


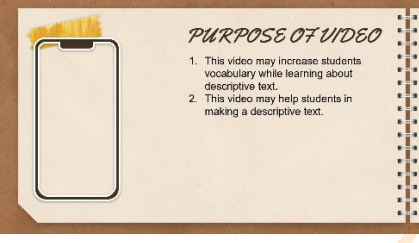








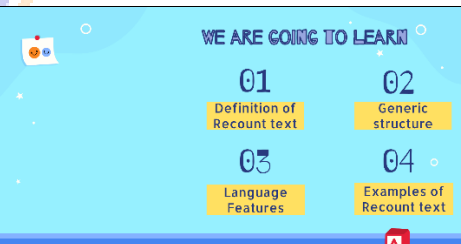
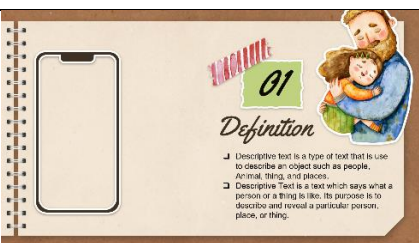
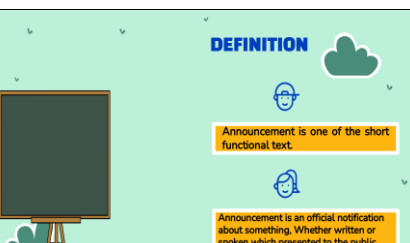



# APPENDICES

## Appendix 1 Sample of the Product

Descriptive Text	Announcement Text	Recount Text
 <p><b>Descriptive text</b></p> <p>A Learning Video About Descriptive Text By Ni Wayan Desi Melani</p>	 <p><b>ANNOUNCEMENT TEXT</b> 10th Grade</p> <p>A Learning Video About Announcement Text By Desi Melani</p>	 <p><b>RECOUNT TEXT</b></p> <p>A Learning Video About Recount Text By Ni Wayan Desi Melani</p>
 <p><b>PURPOSE OF VIDEO</b></p> <ol style="list-style-type: none"> <li>1. This video may increase students vocabulary while learning about descriptive text.</li> <li>2. This video may help students in making a descriptive text.</li> </ol>	 <p><b>PURPOSE OF VIDEO</b></p> <ul style="list-style-type: none"> <li>This video may increase students vocabulary while learning about announcement text</li> <li>This video may help students in making an announcement text</li> </ul>	 <p><b>PURPOSE OF VIDEO</b></p> <ul style="list-style-type: none"> <li>This video may increase students vocabulary while learning about Recount text</li> <li>This video may help students in making Recount text</li> </ul>
 <p>Have you visited this place in Bali? Could you describe this place?</p> 	 <p>Have you ever seen this kind of text?</p> <div data-bbox="767 1070 970 1279" style="border: 1px solid black; padding: 5px;"> <p><b>ANNOUNCEMENT</b> Attention, Please. To celebrate our school anniversary, there will be held a musical performance that involve all the school members including teachers, students, and all th</p> <p>Date: 1st – 6th of September 2022 Time : 08.30 am Venue : School hall Don't miss the event. Make sure you are invited and well informed. There will be cool prizes for the participants. For more information, please contact Surya (081214568976) Mahardika The Chief of Osis</p> </div>	 <p>HAVE YOU EVER SEEN THIS KIND OF TEXT?</p> <div data-bbox="1203 1077 1481 1279" style="border: 1px solid black; padding: 5px;"> <p><b>A TRIP TO BOROBUDUR TEMPLE</b> Last year, my classmates and I visited Borobudur Temple. We went there by bus. We left our school at nine o'clock in the morning. It took us 24 hours to arrive there and we arrived at nine o'clock the next day. Along the road we saw many varieties, unique houses, greenest buildings, and some other tourists. After we arrived at the Borobudur temple, one of my teachers want to buy tickets. After we waited him for a moment, we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Hindu Village, Magelang, Central Java by Suryawati Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 stupas and 1480 relief. From the top of the temple we can see such beautiful scenery. My friends and I went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study for the next day. We felt tired that day but we felt so happy to visit Borobudur Temple which is well known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.</p> </div>
 <p><i>We are going to learn</i></p> <ol style="list-style-type: none"> <li>1 Definition</li> <li>2 Generic Structure</li> <li>3 Language Features</li> <li>4 Examples</li> </ol>	 <p><b>We are going to learn</b></p> <ul style="list-style-type: none"> <li>01 Definition of Announcement</li> <li>02 Generic Structure</li> <li>03 Language Features</li> <li>04 Examples</li> </ul>	 <p><b>WE ARE GOING TO LEARN</b></p> <ul style="list-style-type: none"> <li>01 Definition of Recount text</li> <li>02 Generic structure</li> <li>03 Language Features</li> <li>04 Examples of Recount text</li> </ul>
 <p><b>01</b> <b>Definition</b></p> <ul style="list-style-type: none"> <li>Descriptive text is a type of text that is use to describe an object such as people, animal, thing, and places.</li> <li>Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.</li> </ul>	 <p><b>DEFINITION</b></p> <p>Announcement is one of the short functional text.</p> <p>Announcement is an official notification about something. Whether written or spoken which presented to the public.</p>	 <p><b>01</b> <b>Definition of Recount text</b></p> <p>Recount text is a text which retells events or experiences in the past.</p>

