

APPENDICES

Appendix 1. Research Permission Letter



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

Nomor : 2300 /UN48.7.1/ TA.00.03/2026 14 Juli 2026
Hal : Permohonan Izin Penelitian

Yth.
Imaduddin Syamil, S.Pd., Gr. /Kepala SMP Muhammadiyah 2 Singaraja
di Singaraja

Dalam rangka penyelesaian Skripsi/Tugas Akhir Mahasiswa, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini untuk mengumpulkan data yang diperlukan pada institusi yang Bapak/Ibu pimpin :

Nama	: Agniya Firdaus
NIM	: 1912021096
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2025/2026
Judul	: Analysis Of Multimodality Implementation In English Lesson Plans At Smp Muhammadiyah 2 Singaraja Based On Substitution, Augmentation, Modification, And Redefinition (Samr) Model: A Basic Qualitative Study

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

Appendix 2. Expert Judgement: Coding Guideline and Identification Worksheet for Multimodality Implementation (Validator 1)

EXPERT JUDGEMENT FORM CODING GUIDELINE FOR IDENTIFYING MULTIMODALITY IMPLEMENTATION IN THE LESSON PLANS

A. Validator Information:

Validator Code: Validator 1

Validator Name: I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

Qualification: Lecturer in English Language Education, Ganesha University of Education

B. Instruction

Please examine the question by assigning a mark (✓) in the relevance column, based on the written theoretical foundation, to determine if the **Coding Guideline for Identifying Multimodality Implementation** parameters created by the researcher are appropriate and valid for the study.

C. Expert Judgement Sheet on Coding Guideline

Fundamental Theory	Code	Definition and Example	Relevant	Not Relevant	Suggestion
According to Kessler (2022), the use of multimodality in learning can involve a variety of modes, including linguistic (using spoken and written communication), visual (with 2D media), aural (involving sound components), gestural	LM	Learning is implemented using oral and written communication media to help students understand the information. For example, the teacher describes the learning objectives to be reached, the teacher explains the topic orally, etc.	☐	☐	
	VM	Learning is carried out using any media that can be seen without further examination. For example, the teacher uses presentation media	☐	☐	



(focusing on movements to support learning activities), and even spatial (with a focus on space arrangement).		to present material that contains diagrams or pictures, and the teacher teaches students vocabulary using flashcards related to the topic being addressed.	☐	☐	
	AM	Learning is implemented using sound features to train students' listening abilities. For example, the teacher provides audio linked to the learning content and then asks students to assess the meaning of the audio, the teacher gives students interactive quizzes to help them improve their listening skills, such as Quizizz, etc.	☐	☐	
	GM	The implementation of learning that emphasizes on student movement in class. For example, the teacher wanders around the classroom monitoring students, and the students are asked to practice discussions and role plays in front of the class.	☐	☐	
	SM	The implementation of learning that focuses on organizing the layout and placements of everything that contributes to the learning process's efficacy. For example, the teacher splits the students into groups and assigns problems for them to discuss.	☐	☐	

D. VALIDATOR RECOMMENDATION

Overall suggestion: _____

Final Recommendation:

[☐] This instrument can be used without revision || [☐] This instrument can be used with revision || [☐] This instrument cannot be used

Singaraja, 17 July 2026

I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.



Appendix 3. Expert Judgement: Coding Guideline and Identification Worksheet for Multimodality Implementation (Validator 2)

EXPERT JUDGEMENT FORM CODING GUIDELINE FOR IDENTIFYING MULTIMODALITY IMPLEMENTATION IN THE LESSON PLANS

A. Validator Information:

Validator Code: Validator II

Validator Name: I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.

Qualification: Lecturer in English Language Education, Ganesha University of Education

B. Instruction

Please examine the question by assigning a mark (✓) in the relevance column, based on the written theoretical foundation, to determine if the **Coding Guideline for Identifying Multimodality Implementation** parameters created by the researcher are appropriate and valid for the study.

C. Expert Judgement Sheet on Coding Guideline

Fundamental Theory	Code	Definition and Example	Relevant	Not Relevant	Suggestion
According to Kessler (2022), the use of multimodality in learning can involve a variety of modes, including linguistic (using spoken and written communication), visual (with 2D media), aural (involving sound components), gestural	LM	Learning is implemented using oral and written communication media to help students understand the information. For example, the teacher describes the learning objectives to be reached, the teacher explains the topic orally, etc.	☐	☐	
	VM	Learning is carried out using any media that can be seen without further examination. For example, the teacher uses presentation media	☐	☐	



(focusing on movements to support learning activities), and even spatial (with a focus on space arrangement).		to present material that contains diagrams or pictures, and the teacher teaches students vocabulary using flashcards related to the topic being addressed.	☐	☐	
	AM	Learning is implemented using sound features to train students' listening abilities. For example, the teacher provides audio linked to the learning content and then asks students to assess the meaning of the audio, the teacher gives students interactive quizzes to help them improve their listening skills, such as Quizizz, etc.	☐	☐	
	GM	The implementation of learning that emphasizes on student movement in class. For example, the teacher wanders around the classroom monitoring students, and the students are asked to practice discussions and role plays in front of the class.	☐	☐	
	SM	The implementation of learning that focuses on organizing the layout and placements of everything that contributes to the learning process's efficacy. For example, the teacher splits the students into groups and assigns problems for them to discuss.	☐	☐	

D. VALIDATOR RECOMMENDATION

Overall suggestion: _____

Final Recommendation:

[☐] This instrument can be used without revision || [☐] This instrument can be used with revision || [☐] This instrument cannot be used

Singaraja, 17 July 2026

I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.



Appendix 4. Expert Judgement: Coding Guideline and Identification Worksheet for SAMR Model (Validator 1)

EXPERT JUDGEMENT FORM CODING GUIDELINE FOR IDENTIFYING STAGES OF TECHNOLOGY INTEGRATION BASED ON SAMR MODEL

A. Validator Information:

Validator Code: Validator I

Validator Name: I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

Qualification: Lecturer in English Language Education, Ganesha University of Education

B. Instruction

Please examine the question by assigning a mark (✓) in the relevance column, based on the written theoretical foundations, to determine if the **Coding Guideline for Identifying Technology Integration Level Based on SAMR Model** parameters created by the researcher are appropriate and valid for the study.

C. Coding Stages of SAMR Validity Sheet

Fundamental Theory	Code	Indicators and Example	Relevant	Not Relevant	Suggestion
According to Puentedura (2006), SAMR is the integration of technology used in learning activities, starting with the Substitution stage, which replaces	S	- Technology merely substitutes the way teachers present the topic. - There are no changes in student's assignments. - Students do the same functions with technology as they would without it.	☐	☐	

methods without changing the function of the technology used; the Augmentation stage, marked by an enhancement of the technology's functions without altering its original function; Modification, which refers to changes in the technology's function when students begin to redesign existing technology; and Redefinition, which helps students create something that was previously impossible without technology.		Example: The teacher uses PowerPoint to present the learning material, which is usually presented traditionally without technology.			
	A	- Technology enhances the meaning of the learning process. - There is an enhancement in functionality to support student's assignments. - Students use technology and take advantage of the additional features available. Example: The teacher gives an online quiz using Google Forms or Wordwall with direct results and discussion, allowing students to reflect on themselves immediately.	☐	☐	
	M	- Technology changes how students learn. - There is a modification in how students complete the assignments. - Students use technology together to create something. Example: Students are asked to design their presentation media collaboratively in their group before presenting it in front of the class.	☐	☐	
	R	- Technology provides students with new learning opportunities that would not be possible without technology.	☐	☐	

	- Student assignments are dependent on the availability of technology. - Students use technology to build something unique that is only possible with it. Example: Students are asked to collaborate with students in other schools and make an English podcast, which will later be posted on social media.			
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D. VALIDATOR RECOMMENDATION

Overall suggestion: _____

Final Recommendation:

☐ This instrument can be used without revision || ☐ This instrument can be used with revision || ☐ This instrument cannot be used

Singaraja, 17 July 2026

I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.



