

APPENDICES



Appendix 01. Permission Letter



YAYASAN UNIVERSITAS PENDIDIKAN GANESHA
Akta Notaris Nomor : 18 Tanggal 9 Oktober 2015
SEKOLAH DASAR (TERAKREDITASI A)
LABORATORIUM UNDIKSHA

Sk. Kakanwil Depdikbud Propinsi Bali No. 144/I.19/Kep/I.1993 Tanggal 6 Desember 1993
ALAMAT : JALAN JATAYU No. 10 Singaraja TELEPON NO. : (0362) 22389

SURAT KETERANGAN
No. : 10/SD/Lab. UNDIKSHA/TU/II/2021

Yang bertanda tangan di bawah ini, Kepala SD Laboratorium UNDIKSHA Singaraja :

Nama : Nyoman Suryasmini, S.Pd.
NPY : 707 163
Jabatan : Kepala Sekolah

menerangkan dengan sebenarnya bahwa nama di bawah ini :


Nama : Ni Ketut Cendy Cahyani
NIM : 1712021201
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Universitas : Pendidikan Ganesha

Memang benar telah melakukan Penelitian untuk Skripsi di SD Lab. UNDIKSHA, pada tanggal 25 Januari 2021.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 25 Januari 2021

Kepala SD Lab Undiksha Singaraja,


Nyoman Suryasmini, S.Pd.
NPY. 707 163

Appendix 02. List of Statements on Students' Questionnaire

No.	Pernyataan	Ya	Tidak
A. Bagaimana kamu mengakses materi untuk belajar Bahasa Inggris saat situasi belajar dari rumah?			
1.	Saya mengakses materi Bahasa Inggris dengan mudah saat belajar dari rumah		
2.	Saya menemukan banyak platform yang menyediakan materi Bahasa Inggris baik dari internet maupun buku pelajaran		
3.	Saya suka belajar dari materi yang saya dapat di buku pelajaran Bahasa Inggris		
4.	Saya suka belajar dari materi yang tersedia pada berbagai platform di internet		
5.	Saya dapat dengan mudah memahami materi yang tersedia pada internet dan buku		
B. Apa yang kamu harapkan dalam pembelajaran Bahasa Inggris?			
6.	Saya suka aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita		
7.	Saya suka aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu		
8.	Saya suka aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan		
9.	Saya suka aktivitas pembelajaran Bahasa Inggris dengan menggunakan ketiga aktivitas tersebut (cerita, lagu, dan permainan)		
10.	Saya suka aktivitas pembelajaran Bahasa Inggris dengan mendengarkan penjelasan dari guru		
C. Bagaimana pendapatmu tentang penggunaan aplikasi pada smartphone?			
11.	Saya sering menggunakan beberapa aplikasi pada <i>smartphone</i>		
12.	Saya hanya menggunakan <i>smartphone</i> untuk bermain beberapa aplikasi permainan online maupun offline		
13.	Saya hanya menggunakan <i>smartphone</i> untuk mengakses aplikasi belajar online maupun offline		
14.	Saya menggunakan <i>smartphone</i> untuk mengakses permainan dan aplikasi belajar online maupun offline		
15.	Beberapa aplikasi belajar yang terinstal di <i>smartphone</i> saya sangat membantu saya dalam situasi belajar dari rumah		

Appendix 03. List of Questions on Students' Interview Guide

No	List Pertanyaan
A. Problem in Accessing English Material	
1.	Bagaimana kamu mengakses materi pembelajaran Bahasa Inggris saat belajar dari rumah diberlakukan?
2.	Apakah kamu memiliki kesulitan dalam mengakses materi Bahasa Inggris?
3.	Apakah kamu menemukan platform yang sesuai untuk mengakses materi Bahasa Inggris?
4.	Platform apa yang biasanya kamu akses untuk belajar Bahasa Inggris?
5.	Apakah kamu dapat memahami materi Bahasa Inggris yang kamu akses di platform tersebut?
B. English Learning Expectation	
6.	Pembelajaran Bahasa Inggris yang seperti apa kamu harapkan?
7.	Apakah gurumu pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita?
8.	Apakah gurumu pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu?
9.	Apakah gurumu pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan?
C. Attitude toward The Use of Mobile Phone (Smartphone) Application	
10.	Aplikasi apa saja yang sering kamu akses di <i>smartphone</i> ?
11.	Apakah kamu sering menggunakan <i>smartphone</i> saat belajar dari rumah?
12.	Aplikasi apa saja yang kamu gunakan untuk belajar?
13.	Apakah aplikasi-aplikasi tersebut membantu kamu dalam belajar?

Appendix 04. List of Questions on Teachers' Interview Guide

No	List Pertanyaan
A. Problem in Accessing English Material	
1	Bagaimana Bapak/Ibu mengakses materi pembelajaran pada saat situasi remote learning saat ini?
2	Apakah Bapak/Ibu dapat menemukan materi yang relevan untuk siswa sesuai dengan topik yang diajarkan?
3	Apakah Bapak/Ibu mengalami kesulitan dalam mengakses materi pembelajaran?
4	Bagaimana cara Bapak/Ibu mengirimkan/menyampaikan materi tersebut kepada siswa?
5	Bagaimana cara Bapak/Ibu membuat siswa mudah memahami materi yang diberikan dalam kondisi seperti ini?
B. Problem in Teaching Collaboration Skills	
6.	Apakah menurut Bapak/Ibu <i>collaboration skills</i> penting untuk dimiliki oleh siswa SD kelas 4, 5, dan 6?
7.	Pada saat kondisi normal (<i>face to face meeting</i>), bagaimana cara Bapak/Ibu meningkatkan <i>collaboration skills</i> siswa?
8.	Bagaimana cara Bapak/Ibu meningkatkan <i>collaboration skills</i> siswa di situasi <i>remote learning</i> seperti saat ini?
9.	Apa kendala yang dialami siswa dalam mengembangkan <i>collaboration skills</i> di situasi <i>remote learning</i> saat ini?
10.	Apa kendala Bapak/Ibu dalam mengajar untuk meningkatkan <i>collaboration skills</i> siswa?
C. Attitude toward The Use of Mobile Phone (Smartphone) Application as Learning Media	
11.	Platform apa yang biasanya Bapak/Ibu gunakan untuk mengajar siswa?
12.	Apakah Bapak/Ibu menggunakan aplikasi pada <i>smartphone</i> untuk memberikan aktivitas pembelajaran?
13.	Bagaimana pendapat Bapak/Ibu tentang penggunaan aplikasi pada <i>smartphone</i> sebagai media untuk memberikan aktivitas pembelajaran?
14.	Saat mengajar Bahasa Inggris menggunakan cerita, media/strategi apa yang biasanya Bapak/Ibu gunakan?
15.	Apakah Bapak Ibu pernah mendengar tentang <i>Digital Storytelling</i> ?

Appendix 05. The Result of Questionnaire

Time	Name	Statements														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2021/02/11 9:23:11	S1	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya
2021/02/11 9:23:38	S2	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya
2021/02/11 9:24:06	S3	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya
2021/02/11 9:25:37	S4	Ya	Ya	Ya	Tidak	Ya	Tidak	Ya	Ya	Tidak	Ya	Ya	Tidak	Tidak	Ya	Ya
2021/02/11 9:28:44	S5	Tidak	Tidak	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2021/02/11 9:32:50	S6	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Tidak	Ya	Tidak	Tidak	Ya	Ya
2021/02/11 9:46:05	S7	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2021/02/11 9:49:54	S8	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Tidak	Ya	Ya	Tidak	Ya	Ya	Ya
2021/02/11 9:50:14	S9	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Tidak	Tidak	Tidak
2021/02/11 9:51:15	S10	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya
2021/02/11 10:29:55	S11	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2021/02/11 11:28:06	S12	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya

2021/02/11 11:35:21	S13	Ya	Tidak	Tidak	Ya	Tidak	Ya	Tidak	Ya	Ya	Tidak	Tidak	Tidak	Ya	Ya	Ya
2021/02/11 12:48:14	S14	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Tidak	Tidak	Ya
2021/02/11 2:07:17	S15	Ya	Ya	Ya	Tidak	Ya	Tidak	Tidak	Ya	Ya	Ya	Tidak	Tidak	Tidak	Ya	Ya
2021/02/11 9:59:15	S16	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2021/02/12 9:17:47	S17	Tidak	Ya	Ya	Ya	Tidak	Ya	Tidak	Ya	Tidak	Ya	Ya	Tidak	Ya	Ya	Ya
2021/02/13 8:41:36	S18	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya
2021/02/19 11:33:22	S19	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Tidak	Ya	Ya	Ya	Ya
2021/02/19 11:33:35	S20	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2021/02/19 11:36:06	S21	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya
2021/02/19 11:40:22	S22	Ya	Tidak	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2021/02/19 11:50:26	S23	Tidak	Tidak	Tidak	Ya	Ya	Tidak	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Tidak	Ya
2021/02/19 11:54:30	S24	Ya	Ya	Ya	Tidak	Ya	Tidak	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2021/02/19 12:09:22	S25	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya
2021/02/19 12:12:15	S26	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya

2021/02/19 12:14:02	S27	Ya	Ya	Tidak	Tidak	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	
2021/02/19 1:22:50	S28	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	
2021/02/22 10:45:30	S29	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	
2021/02/22 1:36:08	S30	Tidak	Ya	Tidak	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	
2021/02/22 3:49:40	S31	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya
2021/02/23 8:03:01	S32	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya
2021/02/23 3:17:35	S33	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya
2021/02/27 7:00:15	S34	Tidak	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya



Appendix 06. The Result of Interview on English Teacher

No	Questions and Answer
A. Problem in Accesing English Material	
1	<p>Q: Bagaimana Bapak/Ibu mengakses materi pembelajaran pada saat situasi remote learning saat ini?</p> <p>A: Untuk materinya bisa saya ambil dari buku atau teks book ya, tapi ada beberapa yang saya ambil dari google, youtube</p>
2	<p>Q: Apakah Bapak/Ibu dapat menemukan materi yang relevan untuk siswa sesuai dengan topik yang diajarkan?</p> <p>A: Iya, tentu saja dapat karena banyak sumber, buku yang digunakan saja tidak hanya satu buku, nyari di google atau internet bisa, untuk tugas-tugas juga, apalagi untuk bahasa inggris jenjang SD banyak sumber</p>
3	<p>Q: Apakah Bapak/Ibu mengalami kesulitan dalam mengakses materi pembelajaran?</p> <p>A: Kalau mengakses materinya tidak, soalnya sudah banyak tersedia, sudah banyak sumbernya</p>
4	<p>Q: Bagaimana cara Bapak/Ibu mengirimkan/menyampaikan materi tersebut kepada siswa?</p> <p>A: Untuk pemberitahuannya itu melalui WhatsApp group biasanya. Kemudian untuk penyampaiannya kadang saya menggunakan zoom meeting sekalian ketemu siswanya atau bisa juga saya membuat video sendiri untuk penjelasannya yang kemudian saya kirimkan ke group, saya juga upload video tersebut ke youtube lalu saya berikan link video tersebut di WhatsApp</p>
5	<p>Q: Bagaimana cara Bapak/Ibu membuat siswa mudah memahami materi yang diberikan dalam kondisi seperti ini?</p> <p>A: Untuk kelas kecil yang baru mempelajari bahasa Inggris seperti vocabulary itu lebih mudah ya. Untuk kelas tinggi mulai ke pengenalan grammar, to be, there are, there is, biasanya saya buat video dengan penjelasan yang pelan dan menggunakan dua bahasa karena takutnya ada yang tidak mengerti. Setelah saya menjelaskan dengan bahasa inggris, saya translate ke bahasa Indonesia. Melalui PPT juga. Di zoom meeting juga pernah menjelaskan materinya secara langsung karena tidak semua materi harus melalui PPT kan. Biasanya langsung saya jelaskan materinya sehari sebelum ulangan, saya review sedikit materi tambahan yang menurut saya perlu, baru kemudian saya ajak anak-anak diskusi membahas soal-soal yang belum mereka pahami. Jadi sebelum ulangan, mereka sudah paham betul materi itu. Saya juga memberikan zoom meeting tapi tidak selalu, biasanya melakukan zoom meeting secara</p>