### GENERIC STRUCTURE

**Identification**  
contains about the introduction of a person, place, animal or object will be described.

**Description**  
contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything in specific way related to the object will be described.

### GENERIC STRUCTURE

- Stating Purpose
- Stating Day, Date and Time
- Stating Place
- Stating Sender

### GENERIC STRUCTURE

- 1. Orientation**  
(Pengenalan)
- 2. Events**  
(Urutan peristiwa)
- 3. Reorientation**  
(Kesimpulan teks/padaai penulis)

### Generic Structure

**Identification**  
Tanah Lot Temple is a sacred Hindu temple on the rocky beach, west coastal side of Bali Island. It is one of the famous tourist destinations in Bali. The area comprises a wondrous mixture of natural beauty and sheer human effort. Here lies white sand beach with crashing waves, complemented by a small yet majestic temple.

**Description**

### ANNOUNCEMENT

Attention, Please.  
To celebrate our school anniversary, there will be held a musical performance that involves all the school members including teachers, students, and all the staff.

**Stating Purpose**

**Stating Day, Date and Time**  
Date : Sat - 4th of September 2022  
Time : 08:30 am

**Stating Place**  
Venue : School hall

**Stating Sender**  
Mahardika  
The Chief of Osis

**Orientation**  
It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

**Events**  
A series of events, ordered in a chronological sequence.

**Re-orientation**  
A personal comment about the event or what happened in the end.

### Language Features

**01** SIMPLE PRESENT TENSE

**02** ADJECTIVE

**03** ACTION VERB

**04** SPECIFIC OBJECT

### LANGUAGE FEATURES

- Simple Present tense and Simple Future
- Date, Time and Place
- Event

### LANGUAGE FEATURES

**Personal pronoun**  
Kata ganti personal

**Chronological connection**  
Kata penghubung

**Action verb**  
Kata kerja

**Simple past tense**  
Bentuk lampau

**Simple present tense**  
Descriptive text uses the simple present tense because descriptive text tells a fact about the object being described.  
Example : I go to the beach

**Adjective**  
Adjective is a word used to describe a noun or pronoun which is its identity or character of the noun or pronoun which can be in the form of people, places animals and objects.  
Example : Bali is beautiful island

### Simple Present Tense and Simple Future

The announcement must have been made long before the event took place.

**Example**

- Simple Present Tense : we expect the participation of SMA N 1 Nusa Penida students in the Independence Day Competition.
- Simple Future : The competition will be held after the Independence Day Ceremony.

### Personal pronoun

AKU KAMU DIA MEREKA KITA DIA ITU

AKU KAMU MEREKA KITA DIA ITU

**Action verb**  
Using a verb that shows an activity or an activity that can be seen.  
Example : Come, bring

**Specific object**  
Specific objects are objects that have a name, special type or detail.  
Example : Tanah Lot Temple, Bali island

### Date, Time and Place (tanggal, waktu, dan tempat)

Contains information on the day, date, time and where the event or activity of the event or activity to be held.

**Example:**

Date: Monday, 17th August 2022  
Time: 9.00 a.m – 2.00 p.m  
Place: Aula SMA N 1 Nusa Penida

### CHRONOLOGICAL CONNECTION

1 next  
Setelah/ sesudah

2 first  
Pertama

3 finally  
akhirnya

4 when  
ketika

5 after  
Setelah

6 before  
Sebelum

### Example

**1. Tanah Lot Temple is located in Java island.**  
TRUE / FALSE

**2. The temple is on the mountains.**  
TRUE / FALSE

**Tanah Lot Temple**  
Tanah Lot Temple is a sacred Hindu temple on the rocky beach, situated on west coastal side of Bali Island. It is one of the famous tourist destinations in Bali. The area comprises a wondrous mixture of natural beauty and sheer human effort. Here lies a white sand beach with crashing waves, complemented by a small yet majestic temple.