Appendix 5. Expert Judgement: Coding Guideline and Identification Worksheet for SAMR Model (Validator 2)

EXPERT JUDGEMENT FORM

CODING GUIDELINE FOR IDENTIFYING STAGES OF TECHNOLOGY INTEGRATION BASED ON SAMR MODEL

A. Validator Information:

Validator Code: Validator II

Validator Name: I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.

Qualification: Lecturer in English Language Education, Ganesha University of Education

B. Instruction

Please examine the question by assigning a mark (✓) in the relevance column, based on the written theoretical foundations, to determine if the **Coding Guideline for Identifying Technology Integration Level Based on SAMR Model** parameters created by the researcher are appropriate and valid for the study.

C. Coding Stages of SAMR Validity Sheet

Fundamental Theory	Code	Indicators and Example	Relevant	Not Relevant	Suggestion
According to Puentedura (2006), SAMR is the integration of technology used in learning activities, starting with the Substitution stage, which replaces	S	- Technology merely substitutes the way teachers present the topic. - There are no changes in student's assignments. - Students do the same functions with technology as they would without it.	☐	☐	

methods without changing the function of the technology used; the Augmentation stage, marked by an enhancement of the technology's functions without altering its original function; Modification, which refers to changes in the technology's function when students begin to redesign existing technology; and Redefinition, which helps students create something that was previously impossible without technology.		Example: The teacher uses PowerPoint to present the learning material, which is usually presented traditionally without technology.			
	A	- Technology enhances the meaning of the learning process. - There is an enhancement in functionality to support student's assignments. - Students use technology and take advantage of the additional features available. Example: The teacher gives an online quiz using Google Forms or Wordwall with direct results and discussion, allowing students to reflect on themselves immediately.	☐	☐	
	M	- Technology changes how students learn. - There is a modification in how students complete the assignments. - Students use technology together to create something. Example: Students are asked to design their presentation media collaboratively in their group before presenting it in front of the class.	☐	☐	
	R	- Technology provides students with new learning opportunities that would not be possible without technology.	☐	☐	

		- Student assignments are dependent on the availability of technology. - Students use technology to build something unique that is only possible with it. Example: Students are asked to collaborate with students in other schools and make an English podcast, which will later be posted on social media.			
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D. VALIDATOR RECOMMENDATION

Overall suggestion: _____

Final Recommendation:

[☐] This instrument can be used without revision || [☐] This instrument can be used with revision || [☐] This instrument cannot be used

Singaraja, 17 July 2026

I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.



Appendix 6. Expert Judgement: Interview Guideline (Validator 1)

EXPERT JUDGEMENT FORM

INTERVIEW GUIDELINE FOR MULTIMODALITY IMPLEMENTATION AND TECHNOLOGY INTEGRATION BASED ON SAMR

E. Validator Information:

Validator Code: Validator 1

Validator Name: I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

Qualification: Lecturer in English Language Education, Ganesha University of Education

F. Instruction

Please examine the question by assigning a mark (✓) in the relevance column, based on the written theoretical foundations, to determine if the **Interview Guideline** parameters created by the researcher are appropriate and valid for the study.

G. Expert Judgement Sheet

Fundamental Theory	No	Interview Question	Relevant	Not Relevant	Suggestion
Merriam and Tisdell (2016) stated in their book (Qualitative Research: A Guide to Design and Implementation, fourth edition) that semi-structured interviews are effective for developing basic qualitative	1.	Based on the lesson plan that was reviewed, I discovered that you use a lot of multimodality in your teaching methods. Could you please explain how multimodality is implemented into the lesson plan?	☐	☐	
	2.	What encourages you to use varied media into your lesson plan?	☐	☐	
	3.	What is the process for developing a lesson plan with technology integration? What should you do first?	☐	☐	

research because researchers can ask many questions and pose probing questions to gather research data. The questions are focused on what, why, and how a procedure is carried out.	4.	Where did you find information regarding multimodality in lesson plans? (probing questions: did you get it from university, teacher training, social media, etc.)	☐	☐	
	5.	Some lesson plans include technology in the learning process. Can you explain why you're utilizing that technology? Is there a special reason for its use?	☐	☐	
	6.	How do you adjust the amount of technology used dependent on the learning activities?	☐	☐	
	7.	Are there any learning activities that cannot be done without technology?	☐	☐	
	8.	Have you ever encountered difficulties while making lesson plans using technology? Could you provide an example?	☐	☐	
	9.	Is there anything else you would like to share about the use of technology in lesson plans?	☐	☐	

H. VALIDATOR RECOMMENDATION

Overall suggestion: _____

Final Recommendation:

[] This instrument can be used without revision || [] This instrument can be used with revision || [] This instrument cannot be used

Singaraja, 17 July 2026

I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

Appendix 7. Expert Judgement: Interview Guideline (Validator 2)

EXPERT JUDGEMENT FORM

INTERVIEW GUIDELINE FOR MULTIMODALITY IMPLEMENTATION AND TECHNOLOGY INTEGRATION BASED ON SAMR

E. Validator Information:

Validator Code: Validator II

Validator Name: I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.

Qualification: Lecturer in English Language Education, Ganesha University of Education

F. Instruction

Please examine the question by assigning a mark (✓) in the relevance column, based on the written theoretical foundations, to determine if the **Interview Guideline** parameters created by the researcher are appropriate and valid for the study.

G. Expert Judgement Sheet

Fundamental Theory	No	Interview Question	Relevant	Not Relevant	Suggestion
Merriam and Tisdell (2016) stated in their book (Qualitative Research: A Guide to Design and Implementation, fourth edition) that semi-structured interviews are effective for developing basic qualitative	1.	Based on the lesson plan that was reviewed, I discovered that you use a lot of multimodality in your teaching methods. Could you please explain how multimodality is implemented into the lesson plan?	☐	☐	
	2.	What encourages you to use varied media into your lesson plan?	☐	☐	
	3.	What is the process for developing a lesson plan with technology integration? What should you do first?	☐	☐	



research because researchers can ask many questions and pose probing questions to gather research data. The questions are focused on what, why, and how a procedure is carried out.	4.	Where did you find information regarding multimodality in lesson plans? (probing questions: did you get it from university, teacher training, social media, etc.)	☐	☐	
	5.	Some lesson plans include technology in the learning process. Can you explain why you're utilizing that technology? Is there a special reason for its use?	☐	☐	
	6.	How do you adjust the amount of technology used dependent on the learning activities?	☐	☐	
	7.	Are there any learning activities that cannot be done without technology?	☐	☐	
	8.	Have you ever encountered difficulties while making lesson plans using technology? Could you provide an example?	☐	☐	
	9.	Is there anything else you would like to share about the use of technology in lesson plans?	☐	☐	

H. VALIDATOR RECOMMENDATION

Overall suggestion: _____

Final Recommendation:

[] This instrument can be used without revision || [] This instrument can be used with revision || [] This instrument cannot be used

Singaraja, 17 July 2026

I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.

