

APPENDICES

Appendix 1 Letter Requesting Permission to Conduct Research



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
Lampiran : 1 (satu) gabung
Hal : Permohonan Izin Penelitian

22 Januari 2026

Yth.
Kepala SD Negeri 1 Banyuasri
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

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Koorprodi 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 tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsrE Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia



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DAFTAR LAMPIRAN

No.	Nama	NIM	Judul Skripsi	Prodi
1.	Putu Kunang Kabinawa	2212021082	Investigating The Effect Of Differentiated English Materials On Fourth-Grade Students' English Reading Comprehension	Pendidikan Bahasa Inggris
2.	I Made Bhanu Aditya Parameswara	2212021095	Investigating The Effect Of Differentiated English Materials On Fifth-Grade Students' English Listening Comprehension	Pendidikan Bahasa Inggris
3.	Ni Made Wening Dwi Shartika	2212021097	Investigating The Effect Of Differentiated English Materials On Sixth-Grade Students' English Speaking Comprehension	Pendidikan Bahasa Inggris



Balai
Sertifikasi
Elektronik

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"
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Appendix 2 Research Permit from School



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SEKOLAH DASAR NEGERI 1 BANYUASRI
Jalan Ahmad Yani No. 101 Singaraja, Telp. (0362) 31596
Website : <https://sdn1banyuasri.sch.id/>



SURAT KETERANGAN
NO. 423.1 / 37/Ket /II/ 2026

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

Nama : Putu Kunang Kabinawa
NIM : 2212021082
Jurusan : Pendidikan Bahasa Inggris

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

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

Singaraja, 24 Pebruari 2026
Kepala SD Negeri 1 Banyuasri


Pande Made Ayu Sudarminingsih, S.Pd., M.Pd
NIP. 19750724 199803 2 005



KURIKULUM MERDEKA TEACHING MODULE

Elementary School (sd/mi)

Compiler name : Putu Kunang Kabinawa

School Name : SD Negeri 1 Banyuasri

Subject : English

Phase C, Class/Semester : 4 (Four) / 2 (Second)

WARK STUDENTS

KURIKULUM MERDEKA TEACHING MODULE

ENGLISH ELEMENTARY GRADE 4

GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name Institutions Academic Year School Level Subjects Phase/Class Unit 8 Learning Outcomes	: Putu Kunang Kabinawa : SD Negeri 1 Banyuasri : 2026 : Elementary school : Bahasa Inggris : C/ 4 : Be On Time : Membaca-Memirsa 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
B. INITIAL COMPETENCIES	
Students are expected to have mastered: 1. Recognize numbers 1–60 in English (at least 1–12 for telling time). 2. Understanding the words morning, afternoon, night, and simple daily activities (wake up, go to school, eat). 3. Understanding the general difference between “hours” and “minutes” in the native language.	
C. PANCASILA STUDENT PROFILE	
1. Independent 2. Creative 3. Faithful and devoted to God Almighty.	
D. MEDIA AND TOOLS	
1. Media : Speakers, projectors, learning videos, audio, story texts, activity cards, analog clocks. 2. Tools : Whiteboard, marker, worksheet (LKPD)	
E. TARGET STUDENTS	
Regular learners with learning style differentiation (VARK)	
F. NUMBER OF STUDENTS	
▪ Minimum 30 Peserta didik, Maksimum 31 Peserta didik	
G. LEARNING MODEL	
Model : Problem Based Learning (PBL)	

Strategy : Content Differentiation (based on VARK)
CORE COMPONENTS
A. OBJECTIVES OF LEARNING ACTIVITIES
❖ Learning Objective : 1. Students are able to match words related to time (morning, afternoon, evening, o'clock) with the help of pictures/illustrations of clocks. 2. Students are able to respond to information from visual texts or short daily schedules (e.g., pictures of children waking up in the morning and written times) in digital or printed form. ❖ Learning Objectives Flow : • Analyze sentence and picture about time • Recall the use of O'clock, Past, To, Quarter, and Half. • Remember and explain time based on text or picture
B. MEANINGFUL UNDERSTANDING
Reading time in analog clocks is very helpful because it trains conceptual understanding of time, visualization skills, understanding of fractions (quarters, halves), and helps develop executive function and focus, especially for children or people with ADHD, because time is easier to understand visually and not just as numbers, and helps understand the duration of time more intuitively.
C. LEADING QUESTIONS
▪ What object in our classroom (or at home) is used to tell the time? ▪ When do you leave for school? Show the time on the clock! ▪ If the time is 7 a.m., what do you usually do?
D. LEARNING ACTIVITIES

Meeting 1

A. Introductory Activity (10 minutes)

Stages	Teacher's Orders
Opening	"Good morning, students! Our focus is on talking about future plans using the word 'will'."
Warm-Up	"Let's stand up, everyone! We warm up with movement so that we are enthusiastic. We will use this energy to plan what we will do in the future."

B. Main Activities

Syntax	Teacher and Students Activities	Time Allocation
Student orientation on the problem	The teacher asks the students to tell the time related to daily activity ("what time do you wake up this morning?"). Students answer verbally. The teacher gave a problem: "How to convey/tell time in the correct format or structure?"	5 minutes
Organizing students to learn	Teacher's order: Students were divided into small groups (3-4 people). Each group was given a worksheet containing contents based on VARK. "Now, you will study in the group post according to your learning style. You have different ways of finding the rule of telling time". Students head to a predetermined VARK group.	5 minutes
Guiding individual and group investigations	Teacher directs research at each post Kinesthetic: The teacher ask the students to do a role play, which read the dialogue related to o'clock in front of the class, teacher invite every 2 students that will act as Ketut & Gede. Aural: The teacher ask the students to listen the audio and then ask the students to match the picture of time with the audio. (page 16) Visual: The teacher ask the students to look the pictures and read the sentences and then the students' are asked to answer the questions, the students can practice how to answer related to time. (page 14) Read/Write: The teacher ask the students to read the sentence of time and identify and after that the students are asked to write the right time based on what students read. (page 16)	15 minutes
Develop and present works	Teacher's Order: "Time at the post is up! Pair up with friends. You will share the results and	20 minutes

	practice and sharing together using the LKPD.” (Intensive training, not necessary for all performances). Group representatives read one sentence from the text and showed the clock they had made in front of the class.	
Analyze and evaluate the problem solving process	Evaluation: The teacher gives a quick quiz (5 questions) in the form of short sentences, and students must choose the correct clock image (A, B, or C). The teacher provides reinforcement: “When do we use To? When do we use Past?”	5 minutes

C. Post-activities

Stages	Teacher and students activities	Time
Closing Statement	Teacher say: “Pelajaran hari ini selesai. Kalian hebat karena sudah aktif! Terimakasih, class!”	10 minutes
Pray	Pray together and say goodbye!	

Meeting 2

A. Introductory Activity (10 minutes)

Stages	Teacher’s Orders
Opening	“Good morning, students!” Teacher do a quick review by asking the students to answer quick questions. The teacher shows an analog wall clock and asks quickly, “What time is it?” (focus on Quarter and Half).

B. Main-activities

Activities	Teacher & Students Activities	Time Allocation
Opening	The teacher explained that today was a reading test session to see how much they understood from last week's project.	10 minutes
Reading Comprehension	Students are given a text titled “My Busy Monday.” Students read the text and answer 10 multiple-choice questions provided. Teachers circulate to ensure students understand the questions without helping them answer.	45 minutes

C. Post Activity

Activities	Teacher & Students Activities	Time Allocation
Closing & Discussion	The teacher and students discuss the answers together. Students are asked to mark their incorrect answers to learn from their mistakes. The teacher asks which part was the most difficult (usually distinguishing between Quarter To and Quarter Past).	15 minutes

E. ASSESMEN

1. Teacher Observation Assessment:

Students ' name	Comprehen d "Past"	Comprehend "To"	Comprehen d "Quarter"	Notes
Ani	✓	✓	✓	Already very proficient.
Budi	✓	x	✓	Still confused about the concept of "To" (lack).
Citra	✓	✓	x	Often confused with Quarter Past/To.



F. APPENDIX

1. LKPD

Visual

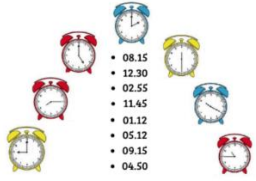
UNIT 8

PROBLEM BASED LEARNING

LEARNING ACTIVITY

For Visual Learners

2.1 Let's look at the picture!



- 08.15
- 12.30
- 02.55
- 11.45
- 01.12
- 05.12
- 09.15
- 04.50

The Instruction

1. The teacher asks students to look at the pictures of a clock and identify.
2. The students are asked to find the match time based on the pictures.

PROJECT BASED LEARNING

LEARNING ACTIVITY

For Visual Learners

2.1 Let's look at the picture!

what time is it?



The Instruction

1. The students are asked to look at the picture.
2. The students ask to find the correct picture based on the time.
3. The students can put a checkmark in the right pictures!

Auditory/Aural

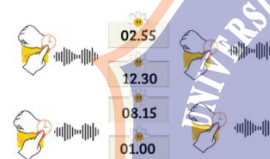
UNIT 8

PROBLEM BASED LEARNING

LEARNING ACTIVITY

For Audio Learners

2.1 Let's listen the audio!



The Instruction

1. The teacher asks students to listen the audios of a clock and identify all of them.
2. After that, the students are asked to find the match time through the audio.

PROJECT BASED LEARNING

LEARNING ACTIVITY

For Audio Learners

2.1 Let's listen the audio!



The Instruction

1. The students ask to find the correct time through audio.
2. The students can put a checkmark on the right side if the audio is the same as the pictures. If not, the students can put a checkmark on the false side.

Kinesthetic

UNIT 8

PROBLEM BASED LEARNING

LEARNING ACTIVITY

For Kinesthetic Learners

2.1 Let's do role-play!



The Instruction

1. The teacher asks students to do role-play, which read the dialogue related to o'clock in front of the class.
2. The students are asked to read the conversation with their partners. Therefore, there will be two person, one as Ketut and the other one as Gede.
3. Every pairs has five minutes to practice it before start.

PROJECT BASED LEARNING

LEARNING ACTIVITY

For Kinesthetic Learners

2.1 Let's play a game!



The Instruction

1. The teacher asks students to play a game through flashcards.
2. The students are asked to make a long line in the outside, then the teacher will call student's number one by one.
3. After the game start, each of students has 2 minutes to answer the picture.
4. The students who cannot answer will be asked to sing.

Act

Read/Write

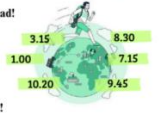
UNIT 8

PROBLEM BASED LEARNING

LEARNING ACTIVITY

For Read/Write Learners

2.1 Let's read!



Let's write!

- It's a half past eight
- It's one o'clock
- It's a quarter past three
- It's a fifteen to ten
- It's a quarter past seven
- It's twenty past ten

The Instruction

1. The teacher asks students to read the time and identify.
2. After that, the students are asked to write the right time based on what students read in above.

PROJECT BASED LEARNING

LEARNING ACTIVITY

For Read/Write Learners

2.1 Let's read and write!

How you read this?

06.30 It's past six.

12.00 It's o'clock.

09.45 It's quarter to .

10.20 It's twenty ten.

04.15 It's a past four

The Instruction

1. The students are asked to read carefully the time.
2. After that, students are asked to fill in the blank with written form based on the numerical form.

2. Reading Passage

“My Busy Monday”

Hi, my name is Kevin. Monday is a busy day for me. I wake up at **six o'clock**. I have breakfast with my family at **a quarter past six**. My school starts at **half past seven**.

I have a break time at **ten o'clock**. I usually eat my snacks and play with my friends. Then, I study again until **a quarter to one**. After school, I go home. I arrive at home at **twenty past one**. I take a nap and then I play football at **four o'clock** in the afternoon.