### Event (acara atau kejadian)

- Missing persons / animals / items (Kehilangan orang, hewan, benda)
- School information (Informasi sekolah)
- Winners of a competition (Pemenang dari suatu Kompetisi)
- Job vacancy (Kecurangan pekerjaan)
- Sad news (Berita duka)
- Inauguration / marriage / birth (peresmian/Pemikahan/Kelahiran)
- New products (Peluncuran Produk Baru)

### ACTION VERB

Go Pergi

visited mengunjungi

arrived Tiba

Waited Menunggu

Bahasa Inggris	Bahasa Indonesia	Bahasa Inggris	Bahasa Indonesia
describe	'mendeskripsikan'	introduction	'persembahkan'
reveal	'menunjukkan'	farm	'peternakan'
subject	'topik'	cinema	'bioskop'
fact	'fakta'	magical	'magis'
identity	'identitas'	wondrous	'memukaukan'
destination	'tujuan'	famous	'terkenal'
character	'karakter'	purpose	'tujuan'
contain	'mengandung'	particular	'khusus'

### Example

**ANNOUNCEMENT**  
Attention, Please!  
To celebrate our school anniversary, there will be held a musical performance that involve all the school members including teachers, students, and all the staff.  
Date: 1st - 4th of September 2022  
Time: 08.30 am  
Venue: School hall  
Don't miss the event. Make sure you are involved and well informed. There will be cost prices for the participants. For more info, please contact Surya (08124548876)

**Quiz**  
1. The event remains for 2 days  
**TRUE / FALSE**

2. The event start in the morning  
**TRUE / FALSE**

3. Please make your own announcement text!

Mahardika  
The Chief of Osis

### SIMPLE PAST TENSE

Recount text uses simple past tense because it tells about past experience or activity.

- my classmates and I visited Borobudur Temple
- We left our school at nine o'clock in the morning

Please make one paragraph (5-7 sentences) of a descriptive text with the generic structure and language feature!

Bahasa Inggris	Bahasa Indonesia
Purpose	'Tujuan'
Performance	'Penerampilan'
Involve	'Melibatkan'
Contain	'Berkonten'
Celebrate	'Merayakan'
Attention	'Perhatian'
Participant	'Peserta'

### EXAMPLE OF RECOUNT TEXT

**A TRIP TO BOROBUDUR TEMPLE**  
Last year, my classmates and I visited Borobudur Temple. We went there by bus.  
We left our school at nine o'clock in the morning. It took us 24 hours to arrive there and we arrived at nine o'clock the next day. Along the road, we saw many vehicles, village houses, government buildings, and some other buildings. After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment, we entered into Borobudur temple. There, we went up to the top of the temple. Borobudur temple was built at Borobudur Village, Magelang, Central Java by Javanese dynasty.  
Borobudur temple is the biggest temple in the world. It has 985 statues and 4999 reliefs. From the top of the temple we can see such beautiful scenery. My friends and I went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study for the next day.  
We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

## Thank you

A Learning Video About Descriptive Text  
By Desi Melani

Please make one simple announcement text (5-7 sentences) that include the generic structure and language feature!

### TRUE OR FALSE QUESTION

- The writer visited the Borobudur temple with his/her classmates.  
**TRUE/FALSE**
- They left our school at nine o'clock in the morning.  
**TRUE/FALSE**

## Thanks

A Learning Video About Announcement Text  
By Desi Melani

Bahasa Inggris	Bahasa Indonesia	Bahasa Inggris	Bahasa Indonesia
next	'selanjutnya'	arrived	'tiba'
first	'pertama'	visited	'mengunjungi'
then	'kemudian'	waited	'menunggu'
after	'setelah'	stay	'menginap'
before	'sebelum'	go	'pergi'
finally	'akhirnya'	left	'meninggalkan'
when	'ketika'	see	'melihat'
last year	'tahun lalu'	entered	'memasuki'

Please make one simple recount text (5-7 sentences) that include the generic structure and language feature!

## THANKS

A Learning Video About Recount Text  
By Desi Melani

## Appendix 2 English Teacher's Interview Guide

Interview Question to Know Media Used and Problem Faced by English Teacher	
Question:	What kinds of learning media are often used in the learning process?
Answer:	
Question:	Do you make use of ICT ( <i>Information and Communication Technology</i> ) in your classroom?
Answer:	
Question:	What are the most common obstacles that teachers faced while using ICT in the classroom?
Answer:	
Question:	What is the problem's solution?
Answer:	
Question:	How does the students' study?
Answer:	
Question:	Do the students enjoy using ICT learning media to study English?
Answer:	

### Appendix 3 Tenth Grade of Senior High School Student English Syllabus

## SILABUS

Satuan Pendidikan : SMA Negeri 1 Nusa Penida  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/Ganjil

