parameswara
Institutions;	: SD Negeri 1 Banyuasri
Academic Year;	: 2026
School Level;	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class;	: C/5
Unit 2	: How Tall Are You? “how to know adjective”
Learnings	: Membaca-Memirsa
Outcomes	At the end of Phase C, students understand frequently used adjectives related to physical appearance through listening

activities. Students are able to respond to simple oral texts and audio instructions related to adjectives in daily contexts. : 2 JP (2 x 35 minutes) / 2 meetings
I. Initial Competence
1. Students are able to recognize adjective vocabulary (tall, short, big, small) through audio (C1 – Remembering). 2. Students are able to understand the meaning of adjectives based on oral context (C2 – Understanding). 3. Students are able to respond to simple oral questions using adjectives (C3 – Applying).
J. Pancasila Students Profile
1. Independent 2. Creative 3. Faithful and devoted to God Almighty.
K. Media and Teaching Tools
1. Media: Audio recordings, speakers, simple dialogues, pictures 2. The Tools: Whiteboard, marker, worksheet (LKPD)
L. Target Students
Regular learners with learning style differentiation (VARK)
M. Number of Students
31 Peserta Didik
N. Learning Model
Model: Problem-Based Learning Strategy: Content Differentiation (based on VARK)
CORE INFORMATION
J. The Objective of Learning Activities
Learning Objective: 1. Students are able to identify adjectives from the audio they are listening to. 2. Students are able to understand the meaning of adjectives through simple conversations. 3. Students are able to respond to verbal questions using the right adjectives.

Indicator :								
1. Identifying adjectives from audio 2. Understanding the meaning of adjectives 3. Respond appropriately to verbal questions								
K. Meaningful Understanding								
Adjectives help us describe people and objects around us. By listening carefully to spoken texts and conversations, students can understand how adjectives are used to describe physical appearance in daily life.								
L. Leading Question								
1. What words do you hear to describe people? 2. Who is tall or short in the audio? 3. How do we describe our friends?								
M. Activities								
❖ Meeting 1								
D. Introducing Activity (10 minutes)								
<table><tr><th>Stages</th><th>Teacher Orders</th></tr><tr><td>Opening</td><td> 1. The teacher gives greetings, prayers, and checks the presence of students. 2. The teacher conveys the learning objectives. 3. The teacher explained that students will learn through audio. </td></tr></table>			Stages	Teacher Orders	Opening	1. The teacher gives greetings, prayers, and checks the presence of students. 2. The teacher conveys the learning objectives. 3. The teacher explained that students will learn through audio.		
Stages	Teacher Orders							
Opening	1. The teacher gives greetings, prayers, and checks the presence of students. 2. The teacher conveys the learning objectives. 3. The teacher explained that students will learn through audio.							
E. Main Activity								
<table><tr><th>Syntax</th><th>Teacher and Students Activity</th><th>Time</th></tr><tr><td>Orientation of the Problem</td><td> 1. The teacher plays a simple dialogue audio about height. 2. The teacher asks oral questions: “Listen carefully. Who is tall? Who is short?” </td><td>5 minutes</td></tr></table>			Syntax	Teacher and Students Activity	Time	Orientation of the Problem	1. The teacher plays a simple dialogue audio about height. 2. The teacher asks oral questions: “Listen carefully. Who is tall? Who is short?”	5 minutes
Syntax	Teacher and Students Activity	Time						
Orientation of the Problem	1. The teacher plays a simple dialogue audio about height. 2. The teacher asks oral questions: “Listen carefully. Who is tall? Who is short?”	5 minutes						

	3. Students listen without looking at the text.	
Organizing Student Learning	1. The teacher divides the students into small groups. 2. The teacher plays back the audio with a pause. 3. Aural learners: Focus on sound and intonation. 4. Visual learners: Observe images of tall and short people. 5. Read/Write learners: Write down the adjectives heard. 6. Kinesthetic learners: Comparing height with friends.	5 minutes
Guiding Individual and Group Discussion	1. The teacher guides the discussion on the meaning of the adjective. 2. Students discuss answers based on audio.	15 minutes
Developing and Presenting Solution	1. Each group mentioned an adjective they heard. 2. Students respond to the teacher's oral questions.	20 minutes
Reflecting on the Problem-Resolution Process	1. The teacher provides clarification and reinforcement of adjective vocabulary. 2. Students conclude oral learning.	5 minutes
F. Post-Activity		
Stages	Teacher and Students Activity	Time
Ending and Praying	1. Reflection on what was learned today.	10 minutes

	2. The teacher gave appreciation. 3. Pray together	
❖ Meeting 2		
D. Introducing Activity (10 minutes)		
Stages	Teacher Orders	
Opening	3. Review the material through oral Q&A. 4. The teacher plays back the audio clip as a reminder.	
E. Main Activity		
Syntax	Teacher and Students Activity	Time
Orientation of the Problem	1. The teacher plays the audio description of the person using the adjective. 2. Learners listen to and identify adjectives.	5 minutes
Organizing Student Learning	1. The teacher gave an example of a verbal response. 2. Students listen and imitate.	5 minutes
Guiding Individual and Group Discussion	1. Students answer oral questions such as: “Who is tall?” “Is he short?”	15 minutes
Developing and Presenting Solution	1. Students practice simple dialogues in pairs. 2. Fokus pada listening and speaking response.	20 minutes
Reflecting on the Problem-Resolution Process	1. The teacher gives verbal feedback.	5 minutes

	2. The teacher reaffirms the function of each part of the body.				
F. Post Activity					
Stages	Teacher and Students Activity	Time			
Closing and Praying	1. Reflection on what was learned today. 2. The teacher gave appreciation. 3. Pray together	10 minutes			
N. Assessment					
e. Attitude Assessment					
No	Student Name	Active Listening	Cooperation	Responsibility	Confidence
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2					
3					
...					
f. Knowledge Assessment					
No	Indicator		Description		
1	Mentioning an adjective based on audio		Students can correctly mention the adjective heard in the audio		
2	Understanding adjective		Students can explain the adjective orally		

3	Responding to oral questions	Students respond appropriately to the teacher’s questions
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g. Skills Assessment

No	Student Name	Listening Accuracy	Oral Presentation
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2			
3			
...			

h. Assessment Alignment with PBL Syntax

PBL Syntax	Assessment Focus	Description
Orientation of the Problem	Listening comprehension	Students identify an adjective from audio
Organizing Student Learning	Collaboration	Students work cooperatively in groups
Guiding Discussion	Oral communication	Students explain the adjective verbally
Developing Solution	Writing skill	Students write a simple text
Analyzing & Evaluating	Reflection	Students reflect on their learning

O. Appendix

ACTIVITY 2 AURAL LEARNERS

LET'S TO LISTEN THE AUDIO ABOUT ADJECTIVE!



https://drive.google.com/file/d/1Jc8ozNmIGn88tU5du1CPV_eBw8BRI/view?usp=sharing

TEACHER INSTRUCTION:
The teacher can scan barcode and give to students listen the audio!

ACTIVITY 3 READ-WRITE LEARNERS

• PLEASE, CHOOSE THE CORRECT ADJECTIVES IN THE BOX!

• AFTER THAT PLEASE ANSWER THE QUESTION BELOW!

OLD

FAST

STRIPED

SOFT

COLD

RED

HOT

BRIGHT

BEAUTIFUL

STICKY

TEACHER INSTRUCTION:
The teacher can scan barcode and copy the question about activity's students above!



