Appendix 1

Alur Tujuan Pembelajaran Phase D (Grade VIII) Semester 1

ALUR TUJUAN PEMBELAJARAN
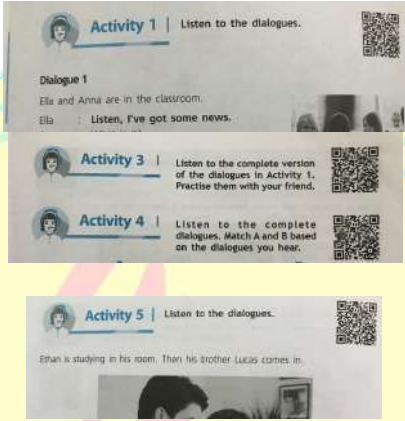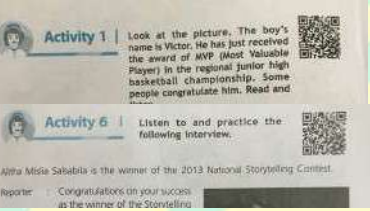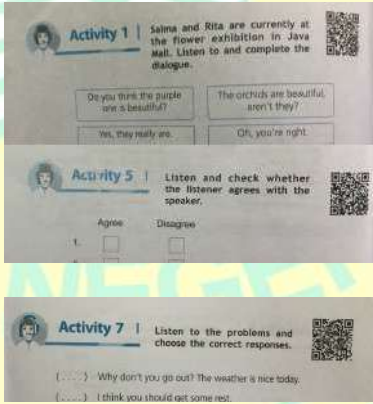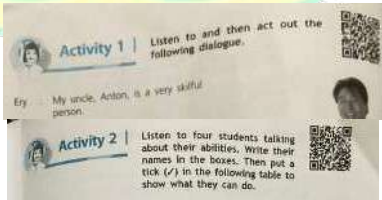**SUBJECT:**   **ENGLISH**
PHASE   **D (GRADE VIII)**
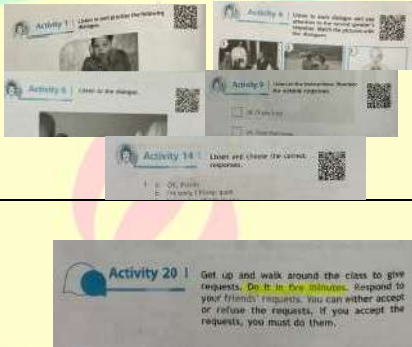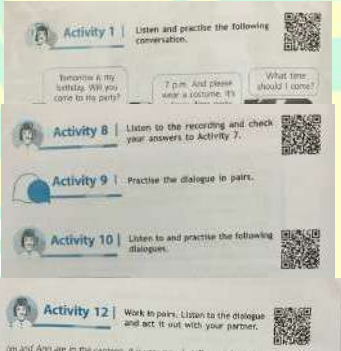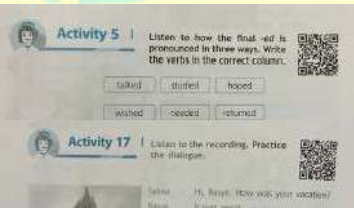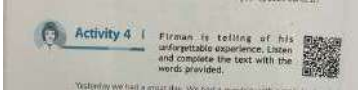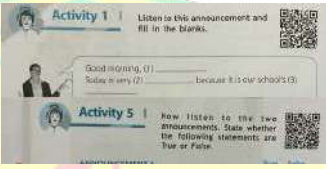
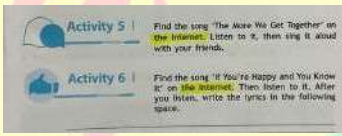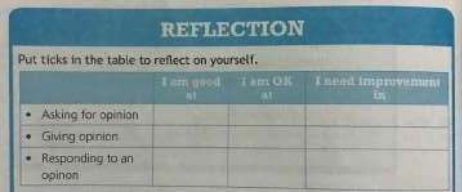| SKILLS	*CAPAIAN PEMBELAJARAN* (PHASE D)	TOPIC & CONTEXT	LEARNING OUTCOMES	ALUR TUJUAN PEMBELAJARAN	
				GRADE	SEMESTER
Listening - Speaking	By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.	Asking for Attention & Checking Others' Understanding (Context: Interpersonal interaction with teachers, friends, and others around them)	1. Students will be able to identify the social function, text structure and language features of expression of asking for attention and checking others' understanding	VIII	1
			2. Students will be able to use expression of asking for attention and checking others' understanding	VIII	1
Reading - Viewing	By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.	Greeting Cards	1. Students will be able to identify the social function, text structure and language features of greeting cards	VIII	1

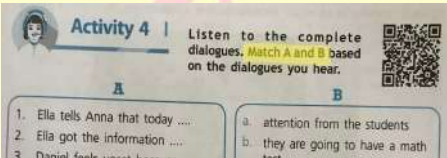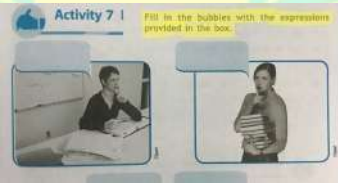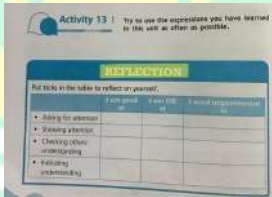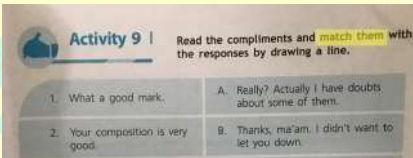|				VIII	1
Writing - Presenting	By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.		2. Students will be able to compose a short text in a greetings card	VIII	1
Reading - Viewing	By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.	Notice, Warning, Caution	Students will be able to identify social function and text structure of everyday signs and notices, etc. in public places	VIII	1
Writing - Presenting	By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.	Quantifiers	Students will be able to describe something of a large or small quantity	VIII	1