- 
- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi	Sumber belajar
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				waktu		
3.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan</li> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> <li>- Subjek Pronoun: <i>I, You, We, They, He, She, It</i></li> <li>- Kata ganti possessive <i>my, your, his, dsb.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh rekaman interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.</li> <li>- Saling menyimak dan bertanya jawab tentang jati</li> </ul>	<p><b>Pengetahuan:</b> <u>Tes Tertulis</u> Ulangan Harian 1 tentang meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya.</p> <p><u>Penugasan</u> Tes tertulis berupa soal <i>Daily Assessment 1</i> pada lembar kerja siswa.</p> <p><b>Keterampilan :</b> <u>Praktik (Skill)</u> Membuat video perkenalan diri dengan durasi ± 5 menit.</p>	<b>6JP</b>	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016</li> <li>❖ Belajar Praktis Bahasa Inggris SMA/MA Kelas X Semester 1 terbitan CV. Viva Pakarindo</li> </ul>
4.1	Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta					

<p>informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Kata tanya <i>Who? Which? How? Dst.</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>diri masing-masing dengan teman-temannya melalui google meet</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			<ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Sumber lain yang relevan.</li> </ul>
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh rekaman percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman,</li> </ul>	<p><b>Pengetahuan:</b> <u>Tes Tertulis</u> Ulangan Harian 2 tentang memberikan ucapan selamat dan memuji bersayap (<i>extended</i>).</p>	<p><b>6JP</b></p>	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas</li> </ul>

<p>selamat dan memuji bersayap (extended), serta menanggapi, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>- Menanggapi (diharapkan/di luar dugaan)</li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi</li> </ul> </li> </ul>	<p>dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, dan mengidentifikasi persamaan dan perbedaannya</li> </ul>	<p><u>Penugasan</u> Tes tertulis berupa soal <i>Daily Assessment 2</i> pada lembar kerja siswa.</p>		<p>X, Kemendikbud, Revisi Tahun 2016</p>
<p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat</li> </ul>	<p>dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, dan mengidentifikasi persamaan dan perbedaannya</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>	<p><u>Keterampilan :</u> <u>Praktik (Skill)</u> Praktik membuat kartu ucapan selamat dan memuji.</p>		<ul style="list-style-type: none"> <li>❖ Belajar Praktis Bahasa Inggris SMA/MA Kelas X Semester 1 terbitan CV. Viva Pakarindo</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Sumber lain yang relevan.</li> </ul>



	menumbuhkan perilaku yang termuat di KI					
3.3	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i> )	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menyatakan rencana, menyarankan, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan atau di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video)</li> <li>- Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya</li> <li>- Bertanya jawab tentang rencana melakukan suatu kegiatan</li> <li>- Bermain game terkait dengan niat mengatasi masalah</li> </ul>	<p><b>Pengetahuan:</b> <u>Tes Tertulis</u> Ulangan Harian 3 tentang memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.</p> <p><u>Penugasan</u> Tes tertulis berupa soal <i>Daily Assessment 3</i> pada lembar kerja siswa.</p> <p><b>Keterampilan :</b> <u>Praktik (Skill)</u> Praktik membuat teks sederhana mengenai</p>	<b>6JP</b>	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016</li> <li>❖ Belajar Praktis Bahasa Inggris SMA/MA Kelas X Semester 1 terbitan CV.</li> </ul>
4.3	Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang					

<p>melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>	<p>niat melakukan sesuatu (My Intention).</p>		<p>Viva Pakarindo</p> <ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Sumber lain yang relevan.</li> </ul>
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</li> <li>• Struktur Teks Dapat mencakup <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa contoh teks deskripsi dalam tampilan visual (gambar, video)</li> <li>- Bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa</li> </ul>	<p><b>Pengetahuan:</b> <u>Tes Tertulis</u> Ulangan Harian 4 tentang memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p><u>Penugasan</u> Tes tertulis berupa soal <i>Daily Assessment 4</i></p>	<p><b>6JP</b></p>	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016</li> </ul>

<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,</p>	<ul style="list-style-type: none"> <li>- Fungsi, manfaat, tindakan, kebiasaan</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal</li> <li>- Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i></li> <li>- Kalimat deklaratif dan interogatif dalam tense yang benar</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul>	<p>deskripsi tempat wisata dan bangunan lain.</p> <ul style="list-style-type: none"> <li>- Mengkomunikasikan hasil analisis teks deskriptif.</li> <li>- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</li> <li>- Menyusun vlog promosi daerah pariwisata di wilayah Nusa Penida.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>	<p>pada lembar kerja siswa</p> <p><b>Keterampilan :</b>  <u>Praktik (Skill)</u>  Praktik menyusun vlog promosi daerah pariwisata di wilayah Nusa Penida.</p>		<ul style="list-style-type: none"> <li>❖ Belajar Praktis Bahasa Inggris SMA/MA Kelas X Semester 1 terbitan CV. Viva Pakarindo</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Sumber lain yang relevan.</li> </ul>
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<p>secara benar dan sesuai konteks</p>	<p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>				
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya.</p> <p>4.5 Teks pemberitahuan (announcement)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial <ul style="list-style-type: none"> <li>Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</li> </ul> </li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Istilah khusus terkait dengan jenis pemberituannya</li> <li>- Informasi khas yang relevan</li> <li>- Gambar, hiasan, komposisi warna</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisis teks dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis</li> </ul>	<p><b>Pengetahuan:</b> <u>Tes Tertulis</u> Ulangan Harian 5 tentang teks khusus dalam bentuk pemberitahuan (announcement).</p> <p><u>Penugasan</u> Tes tertulis berupa soal <i>Daily Assessment 6</i> pada lembar kerja siswa</p> <p><b>Keterampilan :</b> <u>Praktik (Skill)</u> Praktik membuat rekaman pengumuman</p>	<p><b>4JP</b></p>	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016</li> <li>❖ Belajar Praktis Bahasa Inggris SMA/MA Kelas X Semester 1 terbitan CV.</li> </ul>