Appendix 8. Result of Expert Judgement: Coding Guideline and Identification Worksheet for Multimodality Implementation (Validator 1)

EXPERT JUDGEMENT FORM CODING GUIDELINE FOR IDENTIFYING MULTIMODALITY IMPLEMENTATION IN THE LESSON PLANS

A. Validator Information:

Validator Code: Validator 1

Validator Name: I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

Qualification: Lecturer in English Language Education, Ganesha University of Education

B. Instruction

Please examine the question by assigning a mark (✓) in the relevance column, based on the written theoretical foundation, to determine if the **Coding Guideline for Identifying Multimodality Implementation** parameters created by the researcher are appropriate and valid for the study.

C. Expert Judgement Sheet on Coding Guideline

Fundamental Theory	Code	Definition and Example	Relevant	Not Relevant	Suggestion
According to Kessler (2022), the use of multimodality in learning can involve a variety of modes, including linguistic (using spoken and written communication), visual (with 2D media), aural (involving sound components), gestural	LM	Learning is implemented using oral and written communication media to help students understand the information. For example, the teacher describes the learning objectives to be reached, the teacher explains the topic orally, etc.	☒	☐	
	VM	Learning is carried out using any media that can be seen without further examination. For example, the teacher uses presentation media	☒	☐	

(focusing on movements to support learning activities), and even spatial (with a focus on space arrangement).		to present material that contains diagrams or pictures, and the teacher teaches students vocabulary using flashcards related to the topic being addressed.			
	AM	Learning is implemented using sound features to train students' listening abilities. For example, the teacher provides audio linked to the learning content and then asks students to assess the meaning of the audio, the teacher gives students interactive quizzes to help them improve their listening skills, such as Quizizz, etc.	☒	☐	
	GM	The implementation of learning that emphasizes on student movement in class. For example, the teacher wanders around the classroom monitoring students, and the students are asked to practice discussions and role plays in front of the class.	☒	☐	
	SM	The implementation of learning that focuses on organizing the layout and placements of everything that contributes to the learning process's efficacy. For example, the teacher splits the students into groups and assigns problems for them to discuss.	☒	☐	

D. VALIDATOR RECOMMENDATION

Overall suggestion: _____

Final Recommendation:

☒ This instrument can be used without revision || ☐ This instrument can be used with revision || ☐ This instrument cannot be used

Singaraja, 17 July 2026



I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.



Appendix 9. Result of Expert Judgement: Coding Guideline and Identification Worksheet for Multimodality Implementation (Validator 2)

EXPERT JUDGEMENT FORM CODING GUIDELINE FOR IDENTIFYING MULTIMODALITY IMPLEMENTATION IN THE LESSON PLANS

A. Validator Information:

Validator Code: Validator II

Validator Name: I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.

Qualification: Lecturer in English Language Education, Ganesha University of Education

B. Instruction

Please examine the question by assigning a mark (✓) in the relevance column, based on the written theoretical foundation, to determine if the Coding Guideline for Identifying Multimodality Implementation parameters created by the researcher are appropriate and valid for the study.

C. Expert Judgement Sheet on Coding Guideline

Fundamental Theory	Code	Definition and Example	Relevant	Not Relevant	Suggestion
According to Kessler (2022), the use of multimodality in learning can involve a variety of modes, including linguistic (using spoken and written communication), visual (with 2D media), aural (involving sound components), gestural	LM	Learning is implemented using oral and written communication media to help students understand the information. For example, the teacher describes the learning objectives to be reached, the teacher explains the topic orally, etc.	☒	☐	
	VM	Learning is carried out using any media that can be seen without further examination. For example, the teacher uses presentation media	☒	☐	

(focusing on movements to support learning activities), and even spatial (with a focus on space arrangement).		to present material that contains diagrams or pictures, and the teacher teaches students vocabulary using flashcards related to the topic being addressed.	☐	☐	
	AM	Learning is implemented using sound features to train students' listening abilities. For example, the teacher provides audio linked to the learning content and then asks students to assess the meaning of the audio, the teacher gives students interactive quizzes to help them improve their listening skills, such as Quizizz, etc.	☒	☐	
	GM	The implementation of learning that emphasizes on student movement in class. For example, the teacher wanders around the classroom monitoring students, and the students are asked to practice discussions and role plays in front of the class.	☒	☐	
	SM	The implementation of learning that focuses on organizing the layout and placements of everything that contributes to the learning process's efficacy. For example, the teacher splits the students into groups and assigns problems for them to discuss.	☒	☐	

D. VALIDATOR RECOMMENDATION

Overall suggestion: _____

Final Recommendation:

☒ This instrument can be used without revision || ☐ This instrument can be used with revision || ☐ This instrument cannot be used

Singaraja, 17 July 2026



I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.



Appendix 10. Result of Expert Judgement: Coding Guideline and Identification Worksheet for SAMR Model (Validator 1)

EXPERT JUDGEMENT FORM

CODING GUIDELINE FOR IDENTIFYING STAGES OF TECHNOLOGY INTEGRATION BASED ON SAMR MODEL

A. Validator Information:

Validator Code: Validator I

Validator Name: I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

Qualification: Lecturer in English Language Education, Ganesha University of Education

B. Instruction

Please examine the question by assigning a mark (✓) in the relevance column, based on the written theoretical foundations, to determine if the **Coding Guideline for Identifying Technology Integration Level Based on SAMR Model** parameters created by the researcher are appropriate and valid for the study.

C. Coding Stages of SAMR Validity Sheet

Fundamental Theory	Code	Indicators and Example	Relevant	Not Relevant	Suggestion
According to Puentedura (2006), SAMR is the integration of technology used in learning activities, starting with the Substitution stage, which replaces	S	- Technology merely substitutes the way teachers present the topic. - There are no changes in student's assignments. - Students do the same functions with technology as they would without it.	☒	☐	

methods without changing the function of the technology used; the Augmentation stage, marked by an enhancement of the technology's functions without altering its original function; Modification, which refers to changes in the technology's function when students begin to redesign existing technology; and Redefinition, which helps students create something that was previously impossible without technology.		Example: The teacher uses PowerPoint to present the learning material, which is usually presented traditionally without technology.			
	A	- Technology enhances the meaning of the learning process. - There is an enhancement in functionality to support student's assignments. - Students use technology and take advantage of the additional features available. Example: The teacher gives an online quiz using Google Forms or Wordwall with direct results and discussion, allowing students to reflect on themselves immediately.	☒	☐	
	M	- Technology changes how students learn. - There is a modification in how students complete the assignments. - Students use technology together to create something. Example: Students are asked to design their presentation media collaboratively in their group before presenting it in front of the class.	☒	☐	
	R	- Technology provides students with new learning opportunities that would not be possible without technology.	☒	☐	

	- Student assignments are dependent on the availability of technology. - Students use technology to build something unique that is only possible with it. Example: Students are asked to collaborate with students in other schools and make an English podcast, which will later be posted on social media.			
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D. VALIDATOR RECOMMENDATION

Overall suggestion: _____

Final Recommendation:

☒ This instrument can be used without revision || ☐ This instrument can be used with revision || ☐ This instrument cannot be used

Singaraja, 17 July 2026



I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.



Appendix 11. Result of Expert Judgement: Coding Guideline and Identification Worksheet for SAMR Model (Validator 2)

EXPERT JUDGEMENT FORM

CODING GUIDELINE FOR IDENTIFYING STAGES OF TECHNOLOGY INTEGRATION BASED ON SAMR MODEL

A. Validator Information:

Validator Code: Validator II

Validator Name: I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.

Qualification: Lecturer in English Language Education, Ganesha University of Education

B. Instruction

Please examine the question by assigning a mark (✓) in the relevance column, based on the written theoretical foundations, to determine if the Coding Guideline for Identifying Technology Integration Level Based on SAMR Model parameters created by the researcher are appropriate and valid for the study.