P. Reflections of Students and Teachers

C. Students Reflection

Saya Senang	😞	😐	😊
1. Mendapatkan teman baru			
2. Melakukan pembelajaran kelompok			
3. Mempelajari adjektif dalam Bahasa Inggris			
Saya Bisa	😞	😐	😊
1. Menyebutkan adjektif dalam Bahasa Inggris			
2. Menyebutkan adjektif dengan benar			

D. Reflection to Teacher

1. How did the students respond to the learning activities throughout this unit?
2. What difficulties or challenges emerged during the implementation of the learning activities?

3. To what extent were the intended learning objectives achieved by the students? 4. What key considerations should be noted when addressing the learning difficulties identified in this unit? 5. What word or statement best represents the overall learning experience and achievement in this unit?
Q. Glossary
- Tall: Tinggi - Short: Pendek - Big: Besar - Small: Kecil
R. References
Ariani, P. M. M., Mahayanti, N. W. S., & Budiarta, L. G. R. (2023). Aural E-Book of Differentiated English Learning Material for Fifth Grade Primary School. Kemdikbudristek. (2022). Capaian Pembelajaran Bahasa Inggris Fase C.

WEEK 3

GENERAL INFORMATION	
A. Identity	
Name	: I Made Bhanu Aditya Parameswara
Institutions	: SD Negeri 1 Banyuasri
Academic Year	: 2026
School Level	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class	: C/5
Unit 2	: The Giraffe Is Taller Than the Deer “Comparative
Learning	Adjectives”
Outcomes	: Listening – Speaking

Time Allocation	At the end of Phase C, students understand frequently used adjectives related to physical appearance through listening activities. Students are able to respond to simple oral texts and audio instructions related in daily contexts. : 2 JP (2 x 35 minutes) / 2 meetings
B. Initial of Competence	
	1. Students are able to recognize comparative adjectives through audio (C1 – Remembering). 2. Students are able to understand the meaning of comparison based on oral context (C2 – Understanding). 3. Students are able to respond to a simple verbal comparison (C3 – Applying).
C. Pancasila Students Profile	
	1. Independent 2. Creative 3. Faithful and devoted to God Almighty.
D. Learning Media and Tools	
	3. Media: Audio recordings, speakers, simple dialogues, pictures 4. The Tools: Whiteboard, marker, worksheet (LKPD)
E. Target Students	
	Regular learners with learning style differentiation (VARK)
F. Number of Students	
	31 Peserta Didik
G. Learning Model	
	Model: Problem-Based Learning Strategy: Content Differentiation (based on VARK)
CORE INFORMATION	
H. Objective of Learning Activities	
	Learning Objective : 1. Students are able to identify comparative adjectives from audio. 2. Students are able to understand the meaning of simple comparisons.

3. Students are able to respond to oral questions using comparative adjectives.								
Indicator :								
1. Identifying comparative adjectives from audio 2. Understanding the meaning of comparison (–er / more) 3. Respond appropriately to verbal comparisons								
I. Meaningful Understanding								
Comparative adjectives help us compare people, animals, and objects around us. By listening carefully to spoken texts, students can understand how comparisons are used to describe differences in everyday life.								
J. Leading Question								
1. Which animal is taller? 2. What words do you hear to compare animals? 3. How do we compare two things?								
K. Learning of Activities								
❖ Meeting 1								
A. Introducing the Activity (10 minutes)								
<table><tr><th>Stages</th><th>Teacher Orders</th></tr><tr><td>Opening</td><td> 1. The teacher gives greetings, prayers, and checks the presence of students. 2. The teacher conveys the learning objectives. 3. The teacher explained that students will learn through audio. </td></tr></table>			Stages	Teacher Orders	Opening	1. The teacher gives greetings, prayers, and checks the presence of students. 2. The teacher conveys the learning objectives. 3. The teacher explained that students will learn through audio.		
Stages	Teacher Orders							
Opening	1. The teacher gives greetings, prayers, and checks the presence of students. 2. The teacher conveys the learning objectives. 3. The teacher explained that students will learn through audio.							
B. Main Activity								
<table><tr><th>Syntax</th><th>Teacher and Students Activity</th><th>Time</th></tr><tr><td>Orientation of the Problem</td><td> 1. The teacher plays audio descriptions of two animals (e.g. giraffes and deer). 2. The teacher asks oral questions: </td><td>5 minutes</td></tr></table>			Syntax	Teacher and Students Activity	Time	Orientation of the Problem	1. The teacher plays audio descriptions of two animals (e.g. giraffes and deer). 2. The teacher asks oral questions:	5 minutes
Syntax	Teacher and Students Activity	Time						
Orientation of the Problem	1. The teacher plays audio descriptions of two animals (e.g. giraffes and deer). 2. The teacher asks oral questions:	5 minutes						

	“Listen carefully. Which animal is taller?” 3. Students listen without looking at the text.	
Organizing Student Learning	1. The teacher divides the students into small groups. 2. The teacher plays back the audio with a pause. 3. Aural learners: Fokus pada bunyi comparative adjectives. 4. Visual learners: Observe images of two animals. 5. Read/Write learners: Write down the words of comparison heard. 6. Kinesthetic learners: Compare the height of objects/people in the classroom.	5 minutes
Guiding Individual and Group Discussion	1. The teacher guides the discussion of the meaning of comparative adjectives. 2. Students discuss answers based on audio.	15 minutes
Developing and Presenting Solution	1. Each group delivered the results of the comparison orally. 2. Students answered the teacher's questions using comparative adjectives.	20 minutes
Assessment of the Problem-Resolution Process	1. The teacher provides clarification on the use of –er and more. 2. Students conclude oral learning	5 minutes

C. Post Activity		
Stages	Teacher and Students Activity	Time
Closing and Praying	1. Reflection on what was learned today. 2. The teacher gave appreciation. 3. Pray together	10 minutes
❖ Meeting 2		
A. Introducing Activity (10 minutes)		
Stages	Teacher Orders	
Opening	1. Review the material through oral Q&A. 2. The teacher plays back the audio clip as a reminder.	
B. Main Activity		
Syntax	Teacher and Students Activity	Time
Orientation of the Problem	1. The teacher plays a simple comparison dialogue audio. 2. Learners identify the differences they hear.	5 minutes
Organizing Student Learning	1. The teacher gave an example of a verbal response: “The giraffe is bigger than the deer.” 2. Students listen and imitate.	5 minutes
Guiding Individual and Group Discussion	1. Students verbally compare two objects/people in class. 2. The teacher guides the pronunciation and sentence structure.	15 minutes
Developing and Presenting Solution	1. Students practice comparative dialogue in pairs.	20 minutes

	2. Fokus pada listening and speaking response.	
Assessment of the Problem-Resolution Process	1. Reflection on comparative adjectives. 2. The teacher provides verbal feedback.	5 minutes

C. Post Activity

Stages	Teacher and Students Activity	Time
Concluding Activities and Prayer	1. Reflection on what was learned today. 2. The teacher gave appreciation. 3. Pray together	10 minutes

D. Assessment

a. Attitude Assessment

No	Student Name	Active Listening	Cooperation	Responsibility	Confidence
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2					
3					
...					

b. Knowledge Assessment

No	Indicator	Description
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1	Mentioning an adjective based on audio	Students can correctly mention the comparative adjective heard in the audio
2	Understanding adjective	Students can explain the adjective orally
3	Responding to oral questions	Students respond appropriately to the teacher's questions

c. Skills Assessment

No	Student Name	Listening Accuracy	Oral Presentation
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2			
3			
...			

