





APPENDIX 1

Document Analysis


Document analysis

Analysing English syllabus for grade 7 and English book entitled “When English Rings a Bell”.

There are four-chapter cover within one semester that are divided into 18 weeks (36 meetings). Each meeting is for 2x40 minutes learning.


UNIT	Basic competence	Main Material	Time allocation	Type of Activities	4C skills
1.	<p>Topic: Good Morning, how are you?</p> <p>3.1 Identifying the social function, text structure, and language features in oral and written text about greetings, saying good bye, saying thank you and apology based on the context being used.</p> <p>4.1 Arranging oral and written text in short and</p>	Greetings, saying good bye, saying thank you and apology, in order to maintain interpersonal relationship with teachers and classmates.	6 meetings (12 lesson hours)	<ul style="list-style-type: none"> • Singing “How are you” song • Role play, greeting teachers and classmates. • Drilling: greeting and how to respond it. • Reflection: listing people we greeted today. • Role play, saying goodbye • Drilling: saying goodbye • Reflection; listing people we said goodbye to today. 	<ul style="list-style-type: none"> • Role play activity: <i>Communication (sub skill: use communication for a range of purposes)</i>

	<p>simple form to greet, say goodbye, say thank you and apologize as well as respond to it by considering the social function, text structure and language features based on the appropriate context.</p>			<ul style="list-style-type: none"> • Role play, saying thank you and sorry • Drilling: thank you and sorry • Making promise to always greet, say goodbyes, thank and sorry to others based on the situation. 	
2.	<p>Topic: It's me!</p> <p>3.2 Identifying the social function, text structure, and language features in oral and written text about giving and asking for information related to identity in short and simple way based on the context being used. (Take note of linguistic elements and vocabulary about family;</p>	<ul style="list-style-type: none"> • Get acquainted, introduce yourself/others. • Family vocabulary • Simple present tense: be, have, go, work, live • Subject pronoun: I, you, we, they, he, she, it • Possessive pronoun: my, your, his, etc. 	<p>8 meetings (16 lesson hours)</p>	<ul style="list-style-type: none"> • Listen and repeat after teacher: personal identity • Reading personal identity by telling the address using appropriate preposition (at, on, in) • Students present a simple personal identity • Role play (name, origin, and address) • Students ask their classmate about name, origin, and address 	<ul style="list-style-type: none"> • Presenting a simple personal identity: <i>Communication (articulate thought & ideas orally or written)</i> • Role play activity: <i>Communication (use communication for a range of purposes)</i> • Making an identity card: <i>Communication (articulate thought & ideas orally or written)</i>

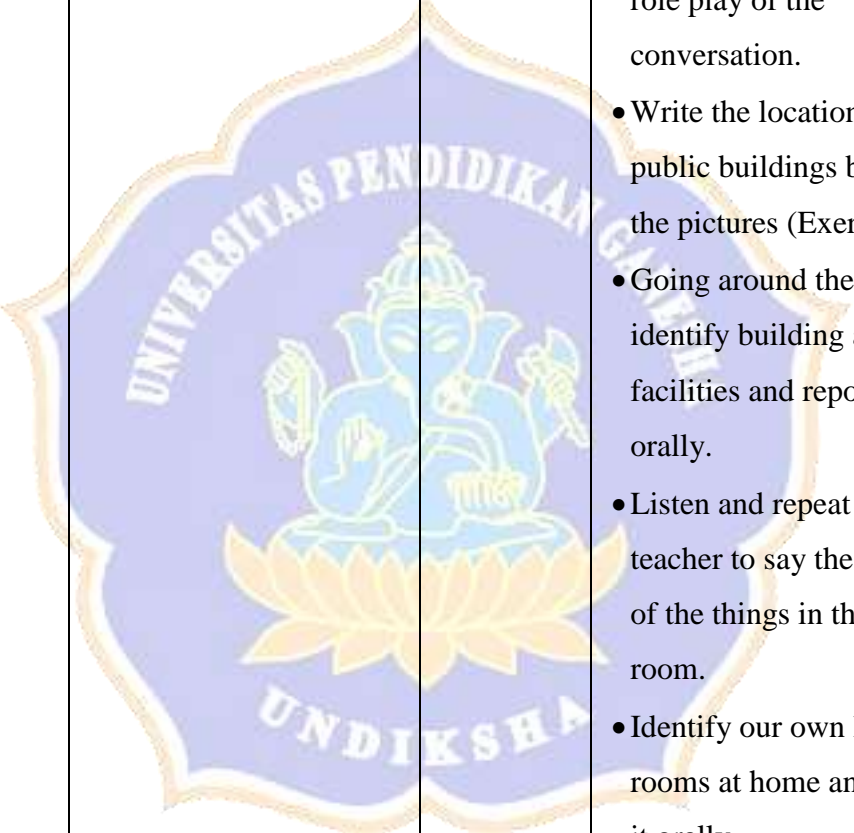
	<p>pronoun subjective, objective and possessive).</p> <p>4.2 Arranging oral and written text in short and simple form to give and ask for information related to identity by considering the social function, text structure and language features based on the appropriate context.</p>			<ul style="list-style-type: none"> • Spelling name • Filling in an identity card in both Bahasa Indonesia and English • Role play (personal identity) • Completing personal information about ourselves • Listen and repeat (A text about a family) • Completing the exercise based on the text • Asking each other family member, name, school and occupation • Making a project entitled “This is me!” • Reflection 	<ul style="list-style-type: none"> • Making “this is me” project: <i>Communication (articulate thought & ideas orally or written)</i>
3.	Topic: What time is it?	<ul style="list-style-type: none"> • Mention/ask the time of the 	10 meetings	<ul style="list-style-type: none"> • Listen and repeat after teacher: Telling time 	<ul style="list-style-type: none"> • Working in group: Write Edo’s activities in the

	<p>3.3 Identifying the social function, text structure, and language features in oral and written text about giving and request information related to name of the days, month, times, date, and year based on the context being used. (Take note of cardinal and ordinal numbers)</p> <p>4.3 Arranging oral and written text in short and simple form to give and ask information related to name of the days, month, times, date, and year by considering the social function, text structure and language features based on the appropriate context.</p>	<p>situation/event/activit y</p> <ul style="list-style-type: none"> • Ordinal number (the first, the second, the thirty first of May, 1st, 2nd, 3rd) • Telling time: at one, at ten to seven, at a quarter past eight • Article the (in the morning/afternoon/ev ening) • Preposition in (months, years), on (day and date), at (hours) 	<p>(20 lesson hours)</p>	<ul style="list-style-type: none"> • Listen and repeat, then draw the hands of the clock to show the times. (Exercise) • Asking the meal times of members of your group • Listen and repeat after teacher, then draw the hands of the clock to show each time: Telling time and activities. (Exercise) • Working in group: Write Edo's activities in the timetable. • Listen and repeat to the teacher read the conversation, then doing role play of the conversation. 	<p>timetable: <i>Collaboration (demonstrate ability to work effectively and respectfully with diverse teams)</i></p> <ul style="list-style-type: none"> • Working in group: write the information from the conversation: <i>Collaboration (exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal)</i> • Working in pairs: asking each other activities and the time, write the information in the table: <i>Communication (listen effectively to knowledge,</i>
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			<ul style="list-style-type: none"> • Working in group: write the information from the conversation. • Working in pairs: asking each other activities and the time, write the information in the table. • Making sentences from the previous table. • Listen and repeat after the teacher to say the names of the months. • Drilling: name of a month, the name of before and after the month. • Listen and repeat after the teacher to say the ordinal number. • Listing ten classmates' birthdays in the table. 	<p><i>values, attitude and intention)</i></p> <ul style="list-style-type: none"> • Make our own schedules and decorate it: <i>Creativity (think creatively)</i> • Listing ten classmate's birthday: <i>Communication (use communication for a range of purposes)</i> • Playing board game: <i>Collaboration (demonstrate ability to work effectively and respectfully with diverse teams), Communication (articulate thought orally)</i>
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			<ul style="list-style-type: none"> • Drilling: saying date and event. • Listen and repeat after the teacher to say the days of the week. • Drilling: saying the days of the week, the name of before and after the day. • Listen and repeat the days and the subjects on that day. • Write the schedule from the previous table and present it orally. • Make our own schedules and decorate it. • Playing board game (telling the day and the date) 	
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4.	<p>Topic: This is my world</p> <p>3.4 Identifying the social function, text structure and language features in oral and written text about giving and requesting information related to the name and the number of animals, things and public places based on the context being used. (Take note of article a and the, plural and singular)</p> <p>4.4 Arranging oral and written text in short and simple form to give and ask information related to name and the number of animals, things and public places by considering the social</p>	<ul style="list-style-type: none"> Identifying and mentioning different kinds of things, animals, and public places. Article a, the and plural form This, that, these, those Preposition of place: in, on, under 	12 meetings (24 lesson hours)	<ul style="list-style-type: none"> Listen and repeat after the teacher to say things in the classroom. Working in groups: choose ten things in the class and draw it, then present it orally. Listen and repeat after the teacher to say the things in our bags. Working in pairs: present things in our bags to our partner. Go around the school to identify rooms and facilities, then write the findings and report it orally. Listen and repeat after the teacher to say the names of the public buildings. 	<ul style="list-style-type: none"> Working in groups: choose ten things in the class and draw it, then present it orally: <i>Collaboration (exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal)</i> Working in pairs: present things in our bags to our partner: <i>Communication (listen effectively to knowledge, values, attitude and intention)</i> Go around the school to identify rooms and facilities, then write the findings and report it orally: <i>Critical thinking</i>
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	<p>function, text structure and language features based on the appropriate context.</p>		<ul style="list-style-type: none"> • Listen and repeat after the teacher to read the conversation, then doing role play of the conversation. • Write the location of the public buildings based on the pictures (Exercise). • Going around the town to identify building and other facilities and report it orally. • Listen and repeat after the teacher to say the names of the things in the living room. • Identify our own living rooms at home and report it orally. 	<p><i>(make judgements and decisions)</i></p> <ul style="list-style-type: none"> • Write the location of the public buildings based on the pictures: <i>Critical thinking (make judgments and decisions)</i> • Going around the town to identify building and other facilities and report it orally: <i>Critical thinking (make judgements and decisions)</i> • Identify our own living rooms at home and report it orally: <i>Critical thinking (make judgements and decisions)</i> • Identify the things in our own bathrooms, and present it orally: <i>Critical</i>
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			<ul style="list-style-type: none"> • Listen and repeat after the teacher to say things in the kitchen. • Listen and repeat after the teacher to say things in the dining table. • Listen and repeat after the teacher to say things in the bathroom. • Identify the things in our own bathrooms, and present it orally. • Listen and repeat after the teacher to say things in the garage. • Identify the things in our own garage and present it orally. • Listen and repeat after the teacher to say the things in 	<p><i>thinking (make judgements and decisions)</i></p> <ul style="list-style-type: none"> • Identify the things and animals in our own yards and around our houses, their numbers and locations. Then, present it orally: <i>Critical thinking (make judgements and decisions)</i> • Go around our school and our houses to find small and big animals. Then, present it orally: <i>Critical thinking (make judgements and decisions)</i> • Working in group: plan your future house and list the rooms and things you
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			<p>the yard and around the house.</p> <ul style="list-style-type: none"> • Listen and repeat after the teacher to say the animals in the garden. • Identify the things and animals in our own yards and around our houses, their numbers and locations. Then, present it orally. • Go around our school and our houses to find small and big animals. Then, present it orally. • Listen and repeat the sentences after the teacher. Then, we will write the situations based on the pictures. 	<p>need. Then, write the details on the book.</p> <p>Finally, put the plan on the wall and read it to the class: <i>Critical thinking (use system thinking), Collaboration (exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal), Creativity (work creatively with others)</i></p>
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				<ul style="list-style-type: none">• Working in group: plan your future house and list the rooms and things you need. Then, write the details on the book. Finally, put the plan on the wall and read it to the class.• Sing a song “What a wonderful world”	
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APPENDIX 2