C. Coding Stages of SAMR Validity Sheet

Fundamental Theory	Code	Indicators and Example	Relevant	Not Relevant	Suggestion
According to Puentedura (2006), SAMR is the integration of technology used in learning activities, starting with the Substitution stage, which replaces	S	- Technology merely substitutes the way teachers present the topic. - There are no changes in student's assignments. - Students do the same functions with technology as they would without it.	☒	☐	

methods without changing the function of the technology used; the Augmentation stage, marked by an enhancement of the technology's functions without altering its original function; Modification, which refers to changes in the technology's function when students begin to redesign existing technology; and	A	- Technology enhances the meaning of the learning process. - There is an enhancement in functionality to support student's assignments. - Students use technology and take advantage of the additional features available. Example: The teacher gives an online quiz using Google Forms or Wordwall with direct results and discussion, allowing students to reflect on themselves immediately.	☒	☐	
Redefinition, which helps students create something that was previously impossible without technology.	M	- Technology changes how students learn. - There is a modification in how students complete the assignments. - Students use technology together to create something. Example: Students are asked to design their presentation media collaboratively in their group before presenting it in front of the class.	☒	☐	
	R	- Technology provides students with new learning opportunities that would not be possible without technology.	☒	☐	

		- Student assignments are dependent on the availability of technology. - Students use technology to build something unique that is only possible with it. Example: Students are asked to collaborate with students in other schools and make an English podcast, which will later be posted on social media.			
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D. VALIDATOR RECOMMENDATION

Overall suggestion: _____

Final Recommendation:

☒ This instrument can be used without revision || ☐ This instrument can be used with revision || ☐ This instrument cannot be used

Singaraja, 17 July 2026



I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.



Appendix 12. Result of Expert Judgement: Interview Guide (Validator 1)

EXPERT JUDGEMENT FORM

INTERVIEW GUIDELINE FOR MULTIMODALITY IMPLEMENTATION AND TECHNOLOGY INTEGRATION BASED ON SAMR

E. Validator Information:

Validator Code: Validator I

Validator Name: I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

Qualification: Lecturer in English Language Education, Ganesha University of Education

F. Instruction

Please examine the question by assigning a mark (✓) in the relevance column, based on the written theoretical foundations, to determine if the **Interview Guideline** parameters created by the researcher are appropriate and valid for the study.

G. Expert Judgement Sheet

Fundamental Theory	No	Interview Question	Relevant	Not Relevant	Suggestion
Merriam and Tisdell (2016) stated in their book (Qualitative Research: A Guide to Design and Implementation, fourth edition) that semi-structured interviews are effective for developing basic qualitative	1.	Based on the lesson plan that was reviewed, I discovered that you use a lot of multimodality in your teaching methods. Could you please explain how multimodality is implemented into the lesson plan?	☒	☐	
	2.	What encourages you to use varied media into your lesson plan?	☒	☐	
	3.	What is the process for developing a lesson plan with technology integration? What should you do first?	☒	☐	

research because researchers can ask many questions and pose probing questions to gather research data. The questions are focused on what, why, and how a procedure is carried out.	4.	Where did you find information regarding multimodality in lesson plans? (probing questions: did you get it from university, teacher training, social media, etc.)	☒	☐	
	5.	Some lesson plans include technology in the learning process. Can you explain why you're utilizing that technology? Is there a special reason for its use?	☒	☐	
	6.	How do you adjust the amount of technology used dependent on the learning activities?	☒	☐	
	7.	Are there any learning activities that cannot be done without technology?	☒	☐	
	8.	Have you ever encountered difficulties while making lesson plans using technology? Could you provide an example?	☒	☐	
	9.	Is there anything else you would like to share about the use of technology in lesson plans?	☒	☐	

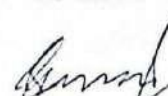
H. VALIDATOR RECOMMENDATION

Overall suggestion: _____

Final Recommendation:

☒ This instrument can be used without revision || ☐ This instrument can be used with revision || ☐ This instrument cannot be used

Singaraja, 17 July 2026



I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

Appendix 13. Result of Expert Judgement: Interview Guide (Validator 2)

EXPERT JUDGEMENT FORM

INTERVIEW GUIDELINE FOR MULTIMODALITY IMPLEMENTATION AND TECHNOLOGY INTEGRATION BASED ON SAMR

E. Validator Information:

Validator Code: Validator II

Validator Name: I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.

Qualification: Lecturer in English Language Education, Ganesha University of Education

F. Instruction

Please examine the question by assigning a mark (✓) in the relevance column, based on the written theoretical foundations, to determine if the Interview

Guideline parameters created by the researcher are appropriate and valid for the study.

G. Expert Judgement Sheet

Fundamental Theory	No	Interview Question	Relevant	Not Relevant	Suggestion
Merriam and Tisdell (2016) stated in their book (Qualitative Research: A Guide to Design and Implementation, fourth edition) that semi-structured interviews are effective for developing basic qualitative	1.	Based on the lesson plan that was reviewed, I discovered that you use a lot of multimodality in your teaching methods. Could you please explain how multimodality is implemented into the lesson plan?	☒	☐	
	2.	What encourages you to use varied media into your lesson plan?	☒	☐	
	3.	What is the process for developing a lesson plan with technology integration? What should you do first?	☒	☐	

research because researchers can ask many questions and pose probing questions to gather research data. The questions are focused on what, why, and how a procedure is carried out.	4.	Where did you find information regarding multimodality in lesson plans? (probing questions: did you get it from university, teacher training, social media, etc.)	☒	☐	
	5.	Some lesson plans include technology in the learning process. Can you explain why you're utilizing that technology? Is there a special reason for its use?	☒	☐	
	6.	How do you adjust the amount of technology used dependent on the learning activities?	☒	☐	
	7.	Are there any learning activities that cannot be done without technology?	☒	☐	
	8.	Have you ever encountered difficulties while making lesson plans using technology? Could you provide an example?	☒	☐	
	9.	Is there anything else you would like to share about the use of technology in lesson plans?	☒	☐	

H. VALIDATOR RECOMMENDATION

Overall suggestion: _____

Final Recommendation:

☒ This instrument can be used without revision || ☐ This instrument can be used with revision || ☐ This instrument cannot be used

Singaraja, 17 July 2026



I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.

Appendix 14. Result of Expert Judgement: Document Analysis Worksheet

DOCUMENT ANALYSIS WORKSHEET

A. Validator Information:

Validator Code: Validator I

Validator Name: I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

Qualification: Lecturer in English Language Education, Ganesha University of Education

B. Instruction

Please examine the question by assigning a mark (✓) in the relevance column, based on the written theoretical foundation, to determine if the **Document Analysis Worksheet on Multimodality Implementation and Technology Integration based on the SAMR Model** parameters created by the researcher are appropriate and valid for the study.

