

APPENDICES

Appendix 1. Learning Module

1. Learning Module for Topic 1 (Experimental & Control Group)

KURIKULUM MERDEKA TEACHING MODULE
ENGLISH ELEMENTARY GRADE 6
(EXPERIMENTAL GROUP)

GENERAL INFORMATION

A. MODULE IDENTITY

Compiler Name : Ni Made Wening Dwi Shartika

Institutions : SD Negeri 1 Banyuasri

Academic Year : 2026

School Level : Elementary school

Subjects : Bahasa Inggris

Phase/Class : C/ 6

Unit 1 : I Will Go to Bromo

Learning Outcomes : Menyimak – Berbicara

At the end of Phase C, students use sentences with certain patterns in English to interact in a wider social and classroom situation scope, which are still predictable or routine. They change/replace some sentence elements to participate in learning activities such as making simple questions, asking for clarification, and asking for permission. They use several strategies to identify important/core information in various contexts, such as asking the speaker to repeat, or asking for the meaning of a word.

Time Allocation : 4 JP (4 x 35 minutes) / 2 meetings

B. INITIAL COMPETENCIES

Students are expected to have mastered:

1. Basic vocabulary (basic verb/V1) related to daily activities.

2. Simple sentence structure in English (Subject + Verb + Object)
C. PANCASILA STUDENT PROFILE
1. Creative: Able to uniquely plan future activities. 2. Independence: Able to learn independently through different learning resources. 3. Gotong royong: Able to discuss and interact effectively with peers (when practicing speaking) 4. Critical reasoning: Able to analyze the use of the word "will" from various sources.
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 Students, Maximum 31 Students
G. LEARNING MODEL
Model : Problem Based Learning (PBL) Strategy : Content Differentiation (based on VARK)
CORE COMPONENTS
A. OBJECTIVES OF LEARNING ACTIVITIES
❖ Learning Objective : - Students are able to use sentences containing will to express/convey their future activity plans orally. - Students are able to interact with peers to discuss their future activity plans. ❖ Learning Objectives Flow : - Analyze sentence patterns to state future activities - Using 'will' to verbally express plans for future activities - Interact with peers to discuss future plans
B. MEANINGFUL UNDERSTANDING
Mastering the use of the 'will' structure helps learners plan and communicate their future intentions or activities effectively, which are important social and linguistic skills

C. LEADING QUESTIONS

- What will you do after this class?
- How do we tell someone our plans for the weekend in English using 'will'?

D. LEARNING ACTIVITIES

MEETING 1

Pre- 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."

Main Activities

Syntax	Teacher and Students Activities	Time Allocation
Student orientation on the problem	The teacher asks for future plans ("what will you do tomorrow?"). Students answer verbally. The teacher gave a problem: "How to convey this plan with the correct sentence pattern?"	5 minutes
Organizing students to learn	Teacher's order: "Now, you will study in the group post according to your learning style. You have different ways of finding the rule of 'will'". Students head to a predetermined VARK group.	5 minutes
Guiding individual and group investigations	Teacher directs research at each post Kinesthetic: "Take 5 activity cards. Arrange it into sentences: 'I will...' while you demonstrate the activity. Say your words to your friends! Write down your 3 best sentences." Aural: "Listen to this audio twice. Try to write down the 'will' sentence you hear, then	15 minutes

	repeat the sentence you hear in the same voice to practice intonation." Visual: "Watch Rama and Sita's video twice. Focus on the subject, will, and activity. Your task is to draw an expression (icon) of the sentence. Use the arrows to connect "who what will do 😊 (icon)" Read/Write: "Read the text of 'My family's vocation' carefully. Find and write down 3 sentences that contain 'will'. Then write down the formula you found: S + ... + V1."	
Develop and present works	Teacher's Order: "Time at the post is up! Pair up with friends. You will share the results and practice speaking using the LKPD." (Intensive training, not necessary for all performances)	20 minutes
Analyze and evaluate the problem solving process	Teacher says: "Great! What do you remember most about 'will'? Who wants to share a single sentence of his future plans using 'will'?"	5 minutes

Post-activities

Stages	Teacher and students' activities	Time
Closing Statement	Teacher says: "Today's lesson is over. You are great for daring to speak! Thank you, class!"	10 minutes
Pray	Pray together and say goodbye!	

MEETING 2

Pre-activities

Activities	Teacher & Students Activities	Time Allocation
Opening	The teacher greets the students, and checks attendance Teacher says: "Good morning, students! How are you today? Who is absent today?"	2 minutes

Main-activities		
Activities	Teacher & Students Activities	Time Allocation
Orientation	Teachers provide motivation regarding the importance of daring to speak in English	3 minutes
Problem Orientation	The teacher reviewed the S + will + V1 sentence pattern learned in the previous meeting. The teacher delivered today's challenge: "How to practice future dialogue fluently and with proper intonation?"	5 minutes
Organizing Students	The teacher explains the oral assessment instructions. Students sit in pairs.	5 minutes
Develop and Present Works	Each pair came to the front of the class to conduct a question-and-answer dialogue based on the LKPD that had been prepared beforehand. Other students listened as their friends performed.	45 minutes
Analyze and Evaluate	The teacher provides a brief evaluation of the student's performance in general.	5 minutes
Feedback	Teachers and students do a brief reflection.	3 minutes
Post-activities		
Activities	Teacher & Students Activities	Time Allocation
Closing	The teacher gave his appreciation and informed the plan for the next meeting The teacher says: "You did a great job today! See you!"	2 minutes
E. ASSESMEN		

1. LKPD Assessment:

N o	Pair's Name	Aspects																Skor
		Grammar (<i>'will'</i> focus)				Fluency				Pronunciatio n & Intonation				Interaction				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
2.																		
3.																		

Assessment Indicators

Grammar ('will' focus) :

1. Score 4 = The use of the S + will + V1 pattern is always correct
2. Score 3 = Pattern is generally correct, there are only 1-2 errors, minor
3. Score 2 = There are several misuses of 'will' that interfere with the meaning
4. Score 1 = Grammatical errors severely interfere with communication

Fluency :

1. Score 4 = Speaks fluently and fluently
2. Score 3 = Fairly smooth, reasonable pause
3. Score 2 = Frequent stops and hesitation
4. Score 1 = Very slow

Pronunciation & Intonation :

1. Score 4 = Clear, correct pronunciation, intonation appropriate
2. Score 3 = Generally clear, some words are not correct
3. Score 2 = Pronunciation is difficult to understand
4. Score 1 = Hindered communication

Interaction :

1. Score 4 = Response is fast, and relevant
2. Score 3 = Relevant response, but not really fast
3. Score 2 = Slow response or frequent repetition of a friend's word
4. Score 1 = Difficult to respond

F. APPENDIX

1. LKPD for Learning Objective 1

MAKE SENTENCES

Watch the video of Rama and Sita, find examples of how to use the 'will' pattern in sentences, then create your 3 best new sentences



1.
2.
3.

MAKE SENTENCES

Listen to the audio provided by the teacher, find examples of the use of the 'will' pattern in sentences, then create your 3 best new sentences



Listen to the audio!

MAKE SENTENCES

Read the text of 'My family's vacation' carefully. Find and write down 3 sentences that contain 'will'

My Family's Vacations

Hello, my name is Sita, and I'm from Denpasar City. I am excited for tomorrow because I will go on vacation with my parents to many destinations. I have plans to go to some places. I will visit many places, including Penglipuran Village, Batur Kintamani, and Toya Devasya. We will enjoy family time and enjoy the natural beauty and views of those destinations. We will also try the traditional foods there.

MAKE SENTENCES

Take activity cards. Arrange it into sentences: 'I will...' while you demonstrate the activity. Say your words to your friends!



RIDE A BIKE

WATERING PLANTS

WATCH KECAK DANCE AT TV

PLAY TENNIS

WASH A CAR WITH FATHER

Create your 3 best new sentences below!

1.
2.
3.

2. LKPD for Speaking Activity with Pair

Instruksi: Talk to your friends. Make sure you use 'will' when you ask, and your friends also answer using 'will'!

Question	Answer
----------	--------

What will you do after you arrive home today?	I will ...
What will you do next Sunday?	I will ...
What will you eat for dinner tonight?	I will ...
What will you wear tomorrow?	I will ...

G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

1. How do students react to learning in this unit?
2. What are the obstacles to 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

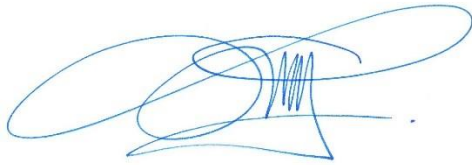
Language Focus :

1. Future Activities: Activities or plans to be carried out in the future.
2. Will: An auxiliary verb used to express future plans, promises, or predictions (Simple Future Tense)
3. V1 (Verb 1) : Basic verb without remuneration.