<p>kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>• Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.</li> </ul>	<p>beberapa teks pemberitahuan lain</p> <ul style="list-style-type: none"> <li>- Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>	<p>lisan tentang kegiatan sekolah.</p>		<p>Viva Pakarindo</p> <ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Sumber lain yang relevan.</li> </ul>
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**Mengetahui,**

Kepala Sekolah

**I Ketut Jelantik, S.Pd., M.Pd**

NIP.19631211 198803 1 004

**Nusa Penida, 12 Juli 2017**

Guru Mata Pelajaran

**Luh Putu Diah Vigayanti, S.Pd.**

NIP. 19890831 201903 2017



#### Appendix 4 The Complete Blueprint of Material

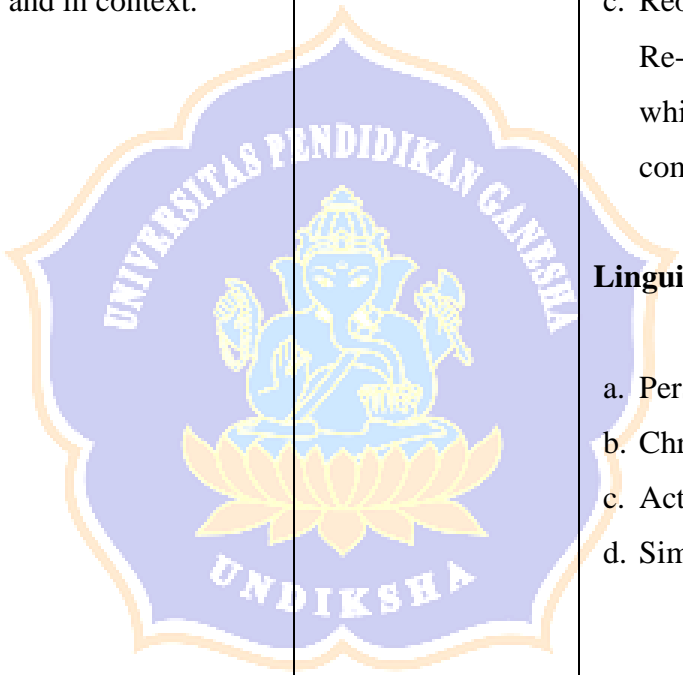
Class	Topic	Basic Competencies	Indicator	Learning Material
X	Descriptive Text	3.4. Analyzing text structures and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use.	3.4.1 Students are able to analyze the generic structure of a descriptive text.	<p><b>Definition:</b></p> <p>Descriptive text is a type of text that is use to describe an object such as people, Animal, thing, and places.</p> <p><b>Structure:</b></p> <p>a. Identification</p> <p>Introduction of a person, place, animal or object will be described</p> <p>b. Description</p> <p>Description of something such as animal, things, place or person by describing its features, forms, colors, or anything in specific way related to the object will be described.</p>
		4.4. Composing short and simple descriptive texts, related to tourist attractions and famous historical buildings, taking into account text structures and linguistic elements, correctly and in context.	4.4.1 Students are able to create a short and simple descriptive text.	

				<p><b>Linguistic Elements:</b></p> <ul style="list-style-type: none"> <li>a. Simple present tense</li> <li>b. Adjective</li> <li>c. Action verb</li> <li>d. Specific object</li> </ul>
X	Announcement Text	3.5 Analyzing text structure and linguistic elements of announcement text by giving and asking for information related to school activities, according to the context of their use.	<p>3.5.1 Students are able to analyze the generic structure of an announcement text.</p> <p>3.5.2 Students are able to analyze the language features of an announcement text.</p>	<p><b>Definition:</b></p> <p>Announcement text is an official notification about something, Whether written or spoken which presented to the public.</p> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>a. Stating Purpose</li> <li>b. Stating Day, Date and Time</li> <li>c. Stating Place</li> <li>d. Stating Sender</li> </ul>