d. Assessment Alignment with PBL Syntax

PBL Syntax	Assessment Focus	Description
Orientation of the Problem	Listening comprehension	Students identify a comparative adjective from the audio
Organizing Student Learning	Collaboration	Students work cooperatively in groups
Guiding Discussion	Oral communication	Students explain the comparative adjective verbally
Developing Solution	Writing skill	Students write a simple text
Analyzing & Evaluating	Reflection	Students reflect on their learning

E. Appendix

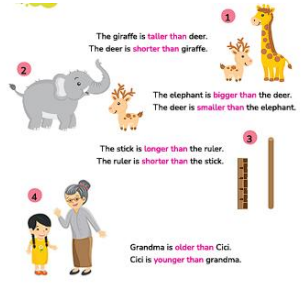
ACTIVITY 2 AURAL LEARNERS

PLEASE LISTEN TO THE AUDIO THEN IDENTIFY THE DIFFERENCES IN THE ADJECTIVES SPOKEN!



https://drive.google.com/file/d/1TU5742iC_v4IA4M-hZhyYMmvo2FE-3Q6/view?usp=drive_link

TEACHER INSTRUCTION:
The teacher can scan barcode and give for students to listen the audios!



ACTIVITY 1 READ/WRITE LEARNERS

PLEASE READ THE INFORMATION BELOW!

comparative adjectives to compare two people, animals or things.

Example
An Apple is Bigger than a STRAWBERRY

TYPES OF COMPARATIVE ADJECTIVES

ONE SYLLABLE:
ADJECTIVE + (-ER) + THAN
Ex: an apple is **bigger** than a strawberry.

TWO OR MORE SYLLABLE:
MORE + ADJECTIVE + THAN
Ex: Ayu is **More** intelligent than Ari

F. Reflections of Students and Teachers

A. Students Reflection

Saya Senang			
1. Mendapatkan teman baru			
2. Melakukan pembelajaran kelompok			
3. Mempelajari comparative adjective dalam Bahasa Inggris			
Saya Bisa			
1. Menyebutkan comparative adjective dalam Bahasa Inggris			
2. Menyebutkan comparative adjective dengan benar			

B. Teacher Reflection

- How did the students respond to and participate in the learning activities throughout this unit?
- What challenges arose during the implementation of the learning activities?

3. To what extent did the learning activities contribute to the achievement of the intended learning outcomes? 4. What key considerations should be taken into account when addressing the challenges identified during the learning process? 5. What word or statement best captures the overall learning experience and outcomes of this unit?
a. Glossary
- Taller: Lebih tinggi - Shorter: Lebih pendek - Bigger: Lebih besar - Smaller: Lebih kecil
b. References
Ariani, P. M. M., Mahayanti, N. W. S., & Budiarta, L. G. R. (2023). Aural E-Book of Differentiated English Learning Material for Fifth Grade Primary School. Kemdikbudristek. (2022). Capaian Pembelajaran Bahasa Inggris Fase C.



WEEK 4

GENERAL INFORMATION	
A. Modul Identity	
Name	: I Made Bhanu Aditya Parameswara
Institutions	: SD Negeri 1 Banyuasri
Academic Year	: 2026
School Level	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class	: C/5
Unit 2	: I Like Playing Balap Karung “Month and Dates”

Learning	: Listening – Speaking
Outcomes	At the end of Phase C, students understand frequently used adjectives related to physical appearance through listening activities. Students are able to respond to simple oral texts and audio instructions related in daily contexts.
Time Allocation	: 2 JP (2 x 35 minutes) / 2 meetings
B. Initial Competence	
1. Students are able to recognize the names of months through audio (C1 – Remembering). 2. Students are able to understand date information from simple audio (C2 – Understanding). 3. Students are able to respond to oral questions about months and dates (C3 – Applying).	
C. Pancasila Students Profile	
1. Independent 2. Creative 3. Faithful and devoted to God Almighty.	
D. Learning Media and Tools	
1. Learning Media: Audio recordings, speakers, simple dialogues, pictures 2. The Tools: Whiteboard, marker, worksheet (LKPD)	
E. Target Students	
Regular learners with learning style differentiation (VARK)	
F. Number of Students	
31 Peserta Didik	
G. Learning Model	
Model: Problem-Based Learning	
Strategy: Content Differentiation (based on VARK)	
CORE INFORMATION	
A. Objective of Learning Activities	
Learning Objective :	
1. Students are able to identify the names of months from audio. 2. Students are able to understand dates mentioned in spoken texts.	

3. Students are able to respond orally to questions about months and dates.								
Indicator :								
1. Identifying months from audio 2. Understanding dates from spoken texts 3. Responding to oral questions correctly								
B. Meaningful Understanding								
Months and dates help us know when events happen. By listening to spoken texts about traditional games such as Balap Karung, students can understand how months and dates are used in daily life and cultural activities.								
C. Leading Question								
1. What month do you hear in the audio? 2. When do we play Balap Karung? 3. What date is mentioned in the story?								
D. Learning Activities								
❖ Meeting 1								
A. Introducing the Activity (10 minutes)								
<table><tr><th>Stages</th><th>Teacher Orders</th></tr><tr><td>Opening</td><td> 1. The teacher gives greetings, prayers, and checks the presence of students. 2. The teacher conveys the learning objectives. 3. The teacher explained that students will learn through audio. </td></tr></table>			Stages	Teacher Orders	Opening	1. The teacher gives greetings, prayers, and checks the presence of students. 2. The teacher conveys the learning objectives. 3. The teacher explained that students will learn through audio.		
Stages	Teacher Orders							
Opening	1. The teacher gives greetings, prayers, and checks the presence of students. 2. The teacher conveys the learning objectives. 3. The teacher explained that students will learn through audio.							
B. Main Activity								
<table><tr><th>Syntax</th><th>Teacher and Students Activity</th><th>Time</th></tr><tr><td>Orientation of the Problem</td><td> 1. The teacher plays a short audio story about playing Balap Karung. 2. The teacher asks oral guiding questions: </td><td>5 minutes</td></tr></table>			Syntax	Teacher and Students Activity	Time	Orientation of the Problem	1. The teacher plays a short audio story about playing Balap Karung. 2. The teacher asks oral guiding questions:	5 minutes
Syntax	Teacher and Students Activity	Time						
Orientation of the Problem	1. The teacher plays a short audio story about playing Balap Karung. 2. The teacher asks oral guiding questions:	5 minutes						

	“Listen carefully. What month do you hear?” 3. Students listen without looking at any text.	
Organizing Student Learning	1. The teacher divides students into small groups. 2. The teacher replays the audio with pauses. 3. Aural learners: Focus on the pronunciation of months and dates. 4. Visual learners: Observe the calendar poster. 5. Read/Write learners: Write down the months and dates they hear. 6. Kinesthetic learners: Point to the month on the classroom calendar.	5 minutes
Guiding Individual and Group Discussion	1. The teacher guides a discussion about the order of months. 2. Students discuss their answers based on the audio.	15 minutes
Developing and Presenting Solution	1. Each group mentions the months and dates they heard. 2. Students respond orally to the teacher’s questions.	20 minutes
Examining the Process of Problem Resolution	1. The teacher provides feedback on pronunciation and meaning. 2. Students conclude the lesson orally.	5 minutes