I. REFERENCES

- Learning Resources (English E-book for 6th Grade Elementary School, English for Grade 6 Elementary School Author: Komang Sri Vidyartika Putri, 2024),

**Knowing,
Validator Instrument**



**Dr. Ni Wayan Surya Mahayanti, S.Pd.,
M.Pd**

NIP: 198805172012122002

**Singaraja, 11 Januari 2026
Validator Instrument**



**Luh Putu Dian Kresnawati, S.Pd.,
M.Pd**

NIP:198503262023212023



GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name	: Ni Made Wening Dwi Shartika
Institutions	: SD Negeri 1 Banyuasri
Academic Year	: 2026
School Level	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class	: C/ 6
Unit 1	: I Will Go to Bromo
Learning Outcomes	: Menyimak – Berbicara
At the end of Phase C, students use sentences with certain patterns in English to interact in a wider social and classroom situation scope, which are still predictable or routine. They change/replace some sentence elements to participate in learning activities such as making simple questions, asking for clarification, and asking for permission. They use several strategies to identify important/core information in various contexts, such as asking the speaker to repeat, or asking for the meaning of a word.	
Time Allocation	: 4 JP (4 x 35 minutes) / 2 meetings
B. INITIAL COMPETENCIES	
Students are expected to have mastered:	
1. Basic vocabulary (basic verb/V1) related to daily activities. 2. Simple sentence structure in English (Subject + Verb + Object)	
C. PANCASILA STUDENT PROFILE	
1. Creative: Able to uniquely plan future activities. 2. Independence: Able to learn independently through different learning resources. 3. Gotong royong: Able to discuss and interact effectively with peers (when practicing speaking)	

4. Critical reasoning: Able to analyze the use of the word "will" from various sources.				
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				
F. NUMBER OF STUDENTS				
▪ Minimum 30 Students, Maximum 31 Students				
G. LEARNING MODEL				
Model : Problem Based Learning (PBL)				
CORE COMPONENTS				
A. OBJECTIVES OF LEARNING ACTIVITIES				
❖ Learning Objective : 1. Students are able to use sentences containing will to express/convey their future activity plans orally. 2. Students are able to interact with peers to discuss their future activity plans.				
❖ Learning Objectives Flow : • Analyze sentence patterns to state future activities • Using 'will' to verbally express plans for future activities • Interact with peers to discuss future plans				
B. MEANINGFUL UNDERSTANDING				
Mastering the use of the 'will' structure helps learners plan and communicate their future intentions or activities effectively, which are important social and linguistic skills				
C. LEADING QUESTIONS				
▪ What will you do after this class? ▪ How do we tell someone our plans for the weekend in English using ‘will’?				
D. LEARNING ACTIVITIES				
MEETING 1				
Pre-activity (10 minutes)				
<table><tr><td>Stages</td><td>Teacher's Orders</td></tr><tr><td>Opening</td><td>"Good morning, students! Our focus is on talking about future plans using the word 'will'."</td></tr></table>	Stages	Teacher's Orders	Opening	"Good morning, students! Our focus is on talking about future plans using the word 'will'."
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."	
Main-activities		
Syntax	Teacher and Students Activities	Time Allocation
Student orientation on the problem	The teacher asks for future plans ("what will you do tomorrow?"). Students answer verbally. The teacher gave a problem: "How to convey this plan with the correct sentence pattern?"	5 minutes
Organizing students to learn	Teacher's order: "Now, you will study the correct pattern of 'will' and practice asking and answering about future plans with friends using worksheets on page 67". Students are in pairs.	5 minutes
Guiding individual and group investigations	The teacher directs all students to look at the 'Let's Ask' activity (Page 67). Teacher: "Look at page 67. In pairs, you will interview 5 different friends. Use the dialogue model: 'What will you do [time]?' and write down the answers in the table." Student activity: All students did a speaking question-and-answer activity with 5 of their friends.	15 minutes
Develop and present works	Teacher's Order: "Time at the post is up! Pair up with friends. You will write the report about your 5 friends, following the example on page 67. Then, you will practice speaking/reading the report using the LKPD provided." (Intensive training, not necessary for all performances)	20 minutes
Analyze and evaluate the problem solving process	Teacher says: "Great! What do you remember most about 'will'? Who wants to	5 minutes

	share a single sentence of his future plans using 'will'?"	
Post-activities		
Stages	Teacher and students' activities	Time
Closing Statement	Teacher says: "Today's lesson is over. You are great for daring to speak! Thank you, class!"	10 minutes
Pray	Pray together and say goodbye!	
MEETING 2		
Pre-activities		
Activities	Teacher & Students Activities	Time Allocation
Opening	The teacher greets the students, and checks attendance Teacher says: “Good morning, students! How are you today? Who is absent today?”	2 minutes
Main-activities		
Activities	Teacher & Students Activities	Time Allocation
Orientation	Teachers provide motivation regarding the importance of daring to speak in English	3 minutes
Problem Orientation	The teacher reviewed the S + will + V1 sentence pattern learned in the previous meeting. The teacher delivered today's challenge: "How to practice future dialogue fluently and with proper intonation?"	5 minutes
Organizing Students	The teacher explains the oral assessment instructions. Students sit in pairs.	5 minutes
Develop and Present Works	Each pair came to the front of the class to conduct a question-and-answer dialogue based on the LKPD that had been prepared beforehand. Other students listened as their friends performed.	45 minutes
Analyze and Evaluate	The teacher provides a brief evaluation of the student's performance in general.	5 minutes

Feedback	Teachers and students do a brief reflection.	3 minutes
Post-activities		
Activities	Teacher & Students Activities	Time Allocation
Closing	The teacher gave his appreciation and informed the plan for the next meeting The teacher says: “You did a great job today! See you!”	2 minutes
E. ASSESMEN		



1. LKPD Assessment:

N o	Pair's Name	Aspects																Skor
		Grammar ('will' focus)				Fluency				Pronunciatio n & Intonation				Interaction				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
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3.																		

Assessment Indicators

Grammar ('will' focus) :

1. Score 4 = The use of the S + will + V1 pattern is always correct
2. Score 3 = Pattern is generally correct, there are only 1-2 errors, minor
3. Score 2 = There are several misuses of 'will' that interfere with the meaning
4. Score 1 = Grammatical errors severely interfere with communication

Fluency :

1. Score 4 = Speaks fluently and fluently
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3. Score 2 = Frequent stops and hesitation
4. Score 1 = Very slow

Pronunciation & Intonation :

1. Score 4 = Clear, correct pronunciation, intonation appropriate
2. Score 3 = Generally clear, some words are not correct
3. Score 2 = Pronunciation is difficult to understand
4. Score 1 = Hindered communication

Interaction :

1. Score 4 = Response is fast, and relevant
2. Score 3 = Relevant response, but not really fast
3. Score 2 = Slow response or frequent repetition of a friend's word
4. Score 1 = Difficult to respond

F. APPENDIX

1. LKPD for Learning Objective 1

Instruction: Ask your friend and write the report.

No	Name	Activity	Time
1			
2			
3			
4			
5			

LKPD for Learning Objective 2

Instruksion: Talk to your friends. Make sure you use 'will' when you ask, and your friends also answer using 'will'!

Question	Answer
What will you do after you arrive home today?	I will ...
What will you do next Sunday?	I will ...
What will you eat for dinner tonight?	I will ...
What will you wear tomorrow?	I will ...

G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

1. How do students react to learning in this unit?
2. What are the obstacles to 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. Future Activities: Activities or plans to be carried out in the future. 2. Will: An auxiliary verb used to express future plans, promises, or predictions (Simple Future Tense) 3. V1 (Verb 1) : Basic verb without remuneration.
I. REFERENCES
• Learning Resources (KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI, 2022. Student's Book 'My Next Words', English for Grade 6 Elementary School Author: EYLC Team),

Knowing,

Validator Instrument

Singaraja, 11 Januari 2026

Validator Instrument

**Dr. Ni Wayan Surya Mahayanti, S.Pd.,
M.Pd**

NIP: 198805172012122002

**Luh Putu Dian Kresnawati, S.Pd.,
M.Pd**

NIP:198503262023212023

2. Learning Module for Topic 2 (Experimental & Control Group)

KURIKULUM MERDEKA TEACHING MODULE ENGLISH ELEMENTARY GRADE 6 (EXPERIMENTAL GROUP)

GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name Institutions Academic Year School Level Subjects Phase/Class Unit 2 Learning Outcomes : : : : : : : Ni Made Wening Dwi Shartika SD Negeri 1 Banyuasri 2026 Elementary school Bahasa Inggris C/ 6 I Will Go to Dufan Menyimak – Berbicara	At the end of Phase C, students use sentences with certain patterns in English to interact in a wider social and classroom situation scope, which are still predictable or routine. They change/replace some sentence elements to participate in learning activities such as making simple questions, asking for clarification, and asking for permission. They use several strategies to identify important/core information in various contexts, such as asking the speaker to repeat, or asking for the meaning of a word.
Time Allocation	: 4 JP (4 x 35 minutes) / 2 meetings
B. INITIAL COMPETENCIES	
Students are expected to have mastered: 1. Basic vocabulary related to family activities. 2. The sentence structure: Subject + will + V1	
C. PANCASILA STUDENT PROFILE	
1. Creative: Able to plan future family activities. 2. Gotong royong: Able to interact and discuss with friends (during clarification practice).	
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 Students, Maximum 31 Students		
G. LEARNING MODEL		
Model: Discovery Learning		
Strategy: Content Differentiation (based on VARK)		
CORE COMPONENTS		
A. OBJECTIVES OF LEARNING ACTIVITIES		
❖ Learning Objective : - Students are able to ask and respond to questions about future family activities - Students are able to ask for clarification (e.g., using 'Pardon me?') during a dialogue		
B. MEANINGFUL UNDERSTANDING		
Mastering the use of the 'will' and clarification strategies (asking to repeat) helps learners communicate their family plans effectively and ensures clear interaction in social situations		
C. LEADING QUESTIONS		
"Look at the family trip to Bangli! What will they do?" "Oh, you didn't hear me? What do you say to make it repeat?"		
D. LEARNING ACTIVITIES		
MEETING 1 Focus: Finding the plans and learning the 'Pardon me' strategy.		
Pre-activities		
Activity	Teacher & Students Activities	Time Allocation
Orientation	The teacher greets the students, and checks attendance Teacher says: "Good morning, students! How are you today? Who is absent today?"	2 minutes
Apperception	Teachers relate the material to the student's real-life experiences of family vacations Teacher says: "Did you go on vacation last holiday? Where did you go with your family?"	3 minutes
Motivation & Goal	Guru menyampaikan tujuan pembelajaran hari ini	3 minutes