Blueprint of the Product



Task Based Language Teaching Activities

BLUEPRINT OF THE PRODUCT

UNIT 1

Basic competence	Topic material	TBLT Phases	Learning and Innovation skills	Language Skills			
				L	S	R	W
<p>3.1 Identifying the social function, text structure, and language features in oral and written text about greetings, saying good bye, saying thank you and apology based on the context being used.</p> <p>4.1 Arranging oral and written text in short and simple form to greet, say goodbye, say thank</p>	<p>Greetings and saying goodbyes</p> <p>1 Meeting (2x40 min)</p>	<p>“Make a dialogue: Hi, how are you?”</p> <p>1. Pre-task: 15 min</p> <p>- Teacher starts the class by greeting students.</p> <p>- Play snowball fight with class. Each student writes his/her name on a piece of paper then ball up the paper. All students throw their “snowballs”. Pick up someone else’s snowball and read the name. They should greet to that student and tell them they become a partner for today’s meeting.</p> <p>- Tell task instruction: You will do 2 tasks with your new partner. The first task is reading two dialogues. The second task is making a dialogue based on the picture given.</p> <p>2. Task-cycle</p> <p>- Task 1 : 15 min</p> <p>Each partner gets a copy of dialogue A and B. They need to make a list of formal and informal greetings and saying goodbye</p>	<p>1. Communication <i>sub skill: articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills</i></p> <p>2. Creativity <i>Sub skill: think creatively</i></p>	√	√	√	√

<p>you and apologize as well as respond to it by considering the social function, text structure and language features based on the appropriate context</p>	<p>expression from the dialogues. They can underline the difficult words they find in the dialogues.</p> <p>-Planning: 3 min Each partner practice to report the lists they write in task phase.</p> <p>-Report:10 min Choose 3 partners to present their findings. Teacher can write the results on the board. Class listen- the other partners listen to the presenter. The students can ask question for the difficult words they can't understand (this can help for the second task).</p> <p>- Task 2 : 10 min The second task is making a short dialogue. Each partner will get a picture. They should make a dialogue based on the pictures given by using greetings and saying goodbyes expressions.</p> <p>- Planning: 5 min Each partner rehearses the dialogue.</p> <p>- Report: 15 min Choose 4 or 5 partners to present their dialogue. Class listen- the rest of the students can check the presenter dialogue whether it is appropriate with the picture situation or not.</p> <p>3. Language focus: 7 min Analysis & Practice</p>					
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		Highlight the way to pronounce greetings and saying goodbyes expressions.				
Saying thank you and apology 1 meeting (2x40 min)	<p>“What do you say?”</p> <p>1. Pre-task: 10 min - Ask students to find a group of 3 students. -Tell task instruction: You will do 2 tasks. The first task is matching cards. The second task is writing a comic.</p> <p>2. Task-cycle - Task 1 : 10 min In the first task, your group will get two set cards; the cases and the expressions. Find its match. Each group do the task. -Planning 1: 5 min Each group check their answer and practice reading it. -Report 1: 10 min Choose some group to present their answers.</p> <p>- Task 2 : 15 min Assign them to make a comic strip. Their story should include the expressions of thanks and apology. - Planning: 5 min Students rehearse on presenting their comic. - Report: 15 min Pick 4 groups to present their comic. Class listen – the other students can give feedback</p>	<p>1. Creativity <i>sub skill: work creatively with others</i></p> <p>2. Critical thinking <i>Sub skill: Make judgments and decisions</i></p> <p>3. Collaboration <i>Sub skill: exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</i></p>	√	√	√	√

		<p>on the presenter comic and check whether the expressions used are suitable with the cases.</p> <p>3. Language focus: 10</p> <p>Analysis & Practice</p> <p>Write on board useful phrases during task cycles and discuss their meaning.</p>					
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UNIT 2

Basic competence	Topic material	TBLT Phases	Learning and Innovation skills	Language Skills			
				L	S	R	W
<p>3.2 Identifying the social function, text structure, and language features in oral and written text about giving and asking for information related to identity in short and simple way based on the</p>	<p>Identity</p> <p>1 Meeting (2x40 min)</p>	<p>“All about my friend”</p> <p>1. Pre-task: 10 min</p> <ul style="list-style-type: none"> - Brainstorming: mind map the topic “identity”/ what is related with identity? - Tell task instruction: You will work in pairss. Please interview your partner to know more about your partner identity and make a “all about my friend” poster. At the end of the task, you will present the poster. <p>2. Task-cycle</p> <ul style="list-style-type: none"> - Task 1 : 20 min 	<p>1. Creativity <i>sub skill: think creatively</i></p> <p>2. Communication <i>Sub skill: use communication for a range of purposes</i></p>	√	√		√

<p>context being used. (Take note of linguistic elements and vocabulary about family; pronoun subjective, objective and possessive).</p> <p>4.2 Arranging oral and written text in short and simple form to give and ask for information related to identity by considering the social function, text structure and language features based on the appropriate context.</p>		<p>Student interviews his/her partner. From the interview, student makes “all about my friend” poster.</p> <p>- Planning: 10 min</p> <p>Student prepares her/himself to present the poster.</p> <p>- Report: 20 min</p> <p>Pick 5 students to present their poster. Class listen – their purpose is to find out who share similar poster details with them (for example: share similar address, their favourites things, birthday, hobbies, etc.)</p> <p>3. Language focus: 20 min</p> <p>Analysis & practice</p> <p>- how to tell and ask personal information address/ages/nickname/full name</p>					
	<p>Hobbies</p> <p>1 meeting (2x40 min)</p>	<p>“Survey: What is your hobby?”</p> <p>1. Pre-task: 10 min</p> <p>- Teacher shares what she usually does during weekends. Relate it to students by asking their activities during weekend.</p> <p>- Introduce tasks. Students will do 2 tasks. The first task is spot the differences. The second task is doing survey to 10 classmates asking about their hobbies. Then, they have to classify the hobbies into certain categories for example: indoor/outdoor hobbies.</p> <p>2. Task-cycle</p>	<p>1. Critical thinking <i>sub skill: make judgments and decisions</i></p> <p>2. Communication <i>Sub skill:</i></p> <ul style="list-style-type: none"> - <i>listen effectively to knowledge, values, attitude and intention</i> - <i>use communication for a range of purposes</i> 	√	√		

		<p>- Task 1 : 15 min Spot the differences activity. Find a partner. Teacher distributes picture A and B. Students need to find 10 differences in their picture without looking at their partner's picture. Student A will describe their picture to student B and vice versa.</p> <p>-Planning: 5 min Each student counts their findings and prepare to present it to the class.</p> <p>- Report: 5 min Student tell the class their findings. The class listen, check and count how many differences they find.</p> <p>- Task 2 : 15 min Surveying 10 classmates. First, student asks 7 friends about what their hobby is. Second, student note their friends' hobbies in a table form. Third, student classifies the hobbies in the table into certain categories like indoor/outdoor hobbies or arts/sport hobbies.</p> <p>- Planning: 5 min Student rehearses on delivering the result of the survey.</p> <p>- Report: 15 min Pick 5 students to present their survey result: the hobbies categorise. Class listen – their purpose is to find out what things in common with the presenter.</p>					
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		<p>3. Language focus: 10 Analysis & Practice Review how to ask and tell hobbies. Highlight singular and plural sentence form.</p>				
Family	<p>Family</p> <p>1 Meeting (2x40 min)</p>	<p>“Family tree”</p> <p>1. Pre-task: 15 min - Teacher can start the class by sharing her family members. Teacher can ask one or two students about their family. - Introduce task. They will do a family tree task. Ask students to find a partner. They will tell each other names of close family and then draw a family tree for the partner’s family. At the end, they will present it to the class.</p> <p>2. Task-cycle - Task: 20 min Students do task. They ask and take a note of each other close family member. Student can ask about the member of the family, names, ages, or the occupations. They draw a family tree for their friend.</p> <p>- Planning: 10 min Each pairss rehearse presentation of the family tree.</p> <p>- Report: 20 min Pick four or six pairs to tell the family tree. Class listen – their purpose is to find out who</p>	<p>1. Critical thinking <i>sub skill: make judgements and decisions</i></p> <p>2. Communication <i>Sub skill: use communication for a range of purposes</i></p>	√	√	√

		<p>has the same number of family member, who has the most or the least family member.</p> <p>3. Language focus: 15 Focus on useful forms by asking students in pairs to do the following: Analysis & practice - Asking about family members. For example, do you have? / How many do you have? Etc.</p>					
Family		<p>“Problem solving: Who are they?”</p> <p>1. Pre-task: 15 min - Reviewing family topic by playing “2 Truths and 1 lie” game. - Introduce task. Assign students to work in a group of 3 / 4 people. They will solve a problem in the handout distributed. After that, they will compare their answers to the other group and if there are differences, ask them to explain why they think their answer is correct.</p> <p>2. Task-cycle - Task: 20 min Students do the task “Who are they”. Each group will work out who each person is using the information given and complete the sentences.</p> <p>- Planning: 10 min</p>	<p>1. Critical thinking <i>sub skill: reasons effectively</i></p> <p>2. Collaboration <i>Sub skill: exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</i></p>	√	√	√	√

		<p>The students check their answer and practice to present it.</p> <p>- Report: 20 min Pick groups to present their answers. Class listen – their purpose is to compare their answers with the presenter. If there are differences, ask them to explain why they think their answer is correct.</p> <p>3. Language focus: 15 Analysis & practice</p> <ul style="list-style-type: none"> - Look at the sentences in stating possessive adjectives. - Practice to state possessive pronouns. 				
Like and dislike	<p>Family, hobbies and occupations</p> <p>1 Meeting (2x40 min)</p>	<p>“Family Identity: Compare and contrast”</p> <p>1. Pre-task: 20 min</p> <ul style="list-style-type: none"> - Brainstorming the topic by using a picture of a family having different occupations. - Matching phrases to pictures. A set of picture about occupation and phrases for each picture. Display the pictures and write the phrases on the board. Mix all the phrases and assign students to match which phrases go with each picture. - Introduce task. They will do family identity (compare and contrast). First, they find a new partner. Second, they ask each other questions regarding to family member, hobbies and their occupations. Third, they write the information in form of table/paragraph. Fourth, they have 	<p>1. Critical thinking <i>sub skill: make judgments and decisions</i></p> <p>2. Collaboration <i>Sub skill: exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</i></p>	√	√	√