	bergilir kepada semua kelas, terutama di awal-awal semester untuk perkenalan.
B. Problem in Teaching Collaboration Skills	
6.	Q: Apakah menurut Bapak/Ibu <i>collaboration skills</i> penting untuk dimiliki oleh siswa SD kelas 4, 5, dan 6? A: Kolaborasi penting ya, cuma ya kendalanya di masa daring ini kan memang lebih susah ya, tapi cuma itu memang perlu banget.
7.	Q: Pada saat kondisi normal (<i>face to face meeting</i>), bagaimana cara Bapak/Ibu meningkatkan <i>collaboration skills</i> siswa? A: Kalau face-to-face itu masih lebih gampang ya, mereka bisa saya kelompokkan menjadi beberapa kelompok yang terdiri dari 3 sampai 4 orang atau bisa juga mereka work-in-pairs. Berpasangan saja sudah terlihat disana kolaborasinya atau kerjasamanya mereka. Mungkin nanti saya kasih soal yang berupa permasalahan yang mungkin untuk sendiri itu mungkin kurang rasanya bisa dikerjakan, jadi harus dikerjakan bersama-sama. Jadi mereka bisa berdiskusi
8.	Q: Bagaimana cara Bapak/Ibu meningkatkan <i>collaboration skills</i> siswa di situasi <i>remote learning</i> seperti saat ini? A: Kalau daring seperti sekarang ini memang kesulitan karena kita ketemunya juga jarang ya, kadang kalau saya melakukan tatap muka online dengan siswa, ada siswa yang memang tidak hadir, gimana caranya ya, nggak lengkap jadinya. Apalagi kalau misalnya saya suruh “nantu kalian kerjakan berkelompok ya”, untuk anak yang disiplin, rajin, bisa mereka mengerjakan berkelompok, apakah itu menggunakan video call atau saling telpon, karena kalau ketemu pasti tidak diijinkan oleh orang tua mereka. Saat orang tua mengambil soal disekolah, si anak juga pasti tidak diajak. Jadi selama ini belum pernah mereka mendapat tugas kelompok, biasanya selalu individual atau sendiri
9.	Q: Apa kendala yang dialami siswa dalam mengembangkan <i>collaboration skills</i> di situasi <i>remote learning</i> saat ini? A: Kendalanya itulah seperti tadi kan, karena kita ketemu susah ya, walaupun saya harus berikan tugas kelompok yang didiskusikan bukannya dengan temannya, tapi ada sih bagusnya kalau misalnya mereka punya kakak masih SD atau hampir sebaya, kan bisa juga sebenarnya dengan kakaknya tapi mungkin ya kebanyakan nanya ke mereka, dan kakaknya biar cepat pasti langsung ngasi jawabannya.
10.	Q: Apa kendala Bapak/Ibu dalam mengajar untuk meningkatkan <i>collaboration skills</i> siswa? A: Kalau face-to-face kendalanya di minat siswa dalam belajar. Walaupun saya bagi mereka menjadi beberapa kelompok yang terdiri dari

	beberapa siswa, ada saja dari mereka yang hanya diam, menunggu hasil saja, dan kemudian mereka menyalin hasil kelompok mereka.
C. Attitude toward The Use of Mobile Phone (Smartphone) Application as Learning Media	
11.	<p>Q: Platform apa yang biasanya Bapak/Ibu gunakan untuk mengajar siswa?</p> <p>A: Yang saya pakai WhatsApp pasti, kemudian zoom meeting, google classroom untuk membagikan tugas tapi hanya beberapa kelas, video melalui youtube, dan untuk pembuatan soal saya biasanya memakai google forms. Kemudian untuk absensinya, kalau mereka sudah mengumpulkan tugas, berarti sudah dianggap hadir. Setiap minggu saya selalu memberikan tugas kepada semua kelas apalagi kita di swasta yang mengutamakan pelayanan. Kalau saya meskipun ada acara, tugas itu tetap jalan, tidak bisa zoom meeting, video dan tugas saya kirim lewat WhatsApp tapi mungkin respon saya yang sedikit lambat karena saya ada acara. Ngoreksi tugasnya juga menjadi sedikit lambat, itu saja dan tugas tetap jalan.</p>
12.	<p>Q: Apakah Bapak/Ibu menggunakan aplikasi pada <i>smartphone</i> untuk memberikan aktivitas pembelajaran?</p> <p>A: Pernah pastinya. Seperti yang saya katakan sebelumnya, itu bisa melalui WhatsApp, google classroom, zoom meeting, google forms, dan youtube juga.</p>
13.	<p>Q: Bagaimana pendapat Bapak/Ibu tentang penggunaan aplikasi pada <i>smartphone</i> sebagai media untuk memberikan aktivitas pembelajaran?</p> <p>A: Menurut saya bagus sekali itu. Namanya anak-anak, mereka suka mencoba-coba. Tergantung aplikasinya juga, apakah menarik untuk mereka atau tidak. Seperti game misalnya, kalau jelek mereka uninstall aplikasinya lalu cari yang lain. Kalau mereka merasa aplikasi itu menarik, pasti sering dibuka. Kita dari semester lalu ada program perpustakaan dari epusnas, kita bisa minjam buku online. Anak saya yang kelas 3 SD senang sekali dia minjem buku walaupun peminjaman bukunya dibatasi ya. Setelah baca ini, dia pinjam buku yang lain. Dia memegang hp tanpa buka buku, hpnya dianggap seperti mainan, jadinya secara tidak langsung dia belajar.</p>
14.	<p>Q: Saat mengajar Bahasa Inggris menggunakan cerita, media/strategi apa yang biasanya Bapak/Ibu gunakan?</p> <p>A: Kalau face-to-face, kebetulan kakak kelas kalian membuat Big Book, saya biasanya pakai itu, bukunya buku cerita bergambar tapi besar dan berisi gambar-gambar berwarna. Jadi kalau saya pakai didepan kelas, yang belakang bisa lihat tulisan dan gambarnya. Atau biasanya melalui tampilan di PowerPoint, kadang juga video, cuma kalau divideo mereka</p>

	fokusnya pada listening saja, menonton juga sedangkan kalau saya pakai media buku mereka bisa saya suruh membaca untuk mengetahui pengucapan mereka gimana dan otomatis mereka juga melihat bukunya apalagi berisi gambar. Kemudian kalau online melalui youtube. Ceritanya saya pilih yang memakai subtitle bahasa Inggris dengan bahasa yang lebih sederhana.
15.	Q: Apakah Bapak Ibu pernah mendengar tentang <i>Digital Storytelling</i> ?
	A: Belum pernah dengar ya, yang saya tau cerita yang dari youtube, kalau aplikasinya belum pernah.



Appendix 07. The Result of Interview on Students

Time	Name	Name	Questions												
			1	2	3	4	5	6	7	8	9	10	11	12	13
2021/02/22 1:29:00	S1	Gd Adit Satya Indrawan	Sangat gampang	Tidak tidak sama sekali	Iya	Platform yg di beri oleh guru	Iya saya sangat paham	Pembe lajaran yg berkaitan dengan permainan	Pernah	Pernah	Pernah	Pembe lajaran dan game	Iya sangat sering	Wa Zoom Ruang Guru	Iya sangat membantu
2021/02/22 1:40:29	S2	Gd Aldi Saputra	Menggunakan apk Yang Membantu Kegiatan belajar	Ya kuota	Ya	Google	Bisa	Dengan Melakukan Permainan	Jarang	Jarang	Pernah	Whats happ	Sering Jika Ada Kegiatan Pelajaran Online	Ipusnas Zoom	Tidak Semua
2021/02/22 1:51:21	S3	Gede Eric Harimurti	Menggunakan aplikasi	Iya jaringan bermain salah	Iya	Google translate	Iya	Permainan	Iya	Iya	Iya	Permainan dan sosial media serta aplikasi	Iya	Brainly	Iya

												i belajar			
2021/02/22 1:56:36	S4	I Putu Wili Angga Perdana Putra	Menggunakan vidio di youtube dan mengirim google form	Tidak	Sesuai	Google form	Dapat	Menyengkan	Pernah	Pernah	Pernah	WA	Sering jika ada tugas	WA	Dapat
2021/02/22 2:40:58	S5	Daniel Patricio	Iya	Iya, Sinyalnya Tidak Bagus	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
2021/02/22 3:53:47	S6	Evan Valera tantra	Membaca buku bhs inggris Dan di internet	Tidak	Ya	Tidak tau	Ya	Tidak tau	Ya	Ya	Ya	Ya	Ya	Google atau buku buku	Ya
2021/02/22 5:30:16	S7	Gd Aldi Saputra	Menggunakan Apk Google	Ya	Ya	Google	Ya	Bermain	Ya	Pernah	pernah	Zoom. Meet. Google	Sering	Google	Ya

2021/02/22 7:54:27	S8	Ratna kirana.	dengan membaca dan mencatat materi yang diberikan dan dijelaskan guru	Tidak	Tidak	U-dictionary	Saya sedikit mengerti	Pembelajaran bhs inggris yang tidak membosankan	Ya, pernah	Ya, pernah	Ya, pernah	Youtube, karena jika saya kesulitan mencari jawaban saya akan membuka youtube untuk mencari jawabannya	Ya, sering	Zoom, google meet, U-dictionary, whats APP	Ya, aplikasi ini sangat membantu saya dalam mengerjakan tugas
2021/02/22 10:57:15	S9	Nyoman raditya widianta darman	Pake hp sama buku aja™,,	Kadang kadang	Gak	Biasanya dri game bahasa inggris tpi kadang dri situs	Iya	Eee banyak gamenya bukan pembahasannya jdi	Pernah	Dri kelas 1	Pernah tpi jarang	Game, chrome, youtube, google meet, zoom	Iyalah	Kepo [chrome, yt]	Iyah

						belajar b inggris		lebih seru aja gtu							
2021/ 02/23 4:48: 04	S10	Smaily Meicy Lawan dy	Belaja r mengg unaka n viedo yang diberik an	Tidak	Tidak	Googl e form?	Iya	Sejauh ini tidak ada mungk in vocab	Setau saya sudah	Belum	Belum	-	Iya	Googl e meet, Zoom, Googl e form	Safari
2021/ 02/23 4:49: 14	S11	Ni Nyoma n Messi Dharm ayanthi	melalu i aplikas i dan buku	tidak	iya	whatsa pp, google form, youtub e	iya	pembe lajaran melalu i permai nan dan lagu	pernah	pernah	penah	youtub e, game, tiktok, google , whatsa pp, instagr am	sering	google chrom e, google form, youtub e, whatsa pp	ya
2021/ 02/23 4:53: 10	S12	Ayu Koman g Witri Wulan Cahyan i	Lewat google form	Tidak	Dari YouTu be (lewat lagu lagu/k artun)	YouTu be dan Googl e transla te	Pernah kadan g kadan g	Yang seperti belajar lewat game atau lewat video	Pernah	Pernah	Tidak	YouTu be, Googl e form, zoom, google meet	Sangat sering	Zoom, google form, google meet, google classro om,	Lumay an memb antu