		4.5. Composing short and simple announcement text, related to school activities, taking into account text structures and linguistic elements, correctly and in context.	4.5.1 Students are able to create a short and simple announcement text.	<b>Linguistic Elements:</b> <ul style="list-style-type: none"> <li>a. Simple Present tense</li> <li>b. Simple Future tense</li> <li>c. Date, Time and Place</li> <li>d. Event</li> </ul>
X	Recount Text	3.7. Analyzing text structures and linguistic elements in simple recount texts about experiences/events, according to the context of their use.	3.7.1 Students are able to analyze the generic structure of a recount text  3.7.2 Students are able to analyze the language features of a recount text.	<b>Definition:</b> Recount text is a text which retells events or experiences in the past.  <b>Structure:</b> <ul style="list-style-type: none"> <li>a. Orientation</li> </ul> Orientation is the introduction of the things to be discussed. provides background information to readers

		<p>4.7. Composing short and simple recount text, related to experiences/events, taking into account text structures and linguistic elements, correctly and in context.</p>	<p>4.7.1 Students are able to create a short and simple recount text.</p>	<p>b. Events</p> <p>Events contain a series of events arranged chronologically. In this section, events are written from start to finish.</p> <p>c. Reorientation</p> <p>Re-orientation is the conclusion of this text which can be filled with the author's personal comments.</p> <p><b>Linguistic Elements:</b></p> <ul style="list-style-type: none"> <li>a. Personal pronoun</li> <li>b. Chronological connection</li> <li>c. Action verb</li> <li>d. Simple past tense</li> </ul>
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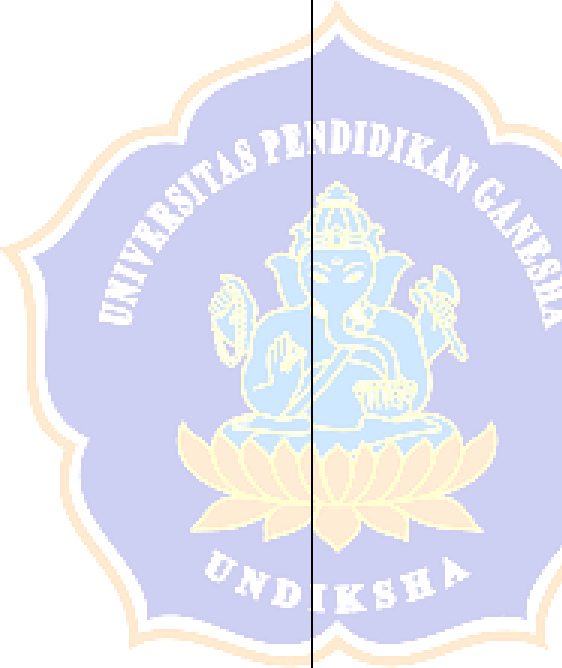


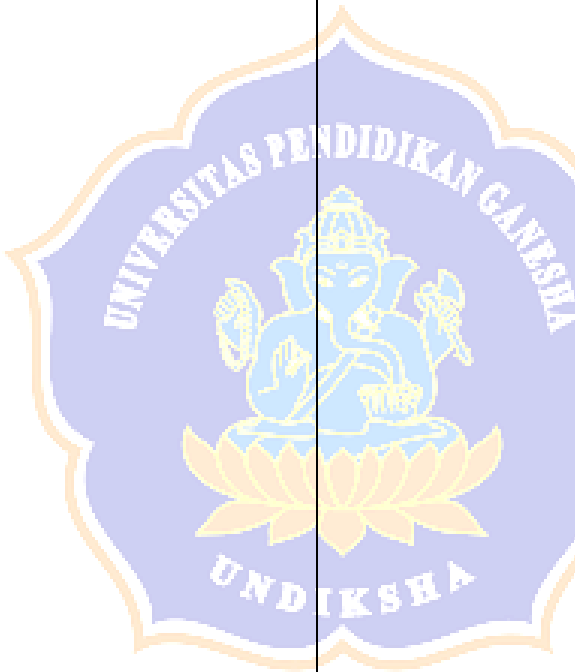
**Appendix 5 The Complete Blueprint of VlogNow**

Topic	Basic Competencies	Indicator	Focus / Type	Learning Material
Descriptive Text	3.4. Analyzing text structures and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use.	3.4.1 Students are able to analyze the generic structure of a descriptive text.	Vocabulary / Explanation video	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>- Greeting <i>“Hello, students! How are you today?, I am Ni Wayan Desi Melani”</i></li> <li>- Giving concise information about the learning topic. <i>“In this video, we would learn about descriptive text.”</i></li> <li>- Giving brief information about the purpose of the video. <i>“So the purpose of this video are You would increase your vocabulary while learning descriptive text, and this video may help you in making a simple descriptive text.”</i></li> </ul> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- Giving explanation about the point those students will learn. <i>“Now, in this video, we would learn about these four topics. The first one is the definition, generic</i></li> </ul>
		3.4.2 Students are able to analyze the language features of a descriptive text.		
	4.4. Composing short and simple descriptive texts, related to tourist attractions and famous historical	4.4.1 Students are able to create a short and simple descriptive text.		