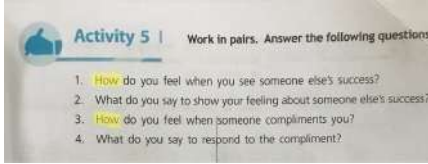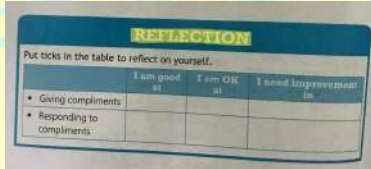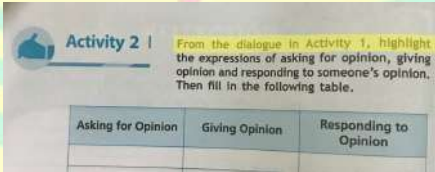**Appendix 2 – Need Analysis Result of Microlearning Integration in Coursebook**
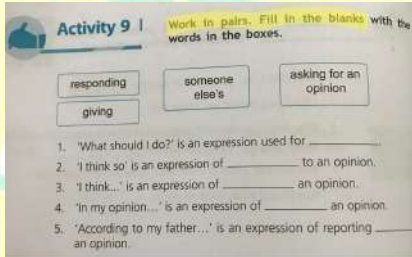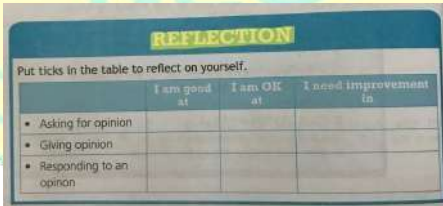
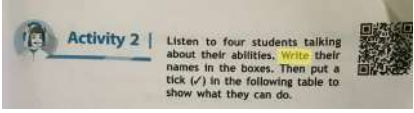| Book's Chapter	Code of Microlearning Descriptors	Data Found	Justification
1	ML 6, ML 7		It is clearly identified that the existing English materials (textbook) provides QR codes which requires students to install the application which is connected. It means the material makes use of technology and it is incorporated with varieties of media.
2	ML 6, ML 7		Referring to these data, it can be seen that the materials make use of technology and incorporated with varieties of media which provides QR codes.
3	ML 6, ML 7		These data fall under the descriptors of the materials use of technology and are incorporated with varieties of media which is QR codes.
4	ML 6, ML 7		It is clearly identified that the existing English materials (textbook) provides QR codes which requires
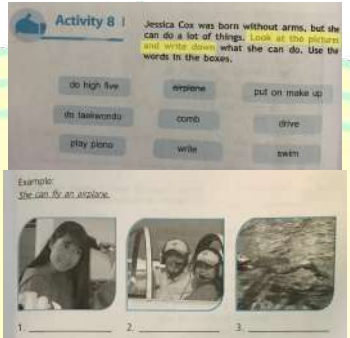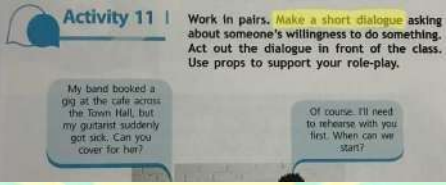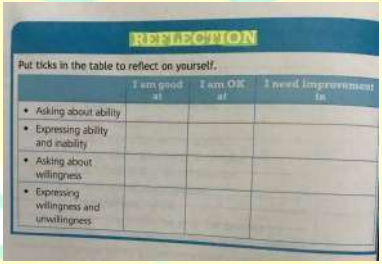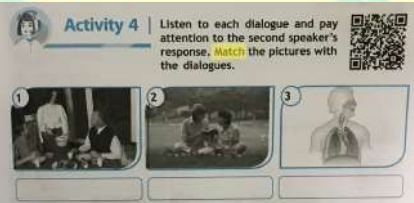
			students to install the application which is connected. It means the material makes use of technology and it is incorporated with varieties of media
5	ML 6, ML7, ML 9		It is clearly shown by the data that this book unit makes use of technology and is incorporated with media.
			Moreover, from the diction of the instruction being highlighted, it is identified that in doing the exercise, students spend little time to do it.
6	ML 6, ML 7		It is found that there are four activities integrate microlearning of the use of technology by using QR codes.
7	No data found		
8	No data found		
9	No data found		
10	No data found		
11	No data found		
12	ML 6, ML 7		These data fall under the descriptors of the materials use of technology and are incorporated with varieties of media which is QR codes.
13	ML 6, ML 7		This datum falls under the
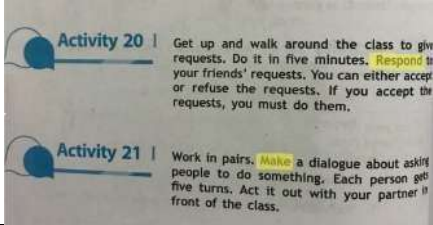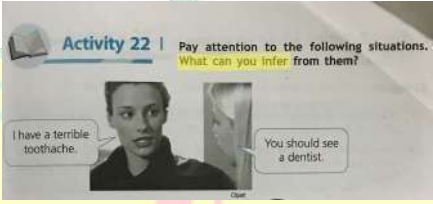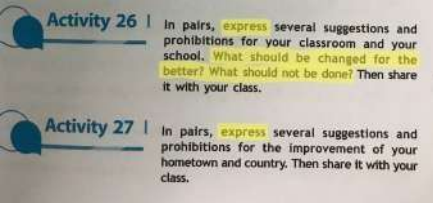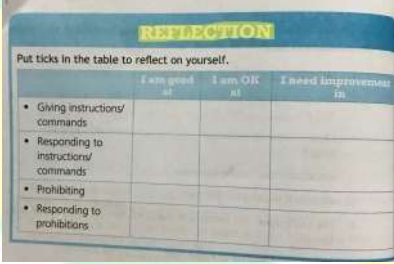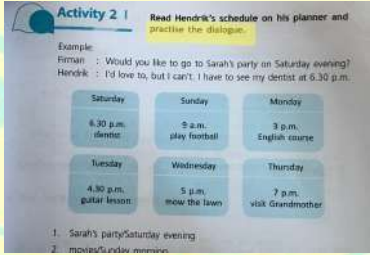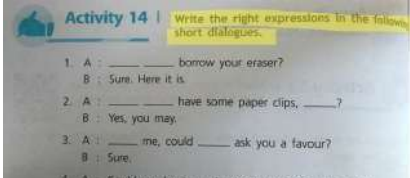
				descriptors of the materials use of technology and are incorporated with varieties of media which is QR codes.
14		No data found		
15	ML 6, ML 7			It is found that there are two activities integrate microlearning of the use of technology by using QR codes.
16	ML 6, ML 7			It is clearly shown by the data that this book unit makes use of technology and is incorporated with media.
Whole Book Units	ML 1			This book contains list of contain which refers to the aspect of materials are separated into one theme as it is shown as the titles in every units or chapters.
	ML 4			It is found from the data; the book has been integrated with revised 2013 Curriculum.
	ML 8			The data is claimed as the aspect of the students' participation in the learning process. It appears in all book units.
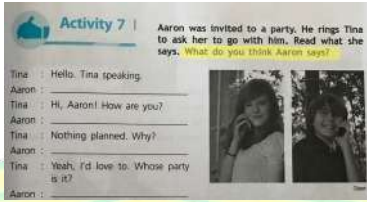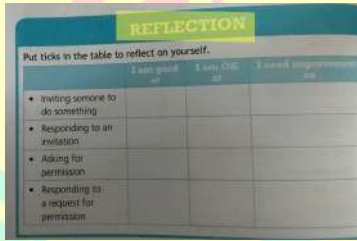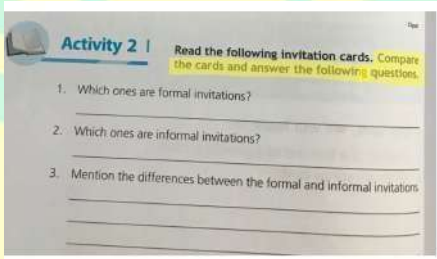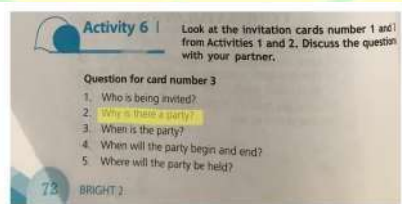
Appendix 3 – Need Analysis Result of Critical Thinking Skills Infusion in Coursebook
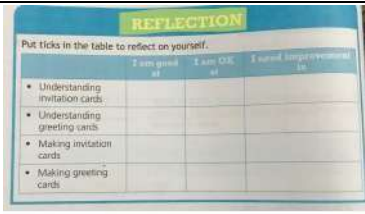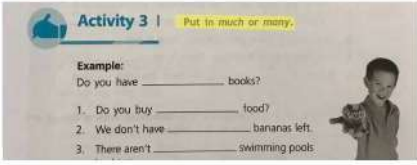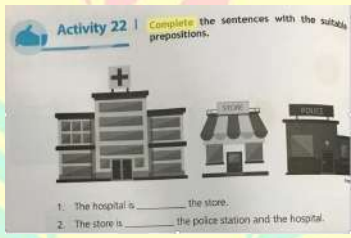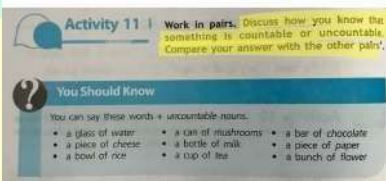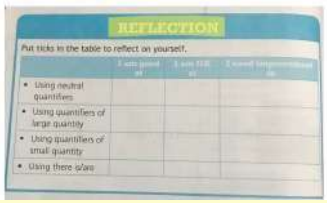
Book's Chapter	Code of Critical Thinking Skills Descriptors Found	Phrases / Word / Sentences / Activities	Justification
1	CTS 1		The data found claims as the CTS1 as identifying and classifying information from the sentence "Listen to the complete dialogues. Match A and B based on the dialogues you here" as the task instruction.
	CTS 3		The data is considered to promote students' interpretation and inferences drawing from data which is provided in the box.
	CTS 9		In the end of the chapter, the students are asked to reflect their understanding on the topics which is claimed as evaluating options and recommendation to come to a decision.
2	CTS 1		The diction used in this data which is "match" is in line with the indicator of identifying and classifying information.
	CTS 3		The data is claimed as the aspect of interpreting and drawing inferences from data which are pictures.
	CTS 7		The data is considered
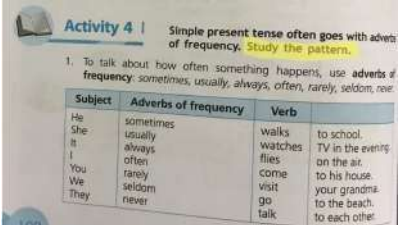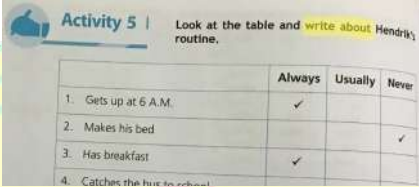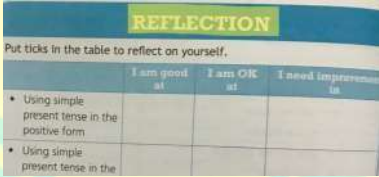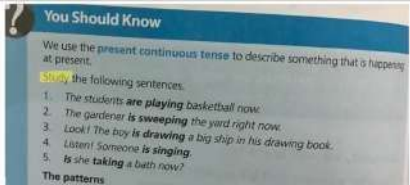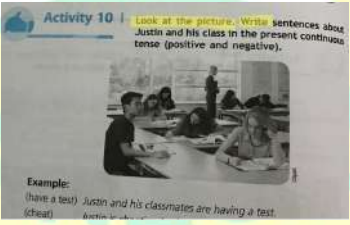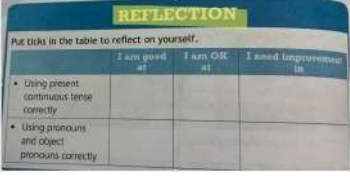
			as the aspect of identifying and understanding problems from the question words of "how" which requires students to identify the problems.
	CTS 9		This data is claimed as the aspect of evaluating options and recommendation to a decision making which requires the students to reflect themselves what they have understood about the topics.
3	CTS 2		From the diction "highlight", it is considered that the data found claims the aspect of "recognizing patterns and relationships" of which expressions belong to asking or giving or responding to opinions.
	CTS 6		The data found belongs to the aspect of "evaluating ideas and arguments" as drawing appropriate conclusions which requires the students to fill the blanks by using the appropriate classification.
	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselves what they have understood about the topics.
4	CTS 1		In this data, the students are required

			to write what they listened for which claims the indicator of identifying and classifying information.
	CTS 3		The data is claimed as the aspect of interpreting and drawing inferences from data which are matching the words or phrases with the suitable pictures.
	CTS 8		As students are required to make a short dialog related to the topic and to act out in front of the class by using props, this data falls under the aspect of identifying, gathering and organizing relevant information.
	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselves what they have understood about the topics.
5	CTS 1		The data identifies that the students are required to match the pictures with the dialogs for which claims the indicator of identifying and classifying information.
	CTS 3		The data is claimed as the aspect of interpreting and drawing inferences from data which
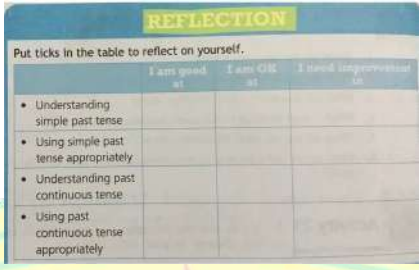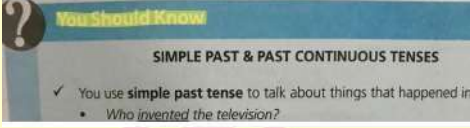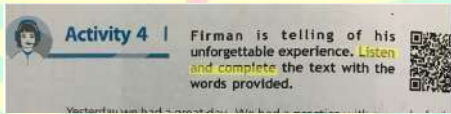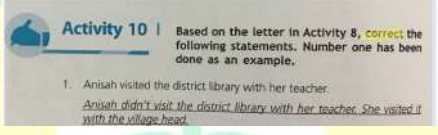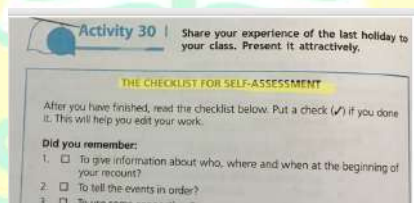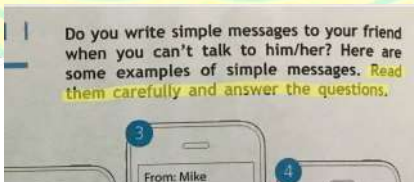
			requires students to respond to their friends' request and make them as dialogs.
	CTS 7		The instruction demands the students to infer from a situation which belongs to aspect of identifying and classifying information.
	CTS 8		The aspect found in these activities belong to identifying, gathering and organizing relevant information which requires the students to use the expressions of suggestions and prohibition about particular situations given.
	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselveswhat they have understood about the topics.
6	CTS 1		The data identifies that the students are required to practice the dialogue from the clues given which claims the indicator of identifying and classifying information.
	CTS 3		The data is claimed as the aspect of interpreting and drawing inferences from data which instruct the students to
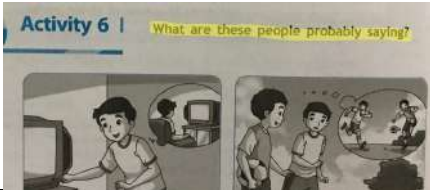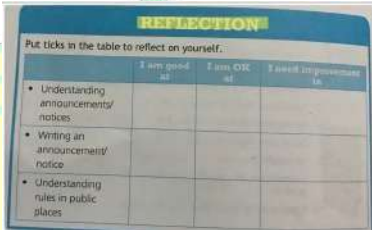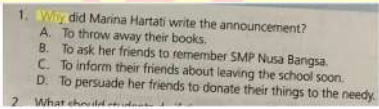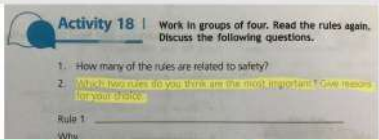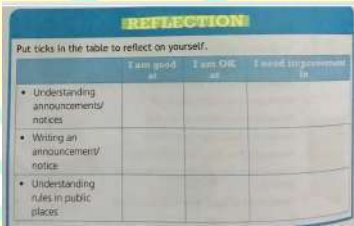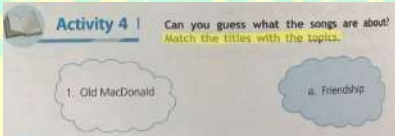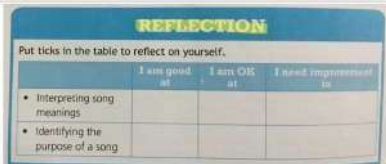
			write the right expressions in the provided dialog.
	CTS 6		The data foundbelongs to the aspect of "evaluating ideas and arguments" as drawing appropriate conclusions which is requiring the students to give their understanding of the appropriate conclusions.
	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselveswhat they have understood about the topics.
7	CTS 2		From the diction "compare", it is considered that thedata found claims the aspect of "recognizing patterns and relationships".
	CTS 3		The data is claimed as the aspect of interpreting and drawing inferences from data which instructs the students to write and choose the proper occasion based on the pictures provided.
	CTS 7		As it is mentioned and instructed, the students need to find out the reason of a problem.
	CTS 9		This data falls under the aspect of "solving