		<p>to find the similarities and differences from the information by using Venn diagram.</p> <p>2. Task-cycle</p> <p>- Task: 20 min Students do task. They find out each other's family information (like family member, hobbies and occupation). Make Venn diagram to analysis the similarities and differences.</p> <p>- Planning: 10 min Each pairs rehearse presentation of the Venn diagram. They are going to present it together, so they should rehearse and decide on their presentation part.</p> <p>- Report: 20 min Pick four or six pairs to tell the Venn diagram. Class listen – their purpose is to find out what things in common with the presenter.</p> <p>3. Language focus: 10 Focus on useful forms by asking students in pairs to do the following: Analysis & Practice Analyse whether it is correct or incorrect on the use of his/her/their/my/our (possessive adjective).</p>					
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UNIT 3

Basic competence	Topic material	TBLT Phases	Learning and Innovation skills	Language Skills			
				L	S	R	W
<p>3.3 Identifying the social function, text structure, and language features in oral and written text about giving and request information related to name of the days, month, times, date, and year based on the context being used. (Take note of cardinal and ordinal numbers)</p> <p>4.3 Arranging oral and written text in short and simple form to give and</p>	<p>Telling time</p> <p>1 meeting (2x40 min)</p>	<p>“Problem solving: Ayu’s schedule”</p> <p>1. Pre-task: 15 min</p> <ul style="list-style-type: none"> - Teacher tells about her activity in a day (with specific time). - Teacher invites a student to share his/her activity in a day. Teacher draws a table on the board and write the student’s activity. (This gives example of later task) - Tell the task instruction: you will work in partner. One student will read a text on the wall and then go back to your partner and relay the information to him/her. The partner who stays at the desk write the information. The task is to help Ayu finding the suitable time to go swimming and give the reason of the proposed time. <p>2. Task-cycle</p> <ul style="list-style-type: none"> - Task : 20 min <p>Put a worksheet on the wall. One student read the text and then relay the information to her/his partner. After they get the complete information, they can make a timetable and</p>	<p>1. Critical thinking <i>sub skill: make judgments and decisions</i></p> <p>2. Communication <i>Sub skill: listen effectively to decipher meaning</i></p>	√	√	√	

<p>ask information related to name of the days, month, times, date, and year by considering the social function, text structure and language features based on the appropriate context.</p>		<p>identify Ayu’s schedule in a day. Propose a time for Ayu to go swimming in that day.</p> <p>- Planning: 10 min Students draft and rehearse what they want to say. They should prepare to tell their reason of the proposed time.</p> <p>- Report: 15 min 2 or 4 partners report to the class so everyone can compare their findings. Class listen – the other students can compare their findings and give their opinion or ask questions to the presenter.</p> <p>3. Language focus: 20 Analysis & Practice</p> <ul style="list-style-type: none"> - Students read the text, highlight the difficult words and find words that indicates time. - Drawing Clock faces: Students practice to tell the time correctly by positioning hands on a clock to show a given time. 				
<p>Telling time and days</p> <p>1 meeting (2x40 min)</p>		<p>“Information gap: fill in the timetable”</p> <p>1. Pre-task: 10 min</p> <p>- Review days of the week and how to telling time if necessary. Write the days on the whiteboard not in order. Ask the students to mention the days in sequence. Draw a clock on the whiteboard and ask the students to show a given time.</p>	<p>1. Critical thinking <i>sub skill: reasoning effectively</i></p> <p>2. Communication <i>Sub skill: use communication for a range of purposes</i></p>	√	√	√

		<p>- Tell task instruction: <i>You will need a friend to do this task. One student gets timetable A and the other student gets timetable B. You must not let your partner see your timetable. You need to ask questions to your partner to be able to complete your timetable sheet.</i></p> <p>2. Task-cycle - Task : 25 min Tell them they have 10 minutes to complete the task. Remind them to not speak too loudly or the other students will hear their answers.</p> <p>- Planning: 10 min Each student practice to present their answers.</p> <p>- Report: 15 min Select some students to tell their answers. Class listen- the other students check their answers with the presenter. If there are differences, they can ask the presenter to confirm the correct answers.</p> <p>3. Language focus: 15 Analysis and practice -Highlight the use of at and on for telling time and days.</p>					
	School Subject	<p>“Most popular subject”</p> <p>1. Pre-task: 15 min</p>	<p>1. Communication <i>Sub skill:</i></p>	√	√		

	<p>1 Meeting (2x40 min)</p>	<ul style="list-style-type: none"> - Introduce the topic by asking students what subjects they studied at school. Don't ask if they liked them or not. - Make a list on the board. Ask them to classify subjects- writing them in groups (e.g. languages, sciences etc.) for later use. - Teacher then tell class about subjects she liked and hated, briefly, why. - Class then read task instructions: Tell your group what were the school subjects you liked best and least. Explain your reason. - Organise groups of four with a chairperson. Give students three minutes' individual thinking time to plan what subjects they will talk about, and what they will say. <p>2. Task-cycle</p> <ul style="list-style-type: none"> - Task : 20 min <p>Chairperson should allow each student to speak equally. The group can take notes if they want. Chairperson should speak last.</p> <ul style="list-style-type: none"> - Planning: 10 min <p>Each student should report about someone else in the group. Chairperson hears them rehearse. Group can ask for help if unsure of any points. Teacher can write any useful words/phrases they ask for on board (for later practice).</p> <ul style="list-style-type: none"> - Report: 20 min 	<p><i>Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.</i></p> <p>2. Critical Thinking <i>Sub skill:</i> <i>Reason effectively.</i></p>				
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		<p>Groups' presentation. Class listen- the purpose is to find out which subjects were the most and least popular, and the most common reasons why. (optional: also to discover if men/women like/dislike the same subjects.)</p> <p>3. Language focus: 15 Analysis and practice Discuss and practice about phrases expressing likes and dislikes of school subjects.</p>				
<p>Days, month, times, date, and year</p> <p>2 Meeting (4 x 40 min)</p>	<p>“Planning for a Trip”</p> <p>1. Pre-task: 20 min - Teacher shares her trip experience in last semester. Ask students about their dream trips. - Brainstorm with class on trip planning by making a mind map. What things to consider when plan a trip (e.g. days/date/months/times, schedule, destination, transportation) - Tell task instruction: plan a trip for me. You will work in a group of 5. At the end, you will present the planning and we will decide as a class which trip that I should go for.</p> <p>2. Task-cycle - Task : 60 min In a group, students plan a trip for teacher. Each group get a map of Bali and a calendar. They can ask teacher what information they</p>	<p>1. Collaboration <i>sub skill: exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</i></p> <p>2. Creativity <i>Sub skill: Work creatively with others</i></p> <p>3. Communication <i>Sub skill: Use communication for a range of purposes</i></p>	√	√		√

		<p>need from teacher (for example: they should be thinking about how many days teacher want the trip to last). They make the planning in a A3 paper.</p> <p>Second meeting -Task: 10 min Each group can continue to make the trip planning.</p> <p>- Planning: 10 min Students draft and rehearse what they want to say. They should prepare to tell their reason in making the planning.</p> <p>- Report: 20 min Each group has a turn to present their planning. Class listen – the other group will listen to the presenter, compare and contrast to their work. At the end, each group vote which trip teacher should take first.</p> <p>3. Language focus: 20 Analysis & Practice</p> <ul style="list-style-type: none"> - Highlighting the use of ordinal number in telling dates and sequences. - Highlighting the use of preposition of time 	<p>4. Critical thinking <i>Sub skill:</i> <i>Reason effectively</i></p>				
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UNIT 4

Basic competence	Topic material	TBLT Phases	Learning and Innovation skills	Language Skills			
				L	S	R	W
<p>3.4 Identifying the social function, text structure and language features in oral and written text about giving and requesting information related to the name and the number of animals, things and public places based on the context being used. (Take note of article a and the, plural and singular)</p> <p>4.4 Arranging oral and written text in short and simple form to give and</p>	<p>Things in the classroom</p> <p>1 meeting (2x30 minutes)</p>	<p>“Describe and draw”</p> <p>1. Pre-task: 15 min</p> <p>- Teacher guides students to point and name the things in the classroom. (For example: 10 things in the classroom like table, desk, whiteboard etc.)</p> <p>- Play “Odd one out”. Teacher writes sets of things in the classroom vocab on the board, inserting one item each set that doesn’t fit. For example: a whiteboard, a desk, a table, a wardrobe. Instructions: say the words to your partner and discuss which is the odd one out and why. Then make up some more sets for another student to do.</p> <p>- Tell task instruction: You will work in pairs. One partner will be a speaker while the other is the drawer. The speaker gets a class picture. This student will describe the picture to the drawer without showing it. The drawer will draw the picture based on what he/she is listening to. At the end of the task, you will compare the picture and your partner drawing, and report the result.</p> <p>2. Task-cycle</p> <p>- Task: 15 min</p>	<p>1. Critical thinking <i>sub skill: make judgments and decisions</i></p> <p>2. Communication <i>Sub skill: Use communication for a range of purposes</i></p>	√	√		

<p>ask information related to name and the number of animals, things and public places by considering the social function, text structure and language features based on the appropriate context.</p>		<p>Each partner decides who will be the drawer and the speaker. They do the task within the time given.</p> <p>- Planning: 5 min Tell all pairss to compare the picture and the drawing. They will report how many things are correctly drawn or missing. They practice explaining them.</p> <p>- Report: 10 min Choose 4 partners to present their findings and drawings. Class listen – the other partner compares their drawing to the presenter. They can see if they have things in common with the presenter.</p> <p>3. Language focus: 15 Analysis and practice - Highlight the way to states singular and plural things (There is..., There are....)</p>					
	<p>Things in my bag</p> <p>1 Meeting (2x40 minutes)</p>	<p>“What are missing?”</p> <p>1. Pre-task: 15 min - Teacher can review things in my bag by playing Kim’s game. Teacher prepares 10 items and put them on the table. Let students see the items for 30 seconds, and then cover it. Ask students to mention the items they remember. Variation: Teacher can take out or</p>	<p>1. Communication <i>Sub skill:</i> <i>Use communication for a range of purposes</i></p> <p>2. Critical thinking <i>Sub skill:</i> <i>Make judgments and decisions</i></p>	√	√		