C. Expert Judgement Worksheet

No	Lesson Plan Code	Unit of Analysis	Activities in the Lesson Plan	Modes Implemented	Justification	SAMR Level	Justification	Relevant	Irrelevant	Remarks
1.	LP 1	Preliminary Activity	Guru memberi salam, memimpin doa, dan mengecek kehadiran	Linguistic and Aural	Bimodal	Non-technology	This activity is implemented in a conventional way, and no technology is included.	✓		
2.			Guru menampilkan video singkat "A Day at School"	Linguistic, Aural, and Visual	Trimodal	Substitution	Technology (video display) acts as a direct tool substitute for a conventional teacher's explanation	✓		

							without functional change.			
3.			Para siswa menjawab isi dalam video	Linguistic and Aural	Bimodal	Non-technology	This activity involves conventional oral discussion/interaction between teacher and students without technology use.	✓		
4.			Guru menyampaikan tujuan pembelajaran	Linguistic, Aural, and Gestural	Trimodal	Non-technology	Delivered directly through direct speech, gesture, and spoken language without technology integration.	✓		
5.	LP 1	Main Activity	Step 1: Guru menunjukkan jadwal pelajaran melalui PowerPoint	Linguistic and Visual	Bimodal	Substitution	Digital presentation software (PowerPoint) is used as a direct substitute for a static paper poster or whiteboard.	✓		
6.			Para siswa mengamati nama-nama mata pelajaran	Visual	Monomodal	Non-technology	Students observe information directly without interacting with technology tools themselves.	✓		
7.			Guru memperkenalkan kosakata baru menggunakan flashcard.	Linguistic, Visual, Aural, and Gestural	Complex Multimodality	Non-technology	Flashcards used in this activity are traditional physical teaching aids without	✓		

						digital technology.			
8.		Para siswa mengucapkan kosakata bersama-sama.	Linguistic and Aural	Bimodal	Non-technology	Choral drill and verbal repetition performed conventionally without technological tools.	✓		
9.		Guru memberikan contoh percakapan.	Linguistic, Aural, and Gestural	Trimodal	Non-technology	Direct oral demonstration by the teacher using speech and gestures without technology.	✓		
10.		Step 2: Para siswa dibagi menjadi kelompok berpasangan	Linguistic, Aural, Gestural, and Spatial	Complex Multimodality	Non-technology	Classroom physical grouping activity executed in a conventional face-to-face setting.	✓		
11.		Masing-masing kelompok mendapatkan pelajaran yg belum lengkap	Visual and Linguistic	Bimodal	Non-technology	Printed physical worksheets distributed to students with no technology component.	✓		
12.		Para siswa saling bertanya untuk melengkapi jadwal	Visual, Linguistic, Aural, Gestural, and Spatial	Complex Multimodality	Non-technology	Interpersonal communication and information-gap activity conducted conventionally.	✓		
13.		Guru mengamati dan membantu jika diperlukan	Visual, Spatial, and Gestural	Trimodal	Non-technology	Classroom management and monitoring performed	✓		

						physically by the teacher.			
14.		Setiap kelompok berpasangan berdiskusi	Linguistic, Aural, Spatial, and Gestural	Complex Multimodality	Non-technology	Peer-to-peer discussion in a traditional classroom environment without technology integration.	✓		
15.		Setiap kelompok menyiapkan laporan singkat hasil diskusi	Linguistic and Visual	Bimodal	Non-technology	Writing a report manually using pen and paper without digital technology tools.	✓		
16.		Guru membimbing penggunaan penggunaan <i>grammar</i> dan <i>pronunciation</i>	Linguistic, Aural, and Gestural	Trimodal	Non-technology	Direct feedback and explicit instruction provided by the teacher orally.	✓		
17.		Beberapa kelompok mempresentasikan hasil diskusi di depan kelas	Linguistic, Aural, Spatial, and Gestural	Complex Multimodality	Non-technology	Conventional student presentations conducted physically at the front of the classroom.	✓		
18.		Kelompok lain memberikan tanggapan sederhana	Linguistic and Aural	Bimodal	Non-technology	Verbal feedback given directly by peers in person without technology.	✓		
19.		Step 3: Guru membahas inti materi pelajaran,	Linguistic, Aural, and Gestural	Trimodal	Non-technology	Direct instruction and explanation delivered conventionally by the teacher.	✓		

			seperti have/has, <i>pronunciation</i> mata pelajaran, nama hari dalam bahasa Inggris, serta ungkapan <i>asking and giving information</i> mengenai jadwal pelajaran							
20.			Para siswa mengerjakan latihan soal di dalam LKPD	Linguistic and Visual	Bimodal	Non-technology	Exercise completed on printed student worksheets (LKPD) without technology incorporation.	✓		
21.	LP 1	Post Activity	Guru dan siswa menyimpulkan materi pelajaran	Linguistic and Aural	Bimodal	Non-technology	Teacher and students summarize the lesson through direct oral interaction without technology integration.	✓		
22.			Guru dan siswa melakukan refleksi bersama	Linguistic and Aural	Bimodal	Non-technology	Reflection activity carried out conventionally through direct spoken communication.	✓		



23.			Guru memberikan apresiasi kepada siswa yg aktif	Linguistic, Aural, and Gestural	Trimodal	Non-technology	Teacher gives appreciation verbally and through body language without using technology tools.	✓		
24.			Guru menyampaikan materi pembelajaran pertemuan berikutnya	Linguistic and Aural	Bimodal	Non-technology	Direct oral announcement of the next lesson material without digital technology.	✓		
25.			Guru menutup kelas dengan berdoa dan salam	Linguistic, Aural, and Gestural	Trimodal	Non-technology	Classroom closing performed conventionally via prayer, speech, and greeting.	✓		

to be continued

251	LP 12	Main Activity	Step 1: Guru membagikan <i>Problem Cards</i> kepada setiap kelompok.	Visual, Spatial, and Tactile	Trimodal	Non-technology	Teacher distributes physical printed Problem Cards to each student group.	✓		
252			Para siswa membaca dan menentukan masalah utama pada kartu tersebut.	Linguistic and Visual	Bimodal	Non-technology	Students read physical cards and identify main problems manually on paper.	✓		
253			Step 2: Para siswa mendiskusikan penyebab dan perasaan tokoh dalam masalah tersebut.	Linguistic, Aural, Spatial, and Gestural	Complex Multimodality	Non-technology	Small-group face-to-face discussion analyzing problem causes and feelings without technology.	✓		
254			Para siswa menuliskan	Linguistic and Visual	Bimodal	Non-technology	Discussion findings recorded manually using	✓		

			hasil diskusi pada LKPD.				pen and paper-based LKPD worksheets.			
255			Guru membimbing para siswa memahami akar masalah.	Linguistic, Aural, and Gestural	Trimodal	Non-technology	Teacher provides direct oral guidance to help students identify root causes in person.	✓		
256			Step 3: Para siswa menyusun beberapa solusi menggunakan ungkapan <i>giving advice</i> .	Linguistic and Visual	Bimodal	Non-technology	Formulating advice solutions written manually on printed LKPD worksheets.	✓		
257			Guru memberikan masukan terkait penggunaan bahasa dan kosakata.	Linguistic and Aural	Bimodal	Non-technology	Teacher provides direct spoken feedback regarding language use and vocabulary face-to-face.	✓		
258			Step 4: Setiap kelompok mempresentasikan masalah, penyebab, dan solusi yang disusun.	Linguistic, Aural, Spatial, and Gestural	Complex Multimodality	Non-technology	Oral presentation of problems, causes, and solutions delivered physically by groups in class.			
259			Kelompok lain memberikan pertanyaan atau saran tambahan.	Linguistic and Aural	Bimodal	Non-technology	Peer questions and additional suggestions provided directly			