3. Multiple Choice Test

1. What time does Kevin wake up?

- A. 06.15
- B. 06.30
- C. 06.00
- D. 05.45

2. Kevin has breakfast at...

- A. A quarter to six

B. A quarter past six

C. Half past six

D. Six o'clock

3. "Half past seven" in numbers is written as...

A. 07.15

B. 07.45

C. 07.30

D. 08.30

4. When does Kevin have a break time?

A. At 10.00

B. At 10.15

C. At 10.30

D. At 09.45

5. Kevin finishes studying at "a quarter to one". It means...

A. 01.15

B. 12.15

C. 01.45

D. 12.45

6. What time does Kevin arrive at home?

A. 01.20

B. 01.12



C. 02.20

D. 01.40

7. Kevin plays football at...

A. Four o'clock

B. Half past four

C. Quarter past four

D. Five o'clock

8. Look at this sentence: "The English class ends at ten to eleven." Which digital clock shows the correct time?

A. 11.10

B. 10.50

C. 10.10

D. 11.50

9. "I go to bed at a quarter to ten." What is the correct position of the long hand (jarum panjang)?

A. At number 3

B. At number 6

C. At number 9

D. At number 12

10. Read the schedule below:

- 02.00: Watch TV
- 02.30: Do Homework
- 03.15: Take a bath

Based on the schedule, what time does the person do homework?

A. At two o'clock

B. At quarter past three

C. At half past two

D. At half past three

Key Answer

No	Jawaban	Penjelasan Singkat
1	C	Six o'clock = 06.00

2	B	<i>Quarter past six</i> = 06.15
3	C	<i>Half past seven</i> = 07.30
4	A	<i>Ten o'clock</i> = 10.00
5	D	<i>Quarter to one</i> = 12.45 (15 menit menuju jam 1)
6	A	<i>Twenty past one</i> = 01.20
7	A	<i>Four o'clock</i> = 04.00
8	B	<i>Ten to eleven</i> = 10.50 (10 menit menuju jam 11)
9	C	<i>Quarter to</i> selalu menunjuk ke angka 9 (menit ke-45)
10	C	02.30 disebut <i>Half past two</i>

G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

1. How do students react to learning in this unit?
2. What are the obstacles in learning in this unit?
3. How is the achievement of Success in learning this unit?
4. What are the important points that are noted in solving learning problems in this unit?
5. A word or sentence that describes the learning achievement in this unit?

B. Student Reflections:

1. Today I learned about: _____
2. Activities I like are: _____
3. The days I like the most are: _____
4. The sentence I made today: _____

H. GLOSSARY

Language Focus :

1. Bahasa Inggris	2. Artinya	3. Posisi Jarum Panjang
4. ... O'clock	5. Tepat	6. Di angka 12
7. Half past ...	8. Lewat 30 menit	9. Di angka 6
10. Quarter past ...	11. Lewat 15 menit	12. Di angka 3
13. Quarter to ...	14. Kurang 15 menit	15. Di angka 9
16. Past	17. Lewat (menit 1-29)	18. Sisi kanan jam (1-5)
19. To	20. Kurang (menit 31-59)	21. Sisi kiri jam (7-11)
I. REFERENCES		
Learning Resources (English E-book for 4th Grade Elementary School, English for Grade 4 Elementary School Author: Ni Ketut Catur Paramita, 2024),		

Knowing,
Validator Instrument

Singaraja, 11 January_2025
Validator Instrument

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KURIKULUM MERDEKA TEACHING MODULE

ENGLISH ELEMENTARY GRADE 4

GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name Institutions Academic Year School Level Subjects Phase/Class Unit 9 Learning Outcomes	: Putu Kunang Kabinawa : SD Negeri 1 Banyuasri : 2026 : Elementary school : Bahasa Inggris : C/ 4 : I Go to School After having a Breakfast : Menulis-Mempresentasikan Students communicate their ideas and experiences through pictures and written copies. With the help of the teacher, students produce simple descriptive and procedural texts using simple words or phrases and pictures. Students write simple vocabulary related to the classroom and home environment in English with their own spelling. Menyimak – Berbicara Students are able to use English to interact in routine and predictable social and classroom situations using simple sentence patterns. Students are able to change some elements of a sentence to express feelings, needs, and requests for help. Students understand the main ideas of information conveyed orally with visual aids and follow simple instructions related to classroom procedures and learning activities.
Time Allocation	: 2 JP (2 x 35 minutes) / 2 meetings
B. INITIAL COMPETENCIES	
Students are expected to have mastered: 1. Recognize numbers 1–60 in English (at least 1–12 for telling time). 2. Understanding the words morning, afternoon, night, and simple daily activities (wake up, go to school, eat). 3. Understanding the general difference between “hours” and “minutes” in the native language.	
C. PANCASILA STUDENT PROFILE	
1. Fear God Almighty 2. Be independent 3. Be creative	
D. MEDIA AND TOOLS	

- Media : Speakers, projectors, learning videos, audio, story texts, activity cards, analog clocks. - Tools : Whiteboard, marker, worksheet (LKPD)
E. TARGET STUDENTS
Regular learners with learning style differentiation (VARK)
F. NUMBER OF STUDENTS
Minimum 30 Peserta didik, Maksimum 31 Peserta didik
G. LEARNING MODEL
Model : Problem Based Learning (PBL)
Strategy : Content Differentiation (based on VARK)
CORE COMPONENTS
A. OBJECTIVES OF LEARNING ACTIVITIES
❖ Learning Objective : In Unit 9, students will be able to: - Understand simple reading texts about daily activities using the simple present tense with the help of pictures or visuals. - Identify the main ideas and important information in reading texts related to daily activities and time. - Mention and retell the content of texts about daily activities orally using simple vocabulary and sentence patterns. - Rewrite simple information from reading texts in the form of short sentences or pictures with correct spelling. ❖ Learning Objectives Flow : - Students remember vocabulary and simple reading texts about daily activities using the simple present tense with the help of pictures. - Students identify the main ideas and important information in simple reading texts related to activities and time. - Students retell the content of reading texts about daily activities orally using simple sentences. - Students rewrite simple information from reading texts in the form of short sentences or pictures with written copies.
B. MEANINGFUL UNDERSTANDING
Reading time in analog clocks is very helpful because it trains conceptual understanding of time, visualization skills, understanding of fractions (quarters, halves), and helps develop executive function and focus, especially for children or people with ADHD, because time is easier to understand visually and not just as numbers, and helps understand the duration of time more intuitively.
C. LEADING QUESTIONS
- What do you do every morning before going to school? (Apa yang kamu lakukan setiap pagi sebelum pergi ke sekolah?) - Do you have breakfast in the morning? What do you eat? (Apakah kamu sarapan pagi? Kamu makan apa?) - What time do you wake up every day?

- (Jam berapa kamu bangun setiap hari?)
- Look at the picture. What activities can you see?
(Lihat gambarnya. Kegiatan apa yang kamu lihat?)
 - Is your daily activity the same as your friend's?
(Apakah kegiatanmu sama dengan kegiatan temanmu?)

D. LEARNING ACTIVITIES



Meeting 1

D. Introductory Activity (10 minutes)

Stages	Teacher's Orders
Opening	"Good morning, students! First of all i will check your attendance."
Warm-Up	"Let's stand up, everyone! We warm up with movement so that we are enthusiastic. We will use this energy to plan what we will do in the future."

E. Main Activities

Syntax	Teacher and Students Activities	Time Allocation
Student orientation on the problem	The teacher shows a short text + pictures about daily activities. The teacher asks: • What do you do in the morning? • Do you understand this text? The teacher presents a problem: "There is a new student. He doesn't understand this text."	5 minutes
Organizing students to learn	Teachers grouped students based on their VARK learning styles. Each group received materials from books according to their VARK style.	5 minutes
Guiding individual and group investigations	Kinesthetic: The teacher asks the students to do a role play by reading short sentences about daily activities and acting them in front of the class. The teacher invites every two students to act out daily activities such as waking up, having breakfast, and going to school. After that teacher ask the student about their understanding of that conversation. E.g., "who go to school at 6.30?" Aural: The teacher asks the students to listen to the teacher reading a short text/audio about daily activities, then the teacher asks the students to answer simple questions based on what they hear and repeat the sentences together. Visual: The teacher asks the students to look at the pictures of daily activities and read the sentences, then the students are asked to answer simple questions related to the activities and their sequence. Read/Write: The teacher asks the students to read a short text about daily activities and identify important information, after that the students are asked to write simple sentences based on what they read.	15 minutes

Develop and present works	Each group presents their results: • speaking, • writing, • or acting. Example: “In the morning, I wake up and have breakfast.”	20 minutes
Analyze and evaluate the problem solving process	Teacher asks: • “What is the text about?” • “What activity do you do first?” Students conclude together. Teacher reinforces vocabulary & simple present tense.	5 minutes

F. Post-activities

Stages	Teacher and students activities	Time
Closing Statement	Teacher say: “Pelajaran hari ini selesai. Kalian hebat karena sudah aktif! Terimakasih, class!”	10 minutes
Pray	Pray together and say goodbye!	

Meeting 2

B. Introductory Activity (10 minutes)

Stages	Teacher’s Orders
Opening	“Good morning, students!” Teacher greets the students. Teacher reviews daily activities vocabulary from Meeting 1. Teacher explains that the students will do a reading quiz.

B. Main-activities

Activities	Teacher & Students Activities	Time Allocation
Opening	• The teacher explained that today was a reading test session to see how much they understood from last week's project. • Teacher shows the title “Kadek’s Daily Activities”. • Teacher asks simple questions: “What activities do you do every day?” “Do you wake up early?”	10 minutes
Reading Comprehension	• Teacher asks the students to read the text silently. • Teacher reads the text aloud once. • Students read the text again independently. • Teacher distributes the multiple-choice quiz. • Students answer the questions individually. • Teacher monitors and assists students if needed.	45 minutes

C. Post Activity

Activities	Teacher & Students Activities	Time Allocation
Closing & Discussion	- Teacher and students discuss some answers together. - Teacher gives feedback and motivation. - Teacher closes the lesson.	15 minutes



E. ASSESSMEN

1. Assessment:

Indicator	4 – Very Good	3 – Good	2 – Fair	1 – Poor
Understanding Vocabulary	Correctly understands and identifies vocabulary in the text	Understands most vocabulary with small mistakes	Understands limited vocabulary	Has difficulty understanding vocabulary
Understanding Information	Correctly understands main ideas and details from the text	Understands main ideas with some help	Understands limited information	Does not understand the text
Answering Questions	Answers all comprehension questions correctly	Answers most questions correctly	Answers few questions correctly	Cannot answer the questions



F. APPENDIX

4. LKPD

Visual

Activity pictures:

3.2 Let's listen the audio!

What do you do at 5.30?



After praying in the temple, what do you do?



What do you do in the afternoon?



- waking up
- brushing teeth
- going to school
- doing homework
- going to bed/sleep

Task:

Match the pictures with the sentences.

Number the activities (1-5).

- ☐ I go to school
- ☐ I wake up
- ☐ I go to bed/sleep
- ☐ I brush my teeth
- ☐ I do my homework

Auditory/Aural

UNIT 9

PROBLEM BASED LEARNING

LEARNING ACTIVITY

For Audio Learners

3.3 Let's listen the audio!

what do you do before going to school?

what do you do after school in the afternoon?

what do you do before go to sleep in the evening?

Let's listen it!

The Instruction

1. The teacher asks students to listen the audio.
2. The students are asked to circle the audio with three categories.

PROJECT BASED LEARNING

LEARNING ACTIVITY

For Audio Learners

3.3 Let's listen the audio!

take a bath

study

shower the flower

play

take a bath

pray

TRUE & FALSE

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

The Instruction

1. The students are instructed to examine the audio and place a checkmark if the audio and word match.

Activity image:

- Teacher reads text aloud clearly
- Audio/Read aloud

Oral questions:

What does Dika do in the morning?

Does Dika go to school or go home at seven o'clock?