		<p>add up the items or ask them to mention the items in order.</p> <ul style="list-style-type: none"> - Ask students to stand up, find a different partner from usual and sit down with their new pairss. Tell the students they will work on two tasks. <p>2. Task-cycle</p> <ul style="list-style-type: none"> - Task 1 : 5 min Tell task instruction: The first task is “spot the differences” in picture A and picture B. You will work together to find the differences and write them down. You will have 3 minutes and should talk in English but quietly. At the end of the task, you will report your findings. - Planning: 5 min Tell all pairs to choose two differences they think the others may not have seen. They can write them down and practice explaining them. - Report: 10 min Choose 4 pairs to present their findings. Class listen – the other pairs must listen carefully to the presenter. If they have the same difference, they must not report it again. - Task 2 : 10 min Tell task instruction: The second task is you will get a new picture but you must not let your partner see your picture. You should hide it behind a book. There are seven differences 					
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		<p>between the pictures. You have to describe your picture very carefully to each other and identify the differences. You can ask each other questions. You have 8 minutes to do the task.</p> <p>At the end of each task, you report your findings to the class.</p> <p>- Planning: 10 min Each student checks their findings with her/his partner. They will look at what differences they have found and check whether they are correct.</p> <p>- Report: 10 min Students share their findings to the class. Class listen – the students check their results and assess whether they are correct.</p> <p>3. Language focus: 15 Analysis & Practice</p> <ul style="list-style-type: none"> - Identify the English words for items in the picture that students do not know. - Practice to tell the position of the items by using preposition of place (in/on/between/behind/under/next to/in front of). Teacher uses realia to demonstrate the position of the objects. 				
Public places	1 meetings (2x40 minutes)	<p>“A Map of Town”</p> <p>1. Pre-task: 15 min</p> <ul style="list-style-type: none"> - Guide students to play guessing game flashcards. Teacher can tell two clues and students guess the name of the places. (For 	1.Communication <i>Sub skill:</i> <i>Articulate thoughts and ideas effectively using oral, written, and</i>	√	√	√

	<p>example: The first clue is you can find this place in the town and village. Second, you might need to go to this place when you are sick). Teacher can tell the third clue in more specific if they are still clueless. The next round students can lead the guessing game and tell the clues to class.</p> <ul style="list-style-type: none"> - Divide the class into 5 groups. - Tell task instruction: You will make a map of town. Each group gets 8 clue cards and 1 blank map. Read the clue card to know what and where you need to put the places. At the end of the task, your group will display the map and put it on the wall. All groups will comment the other map and vote to the most correct map. <p>2. Task-cycle</p> <ul style="list-style-type: none"> - Task: 20 min Each group works on the task. They can look at dictionary if they do not understand the words. Remind them to speak in English while working on the task. - Planning: 5 min Each group can recheck their map. Then, they can display their map on the wall. - Report: 15 min All groups go around the class to see their friends' map. Class focused – all groups need to assess which group that get the map complete, vote for the most correct map and 	<p><i>nonverbal communication skills</i></p> <p>2.Critical thinking <i>Sub skill: Solve different kinds of unfamiliar problems in both conventional and innovative ways</i></p> <p>3.Collaboration <i>Sub skill: exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</i></p> <p>4.Creativity <i>Sub skill: work creatively with others</i></p>				
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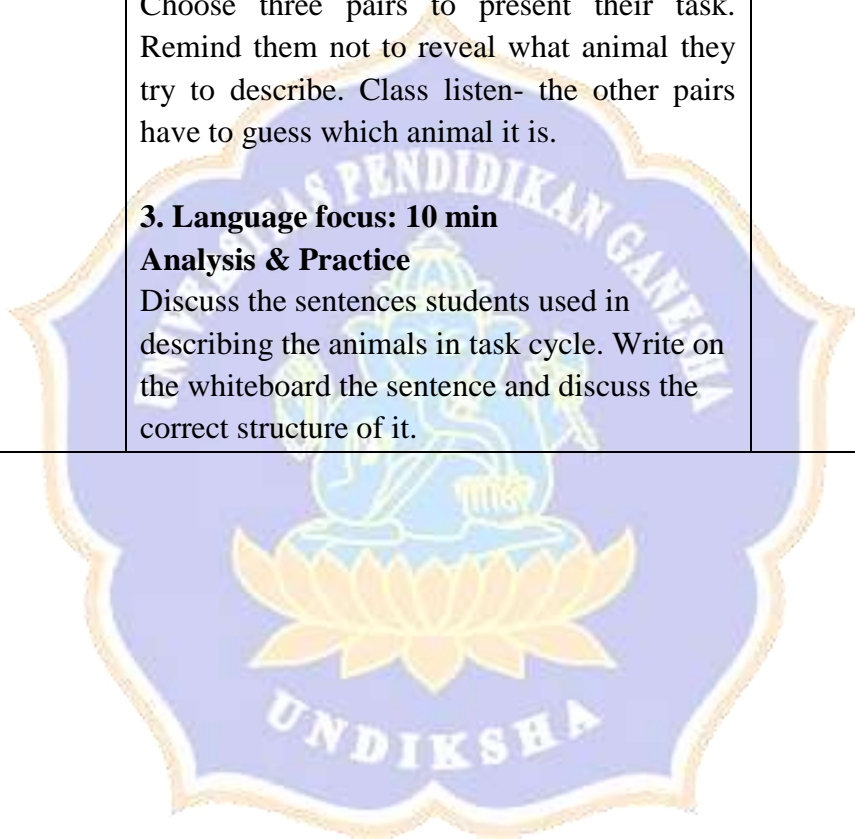
		state their reasons. At the end, teacher can clarify the accurate map.				
		<p>3. Language focus: 15</p> <p>Analysis & Practice</p> <ul style="list-style-type: none"> - Highlight the way to pronounce public places vocabulary - Practice to tell the position of the buildings (in front of/next to/between/behind) 				
	Public places 1 meeting (2x40 minutes)	<p>“My Town”</p> <p>1. Pre-task: 5 min</p> <ul style="list-style-type: none"> - Divide the class into 5 groups. - Tell task instruction: You will draw your own town map. Discuss with your group to decide what public places you will add in your town, think of a reason why you choose the place and where you are going to put it in the map. Remember to name your town. At the end of the task, your group will present the map. <p>2. Task-cycle</p> <ul style="list-style-type: none"> - Task: 20 min <p>Each group gets a drawing paper and do the task. They do not need to draw the buildings in details. Remind them to speak in English while working on the task.</p> <p>- Planning: 10 min</p>	<p>1. Communication <i>Sub skill: articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills</i></p> <p>2. Collaboration <i>Sub skill: assume shared responsibility for collaborative work, and value the individual contributions made by each team member</i></p> <p>3. Creativity <i>Sub skill: work creatively with others</i></p> <p>4. Critical thinking</p>	√	√	√

		<p>Each group practices explaining their town. They can tell the name of the building, the position, and the reasons they choose the public places.</p> <p>-Report: 25 min Each group presents their town map. Class listen – the other students can ask questions or say what they like best on the other groups' map.</p> <p>3. Language focus: 10 min Analysis & Practice Review useful phrases and words from the task cycle.</p>	<p><i>Sub skill: use systems thinking</i></p>				
<p>Part of the house (My room)</p> <p>1 meeting (2x40 minutes)</p>	<p>“In my room”</p> <p>1. Pre-task: 15 min</p> <ul style="list-style-type: none"> - Brainstorm room vocabulary by guiding students to label the things in room picture. Teacher can use useful phrases to help students for later task. (For example: Is there any chair in the picture? / How many chairs are there? / There are two chairs/Where are the chairs?) - Ask students to stand up and find a new partner. Each person receives a sheet of paper. - Tell task instruction: You will draw your partner room. One student will describe the room like what things are in your room. The other student will draw it. The drawer is free to ask questions to clarify where the things are. 	<p>1. Communication <i>Sub skill:</i> <i>Use communication for a range of purposes</i></p> <p>2. Critical thinking <i>Sub skill:</i> <i>Make judgments and decisions</i></p>	√	√			

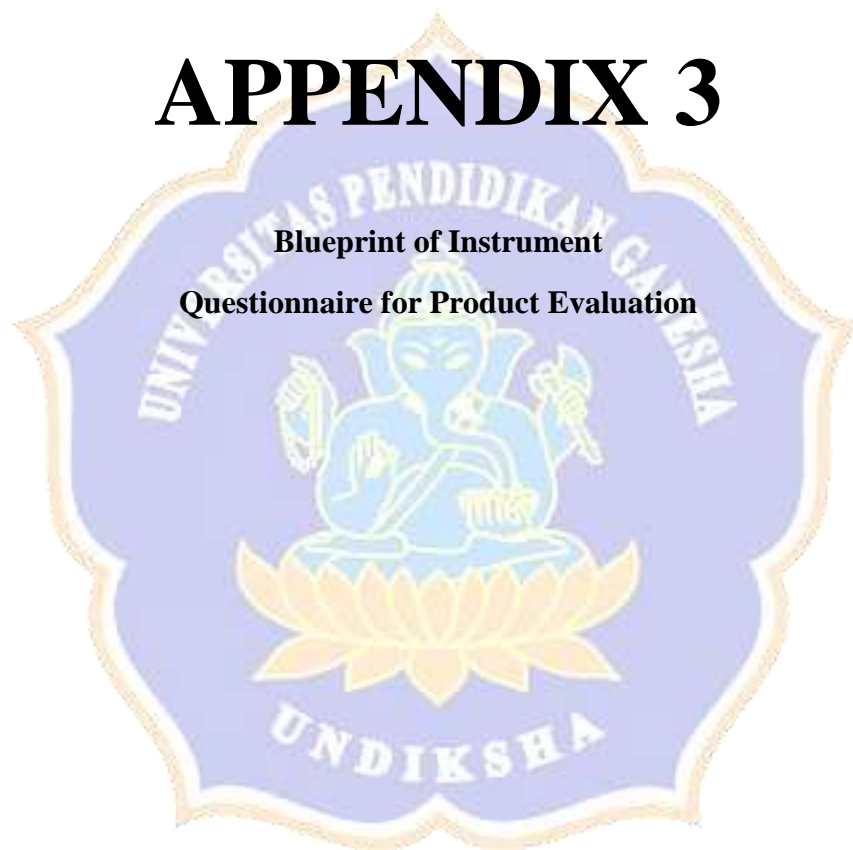
	<p>Once the drawing is complete, you will switch roles with your partner. At the end of the task, each of you will have the picture of your bedroom drawn by your partner. You will report the differences and similarities you find between the drawings.</p> <p>2. Task-cycle - Task: 20 min Each drawer has 10 minutes to complete their drawing, then switch their role as a speaker. The speaker can describe the things in their room, the position and the number of the things.</p> <p>-Planning: 15 min After completing each other drawing, the partner compares the drawings. They need to write down the differences and similarities among the drawing and practice to report it.</p> <p>-Report: 20 min Choose 5 partners to present their findings. Class listen – the other partners can compare their findings with the presenter.</p> <p>3. Language focus: 10 min Analysis & Practice Repeat useful phrases and vocab from task cycle.</p>					
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	Animals in the garden	<p>“Describe an animal”</p> <p>1. Pre-task: 15 min</p> <p>1. Ask the students to stand up and find a new partner.</p> <p>2. Brainstorm animal in the garden topic. The students work with their pairs and write down as many animals on a sheet of paper as they can think of in 2 minutes. Then, ask them to exchange the paper with the pair sitting next to them and add as many new animals to the list they have received as they can.</p> <p>3. Tell task instruction: You will work with your pairs. Your task is to describe an animal. Choose two animals from your own brainstorm list and write it on the middle of a new piece of paper. Write short sentences that describe your animal. At the end of the task you will present your animals description and the other group will try guessing which animal it is.</p> <p>2. Task-cycle</p> <p>- Task: 15 min</p> <p>The students work with their pairs in describing the animals they choose. They have 15 minutes to finish the task.</p>	<p>1. Communication <i>Sub skill:</i> <i>Use communication for a range of purposes</i></p> <p>2. Critical thinking <i>Sub skill:</i> <i>Make judgments and decisions</i></p>	√	√		√
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	<p>-Planning: 5 min The students practice to presenting their animals descriptions.</p> <p>-Report: 15 min Choose three pairs to present their task. Remind them not to reveal what animal they try to describe. Class listen- the other pairs have to guess which animal it is.</p> <p>3. Language focus: 10 min Analysis & Practice Discuss the sentences students used in describing the animals in task cycle. Write on the whiteboard the sentence and discuss the correct structure of it.</p>					
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APPENDIX 3