			problems and making decisions" which requires the students to reflect themselves what they have understood about the topics.
8	CTS 1		The data identifies that the students are required to put or write down much or many in the blanks which claims the indicator of identifying and classifying information.
	CTS 2		This data is considered falling under aspect of "Recognizing patterns and relationship or finding coherence" since the students are instructed to complete the sentences by using suitable prepositions of place.
	CTS 3		The data is claimed as the aspect of interpreting and drawing inferences from data which requires the students to discuss the their pairs and compare their own answers.
	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselves what they have understood about the topics.
9	CTS 2		The instructions are identified as the aspect of recognizing pattern and relationship that requires students to identify of the verbs

			pattern in simple present tense.
	CTS 3		The data is considered to promote the students' attributing skills which also means that they have to deconstruct a value, in this case, writing about daily routine by identifying a table.
	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselves what they have understood about the topics.
10	CTS 1		The data identifies that the students are required to study the sentences provided which claims the indicator of identifying and classifying information.
	CTS 3		The data is claimed as the aspect of interpreting and drawing inferences from data which requires the students to write sentences from identifying pictures.
	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselves what they have understood about the topics.

	CTS 2		The instructions are identified as the aspect of recognizing pattern and relationship that requires students to replace the underlined adjectives that have similar meanings from the box.
11	CTS 3		The data is claimed as the aspect of interpreting and drawing inferences which requires the students to compare pictures orally.
	CTS 6		The data foundbelongs to the aspect of "evaluating ideas and arguments" as drawing appropriate conclusions which requires the students to state conclusion related to the topic. `
	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselveswhat they have understood about the topics.
12	CTS 1		The data claims the indicator of identifying and classifying information that instructs the students to complete the sentences.
	CTS 2		From the data, it can be identified that it is shown is requiring the students to listen and write which relates to aspect of recognizing patterns and relationship, in this

			case is the form of past verb ending with -ed.
	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselveswhat they have understood about the topics.
13	CTS 1		In the data found, the students are instructed to study the topics which belongs to the aspect of identifying and classifying information.
	CTS 2		The instructions are identified as the aspect of recognizing pattern and relationship that requires students to listen and complete the text with the provided words.
	CTS 7		In this data, the students are asked to correct the statements which means they are required to identify and understand the problems.
	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselveswhat they have understood about the topics.
14	CTS 1		In this data, the students are required to read and answer the questions which claims the indicator of identifying and classifying information.

	CTS 3		The data claims that the aspect being shown is interpreting and drawing inference form data from the instruction.
	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselveswhat they have understood about the topics.
15	CTS 1		This data falls under the aspect of identifying and classifying from the question word "why".
15	CTS 6		The data foundbelongs to the aspect of "evaluating ideas and arguments" as drawing appropriate conclusions which requires the students to give their reasons.
15	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselveswhat they have understood about the topics.
16	CTS 1		From the diction "match", it is shown that it belongs to the aspect of identifying and classifying information.
16	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselves what they have

			understood about the topics.
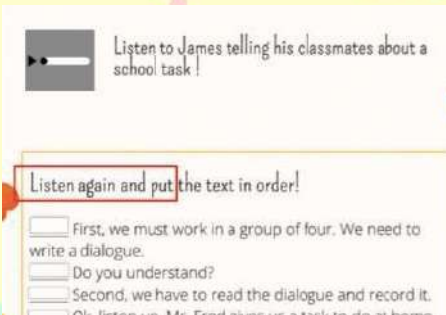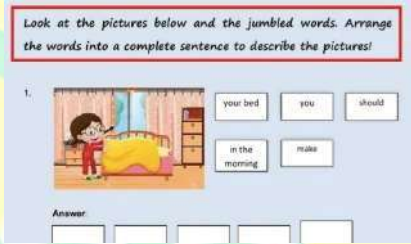
Appendix 4 – Analysis Result of Microlearning Integration in Web-based Learning Material

Microlearning Aspects	Descriptors	Codes	Data Found	Justification
	The materials are separated into one theme (small unit)	ML 1		The data found claims that the materials are separated into theme (units). There are 13 units provided based on the themes or topics.
	The materials are intended to last just temporarily (2-5 minutes, Allela, 2021; few second to 15 minutes, De Gagne, 2019)	ML 2	No data found	
Learning Materials	The materials contents are provided at the moment of need	ML 3	No data found	
	The materials are based on the curriculum of the school	ML 4		It is indicated that the data are showing the learning objectives based on the KD that stated in the 2013 curriculum. Each unit provide the learning objectives in the beginning.
	The	ML 5	No data found	

	materials are divided into certain skill categories			
	The materials make use of technology	ML 6		As long as the existing material is learning material web-based, it makes use of technology
	The materials are incorporated with varieties of media	ML 7		The representative data claim that there are some varieties of media integrated. They are videos, audios, and other linked websites.
Learning Style	Students participate in the learning process	ML 8		From the dictions used in each activity, it is indicated that the students should participate in the learning process.
	Students spend little time to learn the materials	ML 9	No data found	
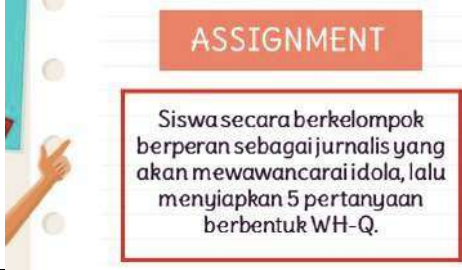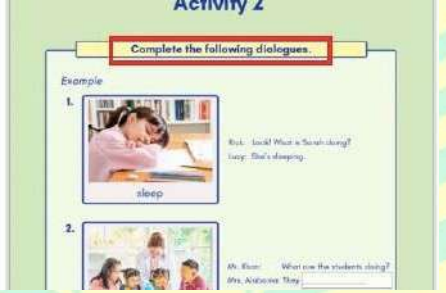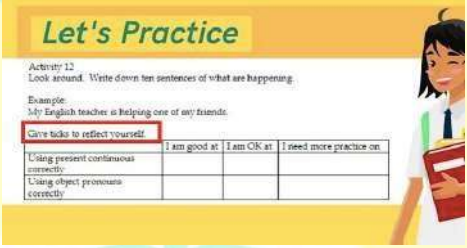
Appendix 5 – Need Analysis Result of Critical Thinking Infusion in Web-based Learning Materials

Unit No.	Code of Critical Thinking Skills Descriptors Found	Phrases / Word / Sentences / Activities	Justification
1	CTS 1	Listen to James telling his classmates about a school task! Listen again and put the text in order! ___ First, we must work in a group of four. We need to write a dialogue. ___ Do you understand? ___ Second, we have to read the dialogue and record it. ___ Ok, listen up. Mr. Fred gives us a task to do at home.	The data claims the indicator of identifying and classifying information that instructs the students to listen to the audio and arrange the text.
	CTS 2	CATEGORIZE THE EXPRESSIONS. Kelompokkan ungkapan di bawah ini. Attention please! Do you know what I mean? May I have your attention? to check understanding to ask for attention to check understanding to ask for attention Can I have everyone's attention? Do you understand? Is it clear? Do you have any questions? Do you get what I'm saying?	The instructions are identified as the aspect of recognizing pattern and relationship that promotes students to categorize the expressions.
	CTS 6	Make a short dialog about asking and expressing opinion with one of the following topics: films, classroom, school, COVID 19 news, environment, global warming, etc. Post the Dialogue to the Padlet!	The data found belongs to the component of evaluating ideas and arguments as drawing appropriate conclusions which is asking students to make a short dialog about the topics.
2	CTS 1	Open the worksheet below and arrange the words into good sentences! PRACTICE Makes PERFECT	From the diction "arrange" shows that the descriptor shown is classifying and analyzing information.
	CTS 2		The data is claimed as recognizing patterns and relationship that

			instruct the students to do some interviews and then do the following exercise.
	CTS 9		This data falls under the aspect of "solving problems and making decisions" which requires the students to reflect themselves what they have understood about the topics.
3	CTS 1		This data falls under components of identifying and analyzing information by using diction of "match".
	CTS 2		Students are urged to arrange the words into complete sentence to describe the pictures which is indicated as the components of recognizing patterns and relationship.
	CTS 4		This data is indicated as core areas of evaluating ideas and arguments in the component of evaluating specific information or points in an argument.
4	CTS 1		The data is identified as identifying and classifying information from the instruction which requires students to read the story and

			answer the following questions.
	CTS 2		Students are required to complete the steps by analyzing the previous steps which is claimed as recognizing patterns and relationship.
5	CTS 1		The students are instructed to answer the questions after paying attention to the previous greeting card. Therefore, it is claimed as the components of identifying and classifying information.
	CTS 2		From the instruction, it can identify that the component falls under recognizing pattern and relationship.
	CTS 3		The data claims that the aspect being shown is interpreting and drawing inference form data from the instruction which requires the students to fill in the table by using data, the previous greeting card.
6	CTS 1		The data identifies that the students are required to mention the things from the

			pictures which claims the indicator of identifying and classifying information.
	CTS 2		The instructions are identified as the aspect of recognizing pattern and relationship that instructs students to match the word to the pictures.
	CTS 3		This data is claimed as component of interpreting and drawing inferences from arguments and data which is shown by the diction of ask the students' friends about pictures identification.
7	CTS 1		The data identifies that the students are instructed to read and then write down number for indication which claims the descriptor of identifying and classifying information.
	CTS 2		Referring to the previous activity, in this instruction is claimed as component recognizing pattern and relationship.
	CTS 4		Based on the instruction shown which instructs the students to work in group, it is claimed