C. Post Activity		
Stages	Teacher and Students Activity	Time
Closing and Praying	1. Reflection on what was learned today. 2. The teacher gave appreciation. 3. Pray together	10 minutes
❖ Meetings 2		
A. Introducing Activity (10 minutes)		
Stages	Teacher Orders	
Opening	1. Review the material through oral Q&A. 2. The teacher plays back the audio clip as a reminder.	
B. Main Activity		
Syntax	Teacher and Students Activity	Time
Orientation of the Problem	1. The teacher plays an audio dialogue about planning a Balap Karung competition. 2. Students identify the month and date mentioned.	5 minutes
Organizing Student Learning	1. The teacher gives oral model sentences: “The competition is in August.” “It is on the seventeenth.” 2. Students listen and repeat.	5 minutes
Guiding Individual and Group Discussion	1. Students answer oral questions about months and dates. 2. The teacher guides pronunciation and comprehension.	15 minutes

Developing and Presenting Solution	1. Students practice simple dialogues about event dates in pairs. 2. Focus on listening and responding.	20 minutes
Evaluating the Steps Taken to Address the Problem	1. Students reflect on what they have learned. 2. The teacher gives oral feedback and reinforcement.	5 minutes

C. Post Activity

Stages	Teacher and Students Activity	Time
Lesson Conclusion	1. Reflection on what was learned today. 2. The teacher gave appreciation. 3. Pray together	10 minutes

D. Assessment

a. Attitude Assessment

No	Student Name	Active Listening	Cooperation	Responsibility	Confidence
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2					
3					
...					

b. Knowledge Assessment

No	Indicator	Description
1	Mentioning an adjective based on audio	Students can correctly mention the month and dates heard in the audio
2	Understanding adjective	Students can explain the month and dates orally
3	Responding to oral questions	Students respond appropriately to the teacher's questions

c. Skills Assessment

No	Student Name	Listening Accuracy	Oral Presentation
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2			
3			
...			

d. Assessment Alignment with PBL Syntax

PBL Syntax	Assessment Focus	Description
Orientation of the Problem	Listening comprehension	Students identify a month and dates from the audio
Organizing Student Learning	Collaboration	Students work cooperatively in groups
Guiding Discussion	Oral communication	Students explain the month and dates verbally
Developing Solution	Writing skill	Students write a simple text
Analyzing & Evaluating	Reflection	Students reflect on their learning

E. Appendix

ACTIVITY 2 AURAL LEARNERS
LET'S SING A SONG ABOUT MONTH!



<https://drive.google.com/file/d/1dXWd17-1-2RsfmXneF6o48j3UW5li/view?usp=sharing>

1st

TEACHER INSTRUCTION:
The teacher can scan barcode.

3

ACTIVITY 3 READ/WRITE LEARNERS
READ THE DATES WITH MONTH AND PLEASE FOLLOW YOUR TEACHER!

14 OCTOBER The Fourteenth of October	7 MAY The Seventh of May	2 APRIL The Second of April
16 DECEMBER The Sixteenth of December	18 JUNE The Eighteenth of June	3 NOVEMBER The Third of November
9 MARCH The Ninth of March	24 JULY The Twenty-Four of July	25 AUGUST The Twenty-Fifth of August



F. Reflections of Students and Teachers

A. Students Reflection

Saya Senang			
1. Mendapatkan teman baru			
2. Melakukan pembelajaran kelompok			
3. Mempelajari month and dates dalam Bahasa Inggris			
Saya Bisa			
1. Menyebutkan month and dates dalam Bahasa Inggris			
2. Menyebutkan month and dates dengan benar			

C. Teacher Reflection

1. What responses and levels of participation did the students demonstrate during the learning activities? 2. What difficulties were encountered during the learning process? 3. How well did the students achieve the expected learning outcomes by the end of the unit? 4. What important points should be considered when addressing the difficulties encountered during the unit? 5. What word or sentence best describes the learning experience and outcomes of this unit?		
G. Glossary		
- Month: A division of the year - Date: A specific day of the month - August: The eighth month of the year - Seventeenth: The 17th day		
H. References		
Ariani, P. M. M., Mahayanti, N. W. S., & Budiarta, L. G. R. (2023). Aural E-Book of Differentiated English Learning Material for Fifth Grade Primary School. Kemdikbudristek. (2022). Capaian Pembelajaran Bahasa Inggris Fase C.		
Relevant	Not Relevant	Suggestions

Appendix 5. Learning Module Control Group

WEEK 1

GENERAL INFORMATION	
A. Modul Information	
Name'	: I Made Bhanu Aditya Parameswara
Institutions'	: SD Negeri 1 Banyuasri
Academic Year'	: 2026
School Level	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class	: C/5
Unit 2	: How Tall Are You? "how to know adjective"
Learning	: Listening-Speaking
Outcomes	At the end of Phase C, students understand frequently used adjectives related to physical appearance through listening activities. Students are able to respond to simple oral texts and audio instructions related to adjectives in daily contexts.
Time Allocation	: 2 JP (2 x 35 minutes) / 2 meetings
B. Initial Competence	
4. Students are able to recognize adjective vocabulary (tall, short, big, small) through audio (C1 – Remembering). 5. Students are able to understand the meaning of adjectives based on oral context (C2 – Understanding). 6. Students are able to respond to simple oral questions using adjectives (C3 – Applying).	
C. Pancasila Students Profile	
4. Independent 5. Creative 6. Faithful and devoted to God Almighty.	
D. Media Teaching	
5. Media: Audio recordings, speakers, simple dialogues, pictures 6. Teaching Tools: Whiteboard, marker, worksheet (LKPD)	

E. Target Students
Regular learners with learning style differentiation (VARK)
F. Number of Students
31 Peserta Didik
G. Learning Model
Problem-Based Learning Content Differentiation (based on VARK)
CORE INFORMATION
A. Objective of Learning Activities
Learning Objective : 1. Students are able to identify adjectives from the audio they are listening to. 2. Students are able to understand the meaning of adjectives through simple conversations. 3. Students are able to respond to verbal questions using the right adjectives. Indicator : 1. Identifying adjectives from audio 2. Understanding the meaning of adjectives based on context 3. Respond appropriately to verbal questions
B. Meaningful Understanding
Adjectives help us describe people and objects around us. By listening carefully to spoken texts and conversations, students can understand how adjectives are used to describe physical appearance in daily life.
C. Leading Question
1. What words do you hear to describe people? 2. Who is tall or short in the audio? 3. How do we describe our friends?
D. Learning Activities
❖ Meeting 1 A. Introducing Activity (10 minutes)

Stages	Teacher Orders	
Opening	1. The teacher gives greetings, prayers, and checks the presence of students. 2. The teacher conveys the learning objectives. 3. The teacher explained that students will learn through audio.	