							through spoken language.			
260			Guru memberikan umpan balik terhadap hasil presentasi para siswa.	Linguistic and Aural	Bimodal	Non-technology	Teacher delivers verbal feedback on group presentations directly face-to-face.			
261			Step 5: Setiap siswa menuliskan satu tantangan pribadi yang pernah dialami.	Linguistic and Visual	Bimodal	Non-technology	Writing down a personal challenge manually on paper without technology.			
262			Setiap siswa menuliskan saran positif untuk diri sendiri menggunakan kata <i>should</i> .	Linguistic and Visual	Bimodal	Non-technology	Writing positive self-advice using modal verbs manually on paper without digital tools.			
263			Guru dan para siswa menyimpulkan pentingnya belajar dari tantangan.	Linguistic and Aural	Bimodal	Non-technology	Teacher and students summarize learning from challenges through direct spoken dialogue.	✓		
264	LP 12	Post Activity	Guru dan para siswa menyimpulkan cara memberi saran yang baik dalam bahasa Inggris.	Linguistic and Aural	Bimodal	Non-technology	Summarizing advice-giving expressions conducted orally in a traditional classroom setting.	✓		
265			Guru dan para siswa merefleksikan pentingnya sikap saling mendukung.	Linguistic and Aural	Bimodal	Non-technology	Reflection on mutual support conducted through direct spoken teacher-student communication.	✓		
266			Guru mengapresiasi solusi yang telah disampaikan oleh setiap kelompok.	Linguistic, Aural, and Gestural	Trimodal	Non-technology	Teacher gives direct verbal praise and appreciation to each group's solutions.	✓		
267			Guru menyampaikan rencana pembuatan <i>Positive Advice Board</i> untuk pertemuan berikutnya.	Linguistic and Aural	Bimodal	Non-technology	Direct oral announcement delivered regarding plans for creating a physical Positive Advice Board.	✓		
268			Guru dan para siswa menutup pembelajaran dengan doa dan salam.	Linguistic, Aural, and Gestural	Trimodal	Non-technology	Standard classroom closing routines (prayer and greeting) performed directly.	✓		

Validator



I Putu Ngurah Wage Myartawan, S.Pd., M.Pd.

Note: The original document is fifty-two pages long. The entire document is kept in the researcher's archive; only representative pages are included here for efficiency reasons

Appendix 15. Example of English Lesson Plan Document in One Islamic School in Singaraja

1) Lesson Plan Grade VII

CHAPTER IV

MY SCHOOL ACTIVITY – MEETING 1

A. Identitas Penulis

Nama Penyusun	:	
Instansi	:	Singaraja
Mata Pelajaran	:	Bahasa Inggris
Fase/Kelas	:	D/VII
Semester	:	Ganjil
Tahun Pelajaran	:	2026/2027
Bab	:	Chapter 4 - My School Activities (Unit 1)
Topik	:	School Subjects and Timetable
Alokasi Waktu	:	3 x 40 menit

B. Capaian Pembelajaran (CP)

Pada akhir Fase D, peserta didik mampu memahami dan menggunakan bahasa Inggris untuk berinteraksi dalam konteks kehidupan sekolah melalui teks lisan, tulis, visual, dan multimodal. Peserta didik mampu bertanya dan memberikan informasi sederhana mengenai mata pelajaran, jadwal, dan aktivitas sekolah menggunakan ungkapan yang sesuai.

C. Alur Tujuan Pembelajaran (ATP)

Peserta didik mampu mengidentifikasi nama mata pelajaran dan membaca jadwal pelajaran sederhana, kemudian bertanya serta memberikan informasi mengenai jadwal sekolah dalam interaksi sehari-hari.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik mampu:

1. Mengidentifikasi nama-nama mata pelajaran dalam bahasa Inggris.
2. Membaca dan memahami jadwal pelajaran sederhana.
3. Menanyakan dan menjawab informasi tentang jadwal pelajaran menggunakan ungkapan yang tepat.

4. Menyusun jadwal pelajaran sederhana sebagai tugas komunikasi.
--

E. Pertanyaan Pemantik

- What subjects do you study at school?
- Which subject do you like the most?
- What subject do you have on Monday?
- Why is a timetable important?

F. Profil Lulusan

- Beriman dan Bertakwa
- Bernalar Kritis
- Mandiri
- Kreatif
- Bergotong Royong
- Komunikatif

G. Sarana dan Prasarana

- Laptop
- LCD
- PPT Interaktif
- Video "A Day at School"
- Flashcard nama mata pelajaran
- School Timetable Worksheet

H. Model Pembelajaran

Task-Based Learning (TBL)

I. Pendekatan

Communicative Language Teaching (CLT)

J. Materi

Review Vocabulary	Expression
i. English	1. What subjects do you have today?
ii. Mathematics	
iii. Science	2. What subject do you have on Monday?
iv. Social Studies	
v. Indonesian	3. I have English on Monday.
vi. Art	
vii. Physical Education	4. We have Science on Tuesday.

K. Kegiatan Pembelajaran

PENDAHULUAN

Guru:

- memberi salam, memimpin doa, dan memeriksa kehadiran peserta didik;
- menampilkan video singkat tentang aktivitas belajar di sekolah (*A Day at School*);
- mengajak peserta didik menyebutkan mata pelajaran yang mereka lihat pada video;
- menyampaikan tujuan pembelajaran dan menjelaskan bahwa hari ini mereka akan menyelesaikan tugas komunikasi mengenai jadwal pelajaran.

KEGIATAN INTI

Tahap 1 – Pre-Task (20 menit)

Guru menunjukkan contoh jadwal pelajaran.

Peserta didik mengamati nama-nama mata pelajaran.

Guru memperkenalkan kosakata baru menggunakan flashcard.

Peserta didik mengucapkan kosakata bersama-sama.

Guru memberikan contoh percakapan.

A : What subject do you have on Monday?

B : I have English and Mathematics.

Tahap 2 – Task Cycle

a. Task (25 menit)

Activity : Complete My Timetable

Peserta didik bekerja berpasangan.

Masing-masing memperoleh jadwal pelajaran yang belum lengkap (Information Gap).

Mereka harus saling bertanya menggunakan bahasa Inggris untuk melengkapi jadwal.

Contoh:

What subject do you have in the second period on Tuesday?

I have Science.

Guru hanya mengamati dan membantu bila diperlukan.

b. Planning (15 menit)

Setelah jadwal selesai, setiap pasangan mendiskusikan hasilnya.

Mereka menyiapkan laporan singkat mengenai jadwal pelajaran.

Guru membimbing penggunaan tata bahasa dan pelafalan.

c. Report (15 menit)

Beberapa pasangan mempresentasikan hasilnya.

Contoh:

We have English on Monday.

We have PE on Friday.

Kelompok lain memberikan tanggapan sederhana.

Tahap 3 – Language Focus (15 menit)

Guru bersama peserta didik membahas:

- pronunciation nama mata pelajaran;
- penggunaan have/has;
- penggunaan on Monday, on Tuesday, dan seterusnya;
- pola kalimat bertanya dan menjawab tentang jadwal pelajaran.

Peserta didik mengerjakan latihan singkat pada LKPD.

PENUTUP

Guru bersama peserta didik:

1. menyimpulkan materi tentang nama mata pelajaran dan jadwal sekolah;
2. melakukan refleksi dengan bertanya, "*What subject do you like the most? Why?*";
3. memberikan apresiasi kepada peserta didik yang aktif;
4. menyampaikan bahwa pada pertemuan berikutnya peserta didik akan melakukan **interview tentang mata pelajaran favorit**;
5. menutup pembelajaran dengan doa dan salam.

L. Asesmen

Diagnostik	Formatif
Pertanyaan lisan: - Menyebutkan nama mata pelajaran berdasarkan gambar atau ikon. - Menjawab pertanyaan sederhana tentang jadwal pelajaran.	- Observasi keaktifan saat <i>Information Gap Activity</i>. - Penilaian LKPD. - Penilaian presentasi hasil tugas. - Penilaian kemampuan berkomunikasi.

M. Instrumen

Aspek	Skor (1-4)
Ketepatan Kosakata	
Kemampuan Bertanya dan Menjawab	
Kelengkapan Jadwal	
Kepercayaan Diri	
Kerja Sama	

N. Refleksi Peserta Didik

1. Mata pelajaran favorit saya adalah ...
2. Saya dapat bertanya tentang jadwal pelajaran menggunakan kalimat ...
3. Hal yang paling saya sukai dari pembelajaran hari ini adalah ...
4. Saya masih perlu berlatih pada ...