Kinesthetic

UNIT 9
DISCOVERY LEARNING
LEARNING ACTIVITY
For Kinesthetic Learners

3.2 Let's do role-play!

what do you do at half past seven o'clock after having breakfast?

After having breakfast, I pray in the temple and go to school at half past seven.

What do you do in the evening after dinner at seven o'clock?

I read a legend story about Bali and watch a cartoon.

The Instruction

1. The students are asked to do role-play together with their classmates.
2. The students will be asked to come forward to carry out a dialogue, one student will be Ketut and the other student will be Gede.

Activity cards (cut out):

- I wake up.
- I eat breakfast.
- I go to school.
- I do my homework.
- I go to sleep.

Task:

Read the card.

Do the activity.

Say the sentence while doing the activity.

Read/Write

UNIT 9

PROBLEM BASED LEARNING

LEARNING ACTIVITY

For Read/Write Learners

3.1 Let's read and write!








The Instruction

1. The teacher asks student to look at each of those pictures and figure it out what the meaning of it.
2. After that, the students are asked to fill in the blank with the correct letter, related to the vocabulary of daily activity.

PROJECT BASED LEARNING

LEARNING ACTIVITY

For Read/Write Learners

3.1 Let's read and write!

I at 5.00 AM in the morning.

breakfast

My father at eight o'clock in this morning.

read

I read a novel in my bedroom at 4.30 AM.

go to work

My mother in the kitchen at 6.30 AM.

cook

I have at 07.00 AM before go to school.

study

The Instruction

1. The teacher asks students to read the question.
2. After that, the students are asked to find the matching vocabularies to fill the sentences.

Worksheet:

Fill in the blanks

- I wake up at ____ o'clock in the morning.
- I have ____ with my family.
- I go to ____ at seven o'clock.
- In the afternoon, I do my ____.
- In the evening, I ____ TV.
- At night, I go to ____.

copy 2-3 sentence from teks

5. Reading Passage

My name is Dika.

I wake up at six o'clock in the morning.

I take a bath and brush my teeth.

After that, I have breakfast with my family.

At seven o'clock, I go to school.

I study and play with my friends.

In the afternoon, I go home and do my homework.

In the evening, I have dinner and watch TV.

At nine o'clock, I go to bed.

Meeting 2

Kadek's Daily Activities

My name is Kadek.

I live in Bali.

I wake up at five o'clock in the morning.

I take a bath and brush my teeth.
After that, I have breakfast with my family.

At seven o'clock, I go to school.
I study and play with my friends.

In the afternoon, I go home and do my homework.
In the evening, I help my parents and have dinner.

At nine o'clock, I go to bed.

 Multiple Choice Questions

Choose the correct answer!

What is the boy's name?

- a. Budi
- b. Gede
- c. Kadek
- d. Wayan

Where does Kadek live?

- a. Jakarta
- b. Bali
- c. Lombok
- d. Surabaya

What time does Kadek wake up?

- a. At six o'clock
- b. At seven o'clock
- c. At five o'clock
- d. At nine o'clock

What does Kadek do after waking up?

- a. Go to school
- b. Take a bath and brush his teeth
- c. Do homework
- d. Have dinner

Who does Kadek have breakfast with?

- a. His friends
- b. His teacher



- c. His parents
- d. His family

When does Kadek go to school?

- a. In the afternoon
- b. In the evening
- c. At seven o'clock
- d. At nine o'clock

What does Kadek do at school?

- a. Sleep and eat
- b. Study and play
- c. Help his parents
- d. Watch TV

What does Kadek do in the afternoon?

- a. Go to bed
- b. Do his homework
- c. Go to school
- d. Have breakfast

What does Kadek do in the evening?

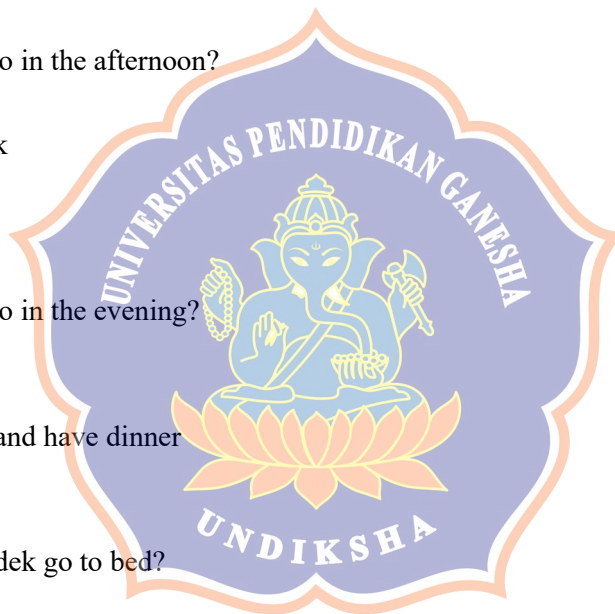
- a. Study at school
- b. Play with friends
- c. Help his parents and have dinner
- d. Go to bed

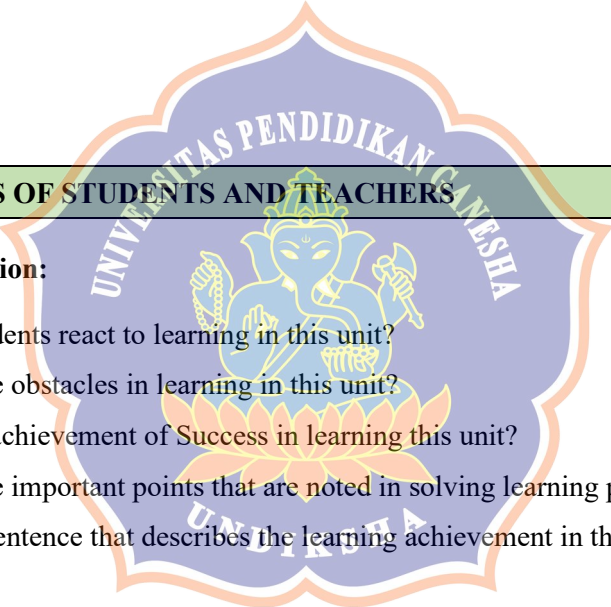
What time does Kadek go to bed?

- a. At seven o'clock
- b. At eight o'clock
- c. At nine o'clock
- d. At ten o'clock

 Answer Key

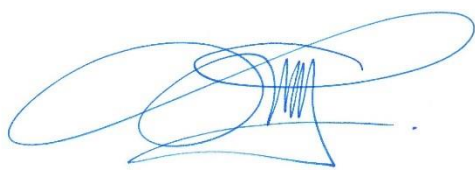
- c
- b
- c
- b
- d
- c
- b
- b



c
c

G. REFLECTIONS OF STUDENTS AND TEACHERS
A. Teacher Reflection: - How do students react to learning in this unit? - What are the obstacles in learning in this unit? - How is the achievement of Success in learning this unit? - What are the important points that are noted in solving learning problems in this unit? - A word or sentence that describes the learning achievement in this unit? B. Student Reflections: - Today I learned about: _____ - Activities I like are: _____ - The days I like the most are: _____ - The sentence I made today: _____
H. GLOSSARY
-
I. REFERENCES
Learning Resources (English E-book for 4th Grade Elementary School, English for Grade 4 Elementary School Author: Ni Ketut Catur Paramita, 2024),

Knowing,
Validator Instrument

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KURIKULUM MERDEKA TEACHING MODULE ENGLISH ELEMENTARY GRADE 4

GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name	: Putu Kunang Kabinawa
Institutions	: SD Negeri 1 Banyuasri
Academic Year	: 2026
School Level	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class	: C/ 4
Unit 10	: He Always Gets Up at 5 O'clock
Learning Outcomes	: Menyimak – Berbicara students use English to interact in an increasingly broad but still predictable(routine) social and classroom context using sentences with specific patterns. They modify/ replace some sentence elements to participate in classroom routines and learning activities, such as expressing feelings, conveying needs, and asking for help. They understand the main ideas of information conveyed orally with visual aids, and use simple vocabulary. They follow a series of simple instructions related to classroom procedures and learning activities with visual aids. Membaca – Memirsa Students understand words commonly used in daily life with the help of pictures/illustrations. They read and respond to simple, familiar short texts in written or digital form, including visual, multimodal, or interactive texts.
Time Allocation	: 2 JP (2 x 35 minutes) / 2 meetings
B. INITIAL COMPETENCIES	
Students are expected to have mastered:	
1. Recognize numbers 1–60 in English (at least 1–12 for telling time).	

- Understanding the words morning, afternoon, night, and simple daily activities (wake up, go to school, eat). - Understanding the general difference between “hours” and “minutes” in the native language.
C. PANCASILA STUDENT PROFILE
- Fear God Almighty - Be independent - Be creative
D. MEDIA AND TOOLS
- Media : Speakers, projectors, learning videos, audio, story texts, activity cards, analog clocks. - Tools : Whiteboard, marker, worksheet (LKPD)
E. TARGET STUDENTS
Regular learners with learning style differentiation (VARK)
F. NUMBER OF STUDENTS
Minimum 30 Peserta didik, Maksimum 31 Peserta didik
G. LEARNING MODEL
Model : Problem Based Learning (PBL)
Strategy : Content Differentiation (based on VARK)
CORE COMPONENTS
A. OBJECTIVES OF LEARNING ACTIVITIES
❖ Learning Objective : - Explain the meaning of adverbs of frequency (always, usually, sometimes, never) found in a simple reading text about daily activities. - Identify and compare the use of adverbs of frequency in a short reading passage. - Apply adverbs of frequency in simple sentences to describe daily activities based on the reading text. ❖ Learning Objectives Flow : - Students remember vocabulary and simple reading texts about daily activities using the simple present tense with the help of pictures. - Students identify the main ideas and important information in simple reading texts related to activities and time. - Students retell the content of reading texts about daily activities orally using simple sentences. - Students rewrite simple information from reading texts in the form of short sentences or pictures with written copies.
B. MEANINGFUL UNDERSTANDING
Reading time in analog clocks is very helpful because it trains conceptual understanding of time, visualization skills, understanding of fractions (quarters, halves), and helps develop executive function and focus, especially for children or people with ADHD, because time is easier to understand visually and not just as numbers, and helps understand the duration of time more intuitively.

C. LEADING QUESTIONS

- What do you do every morning before going to school?
(Apa yang kamu lakukan setiap pagi sebelum pergi ke sekolah?)
- Do you have breakfast in the morning? What do you eat?
(Apakah kamu sarapan pagi? Kamu makan apa?)
- What time do you wake up every day?
(Jam berapa kamu bangun setiap hari?)
- Look at the picture. What activities can you see?
(Lihat gambarnya. Kegiatan apa yang kamu lihat?)
- Is your daily activity the same as your friend's?
(Apakah kegiatanmu sama dengan kegiatan temanmu?)

D. LEARNING ACTIVITIES



Meeting 1

A. Introductory Activity (10 minutes)

Stages	Teacher's Orders
Opening	"Good morning, students! First of all i will check your attendance."
Warm-Up	Teacher greets students. Teacher shows pictures of daily activities and asks: "What does he do every day?" Teacher explains today's topic.