B. Main Activity

Syntax	Teacher and Students Activity	Time
Orientation of the Problem	1. The teacher says: a. “Listen to the description. What words describe the person?”	5 minutes
Organizing Student Learning	1. Students sit in groups with the same worksheet.	5 minutes
Guiding Individual and Group Discussion	1. The teacher reads short descriptive sentences from the textbook. 2. Students listen and identify adjectives.	15 minutes
Developing and Presenting Solution	1. Groups say the adjectives they heard. 2. Students repeat key words.	20 minutes
Assessment of the Problem-Resolution Process	1. The teacher clarifies meanings and pronunciation.	5 minutes

C. Post Activity

Stages	Teacher and Students Activity	Time
Ending	1. Reflection on what was learned today.	10 minutes

	2. The teacher gave appreciation. 3. Pray together	
❖ Meeting 2		
A. Introducing Activity (10 minutes)		
Stages	Teacher Orders	
Opening	1. Review the material through oral Q&A. 2. The teacher plays back the audio clip as a reminder.	
B. Main Activity		
Syntax	Teacher and Students Activity	Time
Orientation of the Problem	1. The teacher says: a. “Listen carefully to the descriptions.”	5 minutes
Organizing Student Learning	1. Students sit in groups. 2. All students listen to the same oral descriptions read by the teacher.	5 minutes
Guiding Individual and Group Discussion	1. Students sit in groups. 2. All students listen to the same oral descriptions read by the teacher.	15 minutes
Developing and Presenting Solution	1. Groups answer oral questions using adjectives. 2. Students repeat key words.	20 minutes
Assessing the Process Used to Resolve the Problem	1. The teacher reviews adjective usage. 2. Short oral reflection is conducted.	5 minutes
C. Post Activity		

Stages	Teacher and Students Activity	Time
Lesson Conclusion	1. Reflection on what was learned today. 2. The teacher gave appreciation. 3. Pray together	10 minutes

D. Assessment

i. Attitude Assessment

No	Student Name	Active Listening	Cooperation	Responsibility	Confidence
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2					
3					
...					

j. Knowledge Assessment

No	Indicator	Description
1	Mentioning an adjective based on audio	Students can correctly mention the adjective heard in the audio
2	Understanding adjective	Students can explain the adjective orally
3	Responding to oral questions	Students respond appropriately to the teacher’s questions

k. Skills Assessment

No	Student Name	Listening Accuracy	Oral Presentation
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2			
3			
...			

1. Assessment Alignment with PBL Syntax

PBL Syntax	Assessment Focus	Description
Orientation of the Problem	Listening comprehension	Students identify an adjective from audio
Organizing Student Learning	Collaboration	Students work cooperatively in groups
Guiding Discussion	Oral communication	Students explain the adjective verbally
Developing Solution	Writing skill	Students write a simple text
Analyzing & Evaluating	Reflection	Students reflect on their learning

E. Appendix

Look and say Look at the pictures and say the sentences.

1 

The giraffe is tall, but the deer is short.

2 

The elephant is big, but the goat is small.

3 

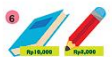
Grandfather is old, but Cici is young.

4 

The horse is fast, but the snail is slow.

5 

The purple shoes are new, but the blue shoes are old.

6 

The book is expensive, but the pencil is cheap.

Unit 7 • How tall are you? • 69

Look and answer Look at the pictures and answer the questions.

Example:



Is the cat big? Yes, it is.
The cat is big.



Is the mouse big? No, it is not.
The mouse is small.

1 

Is Bages young? _____
Is grandfather young? _____

2 

Is the elephant big? _____
Is the mouse big? _____

3 

Are the red shoes clean? _____
Are the green shoes clean? _____

4 

Is Cici tall? _____
Is Lili tall? _____

Unit 7 • My Next Words • Grade 5 • Student's Book for Elementary School • 72

Look and answer Look at the pictures and answer the questions.

Example:

1 

The goat is big.
The rabbit is small.

2 

Joshua is _____
Grandfather is _____

3 

The giraffe is _____
The cat is _____

4 

The horse is _____
The goat is _____

Unit 7 • My Next Words • Grade 5 • Student's Book for Elementary School • 74

F. Reflections of Students and Teachers

E. Students Reflection

Saya Senang			
4. Mendapatkan teman baru			
5. Melakukan pembelajaran kelompok			
6. Mempelajari adjektif dalam Bahasa Inggris			
Saya Bisa			
3. Menyebutkan adjektif dalam Bahasa Inggris			
4. Menyebutkan adjektif dengan benar			

F. Teacher Reflection

1. How did the students respond to and engage in the learning activities throughout this unit? 2. What challenges were encountered during the implementation of the learning activities? 3. To what extent were the expected learning outcomes achieved by the students? 4. What key considerations should be taken into account when addressing the learning difficulties identified during this unit? 5. What word or statement best summarizes the overall learning experience and outcomes of this unit?
G. Glossary
- Tall: Tinggi - Short: Pendek - Big: Besar - Small: Kecil
H. References
Ariani, P. M. M., Mahayanti, N. W. S., & Budiarta, L. G. R. (2023). Aural E-Book of Differentiated English Learning Material for Fifth Grade Primary School. Kemdikbudristek. (2022). Capaian Pembelajaran Bahasa Inggris Fase C.



GENERAL INFORMATION	
O. Information	
Name .	: I Made Bhanu Aditya Parameswara
Institutions.	: SD Negeri 1 Banyuasri
Academic Year .	: 2026
School Level	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class	: C/5
Unit 1	: Part of Body
Learning	: Listening-Speaking
Outcomes	: At the end of Phase C, Students understand words that are frequently used in everyday life with the help of pictures/illustrations. They read and respond to simple and familiar short texts in written or digital form, including visual, multimodal, or interactive texts.
Time Allocation	: 2 JP (2 x 35 minutes) / 2 meetings
P. Initial Competence	
1. Students able to mention the functions of body parts. C1- Remember. 2. Students able to express the benefits of the function of body parts in daily life. C2- Understand. 3. Students able to write a short text related to the function of body parts based on examples (in the form of pictures, videos or writing) given by the teacher. C4-Analyze.	
Q. Pancasila Students Profile	
4. Independent 5. Creative 6. Faithful and devoted to God Almighty.	
R. Learning Media and Tools	
3. Media: Speakers, projectors, learning videos, audio, text, picture. 4. Teaching Tools: Whiteboard, marker, worksheet (LKPD)	
S. Target Students	
Regular learners with learning style differentiation (VARK)	
T. Number of Students	

31 Peserta Didik	
U. Learning Model	
Model: Problem-Based Learning Strategy: Content Differentiation (based on VARK)	
CORE INFORMATION	
S. Objective of Learning Activities	
Learning Objective : 1. Students able to mention the functions of body parts. C1- Remember. 2. Students able to express the benefits of the function of body parts in daily life. C2- Understand. 3. Students able to write a short text related to the function of body parts based on examples (in the form of pictures, videos or writing) given by the teacher. C4-Analyze. Indicator : 1. Remembering the functions of body parts 2. Understanding the benefits of body part function 3. Analyze the function of body parts	
T. Meaningful Understanding	
Human body parts have different functions and work together to support daily activities. By listening to explanations, songs, and audio about the functions of body parts, students can understand that each part of the body has an important role that must be maintained in order to be used optimally in daily life.	
U. Leading Question	
1. What body parts do you hear in the audio? 2. What can we do with our eyes, ears, hands, and legs? 3. Why should we take care of our body parts?	
V. Learning Activities	
❖ Meeting 1	
G. Introducing Activity (10 minutes)	
Stages	Teacher Orders

Opening	1. The teacher gives greetings, prayers, and checks the presence of students. 2. The teacher conveys the learning objectives. 3. The teacher asks the lighter question orally related to body parts. 4. The teacher explained that students will learn through audio.	
H. Main Activity		
Syntax	Teacher and Students Activity	Time
Orientation of the Problem	1. The teacher shows pictures of body parts from the textbook. 2. Students are asked: a. “What body parts do you see?” b. “What are their functions?”	5 minutes
Organizing Student Learning	1. The students are organized into small groups. 2. Each group is provided with the same learning material from the textbook.	5 minutes
Guiding Individual and Group Discussion	1. Students read the text and identify body parts and functions. 2. The teacher explains key vocabulary.	15 minutes
Developing and Presenting Solution	1. Each group presented the results of the discussion.	20 minutes
Evaluating the Process of Addressing the Problem	1. The teacher gives verbal feedback.	5 minutes