														YouTube	
2021/02/23 5:24:09	S13	Koman g restu utami cantika arjawa	Lewat internet	Tidak	Ya	YouTube, google	Dapat	Materi yang disertai gambar	Pernah	Pernah	Pernah	Youtube, google	Ya	Googl e meet, zoom, youtube	Ya
2021/02/23 5:35:01	S14	Anita_ Shouyo	gk bisa bahasa Inggris :(Ya	Ya	Lupa :)	Dapat	Anyw ay	Tidak	Tidak	Ya	Anime lovers, tik tok	Ya	Meet	Ya
2021/02/23 5:56:23	S15	Wigun arai	Lewat link	Tidak	Ya	Duolin go	Ya dapat	Seperti biasa	Pernah	Pernah	Pernah	Duolin go, whatsapp, instagr am	Sering	Duolin go, brainly	Ya dapat
2021/02/23 7:16:07	S16	Jessica	Interne t	Tidak	Ya	Zoom	Ya	Percak apan	Yes	Tidak	Yes	Duolin go	Yes	Ruang guru	Yes
2021/02/23 7:44:26	S17	Km. widi mahendra	Mengg unakan aplikasi Translate	ya	ya	Transl ate	sedikit	Ya	Ya	ya	ya	youtub e	ya	Googl e, youtub e	Ya

2021/02/23 8:14:59	S18	Daniel patricio	Di google translate	tidak	gogle translate	gogle translate	dapat ilmu bahasa inggris	Seperti anda menjadi guru saya	pernah lah	Tidak pernah	Nggak bodo	Kepo Aja lu	ya iyalah	gogle meet	ya
2021/02/23 8:31:47	S19	Gd Aldi Saputra	Menca ri Jawaban Di Buku	Ya	Ya	Googl e	Bisa	Denga n Cara Permai nan	Pernah	Pernah	Pernah	Googl e, Zoom, Meet, Dan Game	Sering	Zoom, Googl eMeet	Ya
2021/02/23 8:40:37	S20	Made Nathan	Mengg unaka n pencar ian dan buku	Sedikit kesulitan	Ditem ukan	Googl e dan pencar ian lainny a	Tentu saja	Tentan g cita cita dan kendar aan	Pernah	Tidak tau	Pernah mungkin	Aplika si biasa	Tidak hanya leptop	Googl e dan pencar ian lainny a	Sangat memb antu :)
2021/02/23 8:51:24	S21	Gede Aldeni o Mayes a Rama	Mengg unaka n wifi di rumah	Tidak	Iya	Youtu be	Ada hanya sedikit	Tidak ada	Pernah	Pernah	Tidak pernah	Googl e form, Googl e meetin g, Zoom meetin g, PDF,	Iya	Zoom meetin g, Googl e meetin g, Googl e Form, PDF,	Iya

												WPS Office		Wps office	
2021/02/24 7:30:04	S22	evan valera tantra	membaca buku	kadang kadang	ya	tidak tau	ya	tidak tau	ya	ya	ya	what app. google , google tranlate	ya	google atau buku buku	ya
2021/02/24 7:30:11	S23	Richie Damar a Dhamma Khoe	Menggunakan google forms atau buku	Tidak	"Ya										
2021/02/24 7:39:44	S24	Gd Adit Satya Indrawan	"	Google forms	Ya	Menggunakan google forms	Pernah	Tidak	Tidak	Wa. google . Dan game	Ya	Google forms dan google	Ya		
2021/02/25 11:11:20	S25	Felisya defiana kartika	Sangat lancar.	Tidak sama sekali	Iya	Platform yg di beri oleh guru	Iya bisa	Belajar sambil bermain:)	Iya	Iya	Iya	Pelajaran dan game	Iya sangat sering	zoom wa	Iya

Appendix 08. The Syllabus of Sixth-Grade Elementary School Students

SILABUS PEMBELAJARAN

Sekolah : _____
 Kelas : VI (Enam)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : 1 (Satu)
 Standar Kompetensi : **Mendengarkan**

1. Memahami instruksi dan informasi sangat sederhana baik secara tindakan maupun bahasa dalam konteks sekitar peserta didik

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam kegiatan di dalam dan luar kelas	Contoh: Kaset/CD: <i>Listen and and circle the correct answer.</i> Siswa: (melingkari jawaban yang benar berdasarkan apa yang didengar)	Siswa merespon dengan melakukan tindakan secara berterima	Merespon dengan melakukan tindakan secara berterima	Unjuk kerja	<i>Responding</i>	<i>Listen and circle the correct answer.</i> Kaset/CD: (informasi tentang nama-nama sayuran yang harus	2 x 35 menit	<ul style="list-style-type: none"> • Rekaman kaset/CD • Buku teks

						siswa lingkari)		
--	--	--	--	--	--	--------------------	--	--

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.2 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam berbagai permainan	Contoh: Kaset/CD: <i>Listen and fill in the crossword.</i> Siswa: (mengisi <i>crossword</i> berdasarkan informasi yang didengar)	Siswa merespon dengan melakukan tindakan secara berterim	Merespon dengan melakukan tindakan secara berterima	Unjuk kerja	<i>Responding</i>	<i>Listen and fill in the crossword.</i> Kaset/CD: (informasi tentang buah-buahan dan siswa menebak buah apa yang dimaksud)	2 x 35 menit	<ul style="list-style-type: none"> • Rekaman kaset/CD • Buku teks

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	Contoh:				<i>Responding</i>			

1.3 Memahami cerita lisan secara berterima dengan bantuan gambar	Kaset/CD: <i>Listen and circle.</i> Siswa: (melingkari nama-nama minuman yang disebutkan dalam cerita yang didengar)	Siswa mendengarkan kaset/CD untuk melingkari nama-nama minuman	Memahami cerita lisan dengan bantuan gambar	Unjuk kerja		<i>Listen and circle.</i> Kaset/CD: (melingkari nama-nama minuman yang disebutkan dalam cerita yang didengar)	2 x 35 menit	<ul style="list-style-type: none"> • Rekaman kaset/CD • Buku teks
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)</p>								

SILABUS PEMBELAJARAN

Sekolah : _____
Kelas : VI (Enam)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : **Berbicara**

2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekitar peserta didik

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk	Contoh: <i>A: What can we do on the beach?</i> <i>B: We can play with the sand and pebbles.</i>	<ul style="list-style-type: none"> ▪ Tanya jawab yang berkaitan dengan materi ▪ Meniru pertanyaan-pertanyaan dan respon pertanyaan ▪ Membahas kosakata dan struktur percakapan sesuai materi ▪ Latihan percakapan dalam bentuk dialog ▪ Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata 	<p>Mengungkapkan berbagai tindak tutur:</p> <ul style="list-style-type: none"> ▪ Memberi contoh melakukan sesuatu ▪ Memberi aba-aba ▪ Memberi petunjuk 	Tes lisan	Pertanyaan	<i>Answer the questions orally!</i>	4 x 35 menit	<ul style="list-style-type: none"> • Script percakapan • Buku teks • Alat peraga

<p>2.2 Bercakap-cakap untuk meminta/membeli jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang</p>	<p>Contoh: <i>A: What do you need?</i> <i>B: I need potatoes.</i></p> <p><i>A: What do you like to drink for breakfast?</i> <i>B: A glass of orange juice.</i></p>	<ul style="list-style-type: none"> ▪ Tanya jawab yang berkaitan dengan materi ▪ Meniru pertanyaan-pertanyaan dan respon pertanyaan ▪ Membahas kosakata dan struktur percakapan sesuai materi ▪ Latihan percakapan dalam bentuk dialog ▪ Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata 	<p>Mengungkapkan berbagai tindak tutur:</p> <ul style="list-style-type: none"> ▪ Meminta bantuan ▪ Memberi bantuan ▪ Meminta barang ▪ Memberi barang 	<p>Tes lisan</p>	<p>Pertanyaan</p>	<p><i>Answer the questions orally!</i></p>	<p>4 x 35 menit</p>	<ul style="list-style-type: none"> • <i>Script</i> percakapan • Buku teks berisi percakapan • Alat peraga
<p>2.3 Bercakap-cakap untuk meminta/membeli informasi secara</p>	<p>Contoh:</p>	<ul style="list-style-type: none"> ▪ Tanya jawab yang berkaitan dengan materi ▪ Meniru pertanyaan- 	<p>Mengungkapkan berbagai tindak tutur:</p>	<p>Tes lisan</p>	<p><i>Performance</i></p>	<p><i>Act out the dialogues in front of the class!</i></p>	<p>4 x 35 menit</p>	<ul style="list-style-type: none"> • <i>Script</i> percakapan • Buku teks

<p>berterima yang melibatkan tindak tutur: mengingatkan, menyatakan suka/tidak suka, menanyakan jumlah, menanyakan keadaan, memberi komentar, memberi pendapat, dan mengusulkan</p>	<p><i>A: I like collecting stamps.</i></p> <p><i>B: How many apples do you have?</i></p> <p><i>C: I have three apples.</i></p> <p><i>D: What do you think about my new dress?</i></p> <p><i>E: It's nice. It suits you.</i></p>	<p>pertanyaan dan respon pertanyaan</p> <ul style="list-style-type: none"> ▪ Membahas kosakata dan struktur percakapan sesuai materi ▪ Latihan percakapan dalam bentuk dialog ▪ Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata 	<ul style="list-style-type: none"> ▪ Mengingat ▪ Menyatakan suka/tidak suka ▪ Menanyakan jumlah ▪ Menanyakan jumlah ▪ Menanyakan keadaan ▪ Memberi komentar ▪ Memberi pendapat ▪ Mengusulkan 					<p>berisi percakapan</p> <ul style="list-style-type: none"> • Alat peraga
<p>2.4 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan:</p>	<p>Contoh:</p> <p><i>A: May I help you?</i></p> <p><i>B: I need spinach.</i></p>	<ul style="list-style-type: none"> ▪ Tanya jawab yang berkaitan dengan materi ▪ Meniru pertanyaan-pertanyaan dan 	<p>Mengungkapkan kesantunan secara berterima yang</p>	<p>Tes lisan</p>	<p><i>Performance</i></p>	<p><i>Act out the dialogues in front of the class!</i></p>	<p>4 x 35 menit</p>	<ul style="list-style-type: none"> • <i>Script</i> percakapan • Buku teks berisi

<p><i>Would you please dan May I</i></p>	<p><i>A: Would you please tell me where the post office is? B: Go north and turn left. You won't miss it.</i></p>	<p>respon pertanyaan</p> <ul style="list-style-type: none"> ▪ Membahas kosakata dan struktur percakapan sesuai materi ▪ Latihan percakapan dalam bentuk dialog ▪ Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata 	<p>melibatkan ungkapan:</p> <ul style="list-style-type: none"> ▪ <i>Would you please...</i> ▪ <i>May I ...</i> 					<p>percakapan</p> <ul style="list-style-type: none"> • Alat peraga
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)</p>								

SILABUS PEMBELAJARAN

Sekolah : _____

Kelas : VI (Enam)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : 1 (Satu)
 Standar Kompetensi : **Membaca**

3. Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1.Membaca nyaring teks fungsional pendek sangat sederhana dengan ucapan dan intonasi yang tepat dan berterima	Ucapan, tekanan, dan intonasi teks yang dipelajari	<ul style="list-style-type: none"> ▪ Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: ucapan, tekanan, dan intonasi ▪ Mendengarkan contoh membaca nyaring yang 	<ul style="list-style-type: none"> ▪ Melafalkan kalimat dengan baik dan benar ▪ Membaca kalimat dengan tekanan dan intonasi yang benar ▪ Membaca nyaring dengan baik dan benar 	<ul style="list-style-type: none"> ▪ Tes unjuk kerja ▪ Observasi 	<ul style="list-style-type: none"> ▪ Uji petik membaca nyaring ▪ Lembar observasi 	<p><i>Read the sentences aloud.</i></p> <p><i>Read the monologues loudly and carefully.</i></p>	2 x 35 menit	<ul style="list-style-type: none"> • Buku teks • Alat peraga

		dilakukan guru <ul style="list-style-type: none"> ▪ Menirukan membaca nyaring dengan intonasi dan jeda sesuai model ▪ Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar 						
--	--	--	--	--	--	--	--	--