		ASSIGNMENT Siswa secara berkelompok berperan sebagai jurnalis yang akan mewawancarai idola, lalu menyiapkan 5 pertanyaan berbentuk WH-Q.	that it belongs to component evaluating specific information or points in an argument
8	CTS 1	Now, try to put the right alphabet below! 1. Where is Mrs. Heru? — She is in the kitchen. 2. What is she doing? — She is cooking the dinner. 3. Where is Mr. Heru? — He is in the living-room. 4. What is he doing? — He is cleaning the room.	In this data, the students are required to put the right order which claims the indicator of identifying and classifying information.
	CTS 2	Activity 2 Complete the following dialogues. Example sleep	The instructions are identified as the component of recognizing pattern and relationship that instructs students to complete the dialogs. In this case, the data are the pictures.
	CTS 9	Let's Practice Activity 12 Look around. Write down ten sentences of what are happening. Example: My English teacher is helping one of my friends. Give ticks to reflect yourself.	This data falls under the component of solving problems and making decisions which requires the students to reflect themselves what they have understood about the topics.
9	CTS 1	Check TRUE or FALSE based on the dialog. 1. Kitty is bigger than Tom. TRUE FALSE 2. Tom is younger than Kitty. TRUE FALSE 3. Tom runs faster than Kitty. TRUE FALSE	From the instruction which get the students to write true or false based on the dialog provided, it is identified that it belongs to identifying and classifying information.
	CTS 2		The instructions are identified as the aspect of recognizing pattern

		I. Complete the table with the comparative and the superlative adjectives. 1. Fast / Faster / The fastest 2. Dangerous / More dangerous / The most dangerous 3. Tall 4. Sweet 5. Modern 6. Interesting 7. Clean	and relationship that instructs students to complete the table.
	CTS 4	**II. Choose three things (things/people/animals, etc) in your surroundings. Compare them in at least five sentences. You may add pictures to clarify your comparison.** 1. 2.	Based on the instruction shown it is claimed that it belongs to component evaluating specific information or points in an argument.
10	CTS 1	**Activity 3** Fill in each blank with the correct answer based on the previous video! 1 What ____ you do yesterday? 2 We ____ to the park.	The data identifies that the students are required fill the blanks which claims the indicator of identifying and classifying information.
	CTS 2	Read the sentences below! Arrange the sentences into a simple dialog based on the previous video! • On Saturday, I went shopping with my mom. I tried on many dresses. • Where was the party held? • The food was delicious. • How was your weekend? • Yeah, I did. I found the perfect dress for the party. • How was the party? • Did you finally find the right dress? • How was the food? • It was great fun. We played lots of games. • It was held at a party center.	From the instruction which get the students to read the sentences and arrange them, it is identified that it belongs to identifying and classifying information.
	CTS 6	Read the following questions and then choose the best options to fill in the blanks! 1. What ____ you eat for breakfast? Do / Did / Was	The data found belongs to the component of evaluating ideas and arguments as drawing appropriate conclusions which asks students to read and fill the blanks by choosing the best options.
11	CTS 1		The data is identified as identifying and classifying information from the instruction.

	CTS 2		The instructions are identified as the aspect of recognizing pattern and relationship that instructs students to match the paragraph
	CTS 8		The aspect found in this activity belongto identifying, gathering and organizing relevant information which requires the students to study the pictures and then write a story based on the pictures they studied.
12	CTS 1		The instruction which is stated "Let's Identify" is clearly represented the component of identifying and classifying information.
	CTS 2		The instructions are identified as the aspect of recognizing pattern and relationship that instructs students to classify the notices.
13	CTS 1		The data is identified as identifying and classifying information from the instruction which get the students to answer the question

			based on their experience.
	CTS 2		The instructions are identified as the aspect of recognizing pattern and relationship that instructs students to discuss the problems.

- Do you like listening to music?
- What kind of music do you like to listen to?
- Do you have any fav songs?
- Who is the singer?
- Why do you like the song?
- What do their favorite's songs talk about?

LET'S PLAY THE SONG AND SING THE LYRICS!

Michael Jackson - Heal The World | Music Video, Song Lyrics and Karaoke

Learn English in a fun way with the music video and the lyrics of the song "Heal The World" of Michael Jackson

LET'S DISCUSS

- What message(s) the singer wants to convey?
- Which parts of the lyrics demonstrate the message? How do you know?
- Do you agree or disagree about the concept the song promotes?

Appendix 6 – CEFR Analysis Result

Learning Outcomes	CEFR Elements			
	Activity, Strategy, Competence	Scale	Level	Can-do Descriptors
Students will be able to identify and use expressions to get other's attention	Pragmatics Competence	Turntaking	A2	Can ask for attention
Students will be able to identify and use expressions to check other's understanding	Mediating Concepts	Encouraging conceptual talk	B1	Can ask appropriate questions to check understanding of concepts that have been explained.
Students will be able to identify and give compliments	Oral Interaction	Overall Oral Interaction	A2	Can manage simple, routine exchanges without undue effort
Students will be able to identify and use expressions to ask for an opinion	Oral Interaction	Conversation	B1	Can start up a conversation and help keep it going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinions on familiar subjects
Students will be able to identify and use expressions to give an opinion	Oral Production	Sustained monologue	B1	Can express opinions on subjects relating to everyday life, using simple expressions.
Students will be able to identify and express responses to an opinion	Oral interaction	Informal discussion (with friends)	B1	Can give or seek personal views and opinions in discussing topics of interest.
Students will be able to identify and use expressions to state ability and inability to do something	Linguistic competence	Sign language repertoire	A2	Can understand the meaning of modal verbs (e.g., can = <ability>, must = <command>, want = <wish>).
Students will be able to identify and use expressions to give an instructions/commands	Reading comprehension	Reading comprehension	A2	Can understand simple, brief instructions, provided they are illustrated and not presented in continuous text
Students will be able to identify and use expressions to invite someone	Oral interaction	Conversation	A2	Can make and respond to invitations, suggestions and apologies.

Students will be able to describe something of a large or small quantity	Linguistic competence	Sign language repertoire	A2	Can express an amount/quantity through non-manual cues.
Students will be able to state things happen regularly	Oral production	Sustained monologue: describing experience	A2	Can describe plans and arrangements, habits and routines, past activities and personal experiences.
Students will able to compare two or more things	Linguistic competence	Diagramatical accuracy	B1	Can make comparisons using adjectives, including superlative forms, e.g. through use of productive signs, changing size, or speed of hand movement.
Students will be able talk about and write experience	Written production	Creative writing	A2	Can give very short, basic descriptions of events, past activities and personal experiences.
Students will be able to identify the function and parts of an announcement	Oral comprehension	Understanding announcements and instructions	A2	Can catch the main point in short, clear, simple messages and announcements.

Appendix 7 – Book Units, Activities & Pages of Need Analysis

Codes	Books Units															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CTS 1	Act 4, Page 3	Act 9, Page 15		Act 2, Page 27	Act 4, Page 39	Act 1, Page 54		Act 3, Page 83		Act 1, Page 112		Act 10, Page 153	Act 4, Page 165	Act 1, Page 182	Act 10, Page 194	Act 4, Page 202
CTS 2			Act 2, Page 18				Act 2, Page 66	Act 22, Page 94	Act 4, Page 102		Act 4, Page 126	Act 5, Page 149	Act 4, Page 164	v		
CTS 3	Act 7, Page 5	Act 8, Page 14			Act 20, Page48	Act 14, Page 60	Act 4, Page 69	Act 11, Page 88	Act 5, Page 104	Act 10, Page 120	Act 15, Page 134			Act 6, Page 186		
CTS 4																
CTS 5																
CTS 6			Act 9, Page 22			Act 7, Page 57					Act 29, Page 142				Act 18, Page 200	
CTS 7		Act 5, Page 13			Act 22, Page 49		Act 6, Page 72						Act 10, Page 168			
CTS 8				Act 11, Page 35	Act 26, Page 51											
CTS 9	Ref, Page 8	Ref, Page 16	Ref, Page 24	Ref, Page 36	Ref, Page 52	Ref, Page 64	Ref, Page 80	Ref, Page 96	Ref, Page 110	Ref, Page 122	Ref, Page 144	Ref, Page 160	Ref, Page 180	Ref, Page 188	Ref, Page 200	Ref, Page 204
CTS 10																
CTS 11																

Appendix 8

INTERVIEW PROTOCOL

NO	Aspects	Intended Result	References	Questions	Answers
1.	English Materials	To discover the types of learning materials utilized in the intended schools	(Tomlinson, 2012)	*a.* What learning materials do you use in teaching English especially in the skill of reading? *(textbooks, novels, comics, poets, magazines, bulletin, academic papers or any other digital reading materials?)* *b.* Are the learning materials used sufficient? *(if it's not enough, what kinds of reading material do you hope to use in your teaching and learning activity?* *c.* Apart from textbooks, do you use other materials? *(how many are there for one topic/one unit/one chapter? And what are they and where are they taken from? Do you also add additional exercises?)* *d.* Do the materials meet the students' needs? *(perhaps, while evaluating, you check it out from CP (kumer) or*	a. We actually are provided the government's textbook, but it is not sufficient for these 2 years because it lacks of elements which can meet the students' characteristics in theCOVID 19 post-pandemic era. So, I used another book which is provided by the curriculum department. They already asked which coursebook is recommended then I observed and the choice is Erlangga. b. No, it is not sufficient enough to meat the students' needs c. I also used authentic materials that taken from the internet. For example, when I asked the students to upload their homework in specific topics, they used YouTube videos, Flickr, Instagram and TikTok. d. Not at all e. I usually begin with some activities that can warm the students up by recallingwhat they have learnt f. The students' different background knowledge of English. Most of them came from state elementary school which didn't learn English yet.