B. Main Activities

Syntax	Teacher and Students Activities	Time Allocation
Student orientation on the problem	The teacher shows pictures from the Visual Learners book related to daily habits. The teacher plays short audio from the Auditory Learners book. Teacher asks: "What does he do every day?" "Does he always wake up early?" Teacher presents the problem.	5 minutes
Organizing students to learn	Students are grouped based on VARK learning styles: • Visual • Aural • Read/Write • Kinesthetic Each group receives learning materials from the same Unit 10, but in different formats.	5 minutes
Guiding individual and group investigations	Kinesthetic: The teacher asks the students to read short sentences from the text, act out the daily habits, and say sentences using adverbs of frequency. Aural: The teacher asks the students to listen to the audio from the Auditory Learners book, then answer oral comprehension questions related to adverbs of frequency. Visual: The teacher asks the students to look at the pictures and read the sentences from the Visual Learners book, then identify adverbs of frequency used in the text. Read/Write: The teacher asks the students to read the reading passage from the Read/Write	15 minutes

	Learners book, underline adverbs of frequency, and answer written comprehension questions.	
Develop and present works	Each group presents their results: • Visual → show picture + sentence • Aural → explain orally • Read/Write → show key sentences • Kinesthetic → demonstrate activities	20 minutes
Analyze and evaluate the problem solving process	Teacher asks: “What does he always do?” “What adverb means “sometimes”?” Students conclude the lesson together.	5 minutes

C. Post-activities

Stages	Teacher and students activities	Time
Closing Statement	Teacher say: “Pelajaran hari ini selesai. Kalian hebat karena sudah aktif! Terimakasih, class!”	10 minutes
Pray	Pray together and say goodbye!	

Meeting 2

A. Introductory Activity (10 minutes)

Stages	Teacher's Orders
Opening	“Good morning, students! First of all i will check your attendance.”
Warm-Up	Teacher greets students and reviews previous lesson. Teacher reminds students about daily activities and adverbs of frequency. Teacher explains the problem to be solved.

B. Main Activities

Syntax	Teacher and Students Activities	Time Allocation
Student orientation on the problem	Teacher explains the problem to be solved. “A student wants to understand Ketut’s daily habits from a text, but he is confused about the meaning of always, usually, sometimes, and never. How can we help him?”	5 minutes
Organizing students to learn	Students are grouped based on VARK learning styles: • Visual • Aural • Read/Write • Kinesthetic Each group receives learning materials from the same Unit 10, but in different formats.	5 minutes

Guiding individual and group investigations	Kinesthetic: The teacher asks the students to do a role play using the dialogue in the Kinesthetic Learners book (page 38). One student acts as Putu and the other as Gede, practicing sentences using adverbs of frequency. Aural: The teacher asks the students to listen to the audio from the Auditory Learners book (page 38). Then, the students are asked to find the correct audio that matches each sentence and place a checkmark on the correct answer. Visual: The teacher asks the students to look at the pictures in the Visual Learners book (page 39). The students are asked to match pictures with words related to daily activities and identify the activities shown. Read/Write: The teacher asks the students to read the reading passage in the Read/Write Learners book (page 40). After reading, the students are asked to answer multiple-choice questions based on the text.	15 minutes
Develop and present works	Each group explains how they understand Ketut's daily habits: • Visual → using pictures • Auditory → retelling orally • Read/Write → answering questions • Kinesthetic → demonstrating activities	20 minutes
Analyze and evaluate the problem solving process	Teacher asks: “What does Ketut always do in the morning?” “What does he sometimes do?” Students reflect on how reading helps solve the problem.	5 minutes

C. Post-activities

Stages	Teacher and students activities	Time
Closing	Teacher summarizes the lesson. Teacher gives feedback. Teacher informs students about the next topic.	10 minutes
Pray	Pray together and say goodbye!	

E. ASSESMEN

1. Assessment:

Indicator	4 – Very Good	3 – Good	2 – Fair	1 – Poor
Understanding Vocabulary	Correctly understands and identifies vocabulary in the text	Understands most vocabulary with small mistakes	Understands limited vocabulary	Has difficulty understanding vocabulary
Understanding Information	Correctly understands main ideas and details from the text	Understands main ideas with some help	Understands limited information	Does not understand the text
Answering Questions	Answers all comprehension questions correctly	Answers most questions correctly	Answers few questions correctly	Cannot answer the questions



F. APPENDIX

UNIT 10

PROBLEM BASED LEARNING

LEARNING ACTIVITY

For Kinesthetic Learners

4.2 Let's do role-play!

Good morning Gede!

Good morning, Putu.

What time do you get up?

I usually get up at six o'clock.

The, what time do you go to school?

I always go to school at 7:30.

Alright!, thanks De.

The Instruction

1. Let's do role-play!
2. The students are asked to do a role-play with his best friend.
3. One student as Putu and the other one as Gede.

PROJECT BASED LEARNING

LEARNING ACTIVITY

For Kinesthetic Learners

4.2 Let's do role-play!

The Instruction

1. Let's play a game!
2. Students will participate in an interactive game using flashcards. The teacher will display a flashcard, and students will provide answers promptly.
3. Before the game begins, students are requested to form a line to ensure clarity.

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G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

11. How do students react to learning in this unit?
12. What are the obstacles in learning in this unit?
13. How is the achievement of Success in learning this unit?
14. What are the important points that are noted in solving learning problems in this unit?
15. A word or sentence that describes the learning achievement in this unit?

B. Student Reflections:

9. Today I learned about: _____
10. Activities I like are: _____
11. The days I like the most are: _____
12. The sentence I made today: _____

H. GLOSSARY

Language Focus :

Bahasa Inggris	Artinya	Posisi Jarum Panjang
... O'clock	Tepat	Di angka 12

Half past ...	Lewat 30 menit	Di angka 6
Quarter past ...	Lewat 15 menit	Di angka 3
Quarter to ...	Kurang 15 menit	Di angka 9
Past	Lewat (menit 1-29)	Sisi kanan jam (1-5)
To	Kurang (menit 31-59)	Sisi kiri jam (7-11)
I. REFERENCES		
Learning Resources (English E-book for 4th Grade Elementary School, English for Grade 4 Elementary School Author: Ni Ketut Catur Paramita, 2024),		

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Singaraja, 11 January_2025
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Luh Putu Dian Kresnawati, S.Pd., M.Pd.
NIP:198503262023212023



GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name Institutions Academic Year School Level Subjects Phase/Class Unit 11 Learning Outcomes	: Putu Kunang Kabinawa : SD Negeri 1 Banyuasri : 2026 : Elementary school : Bahasa Inggris : C/ 4 : How do You Go to School? : Membaca - Memirsa 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. Menulis – Mempresentasikan Students communicate their ideas and experiences through pictures and written copies. With the help of the teacher, they produce simple descriptive and procedural texts using simple words/phrases and pictures. They write simple vocabulary related to the classroom and home environment in English using their own spelling.
Time Allocation	: 2 JP (2 x 35 minutes) / 2 meetings
B. INITIAL COMPETENCIES	
Students are expected to have mastered: 1. Recognize numbers 1–60 in English (at least 1–12 for telling time). 2. Understanding the words morning, afternoon, night, and simple daily activities (wake up, go to school, eat). 3. Understanding the general difference between “hours” and “minutes” in the native language.	
C. PANCASILA STUDENT PROFILE	
1. Fear God Almighty 2. Be independent 3. Be creative	
D. MEDIA AND TOOLS	
1. Media : Speakers, projectors, learning videos, audio, story texts, activity cards. 2. Tools : Whiteboard, marker, worksheet (LKPD)	
E. TARGET STUDENTS	
Regular learners with learning style differentiation (VARK)	

F. NUMBER OF STUDENTS
Minimum 30 Peserta didik, Maksimum 31 Peserta didik
G. LEARNING MODEL
Model : Problem Based Learning (PBL) Strategy : Content Differentiation (based on VARK)
CORE COMPONENTS
A. OBJECTIVES OF LEARNING ACTIVITIES
❖ Learning Objective : In Unit 11, students will be able to: - students are able to accurately identify the names of vehicles and the information contained in the text. - Students are able to differentiate the unique characteristics of various types of vehicles (e.g., number of wheels, type of track, or use) based on the information in the text. ❖ Learning Objectives Flow : - Students recognize common vocabulary related to daily life with the help of pictures and illustrations. - Students understand simple information (main ideas and details) from short and familiar reading texts. - Students respond to the text by answering simple comprehension questions correctly.
B. MEANINGFUL UNDERSTANDING
Reading time in analog clocks is very helpful because it trains conceptual understanding of time, visualization skills, understanding of fractions (quarters, halves), and helps develop executive function and focus, especially for children or people with ADHD, because time is easier to understand visually and not just as numbers, and helps understand the duration of time more intuitively.
C. LEADING QUESTIONS
What is your favorite vehicle?
D. LEARNING ACTIVITIES

Meeting 1

G. Introductory Activity (10 minutes)

Stages	Teacher's Orders
Opening	"Good morning, students! First of all i will check your attendance."
Warm-Up	"Let's stand up, everyone! We warm up with movement so that we are enthusiastic.."

H. Main Activities

Syntax	Teacher and Students Activities	Time Allocation
Student orientation on the problem	Teacher asks: "How do you go to school?" Teacher introduces the problem and learning objectives. "A new student wants to know how his friends go to school, but he does not understand the English text about transportation. How can we help him understand the text?"	5 minutes
Organizing students to learn	Teachers grouped students based on their VARK learning styles. Each group received materials from books according to their VARK style.	5 minutes
Guiding individual and group investigations	Kinesthetic: The teacher asks the students to do a simple role play or movement activity from the Kinesthetic Learners e-book, acting how they go to school using different vehicles. Aural: The teacher asks the students to listen to audio from the Auditory Learners e-book about how students go to school. The students identify vehicle names mentioned in the audio. Visual: The teacher asks the students to look at pictures of vehicles from the Visual Learners e-book. The students identify the vehicle names and match them with short descriptions. Read/Write: The teacher asks the students to read and write the english language of vehicle from the Read/Write Learners e-book about transportation. The students answer simple questions and underline vehicle names in the text.	15 minutes
Develop and present works	Each group presents their findings: Visual → showing pictures Auditory → explaining orally Read/Write → reading short answers Kinesthetic → demonstrating movements	20 minutes

	Students help the “new student” understand the text.	
Analyze and evaluate the problem solving process	Teacher asks: “Which vehicle has two wheels?” “Which vehicle is used on the road?” Students reflect on what they learned from the text.	5 minutes

I. Post-activities

Stages	Teacher and students activities	Time
Closing	Teacher summarizes the lesson. Students write one simple sentence about how they go to school. Teacher gives feedback and encouragement.	10 minutes
Pray	Pray together and say goodbye!	

Meeting 2

C. Introductory Activity (10 minutes)

Stages	Teacher’s Orders
Opening	“Good morning, students!” Teacher greets the students. Teacher reviews vehicle vocabulary from Meeting 1. Teacher explains that the students will do a reading quiz.

B. Main-activities

Activities	Teacher & Students Activities	Time Allocation
Opening	- The teacher explained that today was a reading test session to see how much they understood from last week's project. - Teacher shows the “How Do You Go To School?” reading passage.	10 minutes
Reading Comprehension	- Teacher asks the students to read the text silently. - Teacher reads the text aloud once. - Students read the text again independently. - Teacher distributes the multiple-choice quiz. - Students answer the questions individually. - Teacher monitors and assists students if needed.	45 minutes

C. Post Activity

Activities	Teacher & Students Activities	Time Allocation
Closing & Discussion	- Teacher and students discuss some answers together. - Teacher gives feedback and motivation. - Teacher closes the lesson.	15 minutes

E. ASSESMEN

1. Assessment:

Indicator	4 – Very Good	3 – Good	2 – Fair	1 – Poor
Understanding Vocabulary	Correctly understands and identifies vocabulary in the text	Understands most vocabulary with small mistakes	Understands limited vocabulary	Has difficulty understanding vocabulary
Understanding Information	Correctly understands main ideas and details from the text	Understands main ideas with some help	Understands limited information	Does not understand the text
Answering Questions	Answers all comprehension questions correctly	Answers most questions correctly	Answers few questions correctly	Cannot answer the questions



F. APPENDIX

6. LKPD

Visual

Activity pictures:

UNIT II

PROBLEM BASED LEARNING

LEARNING ACTIVITY

For Visual Learners

5.2 Let's look at the picture!





B _ A _

C _

_ R _ N





_ _ S

S _ I _

B _ C _ C _ E

The Instruction

1. The students are asked to look at the picture, then fill in the blank with the appropriate word or phrase.

PROJECT BASED LEARNING

LEARNING ACTIVITY

For Visual Learners

5.2 Let's look at the picture!



This is a bus



This is a truck



This is a helicopter



This is a car

TRUE & FALSE

The Instruction

1. The students are asked to look at the picture, and make a tick in the green box if the picture and sentence are correct. However, if the sentence and photo are incorrect, students are asked to make a tick in the red box.