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.2.Memahami teks deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik	Teks deskriptif bergambar sangat sederhana	<ul style="list-style-type: none"> ▪ Mengidentifikasi teks deskriptif bergambar sangat sederhana ▪ Tanya jawab yang terkait dengan materi 	Mengidentifikasi teks deskriptif bergambar sangat sederhana	Tes unjuk kerja	Tes identifikasi informasi yang ada dalam teks deskriptif bergambar sangat sederhana	<i>Read the text and answer the questions.</i>	2 x 35 menit	Buku teks

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
 Rasa hormat dan perhatian (*respect*)
 Tekun (*diligence*)
 Tanggung jawab (*responsibility*)
 Berani (*courage*)

SILABUS PEMBELAJARAN

Sekolah : _____
 Kelas : VI(Enam)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : 1 (Satu)
 Standar Kompetensi : **Menulis**
 4. Menulis teks fungsional pendek sangat sederhana dalam konteks sekitar peserta didik

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1.Menulis teks fungsional pendek sangat sederhana secara berterima	Teks fungsional pendek sangat sederhana	Menulis teks fungsional pendek sangat sederhana	Menulis teks fungsional pendek sangat sederhana	Tes tulis	Menulis teks fungsional pendek	<i>Complete the dialogues based on the pictures.</i>	4 x 35 menit	<ul style="list-style-type: none"> • Buku teks • Alat peraga

4.2. Menulis kartu- kartu ucapan sangat sederhana secara berterima	Kartu ucapan sangat sederhana	Menulis kartu ucapan sangat sederhana	Menulis kartu ucapan sangat sederhana	Tes tulis	Menulis kartu ucapan sangat sederhana	<i>Write a greeting card to your friend.</i>	4 x 35 menit	<ul style="list-style-type: none"> • Buku teks • Alat peraga
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)								

Mengetahui,
Kepala SD

(_____)
NIP :

.....
Guru Bahasa Inggris

(_____)
NIP :



SILABUS PEMBELAJARAN

Sekolah : _____
Kelas : VI (Enam)

Mata Pelajaran : BAHASA INGGRIS

Semester : 2 (Dua)

Standar Kompetensi : **Mendengarkan**

5. Memahami instruksi dan informasi sangat sederhana baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.1 Merespon instruksi dan informasi sangat sederhana baik dengan tindakan maupun bahasa secara berterima di dalam	<p>Contoh:</p> <p>Kaset/CD: <i>Listen and repeat.</i></p> <p>Siswa: (mengulang apa yang didengar)</p> <p>Kaset/CD: <i>Listen and follow the direction.</i></p> <p>Siswa: (mengikuti petunjuk arah sebuah peta jalan)</p>	Siswa merespon dengan melakukan tindakan secara berterima	Merespon dengan melakukan tindakan secara berterima	<ul style="list-style-type: none"> • Tes lisan • Unjuk kerja 	<ul style="list-style-type: none"> • Mengulang secara lisan • Responding 	<p><i>Listen and repeat.</i></p> <p>Kaset/CD: <i>(memberikan ungkapan yang siswa harus ulang)</i></p> <p><i>Listen and follow the direction.</i></p> <p>Kaset/CD: <i>(memberikan informasi tentang</i></p>	2 x 35 menit	<ul style="list-style-type: none"> • Rekaman kaset/CD • Buku teks

dan luar kelas						<i>arah yang harus diikuti siswa)</i>		
----------------	--	--	--	--	--	---------------------------------------	--	--

Kompetensi Dasar	Materi pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.2 Merespon instruksi dan informasi sangat sederhana baik dengan tindakan maupun bahasa secara berterima dalam berbagai permainan	Contoh: Kaset/CD: <i>Listen and write.</i> Siswa: (menulis)	Siswa menulis berdasarkan informasi yang didengar dari kaset/CD	Merespon dengan menulis apa yang didengar dari kaset/CD	Unjuk kerja	<i>Responding</i>	<i>Listen to the cassettes and write.</i> Kaset/CD): (memberikan informasi yang harus siswa tulis)	2 x 35 menit	<ul style="list-style-type: none"> • Rekaman kaset/CD • Buku teks • <i>Script</i> percakapan

5.3 Memahami cerita lisan sangat sederhana dengan bantuan gambar	Contoh: Kaset/CD: <i>Rearrange the pictures according to the story that you hear.</i>	Siswa mendengarkan kaset/CD untuk mengurutkan gambar-gambar yang acak	Memahami cerita lisan sangat sederhana dengan bantuan gambar	Unjuk kerja	<i>Responding</i>	<i>Listen to the cassettes and rearrange the pictures below.</i> Kaset/CD: (memberikan informasi agar siswa dapat mengurutkan gambar)	2 x 35 menit	<ul style="list-style-type: none"> • Rekaman kaset/CD • Buku teks • <i>Script</i> percakapan
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)</p>								

SILABUS PEMBELAJARAN

Sekolah : _____
Kelas : VI (Enam)
Mata Pelajaran : BAHASA INGGRIS
Semester : 2 (Dua)
Standar Kompetensi : **Berbicara**

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekitar peserta didik

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk	Contoh: <i>A: How does John go to school?</i> <i>B: He goes to school by bicycle</i>	<ul style="list-style-type: none"> ▪ Tanya jawab yang berkaitan dengan materi ▪ Meniru pertanyaan-pertanyaan dan respon pertanyaan ▪ Membahas kosakata dan struktur percakapan sesuai materi ▪ Latihan percakapan dalam bentuk dialog ▪ Menggunakan ungkapan-ungkapan percakapan sesuai materi 	Mengungkapkan berbagai tindak tutur: <ul style="list-style-type: none"> ▪ Memberi contoh melakukan sesuatu ▪ Memberi aba-aba ▪ Memberi petunjuk 	Tes lisan	Pertanyaan	<i>Answer the questions orally!</i>	4 x 35 menit	<ul style="list-style-type: none"> • Script percakapan • Buku teks • Alat peraga

		dalam situasi nyata						
--	--	---------------------	--	--	--	--	--	--

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang	Contoh: <i>A: Can you tell me where west is?</i> <i>B: Sure. That's west.</i>	<ul style="list-style-type: none"> ▪ Tanya jawab yang berkaitan dengan materi ▪ Meniru pertanyaan-pertanyaan dan respon pertanyaan ▪ Membahas kosakata dan struktur percakapan sesuai materi ▪ Latihan percakapan dalam bentuk dialog 	Mengungkapkan berbagai tindak tutur: <ul style="list-style-type: none"> ▪ Meminta bantuan ▪ Memberi bantuan ▪ Meminta barang ▪ Memberi barang 	Tes lisan	Pertanyaan	<i>Answer the questions orally!</i>	4 x 35 menit	<ul style="list-style-type: none"> • <i>Script</i> percakapan • Buku teks berisi percakapan • Alat peraga

		<ul style="list-style-type: none"> ▪ Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata 						
<p>6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengungkapkan perasaan, merespon ungkapan, mengungkapkan keraguan, menanyakan, dan meminta kejelasan</p>	<p>Contoh:</p> <p><i>A: How can I get to the post office?</i></p> <p><i>B: Can you tell me where the post office is?</i></p> <p><i>C: How much is it?</i></p> <p><i>D: Shall I get you something?</i></p>	<ul style="list-style-type: none"> ▪ Tanya jawab yang berkaitan dengan materi ▪ Meniru pertanyaan-pertanyaan dan respon pertanyaan ▪ Membahas kosakata dan struktur percakapan sesuai materi ▪ Latihan percakapan dalam bentuk dialog ▪ Menggunakan ungkapan- 	<p>Mengungkapkan berbagai tindak tutur:</p> <ul style="list-style-type: none"> ▪ Mengungkapkann perasaan ▪ Merespon ungkapan ▪ Mengungkapkann keraguan ▪ Menanyakan ▪ Meminta kejelasan 	Tes lisan	<i>Performance</i>	<i>Act out the dialogues in front of the class!</i>	4 x 35 menit	<ul style="list-style-type: none"> • <i>Script</i> percakapan • Buku teks berisi percakapan • Alat peraga

		ungkapan percakapan sesuai materi dalam situasi nyata						
6.4 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: <i>Would you please dan May I</i>	Contoh: <i>A: May I help you?</i> <i>B: I need spinach.</i> <i>A: Would you please tell me where the post office is?</i> <i>B: Go north and turn left. You won't miss it.</i>	<ul style="list-style-type: none"> ▪ Tanya jawab yang berkaitan dengan materi ▪ Meniru pertanyaan-pertanyaan dan respon pertanyaan ▪ Membahas kosakata dan struktur percakapan sesuai materi ▪ Latihan percakapan dalam bentuk dialog ▪ Menggunakan ungkapan-ungkapan 	Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: <ul style="list-style-type: none"> ▪ <i>Would you please...</i> ▪ <i>May I ...</i> 	Tes lisan	<i>Performance</i>	<i>Act out the dialogues in front of the class!</i>	4 x 35 menit	<ul style="list-style-type: none"> • <i>Script</i> percakapan • Buku teks berisi percakapan • Alat peraga

		percakapan sesuai materi dalam situasi nyata						
--	--	--	--	--	--	--	--	--

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
 Rasa hormat dan perhatian (*respect*)
 Tekun (*diligence*)
 Tanggung jawab (*responsibility*)
 Berani (*courage*)

SILABUS PEMBELAJARAN

Sekolah : _____
 Kelas : VI (Enam)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : 2 (Dua)
 Standar Kompetensi : **Membaca**
 7. Memahami teks fungsional pendek dan deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

<p>7.1 Membaca nyaring teks fungsional pendek sangat sederhana dengan ucapan dan intonasi yang tepat dan berterima</p>	<p>Ucapan dan intonasi teks yang dipelajari</p>	<ul style="list-style-type: none"> ▪ Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: ucapan, tekanan, dan intonasi ▪ Mendengarkan contoh membaca nyaring yang dilakukan guru ▪ Menirukan membaca nyaring dengan intonasi dan jeda sesuai model ▪ Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar 	<ul style="list-style-type: none"> ▪ Melafalkan kalimat dengan baik dan benar ▪ Membaca kalimat dengan tekanan dan intonasi yang benar ▪ Membaca nyaring dengan baik dan benar 	<p>Tes unjuk kerja</p>	<p>Uji petik membaca nyaring</p>	<p><i>Read the dialogues aloud.</i></p>	<p>2 x 35 menit</p>	<ul style="list-style-type: none"> • Buku teks • Alat peraga
--	---	---	---	------------------------	----------------------------------	---	---------------------	--

Kompetensi				Penilaian		
-------------------	--	--	--	------------------	--	--

Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Teknik	Bentuk Instrumen	Contoh Instrumen	Alokasi Waktu	Sumber Belajar
7.2 Memahami teks deskriptif bergambar sangat sederhana dalam konteks sekitar peserta didik	Teks deskriptif bergambar sangat sederhana	<ul style="list-style-type: none"> ▪ Mengidentifikasi teks deskriptif bergambar sangat sederhana ▪ Tanya jawab yang terkait dengan materi 	Mengidentifikasi teks deskriptif bergambar sangat sederhana	Tes unjuk kerja	Tes identifikasi informasi yang ada dalam teks deskriptif bergambar sangat sederhana	<i>Read the text and answer the questions.</i>	2 x 35 menit	Buku teks
7.3 Memahami teks naratif bergambar sangat sederhana	Teks naratif bergambar sangat sederhana	<ul style="list-style-type: none"> ▪ Mengidentifikasi teks naratif bergambar sangat sederhana ▪ Tanya jawab yang terkait dengan materi 	Mengidentifikasi teks naratif bergambar sangat sederhana	Tes unjuk kerja	Tes identifikasi informasi yang ada dalam teks naratif bergambar sangat sederhana	<i>Read the text and answer the questions.</i>	2 x 35 menit	Buku teks
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)</p>								