				indikator (kurtilas) or even in students' real life?) e. How are the steps when you are teaching to your students? *(could you explain it from pre-reading, while-reading, and post-reading steps? Ex: while teaching Family Member/Descriptive Text, Daily Activity etc)* f. Then, what are your biggest *challenges* that you faced while teaching English and how do you anticipate them? *(kindly, explain several cases!)*	
2.	Critical Thinking Skills	To investigate to what extent critical thinking skills are infused into English **reading** materials at the schools and to discover teacher's perspective on the communication skills of the students, particularly when learning reading	(Cambridge, 2020)	a. Do the learning materials (whether in the warming up, content, or exercises) asked the students to *analyze ideas and arguments*? *Could you give me the example?* b. Do the learning materials (whether in the warming up, content, or exercises) asked the students to *evaluate ideas and arguments*? *Could you give me the example?* c. Do the learning materials (whether in the warming up, content, or exercises) asked	a. Yes, sometimes. I have ever asked them the reasonable questions which requires their critical way of thinking b. Yes, they are c. Yes, they are d. Yes, I have ever had e. Sometimes

				the students to **solve problems and make decisions**? **Could you give me the example?** d. Have you asked the **students the reasons why the students answered** particular answers? e. Have you asked the students if **they have other answers of particular questions**?	
3.	CEFR and Kurikulum Merdeka Belajar	To inquire deep explanation whether the teaching and learning materials have used *Kurikulum Merdeka Belajar* and aligned with expected *Capaian Pembelajaran* according to *Fase D*	(Council of Europe, 2020;) (Kemendikbudri stek, n.d)	a. How far are the existing materials aligned with learning achievement *(Capaian Pembelajaran)* for Phase D in kurikulum merdeka or aligned with learning indicators *(Kompetensi Dasar)* in *kurikulum 2013* that the school used? b. How about P5 (Projek Penguatan Profil Pelajar Pancasila activities? *c.* How far are the existing materials aligned with CEFR (Common European Framework of Reference for Languages)? *(levelling pre A1-A1 for junior HS students)*	a. In our school, we only have conducted the *Merdeka Belajar* Curriculum for the grade 7 b. The PPP activities are integrated with the other subjects c. The one that I know, it belongs to B1 level related to the Merdeka Belajar Curriculum document d. Because it's still in the transition, we need more time to adjust the new curriculum

				d. Are you enjoy with this new curriculum? *(what makes you enjoy? Which part?)*	
4.	Microlearning	To find out whether the teaching materials used adhere to the principles of microlearning in terms of concept and application	(Allela, 2021), (Torgerson & Iannone, 2020), (De Gagne, 2019), (Li Zhang, 2016), (Hug, 2005)	*a.* To what extent do you use technology in your classroom while teaching **English**? What kinds of learning object materials that is used *(video, audio, podcast, recorded webinar, social media, pdf interactive, flip book, e-book, barcode scanner, PPT etc?) or still traditional media?* b. Why do you use these learning object materials (medium/media)? what advantages/benefits do you feel? *c.* Is it practical, effective, and efficient? How long is the duration? *(is it 2-15 minutes)?* *d.* Are the materials separated into one theme (small unit)? ***Could you give me more explanation/example?*** e. Can the students access the materials anywhere and anytime when they need?	a. Sometimes, we used media and technology to support the learning activities b. The students are more interested in learning c. Based on the topic being learnt, approximately 20-45 minutes d. I guess yes e. Not really f. Yes of course. It is based on the *Kurikulum 2013* revised version for the 8th graders g. No, it is general h. In using Erlannga book, we could find some QR codes inside to be linked to the Erlangga apps i. Yes, they do j. No, it depends on the time allocation

				Could you give me more explanation/example? f. Are the materials based on the curriculum of the school? *What is the curriculum?* g. Are the materials divided into certain skill categories? *What are the skills?* h. Are the materials (textbooks) incorporated with varieties of media? *(what are the media?)* i. Do the students participate in the learning process? *(when do they participate?)* j. Do the students spend little time to learn the materials? *(how much time do they spend?) does it take more than an hour?*	
5.	Website-based learning	To discover to what extent website is used as learning media and to explore teachers' perception regarding the use of websites in English learning	(Suriaman, 2019)	a. Have you ever used web-based learning materials? b. If yes, what are they? *(british council, my english step, my english pages, usingenglish.com, thoughtco, worksheet, wordward english or etc)* c. To what extent is it used? *(every class meeting,*	a. I usually used liveworksheet.com b. Liveworksheet.com c. For practicing particular topics d. They have good response on using it e. They have good response on using it

| | | by blended learning (online and onsite) | | *sometimes, seldom/rarely, even never?)*
d. What are the student's responses to the use of **website media** in the skill of reading?
e. What are the student's responses to the use of **other media (video, audio, or multimedia)** in the skill of reading? | |

Appendix 9 – Generating Capaian pembelajaran into MLOMs

Unit No.	Capaian Pembelajaran (Merdeka Belajar Curriculum)	Learning Outcomes	Topic & Context	Learning Materials	Language Skills	CEFR Elements Activity, Strategy, Competence	Scale	Level	Can-do Descriptor	Topic Identification	Material Maps	Learning Scenario Structural Elements	Instructional Method	MOM	Infusion ML	Infusion CTS	LOM Codes
1	• **Speaking/Listening**- By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.	Students will be able to identify the social function, text structure and language features of expression of asking for attention and checking others' understanding	Asking for Attention & Checking Others' Understanding (Context: Interpersonal interaction with teachers, friends, and others around them)	Social Function: maintaining interpersonal relationships with friends and teachers Text Structure: a. Asking for Attention • Excuse me • Attention, please! • Can I have your attention? • Are you with me? b. Checking Others' Understanding • Is it clear? • Do you understand? • It's good, isn't it? Language Features: pronunciation, word stress, intonation, vocabulary and grammar	Listening	Oral Comprehension	Understanding conversation between other people	A2	Can follow in outline short, simple social exchanges, conducted very slowly and clearly asking for attention and checking understanding that have been explained.	Social Function, text structure and language features of Asking for Attention & Checking for Understanding	Recognizing the Social Function, text structure and language features of Asking for Attention & Checking fo Others' Understanding	Welcome to the lesson	Structured Overview	Video	ML1, ML2, ML3, ML4, ML5, ML6, ML7, ML8, ML9	CTS 1	MLOM 1-1-1
												Awaken Prior Knowledge	Inquiry	Audio + Quiz		CTS 1, CTS 3	MLOM 1-1-2
	• **Reading/Viewing** - By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.	Students will be able to use expression of asking for attention and checking others' understanding										Content	Lecture	Video		CTS 2	MLOM 1-1-3
												Review Key Points	Inquiry	Infographic		CTS 3	MLOM 1-1-4
												Assessment	Drilling Exercise	Quiz		CTS 3	MLOM 1-1-5
					Speaking	Pragmatics Competence	Turn Taking	A2	Can ask for attention and check understanding of concepts that have been explained	Text Structure of Asking for Attention & Checking Others' Understanding	General Expressions of Asking for Attention & Checking Understanding	Welcome to the lesson	Structured Overview	Quiz		CTS 3	MLOM 1-2-1
												Awaken Prior Knowledge	Inquiry Drilling	Quiz		CTS 6	MLOM 1-2-2
												Content	Lecture	Video		CTS 8	MLOM 1-2-3
												Review Key Points	Inquiry	Video		CTS 4	MLOM 1-2-4
												Assessment	Inquiry Drilling	Social Media & Picture		CTS 9	MLOM 1-2-5
2	• **Writing/Presenting** - By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.	Students will be able to identify the social function, text structure and language features of greeting cards	Greeting Crads	a. Social Function: maintaining interpersonal relationships with friends, teachers and others b.Text Structure and Language Features: Expression of congratulations • Congratulations • Happy birthday • Happy Mother's Day	Reading - Viewing	Reading Comprehension	Overall Reading Comprehension	A2	Can understand short, simple texts on familiar matters of greetings card.	Social function, text structure and language features of greeting cards	Recognizing the Social function, text structure and language features of greeting cards	Welcome to the lesson	Structured Overview	Video	ML1, ML2, ML3, ML4, ML5, ML6, ML7, ML8, ML9	CTS 1	MLOM 2-1-1
												Awaken Prior Knowledge	Inquiry	Quiz		CTS 3	MLOM 2-1-2
												Content	Lecture	Video			MLOM 2-1-3
												Review Key Points	Questions and answers	Quiz		CTS 3, CTS 6	MLOM 2-1-4
												Assessment	Drilling Exercise	Quiz		CTS 4, CTS 5	MLOM 2-1-5
		Students will be able to compose a short text in a greetings card			Writing - Presenting	Written Interaction	Correspondence	A2	Can compose a short text in a greetings card (e.g. for someone's birthday or to wish	Greetings card	Composing greetings cards	Welcome to the lesson	Structured Overview	Dialog Text		CTS 1	MLOM 2-2-1
												Awaken Prior Knowledge	Inquiry Drilling	Quiz		CTS 4,	MLOM 2-2-2

No	LO	Topic	Functional Text / Social Function	Skill	Competence	Focus	Level	Can-do Descriptor	Social Function & Text Structure	Recognizing	Phase	Method	Media	ML	CTS	MLOM
								them a Happy New Year).							CTS 7	
											Content	Lecture	Short Video Infographic		CTS 6	MLOM 2-2-3
											Review Key Points	Questions and answers	Quiz		CTS 8	MLOM 2-2-4
											Assessment	Inquiry	Form		CTS 9	MLOM 2-2-5
3	Students will be able to identify social function and text structure of everyday signs and notices, etc. in public places	Notice, Warning, Caution	Short Functional text a. Social Function: conveying messages to achieve goals with a personal touch and communication between teachers and students b. Text Structure: • Don't enter • No food and drink • No parking c. Language Features: Imperative sentences	Reading-Viewing	Reading Comprehension	Reading for Orientation	A2	Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.	Social Function and text structure of Notice	Recognizing Social Function and text structure of Notice	Welcome to the lesson	Structured Overview	Video	ML1, ML2, ML3, ML4, ML5, ML6, ML7, ML8, ML9	CTS 1	MLOM 3-1
											Awaken Prior Knowledge	Inquiry Drilling	Quiz		CTS 2, CTS 6	MLOM 3-2
											Content	Lecture	Infographic		CTS 3	MLOM 3-3
											Review Key Points	Questions and answers	PPT Video		CTS 6	MLOM 3-4
											Assessment	Inquiry	Quiz		CTS 5, CTS 8, CTS 9	MLOM 3-5
4	Students will be able to describe something of a large or small quantity	Quantifiers	a. Social Function: asking whereabouts of people, objects and animals in an unspecified number b. Text Structure & Language Feature: • There are/ there is … • There is a / there are some … • How many/ how much ….? • Few, little, much, many	Writing	Linguistics Competence	Sign language repertoire	A2	Can express an amount/quantity through non-manual cues.	Linguistics Features of Quantifiers	Neutral Quantifiers, Large-Small Quantity & There is/are	Welcome to the lesson	Structured Overview	Video	ML1, ML2, ML3, ML4, ML5, ML6, ML7, ML8, ML9	CTS 1	MLOM 4-1
											Awaken Prior Knowledge	Drill and Practice	Quiz		CTS 2	MLOM 4-2
											Content	Lecture	Infographic		CTS 3	MLOM 4-3
											Review Key Points	Questions and answers	Infographic		CTS 8	MLOM 4-4
											Assessment	Drilling Exercise	Quiz		CTS 5, CTS 9	MLOM 4-5

Appendix 10 - MLOMs

Topic & Context	Greetings Card - maintaining interpersonal relationships with friends, teachers and others
Learning Outcomes	• Students will be able to identify the social function, text structure and language features of greetings cards • Students will be able to create greetings cards (ML 4)
MLOM	MLOM 2-1 (MLOM 2-1-1 to MLOM 2-1-5) and MLOM 2-2 (MLOM 2-2-1 to MLOM 2-2-5)

- **MLOM 2-1**

Skill	Reading – Viewing (ML 5)
Micro-skill	Retaining chunks of language of different lengths in short-term memory
Macro-skill	Recognizing the communicative functions of written texts, according to form and purpose
CEFR Level	A2: Can understand short, simple texts on familiar matters of greetings card.