Blueprint of Instrument

Questionnaire for Product Evaluation

Blueprint of Instrument
Questionnaire for Product Evaluation

Aspect	Descriptor (Principles of material development (Tomlinson, 2011))	Indicator	Item number
Feature of the TBLT activities	1. Material should achieve impact	1. Setiap unit dari buku berisi tugas yang menarik.	1
		2. Lembar tugas disajikan dengan menggunakan gambar/ilustrasi yang menarik.	2
		3. Lembar tugas menggunakan jenis huruf yang jelas untuk dibaca.	3
		4. Setiap unit dari buku berisi tugas yang dapat mendorong siswa untuk berpikir.	4
Content of TBLT activities	1. Materials should help learners to feel at ease.	1. Adanya gambar/ilustrasi dan petunjuk yang jelas memudahkan siswa memahami tugas.	5
		2. Tugas individu, berpasangan atau berkelompok pada setiap Unit buku dapat mendorong partisipasi siswa dalam belajar.	6
	2. Materials should help learners to develop confidence	1. Setiap unit dari buku berisi tugas yang dapat mendorong siswa untuk lebih percaya diri dalam berkomunikasi menggunakan Bahasa Inggris.	7
		2. Setiap unit dari buku berisi tugas yang dapat menstimulus siswa untuk berpikir kreatif.	8
		3. Setiap unit dari buku berisi tugas yang dapat menstimulus siswa untuk berpikir kritis.	9

3.What is being taught should be perceived by learners as relevant and useful	1. Setiap unit dari buku berisi tugas yang dapat menarik dan menantang siswa untuk menyelesaikannya.	10
	2. Topik yang disajikan dalam setiap unit berkaitan dengan kehidupan sehari-hari siswa.	11
4.Learners must be ready to acquire the points being taught	1. Setiap unit dari buku berisi tugas yang memiliki keterkaitan dengan materi yang disampaikan sebelumnya.	12
	2. Setiap unit dari buku berisi tugas yang memberikan kesempatan siswa untuk menggunakan kemampuan <i>linguistic/non-linguistic</i> yang sebelumnya tidak diajarkan.	13
5.Materials should expose the learners to language in authentic use	1. Setiap unit dari buku berisi tugas yang dapat membuat siswa menggunakan Bahasa Inggris sesuai dengan konteks penggunaannya.	14
	2. Setiap unit dari buku berisi tugas yang mampu mengasah kemampuan <i>listening, speaking, reading</i> dan <i>writing</i> siswa.	15
6.Materials should take into account that learners differ in learning styles	1. Setiap unit dari buku dapat mendorong siswa mengembangkan cara/strategi belajar mereka.	16
7.Materials should take into account that learners differ in affective attitudes	1. Setiap unit dari buku berisi tugas yang dapat memberikan kesempatan interaksi antara guru dan siswa serta antar siswa.	17
	2. Setiap unit dari buku berisi tugas yang dapat memberikan variasi kegiatan pembelajaran Bahasa Inggris bagi siswa.	18
8. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes	1. Setiap unit dari buku berisi tugas yang menuntut siswa saling berkomunikasi untuk mencapai tujuan task.	19
	2. Setiap tugas menggunakan instruksi dalam Bahasa Inggris	20
	3. Setiap unit dari buku berisi tugas yang dapat memberikan kesempatan kepada siswa untuk menggunakan Bahasa Inggris dalam berkomunikasi baik secara lisan dan tulisan.	21
9.The learners' attention should be	1. Setiap unit dari buku berisi tugas yang dapat membuat siswa menyadari unsur	22

	<p>drawn to linguistic features of the input.</p>	<p>kebahasaan baik secara sadar maupun tidak sadar.</p> <p>2. Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk menganalisis tatabahasa Inggris yang digunakan pada tugas inti.</p> <p>3. Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk berlatih kembali menggunakan tatabahasa Inggris yang benar.</p> <p>4. Setiap unit dari buku berisi kegiatan yang membuat siswa memahami makna Bahasa dan selanjutnya siswa mendiskusikan <i>language features</i> yang terdapat di dalam tugas.</p>	<p>23</p> <p>24</p> <p>25</p>
	<p>10. Materials should not rely too much on controlled practice</p>	<p>1. Setiap unit dari buku berisi tugas yang dapat memberikan ruang bagi siswa untuk menggunakan kemampuan linguistic dan nonlinguistic mereka sendiri dalam menyelesaikan tugas.</p> <p>2. Setiap unit dari buku berisi tugas yang berpusat pada siswa dalam proses pembelajarannya.</p>	<p>26</p> <p>27</p>
	<p>11. Materials should provide opportunities for outcome feedback</p>	<p>1. Setiap unit dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk mengevaluasi penggunaan bahasanya sesuai dengan konteksnya.</p> <p>2. Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk mmendapat umpan balik positif terhadap hasil pembelajarannya.</p>	<p>28</p> <p>29</p>

ANGKET GURU

Angket ini bertujuan untuk mengevaluasi buku *Task Based Language Teaching Activities* yang dikembangkan oleh peneliti dalam usaha untuk membuat aktivitas pendukung untuk pembelajaran Bahasa Inggris kelas 7 SMP.

No.	Pertanyaan	Sangat Setuju	Setuju	Ragu-ragu	Kurang Setuju	Tidak Setuju	Keterangan
		(5)	(4)	(3)	(2)	(1)	
1.	Setiap unit dari buku berisi tugas yang menarik.						
2.	Lembar tugas disajikan dengan menggunakan gambar/ilustrasi yang menarik.						
3.	Lembar tugas menggunakan jenis huruf yang jelas untuk dibaca.						
4.	Setiap unit dari buku berisi tugas yang dapat mendorong siswa untuk berpikir.						
5.	Adanya gambar/ilustrasi dan petunjuk yang jelas memudahkan siswa memahami tugas.						
6.	Tugas individu, berpasangan atau berkelompok pada setiap Unit buku dapat mendorong partisipasi siswa dalam belajar.						
7.	Setiap unit dari buku berisi tugas yang dapat mendorong siswa untuk lebih percaya diri dalam berkomunikasi menggunakan Bahasa Inggris.						

8.	Setiap unit dari buku berisi tugas yang dapat menstimulus siswa untuk berpikir kreatif.						
9	Setiap unit dari buku berisi tugas yang dapat menstimulus siswa untuk berpikir kritis.						
10.	Setiap unit dari buku berisi tugas yang dapat menarik dan menantang siswa untuk menyelesaikannya.						
11.	Topik yang disajikan dalam setiap unit berkaitan dengan kehidupan sehari-hari siswa.						
12.	Setiap unit dari buku berisi tugas yang memiliki keterkaitan dengan materi yang disampaikan sebelumnya.						
13.	Setiap unit dari buku berisi tugas yang memberikan kesempatan siswa untuk menggunakan kemampuan <i>linguistic/non-linguistic</i> yang sebelumnya tidak diajarkan.						
14.	Setiap unit dari buku berisi tugas yang dapat membuat siswa menggunakan Bahasa Inggris sesuai dengan konteks penggunaannya.						
15.	Setiap unit dari buku berisi tugas yang mampu mengasah kemampuan <i>listening, speaking, reading</i> dan <i>writing</i> siswa.						
16.	Setiap unit dari buku dapat mendorong siswa mengembangkan cara/strategi belajar mereka.						

17.	Setiap unit dari buku berisi tugas yang dapat memberikan kesempatan interaksi antara guru dan siswa serta antar siswa.						
18.	Setiap unit dari buku berisi tugas yang dapat memberikan variasi kegiatan pembelajaran Bahasa Inggris bagi siswa.						
19.	Setiap unit dari buku berisi tugas yang menuntut siswa saling berkomunikasi untuk mencapai tujuan task.						
20.	Setiap tugas menggunakan instruksi dalam Bahasa Inggris						
21.	Setiap unit dari buku berisi tugas yang dapat memberikan kesempatan kepada siswa untuk menggunakan Bahasa Inggris dalam berkomunikasi baik secara lisan dan tulisan.						
22.	Setiap unit dari buku berisi tugas yang dapat membuat siswa menyadari unsur kebahasaan baik secara sadar maupun tidak sadar.						
23.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk menganalisis tatabahasa Inggris yang digunakan pada tugas inti.						
24.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk berlatih kembali menggunakan tatabahasa Inggris yang benar.						

25.	Setiap unit dari buku berisi kegiatan yang membuat siswa memahami makna Bahasa dan selanjutnya siswa mendiskusikan <i>language features</i> yang terdapat di dalam tugas.						
26.	Setiap unit dari buku berisi tugas yang dapat memberikan ruang bagi siswa untuk menggunakan kemampuan linguistic dan nonlinguistic mereka sendiri dalam menyelesaikan tugas.						
27.	Setiap unit dari buku berisi tugas yang berpusat pada siswa dalam proses pembelajarannya.						
28.	Setiap unit dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk mengevaluasi penggunaan bahasanya sesuai dengan konteksnya.						
29.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk mmendapat umpan balik positif terhadap hasil pembelajarannya.						