	2. The teacher reaffirms the function of each part of the body.	
I. Post Activity		
Stages	Teacher and Students Activity	Time
Post	1. Reflection on what was learned today. 2. The teacher gave appreciation. 3. Pray together	10 minutes
❖ Meeting 2		
G. Introducing Activity (10 minutes)		
Stages	Teacher Orders	
Opening	1. Review the material through oral Q&A. 2. The teacher plays back the audio clip as a reminder.	
H. Main Activity		
Syntax	Teacher and Students Activity	Time
Orientation of the Problem	1. The teacher orally reviews the lesson by asking: a. “Listen carefully. Which body parts do you hear?”	5 minutes
Organizing Student Learning	1. Students work in small groups. 2. All students listen to the same teacher-read text from the textbook.	5 minutes
Guiding Individual and Group Discussion	1. Students listen again while the teacher reads slowly. 2. Students identify body parts and their functions.	15 minutes

	3. The teacher explains unfamiliar words.	
Developing and Presenting Solution	1. Groups mention the body parts they heard. 2. Students answer oral questions.	20 minutes
Assessing the Effectiveness of the Problem-Solving Approach	1. The teacher summarizes the key points. 2. Students reflect orally.	5 minutes

I. Post Activity

Stages	Teacher and Students Activity	Time
Ending and Praying	1. Reflection on what was learned today. 2. The teacher gave appreciation. 3. Pray together	10 minutes

W. Assessment

m. Attitude Assessment

No	Student Name	Active Listening	Cooperation	Responsibility	Confidence
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2					
3					
...					

n. Knowledge Assessment

No	Indicator	Description
1	Mentioning body parts based on audio	Students can correctly mention body parts heard in the audio
2	Understanding body parts function	Students can explain the function of body parts orally
3	Responding to oral questions	Students respond appropriately to teacher's questions

o. Skills Assessment

No	Student Name	Listening Accuracy	Oral Presentation
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2			
3			
...			

p. Assessment Alignment with PBL Syntax

PBL Syntax	Assessment Focus	Description
Orientation of the Problem	Listening comprehension	Students identify body parts from audio
Organizing Student Learning	Collaboration	Students work cooperatively in groups
Guiding Discussion	Oral communication	Students explain body functions verbally
Developing Solution	Writing skill	Students write a simple text
Analyzing & Evaluating	Reflection	Students reflect on their learning

X. Appendix

Look and say Look at the pictures and say the sentences.



Cici uses her **hand** to take a book from her **bag**.



Made uses his **headset** to listen to the music.



She uses her **mouth** to eat fried chicken.



Aisyah uses her **nose** to smell the flower.



Joshua uses his **eyes** to look at the basket ball.

Unit 8 • Parts of our body that work together 59

Let's write Write the body parts of Pak Udin and Ujang.



My Next Words • Grade 5 • Student's Book for Elementary School 62

Look and match Look at the pictures and match the sentences with the pictures.



A. Aisyah sees a magazine on her desk.



B. Made uses his hand to take a glass of avocado juice.



C. Cici listens to a music with a headset.



D. Uli uses her nose to smell the candy.



E. Joshua uses his mouth to eat the sweet banana.



F. Made uses his right leg to kick the ball.

My Next Words • Grade 5 • Student's Book for Elementary School 60

Y. Reflections of Students and Teachers

G. Students Reflection

Saya Senang	😊	😐	😞
1. Mendapatkan teman baru			
2. Melakukan pembelajaran kelompok			
3. Mempelajari bagian tubuh dalam Bahasa Inggris			
Saya Bisa	😊	😐	😞

1. Menyebutkan bagian tubuh dan fungsinya dalam Bahasa Inggris			
2. Menyebutkan bagian tubuh dengan benar			
H. Teacher Reflection 1) Bagaimana respons peserta didik selama mengikuti proses pembelajaran pada unit ini? 2) Hambatan atau tantangan apa saja yang muncul selama pelaksanaan pembelajaran pada unit ini? 3) Sejauh mana tujuan pembelajaran pada unit ini berhasil dicapai oleh peserta didik? 4) Hal-hal penting apa yang perlu menjadi perhatian dalam mengatasi kendala pembelajaran pada unit ini? 5) Kata atau kalimat apa yang paling tepat untuk menggambarkan hasil pembelajaran pada unit ini?			
Z. Glossary			
- Body parts: Bagian tubuh - Function: Fungsi - Listen: Mendengarkan - Audio: Suara/rekaman			
AA. References			
Ariani, P. M. M., Mahayanti, N. W. S., & Budiarta, L. G. R. (2023). Aural E-Book of Differentiated English Learning Material for Fifth Grade Primary School. Kemdikbudristek. (2022). Capaian Pembelajaran Bahasa Inggris Fase C.			

WEEK 3

GENERAL INFORMATION	
L. Module Details	
Name	: I Made Bhanu Aditya Parameswara

Institutions	: SD Negeri 1 Banyuasri
Academic Year	: 2026
School Level	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class	: C/5
Unit 2	: The Giraffe Is Taller Than the Deer “Comparative Learning
Learning	Adjectives”
Outcomes	: Listening – Speaking At the end of Phase C, students understand frequently used adjectives related to physical appearance through listening activities. Students are able to respond to simple oral texts and
Time Allocation	audio instructions related in daily contexts. : 2 JP (2 x 35 minutes) / 2 meetings
M. Initial Competence	
4. Students are able to recognize comparative adjectives through audio (C1 – Remembering). 5. Students are able to understand the meaning of comparison based on oral context (C2 – Understanding). 6. Students are able to respond to a simple verbal comparison (C3 – Applying).	
N. Pancasila Students Profile	
4. Independent 5. Creative 6. Faithful and devoted to God Almighty.	
O. Media and Tools	
7. Media: Audio recordings, speakers, simple dialogues, pictures 8. Teaching Tools: Whiteboard, marker, worksheet (LKPD)	
P. Target Students	
Regular learners with learning style differentiation (VARK)	
Q. Number of Students	
31 Peserta Didik	
R. Learning Model	

Model: Problem-Based Learning					
Strategy: Content Differentiation (based on VARK)					
CORE INFORMATION					
S. Objective of Learning Activities					
Learning Objective : - Students are able to identify comparative adjectives from audio. - Students are able to understand the meaning of simple comparisons. - Students are able to respond to oral questions using comparative adjectives. Indicator : - Identifying comparative adjectives from audio - Understanding the meaning of comparison (–er / more) - Respond appropriately to verbal comparisons					
T. Meaningful Understanding					
Comparative adjectives help us compare people, animals, and objects around us. By listening carefully to spoken texts, students can understand how comparisons are used to describe differences in everyday life.					
U. Leading Question					
- Which animal is taller? - What words do you hear to compare animals? - How do we compare two things?					
V. Learning Activities					
❖ Meeting 1					
G. Introducing Activity (10 minutes)					
<table border="1"> <thead> <tr> <th>Stages</th><th>Teacher Orders</th></tr> </thead> <tbody> <tr> <td>Opening</td><td> - The teacher gives greetings, prayers, and checks the presence of students. - The teacher conveys the learning objectives. - The teacher explained that students will learn through audio. </td></tr> </tbody> </table>		Stages	Teacher Orders	Opening	- The teacher gives greetings, prayers, and checks the presence of students. - The teacher conveys the learning objectives. - The teacher explained that students will learn through audio.
Stages	Teacher Orders				
Opening	- The teacher gives greetings, prayers, and checks the presence of students. - The teacher conveys the learning objectives. - The teacher explained that students will learn through audio.				