	Teacher says: “Today we will learn how to talk about your family plans and how to ask if you don’t hear your friend clearly”	
Main-activities		
Syntax	Teacher’s Orders & Students Activities	Time Allocation
Stimulation	The teacher says: “Look at the family trip to Bangli! Listen to the plans. What will they do?” (Teacher plays audio/video)	10 minutes
Problem Statement	The teacher lowers the audio volume on purpose. Teacher says: “Oh, you didn’t hear me? What do you say to make me repeat? Today we learn ‘Pardon me’!”	5 minutes
Data Collection	Teacher says: “Now, find the plans in your group post!” Visual : students look at and analyses the picture above. The student's task is to describe the picture using 'I will' Kinesthetic : Draw the activity and give the sentence Auditory : Close your eyes and listen to the audio Read/Write : Read ‘Let’s Go Vocation’ carefully. Underline ‘will’ and find how Raka tells his plan. Write the formula: S + will + V1	25 minutes
Data Processing	Students discuss and record vocabulary findings and formulas from each post in preparation for dialogue. Teacher’s Order: “Share your results with your friends!”.	15 minutes
Post-activities		
Activities	Teacher & Students Activities	Time Allocation
Feedback & Next Plan	The teacher gave his appreciation and informed the plan for the next meeting The teacher says: “You did a great job today! Next meeting, we will practice our dialogue. Prepare your notes for our speaking practice next meeting. See you!”	2 minutes

MEETING 2**Focus: Asking, responding, and participating in a dialogue.**

Pre-activities

Activity	Teacher & Students Activities	Time Allocation
Orientation	The teacher greets the students, and checks attendance The teacher says: “Good morning, students! How are you today? Who is absent today?”	2 minutes

Main-Activities

Stages	Teacher’s Orders & Students Activities	Time Allocation
Opening	Teacher says: “Today is performance day! Use your ‘will’ to ask and ‘Pardon me?’ if you don’t hear your friend.”	5 minutes
Data Processing	Teacher says: “Pair up! Use your LKPD. Ask 5 questions about family plans. If your friend whispers, you MUST ask: ‘Pardon me?’	15 minutes
Verification	Teacher says: “Time to perform! Show us how you ask, respond, and use clarification in your dialogue!” (Teacher takes grades)	45 minutes
Generalization	Teacher says: “Great! You can now talk about plans and ask for clarification. What is our secret phrase? Yes, ‘Pardon me!’”	5 minutes

Post-activities

Activities	Teacher & Students Activities	Time Allocation
Review & Summary	The teacher and the student deduce the key points (the use of 'will' and 'pardon me') Teacher says: “What have we learned today?”	2 minutes
Feedback & Next Plan	The teacher gave his appreciation and informed the plan for the next meeting The teacher says: “You did a great job today! Prepare your notes for our speaking practice next meeting. See you!”	2 minutes

E. ASSESMEN

1. LKPD Assessment:

No	Pair's Name	Aspects																Skor
		Grammar ('will' focus)				Fluency				Pronunciation & Intonation				Interaction (Clarification Phrase)				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
2.																		
3.																		

Assessment Indicators

Grammar ('will' focus) :

1. Score 4 = The use of the S + will + V1 pattern is always correct
2. Score 3 = Pattern is generally correct, there are only 1-2 errors, minor
3. Score 2 = There are several misuses of 'will' that interfere with the meaning
4. Score 1 = Grammatical errors severely interfere with communication

Fluency :

1. Score 4 = Speaks fluently and fluently
2. Score 3 = Fairly smooth, reasonable pause
3. Score 2 = Frequent stops and hesitation
4. Score 1 = Very slow

Pronunciation & Intonation :

1. Score 4 = Clear, correct pronunciation, intonation appropriate
2. Score 3 = Generally clear, some words are not correct
3. Score 2 = Pronunciation is difficult to understand
4. Score 1 = Hindered communication

Interaction :

1. Score 4 = Response is fast, relevant, and able to use the asking to repeat strategy
2. Score 3 = Relevant response, rarely used strategy
3. Score 2 = Slow response or frequent repetition of a friend's word
4. Score 1 = Difficult to respond

F. APPENDIX

1. LKPD for Learning Objective 1 and 2

Instruction: Ask your friends about these 5 things. If the sound is small, use hand gestures in the ear and say, "Forgive me?"!

1. Where will your family go for the next holiday?
2. What will you do there?
3. What will you eat for dinner with your family tonight?
4. Will you visit Penglipuran village with your mother?
5. What will you buy for your family as a souvenir?

2. Media Links for VARK

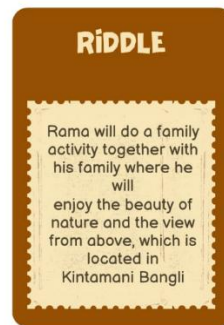
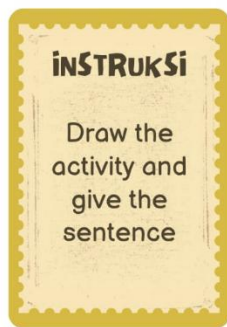
Visual:



Auditory:

<https://youtube.com/clip/UgkxZoEcuWo76lvYPdp0qlg9PMYPm6Zbj9Oj?si=M8RC9CDueY04dXkM>

Kinesthetic:



https://drive.google.com/file/d/1qeMCuisQ2YncCTc0cr4X0_LSasdiJZZ/view?usp=drive_link

Read/Write Text:



Read/Write

Underline the sentences with "will", then answer the questions below.

Nama:

Kelas:

Let's Go Vacation

Raka and Rama will go to Bangli Regency; their first plan is to swim in the Batur Hot Springs. Before that, on their journey, they will have passed several tourist destinations, such as Penglipuran. They will visit these destinations, try traditional snacks, and go around the village. Then they will continue their journey straight to Batur, and of course, they will pass Penelokan, with a beautiful view. In the hot springs of Batur, they will relax their minds by looking at the view of Lake Batur.

Answer The Questions Below!

1. Where will Raka and Rama go?

2. What tourist destination will they pass before arriving at Batur?

3. What activities will they do in Penglipuran Village?

4. How will Raka and Rama relax their minds at Batur Hot Springs?

G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

1. How do students react to learning in this unit?
2. What are the obstacles to 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. Future Activities: Activities or plans to be carried out in the future.
2. Will: An auxiliary verb used to express future plans, promises, or predictions (Simple Future Tense)
3. V1 (Verb 1) : Basic verb without remuneration.
4. Clarification: The act of making statements less confusing and more comprehensible by asking the speaker to repeat or explain.
5. Pardon me? : A polite phrase used to ask someone to repeat that they have just said because you did not hear or understand it.
6. Ask and Respond: A verbal interaction where one person poses a question and the other provides a relevant answer.
7. Family activities: Social actions or events involving family members.

I. REFERENCES

- Learning Resources (English E-book for 6th Grade Elementary School, English for Grade 6 Elementary School Author: Komang Sri Vidyartika Putri, 2024),

Knowing,

Validator Instrument

Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd

NIP: 198805172012122002

Singaraja, 11 Januari 2026

Validator Instrument

Luh Putu Dian Kresnawati, S.Pd., M.Pd

NIP:198503262023212023

KURIKULUM MERDEKA TEACHING MODULE
ENGLISH ELEMENTARY GRADE 6
(CONTROL GROUP)

GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name Institutions Academic Year School Level Subjects Phase/Class Unit 2 Learning Outcomes : : : : : : : Ni Made Wening Dwi Shartika SD Negeri 1 Banyuasri 2026 Elementary school Bahasa Inggris C/ 6 I Will Go to Dufan Menyimak – Berbicara At the end of Phase C, students use sentences with certain patterns in English to interact in a wider social and classroom situation scope, which are still predictable or routine. They change/replace some sentence elements to participate in learning activities such as making simple questions, asking for clarification, and asking for permission. They use several strategies to identify important/core information in various contexts, such as asking the speaker to repeat, or asking for the meaning of a word.	
Time Allocation	: 4 JP (4 x 35 minutes) / 2 meetings
B. INITIAL COMPETENCIES	
Students are expected to have mastered: 1. Basic vocabulary related to family activities. 2. The sentence structure: Subject + will + V1	
C. PANCASILA STUDENT PROFILE	
1. Creative: Able to plan future family activities. 2. Gotong royong: Able to interact and discuss with friends (during clarification practice)	
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		
F. NUMBER OF STUDENTS		
Minimum 30 Students, Maximum 31 Students		
G. LEARNING MODEL		
Model: Discovery Learning		
CORE COMPONENTS		
A. OBJECTIVES OF LEARNING ACTIVITIES		
❖ Learning Objective : - Students are able to ask and respond to questions about future family activities - Students are able to ask for clarification (e.g., using 'Pardon me?') during a dialogue		
B. MEANINGFUL UNDERSTANDING		
Mastering the use of the 'will' and clarification strategies (asking to repeat) helps learners communicate their family plans effectively and ensures clear interaction in social situations		
C. LEADING QUESTIONS		
"Look at the picture on page 75. What will they do?" "Did you hear everything? No? What should you say if you want me to repeat it? Today we learn "Pardon me!"		
D. LEARNING ACTIVITIES		
MEETING 1		
Focus: Finding the plans and learning the 'Pardon me' strategy.		
Pre-activities		
Activity	Teacher & Students Activities	Time Allocation
Orientation	The teacher greets the students, and checks attendance Teacher says: "Good morning, students! How are you today? Who is absent today?"	2 minutes
Apperception	Teachers relate the material to the student's real-life experiences of family vacations Teacher says: "Did you go on vacation last holiday? Where did you go with your family?"	3 minutes
Motivation & Goal	Teacher conveys today's learning objectives Teacher says: "Today we will learn how to talk about your family plans and how to ask if you don't hear your friend clearly"	3 minutes