Structural Elements	Instructional Methods	Microlearning Object Media	Microlearning Descriptors	Critical Thinking Skills Descriptors	Script Codes
Welcome to the lesson	Structured Overview	Video	ML1, ML2, ML3, ML4, ML5, ML6, ML7, ML8, ML9	CTS 1	MLOM 2-1-1
Awaken Prior Knowledge	Inquiry	Quiz		CTS 3	MLOM 2-1-2
Content	Lecture	Video		CTS 2	MLOM 2-1-3
Review Key Points	Questions and Answers	Quiz		CTS 3, CTS 6	MLOM 2-1-4
Assessment	Drilling Exercises	Quiz		CTS 4, CTS 5	MLOM 2-1-5

MLOM 2-1-1		
2 Minutes (ML 2 & ML 9)		
Visuals	**Scripts**	**Justifications**
	Video Slide 1: Welcome to my English my adventure. **Video Slide 2:** Let's identify the following story. **Video Slide 3:** This is the story of Danny.	• Welcoming the lesson by identifying a story which indicates *the identifying and classifying information* from the critical thinking skills first descriptor (CTS 1). • This material was generated from the *Capaian Pembelajaran* of *Merdeka Belajar* Curriculum into sub-topics indicating the first microlearning descriptor (ML 1). • This material makes use of technology (laptop, mobile phone, tablets and etc) which indicates the fifth descriptor

Visuals	Scripts	Justifications
		of microlearning (ML 6). • This material is incorporated with varieties of media which indicates the seventh descriptor of microlearning (ML 7).
	Video Slide 4: Danny is 12 years old. He is at the 7th grade. This is the first time he goes to school by himself.	
	Video Slide 5: He is so enthusiastic to meet his new friends and the teacher at school.	
	Video Slide 6: Today, his mom and dad are happy because of him.	
	Video Slide 7: Yesterday, he woke up late and his mother had to bring him to the bathroom. She also had to accompany him to school.	
	Video Slide 8: But today, he has changed.	
	Video Slide 9: His mom said, "Danny, I'm so happy with you. You're doing a great job."	
	Video Slide 10: His mom said, "You got a card from your teacher. Here it is."	
	Video Slide 11: The card said "You're so great Danny. Congratulations. Keep doing great. From Ms.Nina."	

MLOM 2-1-2

5 Minutes (ML 2 & ML 9)

Visuals	Scripts	Justifications
	Quiz content: Answer these following questions	After watching the video, the students are instructed to

Exercise 1 Answer these following questions based on the video you have watched! 1. Who is the main character of the story? 2. Does Danny wake up late today? 3. Why do mom and dad feel happy? 4. What does Danny get from his teacher? 5. What does the teacher write in the greeting card? LIVEWORKSHEETS	based on the video you have watched! 1. Who is the main character of the story? 2. Does Danny wake up late today? 3. Why do mom and dad feel happy? 4. What does Danny get from his teacher? 5. What does the teacher write in the card?	answer the questions based on the video that they have watched. It is indicating the critical thinking skills descriptor of *interpreting and drawing inferences* from video as the data (CTS 3).

1 minute (ML 2 & ML 9)		
Visuals	**Scripts**	**Justifications**
	Video Slide 1: Identify the greetings cards **Video Slide 2:** **Situation** Today is June 20. Tessa knows that today is Father's Day. She wants to send a card for her daddy. **Greetings Card content** You're one of a kind. I sure am lucky to have you! Happy Father's Day! **Video Slide 3:** **Situation** Mia and Bimo are Tia's best friends. They just graduated from the elementary school. Today, they celebrate the graduation day. Tia wants to send them a greetings card. **Greetings Card Content** Congratulations on your Graduation and best wishes for your next adventure! **Video Slide 4:** **Situation** Today is July 15. It is my birthday. I am so happy because my family will come. I get a birthday card from my parents. **Greetings Card Content** Happy Birthday to you! Best wishes for you. From your loved parents. **Video Slide 5:** **Situation** Uncle Edy and Aunt Annie move to a new house. My sister and I send them a card **Greetings Card Content** Congratulations on your new	From the video, students can identify different greetings cards used for different kinds of situations. This indicates the descriptor of *recognizing patterns and relationship* (CTS 2).

Video Slide 6:
Situation
Today is 31st December. Tomorrow we will start the new day of the new year. My aunt sends me a card.
Greetings Card Content
Happy new year and happy holiday. From Aunt Julia.

Video Slide 7:
Situation
Today is the last of Ramadhan. Tomorrow, we will celebrate Eid Al-Fitr. We get a card from our relatives.
Greetings Card Content
Eid Mubarak 1443 H.

Video Slide 8:
What are the greetings cards used for? Let's discuss

MLOM 2-1-4		
5 Minutes (ML 2, ML 9)		
Visuals	**Scripts**	**Justifications**

Question 4

Question 5

Question 6 | **Multiple Choices Quiz**
Question 1
Dear Wulan, Congratulation on your success on the college entrance exam. May today success be just the beginning of your long life achievement and happiness. Remember the challenge is waiting for you in the college. Nevertheless, I believe that you can handle it well. Good luck! Your best friend,
Fitri
The purpose of the text above is ....
A. to congratu'late Wulan's success on the college entrance exam
B. to invite someone
C. to entertain someone
D. To persuade someone
Question 2
Happy Mother's Day Your smile brightens each day just as the morning rays shines on the hills and it's with doubt that this gives us the courage to face the new day with joy.
To whom the card is sent?
A. Mother
B. Father
C. Grandmother
D. Grandfather
Question 3
Choose all the expressions that you can find on a birthday card.
A. Have a wonderful birthday
B. My condolences
C. Get well soon.
D. Many happy returns
Question 4
Which occasion do you usually give this card?
A. birthday
B. farewell
C. New Year
D. mother's day
Question 5
Which occasion do you usually give this card?
A. New Year
B. anniversary
C. Teacher's day
D. graduation
Question 6
Which occasion do you usually give this card?
A. birthday
B. mother's day
C. achievement
D. farewell
Question 7 | • Questions 2, 4, 5, 6, 8 and 10 indicate the critical thinking descriptor of *interpreting and drawing inferences from data*, the data shown are the clues and pictures (CTS 3).
• Questions 1, 3, 7 and 9 indicate the critical thinking descriptor of *drawing appropriate conclusions* (CTS 6). |

Dear Andy,
When your name is called as the best student please step forward-for high five!
You are the best. Congratulations!
Uncle John
From the text we know that Andy ....
A. Get a medal for the best student
B. Is the best student at school
C. Graduates from high school
D. Got five for his test

Question 8
I hope you will recover soon.
We can find this sentence in a ......
A. get well card
B. invitation card
C. congratulation card
D. birthday card

Question 9
To: Olivia
Happy Graduation!
Your journey begins now.
From: Issabella
The purpose of the text above is...
A. to persuade someone
B. to entertain someone
C. to congratulate someone
D. to invite someone

Question 10
Dear Anita,
Congratulations on your success in the poetry reading competition.
Love, Harun
Who send the card?
A. Anita
B. Harun
C. Anita's Friend
D. Committee members
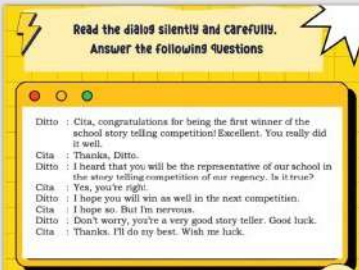
MLOM 2-1-5
5 Minutes (ML 2, ML 9)

Visuals	Scripts	Justifications
	Quiz Content: Answer these following questions based on the provided greetings cards! **Card 1** 1. Who sent the card? 2. What occasion is the card used for? **Card 2** 3. Whom is the card sent to? 4. What occasion is the card used for? **Card 3** 5. Whom is the card sent to? 6. What occasion is the card used for? **Card 4** 7. Who is the receiver of the card? 8. Why does the sender thank to the teacher?	From the questions provided, the students need to identify the cards to answer. Since there are no answer choices, they need to write down what they have identified. These can be indicated the critical thinking descriptors of *evaluating specific information or points in an argument* (CTS 4) and *evaluating arguments as a whole* (CTS 5)

- **MLOM 2-2**

Skill	Writing – Presenting (ML 5)
Micro-skill	Producing writing at a efficient rate of speed to suit the purpose.

Macro-skill	Achieving communicative purpose of written texts.				
CEFR Level	A2: Can compose a short text in a greetings card (e.g. for someone's birthday or to wish them a Happy New Year).				
Structural Elements	Instructional Methods	Microlearning Object Media	Microlearning Descriptors	Critical Thinking Skills Descriptors	Script Codes
Welcome to the lesson	Structured Overview	Pictures	ML1, ML2, ML3, ML4, ML5, ML6, ML7, ML8, ML9	CTS 1	MLOM 2-2-1
Awaken Prior Knowledge	Inquiry Drilling	Quiz		CTS 5	MLOM 2-2-2
Content	Lecture	Infographic Animation		CTS 6	MLOM 2-2-3
Review Key Points	Questions and Answers	Quiz		CTS 8	MLOM 2-2-4
Exercise	Inquiry	Quiz		CST 9	MLOM 2-2-5

MLOM 2-2-1		
3 Minutes (ML 2, ML 9)		
Visuals	**Scripts**	**Justifications**
	Dialog Script **Read the dialog silently and carefully. Answer the following questions.** Ditto: Cita, congratulations for being the first winner of the school story telling competition! Excellent. You really did it well. Cita: Thanks, Ditto. Ditto: I heard that you will be representative of our school in the competition of our regency. Is it true? Cita: Yes, you're right. Ditto: I hope you will win as well in the next competition. Cita: I hope so. But I'm nervous. Ditto: Don't worry, you're a very good story teller. Good luck. Cita: Thanks. I'll do my best. Wish me luck.	• From the instruction, it indicates that the critical thinking skills presented is the *identifying and classifying information* from the dialog script (CTS 1). • This material was generated from the *Capaian Pembelajaran* of *Merdeka Belajar* Curriculum into sub-topics indicating the first microlearning descriptor (ML 1). • This material makes use of technology (laptop, mobile phone, tablets and etc) which indicates the fifth descriptor of microlearning (ML 6). • This material is incorporated with varieties of media which indicates the seventh descriptor of microlearning (ML 7).