O. Refleksi Guru

1. Apakah peserta didik mampu menggunakan ungkapan untuk menanyakan dan menjawab jadwal pelajaran?
2. Apakah kegiatan *Information Gap* mendorong peserta didik berkomunikasi aktif dalam bahasa Inggris?
3. Media pembelajaran apa yang paling membantu pemahaman peserta didik?
4. Apa yang perlu diperbaiki pada pertemuan berikutnya?



2) Lesson Plan Grade VIII

CHAPTER V

NO LITTERING – MEETING 3

A. Identitas Penulis

Nama Penyusun	:	
Instansi	:	Singaraja
Mata Pelajaran	:	Bahasa Inggris
Fase/Kelas	:	D/VIII
Semester	:	Ganjil
Tahun Pelajaran	:	2026/2027
Bab	:	Chapter 5 – Embrace Yourself
Topik	:	Solving Self-Confidence Problems
Alokasi Waktu	:	3 x 40 menit

B. Capaian Pembelajaran (CP)

Pada akhir Fase D, peserta didik mampu memahami informasi dari teks lisan, tulis, dan visual sederhana tentang permasalahan sosial di lingkungan sekitar serta menggunakan bahasa Inggris untuk memberikan saran, pendapat, dan solusi secara sederhana.

C. Alur Tujuan Pembelajaran (ATP)

Peserta didik mampu mengidentifikasi masalah yang berkaitan dengan rasa percaya diri, memberikan saran (*giving advice*), dan menyampaikan solusi menggunakan bahasa Inggris sederhana.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik mampu:

1. Mengidentifikasi permasalahan yang berkaitan dengan rasa percaya diri.
2. Menggunakan ungkapan **giving advice** dengan tepat.
3. Menyusun solusi terhadap studi kasus secara berkelompok.
4. Menyampaikan hasil diskusi dalam presentasi sederhana.
5. Menunjukkan sikap empati, percaya diri, dan saling mendukung.

E. Pertanyaan Pemantik

1. Have you ever felt nervous before speaking in front of the class?
2. What should we do when we lose confidence?
3. How can good advice help someone?
4. Why is it important to support our friends?

F. Profil Lulusan

- Beriman dan Bertakwa
- Bernalar Kritis
- Mandiri
- Kreatif
- Bergotong Royong
- Komunikatif

G. Sarana dan Prasarana

- Laptop
- LCD
- PPT Interaktif
- Problem Cards

H. Model Pembelajaran

Project Based Learning (Project Based Learning)

I. Pendekatan

Scientific Approach

J. Materi

Vocabulary	Expressions
1. confidence	1. You should...
2. nervous	2. You shouldn't...
3. afraid	3. Why don't you...?
4. mistake	4. I think you should...
5. practice	5. Don't be afraid.
6. improve	

K. Kegiatan Pembelajaran

PENDAHULUAN

Guru:

- memberi salam, memimpin doa, dan memeriksa kehadiran peserta didik;
- mengulas kembali materi tentang *giving compliments*;
- menampilkan gambar beberapa situasi, misalnya siswa yang gugup saat

presentasi, takut berbicara di depan kelas, atau kecewa setelah gagal dalam perlombaan;

- mengajukan pertanyaan:
 - o *What problems do they have?*
 - o *What advice can you give?*
- menyampaikan tujuan pembelajaran.

KEGIATAN INTI

Tahap 1 – Orientasi pada Masalah (15 menit)

Activity: Problem Corner

Guru membagikan Problem Cards kepada setiap kelompok.

Contoh kasus:

- Nina is afraid to speak English because she thinks her pronunciation is bad.
- Doni always compares himself with his friends and feels he is not smart enough.
- Rara never joins competitions because she is afraid of losing.
- Andi wants to answer the teacher's question but feels too nervous.

Kelompok membaca dan mengidentifikasi masalah utama.

Tahap 2 – Mengorganisasi Peserta Didik (15 menit)

Activity: Identify the Problem

Setiap kelompok mendiskusikan:

- What is the problem?
- Why does it happen?
- How does the person feel?

Hasil diskusi ditulis pada LKPD.

Guru membimbing peserta didik memahami akar permasalahan.

Tahap 3 – Membimbing Penyelidikan (25 menit)

Activity: Find the Best Solution

Kelompok menyusun beberapa solusi menggunakan ungkapan giving advice.

Contoh:

- You should practice speaking every day.
- You should believe in yourself.
- Don't compare yourself with others.
- You should ask your teacher for help.

Guru memberikan masukan terhadap penggunaan tata bahasa dan kosakata.

Tahap 4 – Mengembangkan dan Menyajikan Hasil (20 menit)

Activity: Advice Presentation

Setiap kelompok mempresentasikan:

- masalah;
- penyebab;
- solusi yang mereka usulkan.

Kelompok lain memberikan pertanyaan atau saran tambahan.

Guru memberikan umpan balik mengenai isi, penggunaan bahasa Inggris, dan cara penyampaian.

Tahap 5 – Analisis dan Evaluasi (15 menit)

Activity: My Personal Advice

Peserta didik menuliskan satu tantangan yang pernah mereka alami (tanpa harus menuliskan nama jika tidak ingin).

Kemudian mereka menuliskan satu saran positif untuk diri sendiri menggunakan pola **should**.

Contoh:

I should practice speaking English more often.

Guru mengajak peserta didik menyadari bahwa setiap orang memiliki tantangan dan dapat berkembang melalui usaha.

PENUTUP

Guru bersama siswa:

- menyimpulkan cara memberikan saran yang baik dalam bahasa Inggris;
- mengajak peserta didik merefleksikan pentingnya saling mendukung;
- memberikan apresiasi kepada seluruh kelompok atas solusi yang disampaikan;
- menyampaikan bahwa pada pertemuan berikutnya peserta didik akan membuat **Positive Advice Board** sebagai bentuk kampanye positif sebelum **Ulangan Harian Chapter 5**;
- menutup pembelajaran dengan doa dan salam.

L. Asesmen

Diagnostik	Formatif
-	1. Pengetahuan - Mengidentifikasi masalah dan solusi. - Menggunakan ungkapan <i>giving advice</i>. 2. Keterampilan - Menyusun solusi. - Mempresentasikan hasil diskusi. - Menggunakan bahasa Inggris secara komunikatif. 3. Sikap

	- Percaya diri. - Menghargai diri sendiri. - Menghargai pendapat teman. - Kerja sama.
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M. Instrumen

Aspek	Skor 1–4
Analisis masalah	
Ketepatan solusi	
Penggunaan bahasa Inggris	
Kelancaran berbicara	
Kepercayaan diri	

N. Refleksi Peserta Didik

1. Hari ini saya belajar bahwa setiap masalah dapat dicari solusinya.
2. Saran terbaik yang saya pelajari hari ini adalah ...
3. Saya akan lebih percaya diri dengan cara ...
4. Saya ingin terus mengembangkan kemampuan saya dalam ...

O. Refleksi Guru

1. Apakah peserta didik mampu mengidentifikasi masalah dan memberikan solusi yang relevan?
2. Apakah penggunaan ungkapan **giving advice** sudah tepat?
3. Bagaimana kemampuan peserta didik bekerja sama dalam memecahkan masalah?
4. Apa tindak lanjut yang perlu dilakukan sebelum kegiatan proyek pada pertemuan berikutnya?