Main-activities		
Syntax	Teacher's Orders & Students Activities	Time Allocation
Stimulation	The teacher says: "Look at the picture on page 75. What will they do?" The teacher read the text "Cici will go to Dufan" orally Teacher says: "Class, listen carefully. I will tell you a story about Cici's Plan"	10 minutes
Problem Statement	The teacher deliberately reads the end of it slowly or mutters. The teacher says: "Did you hear everything? No? What should you say if you want me to repeat it? Today we learn "Pardon me!"	5 minutes
Data Collection	Teacher says: "Now, I will give you the text so you can see what I read" Teacher distributes photocopies of text 'Cici will go to Dufan' The teacher says: "Read the text. Underline the word 'will' and find the pattern: S + will + V1."	25 minutes
Data Processing	Students discuss and record vocabulary findings and formulas from each post in preparation for dialogue. Teacher says: "Share your results with your friends!". Prepare your notes for our speaking practice next meeting	15 minutes
Post-activities		
Activities	Teacher & Students Activities	Time Allocation
Feedback & Next Plan	The teacher gave his appreciation and informed the plan for the next meeting The teacher says: "You did a great job today! Next meeting, we will practice our dialogue. Prepare your notes for our speaking practice next meeting. See you!"	2 minutes
MEETING 2		
Focus: Asking, responding, and participating in a dialogue.		
Pre-activities		
Activities	Teacher & Students Activities	Time Allocation
Orientation	The teacher greets the students, and checks attendance	2 minutes

	Teacher says: “Good morning, students! How are you today? Who is absent today?”	
Main-activities		
Stages	Teacher’s Orders & Students Activities	Time Allocation
Opening	Teacher says: “Today is performance day! Use your ‘will’ to ask and ‘Pardon me?’ if you don’t hear your friend.”	5 minutes
Data Processing	Teacher says: “Pair up! Use your LKPD. Ask 5 questions about family plans. If your friend whispers, you MUST ask: ‘Pardon me?’	15 minutes
Verification	Teacher says: “Time to perform! Show us how you ask, respond, and use clarification in your dialogue!” (Teacher takes grades)	45 minutes
Generalization	Teacher says: “Great! You can now talk about plans and ask for clarification. What is our secret phrase? Yes, ‘Pardon me!’”	5 minutes
Post-activities		
Activities	Teacher & Students Activities	Time Allocation
Review & Summary	Teachers and students conclude important points (usage ‘will’ dan ‘pardon me’) Teacher says: “What have we learned today?”	2 minutes
Feedback & Next Plan	The teacher gave his appreciation and informed the plan for the next meeting The teacher says: “You did a great job today! Thank you and see you!”	2 minutes
E. ASSESMEN		

1. LKPD Assessment:

No	Pair's Name	Aspects																Skor
		Grammar ('will' focus)				Fluency				Pronunciation & Intonation				Interaction (Clarification Phrase)				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
2.																		
3.																		

Assessment Indicators

Grammar ('will' focus) :

1. Score 4 = The use of the S + will + V1 pattern is always correct
2. Score 3 = Pattern is generally correct, there are only 1-2 errors, minor
3. Score 2 = There are several misuses of 'will' that interfere with the meaning
4. Score 1 = Grammatical errors severely interfere with communication

Fluency :

1. Score 4 = Speaks fluently and fluently
2. Score 3 = Fairly smooth, reasonable pause
3. Score 2 = Frequent stops and hesitation
4. Score 1 = Very slow

Pronunciation & Intonation :

1. Score 4 = Clear, correct pronunciation, intonation appropriate
2. Score 3 = Generally clear, some words are not correct
3. Score 2 = Pronunciation is difficult to understand
4. Score 1 = Hindered communication

Interaction :

1. Score 4 = Response is fast, relevant, and able to use the asking to repeat strategy
2. Score 3 = Relevant response, rarely used strategy
3. Score 2 = Slow response or frequent repetition of a friend's word
4. Score 1 = Difficult to respond

F. APPENDIX

1. LKPD for Learning Objective 1 and 2

Instruksi: Tanyakan 5 hal ini kepada temanmu. Jika suaranya kecil, gunakan gerakan tangan di telinga dan katakan "Pardon me?"!

1. Where will your family go for the next holiday?
2. What will you do there?
3. What will you eat for dinner with your family tonight?
4. Will you visit Penglipuran village with your mother?
5. What will you buy for your family as a souvenir?

2. Text:

Cici will go to Dufan

Cici and her classmates will go to Dufan. They will leave at seven o'clock tomorrow morning by bus. The trip will take two hours. At nine, they will get there. Cici and Aisyah will buy entrance tickets. Aisyah plans to ride bombom car. While Joshua and his friend will ride a roller coaster. Made is going to ride on a banana boat with his friend at the beach. They will have a nice holiday.

G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

1. How do students react to learning in this unit?
2. What are the obstacles to 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. Future Activities: Activities or plans to be carried out in the future.
2. Will: An auxiliary verb used to express future plans, promises, or predictions (Simple Future Tense)
3. V1 (Verb 1) : Basic verb without remuneration.
4. Clarification: The act of making statements less confusing and more comprehensible by asking the speaker to repeat or explain.

5. Pardon me?: A polite phrase used to ask someone to repeat that they have just said because you did not hear or understand it.
6. Ask and Respond: A verbal interaction where one person poses a question and the other provides a relevant answer.
7. Family activities: Social actions or events involving family members.

I. REFERENCES

- Learning Resources (KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI, 2022. Student's Book 'My Next Words', English for Grade 6 Elementary School Author: EYLC Team)

Knowing,

Validator Instrument

Singaraja, 11 Januari 2026

Validator Instrument

Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd

NIP: 198805172012122002

**Luh Putu Dian Kresnawati, S.Pd.,
M.Pd**

NIP:198503262023212023



3. Learning Module for Topic 3 (Experimental & Control Group)

KURIKULUM MERDEKA TEACHING MODULE
ENGLISH ELEMENTARY GRADE 6
(EXPERIMENTAL GROUP)

GENERAL INFORMATION

A. MODULE IDENTITY

Compiler Name	:	Ni Made Wening Dwi Shartika
Institutions	:	SD Negeri 1 Banyuasri
Academic Year	:	2026
School Level	:	Elementary school
Subjects	:	Bahasa Inggris
Phase/Class	:	C/ 6
Unit 3	:	I Will Study at Junior High School Next Year
Learning Outcomes	:	Menyimak – Berbicara

At the end of Phase C, students use sentences with certain patterns in English to interact in a wider social and classroom situation scope, which are still predictable or routine. They change/replace some sentence elements to participate in learning activities such as making simple questions, asking for clarification, and asking for permission. They use several strategies to identify important/core information in various contexts, such as asking the speaker to repeat, or asking for the meaning of a word.

Time Allocation : **4 JP (4 x 35 minutes) / 2 meetings**

B. INITIAL COMPETENCIES

Students are expected to have mastered:

1. The basic sentence structure: Subject + will + V1

C. PANCASILA STUDENT PROFILE

1. Creative: Able to plan future family activities at the right time
2. Gotong royong: Able to interact and discuss with friends (during clarification practice)

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 Students, Maximum 31 Students		
G. LEARNING MODEL		
Model: Problem Based Learning		
Strategy: Content Differentiation (based on VARK)		
CORE COMPONENTS		
A. OBJECTIVES OF LEARNING ACTIVITIES		
❖ Learning Objective : Students are able to use appropriate adverbs of time when expressing future activities orally		
B. MEANINGFUL UNDERSTANDING		
Mastering the proper use of adverbs of time is very important in communicating future plans so that information is conveyed accurately and promises can be kept		
C. LEADING QUESTIONS		
▪ “If someone tells you a plan for the future but you did not hear it clearly, what should you say to make them repeat?”		
D. LEARNING ACTIVITIES		
MEETING 1		
Pre-activities		
Stages	Teacher's Orders	Time Allocation
Opening	"Good morning, students! Our focus is on talking about future plans using the word 'will'."	2 minutes
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."	3 minutes
Main-activities		
Syntax	Teacher's Orders & Students Activities	Time Allocation
Orientation of the Problem	Teacher says: “I have a secret plan for tomorrow. Listen!..... (whispering), Can you hear me? That is a big problem in communication. If we do not hear the time	10 minutes

	(adverb of time clearly, we might miss the plan. How do we ask nicely to make someone repeat?")	
Organize Students Learning	Teacher says: "To solve this problem, you need to master the Adverbs of Time. Now, I will group you to investigate these materials.	3 minutes
Guiding Individual/Group Presentation	Visual: Look at the pictures of tourist destinations. Guess and determine adverb of time that is suitable based on the picture. Auditory: Listen to the audio of adverb of time. List the vocabulary. Then, create 3 sentences using 'will' and the adverb of time heard. Read/Write: Read the 4 sentences on page 52 carefully. After that, create your own sentences using the pattern. (S + will + V1 + adverb of time Kinesthetic: Move around or step outside the classroom. Ask friends: 'Do you have any plans or home activities in the future?' (What and when). Record the answer, then mark (underline or circle) the adverbs of time you found!	30 minutes
Developing, Identifying, and Presenting the Solution	Students record their findings in their notes. Teacher says: "Share your results with your group!"	15 minutes
Analyze and evaluate the problem solving process	Teacher says: "Great! What do you remember most about our topic? Who wants to share a single sentence of his future plans using 'will' and 'adverbs of time'?"	2 minutes