SILABUS PEMBELAJARAN

Sekolah : _____
 Kelas : VI(Enam)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : 2 (Dua)
 Standar Kompetensi : **Menulis**

8. Menulis teks fungsional pendek sangat sederhana dalam konteks sekitar peserta didik

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
8.1 Menulis teks fungsional pendek sangat sederhana secara berterima dalam konteks sekitar peserta didik	Teks fungsional pendek sangat sederhana	Menulis teks fungsional pendek sangat sederhana	Menulis teks fungsional pendek sangat sederhana	Tes tulis	Menulis teks fungsional pendek	<i>Complete the dialogues based on the pictures.</i>	4 x 35 menit	<ul style="list-style-type: none"> • Buku teks • Alat peraga
8.2 Menulis kartu-kartu ucapan sangat	Kartu ucapan sangat sederhana	Menulis kartu ucapan sangat sederhana	Menulis kartu ucapan	Tes tulis	Menulis kartu ucapan	<i>Write a greeting card to</i>	4 x 35 menit	<ul style="list-style-type: none"> • Buku teks

<p>sederhana secara berterima</p>			<p>sangat sederhana</p>		<p>sangat sederhana</p>	<p><i>your friend.</i></p>		<p>• Alat peraga</p>
<p>❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)</p>								

Mengetahui,
Kepala SD

(.....)
NIP :

.....
Guru Bahasa Inggris

(.....)
NIP :



Appendix 09. “Timun Mas” Story

Once upon a time, an old widow wanted a daughter to live with her in the village. Knowing her wish, a huge giant visited her house. He gave her a cucumber seed. He told the old widow that there will be a baby inside the cucumber. The giant promised to come back for the baby once she turned sixteen.

The old widow planted the seed in her yard. By the next morning, a cucumber grew. She cut it and found a baby girl inside. The old widow was so happy and named the baby Timun Mas. Day by day, Timun Mas grew into a beautiful lady. The widow remembered what the giant had warned her. So when Timun Mas turned sixteen, the widow told her to run into the jungle with a bag of salt. “*You must not let the giant catch you,*” the widow cried out as Timun Mas ran into the jungle.

The giant came and asked the widow for Timun Mas. The widow refused to tell him and so he went into the jungle. He angrily called out for Timun Mas. Timun Mas heard his voice and ran away from him. The giant chased her. Timun Mas threw the salt that the widow had given her. It turned the jungle into a muddy field. The muddy field swallowed the giant and he was never seen again. Finally, Timun Mas returned home and lived happily ever after with the old widow.

(Source: <http://britishcourse.com/contoh-narrative-text-timun-mas-beserta-terjemahannya.php>)

Appendix 10. “The Legend of Batu Menangis” Story

On a hill in area of Borneo, there lived a poor widow and her daughter. The girl was really beautiful. However, she was very lazy and spoiled. She loved to dress up every day, but never helped her mother.

One day, they went down to a village for shopping. A market was far away from their house. They walked there. The girl got dressed very nice and walked in front of her mother. While the widow walked behind, carried a basket, wore dirty clothes. Nobody knew they were mother and daughter.

While entering village, people looked at them. Young men were so fascinated by girl’s beauty. However, she was in contrast to a woman walking behind her. It made people wonder. Some young men asked her whether the woman was her mother.

“Hello, beautiful girl. Who is the woman behind you?” asked them.

“She is my maid,” answered the girl arrogantly.

More people asked her along the way to market. She gave a same answer that widow was her maid.

Eventually, mother’s heart was hurt to hear her daughter’s answer. Mother prayed to God to punish her ungodly daughter. Suddenly, girl stopped then slowly turned to be a stone. Daughter cried; she apologized to his mother.

“Mother, please forgive me!”

But it was too late. A pretty girl was turned into a stone but continued to tear; it’s called A Crying Stone.

(Source: <https://englishcoo.com/contoh-narrative-text-legend/> (with researcher modification))

Appendix 11. “Bali Strait Legend” Story

In Daha kingdom there lived a powerful Brahmin named Sidi Mantra. His son’s name was Manik Angkeran. Manik Angkeran liked to gamble. One day, Manik Angkeran could not pay the debt. He asked help to his father.

Loving his son, Sidi Mantra fasted then prayed to the God. A mysterious voice asked him to meet Naga Besukih at Agung Mount. By ringing a genta, Naga Besukih came and gave gold as well as diamonds from his scales. Soon, Manik Angkeran finished all gold and diamonds. He asked help to his father again. Sidi Mantra came to Naga Besukih. This time, Manik Angkeran secretly followed Sidi Mantra.

A few days later, Manik Angkeran stole father’s genta then came to Naga Besukih. Manik Angkeran got gold and diamonds. But he was not satisfied. Manik Angkeran saw a big gem at the end of dragon’s tail. When Naga Besukih turned toward a cave, Manik Angkeran immediately cut off dragon’s tail then ran away.

Naga Besukih was furious then licked Manik Angkeran’s footprints. Then he turned into ashes. Sidi Mantra was aware of this situation; he begged Naga Besukih to revive his son. Naga Besukih agreed if his tail was back. With magic, Sidi Mantra returned dragon’s tail back to normal. Then, Naga Besukih revived Manik Angkeran.

Sidi Mantra knew that he could not live with Manik Angkeran anymore. With a magical wand, Sidi Mantra made a line that separated him from son. There came springs growing into a sea. This is the legend of Bali Strait separating Java from Bali.

(Source: <https://englishcoo.com/contoh-narrative-text-legend/>)

Appendix 12. “Malin Kundang” Story

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother, Mande Rubayah. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family’s life. But his mother didn’t permit him.

“Mother, this opportunity will not come twice in my life. I want to change our life with this opportunity. Please let me go,” asked Malin to his mother.

Mande worried to Malin. Malin still kept his argument, and finally she let him sailed with the bigship.

“Please be back soon, my son, Malin. I will be waiting for you here,” she cried.

Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn’t know Malin’s real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin’s Favorite. But Malin didn’t admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

“Malin, my son. You’re back! I miss you, my child”. She cried

“You mad woman! I am not your son! You are ugly, poor, and dirty,” he yelled at her.

His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother prayed to God.

“Oh, God. I pray to you. If he was not my son, I will forgive his actions to me. But if he is Malin Kundang, shows your righteousness!”

Suddenly, the bigship which Malin’s had was vacillated by a big storm and all his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

(Source: <https://www.bahasainggris.co.id/contoh-narrative-text-malin-kundang-dalam-bahasa-inggris-dan-artinya/> (with researcher modification))



Appendix 13. “Ratu Adioa” Story

Once upon a time there were some young people who were close friends. They were Ratu Wulan-Wanna, Wonte Ulu, Wonte Hall, Wonte Tembaga and Ratu Adioa. Their behavior was very rude, arrogant, and disobedient, except for Ratu Adioa. He was a kind man who loves his parents very much.

One day they wanted to test their greatness and courage by killing their parents. His friends had mercilessly killed their parents. But Ratu Adioa was not willing to do it, and secretly took his parents to hide in a cave in the jungle.

One day, three ships anchored in their village. They were the kings of the East who carry 3 riddles. If they can answer the riddles, they will get all things of the three ships. On the other hand, if those riddles are not answered, the village and all its contents will be theirs.

The riddles were about which skulls were female and which were male, which roosters and which were hen, and guess which scoop contained fresh water and which contained sea water.

Ratu Adioa and his friends heard about the riddles, and then decided to make a bet for whoever succeeded in answering the riddles he would be appointed king.

Then, Ratu Adioa went to see his parents and told them the riddles. They just nodded their heads, then said, “Don't worry my son, the riddle is not difficult. The first answer is, if the stick you stick into the ear hole of the skull is straight, it means a male's skull. When it is bent it means a female skull. Second, take a handful of rice and feed them. Chickens that eat while looking up are the signs of roosters, while chickens that eat without looking up are hens. For the third, if the water in the dipper is rippling, it means sea water, otherwise it means fresh water.”

Then, Ratu Adioa and his friends went to the ship. Arriving there, Ratu Adioa calmly conveyed the answers given by her father. All of Ratu Adioa's answers were correct. So, according to the promise, the entire things of the ship belonged to Ratu Adioa and the local people.

Since that event, Ratu Adioa was appointed king. Then, he immediately picked up his parents who were hiding in the cave. He told the truth that he did not

kill his parents because killing them was not a brave act, but a despicable and cursed act because they were the ones who gave birth to and cared since we were babies. Knowing this, his friends were very sorry. Now they were not as rich as Ratu Adioa and their lives are increasingly unhappy, destitute and miserable.

(Source: <http://www.ceritadongenganak.com/2015/01/keberanian-sejati.html?m=1> (with researcher modification))



Appendix 14. “The Story of Empat Raja”

In a village called Wawiyai, there lived a husband and his wife. They have been married for a long time but they had no child. They never give up and always pray that one day they will be given a child.

One day, the husband took his wife to look for firewood in the Jungle. That day there wasn't much wood to gather. They walked further and further until they reached the banks of the Waikeo River. They then sat by the river, drank the water and let go of their fatigue.

While enjoying the view of the riverbank, the husband saw something white in a large hole. He walked closer to the hole and saw six eggs. The husband called his wife. Then they took the six eggs home, without knowing that it was actually dragon eggs.

The next morning, the husband and wife were shocked because five of the six eggs had hatched. From inside out humans. Four boys and one girl. They said that they were children sent by the God to be their children.

The husband and wife were very happy. Then they named the four boys War, Betani, Dohar, and Mohammad. Meanwhile, the girl was given the name Pintolee.

Over time, these five children grew up and became good children who always helped their parents.

Unfortunately, Pintolee, their pretty daughter, was attracted to a young man from another village. Pintolee's parents and four siblings did not approve of their relationship, and she was desperate to run away from the house with the young man and get married.

Years passed, and their father got older. Before his death, the father divided the inheritance. Each son gets one island. War was given the Waigeo island, Betani was given Salawati island, Dohar was given Lilinta Island, and Mohamad got Waiga Island.

The father asked his four children to keep the inheritance. After their father died, the four boys obeyed the order. They guard their islands and manage them well until they eventually become kings of each island. From here the name Raja

Ampat, which means four kings, became known. Meanwhile, one dragon egg that has not hatched is still kept and has received special respect from the local community.