MLOM 2-2-2		
5 Minutes (ML 2, ML 9)		
Visuals	**Scripts**	**Justifications**
	Quiz Content: 1. What good news about Cita does Ditto know? 2. What does Ditto say to Cita related to the news? 3. What do the expressions mean? 4. What is Dito's purpose of saying that to Cita? 5. When do you think you will say congratulation to other people?	From the questions provided, it can be indicated that the presented critical thinking descriptors for questions number 1-4 is the *evaluating specific information or points in an argument* (CTS 4). Furthermore, question number 5 indicates *identifying and understanding problems* (CTS 5).

Visuals	Scripts	Justifications

2 Minutes (ML 2, ML 9)

Visuals	Scripts	Justifications
	Video Slide 1: **1st card** Your parents' marriage is turning 17 years (Happy Wedding Anniversary) **2nd card** It's not only Mother's Day. We also celebrate Father's Day (Happy Father's Day) **3rd Card** Your sister is turning 5. You send her a card (Happy Birthday, may all your wishes come true) **Video Slide 2:** **1st card** Your aunt is getting married and today is the celebration (Congratulations on your wedding day) **2nd Card** You got a new family member, it's your cousin (Welcome Baby Boy) **3rd Card** You won a dancing competition. You got a card from your parents (Congrats! You Deserve it!) **4th Card**	From the infographic provided, there are information about the examples of expressions of congratulations based on different situations. This indicates the critical thinking descriptors of *drawing appropriate conclusions* (CTS 6).

5 Minutes (ML 2, ML 9)

Visuals	Scripts	Justifications
	Quiz instruction: Write down the inside part of the greetings card based on the cover provided 1. Mr. Adi has just been promoted to be the manager of Karya Minang Restaurant. 2. Your uncle and aunt have moved to their new house. The house has beautiful garden. They enjoy it. 3. Farhan has got new Lego toys from his parents. They are happy because he is brave to sleep in his bedroom by himself. 4. Your uncle is getting engaged with a woman he loves. Today is the ceremony and the celebration.	The instruction of this activity indicates the critical thinking descriptor of *identifying, gathering and organizing relevant information* (CTS 8) that instructs the student to write down the greetings card based on the situation provided.

2 Minutes (ML 2, ML 9)

Visuals	Scripts	Justifications

	The students are required to do the checklist reflection on the topic.	The reflection activity indicates the *evaluating options and recommendation to come decision* (CTS 9) of which parts have been understood and which are not yet.

3. Unit 3

Topic & Context	Short Functional Text of Notice, Caution and Warning
Learning Outcomes	Students will be able to identify social function and text structure of everyday signs and notices, etc. in public places
MLOM	MLOM 3-1 – MLOM 3-5
Skill	Reading – Viewing (ML 5)
Micro-skill	Processing writing at an efficient rate of speed to suit the purpose
Macro-skill	Recognizing the communicative functions of written texts, according to form and purpose
CEFR Level	A2: Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.

Structural Elements	Instructional Methods	Microlearning Object Media	Microlearning Descriptors	Critical Thinking Skills Descriptors	Script Codes
Welcome to the lesson	Structured Overview	Video	ML1, ML2, ML3, ML4, ML5, ML6, ML7, ML8, ML9	CTS 1	MLOM 3-1
Awaken Prior Knowledge	Inquiry Drilling	Quiz		CTS 2, CTS 6	MLOM 3-2
Content	Lecture	Infographic		CTS 3	MLOM 3-3
Review Key Points	Questions & Answers	Quiz		CTS 4, CTS 5	MLOM 3-4
Exercise	Inquiry	Quiz		CTS 5, CTS 8, CTS 9	MLOM 3-5

MLOM 3-1

2 Minutes (ML 2, ML 9)

Visuals	Scripts	Justifications
	Video Slide 1: Another Story from Danny **Video Slide 2:** It was Sunday. Danny and his parents stayed at home. His mom would give him an appreciation by inviting them going to a mall. Mom: Danny, because you've been a good boy, let's go watching movie. Danny: Really, mom? I'm so happy	The students can *identify and classify information* from the short video shown (CTS 1).

Dad: Let's go. You need to get prepared.

Video Slide 3:
On the way, Danny found some signs with pictures. He does not know what they mean.

Video Slide 4:
At the movie theater, he also found some signs.
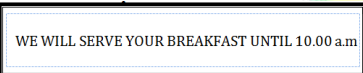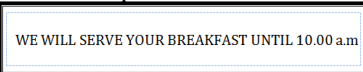

Video Slide 5:
After watching a movie, they had lunch at the mall food court. Danny also found some signs.

Video Slide 6:
At home, he asked his about what he has seen. Mom explained that they are called notice, caution and warning.

MLOM 3-2		
5 Minutes (ML 2, ML 9)		
Visuals	**Scripts**	**Justifications**
Question 1&2 Question 3 Question 4	**Multiple Choices Quiz** **Question 1** What does the notice Mean? order to keep clean invite to clean one's hands appeal to maintain hygiene appeal to have a clean environment **Question 2** Where can we find the notice? At home At school On a vehicle On a food wrapper **Question 3** What does the notice mean? You will have breakfast at 10. 00 am. The breakfast will be served at 10.00 am. You will have breakfast untill 10.am The breakfast will be served after 10.00 am **Question 4** This kind of notice is found in . . . . . cafe Hotel Hospital Restaurant	From the questions provided in the quiz, they are indicated as the critical thinking descriptor of *recognizing pattern and relationship* (CTS 2) and concluding the pictures of notice that is considered as *drawing appropriate conclusion* (CTS 6).

Visuals	Scripts	Justifications
	Question 5 Where can we see this warning ? On a box In a room On a table On a house roof	

3 Minutes (ML 2, ML 9)

Visuals	Scripts	Justifications
	Infographic Text: **Notice** preferred to address practices not related to injury. The safety alert symbol shall not be used with the signal word. **Caution** This indicates a hazardous situation which, if not avoided, could result in minor or moderate injury. **Warning** This indicates a hazardous situation which, if not avoided could results in death or serious injury. **The purposes** - To give an instruction - To give information - To give direction - To advice/to suggest/ to recommend to….	The infographic could be the data which the students could *interpret and draw inferences* (CTS 3) from it. Therefore, they can interpret the definitions, the purposes, the differences, and the examples of notices, cautions and warnings.

2 Minutes (ML 2, ML 9)

Visuals	Scripts	Justifications
	PPT Script: Let's Discuss 1. Where can you find these notices, cautions or warnings? 2. What do they mean?	From the pictures shown, the students could *draw appropriate conclusions* (CTS 6) of where the notices/cautions/warnings belong to and their meanings.

MLOM 3-5		
7 Minutes (ML 2, ML 9)		
Visuals	**Scripts**	**Justifications**
	Quiz content: Answer the following questions based on the instruction given! - Choose the correct answer (multiple choice no.1-3) - Fill the blanks (drag and drop no.4-7) - Match the pictures with the meanings (no.8-15) The students are required to do the checklist reflection on the topic.	By instructions given, it is indicated that the critical thinking skills descriptors presented are *evaluating arguments as a whole* (CTS 5), *identifying, gathering and organizing relevant information* (CTS 8) and from the reflection activity, it *indicates evaluating options and recommendations to come to a decision (*CTS 9).

4. Unit 4

Topic & Context	Quantifiers (Expressing whereabouts of people, objects and animals in an unspecified number)
Learning Outcomes	Students will be able to describe something of a large or small quantity
MLOM	MLOM 4-1 – MLOM 4-5

Skill	Writing – Presenting
Micro-skill	Expressing a particular meaning in different grammatical form
Macro-skill	Achieving communicative purpose of written texts.
CEFR Level	A2: Can express an amount/quantity through non-manual cues.

Structural Elements	Instructional Methods	Microlearning Object Media	Microlearning Descriptors	Critical Thinking Skills Descriptors	Script Codes
Welcome to the lesson	Structured Overview	Video		CTS 1	MLOM 4-1
Awaken Prior Knowledge	Drill and Practice	Quiz	ML1, ML2, ML3, ML4, ML5, ML6, ML7, ML8, ML9	CTS 2	MLOM 4-2
Content	Lecture	Infographic		CTS 3	MLOM 4-3
Review Key Points	Questions and Answers	Infographic		CTS 8	MLOM 4-4
Exercise	Drilling Exercise	Quiz		CTS 5, CTS 9	MLOM 4-5

MLOM 4-1

3 Minutes (ML2, ML 9)

Visuals	Scripts	Justifications
	Video Slide 1: Let's find some objects at home. What can you find? **Video Slide 2:** At the dining room There is not much milk. There is a lot of milk. There are many leaves. There are a lot of leaves. **Video Slide 3:** At the kitchen There are a few eggs. There is a little sugar. There is little salt left. There are few cookies left. **Video Slide 4:** In the bedroom There are a number of toys. I don't have any comics. There are some books. There are several coats. **Video Slide 5:** Let's discuss 1. What have you found at the dining room, kitchen and bedroom?	

Visuals	Scripts	Justifications
	2. What are the differences of the red words or phrases?	

3 Minutes (ML 2, ML 9)

Visuals	Scripts	Justifications
	Quiz content: Choose the best answer - There is (a lot/much/many) of milk - There is not (a lot/much/many) milk - There (is/are) some eggs - There (is/are) an egg - I need (a few/ a little) sugar in my tea - I need (few/some) chocolate bars - The plant has (much/many) leaves - The plant doesn't have (much/any/some) leaves	

5 Minutes (ML 2, ML 9)

Visuals	Scripts	Justifications
	Infographic 1 Large Quantity (much, many, a lot of) **Infographic 2** Small Quantity (a little, a few) **Infographic 3** General Quantity (some, any, several, a number of, there is, there are)	

2 Minutes (ML 2, ML 9)

Visuals	Scripts	Justifications
	Infographic Countable and Uncountable nouns	

10 Minutes (ML 2, ML 9)

Visuals	Scripts	Justifications
	Multiple Choice Quiz **Question 1** There is not . . . olive oil in the bottle. A. much B. many C. a lot of **Question 2** There are not . . . customers in the bakery now. A. much B. many C. a lot of **Question 3** How . . . books does this library have? A. many B. much C. a lot of **Question 4** Pass me . . . water, please. A. no B. any C. few D. some **Question 5** Tom drinks . . . milk, one liter a day. A. a ny B. little C. many D. a lot of **Question 6** There are not . . . books in the library. A. a little B. a few C. many D. much **Question 7** I have . . . friends, not many. A. many B. much C. little D. few **Question 8** There . . . a beach near downtown. A. is B. are C. am D. be **Question 9** There . . . a little milk in the bottle. Get some more in the fridge. A. is B. are C. am D. be **Question 10** How . . . money do you have? A. much B. many C. some D. any The students are required to do the checklist reflection on the topic.	