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Auditory/Aural



UNIT II

PROBLEM BASED LEARNING

LEARNING ACTIVITY

For Audio Learners

5.1 Let's listen the audio!



The Instruction

1. The students are asked to identify the audio and write the type of vehicle based on what students heard from the audio.

PROJECT BASED LEARNING

LEARNING ACTIVITY

For Audio Learners

5.1 Let's listen the audio!



Train

Airplane

Boat

Ship

Helicopter

The Instruction

1. The students are asked to match each word with the correct audio.
2. Draw a line from the appropriate word to the correct audios.

Kinesthetic

UNIT II

PROBLEM BASED LEARNING

LEARNING ACTIVITY

For Kinesthetic Learners

5.1 Let's play a game!

aerc	
ycicleb	
rotocyclel	
rtcku	
ntiar	
lapenaeri	

The Instruction

1. The students are asked to Read each scrambled word carefully.
2. After that, the students are asked to arrange the letters to form the correct vehicle name in English.
3. The students can rite your answer next to each scrambled word

PROJECT BASED LEARNING

LEARNING ACTIVITY

For Kinesthetic Learners

5.1 Let's play a game!

How to spell "car"?

C - A - R

The Instruction

1. The students are asked to play a game that caled as spelling be.
2. The teacher will give one name of transportation, and ask students how to spell it..

Read/Write

UNIT II

PROBLEM BASED LEARNING

LEARNING ACTIVITY

For Read/Write Learners

5.1 Let's read and write!

Indonesia vs. English

sepeda motor	
mobil	
sepeda	
kereta api	
pesawat	
helikopter	

The Instruction

1. The students are asked to write the english language from Indonesia language related to the type of vehicle.

PROJECT BASED LEARNING

LEARNING ACTIVITY

For Read/Write Learners

5.1 Let's read!

car	Sepeda
bus	Pesawat
bicycle	Bis
motorcycle	Kapal
truck	Truk
train	Kereta
airplane	Perahu
boat	Mobil
ship	Sepeda motor
helicopter	Helikopter

The Instruction

1. After finding the correct word, students are asked to draw a line from the word that has been identified to the word that has been translated into appropriate English.

7. Reading Passage

“How Do You Go To School?”

I go to school every day.

I usually go to school by bicycle.

My bicycle has two wheels.

My friend goes to school by motorcycle.

His motorcycle has two wheels and uses the road.

Another friend goes to school by car.

A car has four wheels.

We go to school safely and happily.

 Multiple Choice Questions

Choose the correct answer!

How does the writer usually go to school?

- a. By car
- b. By bus
- c. By bicycle
- d. On foot

How many wheels does a bicycle have?

- a. One
- b. Two
- c. Three
- d. Four

Who goes to school by motorcycle?

- a. The writer
- b. The teacher
- c. The writer's friend
- d. The driver

How many wheels does a car have?

- a. Two
- b. Three
- c. Four
- d. Five

The students go to school _____.

- a. Sadly
- b. Slowly
- c. Safely
- d. Late



G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

16. How do students react to learning in this unit?
17. What are the obstacles in learning in this unit?
18. How is the achievement of Success in learning this unit?
19. What are the important points that are noted in solving learning problems in this unit?
20. A word or sentence that describes the learning achievement in this unit?

B. Student Reflections:

13. Today I learned about: _____
14. Activities I like are: _____
15. The days I like the most are: _____
16. The sentence I made today: _____

H. GLOSSARY

Language Focus :

Bahasa Inggris	Bahasa Indonesia
Car	Mobil
Bus	Bis

Motorcycle	Sepeda motor
Bicycle	Sepeda
Truck	Truk
Train	Kereta api
Airplane	Pesawat
Boat	Perahu
Ship	Kapal
Helicopter	Helikopter

I. REFERENCES	
Learning Resources (English E-book for 4th Grade Elementary School, English for Grade 4 Elementary School Author: Ni Ketut Catur Paramita, 2024),	

Knowing,
Validator Instrument

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KURIKULUM MERDEKA TEACHING MODULE

Elementary School (sd/mi)

Compiler name : Putu Kunang Kabinawa

School Name : SD Negeri 1 Banyuasri

Subject : English

Phase C, Class/Semester : 4 (Four) / 2 (Second)

CONTROL

KURIKULUM MERDEKA TEACHING MODULE

ENGLISH ELEMENTARY GRADE 4

GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name	: Putu Kunang Kabinawa
Institutions	: SD Negeri 1 Banyuasri
Academic Year	: 2026
School Level	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class	: C/ 4
Unit 8	: Be On Time
Learning Outcomes	: Membaca-Memirsa 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
B. INITIAL COMPETENCIES	
Students are expected to have mastered:	
4. Recognize numbers 1–60 in English (at least 1–12 for telling time). 5. Understanding the words morning, afternoon, night, and simple daily activities (wake up, go to school, eat). 6. Understanding the general difference between “hours” and “minutes” in the native language.	
C. PANCASILA STUDENT PROFILE	
4. Independent 5. Creative 6. Faithful and devoted to God Almighty.	
D. MEDIA AND TOOLS	
3. Media : Speakers, projectors, learning videos, audio, story texts, activity cards, analog clocks. 4. Tools : Whiteboard, marker, worksheet (LKPD)	
E. TARGET STUDENTS	
Regular learners with learning style differentiation (VARK)	
F. NUMBER OF STUDENTS	
▪ Minimum 30 Peserta didik, Maksimum 31 Peserta didik	
G. LEARNING MODEL	
Model : Problem Based Learning (PBL)	

Strategy :
CORE COMPONENTS
A. OBJECTIVES OF LEARNING ACTIVITIES
❖ Learning Objective : 1. Students are able to match words related to time (morning, afternoon, evening, o'clock) with the help of pictures/illustrations of clocks. 2. Students are able to respond to information from visual texts or short daily schedules (e.g., pictures of children waking up in the morning and written times) in digital or printed form. ❖ Learning Objectives Flow : • Analyze sentence and picture about time • Recall the use of O'clock, Past, To, Quarter, and Half. • Remember and explain time based on text or picture
B. MEANINGFUL UNDERSTANDING
Reading time in analog clocks is very helpful because it trains conceptual understanding of time, visualization skills, understanding of fractions (quarters, halves), and helps develop executive function and focus, especially for children or people with ADHD, because time is easier to understand visually and not just as numbers, and helps understand the duration of time more intuitively.
C. LEADING QUESTIONS
▪ What object in our classroom (or at home) is used to tell the time? ▪ When do you leave for school? Show the time on the clock! ▪ If the time is 7 a.m., what do you usually do?
D. LEARNING ACTIVITIES

J. Introductory Activity (10 minutes)		
Stages	Teacher's Orders	
Opening	“Good morning, students! Our focus is on talking about future plans using the word ‘will’.”	
Warm-Up	“Let’s stand up, everyone! We warm up with movement so that we are enthusiastic. We will use this energy to plan what we will do in the future.”	
K. Main Activities		
Syntax	Teacher and Students Activities	Time Allocation
Student orientation on the problem	The teacher asks the students to tell the time related to daily activity (“what time do you wake up this morning?”). Students answer verbally. The teacher gave a problem: “How to convey/tell time in the correct format or structure?”	5 minutes
Organizing students to learn	Teacher’s order: The teacher asks the students to look at pages 78 and 79 of their books. The teacher asks several students to read aloud. The teacher gives an example of pronunciation and the students repeat it. The teacher sets a specific time using a wall clock and asks the students: Teacher: “What time is it?” Students: “It is one o'clock.” Students: “It is one o'clock.” Listen and Circle The teacher informs the students that the next activity is to listen and circle the correct sentences according to the teacher's instructions. Example: "Hello children, today we are going to listen and circle the sentences in your book." The teacher gives an example by writing numbers 1a and 1b on the board The teacher instructs the students to listen carefully to the sentences that will be spoken and circle the one correct answer according to the teacher's words. Example of teacher's instruction: “Look at the number and the sentences.” (pointing to the question number and the two sentences). “Listen to me and circle the correct answer, it is half past six.”	5 minutes

Guiding individual and group investigations	The teacher asks one student to come forward and circle the correct answer. Example of the teacher's sentence to the student: "Girl, come here!" "Put a circle on the correct answer." Teacher ask the students to draw a clock and the time based on the sentence in page 84	15 minutes
Develop and present works	Teacher's Order: "Time at the post is up! Pair up with friends. You will share the results and practice and sharing together using the LKPD." (Intensive training, not necessary for all performances). Group representatives read one sentence from the text and showed the clock they had made in front of the class. (Page 84)	20 minutes
Analyze and evaluate the problem solving process	Evaluation: The teacher gives a quick quiz (5 questions) in the form of short sentences, and students must choose the correct clock image (A, B, or C). The teacher provides reinforcement: "When do we use To? When do we use Past?"	5 minutes

L. Post-activities

Stages	Teacher and students activities	Time
Closing Statement	Teacher say: "Pelajaran hari ini selesai. Kalian hebat karena sudah aktif! Terimakasih, class!"	10 minutes
Pray	Pray together and say goodbye!	

Meeting 2

D. Introductory Activity (10 minutes)

Stages	Teacher's Orders
Opening	"Good morning, students!." Teacher do a quick review by asking the students to answer quick questions. The teacher shows an analog wall clock and asks quickly, "What time is it?" (focus on Quarter and Half).

B. Main-activities

Activities	Teacher & Students Activities
Opening	The teacher explained that today was a reading test session to see how much they understood from last week's project.

Reading Comprehension	Students are given a text titled “My Busy Monday.” Students read the text and answer 10 multiple-choice questions provided. Teachers circulate to ensure students understand the questions without helping them answer.	45 minutes
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C. Post Activity

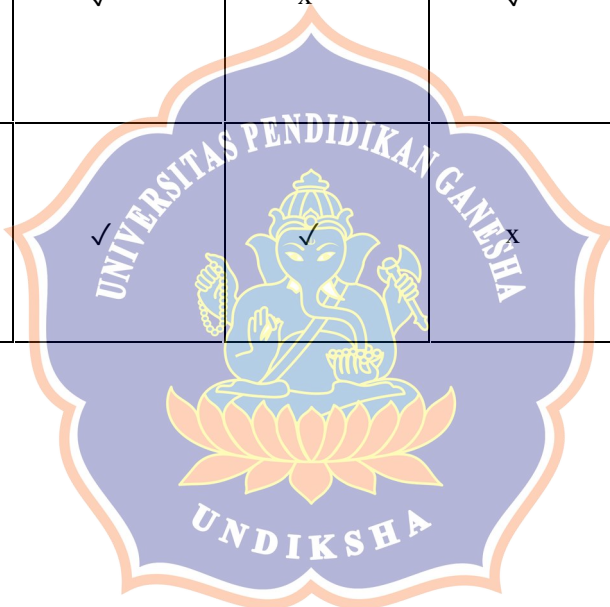
Activities	Teacher & Students Activities
Closing & Discussion	The teacher and students discuss the answers together. Students are asked to mark their incorrect answers to learn from their mistakes. The teacher asks which part was the most difficult (usually distinguishing between Quarter To and Quarter Past).



E. ASSESSMEN

1. Teacher Observation Assessment:

Students ' name	Comprehend "Past"	Comprehend "To"	Comprehen d "Quarter"	Notes
Ani	✓	✓	✓	Already very proficient .
Budi	✓	x	✓	Still confused about the concept of "To" (lack).
Citra	✓	✓	x	Often confused with Quarter Past/To.