(Source: <https://dongengceritarakyat.com/cerita-rakyat-yang-singkat-dari-papua-barat/> (with researcher modification))

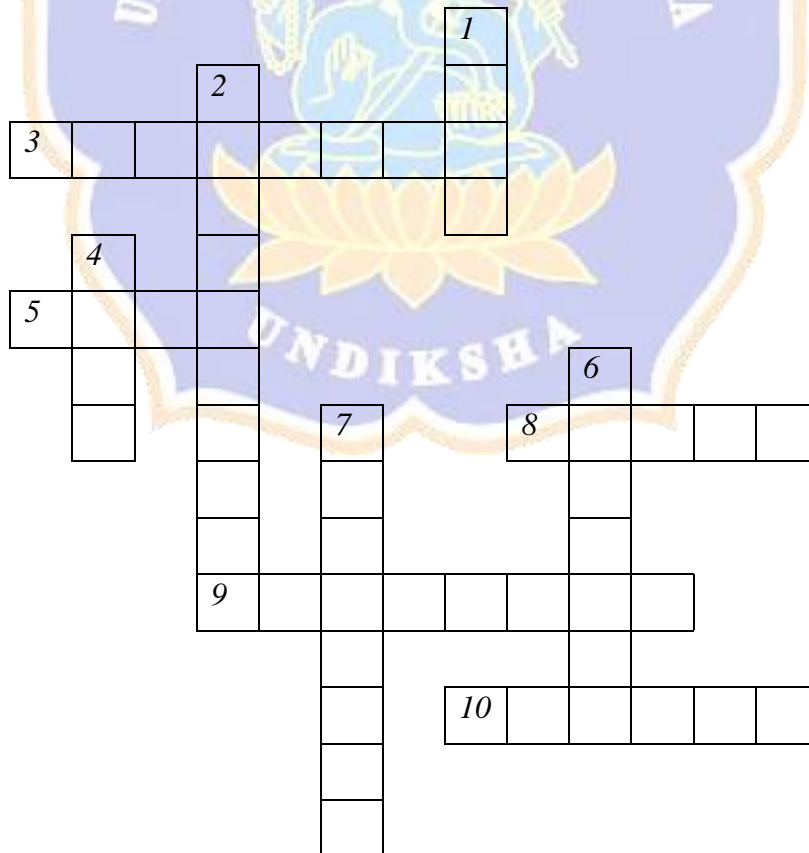


Appendix 15. Crossword Puzzle Worksheet

Class	
Group	
Group Members	1.
	2.
	3.
	4.
	5.

Direction:

- 1) Please make a group consist of 4-5 students.
- 2) In your group, discuss the clues of the crossword puzzle based on the “Timun Mas” story.
- 3) Fill in each columns based on the number of the clues.
- 4) Words can go across or down.
- 5) Submit the work through English teacher’s WhatsApp.



ACROSS

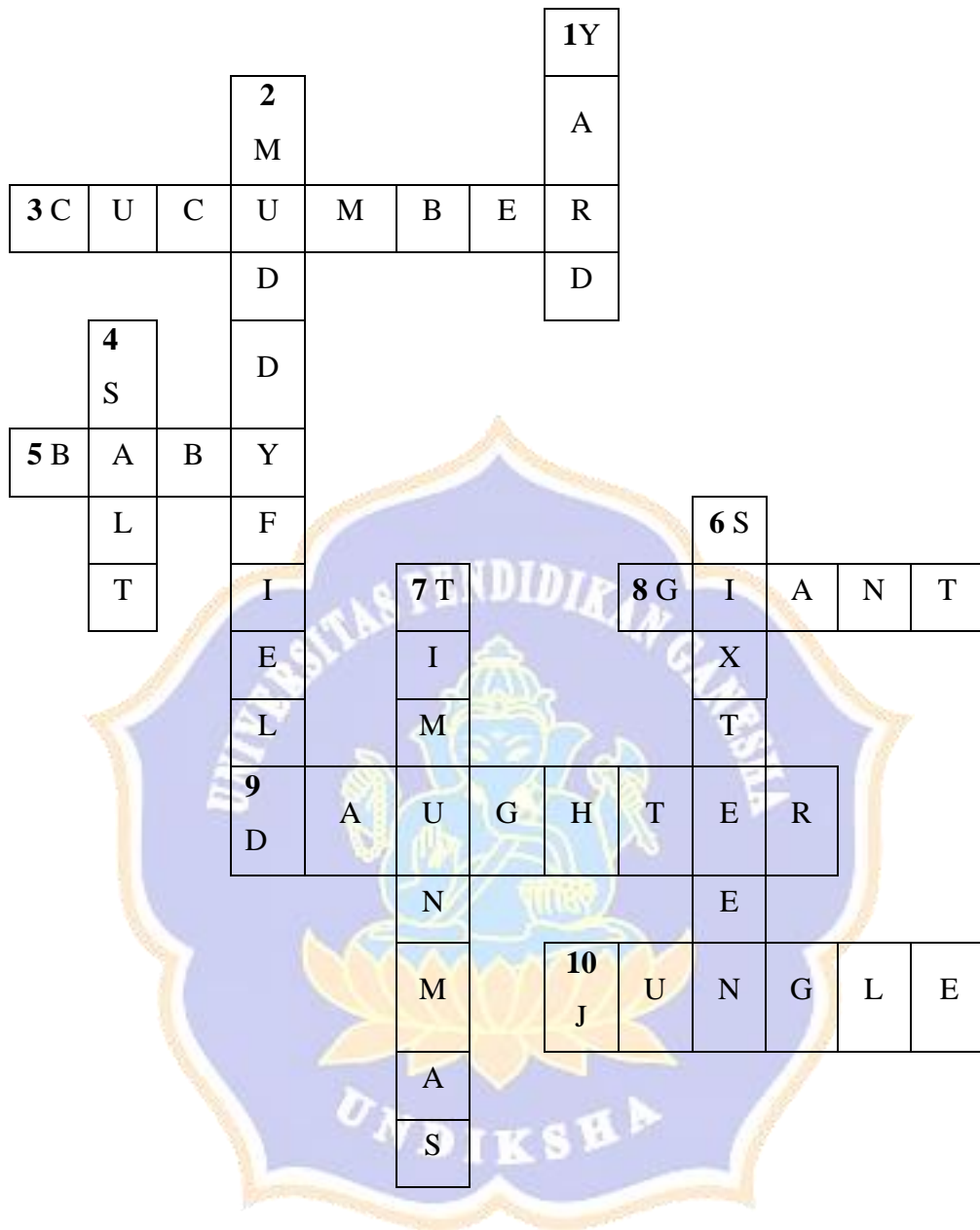
3. The kind of seed given by the giant
5. The thing inside the cucumber
8. Someone who gave a seed to the old widow
9. The wish of old widow to live with
10. The place where the Timun Mas run to

DOWN

1. The place where the seed planted
2. The jungle changes due to salt
4. The thing given by the old widow to Timun Mas
6. The age at which the giant returned
7. The name of the baby



Appendix 16. Crossword Puzzle Worksheet Key Answer



ACROSS

3. The kind of seed given by the giant
5. The thing inside the cucumber
8. Someone who gave a seed to the old widow
9. The wish of old widow to live with
10. The place where the Timun Mas run to

DOWN

1. The place where the seed planted
2. The jungle changes due to salt
4. The thing given by the old widow to Timun Mas
6. The age at which the giant returned
7. The name of the baby



Appendix 17. Word Match Worksheet

Class	
Group	
Group Members	1.
	2.
	3.
	4.
	5.

Direction:

- 1) Please make a group consist of 4-5 students.
- 2) Discuss the following scrambled words with your group.
- 3) Match the based words (of “The Legend of Batu Menangis” story) with its synonym and antonym.
- 4) Give the same color to the synonym and antonym columns of each based word.
- 5) Submit the work through English teacher’s WhatsApp.

Based Word	Synonym	Antonym
Far	Destitute	Early
Young	Indolent	Front
Poor	Disobedient	Diligent
Beautiful	Overdue	Near
Lazy	Pretty	Rich
Fascinated	Vain	Ugly
Behind	Teenage	Obedient
Arrogant	Away	Bored
Ungodly	Interested	Humble
Late	Abaft	Adult

Appendix 18. Word Match Worksheet Key Answer

Based Word	Synonym	Antonym
Far	Destitute	Early
Young	Indolent	Front
Poor	Disobedient	Diligent
Beautiful	Overdue	Near
Lazy	Pretty	Rich
Fascinated	Vain	Ugly
Behind	Teenage	Obedient
Arrogant	Away	Bored
Ungodly	Interested	Humble
Late	Abaft	Adult



EATNG (*The thing stolen by Manik Angkeran*)

--	--	--	--	--

6

ALIT (*The thing cut off by Manik Angkeran*)

--	--	--	--

11

ASSHE (*Manik Angkeran turned into ...*)

--	--	--	--	--

5

ACGMI (*Something used by Sidi Mantra to returned dragon's tail*)

--	--	--	--	--

LIMGANADWAC (*Something used by Sidi Mantra made a line*)

--	--	--	--	--	--	--

--	--	--	--	--

10 8

SECRET PHRASE/SENTENCE (*Pay attention to the number on each letter above*)

--	--	--	--

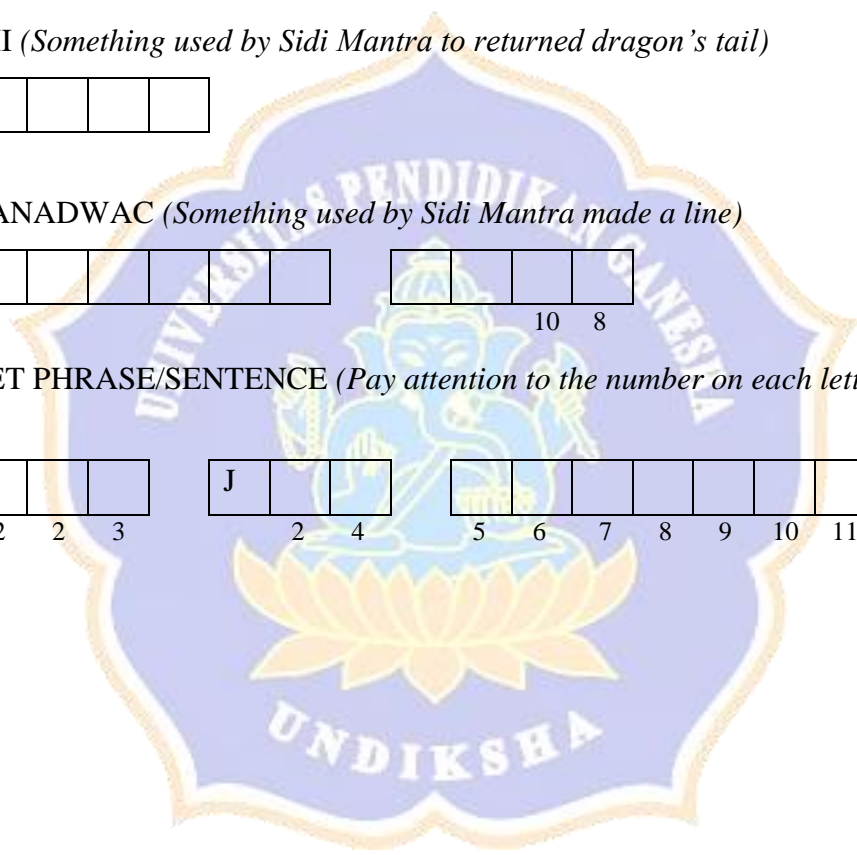
1 2 2 3

J		
---	--	--

2 4

--	--	--	--	--	--	--	--	--	--	--	--

5 6 7 8 9 10 11 12



SECRET PHRASE/SENTENCE (*Pay attention to the number on each letter above*)