	<p>buildings, taking into account text structures and linguistic elements, correctly and in context.</p>		<p><i>structure. language feature, and example of the descriptive text”</i></p> <ul style="list-style-type: none"> <li>- Giving explanation about the definition of descriptive text.</li> </ul> <p><i>“Descriptive text is a type of text that is use to describe an object such as people, Animal, thing, and places.</i></p> <p><i>Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.”</i></p> <ul style="list-style-type: none"> <li>- Giving explanation about the generic structure of descriptive text.</li> </ul> <p><i>“There are two generic structures of descriptive text. The first one is identification, and the second one is description.”</i></p> <ul style="list-style-type: none"> <li>- Giving explanation about the language features of descriptive text.</li> </ul> <p><i>“Now we come to the language features. There are four language features here. Simple present tense, Adjective, Action verb, Specific object ”</i></p> <p><b>Closing:</b></p> <ul style="list-style-type: none"> <li>- Giving the exercise.</li> </ul>
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				<p><i>“Alrighth you already learn about descriptive text, read the examples of the text, and answer the quiz. Now, it is your task to make one of your own descriptive text that include the generic structure and language features, after that please send it through WAG.”</i></p> <p>- Giving closing.</p> <p><i>“Well, students. That’s all the lessons about descriptive text for today. Thank you for watching. See you for the next video, students!”</i></p>
Announcem ent Text	3.5 Analyzing text structure and linguistic elements of announcement text by giving and asking for information related to school activities, according to the context of their use.	3.5.1 Students are able to analyze the generic structure of an announcement text.  3.5.2 Students are able to analyze the language features of an announcement text.	Vocabulary / Explanation video	<p><b>Introduction:</b></p> <p>- Greeting</p> <p><i>“Hello, students! How are you today?, I am Ni Wayan Desi Melani”</i></p> <p>- Giving concise information about the learning topic.</p> <p><i>“We will learn about announcement text in this lesson.”</i></p> <p>- Giving brief information about the purpose of the video.</p> <p><i>“So, the purpose of this video are This video may</i></p>

	<p>4.5. Composing short and simple announcement text, related to school activities, taking into account text structures and linguistic elements, correctly and in context.</p>	<p>4.5.1 Students are able to create a short and simple announcement text.</p>		<p><i>increase students vocabulary while learning about announcement text. And this video may help students in making an announcement text.”</i></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- Giving explanation about the point those students will learn.</li> </ul> <p><i>“Now in this video we will learn about these three topics, the first one is definition, generic structure, and language features of the text.”</i></p> <ul style="list-style-type: none"> <li>- Giving explanation about the definition of announcement text.</li> </ul> <p><i>“Announcement is one of the short functional text. Announcement is an official notification about something, Whether written or spoken which presented to the public. The announcement text used to give information and let the people know what has happened and what will happened.”</i></p> <ul style="list-style-type: none"> <li>- Giving explanation about the generic structure of announcement text.</li> </ul> <p><i>“There are four generic structures of announcement text. They are stating purpose, stating day, date and time, stating place and</i></p>
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			<p><i>stating sender.”</i></p> <ul style="list-style-type: none"><li>- Giving explanation about the language features of announcement text.</li></ul> <p><i>“There are four language features of announcement text. They are Simple present tense, Simple future tense, Date, Time and Place, and Event.”</i></p> <p><b>Closing:</b></p> <ul style="list-style-type: none"><li>- Giving the exercise.</li></ul> <p><i>“Alrigh you already learn about announcement text, read the examples of the text, and answer the quiz. Now, it is your task to make one of your own announcement text that include the generic structure and language features, after that please send it through WAG.”</i></p> <ul style="list-style-type: none"><li>- Giving closing.</li></ul> <p><i>Well, students. That’s all the lessons about announcement text for today. Thank you for watching. See you for the next video, students!”</i></p>
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Recount Text	3.7. Analyzing text structures and linguistic elements in simple recount texts about experiences/events, according to the context of their use.	3.7.1 Students are able to analyze the generic structure of a recount text	Vocabulary / Explanation video	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>- Greeting <i>"Hello, students! How are you today?", I am Ni Wayan Desi Melani "In this video, we would learn about recount text"</i></li> <li>- Giving concise information about the learning topic. <i>"We will learn about recount text in this lesson."</i></li> <li>- Giving brief information about the purpose of the video. <i>"So the purpose of this video are You would increase your vocabulary while learning Recount text, and this video may help you in making a simple Recount text."</i></li> </ul> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- Giving explanation about the point those students will learn. <i>"Now in this video we will learn about these three topics, the first one is definition, generic structure, and language features of the text."</i></li> <li>- Giving explanation about the definition of recount text.</li> </ul>	
		3.7.2 Students are able to analyze the language features of a recount text.			
	4.7. Composing short and simple recount text, related	4.7.1 Students are able to create a short and simple recount text.			