Post-activities

Stages	Teacher & Students Activities	Time Allocation
Closing Statement	Teacher says: "Today's lesson is over. You are great for daring to speak! Thank you, class!"	3 minutes
Pray	Pray together and say goodbye!	2 minutes

MEETING 2

Pre-activities

Stages	Teacher's Orders	Time Allocation
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Opening	The teacher explains the oral assessment instructions: “Good morning, everyone! We will continue our topic today.”	1 minutes
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Main-activities

Stages	Teacher’s Orders & Students Activities	Time Allocation
Problem orientation	Teacher presents problem situations Teacher says: "What if you want to take note of your friend's pending plans, but the atmosphere is so noisy that you have a hard time hearing the time clearly? How can you be sure of it without guessing?"	3 minutes
Organizing Students	Students were asked to find 3 friends to interview about their future plans in the midst of a noisy classroom atmosphere.	2 minutes
Guiding Research	In noisy conditions, students go around conducting interviews. Students are required to use clarification expressions such as "Pardon me?" or "Can you repeat that?" to ensure they record the correct Adverb of Time in their interaction table.	15 minutes
Developing and Presenting Results	Students appear in front of the class to present the results of their interview reports. The teacher observes the accuracy of the use of adverbs and the naturalness of the way students ask for repetition.	45 minutes
Analyze and Evaluate	Teachers provide feedback and assess using rubrics. At the end, the teacher generalizes by asking for today's "secret phrase", "Pardon me!", as the key to effective communication.	5 minutes

Post-activities

Stages	Teacher & Students Activities	Time Allocation
Closing Statement	Teacher says: "Today's lesson is over. You are great for daring to speak! Thank you, class!"	1 minutes

E. ASSESSMEN

LKPD Assessment

Score 3	Score 2	Score 1
1-2 errors in time markers	Many errors in time markers	No time markers used
Relevant, rarely used strategy	Slow response, no clarification	Difficult to respond

F. APPENDIX

1. LKPD (Speaking)

Instruction: Find 3 friends. Ask about their plans. If you don't hear them clearly due to the noise, say "Pardon me?"

Name	Activity in The Future	Adverb of time	Clarification Used? (Yes/No)
1.			
2.			
3.			

2. Media Links for VARK

Visual:

<https://www.liveworksheets.com/c?a=s&t=3MHDPD8Ky2&sr=n&l=dx&i=sxntczn&r=28&f=dzdczfuz&ms=uz&cd=p0-----i5lmjpmlzkgl56ngnkgexgxg&mw=hs>

Auditory:

<https://drive.google.com/file/d/1BjxtzAXOOv01XWPQ6kqyHt6LOEEIOhHR/view?usp=drivesdk>

Kinesthetic:

<https://www.liveworksheets.com/c?a=s&t=3MHDPD8Ky2&sr=n&l=xo&i=sxnczn&r=zj&f=dzdczfuz&ms=uz&cd=p0-----i5lmjpmlkgklgqngnkgexgxg&mw=hs>

Read/Write Text:

<https://www.liveworksheets.com/c?a=s&t=3MHDPD8Ky2&sr=n&l=xv&i=sxnczdx&r=vu&f=dzdczfuz&ms=uz&cd=p0-----i5lmypmlkgnmyxngnkgexgxg&mw=hs>

G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

1. How do students react to learning in this unit?
2. What are the obstacles to 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. Adverb of Time (Future): A time caption for the future.
2. Clarification: The act of making statements less confusing and more comprehensible by asking the speaker to repeat or explain.
3. Pardon me?: A polite phrase used to ask someone to repeat that they have just said because you did not hear or understand it.
4. Ask and Respond: A verbal interaction where one person poses a question and the other provides a relevant answer.

I. REFERENCES

- Learning Resources (English E-book for 6th Grade Elementary School, English for Grade 6 Elementary School Author: Komang Sri Vidyartika Putri, 2024),

Knowing,

Validator Instrument

Singaraja, 11 Januari 2026

Validator Instrument

Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd

NIP: 198805172012122002

Luh Putu Dian Kresnawati, S.Pd., M.Pd

NIP: 198503262023212023



GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name	: Ni Made Wening Dwi Shartika
Institutions	: SD Negeri 1 Banyuasri
Academic Year	: 2026
School Level	: Elementary school
Subjects	: Bahasa Inggris
Phase/Class	: C/ 6
Unit 3	: I Will Study at Junior High School Next Year
Learning Outcomes	: Menyimak – Berbicara
At the end of Phase C, students use sentences with certain patterns in English to interact in a wider social and classroom situation scope, which are still predictable or routine. They change/replace some sentence elements to participate in learning activities such as making simple questions, asking for clarification, and asking for permission. They use several strategies to identify important/core information in various contexts, such as asking the speaker to repeat, or asking for the meaning of a word.	
Time Allocation	: 4 JP (4 x 35 minutes) / 2 meetings
B. INITIAL COMPETENCIES	
Students are expected to have mastered:	
1. The basic sentence structure: Subject + will + V1	
C. PANCASILA STUDENT PROFILE	
1. Creative: Able to plan future family activities at the right time	
2. Gotong royong: Able to interact and discuss with friends (during clarification practice)	
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		
F. NUMBER OF STUDENTS		
Minimum 30 Students, Maximum 31 Students		
G. LEARNING MODEL		
Model: Problem Based Learning		
CORE COMPONENTS		
A. OBJECTIVES OF LEARNING ACTIVITIES		
❖ Learning Objective : - Students are able to use appropriate adverbs of time when expressing future activities orally		
B. MEANINGFUL UNDERSTANDING		
Mastering the proper use of adverbs of time is very important in communicating future plans so that information is conveyed accurately and promises can be kept		
C. LEADING QUESTIONS		
"If someone tells you a plan for the future but you did not hear it clearly, what should you say to make them repeat?"		
D. LEARNING ACTIVITIES		
MEETING 1		
Pre-activities		
Stages	Teacher's Orders	Time Allocation
Opening	"Good morning, students! Our focus is on talking about future plans using the word 'will'."	2 minutes
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."	3 minutes
Main-activities		
Syntax	Teacher's Orders & Students Activities	Time Allocation
Orientation of the Problem	The teacher whispered a sentence from the book on page 91 in a very small voice. The teacher asked: "What would you say if you didn't hear the timer?"	2 minutes
Organize Students Learning	The teacher asks students to turn to pages 91-92	1 minutes

Guiding Individual/Group Presentation	1. Students together observe the picture and read the sentence "Look and Say" 2. The teacher asks students to underline the use of Adverb of Time in these sentences 3. When finished, the teacher explains the use of Adverb of Time in the sentences 4. Individual Assignments: Students work on the "Look and Write" exercise on page 95, creating short stories based on pictures, using the given vocabulary collection	30 minutes
Developing, Identifying, and Presenting the Solution	Some students read their writings in front of the class	15 minutes
Analyze and evaluate the problem solving process	Teachers provide feedback on the accuracy of the structure	2 minutes
Post-activities		
Stages	Teacher & Students Activities	Time Allocation
Closing Statement	Teacher says: "Today's lesson is over. You are great for daring to speak! Thank you, class!"	3 minutes
Pray	Pray together and say goodbye!	2 minutes
MEETING 2		
Pre-activities		
Stages	Teacher's Orders	Time Allocation
Opening	The teacher explains the oral assessment instructions: "Good morning, everyone! We will continue our topic today."	1 minutes
	A brief review of the Adverbs of time material from previous meetings	4 minutes
Main-activities		
Stages	Teacher's Orders & Students Activities	Time Allocation
Problem orientation	Teacher presents problem situations	3 minutes

	Teacher says: "What if you want to take note of your friend's pending plans, but the atmosphere is so noisy that you have a hard time hearing the time clearly? How can you be sure of it without guessing?"		
Organizing Students	Students pay attention to examples of dialogue. The teacher introduces "Pardon me?" as a communication keyword	2 minutes	
Guiding Research	1. Students go around the classroom to interview 3 friends using a table 2. Instruction: Students are required to practice the phrase "Pardon me?" or "Can you repeat it?" if the information from a friend is unclear	35 minutes	
Developing and Presenting Results	Students present their table results	15 minutes	
Analyze and Evaluate	The teacher gives feedback and concludes the learning	5 minutes	
Post-activities			
Stages	Teacher & Students Activities	Time Allocation	
Closing Statement	Teacher says: "Today's lesson is over. You are great for daring to speak! Thank you, class!"	5 minutes	
E. ASSESMEN			
LKPD Assessment			
Score 3	Score 2	Score 1	
1-2 errors in time markers	Many errors in time markers	No time markers used	
Relevant, rarely used strategy	Slow response, no clarification	Difficult to respond	
F. APPENDIX			
1. LKPD (Speaking)			
Instruction: Find 3 friends. Ask about their plans. If you don't hear them clearly due to the noise, say "Pardon me?"			
Name	Activity in The Future	Adverb of time	Clarification Used? (Yes/No)
1.			
2.			
3.			
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. Adverb of Time (Future): A time caption for the future 2. Clarification: The act of making statements less confusing and more comprehensible by asking the speaker to repeat or explain. 3. Pardon me?: A polite phrase used to ask someone to repeat that they have just said because you did not hear or understand it. 4. Ask and Respond: A verbal interaction where one person poses a question and the other provides a relevant answer.
I. REFERENCES • Learning Resources (KEMENTRIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI, 2022. Student's Book 'My Next Words', English for Grade 6 Elementary School Author: EYLC Team),

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Validator Instrument

Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd

NIP: 198805172012122002

Singaraja, 11 Januari 2026

Validator Instrument

Luh Putu Dian Kresnawati, S.Pd., M.Pd

NIP: 198503262023212023

4. Learning Module for Topic 4 (Experimental & Control Group)

KURIKULUM MERDEKA TEACHING MODULE
ENGLISH ELEMENTARY GRADE 6
(EXPERIMENTAL GROUP)

GENERAL INFORMATION

A. MODULE IDENTITY

Compiler Name	:	Ni Made Wening Dwi Shartika
Institutions	:	SD Negeri 1 Banyuasri
Academic Year	:	2026
School Level	:	Elementary school
Subjects	:	Bahasa Inggris
Phase/Class	:	C/ 6
Unit 4	:	I Want to Be a Pilot
Learning Outcomes	:	Menyimak – Berbicara

At the end of Phase C, students use sentences with certain patterns in English to interact in a wider social and classroom situation scope, which are still predictable or routine. They change/replace some sentence elements to participate in learning activities such as making simple questions, asking for clarification, and asking for permission. They use several strategies to identify important/core information in various contexts, such as asking the speaker to repeat, or asking for the meaning of a word.