G	O	O	D
1	2	2	3

J	O	B
2	4	

S	T	U	D	E	N	T	S
5	6	7	8	9	10	11	12

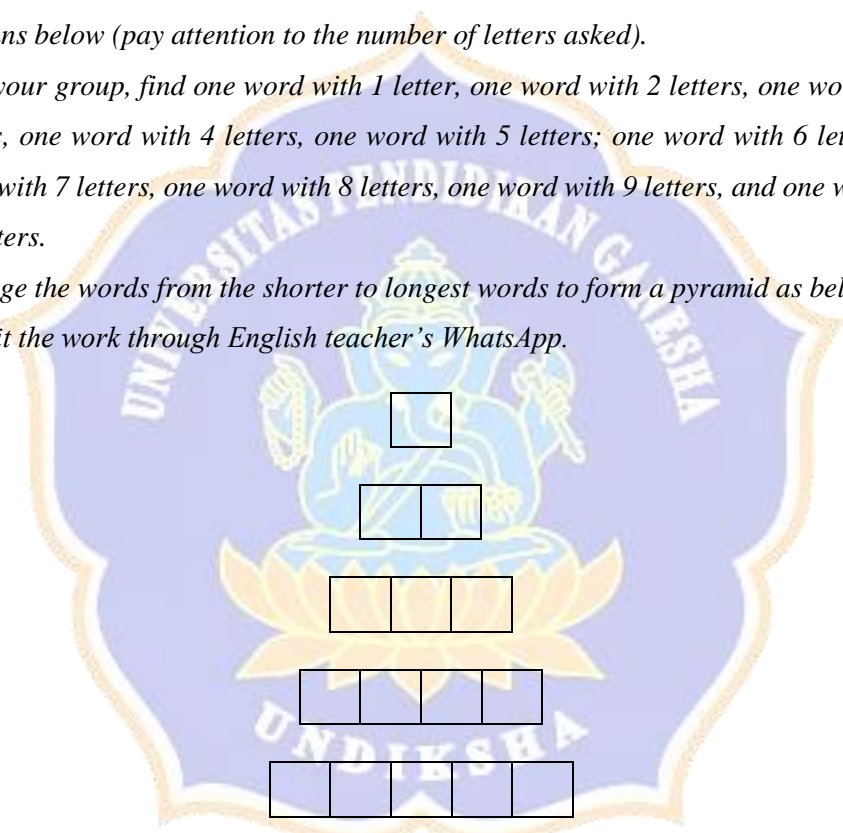


Appendix 21. Dabble Game Worksheet

Class	
Group	
Group Members	1.
	2.

Direction:

- 1) Please work in pairs.
- 2) Discuss the appropriate words which consist in “Malin Kundang” story to fill in the columns below (pay attention to the number of letters asked).
- 3) With your group, find one word with 1 letter, one word with 2 letters, one word with 3 letters, one word with 4 letters, one word with 5 letters; one word with 6 letters, one word with 7 letters, one word with 8 letters, one word with 9 letters, and one word with 10 letters.
- 4) Arrange the words from the shorter to longest words to form a pyramid as below.
- 5) Submit the work through English teacher’s WhatsApp.



Appendix 22. Story Identification Worksheet

Class	
Group	
Group Members	1.
	2.
	3.
	4.
	5.

Direction:

- 1) Please make a group consist of 4-5 students.
- 2) Work on the following questions with your group.
- 3) Discuss the answers based on the story of “Ratu Adia”.
- 4) Write the answers in columns provided..
- 5) Submit the work through English teacher’s WhatsApp.

1. Who is the protagonist character in the story above?

Answer:

.....

2. Why they killed their parents?

Answer:

.....

3. Where Ratu Adia hide his parents?

Answer:

.....

4. What were the riddles bring by the kings?

Answer:

.....

.....
5. What was the consequence if the villagers could not answer the riddles?
Answer:

.....
.....
.....

6. What bet made by Ratu Adioa and his friends?
Answer:

.....
.....
.....

7. How to determine whether the skull is male or female?
Answer:

.....
.....
.....

8. Why Ratu Adioa not killed his parents and hide them?
Answer:

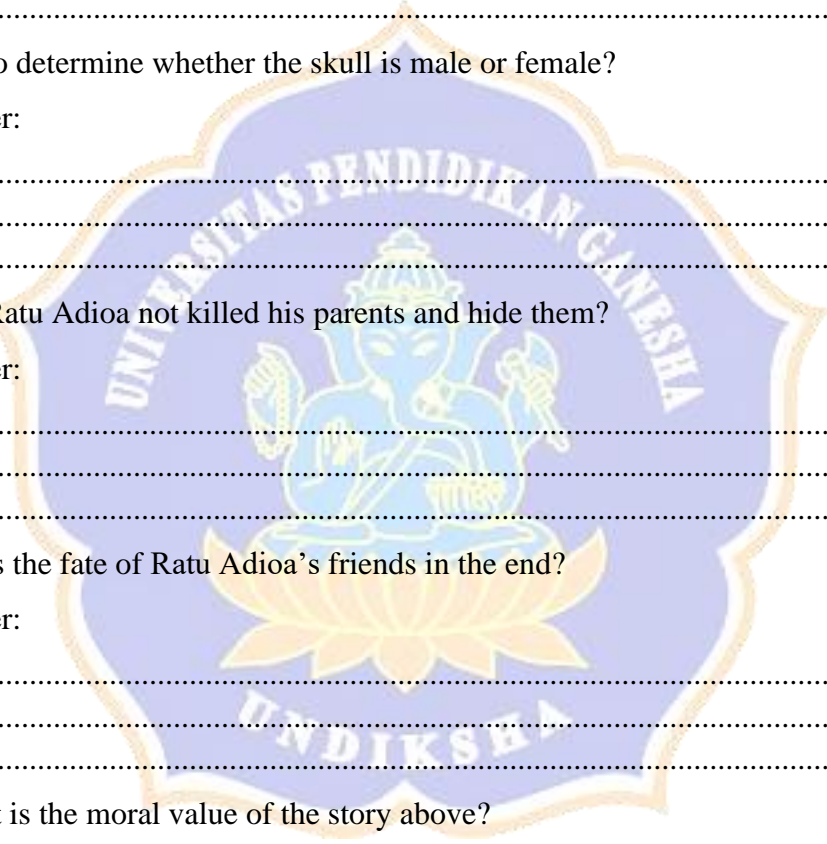
.....
.....
.....

9. How is the fate of Ratu Adioa's friends in the end?
Answer:

.....
.....
.....

10. What is the moral value of the story above?
Answer:

.....
.....
.....



Appendix 23. Story Identification Worksheet Key Answer

1. Who is the protagonist character in the story above?

Answer:

The protagonist character in “*Ratu Adio*” story is Ratu Adioa.

2. Why they killed their parents?

Answer:

They killed their parents because they wanted to test their greatness and courage.

3. Where Ratu Adioa hide his parents?

Answer:

Ratu Adioa hide his parents in a cave in the jungle.

4. What were the riddles bring by the kings?

Answer:

The riddles were about which skulls were female and which were male, which roosters and which were hen, and guess which scoop contained fresh water and which contained sea water.

5. What was the consequence if the villagers could not answer the riddles?

Answer:

If the villagers could not answer the riddles, the village and all its contents will be belonging to the kings.

6. What bet made by Ratu Adioa and his friends?

Answer:

Ratu Adioa and his friends made a bet for whoever succeeded in answering the riddles he would be appointed king.

7. How to determine whether the skull is male or female?

Answer:

You have to stick a stick into the ear hole of the skull. If it is straight, it means a male's skull, and when it is bent it means a female skull.

8. Why Ratu Adioa not killed his parents and hide them?

Answer:

He did not kill his parents because killing them was not a brave act, but a despicable and cursed act because they were the ones who gave birth to and cared since we were babies.

9. How is the fate of Ratu Adioa's friends in the end?

Answer:

Now, Ratu Adioa's friends were not as rich as Ratu Adioa and their lives are increasingly unhappy, destitute and miserable.

10. What is the moral value of the story above?

Answer:

Parents are people who love and always protect us. Therefore, we have to take care of them and not hurt them.



Appendix 24. Word Search Worksheet

Class	
Group	
Group Members	1.
	2.
	3.
	4.
	5.

Direction:

- 1) Please make a group consist of 4-5 students.
- 2) Work on the following clues with your group.
- 3) Discuss the answers of the clues based on story of “The Story of Empat Raja”.
- 4) Find the answers of the clues in the grid below (The words can be placed diagonally, horizontally, vertically, or backwards).
- 5) Highlight or shading the answers.
- 6) Submit the work through English teacher’s WhatsApp.

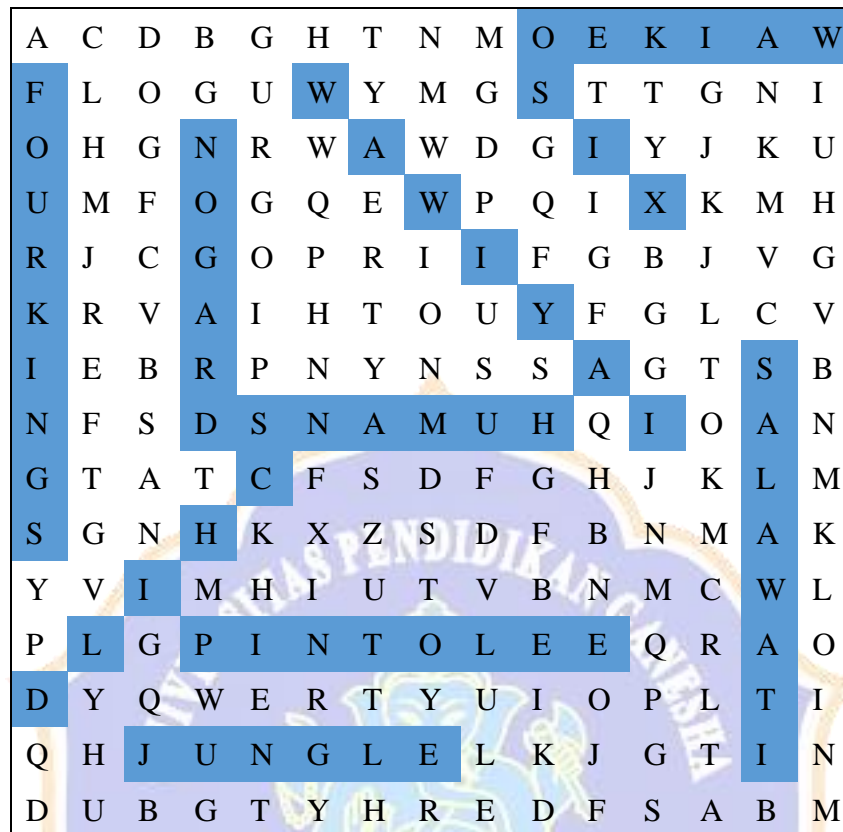
A	C	D	B	G	H	T	N	M	O	E	K	I	A	W
F	L	O	G	U	W	Y	M	G	S	T	T	G	N	I
O	H	G	N	R	W	A	W	D	G	I	Y	J	K	U
U	M	F	O	G	Q	E	W	P	Q	I	X	K	M	H
R	J	C	G	O	P	R	I	I	F	G	B	J	V	G
K	R	V	A	I	H	T	O	U	Y	F	G	L	C	V
I	E	B	R	P	N	Y	N	S	S	A	G	T	S	B
N	F	S	D	S	N	A	M	U	H	Q	I	O	A	N
G	T	A	T	C	F	S	D	F	G	H	J	K	L	M
S	G	N	H	K	X	Z	S	D	F	B	N	M	A	K
Y	V	I	M	H	I	U	T	V	B	N	M	C	W	L
P	L	G	P	I	N	T	O	L	E	E	Q	R	A	O
D	Y	Q	W	E	R	T	Y	U	I	O	P	L	T	I
Q	H	J	U	N	G	L	E	L	K	J	G	T	I	N
D	U	B	G	T	Y	H	R	E	D	F	S	A	B	M

Clues

1. The place where the story happens
2. Something prayed by the husband and his wife to God
3. The place where the husband and his wife look for firewood
4. The name of the river where the husband and his wife let go of their fatigue
5. The number of eggs found by the husband
6. The type of eggs found by the husband and his wife
7. Something came out from the eggs
8. The name of the girl
9. The island obtained by Betani
10. The meaning of "*Raja Ampat*"



Appendix 25. Word Search Worksheet Key Answer



Clues (Answer)

1. The place where the story happens (Wawiyai)
2. Something prayed by the husband and his wife to God (Child)
3. The place where the husband and his wife look for firewood (Jungle)
4. The name of the river where the husband and his wife let go of their fatigue (Waikeo)
5. The number of eggs found by the husband (Six)
6. The type of eggs found by the husband and his wife (Dragon)
7. Something came out from the eggs (Humans)
8. The name of the girl (Pintolee)
9. The island obtained by Betani (Salawati)
10. The meaning of “*Raja Ampat*” (Fourkings)

Evaluation Sheet of Content Validity Judgement
Android-based Digital Folktales Application
By Expert Judges

Instruction:

1. Read the research instrument "Android-based Digital Folktales Application Evaluation Sheet by Expert" carefully.
2. Give a check mark (√) in the Relevant column for each statement item on the instrument which is in accordance with criteria of learning activities in developing the students' collaboration skills and criteria of the product in the form the android-based English learning materials.
3. Give a check mark (√) in the Irrelevant column for each statement item on the instrument which is not in accordance with criteria of learning activities in developing the students' collaboration skills and criteria of the product in the form the android-based English learning materials.
4. Write down the reasons for the items that are considered irrelevant in the comment column.