Appendix 16. Interview Transcript

Interview Transcript

Day/Date : Monday, 20th July 2026

Time : 4 pm – 5.30 pm

Location : One Islamic School in Singaraja

Informant : An English Teacher/Lesson Plan Developer

No	Interview Question	Response
1.	Based on the lesson plans that were reviewed, I discovered that you use a lot of multimodality in your teaching methods. Could you please explain how multimodality is implemented into the lesson plan?	Sejujurnya saya tidak terlalu familiar dengan kata “multimodality”. Namun selama ini saya selalu mengajarkan siswa dengan bantuan teknologi. Saya juga tidak hanya menggunakan satu mode, misalnya ceramah saja untuk menyampaikan materi, namun juga menggabungkan materi presentasi dengan penjelasan saya, memberikan gambar kepada siswa, dan menayangkan video pembelajaran untuk meningkatkan minat belajar dan konsentrasi siswa di kelas.
2.	What encourages you to use varied media into your lesson plan?	Ada dua hal utama yang menjadi alasan saya menggunakan multimodality di kelas, pertama saya melihat hasil tes diagnostik siswa sebelum masa aktif pembelajaran dimulai. Dengan mengetahui karakteristik siswa yang memiliki berbagai learning style, saya merasa sangat perlu melaksanakan pembelajaran berbasis multimodality. Oleh karena itu saya tuangkan demikian di RPP. Alasan kedua, melalui observasi dan eksperimen terhadap siswa di dalam kelas. Jika aktivitas pembelajaran yang saya buat di RPP ternyata tidak cocok dilaksanakan di kelas, maka saya akan merevisi dan menyesuikannya kembali sehingga benar-benar sesuai dengan cara belajar siswa (jadi pembelajaran tetap berjalan dengan efektif dan efisien).
3.	What is the process for developing a lesson plan with technology integration? What should you do first?	Hal pertama yang saya lakukan adalah melihat capaian pembelajaran atau learning objectives suatu materi. Jika dirasa perlu dan memungkinkan untuk menggunakan teknologi, maka akan saya gunakan. Jika tidak, maka pembelajaran akan dilaksanakan secara konvensional.
4.	Where did you find information regarding multimodality in lesson plans? (probing questions: did you get it from university, teacher training, social media, etc.)	Saya mendapatkan informasi mengenai pentingnya menggunakan multimodality dalam RPP ini dari berbagai sumber. Yang pertama tentunya dari dosen mata kuliah di universitas dulu. Selanjutnya bahkan sejak sebelum saya lulus kuliah, saya sudah bergabung ke dalam bimbingan belajar,

		disana lah pengalaman saya paling banyak didapatkan. Karena di bimbel tersebut saya menyerap banyak informasi dan melihat bahwa guru sering menggunakan banyak mode atau menerapkan teknologi yang berbeda juga di dalam proses pembelajaran. Ketiga, saya juga melihat trend penggunaan teknologi di media sosial, jadi saya belajar dan mengadaptasikannya dalam RPP untuk kemudian diterapkan dalam kegiatan belajar mengajar di kelas. Yang terakhir, saya pernah mengikuti workshop atau teacher training tentang penggunaan AI dalam menyusun RPP dan implementasi pembelajaran di luar sekolah, namun itu sangat jarang.
5.	Some lesson plans include technology in the learning process. Can you explain why you're utilizing that technology? Is there a special reason for its use?	Karena saya melihat respon siswa dalam kegiatan pembelajaran sebelumnya. Pun saya menyesuainya dengan tujuan maupun capaian pembelajaran pada bab tersebut. Dari teknologi yang saya gunakan, terlihat bahwa siswa antusias dan termotivasi di kelas, sehingga penggunaannya dilanjutkan.
6.	How do you adjust the amount of technology used dependent on the learning activities?	Saya menyesuaikan tingkat penggunaan teknologi sesuai dengan aktivitas dan tujuan pembelajaran yang ingin dicapai. Jika dalam aktivitas pemberian materi, maka saya gunakan teknologi hanya untuk membuat siswa memahami materi yg disampaikan (menggunakan gambar, video, dsb). Jika dalam penugasan, saya sesuaikan sesuaikan kembali apakah tugas tersebut menggunakan teknologi atau tidak.
7.	Are there any learning activities that cannot be done without technology?	Ada, saya pernah meminta siswa membuat video mendeskripsikan diri mereka, namun tidak diposting dan hanya akan digunakan sebagai bahan ajar tambahan untuk semester dan kelas-kelas lain. Ini pun saya rasa tidak dimasukkan ke dalam aktivitas di RPP karena bersifat tentatif dan menyesuaikan dengan kondisi siswa.
8.	Have you ever encountered difficulties while making lesson plans using technology? Could you provide an example?	Saya biasanya menggunakan AI dalam menyusun RPP. Dan beberapa kali ada hal yang tidak sesuai, sehingga saya perlu menyesuainya sendiri. Tidak ada kendala lain dalam penyusunan RPP, dan kendala lebih ditemukan dalam pelaksanaan pembelajaran, misalnya koneksi buruk dan keterbatasan <i>device</i> yang dimiliki siswa.

9.	Is there anything else you would like to share about the use of technology in lesson plans?	Menurut saya, walaupun isi dalam RPP sudah disiapkan dengan sangat baik, tetap saja belum tentu memastikan akan berjalan dengan 100% maksimal di kelas. Hal itu dikarenakan bisa saja ada kendala dan tantangan insidental yang mungkin terjadi. Namun, saya berpikir guru tetap harus menyusun RPP dengan menggabungkan beberapa mode (multimodality) dan teknologi sebagai pedoman dalam menjalankan pembelajaran yang efektif di kelas, yang juga dapat memaksimalkan partisipasi serta hasil belajar para siswa kedepannya.
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Appendix 17. Biography

BIOGRAPHY



Nama lengkap penulis adalah Agniya Firdaus. Penulis lahir di Singaraja pada tanggal 2 Juli 2001. Terlahir sebagai seseorang yang beragama islam, penulis merupakan anak kedua dari pasangan Bapak Muhammad Imron dan Ibu Mawariyah. Pendidikan formal penulis dimulai di tingkat sekolah dasar, yaitu di SD Negeri 1 Kampung Bugis dan lulus pada tahun 2013. Kemudian, di tahun yang sama penulis mulai melanjutkan pendidikan sekolah menengah di SMP Muhammadiyah 2 Singaraja hingga lulus di tahun 2016. Proses pendidikan penulis di SMP Muhammadiyah 2 Singaraja dan dapat lulus dengan tepat waktu di tahun 2019. Setelah menyelesaikan pendidikan dasar dan menengah, penulis kemudian mendaftar dan resmi menjadi mahasiswa di program studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Universitas Pendidikan Ganesha. Selama masa perkuliahan, penulis aktif berpartisipasi dalam berbagai kegiatan, termasuk menjadi Koordinator Sub Bidang Hubungan Komunitas Himpunan Mahasiswa Jurusan Bahasa Asing (HMJ BA) serta Anggota Unit Kegiatan Mahasiswa (UKM) PIK-M Pelana, salah satu UKM yang berfokus pada promosi kesehatan, pencegahan penyalahgunaan narkoba, serta edukasi penanggulangan HIV/AIDS. Berkat bimbingan, dukungan, dan doa dari banyak pihak, salah satunya orang tua dan dosen pembimbing, akhirnya penulis dapat menyelesaikan skripsi berjudul "Analysis of Multimodality Implementation and Technology Integration in EFL Teacher's Lesson Plans Framed by the Substitution, Augmentation, Modification, and Redefinition (SAMR) Model: A Basic Qualitative Study" sebagai salah satu persyaratan untuk memperoleh gelar Sarjana Pendidikan.