F. APPENDIX

8. LKPD

Look and Say



It is one o'clock



It is twelve o'clock



It is five o'clock



It is nine o'clock

78 My Next Words • 4th Grade-Semester 2



It is half past nine



It is half past four



It is half past one



It is half past six

Unit 8 • Be On Time! 79

Listen and Circle

Listen to your teacher and circle the time. A or B.

1 A. 09.00 B. 09.30 3 A. 08.30 B. 05.30 5 A. 03.30 B. 01.00 7 A. 05.00 B. 07.30	2 A. 10.30 B. 07.00 4 A. 11.30 B. 12.00 6 A. 02.30 B. 04.30 8 A. 01.30 B. 02.00
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60

Let's Draw

Draw the clock.

1  It is eleven o'clock 3  It is eight o'clock	2  It is half past two 4  It is half past five
--	--

84 My Next Words • 4th Grade-Semester 2

9. Reading Passage

“My Busy Monday”

Hi, my name is Kevin. Monday is a busy day for me. I wake up at **six o'clock**. I have breakfast with my family at **a quarter past six**. My school starts at **half past seven**.

I have a break time at **ten o'clock**. I usually eat my snacks and play with my friends. Then, I study again until **a quarter to one**. After school, I go home. I arrive at home at **twenty past one**. I take a nap and then I play football at **four o'clock** in the afternoon.

10. Multiple Choice Test

1. What time does Kevin wake up?

- A. 06.15
- B. 06.30
- C. 06.00
- D. 05.45

2. Kevin has breakfast at...

- A. A quarter to six
- B. A quarter past six
- C. Half past six
- D. Six o'clock

3. "Half past seven" in numbers is written as...

- A. 07.15
- B. 07.45
- C. 07.30
- D. 08.30

4. When does Kevin have a break time?

- A. At 10.00
- B. At 10.15



C. At 10.30

D. At 09.45

5. Kevin finishes studying at "a quarter to one". It means...

A. 01.15

B. 12.15

C. 01.45

D. 12.45

6. What time does Kevin arrive at home?

A. 01.20

B. 01.12

C. 02.20

D. 01.40

7. Kevin plays football at...

A. Four o'clock

B. Half past four

C. Quarter past four

D. Five o'clock

8. Look at this sentence: "The English class ends at ten to eleven." Which digital clock shows the correct time?

A. 11.10

B. 10.50

C. 10.10

D. 11.50



9. "I go to bed at a quarter to ten." What is the correct position of the long hand (jarum panjang)?

- A. At number 3
- B. At number 6
- C. At number 9
- D. At number 12

10. Read the schedule below:

- 02.00: Watch TV
- 02.30: Do Homework
- 03.15: Take a bath

Based on the schedule, what time does the person do homework?

- A. At two o'clock
- B. At quarter past three
- C. At half past two
- D. At half past three

Key Answer

No	Jawaban	Penjelasan Singkat
1	C	<i>Six o'clock = 06.00</i>
2	B	<i>Quarter past six = 06.15</i>
3	C	<i>Half past seven = 07.30</i>
4	A	<i>Ten o'clock = 10.00</i>
5	D	<i>Quarter to one = 12.45 (15 menit menuju jam 1)</i>
6	A	<i>Twenty past one = 01.20</i>
7	A	<i>Four o'clock = 04.00</i>
8	B	<i>Ten to eleven = 10.50 (10 menit menuju jam 11)</i>
9	C	<i>Quarter to selalu menunjuk ke angka 9 (menit ke-45)</i>
10	C	<i>02.30 disebut Half past two</i>

G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

21. How do students react to learning in this unit?
22. What are the obstacles in learning in this unit?
23. How is the achievement of Success in learning this unit?
24. What are the important points that are noted in solving learning problems in this unit?
25. A word or sentence that describes the learning achievement in this unit?

B. Student Reflections:

17. Today I learned about: _____
18. Activities I like are: _____
19. The days I like the most are: _____
20. The sentence I made today: _____

H. GLOSSARY

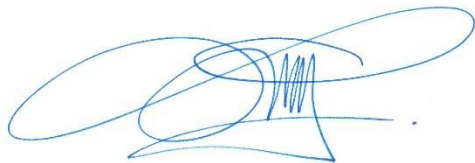
Language Focus :

22. Bahasa Inggris	23. Artinya	24. Posisi Jarum Panjang
25. ... O'clock	26. Tepat	27. Di angka 12
28. Half past ...	29. Lewat 30 menit	30. Di angka 6
31. Quarter past ...	32. Lewat 15 menit	33. Di angka 3
34. Quarter to ...	35. Kurang 15 menit	36. Di angka 9
37. Past	38. Lewat (menit 1-29)	39. Sisi kanan jam (1-5)
40. To	41. Kurang (menit 31-59)	42. Sisi kiri jam (7-11)

I. REFERENCES

- Learning Resources (English E-book for 4th Grade Elementary School, English for Grade 4 Elementary School Author: Ni Ketut Catur Paramita, 2024),
- Eyis, P. S., & Azizah, N. (2021). *My Next Words Grade 4 – Student's Book for Elementary School*. Pusat Kurikulum dan Perbukuan, Badan Penelitian dan

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GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name	: Putu Kunang Kabinawa
Institutions	: SD Negeri 1 Banyuasri
Academic Year	: 2026
School Level	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class	: C/ 4
Unit 9	: I Go to School After having a Breakfast
Learning Outcomes	: Membaca-Memirsa Menulis-Mempresentasikan Students communicate their ideas and experiences through pictures and written copies. With the help of the teacher, students produce simple descriptive and procedural texts using simple words or phrases and pictures. Students write simple vocabulary related to the classroom and home environment in English with their own spelling. Menyimak – Berbicara Students are able to use English to interact in routine and predictable social and classroom situations using simple sentence patterns. Students are able to change some elements of a sentence to express feelings, needs, and requests for help. Students understand the main ideas of information conveyed orally with visual aids and follow simple instructions related to classroom procedures and learning activities.
Time Allocation	: 2 JP (2 x 35 minutes) / 2 meetings
B. INITIAL COMPETENCIES	
Students are expected to have mastered: 1. Recognize numbers 1–60 in English (at least 1–12 for telling time). 2. Understanding the words morning, afternoon, night, and simple daily activities (wake up, go to school, eat). 3. Understanding the general difference between “hours” and “minutes” in the native language.	
C. PANCASILA STUDENT PROFILE	
1. Independent 2. Creative	

3. Faithful and devoted to God Almighty.
D. MEDIA AND TOOLS
1. Media : Speakers, projectors, learning videos, audio, story texts, activity cards, analog clocks. 2. Tools : Whiteboard, marker, worksheet (LKPD)
E. TARGET STUDENTS
Regular learners with learning style differentiation (VARK)
F. NUMBER OF STUDENTS
Minimum 30 Peserta didik, Maksimum 31 Peserta didik
G. LEARNING MODEL
Model : Problem Based Learning (PBL) Strategy :
CORE COMPONENTS
A. OBJECTIVES OF LEARNING ACTIVITIES
❖ Learning Objective : - Understand simple reading texts about daily activities using the simple present tense with the help of pictures or visuals. - Identify the main ideas and important information in reading texts related to daily activities and time. - Mention and retell the content of texts about daily activities orally using simple vocabulary and sentence patterns. - Rewrite simple information from reading texts in the form of short sentences or pictures with correct spelling. ❖ Learning Objectives Flow : - Students remember vocabulary and simple reading texts about daily activities using the simple present tense with the help of pictures. - Students identify the main ideas and important information in simple reading texts related to activities and time. - Students retell the content of reading texts about daily activities orally using simple sentences. - Students rewrite simple information from reading texts in the form of short sentences or pictures with written copies.
B. MEANINGFUL UNDERSTANDING
Reading time in analog clocks is very helpful because it trains conceptual understanding of time, visualization skills, understanding of fractions (quarters, halves), and helps develop executive function and focus, especially for children or people with ADHD, because time is easier to understand visually and not just as numbers, and helps understand the duration of time more intuitively.
C. LEADING QUESTIONS
- What do you do every morning before going to school? (Apa yang kamu lakukan setiap pagi sebelum pergi ke sekolah?) - Do you have breakfast in the morning? What do you eat?

- (Apakah kamu sarapan pagi? Kamu makan apa?)
- What time do you wake up every day?
(Jam berapa kamu bangun setiap hari?)
 - Look at the picture. What activities can you see?
(Lihat gambarnya. Kegiatan apa yang kamu lihat?)
 - Is your daily activity the same as your friend's?
 - (Apakah kegiatanmu sama dengan kegiatan temanmu?)

D. LEARNING ACTIVITIES



A. Introductory Activity (10 minutes)		
Stages	Teacher's Orders	
Opening	“Good morning, students!.” Teacher check student’s attendance	
Warm-Up	“Let’s stand up, everyone! We warm up with movement and sing a song”	
B. Main Activities		
Syntax	Teacher and Students Activities	Time Allocation
Student orientation on the problem	The teacher says: “Students, I have Made's diary, but the text is separated from the pictures! Can you help Made match these stories to the correct pictures on page 101?”	5 minutes
Organizing students to learn	Divide students into small groups. Give them “Reading Cards” (pieces of paper containing Simple Present sentences).	5 minutes
Guiding individual and group investigations	This is where the focus is on reading comprehension. Students do not write immediately, but must understand the content of the cards. Group Task: Read the cards, then find the matching pictures on pages 101-103. Examples of cards that students must read: Made gets up at quarter to five. (Students must find a picture of Made waking up and the time 04:45). He takes a bath in the bathroom. (Students find a picture of a bathroom). Made eats breakfast in the kitchen. (Students find a picture of a kitchen).	15 minutes
Develop and present works	After students understand the reading content and find the pictures: Writing: Students copy the sentences from the “Reading Cards” under the pictures in their books (page 101). Speaking: The teacher points to pictures at random, and students read aloud the sentences they have matched.	20 minutes

	Teacher: "Picture number one, what does he do?"	
	Students: (Reading their writing) "Made gets up at quarter to five."	
Analyze and evaluate the problem solving process	To test whether students truly understand the concepts of time and activities: Students read the questions in the book: "What do you do at...?" Students ask their friends, read their friends' answers, and write them down in the table.	5 minutes

C. Post-activities

Stages	Teacher and students activities	Time
Closing	Students read aloud one of the most interesting survey results: "Budi takes a bath at 6 o'clock."	10 minutes
Pray	Pray together and say goodbye!	

Meeting 2

A. Introductory Activity (10 minutes)

Stages	Teacher's Orders
Opening	"Good morning, students!" Teacher do a quick review by asking the students to answer quick questions.

B. Main-activities

Activities	Teacher & Students Activities
Opening	The teacher explained that today was a reading test session to see how much they understood from last week's project.
Reading Comprehension	The teacher posts a short text on the whiteboard containing Made's daily schedule, but there are 5 pieces of incorrect information (not according to the picture on page 101 of the book). Example of Incorrect Text: "Made gets up at seven o'clock. Then, he takes a bath in the kitchen. At six o'clock, he has breakfast. He goes to school by bicycle..." Teacher: "Children, this text is messy and contains many errors! Can you be the editors and find the sentences that do not match the pictures in your books?" Give students a simple worksheet. Students must read the text below and determine whether the sentence is True or False based on the pictures on pages 101-103.

C. Post Activity

Activities	Teacher & Students Activities
Closing & Discussion	Peer Correction: Students exchange their work with their neighbors. Verification: The teacher reads the correct sentences one by one, and the students check their answers. Discussion: The teacher asks, “Why is number 2 wrong?” The students answer, “Because we eat in the kitchen, not the bathroom.” (This proves that the students understand the context of the place).



E. ASSESSMEN

1. True or False Assessment

Score	Kriteria Pemahaman
4 (Excellent)	Mampu menjawab semua True/False dengan benar dan memperbaiki kalimat yang salah.
3 (Good)	Mampu menjawab semua True/False dengan benar, tapi masih kesulitan memperbaiki kalimat.
2 (Fair)	Hanya mampu menjawab sebagian besar True/False dengan bantuan gambar.
1 (Needs Improvement)	Kesulitan mengidentifikasi kesalahan dalam kalimat sederhana.