Numb	Statements	Relevant	Irrelevant	Comment
Material validity for the stories and 6 learning activities using the Digital Folktales				
1.	The stories are appropriate and easy for young learners to understand.	√		
2.	The activities relate to the stories in the application.	√		
3.	The activities should be presented in a situation or context	√		

	and have a collaborative purpose.			
4.	The activities allow the students to participate and contribute in a group actively.	√		
5.	The activities allow the students to work together in a group in order to achieve a goal.	√		
6.	The activities build the students' inner strength in balancing in speaking and listening.	√		
7.	The activities give the students confidence to express their opinion to their groups.	√		
8.	The activities give the students same responsibility to solve the problem together.	√		
9.	The activities provide the tasks which allow students to have constant interaction to their friends.	√		
10.	The activities also integrate students' creativity, collaboration, communication, and critical thinking skills at the same time.	√		

Face Validity				
1.	The application is easy to be installed on smartphone	√		
2.	The application provides a number of interesting Indonesian folktales.	√		
3.	The application provides interesting pictures	√		
4.	The pictures (story scenes) illustrate the events in the story	√		
5.	The application provides several functional buttons that assist the users in operating the app.	√		Some buttons are not showing the right pages, like “evaluation” to “stories”
6.	The application provides clear live audio to help the users in practicing the pronunciation of each word in the story.	√		
7.	The application provides materials related to the topic (narrative text).	√		
8.	The contents of the application help the users in developing collaboration skills	√		
9.	The application gives the teacher references in teaching English to	√		

	develop students' collaboration skills			
10.	The application is easy to be used by the users	√		

Singaraja, 9th of June, 2021

Expert Judge 1,



Made Hery Santosa, S.Pd., M.Pd., Ph.D.



Evaluation Sheet of Content Validity Judgement
Android-based Digital Folktales Application
By Expert Judges

Instruction:

1. Read the research instrument "Android-based Digital Folktales Application Evaluation Sheet by Expert" carefully.
2. Give a check mark (√) in the Relevant column for each statement item on the instrument which is in accordance with criteria of learning activities in developing the students' collaboration skills and criteria of the product in the form the android-based English learning materials.
3. Give a check mark (√) in the Irrelevant column for each statement item on the instrument which is not in accordance with criteria of learning activities in developing the students' collaboration skills and criteria of the product in the form the android-based English learning materials.
4. Write down the reasons for the items that are considered irrelevant in the comment column.

Numb	Statements	Relevant	Irrelevant	Comment
Material validity for the stories and 6 learning activities using the Digital Folktales				
1.	The stories are appropriate and easy for young learners to understand.	√		
2.	The activities relate to the stories in the application.		√	The activities are related to the stories in the application.

3.	The activities should be presented in a situation or context and have a collaborative purpose.	√		
4.	The activities allow the students to participate and contribute in a group actively.	√		
5.	The activities allow the students to work together in a group in order to achieve a goal.	√		
6.	The activities build the students' inner strength in balancing in speaking and listening.	√		
7.	The activities give the students confidence to express their opinion to their groups.	√		
8.	The activities give the students same responsibility to solve the problem together.	√		
9.	The activities provide the tasks which allow students to have constant interaction to their friends.	√		
10.	The activities also integrate students' creativity, collaboration, communication, and	√		

	critical thinking skills at the same time.			
Face Validity				
1.	The application is easy to be installed on smartphone	√		
2.	The application provides a number of interesting Indonesian folktales.	√		
3.	The application provides interesting pictures	√		
4.	The pictures (story scenes) illustrate the events in the story	√		
5.	The application provides several functional buttons that assist the users in operating the app.	√		
6.	The application provides clear live audio to help the users in practicing the pronunciation of each word in the story.	√		
7.	The application provides materials related to the topic (narrative text).	√		
8.	The contents of the application help the users in developing collaboration skills	√		

9.	The application gives the teacher references in teaching English to develop students' collaboration skills	√		
10.	The application is easy to be used by the users	√		

Singaraja, 9th of June, 2021

Expert Judge 2,



G.A.P. Suprianti, S.Pd., M.Pd.



Evaluation Sheet of Product Quality Judgement
Android-based Digital Folktales Application
By Expert Judges

Title of the product : Digital Folktales
Author : Ni Ketut Cendy Cahyani
Evaluator/Expert : Made Hery Santosa, S.Pd., M.Pd., Ph.D.
Institution : Ganesha University of Education

Description

This evaluation sheet is used to judge the quality of the product entitled “Digital Folktales”. This application was developed to help teachers in developing the sixth-grade primary school students’ collaboration skills. The descriptor of the evaluation sheet was following the indicators of collaboration which was adapted and modified following the features of the products from Greenstein (2012); as well as the good criteria of the product in the form of the android-based English learning materials. Regarding to this point, I do need your response and suggestion about the material and physical design (face) of the product.

Instruction

1. This evaluation’s sheet is filled by the expert judges
2. There are 5 scopes of scoring for every descriptor
3. Give checklist mark (✓) in the scoring column with the following information:
 - 5 : Excellent
 - 4 : Good
 - 3 : Average
 - 2 : Below Average
 - 1 : Poor
4. Give comment/suggestions in the column that has been provided

Num.	Descriptor	The Scope of Scoring				
		Excellent	Good	Average	Below Average	Poor
Material validity for the stories and six learning activities using the Digital Folktales						
1.	The stories are appropriate and easy for young learners to understand.	✓				
2.	The activities are related to the stories in the application		✓			
3.	The activities should be presented in a situation or context and have a collaborative purpose.		✓			
4.	The activities allow the students to participate and contribute in a group actively.		✓			
5.	The activities allow the students to work together in a group in order to achieve a goal.	✓				
6.	The activities build the students' inner	✓				

	strength in balancing in speaking and listening.					
7.	The activities give the students confidence to express their opinion to their groups.	✓				
8.	The activities give the students same responsibility to solve the problem together.	✓				
9.	The activities provide the tasks which allow students to have constant interaction to their friends.	✓				
10.	The activities also integrate students' creativity, collaboration, communication, and critical thinking skills at the same time.	✓				
Face Validity						
1.	The application is easy to be installed on smartphone	✓				

2.	The app provides a number of interesting Indonesian folktales.	✓				
3.	The application provides interesting pictures	✓				
4.	The pictures (story scenes) illustrate the events in the story	✓				
5.	The application provides several functional buttons that assist the users in operating the app.	✓				
6.	The application provides clear live audio to help the users in practicing the pronunciation of each word in the story.	✓				
7.	The application provides materials related to the topic (narrative text).	✓				
8.	The contents of the application help the users in developing	✓				

	collaboration skills					
9.	The application gives the teacher references in teaching English to develop students' collaboration skills	✓				
10.	The application is easy to be used by the users	✓				

Comments/Suggestions

Much better app now. I suggest to include the link of learning activities of each story directly after the story ends together with their glossary.

Singaraja, 23th of June, 2021

Expert Judge 1,



Made Hery Santosa, S.Pd., M.Pd., Ph.D.

Evaluation Sheet of Product Quality Judgement
Android-based Digital Folktales Application
By Expert Judges

Title of the product : Digital Folktales
Author : Ni Ketut Cendy Cahyani
Evaluator/Expert : G.A.P. Suprianti, S.Pd., M.Pd.
Institution : Ganesha University of Education

Description

This evaluation sheet is used to judge the quality of the product entitled “Digital Folktales”. This application was developed to help teachers in developing the sixth-grade primary school students’ collaboration skills. The descriptor of the evaluation sheet was following the indicators of collaboration which was adapted and modified following the features of the products from Greenstein (2012); as well as the good criteria of the product in the form of the android-based English learning materials. Regarding to this point, I do need your response and suggestion about the material and physical design (face) of the product.

Instruction

5. This evaluation’s sheet is filled by the expert judges
6. There are 5 scopes of scoring for every descriptor
7. Give checklist mark (✓) in the scoring column with the following information:
 - 5 : Excellent
 - 4 : Good
 - 3 : Average
 - 2 : Below Average
 - 1 : Poor
8. Give comment/suggestions in the column that has been provided

Num.	Descriptor	The Scope of Scoring				
		Excellent	Good	Average	Below Average	Poor
Material validity for the stories and six learning activities using the Digital Folktales						
1.	The stories are appropriate and easy for young learners to understand.	✓				
2.	The activities are related to the stories in the application	✓				
3.	The activities should be presented in a situation or context and have a collaborative purpose.	✓				
4.	The activities allow the students to participate and contribute in a group actively.	✓				
5.	The activities allow the students to work together in a group in order to achieve a goal.	✓				
6.	The activities build the students' inner strength in balancing in speaking and listening.		✓			

7.	The activities give the students confidence to express their opinion to their groups.	✓				
8.	The activities give the students same responsibility to solve the problem together.	✓				
9.	The activities provide the tasks which allow students to have constant interaction to their friends.		✓			
10.	The activities also integrate students' creativity, collaboration, communication, and critical thinking skills at the same time.	✓				
Face Validity						
1.	The application is easy to be installed on smartphone	✓				
2.	The app provides a number of interesting Indonesian folktales.	✓				
3.	The application provides	✓				

	interesting pictures					
4.	The pictures (story scenes) illustrate the events in the story		✓			
5.	The application provides several functional buttons that assist the users in operating the app.			✓		
6.	The application provides clear live audio to help the users in practicing the pronunciation of each word in the story.			✓		
7.	The application provides materials related to the topic (narrative text).	✓				
8.	The contents of the application help the users in developing collaboration skills	✓				
9.	The application gives the teacher references in teaching English to develop students' collaboration skills	✓				

10.	The application is easy to be used by the users		✓			
-----	---	--	---	--	--	--

Comments/Suggestions

- In each screen of "Read the Stories", buttons need to be added. So the user can go back to the previous or to the next screens.
- Grammar check on "The Legend of Batu Menangis": Eventually, mother's heart hurt .."
- Screen when Sidi Mantra returned the dragon's tail was still the same as the previous one.
- Glossary should be ordered alphabetically
- Kindly check the grammar on the first screen of story "Ampat Raja"
- Check the correct pronunciation of "skull" in "Ratu Adioa"
- The overall display is simple yet meaningful
- Maintaining the collaborative process as well as balancing speaking and listening skills are the challenges for the developer

Singaraja, 23rd of June, 2021

Expert Judge 2,



G.A.P. Suprianti, S.Pd., M.Pd.