Time Allocation : **4 JP (4 x 35 minutes) / 2 meetings**

B. INITIAL COMPETENCIES

Students are expected to have mastered:

1. The basic vocabulary related to jobs/occupations

C. PANCASILA STUDENT PROFILE

1. Creative: Able to plan and describe the future (ideals) verbally
2. Gotong royong: Able to interact and discuss with friends during interview and clarification practice

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 Students, Maximum 31 Students		
G. LEARNING MODEL		
Model: Problem Based Learning		
Strategy: Content Differentiation (based on VARK)		
CORE COMPONENTS		
A. OBJECTIVES OF LEARNING ACTIVITIES		
❖ Learning Objective : - Students are able to explain/describe their dream job or occupation orally - Students are able to ask questions and respond to others' questions in a short interview about jobs and the reasons		
B. MEANINGFUL UNDERSTANDING		
Mastering the vocabulary of various occupations and the ability to explain reasons for choosing a dream job helps students to communicate their future aspirations confidently. Furthermore, learning clarification strategies (asking to repeat) ensure clear and effective interaction in social and classroom situations, preventing misunderstandings when discussing important topics like future careers.		
C. LEADING QUESTIONS		
"What do you want to be when you grow up?"		
D. LEARNING ACTIVITIES		
MEETING 1		
Pre-activities		
Stages	Teacher's Orders	Time Allocation
Opening	"Good morning, students! Our focus is on talking about dream jobs."	2 minutes
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."	3 minutes
Main-activities		
Syntax	Teacher's Orders & Students Activities	Time Allocation

Orientation of the Problem	The teacher shows videos of various professions. Teacher says: “Sometimes we have dreams, but we don’t know how to explain ‘Why’. Today we find the reason!”	10 minutes
Organize Students Learning	Teacher says: “To solve this problem, I will group you to investigate these materials.”	3 minutes
Guiding Individual/Group Presentation	Visual: Watch videos of their professions and tasks. Then match the sentences on the wordwall. Auditory: Listen to audio of the job name and job description. Read/Write: Finds hidden vocabulary from a random set of letters in a wordwall. Reading the text of 'Raka's Ideal' Kinesthetic Answering quiz videos on YouTube. After that, play Checklist/Choose me.	15 minutes
Developing, Identifying, and Presenting the Solution	Students make an answer in the form of a dream job illustration captioned with a sentence pattern: 'I want to be a/an because I want to....' and present it in front of the group.	30 minutes
Analyze and evaluate the problem solving process	The teacher provides feedback on students' pronunciation, and provides evaluation questions Teacher says: "Great! What do you remember most about our topic?"	2 minutes
Post-activities		
Stages	Teacher & Students Activities	Time Allocation
Closing Statement	Teacher says: "Today's lesson is over. You are great for daring to speak! Thank you, class!"	3 minutes
Pray	Pray together and say goodbye!	2 minutes
MEETING 2		
Pre-activities		
Stages	Teacher's Orders	Time Allocation
Opening	The teacher explains the oral assessment instructions: “Good morning, everyone! We will continue our topic today.”	1 minutes
Main-activities		

Stages	Teacher's Orders & Students Activities	Time Allocation
Problem orientation	The teacher plays the audio of the conversation very quietly. Teacher says: "I heard someone talking about their dream, but I couldn't hear the reason! What should we do if we don't hear our friend clearly?"	3 minutes
Organizing Students	Teacher says: "Today you must interview friends, but you must make sure you hear them. If not, you must use our secret phrase: 'Pardon me?'"	2 minutes
Guiding Individual and Group Presentation	Before you do the interview, I will give you an example Visual: Determine a job and find a partner using the spin wheel, then look at the conversation on page 83 as an example how to conduct an interview. Auditory: Listen to audio that contains Rama & Raka's question-and-answer dialogue about their future aspirations as an example to conduct an interview Read/Write: Pair and read the conversation on page 81, before they will do an interview. Kinesthetic: Practice interaction with roleplay Sticks	20 minutes
Developing and Presenting Results	Speaking Performance: Students conduct interviews in pairs. Teacher says: "If your friend speaks too soft, use the clarification gesture and say, 'Pardon me?'"	40 minutes
Analyze and Evaluate	Teacher says: "Great! You can now ask about dreams and use clarifications to help you learn more about your dreams. Teachers evaluate aspects of interaction and fluency.	3 minutes
Post-activities		
Stages	Teacher & Students Activities	Time Allocation
Closing Statement	Teacher says: "Today's lesson is over. Thank you, class!"	1 minutes
E. ASSESSMEN		
Speaking Assessment		

Pair's Name	Sentence pattern	Fluency	Pronunciation	Interaction (Clarification)	Total Score

Sentence Pattern

- Skor 4: Use of the pattern "I want to be a/an... because I want to..." always on point.
- Skor 3: The pattern is generally precise; there are only 1-2 small mistakes that do not interfere with the meaning.
- Skor 2: There are some misuses of patterns that start to interfere with understanding.
- Skor 1: The grammatical error is so severe that the message is not delivered.

Fluency:

- Skor 4: Speaks very fluently without hesitation.
- Skor 3: Quite smoothly, there is a pause that is still reasonable.
- Skor 2: Often stop and hesitate when talking.
- Skor 1: Speaks very slowly and intermittently.

Pronunciation & Intonation:

- Skor 4: The pronunciation of the word (job name) is very clear and the intonation is precise.
- Skor 3: In general, it is clear, although there are some words that are not pronounced correctly.
- Skor 2: Pronunciation that is difficult for the interlocutor to understand.
- Skor 1: Pronunciation is completely wrong so that it hinders communication.

Interaction (Interaction & Clarification Strategy):

- Skor 4: Respond quickly, relevantly, and be able to use the "Pardon me?" strategy appropriately when not listening.
- Skor 3: Responses are relevant but rarely use clarification strategies.
- Skor 2: Slow response or just repeating a friend's words.
- Skor 1: It's very difficult to respond to questions

F. APPENDIX

1. LKPD for Learning Objective 1



2. LKPD for Learning Objective 2

Instruction: Asks and write your friend's answer here (just keywords)

Questions:

1. What is your dream job?
2. Why do you want to be a/an _____?
3. Where do you want to work?
4. Who inspires you to choose that job?

3. Media Links for VARK

Visual:

<https://me-qr.com/WPIMYrpB>

<https://wordwall.net/resource/73196848/mix-and-match-job>

Auditory:

https://youtu.be/-OqC1_wFVuk?feature=shared

https://drive.google.com/file/d/1puhN_qNXJp62mRSfhTLs_0PDYvRifkn/view?usp=drive_sdk

Kinesthetic:

<https://me-qr.com/wYRchV2v>

DREAM JOB CHECKLIST!
Include your dreams jobs and check them! (Sertakan pekerjaan impianmu dan centang itu!)

- ☐ Teacher _____
- ☐ Doctor _____
- ☐ Author _____
- ☐ Actor _____
- ☐ Actress _____
- ☐ Chef _____
- ☐ Pilot _____
- ☐ Cashier _____
- ☐ Butcher _____
- ☐ Mechanic _____

DREAM JOB CHECKLIST!
Include your dreams jobs and check them! (Sertakan pekerjaan impianmu dan centang itu!)

- ☐ Barber _____
- ☐ Coach _____
- ☐ Journalist _____
- ☐ Dentist _____
- ☐ Lawyer _____
- ☐ Police _____
- ☐ Child Servant _____
- ☐ Clerk _____
- ☐ Baker _____
- ☐ Fisherman _____

Stick Words

I want to be a teacher _____

I want to be an traditional dancer _____

I want to be president _____

I want to be musicians _____

I want to be designer _____

I want to be a farmer _____

Read/Write Text:

Hello, I'm Raka, and I have a dream. Since I was little, I often saw my father, who was a police officer. This also made me want to become a police officer like my father. I want to be a great police officer.

G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

1. How do students react to learning in this unit?
2. What are the obstacles to 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. Adverb of Time (Future): A time caption for the future.
2. Clarification: The act of making statements less confusing and more comprehensible by asking the speaker to repeat or explain.
3. Pardon me?: A polite phrase used to ask someone to repeat that they have just said because you did not hear or understand it.
4. Ask and Respond: A verbal interaction where one person poses a question and the other provides a relevant answer.