Guru Bahasa Inggris,

(_____)

APPENDIX 4

Expert Judgment Sheet
Questionnaire



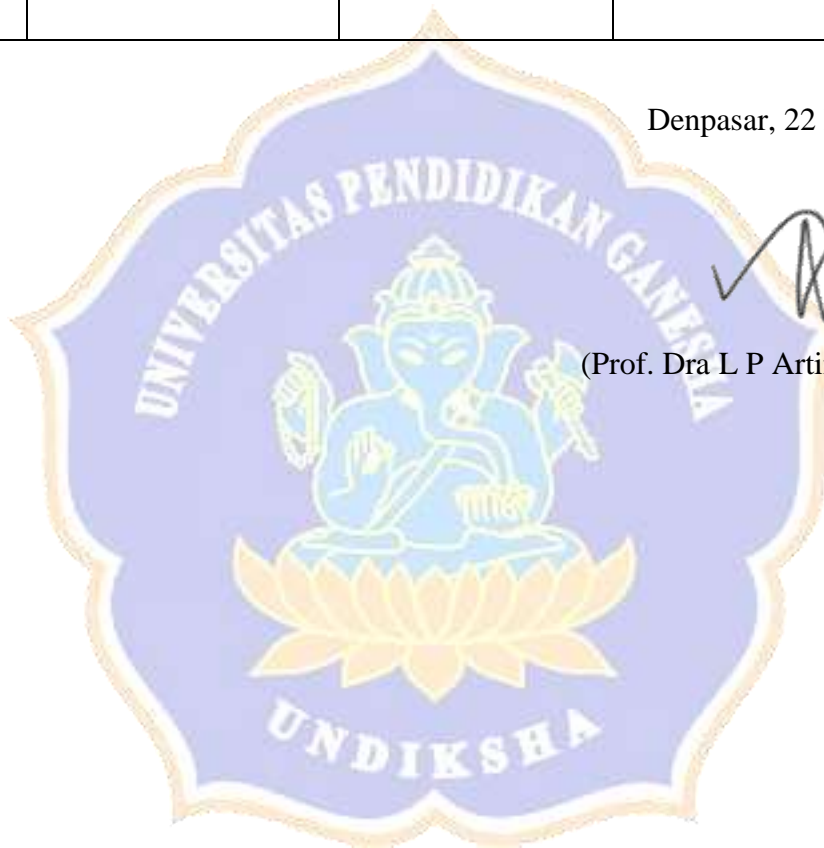
Questionnaire
Expert Judgment Sheet

Number of item	Relevant	Irrelevant	Comment
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		

22	√		
23	√		
24	√		
25	√		
26	√		
27	√		
28	√		
29	√		

Denpasar, 22 November 2020

Expert Judge 1



[Handwritten signature]

(Prof. Dra L P Artini, M.A., Ph.D.)

Questionnaire
Expert Judgment Sheet

Number of item	Relevant	Irrelevant	Comment
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		

19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		

Singaraja, 5 Nopember 2020

Expert Judge 2



(Dr Ni Putu Era Marsakawati, M.Pd.)

Questionnaire Content Validity

The result of the questionnaire's validity can be seen as follows.

The second judge		The first judge	
		Low relevance	High relevance
	Low relevance	A(0)	B(0)
	High relevance	C(0)	D(29)

The total items in each cell was inserted to the formula and calculated as follows.

$$CV = \frac{D}{A + B + C + D}$$

$$CV = \frac{29}{0 + 0 + 0 + 29}$$

$$CV = 1.00$$

The result of the content validity of the questionnaire was 1.00. Based on the criteria for deciding the validity, the questionnaire was categorized as very high validity.

APPENDIX 5

**Reliability
Questionnaire**



Uji Realibilitas - Kusioner

ANGKET GURU

Angket ini bertujuan untuk mengevaluasi buku *Task Based Language Teaching Activities* yang dikembangkan oleh peneliti dalam usaha untuk membuat aktivitas pendukung untuk pembelajaran Bahasa Inggris kelas 7 SMP.

No.	Pertanyaan	Sangat Setuju	Setuju	Ragu-ragu	Kurang Setuju	Tidak Setuju	Keterangan
		(5)	(4)	(3)	(2)	(1)	
1.	Setiap unit dari buku berisi tugas yang menarik.	√					
2.	Lembar tugas disajikan dengan menggunakan gambar/ilustrasi yang menarik.		√				
3.	Lembar tugas menggunakan jenis huruf yang jelas untuk dibaca.	√					
4.	Setiap unit dari buku berisi tugas yang dapat mendorong siswa untuk berpikir.	√					
5.	Adanya gambar/ilustrasi dan petunjuk yang jelas memudahkan siswa memahami tugas.		√				
6.	Tugas individu, berpasangan atau berkelompok pada setiap Unit buku dapat mendorong partisipasi siswa dalam belajar.	√					
7.	Setiap unit dari buku berisi tugas yang dapat mendorong siswa untuk lebih percaya diri dalam berkomunikasi menggunakan Bahasa Inggris.	√					

8.	Setiap unit dari buku berisi tugas yang dapat menstimulus siswa untuk berpikir kreatif.	√					
9	Setiap unit dari buku berisi tugas yang dapat menstimulus siswa untuk berpikir kritis.	√					
10.	Setiap unit dari buku berisi tugas yang dapat menarik dan menantang siswa untuk menyelesaikannya.	√					
11.	Topik yang disajikan dalam setiap unit berkaitan dengan kehidupan sehari-hari siswa.	√					
12.	Setiap unit dari buku berisi tugas yang memiliki keterkaitan dengan materi yang disampaikan sebelumnya.		√				
13.	Setiap unit dari buku berisi tugas yang memberikan kesempatan siswa untuk menggunakan kemampuan <i>linguistic/non-linguistic</i> yang sebelumnya tidak diajarkan.		√				
14.	Setiap unit dari buku berisi tugas yang dapat membuat siswa menggunakan Bahasa Inggris sesuai dengan konteks penggunaannya.		√				
15.	Setiap unit dari buku berisi tugas yang mampu mengasah kemampuan <i>listening, speaking, reading</i> dan <i>writing</i> siswa.	√					
16.	Setiap unit dari buku dapat mendorong siswa mengembangkan cara/strategi belajar mereka.	√					
17.	Setiap unit dari buku berisi tugas yang dapat memberikan kesempatan interaksi antara guru dan siswa serta antar siswa.	√					
18.	Setiap unit dari buku berisi tugas yang dapat memberikan variasi kegiatan pembelajaran Bahasa Inggris bagi siswa.	√					

19.	Setiap unit dari buku berisi tugas yang menuntut siswa saling berkomunikasi untuk mencapai tujuan task.	√					
20.	Setiap tugas menggunakan instruksi dalam Bahasa Inggris	√					
21.	Setiap unit dari buku berisi tugas yang dapat memberikan kesempatan kepada siswa untuk menggunakan Bahasa Inggris dalam berkomunikasi baik secara lisan dan tulisan.	√					
22.	Setiap unit dari buku berisi tugas yang dapat membuat siswa menyadari unsur kebahasaan baik secara sadar maupun tidak sadar.	√					
23.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk menganalisis tatabahasa Inggris yang digunakan pada tugas inti.		√				
24.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk berlatih kembali menggunakan tatabahasa Inggris yang benar.		√				
25.	Setiap unit dari buku berisi kegiatan yang membuat siswa memahami makna Bahasa dan selanjutnya siswa mendiskusikan <i>language features</i> yang terdapat di dalam tugas.		√				
26.	Setiap unit dari buku berisi tugas yang dapat memberikan ruang bagi siswa untuk menggunakan kemampuan linguistic dan nonlinguistic mereka sendiri dalam menyelesaikan tugas.		√				
27.	Setiap unit dari buku berisi tugas yang berpusat pada siswa dalam proses pembelajarannya.	√					

28.	Setiap unit dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk mengevaluasi penggunaan bahasanya sesuai dengan konteksnya.		√				
29.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk mendapat umpan balik positif terhadap hasil pembelajarannya.		√				



Guru Bahasa Inggris,

(Ni Luh Putu Mira Suantari, S.Pd.)

Uji Realibilitas - Kusioner

ANGKET GURU

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		(5)	(4)	(3)	(2)	(1)	
1.	Setiap unit dari buku berisi tugas yang menarik.	√					
2.	Lembar tugas disajikan dengan menggunakan gambar/ilustrasi yang menarik.		√				
3.	Lembar tugas menggunakan jenis huruf yang jelas untuk dibaca.	√					
4.	Setiap unit dari buku berisi tugas yang dapat mendorong siswa untuk berpikir.	√					
5.	Adanya gambar/ilustrasi dan petunjuk yang jelas memudahkan siswa memahami tugas.		√				
6.	Tugas individu, berpasangan atau berkelompok pada setiap Unit buku dapat mendorong partisipasi siswa dalam belajar.		√				
7.	Setiap unit dari buku berisi tugas yang dapat mendorong siswa untuk lebih percaya diri dalam berkomunikasi menggunakan Bahasa Inggris.		√				
8.	Setiap unit dari buku berisi tugas yang dapat menstimulus siswa untuk berpikir kreatif.		√				

9	Setiap unit dari buku berisi tugas yang dapat menstimulus siswa untuk berpikir kritis.		√				
10.	Setiap unit dari buku berisi tugas yang dapat menarik dan menantang siswa untuk menyelesaikannya.		√				
11.	Topik yang disajikan dalam setiap unit berkaitan dengan kehidupan sehari-hari siswa.		√				
12.	Setiap unit dari buku berisi tugas yang memiliki keterkaitan dengan materi yang disampaikan sebelumnya.		√				
13.	Setiap unit dari buku berisi tugas yang memberikan kesempatan siswa untuk menggunakan kemampuan <i>linguistic/non-linguistic</i> yang sebelumnya tidak diajarkan.		√				
14.	Setiap unit dari buku berisi tugas yang dapat membuat siswa menggunakan Bahasa Inggris sesuai dengan konteks penggunaannya.		√				
15.	Setiap unit dari buku berisi tugas yang mampu mengasah kemampuan <i>listening, speaking, reading</i> dan <i>writing</i> siswa.		√				
16.	Setiap unit dari buku dapat mendorong siswa mengembangkan cara/strategi belajar mereka.			√			
17.	Setiap unit dari buku berisi tugas yang dapat memberikan kesempatan interaksi antara guru dan siswa serta antar siswa.	√					
18.	Setiap unit dari buku berisi tugas yang dapat memberikan variasi kegiatan pembelajaran Bahasa Inggris bagi siswa.	√					
19.	Setiap unit dari buku berisi tugas yang menuntut siswa saling berkomunikasi untuk mencapai tujuan task.	√					

20.	Setiap tugas menggunakan instruksi dalam Bahasa Inggris	√					
21.	Setiap unit dari buku berisi tugas yang dapat memberikan kesempatan kepada siswa untuk menggunakan Bahasa Inggris dalam berkomunikasi baik secara lisan dan tulisan.		√				
22.	Setiap unit dari buku berisi tugas yang dapat membuat siswa menyadari unsur kebahasaan baik secara sadar maupun tidak sadar.		√				
23.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk menganalisis tatabahasa Inggris yang digunakan pada tugas inti.		√				
24.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk berlatih kembali menggunakan tatabahasa Inggris yang benar.		√				
25.	Setiap unit dari buku berisi kegiatan yang membuat siswa memahami makna Bahasa dan selanjutnya siswa mendiskusikan <i>language features</i> yang terdapat di dalam tugas.		√				
26.	Setiap unit dari buku berisi tugas yang dapat memberikan ruang bagi siswa untuk menggunakan kemampuan linguistic dan nonlinguistic mereka sendiri dalam menyelesaikan tugas.		√				
27.	Setiap unit dari buku berisi tugas yang berpusat pada siswa dalam proses pembelajarannya.	√					