F. APPENDIX

11. LKPD



Look and Write

Look at the picture and write sentences about it.



1



2



3



4



5



6



7



8



101

Let's do Survey

Ask your friend.



What do you do at 6 o'clock?



I take a bath



103

No.	Friend's name	Answer
1	Cici	Take a bath.
2		
3		
4		
5		
6		

Meeting 2

No	Sentence (Kalimat)	True/False	Correct Information (If False)
1	Made gets up at quarter to five.	...	...
2	Made eats breakfast in the bathroom.	...	...
3	There are spoons and plates in the kitchen.	...	...
4	Made has breakfast at six o'clock.	...	...
5	There is a bathtub in the bedroom.	...	...

G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

26. How do students react to learning in this unit?
27. What are the obstacles in learning in this unit?
28. How is the achievement of Success in learning this unit?
29. What are the important points that are noted in solving learning problems in this unit?
30. A word or sentence that describes the learning achievement in this unit?

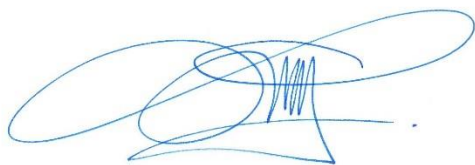
B. Student Reflections:

21. Today I learned about: _____
22. Activities I like are: _____
23. The days I like the most are: _____
24. The sentence I made today: _____

H. GLOSSARY

Language Focus :		
43. Bahasa Inggris	44. Artinya	45. Posisi Jarum Panjang
46. ... O'clock	47. Tepat	48. Di angka 12
49. Half past ...	50. Lewat 30 menit	51. Di angka 6
52. Quarter past ...	53. Lewat 15 menit	54. Di angka 3
55. Quarter to ...	56. Kurang 15 menit	57. Di angka 9
58. Past	59. Lewat (menit 1-29)	60. Sisi kanan jam (1-5)
61. To	62. Kurang (menit 31-59)	63. Sisi kiri jam (7-11)
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GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name	: Putu Kunang Kabinawa
Institutions	: SD Negeri 1 Banyuasri
Academic Year	: 2026
School Level	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class	: C/ 4
Unit 10	: He Always Gets Up at 5 O'clock
Learning Outcomes	: Menyimak – Berbicara students use English to interact in an increasingly broad but still predictable(routine) social and classroom context using sentences with specific patterns. They modify/ replace some sentence elements to participate in classroom routines and learning activities, such as expressing feelings, conveying needs, and asking for help. They understand the main ideas of information conveyed orally with visual aids, and use simple vocabulary. They follow a series of simple instructions related to classroom procedures and learning activities with visual aids. Membaca – Memirsa Students understand words commonly used in daily life with the help of pictures/illustrations. They read and respond to simple, familiar short texts in written or digital form, including visual, multimodal, or interactive texts.
Time Allocation	: 2 JP (2 x 35 minutes) / 2 meetings
B. INITIAL COMPETENCIES	
Students are expected to have mastered: - Recognize numbers 1–60 in English (at least 1–12 for telling time). - Understanding the words morning, afternoon, night, and simple daily activities (wake up, go to school, eat). - Understanding the general difference between “hours” and “minutes” in the native language.	

C. PANCASILA STUDENT PROFILE
4. Independent 5. Creative 6. Faithful and devoted to God Almighty.
D. MEDIA AND TOOLS
3. Media : Speakers, projectors, learning videos, audio, story texts, activity cards, analog clocks. 4. Tools : Whiteboard, marker, worksheet (LKPD)
E. TARGET STUDENTS
Regular learners with learning style differentiation (VARK)
F. NUMBER OF STUDENTS
Minimum 30 Peserta didik, Maksimum 31 Peserta didik
G. LEARNING MODEL
Model : Problem Based Learning (PBL) Strategy :
CORE COMPONENTS
A. OBJECTIVES OF LEARNING ACTIVITIES
❖ Learning Objective : - Students are able to identify adverbs of frequency (always, usually, sometimes, never) in short texts. - Students are able to match descriptions of daily activities with corresponding frequency charts/tables. - Students are able to infer a person's habits based on the text they read. ❖ Learning Objectives Flow : - Students remember vocabulary and simple reading texts about daily activities using the simple present tense with the help of pictures. - Students identify the main ideas and important information in simple reading texts related to activities and time. - Students retell the content of reading texts about daily activities orally using simple sentences. - Students rewrite simple information from reading texts in the form of short sentences or pictures with written copies.
B. MEANINGFUL UNDERSTANDING
Reading time in analog clocks is very helpful because it trains conceptual understanding of time, visualization skills, understanding of fractions (quarters, halves), and helps develop executive function and focus, especially for children or people with ADHD, because time is easier to understand visually and not just as numbers, and helps understand the duration of time more intuitively.
C. LEADING QUESTIONS
What do you do every morning before going to school? (Apa yang kamu lakukan setiap pagi sebelum pergi ke sekolah?)

- Do you have breakfast in the morning? What do you eat?
(Apakah kamu sarapan pagi? Kamu makan apa?)
- What time do you wake up every day?
(Jam berapa kamu bangun setiap hari?)
- Look at the picture. What activities can you see?
(Lihat gambarnya. Kegiatan apa yang kamu lihat?)
- Is your daily activity the same as your friend's?
(Apakah kegiatanmu sama dengan kegiatan temanmu?)

D. LEARNING ACTIVITIES



D. Introductory Activity (10 minutes)		
Stages	Teacher’s Orders	
Opening	“Good morning, students!.” Teacher check student’s attendance	
Warm-Up	“Let’s stand up, everyone! We warm up with movement and sing a song”	
E. Main Activities		
Syntax	Teacher and Students Activities	Time Allocation
Student orientation on the problem	The teacher presents the problem: “Students, I have three reports on the study habits of Made, Joshua, and Cici. But I'm confused. Which one of them is the most diligent? Let's read the reports to find the answer!”	5 minutes
Organizing students to learn	Students are divided into groups (3-4 people). Each group receives a short text (Reading Sheet)	5 minutes
Guiding individual and group investigations	Reading Assignment: Students read the text. Analysis Assignment: Students must fill in the “Frequency Table” based on the text they read. Example: If the text says “Made always studies,” then students put a check mark (√) in the Always column for Made. The teacher goes around to help students understand difficult words.	15 minutes
Develop and present works	Group representatives presented their findings. “In our reading, Made is the most disciplined because he ALWAYS gets up early.” “Joshua is lazy because he NEVER cleans his room.”	20 minutes
Analyze and evaluate the problem solving process	The teacher gives a short “Reading Challenge” to test individual comprehension (Assessment). Students match sentences with pictures of activities that have frequency symbols (e.g., 4 stars for always, 1 star for sometimes).	5 minutes
F. Post-activities		

Stages	Teacher and students activities	Time
Closing	Students and teachers conclude the meanings of always, usually, sometimes, and never. Reflection: "Which word do you use most often at home?" The teacher provides follow-up for the next meeting.	10 minutes
Pray	Pray together and say goodbye!	

Meeting 2

A. Introductory Activity (10 minutes)

Stages	Teacher's Orders
Opening	"Good morning, students!" Teacher check student's attendance
Warm-Up	"Let's stand up, everyone! We warm up with movement and sing a song"

B. Main Activities

Syntax	Teacher and Students Activities	Time Allocation
Student orientation on the problem	Activity: The teacher prepares pieces of paper containing short sentences from page 111 (Example: Aisyah always gets up at 04.00). Reading Activity: Students take one piece of paper, read the contents, then run to stick the paper under the matching picture on the board. Objective: Students understand the meaning of what they read by looking at the pictures.	5 minutes
Organizing students to learn	Activity: Each student holds a small card about themselves (Example: I usually study at 7 PM). Reading Activity: Students walk around. When they meet a friend, they exchange cards and read their friend's card. Writing: After reading, they record the time and activity in the table on page 113. Objective: To train students to obtain information only by reading (without asking questions verbally).	5 minutes

Guiding individual and group investigations	Activity: The teacher gives out envelopes containing jumbled words (Example: always - Joshua - studies). Reading Activity: Students must read and arrange the words on their group table to form a correct sentence according to the picture shown by the teacher. Objective: To understand the order of a Simple Present sentence (Subject + Always + Activity).	15 minutes
Develop and present works	Activity: Students read the text on page 115 of the book. Reading Activity: The teacher makes a deliberately false statement (Example: "Aisyah never goes to school"). Student Action: Students must shout "False!" and point to the correct word in their books ("Always"). Output: Students confidently mark T (True) or F (False) in their books because they understand the content they have read.	20 minutes
Analyze and evaluate the problem solving process	Teacher test the students' understanding and opinion related to the text/reading content	5 minutes

C. Post-activities

Stages	Teacher and students activities	Time
Closing	Sing together	10 minutes
Pray	Pray together and say goodbye!	

E. ASSESSMEN

1. True or False Assessment

Score	Kriteria Pemahaman
4 (Excellent)	Mampu menjawab semua True/False dengan benar dan memperbaiki kalimat yang salah.
3 (Good)	Mampu menjawab semua True/False dengan benar, tapi masih kesulitan memperbaiki kalimat.
2 (Fair)	Hanya mampu menjawab sebagian besar True/False dengan bantuan gambar.
1 (Needs Improvement)	Kesulitan mengidentifikasi kesalahan dalam kalimat sederhana.



F. APPENDIX

12. LKPD



Look and Write

Look at the picture and write sentences about it.



1



2



5



6



3



4



7



8

Unit 9 • I Go to School after Having Breakfast

101 102



10

Let's do Survey

Ask your friend.



What do you do at 6 o'clock?



I take a bath

No.	Friend's name	Answer
1	Cici	Take a bath.
2		
3		
4		
5		
6		

Unit 9 • I Go to School after Having Breakfast

103



10

104

My Next Words • 4th Grade-Semester 2

Meeting 2

No	Sentence (Kalimat)	True/False	Correct Information (If False)
1	Made gets up at quarter to five.	...	...
2	Made eats breakfast in the bathroom.	...	...
3	There are spoons and plates in the kitchen.	...	...
4	Made has breakfast at six o'clock.	...	...
5	There is a bathtub in the bedroom.	...	...

G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

31. How do students react to learning in this unit?
32. What are the obstacles in learning in this unit?
33. How is the achievement of Success in learning this unit?
34. What are the important points that are noted in solving learning problems in this unit?
35. A word or sentence that describes the learning achievement in this unit?

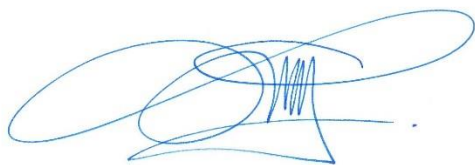
B. Student Reflections:

25. Today I learned about: _____
26. Activities I like are: _____
27. The days I like the most are: _____
28. The sentence I made today: _____

H. GLOSSARY

Language Focus :		
64. Bahasa Inggris	65. Artinya	66. Posisi Jarum Panjang
67. ... O'clock	68. Tepat	69. Di angka 12
70. Half past ...	71. Lewat 30 menit	72. Di angka 6
73. Quarter past ...	74. Lewat 15 menit	75. Di angka 3
76. Quarter to ...	77. Kurang 15 menit	78. Di angka 9
79. Past	80. Lewat (menit 1-29)	81. Sisi kanan jam (1-5)
82. To	83. Kurang (menit 31-59)	84. Sisi kiri jam (7-11)
I. REFERENCES		
- Learning Resources (English E-book for 4th Grade Elementary School, English for Grade 4 Elementary School Author: Ni Ketut Catur Paramita, 2024), - Eyis, P. S., & Azizah, N. (2021). <i>My Next Words Grade 4 – Student's Book for Elementary School</i>. Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.		