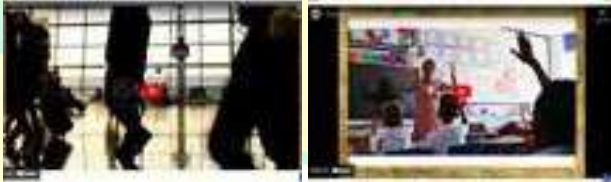**Appendix 11 -   Website Homepage myenglishmyadventure.com**
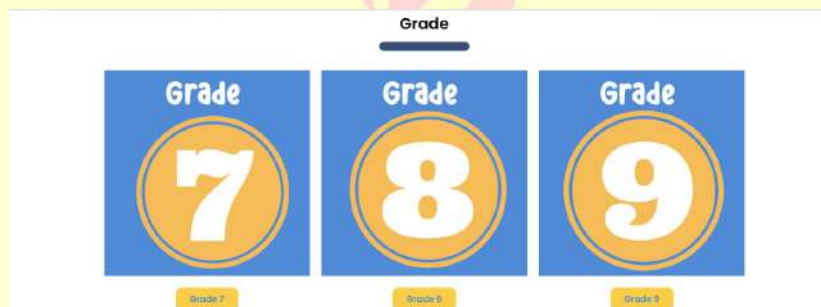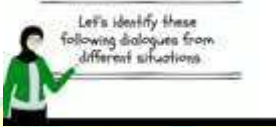
Appendix 12 - Validity and Employability
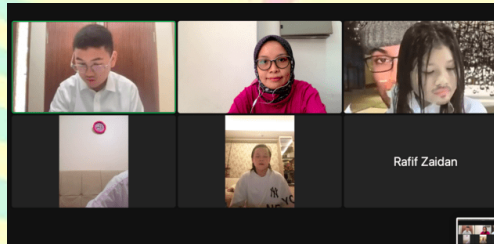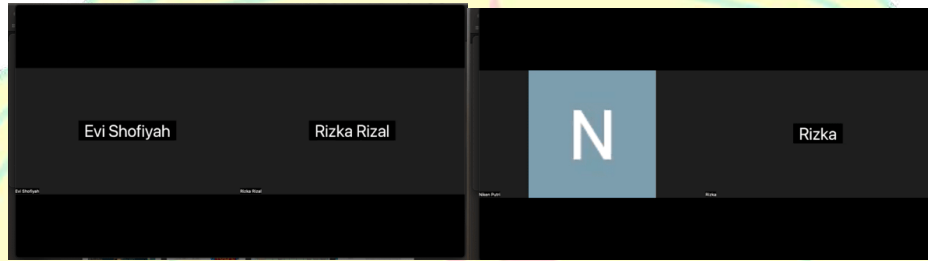
Appendix 13 - Lesson Plans

First Term – Grade 8

Unit 1 – Excuse me, Can I have your attention, please?

Learning Outcomes	• Students will be able to identify social function of expressions of asking for attention and indicating other's understanding • Students will be able to use expressions of asking for attention and indicating other's understanding
Subject Matter / Topic & Context	Expressions asking for attention & indicating other's understanding (Interpersonal interaction with teachers, friends, and others around them)
Reference	*myenglishmyadventure.com*
Lesson	Lesson 1
Skill	Listening
Activities Stages	
Pre-Activity (7 Minutes)	1. **Welcome to the Lesson (MLOM 1-1-1)** **In this stage, the teacher:** ⇒ opens the class by greetings and letting the students begin the class by reciting prayer ⇒ checks the attendance by asking their activities during the school holiday ⇒ asks them whether they went to public places during the school holiday ⇒ asks them to play 2 videos ⇒ asks the students about where they could find the video situations 2. **Awaken Prior Knowledge (MLOM 1-1-2)** **In this stage, the teacher:** ⇒ plays an audio and asks the students to answer the following questions

	$\Rightarrow$ discusses with the students about each question
While Activity (10 Minutes)	**3. Content (MLOM 1-1-3)** **In this stage, the teacher:** $\Rightarrow$ asks the students to play a video and to pay attention on it $\Rightarrow$ discusses the use of the expressions of asking for attention and indicating others' understanding with the students **4. Review Key Points (MLOM 1-1-4)** **In this stage, the teacher:** $\Rightarrow$ guides the students to listen to some audios that related to expressions of asking for attention and indicating others' understanding
Post-Activity (5 Minutes)	**5. Assessment (MLOM 1-1-5)** **In this stage, the teacher:** $\Rightarrow$ guides the students to do the listening activities which uses interactive quiz
Lesson	Lesson 2
Skill	Speaking
Activities Stages	
Pre-Activity (3 Minutes)	**1. Welcome to the Lesson (MLOM 1-2-1)** **In this stage, the teacher:** $\Rightarrow$ Asks the students to click, listen to the audio and speak what they have heard $\Rightarrow$ discusses with the students about the right answers **2. Awaken Prior Knowledge (MLOM 1-2-2)**

	In this stage, the teacher: ⇒ guides the students to do the listening quiz by matching the appropriate expressions with the responses ⇒ discusses with the students about each question
While Activity **(7 Minutes)**	**3. Content (MLOM 1-2-3)** **In this stage, the teacher:** ⇒ asks the students to play a video and to pay attention on it ⇒ discusses the examples of the expressions & the responses of asking for attention and indicating others' understanding with the students **4. Review Key Points (MLOM 1-2-4)** **In this stage, the teacher:** ⇒ guides the students to watch another video and asks them to repeat what the audio in the video said ⇒ drills how to pronounce the expressions and the reponses
Post-Activity **(15 Minutes)**	**5. Assessment (MLOM 1-2-5)** **In this stage, the teacher:** ⇒ assesses the students by giving them assignment to make a dialog with their chairmates by using given topics : at a library, at a laboratory, at a market, at a funfair, and at a bus stop. ⇒ asks them to record and to post it into google classroom / google drive given ⇒ guides the students to reflect themselves on the reflection table about the topic

Rubrics for Speaking

Student Name: _____

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.

Unit 2 – Congratulations!

Learning Outcomes	• Students will be able to identify the social function, text structure and language features of greetings cards • Students will be able to create greetings cards
Subject Matter / Topic & Context	Greetings Card (maintaining interpersonal relationships with friends, teachers and others)
Reference	*myenglishmyadventure.com*
Lesson	Lesson 1
Skill	Reading
Activities Stages	
Pre-Activity (8 Minutes)	1. **Welcome to the Lesson (MLOM 2-1-1)** **In this stage, the teacher:** ⇒ opens the class by greetings and letting the students begin the class by reciting prayer ⇒ checks the attendance by using the expressions that being learnt ⇒ asks them to play a video and read the story 2. **Awaken Prior Knowledge (MLOM 2-1-2)** **In this stage, the teacher:** ⇒ guides the students to answer the following questions based on the story they have read ⇒ discusses with the students about the right answers
While Activity (10 Minutes)	3. **Content (MLOM 2-1-3)** **In this stage, the teacher:** ⇒ asks the students to play a video and to pay attention on it ⇒ discusses the use of the expressions of asking for attention and indicating others' understanding with the students 4. **Review Key Points (MLOM 2-1-4)** **In this stage, the teacher:** ⇒ guides the students to the quiz by giving them quiz code and link

Post-Activity (5 Minutes)	**5. Assessment (MLOM 2-1-5)** **In this stage, the teacher:** ⇒ guides the students to interactive quiz
Lesson	Lesson 2
Skill	Writing
Activities Stages	
Pre-Activity (7 Minutes)	**6. Welcome to the Lesson (MLOM 2-2-1)** **In this stage, the teacher:** ⇒ Asks the students to read a dialog **7. Awaken Prior Knowledge (MLOM 2-2-2)** **In this stage, the teacher:** ⇒ guides the students to do the interactive quiz ⇒ discusses with the students about the right answers
While Activity (10 Minutes)	**8. Content (MLOM 2-2-3)** **In this stage, the teacher:** ⇒ asks the students to play a video and to pay attention on it **9. Review Key Points (MLOM 2-2-4)** **In this stage, the teacher:** ⇒ guides the students to write greetings cards based on the situation given

Post-Activity (3 Minutes)	**10. Assessment** **In this stage, the teacher:** ⇒ guides the students to reflect themselves on the reflection table about the topic

Appendix 14

<div align="center">

DAFTAR RIWAYAT HIDUP

</div>

Rizka Patrika Rizal lahir di Jakarta pada tanggal 21 Agustus 1992. Merupakan anak kedua dari pasangan Suaib Rizal dan Budiasih. Saat ini penulis bertempat tinggal di Bekasi Utara, Kota Bekasi, Jawa Barat. Penulis telah menyelesaikan Pendidikan formal di SDN Pondok Ranji 1, Ciputat Timur pada tahun 1998-2004; MTsN 3 Jakarta, Jakarta Selatan pada tahun 2004-2007; MAN 4 Jakarta, Jakarta Selatan pada tahun 2007-2010; Pendidikan jenjang S1 prodi Pendidikan Bahasa Inggris di Universitas Islam Negeri Syarif Hidayatullah Jakarta pada tahun 2010-2015. Kemudian melanjutkan jenjang pendidikan magister di Universitas Negeri Jakarta prodi Pendidikan Bahasa Inggris pada tahun 2021-2023 melalui jalur penmaba mandiri.

Di dalam masa perkuliahan, penulis aktif dalam kegiatan akademik di Universitas Negeri Jakarta menjadi panitia workshop, webinar dan kuliah perdana program magister pendidikan Bahasa Inggris. Saat ini penulis mengajar di salah satu sekolah non-formal di Bekasi. Penulis juga pernah mengajar di beberapa institusi pendidikan untuk mengajar mata pelajaran Bahasa Inggris serta menjadi staff perpustakaan di salah satus sekolah multicultural di Jakarta Selatan. Apabila terdapat kritik dan saran terhadap karya tulis thesis ini maka dapat menghubungi penulis dengan alamat email rizkaprizal2@gmail.com.