I. REFERENCES

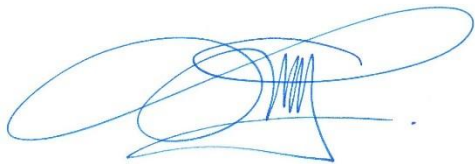
- Learning Resources (English E-book for 6th Grade Elementary School, English for Grade 6 Elementary School Author: Komang Sri Vidyartika Putri, 2024),

Knowing,

Singaraja, 11 Januari 2026

Validator Instrument

Validator Instrument



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd

Luh Putu Dian Kresnawati, S.Pd., M.Pd

NIP: 198805172012122002

NIP:198503262023212023



KURIKULUM MERDEKA TEACHING MODULE
ENGLISH ELEMENTARY GRADE 6
(CONTROL GROUP)

GENERAL INFORMATION	
A. MODULE IDENTITY	
Compiler Name Institutions Academic Year School Level Subjects Phase/Class Unit 4 Learning Outcomes : Ni Made Wening Dwi Shartika : SD Negeri 1 Banyuasri : 2026 : Elementary school : Bahasa Inggris : C/ 6 : I Want to Be a Pilot Menyimak – Berbicara At the end of Phase C, students use sentences with certain patterns in English to interact in a wider social and classroom situation scope, which are still predictable or routine. They change/replace some sentence elements to participate in learning activities such as making simple questions, asking for clarification, and asking for permission. They use several strategies to identify important/core information in various contexts, such as asking the speaker to repeat, or asking for the meaning of a word.	
Time Allocation	: 4 JP (4 x 35 minutes) / 2 meetings
B. INITIAL COMPETENCIES	
Students are expected to have mastered: 1. The basic vocabulary related to jobs/occupations	
C. PANCASILA STUDENT PROFILE	
1. Creative: Able to plan and describe the future (ideals) verbally 2. Gotong royong: Able to interact and discuss with friends during interview and clarification practice	
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		
F. NUMBER OF STUDENTS		
Minimum 30 Students, Maximum 31 Students		
G. LEARNING MODEL		
Model: Problem Based Learning		
CORE COMPONENTS		
A. OBJECTIVES OF LEARNING ACTIVITIES		
❖ Learning Objective : - Students are able to explain/describe their dream job or occupation orally - Students are able to ask questions and respond to others' questions in a short interview about jobs and the reasons		
B. MEANINGFUL UNDERSTANDING		
Mastering the vocabulary of various occupations and the ability to explain reasons for choosing a dream job helps students to communicate their future aspirations confidently. Furthermore, learning clarification strategies (asking to repeat) ensures clear and effective interaction in social and classroom situations, preventing misunderstandings when discussing important topics like future careers.		
C. LEADING QUESTIONS		
"What do you want to be when you grow up?"		
D. LEARNING ACTIVITIES		
MEETING 1		
Pre-activities		
Stages	Teacher's Orders	Time Allocation
Opening	"Good morning, students! Our focus is on talking about dream jobs."	2 minutes
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."	3 minutes
Main-activities		
Syntax	Teacher's Orders & Students Activities	Time Allocation
Orientation of the Problem	The teacher writes a big question on the board: "What do you want to be when you grow up?" The teacher shows	10 minutes

	the picture of the profession in the book p.98-99 and asks the students to imitate the pronunciation	
Organize Students Learning	Students are asked to open the book p.104-105 (Look and Write). Teacher explains the sentence pattern 'I want to be an/an... because I want to...'	3 minutes
Guiding Individual/Group Presentation	Independently, students work on sentence exercises based on professional drawings in the book p.104-105 to strengthen their understanding of vocabulary and sentence structure	15 minutes
Developing, Identifying, and Presenting the Solution	Students read a sentence of their dream job in front of the class	30 minutes
Analyze and evaluate the problem solving process	Teacher provides pronunciation corrections for difficult vocabulary	2 minutes
Post-activities		
Stages	Teacher & Students Activities	Time Allocation
Closing Statement	Teacher says: "Today's lesson is over. You are great for daring to speak! Thank you, class!"	3 minutes
Pray	Pray together and say goodbye!	2 minutes
MEETING 2		
Pre-activities		
Stages	Teacher's Orders	Time Allocation
Opening	The teacher explains the oral assessment instructions: "Good morning, everyone! We will continue our topic today."	2 minutes
Main-activities		
Stages	Teacher's Orders & Students Activities	Time Allocation
Problem orientation	Recalling last week's vocabulary. The teacher explained the importance of asking again if you don't listen to your friend's voice. The teacher demonstrates the dialogue in front of the class in a very quiet voice. The teacher asks: "What should you say if you don't hear me?"	5 minutes

Organizing Students	The teacher asks students to observe the example of interview dialogue in book p.103. Students are divided into permanent pairs.	3 minutes
Guiding Individual and Group Presentation	Students practice conducting interviews with their spouses using the guidelines on the page. 103. Students should ask about their dream job and why.	20 minutes
Developing and Presenting Results	Each couple comes forward to conduct a brief interview. The teacher instructs one of the students to deliberately speak quietly so that his partner practices the phrase "Pardon me?"	35 minutes
Analyze and Evaluate	The teacher gives grades, and evaluates the interview activities	3 minutes

Post-activities

Stages	Teacher & Students Activities	Time Allocation
Closing Statement	Teacher says: "Today's lesson is over. Thank you, class!"	2 minutes

E. ASSESSMEN

Speaking Assessment

Pair's Name	Sentence pattern	Fluency	Pronunciation	Interaction (Clarification)	Total Score

Sentence Pattern

- Skor 4: Use of the pattern "I want to be a/an... because I want to..." always on point.
- Skor 3: The pattern is generally precise; there are only 1-2 small mistakes that do not interfere with the meaning.
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- Skor 4: Speaks very fluently without hesitation.
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- Skor 4: The pronunciation of the word (job name) is very clear and the intonation is precise.
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- Skor 3: Responses are relevant but rarely use clarification strategies.
- Skor 2: Slow response or just repeating a friend's words.
- Skor 1: It's very difficult to respond to questions

F. APPENDIX

Let's ask

Ask your friends using "what do you want to be?"

What do you want to be?

I want to be a teacher. I want to teach in a primary school.

After asking your friends, now is the time to ask your teachers.

Ask your teachers using "What did you want to be when you were young?"

No	Teacher	Answer	Report
1	Bu Rani	doctor	Bu Rani wanted to be a doctor.
2			
3			
4			

Look and match

Look at the pictures and match them with the words in the center.

a doctor
a chef
a sailor
a farmer
a nurse

My Next Words

a football player
a pilot
a secretary
a driver
a teacher

101

102

My Next Words • Grade 8 • Student's Book for Elementary School

114/144

LKPD for Learning Objective 1



LKPD for Learning Objective 2

Instruction: Asks and write your friend's answer here (just keywords)

Questions:

5. What is your dream job?
6. Why do you want to be a/an _____?
7. Where do you want to work?
8. Who inspires you to choose that job?

G. REFLECTIONS OF STUDENTS AND TEACHERS

A. Teacher Reflection:

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

B. Student Reflections:

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3. The days I like the most are: _____
4. The sentence I made today: _____

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Language Focus :

1. Adverb of Time (Future): Time caption for the future
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3. Pardon me?: A polite phrase used to ask someone to repeat that they have just said because you did not hear or understand it.
4. Ask and Respond: A verbal interaction where one person poses a question and the other provides a relevant answer.

I. REFERENCES

- Learning Resources (KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI, 2022. Student's Book 'My Next Words', English for Grade 6 Elementary School Author: EYLC Team)

Knowing,

Validator Instrument

Singaraja, 11 Januari 2026

Validator Instrument

Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd

NIP: 198805172012122002

**Luh Putu Dian Kresnawati, S.Pd.,
M.Pd**

NIP: 198503262023212023



Appendix 2. Blueprint of Speaking Test

Blueprint of Pre-Test

Topic	Learning Objective	Level of Cognitive	Indicator	Type of Question	Speaking Aspect	Question
I will go to Bromo	Students are able to use 'will' to convey future plans orally.	C3 (Applying)	Students describe 3 itineraries using the 'S + will + V1' pattern	Oral Interview	Speaking Clearly (focuses on pronunciation & fluency) Using English Words (focuses on vocabulary & grammar) Understanding and	" Tell me about your plan to visit Bromo. What will you do there?"

					Answering (focuses on comprehension & task fulfillment)	
I will go to Dufan	Students are able to respond to and employ the clarification strategy 'Pardon me?'. 	C4 (Analyzing)	Students interact in dialogue and ask for repetition when the information is unclear	Oral Interview	Speaking Clearly (focuses on pronunciation & fluency) Using English Words (focuses on vocabulary & grammar)	Your friend talks about going to Dufan, but you cannot hear clearly. What will you say?"