H. Main Activity		
Syntax	Teacher and Students Activity	Time
Orientation of the Problem	4. The teacher says: “Listen and decide which animal is bigger or taller.”	5 minutes
Organizing Student Learning	7. Students work in groups using the same worksheet.	5 minutes
Guiding Individual and Group Discussion	3. The teacher reads comparison sentences from the textbook. 4. Students listen and identify comparative adjectives.	15 minutes
Developing and Presenting Solution	3. Groups answer comparison questions orally.	20 minutes
Analyzing and Evaluating the Problem-Solving Process	3. The teacher explains the comparative forms briefly.	5 minutes
I. Post Activity		
Stages	Teacher and Students Activity	Time
Closing and Praying	4. Reflection on what was learned today. 5. The teacher gave appreciation. 6. Pray together	10 minutes
❖ Meeting 2		
D. Introducing Activity (10 minutes)		
Stages	Teacher Orders	
Opening	3. Review the material through oral Q&A. 4. The teacher plays back the audio clip as a reminder.	

E. Main Activity		
Syntax	Teacher and Students Activity	Time
Orientation of the Problem	3. The teacher asks: “Listen carefully to the comparison.”	5 minutes
Organizing Student Learning	3. Students work in groups. 4. All students listen to the same comparison sentences read by the teacher.	5 minutes
Guiding Individual and Group Discussion	3. Students identify comparative adjectives from listening. 4. The teacher reinforces rules (-er, more).	15 minutes
Developing and Presenting Solution	3. Groups respond orally to comparison questions. 4. Students repeat example sentences.	20 minutes
Assessing and Evaluating the Problem-Solving Process	3. The teacher summarizes the rules. 4. Feedback is given.	5 minutes
F. Post Activity		
Stages	Teacher and Students Activity	Time
Concluding and Praying	4. Reflection on what was learned today. 5. The teacher gave appreciation. 6. Pray together	10 minutes
J. Assessment		

e. Attitude Assessment

No	Student Name	Active Listening	Cooperation	Responsibility	Confidence
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2					
3					
...					

f. Knowledge Assessment

No	Indicator	Description
1	Mentioning an adjective based on audio	Students can correctly mention the comparative adjective heard in the audio
2	Understanding adjective	Students can explain the adjective orally
3	Responding to oral questions	Students respond appropriately to the teacher's questions

g. Skills Assessment

No	Student Name	Listening Accuracy	Oral Presentation
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2			
3			
...			

h. Assessment Alignment with PBL Syntax

PBL Syntax	Assessment Focus	Description
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Orientation of the Problem	Listening comprehension	Students identify a comparative adjective from the audio
Organizing Student Learning	Collaboration	Students work cooperatively in groups
Guiding Discussion	Oral communication	Students explain the comparative adjective verbally
Developing Solution	Writing skill	Students write a simple text
Analyzing & Evaluating	Reflection	Students reflect on their learning

K. Appendix

Look and say

Look at the pictures and say the sentences.

1 The giraffe is **taller** than deer.
The deer is **shorter** than giraffe.

2 The elephant is **bigger** than the deer.
The deer is **smaller** than the elephant.

3 The stick is **longer** than the ruler.
The ruler is **shorter** than the stick.

4 Grandma is **older** than Cici.
Cici is **younger** than grandma.

Look and answer

Look at the pictures and answer the questions.

Example:

1 How is the elephant compared to the rabbit?
It is **bigger** than the rabbit.
How is the rabbit compared to the elephant?
It is **smaller** than the elephant.

2 How is the cow compared to the goat?

How is the goat compared to the cow?

3 How is the buffalo compared to the horse?

How is the horse compared to the buffalo?

4 How is grandma compared to Cici?

How is Cici compared to grandma?

Look and write

Look at the pictures and answer the questions.

Boofoo Koono

Let's compare these two monsters!

Which monster has smaller eyes? _____ Koono

Which monster has bigger eyes? _____

Which monster has bigger arms? _____

Which monster has longer feet? _____

Which monster has smaller ears? _____

Which monster has a bigger mouth? _____

L. Reflections of Students and Teachers			
D. Students Reflection			
Saya Senang			
4. Mendapatkan teman baru			
5. Melakukan pembelajaran kelompok			
6. Mempelajari comparative adjective dalam Bahasa Inggris			
Saya Bisa			
3. Menyebutkan comparative adjective dalam Bahasa Inggris			
4. Menyebutkan comparative adjective dengan benar			
E. Teacher Reflection			
1. Bagaimana tingkat partisipasi dan antusiasme peserta didik selama pelaksanaan pembelajaran pada unit ini? 2. Faktor-faktor apa yang menjadi kendala dalam proses pembelajaran pada unit ini? 3. Bagaimana tingkat ketercapaian tujuan pembelajaran berdasarkan hasil yang diperoleh peserta didik? 4. Strategi atau langkah perbaikan apa yang perlu diperhatikan untuk mengatasi permasalahan pembelajaran pada unit ini? 5. Ungkapan singkat apa yang dapat merepresentasikan keberhasilan pembelajaran pada unit ini?			
c. Glossary			
- Taller: Lebih tinggi - Shorter: Lebih pendek - Bigger: Lebih besar - Smaller: Lebih kecil			
d. References			

Ariani, P. M. M., Mahayanti, N. W. S., & Budiarta, L. G. R. (2023). Aural E-Book of Differentiated English Learning Material for Fifth Grade Primary School.

Kemdikbudristek. (2022). Capaian Pembelajaran Bahasa Inggris Fase C.

WEEK 4

GENERAL INFORMATION	
H. Description	
Name	: I Made Bhanu Aditya Parameswara
Institutions.	: SD Negeri 1 Banyuasri
Academic Year ..	: 2026
School Level	: Elementary school
Subjects .	: Bahasa Inggris
Phase/Class	: C/5
Unit 2	: I Like Playing Balap Karung “Month and Dates”
Learning	: Listening – Speaking
Outcomes	At the end of Phase C, students understand frequently used adjectives related to physical appearance through listening activities. Students are able to respond to simple oral texts and audio instructions related in daily contexts.
Time Allocation	: 2 JP (2 x 35 minutes) / 2 meetings
I. Initial Competence	
4. Students are able to recognize the names of months through audio (C1 – Remembering). 5. Students are able to understand date information from simple audio (C2 – Understanding).	