28.	Setiap unit dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk mengevaluasi penggunaan bahasanya sesuai dengan konteksnya.		√				
29.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk mendapat umpan balik positif terhadap hasil pembelajarannya.		√				



Guru Bahasa Inggris,

(I Kadek Sutra Riadi)
NIP. 198004262008041002



APPENDIX 6

Administering Questionnaire

Administering Questionnaire

ANGKET GURU

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		(5)	(4)	(3)	(2)	(1)	
1.	Setiap unit dari buku berisi tugas yang menarik.	√					
2.	Lembar tugas disajikan dengan menggunakan gambar/ilustrasi yang menarik.			√			
3.	Lembar tugas menggunakan jenis huruf yang jelas untuk dibaca.		√				
4.	Setiap unit dari buku berisi tugas yang dapat mendorong siswa untuk berpikir.	√					
5.	Adanya gambar/ilustrasi dan petunjuk yang jelas memudahkan siswa memahami tugas.	√					
6.	Tugas individu, berpasangan atau berkelompok pada setiap Unit buku dapat mendorong partisipasi siswa dalam belajar.		√				
7.	Setiap unit dari buku berisi tugas yang dapat mendorong siswa untuk lebih percaya diri dalam berkomunikasi menggunakan Bahasa Inggris.	√					
8.	Setiap unit dari buku berisi tugas yang dapat menstimulus siswa untuk berpikir kreatif.	√					

9	Setiap unit dari buku berisi tugas yang dapat menstimulus siswa untuk berpikir kritis.	√					
10.	Setiap unit dari buku berisi tugas yang dapat menarik dan menantang siswa untuk menyelesaikannya.		√				
11.	Topik yang disajikan dalam setiap unit berkaitan dengan kehidupan sehari-hari siswa.		√				
12.	Setiap unit dari buku berisi tugas yang memiliki keterkaitan dengan materi yang disampaikan sebelumnya.		√				
13.	Setiap unit dari buku berisi tugas yang memberikan kesempatan siswa untuk menggunakan kemampuan <i>linguistic/non-linguistic</i> yang sebelumnya tidak diajarkan.		√				
14.	Setiap unit dari buku berisi tugas yang dapat membuat siswa menggunakan Bahasa Inggris sesuai dengan konteks penggunaannya.	√					
15.	Setiap unit dari buku berisi tugas yang mampu mengasah kemampuan <i>listening, speaking, reading</i> dan <i>writing</i> siswa.		√				
16.	Setiap unit dari buku dapat mendorong siswa mengembangkan cara/strategi belajar mereka.		√				
17.	Setiap unit dari buku berisi tugas yang dapat memberikan kesempatan interaksi antara guru dan siswa serta antar siswa.		√				
18.	Setiap unit dari buku berisi tugas yang dapat memberikan variasi kegiatan pembelajaran Bahasa Inggris bagi siswa.	√					
19.	Setiap unit dari buku berisi tugas yang menuntut siswa saling berkomunikasi untuk mencapai tujuan task.	√					

20.	Setiap tugas menggunakan instruksi dalam Bahasa Inggris	√					
21.	Setiap unit dari buku berisi tugas yang dapat memberikan kesempatan kepada siswa untuk menggunakan Bahasa Inggris dalam berkomunikasi baik secara lisan dan tulisan.	√					
22.	Setiap unit dari buku berisi tugas yang dapat membuat siswa menyadari unsur kebahasaan baik secara sadar maupun tidak sadar.		√				
23.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk menganalisis tatabahasa Inggris yang digunakan pada tugas inti.		√				
24.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk berlatih kembali menggunakan tatabahasa Inggris yang benar.		√				
25.	Setiap unit dari buku berisi kegiatan yang membuat siswa memahami makna Bahasa dan selanjutnya siswa mendiskusikan <i>language features</i> yang terdapat di dalam tugas.			√			
26.	Setiap unit dari buku berisi tugas yang dapat memberikan ruang bagi siswa untuk menggunakan kemampuan linguistic dan nonlinguistic mereka sendiri dalam menyelesaikan tugas.		√				
27.	Setiap unit dari buku berisi tugas yang berpusat pada siswa dalam proses pembelajarannya.		√				

28.	Setiap unit dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk mengevaluasi penggunaan bahasanya sesuai dengan konteksnya.			√			
29.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk mmendapat umpan balik positif terhadap hasil pembelajarannya.		√				

Guru Bahasa Inggris,



(Ninda Kusuma Dewi, S.Pd.)

NIP. 19920217 201903 2 011



Administering Questionnaire

ANGKET GURU

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		(5)	(4)	(3)	(2)	(1)	
1.	Setiap unit dari buku berisi tugas yang menarik.	v					
2.	Lembar tugas disajikan dengan menggunakan gambar/ilustrasi yang menarik.		v				
3.	Lembar tugas menggunakan jenis huruf yang jelas untuk dibaca.		v				
4.	Setiap unit dari buku berisi tugas yang dapat mendorong siswa untuk berpikir.		v				
5.	Adanya gambar/ilustrasi dan petunjuk yang jelas memudahkan siswa memahami tugas.		v				
6.	Tugas individu, berpasangan atau berkelompok pada setiap Unit buku dapat mendorong partisipasi siswa dalam belajar.		v				
7.	Setiap unit dari buku berisi tugas yang dapat mendorong siswa untuk lebih percaya diri dalam berkomunikasi menggunakan Bahasa Inggris.		v				
8.	Setiap unit dari buku berisi tugas yang dapat menstimulus siswa untuk berpikir kreatif.		v				

9	Setiap unit dari buku berisi tugas yang dapat menstimulus siswa untuk berpikir kritis.		V				
10.	Setiap unit dari buku berisi tugas yang dapat menarik dan menantang siswa untuk menyelesaikannya.		V				
11.	Topik yang disajikan dalam setiap unit berkaitan dengan kehidupan sehari-hari siswa.		V				
12.	Setiap unit dari buku berisi tugas yang memiliki keterkaitan dengan materi yang disampaikan sebelumnya.		V				
13.	Setiap unit dari buku berisi tugas yang memberikan kesempatan siswa untuk menggunakan kemampuan <i>linguistic/non-linguistic</i> yang sebelumnya tidak diajarkan.		V				
14.	Setiap unit dari buku berisi tugas yang dapat membuat siswa menggunakan Bahasa Inggris sesuai dengan konteks penggunaannya.		V				
15.	Setiap unit dari buku berisi tugas yang mampu mengasah kemampuan <i>listening, speaking, reading</i> dan <i>writing</i> siswa.			V			
16.	Setiap unit dari buku dapat mendorong siswa mengembangkan cara/strategi belajar mereka.		V				
17.	Setiap unit dari buku berisi tugas yang dapat memberikan kesempatan interaksi antara guru dan siswa serta antar siswa.		V				
18.	Setiap unit dari buku berisi tugas yang dapat memberikan variasi kegiatan pembelajaran Bahasa Inggris bagi siswa.		V				
19.	Setiap unit dari buku berisi tugas yang menuntut siswa saling berkomunikasi untuk mencapai tujuan task.		V				

20.	Setiap tugas menggunakan instruksi dalam Bahasa Inggris	V					
21.	Setiap unit dari buku berisi tugas yang dapat memberikan kesempatan kepada siswa untuk menggunakan Bahasa Inggris dalam berkomunikasi baik secara lisan dan tulisan.		V				
22.	Setiap unit dari buku berisi tugas yang dapat membuat siswa menyadari unsur kebahasaan baik secara sadar maupun tidak sadar.		V				
23.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk menganalisis tatabahasa Inggris yang digunakan pada tugas inti.		V				
24.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk berlatih kembali menggunakan tatabahasa Inggris yang benar.		V				
25.	Setiap unit dari buku berisi kegiatan yang membuat siswa memahami makna Bahasa dan selanjutnya siswa mendiskusikan <i>language features</i> yang terdapat di dalam tugas.		V				
26.	Setiap unit dari buku berisi tugas yang dapat memberikan ruang bagi siswa untuk menggunakan kemampuan linguistic dan nonlinguistic mereka sendiri dalam menyelesaikan tugas.		V				
27.	Setiap unit dari buku berisi tugas yang berpusat pada siswa dalam proses pembelajarannya.		V				

28.	Setiap unit dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk mengevaluasi penggunaan bahasanya sesuai dengan konteksnya.		V				
29.	Setiap tugas dari buku diakhiri dengan kegiatan yang memberikan kesempatan siswa untuk mmendapat umpan balik positif terhadap hasil pembelajarannya.		V				

Guru Bahasa Inggris,



(Ni Made Meinayanti, S.Pd.)

NIP.199305182019032015





APPENDIX 7

Content Validity of the Developed Product

**CONTENT VALIDITY OF THE DEVELOP PRODUCT
EXPERT JUDGMENT SHEET**

Judge 1

Basic Competence	Topic Material	TBLT Learning Activities	Learning and Innovation skills	Language Skills				Checklist		Comment
				L	S	R	W	Relevant	Irrelevant	
UNIT 1 3.1 Identifying the social function, text structure, and language features in oral and written text about	Greetings and saying goodbyes	“Hi, how are you?”	1. Communication <i>sub skill: articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills</i> 2. Creativity <i>Sub skill: think creatively</i>	√	√	√	√	√		Interesting task that will make students motivated
	Saying thank you and apology	“What do you say?”	1. Creativity <i>sub skill: work creatively with others</i> 2. Critical thinking <i>Sub skill: Make judgment and decisions</i>	√	√	√	√	√		This task will encourage students to participate actively and focused

<p>the context being used.</p> <p>4.1 Arranging oral and written text in short and simple form to greet, say goodbye, say thank you and apologize as well as respond to it by considering the social function, text structure and language features based on the appropriate context</p>			<p>3. Collaboration</p> <p><i>Sub skill: exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</i></p>					
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UNIT 2 3.2 Identifying the social function, text structure, and language features in oral and written text about giving and asking for information related to identity in short and simple way based on the context being used. (Take note of linguistic elements and vocabulary about family; pronoun	Personal Identity	“All about my friend”	1. Creativity <i>sub skill: think creatively</i> 2. Communication <i>Sub skill: use communication for a range of purposes</i>	√	√		√	√		Contextual task that will make students enthusiastic and enjoy the activity
	Hobbies	“What is your hobby?”	1. Critical thinking <i>sub skill: make judgments and decisions</i> 2. Communication <i>Sub skill:</i> - <i>listen effectively to knowledge, values, attitude and intention</i> - <i>use communication for a range of purposes</i>	√	√			√		
	Family, Personal information	“Family tree”	1. Critical thinking <i>sub skill: make judgements and decisions</i> 2. Communication <i>Sub skill: use communication for a range of purposes</i>	√	√		√	√		Contextual and provide good context to develop critical thinking