					Understanding and Answering (focuses on comprehension & task fulfillment)	
I will study at Junior High School	Students are able to use appropriate time expression orally.	C3 (Applying)	Students integrate Adverb of Time correctly in sentences	Oral Interview	Speaking Clearly (focuses on pronunciation & fluency) Using English Words (focuses on	“When will you graduate from elementary school?”

					vocabulary & grammar)	
					Understanding and Answering (focuses on comprehension & task fulfillment)	
I want to be a pilot	Students are able to explain their dream job and the underlying	C6 (Creating)	Students produce an explanation of their ideals with the pattern of 'I want	Oral Interview	Speaking Clearly (focuses on pronunciation & fluency) Using English	“What do you want to be in the future? Give one reason”

	reasons orally.		to be.... Because. ..'		Words (focuses on vocabulary & grammar) Understanding and Answering (focuses on comprehension & task fulfillment)	
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M.Pd**

NIP: 198805172012122002

**Luh Putu Dian Kresnawati, S.Pd.,
M.Pd**

NIP:198503262023212023



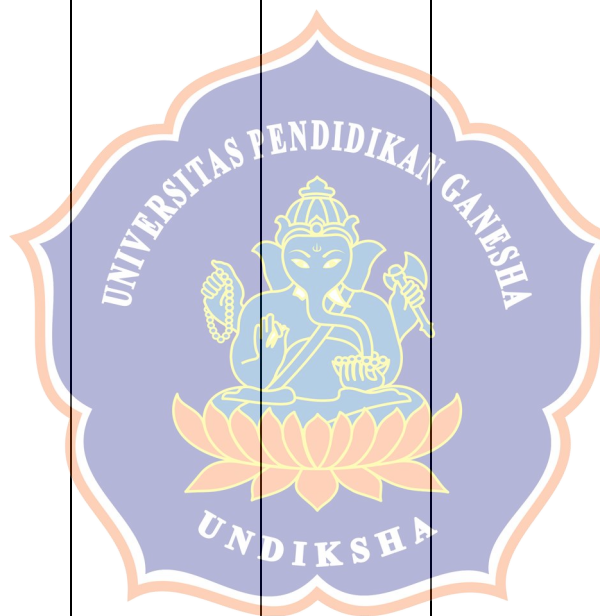
Blueprint of Post-Test

Topic	Learning Objective	Level of Cognitive	Indicator	Type of Question	Speaking Aspect	Question
I will go to Bromo	Students are able to use 'will' to convey future plans orally.	C3 (Applying)	Students describe 3 itineraries using the 'S + will + V1' pattern	Oral Interview	Speaking Clearly (focuses on pronunciation & fluency) Using English Words (focuses on vocabulary & grammar) Understanding	"Tell me, where and what are three things you will do when you go there"

					and Answering (focuses on comprehension & task fulfillment)	
I will go to Dufan	Students are able to respond to and employ the clarification strategy 'Pardon me?'	C4 (Analyzing)	Students interact in dialogue and ask for repetition when the information is unclear	Oral Interview	Speaking Clearly (focuses on pronunciation & fluency) Using English Words (focuses on vocabulary)	Demonstrate the 'clarification gesture' and say the secret phrase we learned! (Master whispers very quietly)

					ry & grammar) Understa nding and Answeri ng (focuses on compreh ension & task fulfillme nt)	about his future plans)
I will study at Junior High School	Students are able to use appropri ate time expressio n orally.	C3 (Applying)	Students integrate Adverb of Time correctly in sentences	Oral Interview	Speaking Clearly (focuses on pronunci ation & fluency)	“Where and when will you study after graduate from elementar y school?”

					Using English Words (focuses on vocabulary & grammar)	
					Understanding and Answering (focuses on comprehension & task fulfillment)	



I want to be a pilot	Students are able to explain their dream job and the underlying reasons orally.	C6 (Creating)	Students produce an explanation of their ideals with the pattern of 'I want to be.... because...'	Oral Interview	Speaking Clearly (focuses on pronunciation & fluency) Using English Words (focuses on vocabulary & grammar) Understanding and Answering (focuses	“Explain your dream job using the complete formula: ‘I want to be a/an...because I want to...’ based on the profession we studied!”
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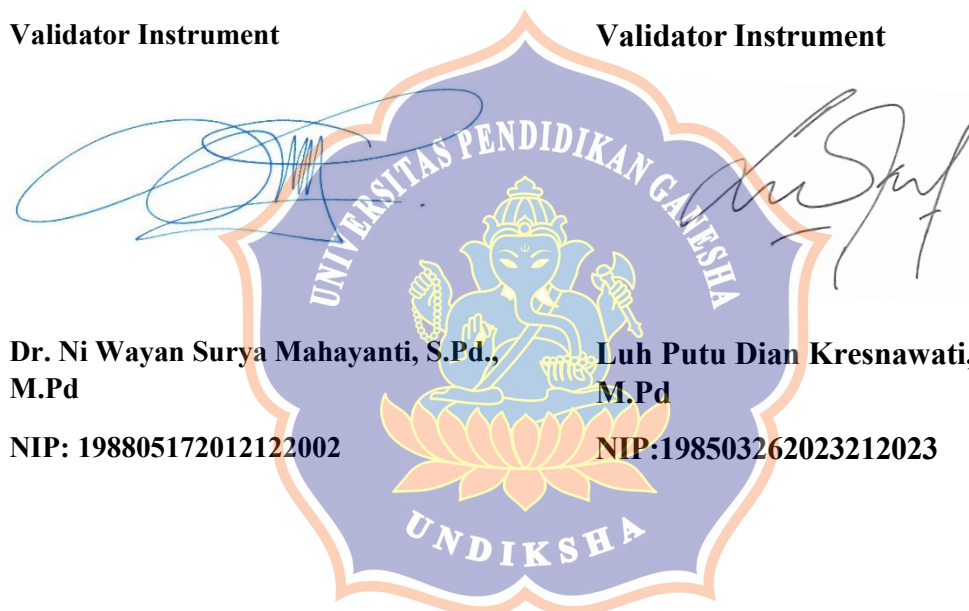
					on compreh ension & task fulfillme nt)	
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Singaraja, 11 Januari 2026

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M.Pd**

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**Luh Putu Dian Kresnawati, S.Pd.,
M.Pd**

NIP:198503262023212023

Appendix 3. Speaking Assessment Rubric

NO	Criteria	Score	Description
1	Speaking Clearly (Pronunciation & Fluency)	5	Speech is highly intelligible and natural. Flow is smooth with very little to no unnatural hesitation.
		4	Speech is clear and mostly fluent. Minor mispronunciation or brief pauses occur but do not disrupt the overall flow.
		3	Generally understandable, though frequent hesitation or 'searching for words' are noticeable.
		2	Often difficult to follow due to choppy flow, many long pauses, or heavy mispronunciation.
		1	Speech is fragmented, disjointed, and very difficult for the listener to understand.
2	Using English Words (Vocabulary & Grammar)	5	Use a wide range of vocabulary and accurate structure (e.g., will, want to be, adverb of time) with minimal errors.
		4	Vocabulary is appropriate and grammar is mostly correct. Errors are present but do not obscure meaning.
		3	Uses basic vocabulary and simple structure. Some errors in word choice or grammar might cause slight confusion.
		2	Limited vocabulary and frequent grammatical errors. Meaning is often unclear or misinterpreted.
		1	Lacks the vocabulary or grammar necessary to convey even basic messages.
3	Understanding & Answering (Comprehension & Task Fulfillment)	5	Fully understands the prompt and provides a complete response with required details (e.g., all 3 itineraries/reasons).
		4	Understands the prompt well and provides most of the required information clearly.
		3	Understands the main point and responds

			partially, though some details from the prompt are missing.
		2	Struggle to understand parts of the task, response is incomplete or occasionally off-topic.
		1	No understanding of the task shown. Unable to provide a relevant or appropriate response.

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**Singaraja, 11 Januari 2026
Validator Instrument**

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M.Pd
NIP: 198805172012122002**

**Luh Putu Dian Kresnawati, S.Pd.,
M.Pd
NIP:198503262023212023**



Appendix 4. 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.



Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Koorprodi Pendidikan Bahasa Inggris
3. Sub Bagian Akademik FBS



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"
- Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsrE Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia



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

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

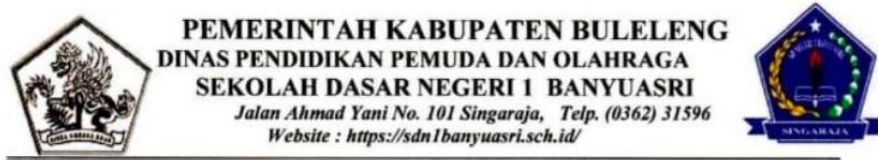


Balai
Sertifikasi
Elektronik

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Appendix 5. Research Permit from School



SURAT KETERANGAN
NO. 423.1 / 39/Ket /II/ 2026

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

Nama : Ni Made Wening Dwi Shartika
NIM : 2212021097
Jurusan : Pendidikan Bahasa Inggris

Memang benar nama tersebut diatas telah melaksanakan Penelitian dengan judul
Investigating The Effect Of Differentiated English Materials On Sixth-Grade Students' English
Speaking Skills 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

Appendix 6. Documentation of Instrument Testing Outside the Sample



Appendix 7. Documentation of Testing

Meeting : 1

Name of Group : Experimental Group



Meeting : 1

Name of Group : Control Group



Meeting : 2

Name of Group : Experimental Group



Meeting : 2

Name of Group : Control Group



Meeting : 3

Name of Group : Experimental Group



Meeting : 3

Name of Group : Control Group



Meeting : 4

Name of Group : Experimental Group



Meeting : 4

Name of Group : Control Group



Meeting : 5

Name of Group : Experimental Group



Meeting : 5

Name of Group : Control Group



Meeting : 6

Name of Group : Experimental Group



Meeting : 6

Name of Group : Control Group



Meeting : 7

Name of Group : Experimental Group



Meeting : 7

Name of Group : Control Group



Meeting : 8

Name of Group : Experimental Group



Meeting : 8

Name of Group : Control Group



Appendix 8. Documentation of Speaking Test

Documentation of Speaking Test



RIWAYAT HIDUP



Ni Made Wening Dwi Shartika lahir di Jembrana pada tanggal 21 Juni 2004. Penulis merupakan putri kedua dari pasangan I Wayan Supirta dan Ni Komang Yuniarni. Saat ini penulis berdomisili di Negara, Kabupaten Jembrana, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 4 Lelateng pada tahun 2016, kemudian melanjutkan pendidikan di SMP Negeri 2 Negara dan lulus pada tahun 2019.

Selanjutnya, penulis menempuh pendidikan di SMA Negeri 2 Negara 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 SIXTH-GRADE STUDENTS' ENGLISH SPEAKING SKILLS" pada tahun 2026.