6. Students are able to respond to oral questions about months and dates (C3 – Applying).
J. Pancasila Students Profile
4. Independent 5. Creative 6. Faithful and devoted to God Almighty.
K. Media and Tools
3. Media: Audio recordings, speakers, simple dialogues, pictures 4. Tools: Whiteboard, marker, worksheet (LKPD)
L. Target Students
Regular learners with learning style differentiation (VARK)
M. Number of Students
31 Peserta Didik
N. Learning Model
Model: Problem-Based Learning Strategy: Content Differentiation (based on VARK)
CORE INFORMATION
E. Objective of Learning Activities
Learning Objective : 4. Students are able to identify the names of months from audio. 5. Students are able to understand dates mentioned in spoken texts. 6. Students are able to respond orally to questions about months and dates. Indicator : 4. Identifying months from audio 5. Understanding dates from spoken texts 6. Responding to oral questions correctly
F. Meaningful Understanding
Months and dates help us know when events happen. By listening to spoken texts about traditional games such as Balap Karung, students can understand how months and dates are used in daily life and cultural activities.
G. Leading Question

4. What month do you hear in the audio?		
5. When do we play Balap Karung?		
6. What date is mentioned in the story?		
H. Learning Activities		
❖ Meeting 1		
I. Introducing Activity (10 minutes)		
Stages	Teacher Orders	
Opening	4. The teacher gives greetings, prayers, and checks the presence of students. 5. The teacher conveys the learning objectives. 6. The teacher explained that students will learn through audio.	
J. Main Activity		
Syntax	Teacher and Students Activity	Time
Orientation of the Problem	4. The teacher says: “Listen to the event. When does it happen?”	5 minutes
Organizing Student Learning	7. Students work in groups with the same worksheet.	5 minutes
Guiding Individual and Group Discussion	3. The teacher reads a short text about Balap Karung from the textbook. 4. Students listen and identify months and dates.	15 minutes
Developing and Presenting Solution	3. Groups mention the dates they heard.	20 minutes
Assessing the Effectiveness of the Problem-Solving Approach	3. The teacher reviews pronunciation and meaning.	5 minutes

K. Post Activity

Stages	Teacher and Students Activity	Time
Closing and Praying	4. Reflection on what was learned today. 5. The teacher gave appreciation. 6. Pray together	10 minutes

❖ Meeting 2

D. Introducing Activity (10 minutes)

Stages	Teacher Orders
Opening	3. Review the material through oral Q&A. 4. The teacher plays back the audio clip as a reminder.

E. Main Activity

Syntax	Teacher and Students Activity	Time
Orientation of the Problem	3. The teacher asks: “Listen carefully to the date.”.	5 minutes
Organizing Student Learning	3. Students work in groups. 4. All students listen to the same text about Balap Karung read by the teacher.	5 minutes
Guiding Individual and Group Discussion	3. Students identify months and dates from listening. 4. The teacher re-explains pronunciation.	15 minutes
Developing and Presenting Solution	3. Groups answer oral questions using when. 4. Students repeat dates orally.	20 minutes

Reflecting on the Problem-Resolution Process	3. Groups answer oral questions using when. 4. Students repeat dates orally.	5 minutes			
F. Post Activity					
Stages	Teacher and Students Activity	Time			
Closing and Praying	4. Reflection on what was learned today. 5. The teacher gave appreciation. 6. Pray together	10 minutes			
L. Assessment					
e. Attitude Assessment					
No	Student Name	Active Listening	Cooperation	Responsibility	Confidence
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2					
3					
...					
f. Knowledge Assessment					
No	Indicator	Description			
1	Mentioning an adjective based on audio	Students can correctly mention the month and dates heard in the audio			
2	Understanding adjective	Students can explain the month and dates orally			

3	Responding to oral questions	Students respond appropriately to the teacher’s questions	
g. Skills Assessment			
No	Student Name	Listening Accuracy	Oral Presentation
1		Very Good / Good / Needs Guidance	Very Good / Good / Needs Guidance
2			
3			
...			
h. Assessment Alignment with PBL Syntax			
PBL Syntax	Assessment Focus	Description	
Orientation of the Problem	Listening comprehension	Students identify a month and dates from the audio	
Organizing Student Learning	Collaboration	Students work cooperatively in groups	
Guiding Discussion	Oral communication	Students explain the month and dates verbally	
Developing Solution	Writing skill	Students write a simple text	
Analyzing & Evaluating	Reflection	Students reflect on their learning	
M. Appendix			

Listen and write Look at the pictures and write the answers.

1 st First	2 nd Second	3 rd Third	4 th Fourth	5 th Fifth
6 th Sixth	7 th Seventh	8 th Eighth	9 th Ninth	10 th Tenth
11 th Eleventh	12 th Twelfth	13 th Thirteenth	14 th Fourteenth	15 th Fifteenth
16 th Sixteenth	17 th Seventeenth	18 th Eighteenth	19 th Nineteenth	20 th Twentieth
21 st Twenty-first	22 nd Twenty-second	23 rd Twenty-third	24 th Twenty-fourth	25 th Twenty-fifth
26 th Twenty-sixth	27 th Twenty-seventh	28 th Twenty-eighth	29 th Twenty-ninth	30 th Thirtieth

Look and say Look at the pictures and say the words.

Let's play! Let's play "Whispering game".

Unit 10 • I like playing "balap karung"

N. Reflections of Students and Teachers

B. Students Reflection

Saya Senang	😊	😐	😞
1. Mendapatkan teman baru			
2. Melakukan pembelajaran kelompok			
3. Mempelajari month and dates dalam Bahasa Inggris			
Saya Bisa	😊	😐	😞
1. Menyebutkan month and dates dalam Bahasa Inggris			

2. Menyebutkan month and dates dengan benar			
F. Teacher Reflection 1. Bagaimana respons peserta didik selama mengikuti proses pembelajaran pada unit ini? 2. Kendala apa saja yang ditemukan selama pelaksanaan pembelajaran pada unit ini? 3. Sejauh mana tingkat keberhasilan pembelajaran yang telah dicapai pada unit ini? 4. Hal-hal penting apa yang perlu dicatat sebagai bahan pertimbangan dalam mengatasi permasalahan pembelajaran pada unit ini? 5. Kata atau kalimat apa yang paling tepat untuk menggambarkan pencapaian pembelajaran pada unit ini?			
O. Glossary			
- Month: A division of the year - Date: A specific day of the month - August: The eighth month of the year - Seventeenth: The 17th day			
P. References			
Ariani, P. M. M., Mahayanti, N. W. S., & Budiarta, L. G. R. (2023). Aural E-Book of Differentiated English Learning Material for Fifth Grade Primary School. Kemdikbudristek. (2022). Capaian Pembelajaran Bahasa Inggris Fase C.			

Appendix 6. Experimental Class Documentation



Appendix 7. Control Class Documentation



RIWAYAT HIDUP



I Made Bhanu Aditya Parameswara lahir pada 12 Juli 2003. Penulis menyelesaikan pendidikan dasar di SD Negeri 2 Banjar Tegal pada tahun 2016, kemudian melanjutkan pendidikan menengah pertama di SMPN 4 Singaraja dan menyelesaikannya pada tahun 2019. Setelah itu, penulis melanjutkan pendidikan menengah atas di SMA Negeri 2 Singaraja dan menyelesaikannya pada tahun 2022. Pada tahun 2022, penulis melanjutkan pendidikan tinggi di Universitas Pendidikan Ganesha pada Program Studi S1 Pendidikan Bahasa Inggris. Selama menempuh pendidikan di perguruan tinggi, penulis aktif mengikuti berbagai kegiatan organisasi dan kepanitiaan yang mendukung pengembangan kemampuan akademik maupun nonakademik. Selama masa perkuliahan, penulis juga memperoleh pengalaman melalui kegiatan akademik dan praktik kependidikan, termasuk keterlibatan dalam kegiatan Asistensi Mengajar. Pengalaman tersebut memberikan kesempatan bagi penulis untuk mengembangkan kemampuan dalam bidang pengajaran bahasa Inggris, pengelolaan pembelajaran, serta berinteraksi dengan peserta didik dan lingkungan sekolah. Pada tahun [tahun penyelesaian], penulis menyelesaikan skripsi yang berjudul “[Judul Skripsi]” sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan pada Program Studi S1 Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha.