Knowing,
Validator Instrument



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
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Singaraja, 11 January_2025
Validator Instrument



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NIP:198503262023212023

GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name	: Putu Kunang Kabinawa
Institutions	: SD Negeri 1 Banyuasri
Academic Year	: 2026
School Level	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class	: C/ 4
Unit 11	: How do You Go to School?
Learning Outcomes	: Membaca - Memirsa 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. Menulis - Mempresentasikan Students communicate their ideas and experiences through pictures and written copies. With the help of the teacher, they produce simple descriptive and procedural texts using simple words/phrases and pictures. They write simple vocabulary related to the classroom and home environment in English using their own spelling.
Time Allocation	: 2 JP (2 x 35 minutes) / 2 meetings
B. INITIAL COMPETENCIES	
Students are expected to have mastered: 1. Recognize numbers 1–60 in English (at least 1–12 for telling time). 2. Understanding the words morning, afternoon, night, and simple daily activities (wake up, go to school, eat). 3. Understanding the general difference between “hours” and “minutes” in the native language.	
C. PANCASILA STUDENT PROFILE	
1. Independent 2. Creative	

3. Faithful and devoted to God Almighty.
D. MEDIA AND TOOLS
1. Media : Student Book pages 118-125, Mystery Sentence Cards (Example: It is big. It has many wheels. It is a bus.), Vehicle Picture Flashcards. 2. Tools : Whiteboard, marker, worksheet (LKPD)
E. TARGET STUDENTS
Regular learners with learning style differentiation (VARK)
F. NUMBER OF STUDENTS
Minimum 30 Peserta didik, Maksimum 31 Peserta didik
G. LEARNING MODEL
Model : Problem Based Learning (PBL) Strategy :
CORE COMPONENTS
A. OBJECTIVES OF LEARNING ACTIVITIES
❖ Learning Objective : - Students are able to identify types of vehicles by matching descriptive texts and images accurately. - Students are able to find specific information in short texts about how to travel. - are able to write simple sentences about vehicles with understandable spelling. ❖ Learning Objectives Flow : - Students are able to identify and match vehicle names (text) with the correct images. - Students are able to find specific information (who rides what) from short descriptive texts. - Students are able to determine whether a sentence is true or false based on observations in the pictures. - Students are able to rewrite vehicle vocabulary from reading results with understandable spelling. - Students are able to create and present simple sentences about how they go to school.
B. MEANINGFUL UNDERSTANDING
Reading time in analog clocks is very helpful because it trains conceptual understanding of time, visualization skills, understanding of fractions (quarters, halves), and helps develop executive function and focus, especially for children or people with ADHD, because time is easier to understand visually and not just as numbers, and helps understand the duration of time more intuitively.
C. LEADING QUESTIONS
“What is your favorite vehicle in this picture?” (Students point to the picture). “Who rides a bike to school?” (Students look for the picture/word bike).

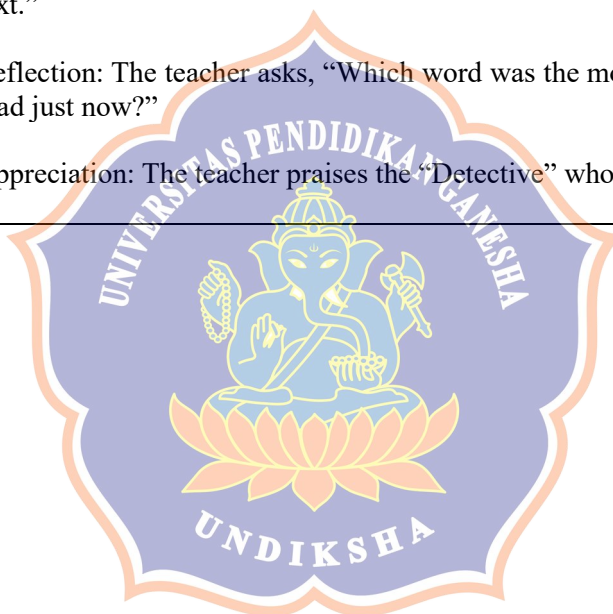
- “Can you find the word ‘CAR’ on this page?” (Students search for the word).
- “Does this picture match the word?” (Teacher points to the picture of a bus, but the word is bike).
- “How many wheels are there in the picture of the ‘Pedicab’?” (Students count while looking at the text and picture).

D. LEARNING ACTIVITIES



G. Introductory Activity (10 minutes)		
Stages	Teacher's Orders	
Opening	“Good morning, students!.” Teacher check student’s attendance	
Warm-Up	“Let’s stand up, everyone! We warm up with movement and sing a song”	
H. Main Activities		
Syntax	Teacher and Students Activities	Time Allocation
Student orientation on the problem	The teacher shows a picture of a person who is confused about going to school.	5 minutes
Organizing students to learn	Students open their books to page 119. The teacher gives them the lyrics to The Wheels on the Bus, with some of the words covered by labels. Task: Students read the lyrics and have to guess the missing words by looking at the pictures on page 118.	5 minutes
Guiding individual and group investigations	Students work in small groups. The teacher provides “Name Labels” for the pictures on pages 120-121. Students must read the labels independently and stick them (or rewrite them) under the correct pictures without the teacher's voice assistance.	15 minutes
Develop and present works	Look and Match (Page 123): The teacher writes three sentences on the board, one of which is incorrect. A: Cici goes by bike. B: Joshua goes by plane. (Intentionally incorrect) Students must read and compare the sentences with the pictures in the book. Students who find the mistake must explain: “It is false because Joshua goes by bike.” Students work on the exercises on page 123 independently.	20 minutes
Analyze and evaluate the problem solving process	Survey (Page 125): Students walk around. The friends they ask give them	5 minutes

	Students take a multiple-choice or True/False quiz. Reading Sample Question: Text: "Joshua is in the garage. He cleans his bike." Question: What does Joshua clean? (A. Car / B. Bike / C. Bus)	
C. Post Activity		
Activities	Teacher & Students Activities	
Closing & Discussion	Students exchange their work with their peers. The teacher reads the answer key. Students must point to the word in the text that explains why the answer is correct. Example: "Answer number 1 is correct because the word SHIP appears in the text." Reflection: The teacher asks, "Which word was the most difficult for you to read just now?" Appreciation: The teacher praises the "Detective" who answered correctly.	



E. ASSESSMEN

1. True or False Assessment

Score	Kriteria Pemahaman
4 (Excellent)	Mampu menjawab semua True/False dengan benar dan memperbaiki kalimat yang salah.
3 (Good)	Mampu menjawab semua True/False dengan benar, tapi masih kesulitan memperbaiki kalimat.
2 (Fair)	Hanya mampu menjawab sebagian besar True/False dengan bantuan gambar.
1 (Needs Improvement)	Kesulitan mengidentifikasi kesalahan dalam kalimat sederhana.



F. APPENDIX

13. LKPD

Meeting 1

Let's Sing

The Wheels on the Bus

The wheels on the bus go round and round
Round and round round and round
The wheels on the bus go round and round
All through the town

The wiper on the bus go wuush wuush wuush
wuush wuush wuush wuush wuush wuush
The wiper on the bus go wuush wuush wuush
All through the town

The people on the bus go up and down
Up and down up and down
The people on the bus go up and down
All through the town

The money on the bus go cling cling cling
Cling cling cling cling cling cling
The money on the bus go cling cling cling
All through the town

Look and Say



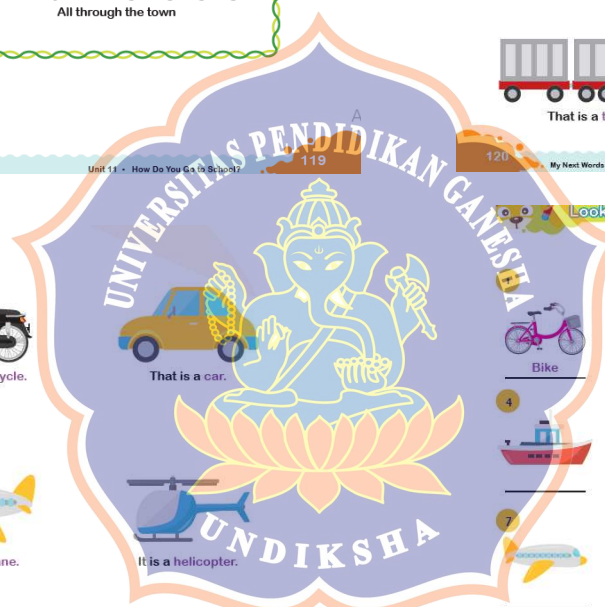

It is a bike. It is a pedicab.




That is a boat. That is a ship.



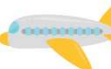

That is a truck. That is a bus.



Look and Write




It is a motorcycle. That is a car.




That is a plane. It is a helicopter.



That is a train.





Bike











Look and Match



- A. Mother goes to the market on foot.
- B. Made rides a bike around the Townsquare.
- C. Mr. Udin goes to work by motorcycle.
- D. Mrs. Maria goes to the Supermarket by car.
- E. Mr. Surya goes to Jakarta by plane.
- F. Aisyah goes to school by pedicab.

Unit 11 • How Do You Go to School?

123

Game

Match the picture with name.



124

My Next Words • 4th Grade-Semester 2

Let's do Survey



No	Name	Vehicle	Sentence
1	Made	Car	Made goes to school by car.
2			
3			
4			
5			
6			

Unit 11 • How Do You Go to School?

125

Meeting 2

Worksheet:

https://drive.google.com/drive/folders/1AeXn_jL7eCFCaV1umTMFNmdzININWyyyc?usp=sharing

G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

1. How do students react to learning in this unit?
2. What are the obstacles in learning in this unit?
3. How is the achievement of Success in learning this unit?
4. What are the important points that are noted in solving learning problems in this unit?
5. A word or sentence that describes the learning achievement in this unit?

B. Student Reflections:

1. Today I learned about: _____
2. Activities I like are: _____
3. The days I like the most are: _____
4. The sentence I made today: _____

H. GLOSSARY

Language Focus :

Bahasa Inggris	Bahasa Indonesia
Car	Mobil

Bus	Bis
Motorcycle	Sepeda motor
Bicycle	Sepeda
Truck	Truk
Train	Kereta api
Airplane	Pesawat
Boat	Perahu
Ship	Kapal
Helicopter	Helikopter

I. REFERENCES

- Learning Resources (English E-book for 4th Grade Elementary School, English for Grade 4 Elementary School Author: Ni Ketut Catur Paramita, 2024),
- Eyis, P. S., & Azizah, N. (2021). *My Next Words Grade 4 – Student's Book for Elementary School*. Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

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Appendix 5 Documentation of Instrument Testing



Appendix 6 Documentation of Experimental Group



Appendix 7 Documentation of Control Group



RIWAYAT HIDUP



Putu Kunang Kabinawa lahir di Denpasar pada tanggal 6 Maret 2004. Penulis merupakan putra pertama dari pasangan Wayan Arie Monayasa dan Ni Wayan Rusniati. Saat ini penulis berdomisili di Singaraja, Kabupaten Buleleng, Provinsi Bali. Penulis menyelesaikan Pendidikan dasar di SD Negeri 4 Peguyangan pada tahun 2016, kemudian melanjutkan pendidikan di SMP Negeri 3 Singaraja dan lulus pada tahun 2019. Selanjutnya, penulis menempuh Pendidikan di SMK Negeri 1 Singaraja

dan menyelesaikannya pada tahun 2022.

Pada tahun 2022, penulis diterima sebagai mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Selama menempuh Pendidikan di perguruan tinggi, penulis mengikuti berbagai kegiatan akademik dan non-akademik sebagai bagian dari proses pengembangan diri. Sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd), penulis menyelesaikan skripsi yang berjudul “INVESTIGATING THE EFFECT OF DIFFERENTIATED ENGLISH MATERIALS ON FOURTH-GRADE STUDENTS’ ENGLISH READING COMPREHENSION” pada tahun 2026.