<p>subjective, objective and possessive).</p> <p>4.2 Arranging oral and written text in short and simple form to give and ask for information related to identity by considering the social function, text structure and language features based on the appropriate context.</p>	Family	<p>“Solving problem: Who are they?”</p>	<p>1. Critical thinking <i>sub skill: reasons effectively</i></p> <p>2. Collaboration <i>Sub skill: exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</i></p>	√	√	√	√	√		<p>Interesting and will arise effective discussion</p>
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UNIT 3 3.3 Identifying the social function, text structure, and language features in oral and written text about giving and request information related to name of the days, month, times, date, and year based on the context being used. (Take note	Telling time	“Solving problem: Ayu’s schedule”	1. Critical thinking <i>sub skill: make judgments and decisions</i> 2. Collaboration <i>Sub skill: assume shared responsibility for collaborative work, and value the individual contributions made by each team member</i>	√	√	√	√	√		This task will encourage collaboration and positive interaction
	Telling time and days	“Information gap: fill in the timetable”	1. Critical thinking <i>sub skill: reasoning effectively</i> 2. Communication <i>Sub skill: use communication for a range of purposes</i>	√	√			√		This activity will challenge students to do their best
	School Subject	“Most popular subject”	1. Communication <i>Sub skill: Articulate thoughts and ideas effectively using</i>	√	√			√		Contextual and motivating task

<p>of cardinal and ordinal numbers)</p> <p>4.3 Arranging oral and written text in short and simple form to give and ask information related to name of the days, month, times, date, and year by considering the social function, text structure and language features based on the appropriate context.</p>			<p><i>oral, written, and nonverbal communication skills in a variety of forms and contexts.</i></p> <p>2. Critical Thinking <i>Sub skill: Reason effectively.</i></p>								
	<p>Days, month, times, date, and year</p>	<p>“Planning for a Trip”</p>	<p>1. Collaboration <i>sub skill: exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</i></p> <p>2. Creativity <i>Sub skill: Work creatively with others</i></p> <p>3. Communication <i>Sub skill: Use communication for a range of purposes</i></p> <p>4. Critical thinking <i>Sub skill: Reason effectively</i></p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>				<p>Invite students to participate actively</p>

3.4 Identifying the social function, text structure and language features in oral and written text about giving and requesting information related to the name and the number of animals, things and public places based on the context being used. (Take note of article a and	Things in the classroom	“Describe and draw!”	1. Critical thinking <i>sub skill: make judgments and decisions</i> 2. Communication <i>Sub skill: Use communication for a range of purposes</i>	√	√			√		Creative task that will encourage students to collaborate
	Things in my bag	“What are missing?”	1. Communication <i>Sub skill: Use communication for a range of purposes</i> 2. Critical thinking <i>Sub skill: Make judgments and decisions</i>	√	√			√		Train students to develop their critical thinking and spontaneous speaking activities
	Public places; preposition of place	“A Map of Town”	1.Communication <i>Sub skill: Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills</i> 2.Critical thinking	√	√	√		√		This task will keep the students active and focused

<p>the, plural and singular)</p> <p>4.4 Arranging oral and written text in short and simple form to give and ask information related to name and the number of animals, things and public places</p>			<p><i>Sub skill:</i> <i>Solve different kinds of unfamiliar problems in both conventional and innovative ways</i></p> <p>3.Collaboration <i>Sub skill: exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</i></p> <p>4.Creativity <i>Sub skill: work creatively with others</i></p>							
<p>by considering the social function, text structure and language features based on the appropriate context.</p>	<p>Public places</p>	<p>“My Town”</p>	<p>5. Communication <i>Sub skill: articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills</i></p> <p>6. Collaboration <i>Sub skill: assume shared responsibility for collaborative work, and value the individual</i></p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>			<p>Interesting and surely will motivate students to speak and effective collaborative work</p>

			<p><i>contributions made by each team member</i></p> <p>7. Creativity <i>Sub skill: work creatively with others</i></p> <p>8. Critical thinking <i>Sub skill: use systems thinking</i></p>					
	Part of the house (My room)	“In my room”	<p>3. Communication <i>Sub skill: Use communication for a range of purposes</i></p> <p>4. Critical thinking <i>Sub skill: Make judgments and decisions</i></p>	√	√	√		Interesting task that will encourage active participation
	Animals in the garden	“Describe an animal”	<p>1. Communication <i>Sub skill: Use communication for a range of purposes</i></p> <p>2.</p> <p>3. Critical thinking <i>Sub skill: Make judgments and decisions</i></p>	√	√	√	√	Good and motivating task that will encourage students to participate actively

CONTENT VALIDITY OF THE DEVELOP PRODUCT
EXPERT JUDGMENT SHEET

Judge 2

Basic Competence	Topic Material	TBLT Learning Activities	Learning and Innovation skills	Language Skills				Checklist		Comment
				L	S	R	W	Relevant	Irrelevant	
UNIT 1 3.1 Identifying the social function, text structure, and language features in oral and written text about	Greetings and saying goodbyes	“Hi, how are you?”	1. Communication <i>sub skill: articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills</i> 2. Creativity <i>Sub skill: think creatively</i>	√	√	√	√	√		
	Saying thank you and apology	“What do you say?”	1. Creativity <i>sub skill: work creatively with others</i> 2. Critical thinking <i>Sub skill: Make judgment and decisions</i> 3. Collaboration	√	√	√	√	√		

<p>the context being used.</p> <p>4.1 Arranging oral and written text in short and simple form to greet, say goodbye, say thank you and apologize as well as respond to it by considering the social function, text structure and language features based on the appropriate context</p>			<p><i>Sub skill: exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</i></p>																
<p>UNIT 2</p>	<p>Personal Identity</p>	<p>“All about my friend”</p>	<p>1. Creativity</p>	<p>√</p>	<p>√</p>			<p>√</p>	<p>√</p>										

<p>3.2 Identifying the social function, text structure, and language features in oral and written text about giving and asking for information related to identity in short and simple way based on the context being used. (Take note of linguistic elements and vocabulary about family; pronoun subjective,</p>			<p><i>sub skill: think creatively</i></p> <p>2. Communication <i>Sub skill: use communication for a range of purposes</i></p>						
	Hobbies	“What is your hobby?”	<p>1. Critical thinking <i>sub skill: make judgments and decisions</i></p> <p>2. Communication <i>Sub skill:</i> - <i>listen effectively to knowledge, values, attitude and intention</i> - <i>use communication for a range of purposes</i></p>	√	√		√		
	Family, Personal information	“Family tree”	<p>1. Critical thinking <i>sub skill: make judgements and decisions</i></p> <p>2. Communication <i>Sub skill: use communication for a range of purposes</i></p>	√	√		√	√	
	Family	“Solving problem: Who are they?”	<p>1. Critical thinking <i>sub skill: reasons effectively</i></p>	√	√	√	√	√	

<p>objective and possessive).</p> <p>4.2 Arranging oral and written text in short and simple form to give and ask for information related to identity by considering the social function, text structure and language features based on the appropriate context.</p>			<p>2. Collaboration <i>Sub skill: exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</i></p>																	
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UNIT 3 3.3 Identifying the social function, text structure, and language features in oral and written text about giving and request information related to name of the days, month, times, date, and year based on the context being used. (Take note of cardinal and ordinal numbers)	Telling time	“Solving problem: Ayu’s schedule”	1. Critical thinking <i>sub skill: make judgments and decisions</i> 2. Collaboration <i>Sub skill: assume shared responsibility for collaborative work, and value the individual contributions made by each team member</i>	√	√	√	√	√		
	Telling time and days	“Information gap: fill in the timetable”	1. Critical thinking <i>sub skill: reasoning effectively</i> 2. Communication <i>Sub skill: use communication for a range of purposes</i>	√	√			√		
	School Subject	“Most popular subject”	1. Communication <i>Sub skill: Articulate thoughts and ideas effectively using</i>	√	√			√		

<p>4.3 Arranging oral and written text in short and simple form to give and ask information related to name of the days, month, times, date, and year by considering the social function, text structure and language features based on the appropriate context.</p>			<p><i>oral, written, and nonverbal communication skills in a variety of forms and contexts.</i></p> <p>2. Critical Thinking <i>Sub skill: Reason effectively.</i></p>							
	<p>Days, month, times, date, and year</p>	<p>“Planning for a Trip”</p>	<p>1. Collaboration <i>sub skill: exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</i></p> <p>2. Creativity <i>Sub skill: Work creatively with others</i></p> <p>3. Communication <i>Sub skill: Use communication for a range of purposes</i></p> <p>4. Critical thinking <i>Sub skill: Reason effectively</i></p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>			

3.4 Identifying the social function, text structure and language features in oral and written text about giving and requesting information related to the name and the number of animals, things and public places based on the context being used. (Take note of article a and	Things in the classroom	“Describe and draw!”	1. Critical thinking <i>sub skill: make judgments and decisions</i>	√	√			√		
	Things in my bag	“What are missing?”	1. Communication <i>Sub skill: Use communication for a range of purposes</i>	√	√			√		
	Public places; preposition of place	“A Map of Town”	1.Communication <i>Sub skill: Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills</i>	√	√	√		√		
			2.Critical thinking							

<p>the, plural and singular)</p> <p>4.4 Arranging oral and written text in short and simple form to give and ask information related to name and the number of animals, things and public places</p>			<p><i>Sub skill:</i> <i>Solve different kinds of unfamiliar problems in both conventional and innovative ways</i></p> <p>3.Collaboration <i>Sub skill: exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</i></p> <p>4.Creativity <i>Sub skill: work creatively with others</i></p>																
<p>by considering the social function, text structure and language features based on the appropriate context.</p>	Public places	“My Town”	<p>1. Communication <i>Sub skill: articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills</i></p> <p>2. Collaboration <i>Sub skill: assume shared responsibility for collaborative work, and value the individual</i></p>	√	√	√	√												

			<p><i>contributions made by each team member</i></p> <p>3. Creativity <i>Sub skill: work creatively with others</i></p> <p>4. Critical thinking <i>Sub skill: use systems thinking</i></p>						
	Part of the house (My room)	“In my room”	<p>1. Communication <i>Sub skill: Use communication for a range of purposes</i></p> <p>2. Critical thinking <i>Sub skill: Make judgments and decisions</i></p>	√	√		√		
	Animals in the garden	“Describe an animal”	<p>3. Communication <i>Sub skill: Use communication for a range of purposes</i></p> <p>4. Critical thinking <i>Sub skill:</i></p>	√	√		√	√	

			<i>Make judgments and decisions</i>							
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Singaraja, 22 Nopember 2020

Expert Judge 2



(Dr. Ni Putu Era marsakawati, S.Pd., M.Pd.)