	<p>to experiences/events, taking into account text structures and linguistic elements, correctly and in context.</p>		<p><i>“Recount text is a text which retells events or experiences in the past.”</i></p> <ul style="list-style-type: none"> <li>- Giving explanation about the generic structure of recount text.</li> </ul> <p><i>“There are three generic structures of recount text. They are orientation, events and reorientation.”</i></p> <ul style="list-style-type: none"> <li>- Giving explanation about the language features of recount text.</li> </ul> <p><i>“There are four language features of recount text. They are Personal pronoun, Chronological connection, Action verb and Simple past tense.”</i></p> <p><b>Closing:</b></p> <ul style="list-style-type: none"> <li>- Giving the exercise.</li> </ul> <p><i>“Alrigh you already learn about recount text, read the examples of the text, and answer the quiz. Now, it is your task to make one of your own Recount text that include the generic structure and language features, after that please send it through WAG.”</i></p> <ul style="list-style-type: none"> <li>- Giving closing.</li> </ul> <p><i>“Well, students. That’s all the lessons about</i></p>
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				<p><i>recount text for today. Thank you for watching. See you for the next video, students!"</i></p>
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## Appendix 6 Questionnaire for Students

### Students Questionnaire

**Judul** : Developing Learning media Using VN (VlogNow) for Tenth Grade Students of SMA Negeri 1 Nusa Penida

**Peneliti** : Ni Wayan Desi Melani

**Deskripsi** :

Peneliti menggunakan kuisisioner untuk mendapatkan informasi tentang gaya belajar siswa di SMA Negeri 1 Nusa Penida selama pembelajaran online. Peneliti ingin memperoleh informasi mengenai gaya belajar siswa selama pembelajaran online yang akan digunakan sebagai acuan oleh peneliti dalam mengembangkan media pembelajaran yang sesuai dengan kebutuhan siswa saat pembelajaran online.

**Petunjuk** :

1. Instrumen ini akan diisi oleh siswa siswa kelas 10 SMA Negeri 1 Nusa Penida
2. Instrumen ini terdiri dari 13 butir pernyataan yang terdiri dari 5 pilihan yaitu: “Sangat Setuju”, “Setuju”, “Cukup Setuju”, “Tidak Setuju”, dan “Sangat Tidak Setuju”. Siswa memilih “Sangat Setuju”, “Setuju”, “Kurang Setuju”, “Tidak Setuju”, dan “Sangat Tidak Setuju” pada butir pernyataan yang disediakan sesuai dengan gaya belajar siswa.
3. Mohon diisi pernyataan pada instrument berikut sesuai dengan gaya belajar selama pembelajaran online. Informasi yang diperoleh akan digunakan sebagai acuan oleh peneliti dalam mengembangkan media pembelajaran yang sesuai dengan kebutuhan siswa saat pembelajaran online.

No	Pernyataan	Rentang Penilaian				
		Sangat Setuju	Setuju	Kurang Setuju	Tidak Setuju	Sangat Tidak Setuju
1	Saya tertarik belajar dengan menggunakan buku di dalam kelas.					
2	Saya senang belajar dengan menggunakan gambar di dalam kelas.					
3	Saya senang saat belajar terdapat video agar lebih mudah dipahami.					
	Saya memahami dengan baik jika					

4	mendengarkan penjelasan yang disampaikan oleh guru.					
5	Saya senang belajar dengan menggunakan buku pelajaran ketika belajar Bahasa Inggris di dalam kelas.					
6	Saya senang belajar menggunakan lembar kerja siswa (LKS) ketika belajar Bahasa Inggris.					
7	Saya senang jika belajar menggunakan kamus saat belajar Bahasa Inggris.					
8	Saya senang dan tertarik jika belajar menggunakan media audiovisual (video pembelajaran) dalam belajar Bahasa Inggris.					
9	Saya suka jika belajar menggunakan modul atau lembaran materi yang diberikan oleh guru dalam belajar Bahasa Inggris.					
10	Saya senang jika belajar menggunakan latihan soal ketika belajar Bahasa Inggris di dalam kelas					
11	Saya membutuhkan sebuah media pembelajaran yang mudah untuk dipahami dalam belajar Bahasa Inggris.					
	Saya membutuhkan media					

12	pembelajaran berupa audiovisual (video pembelajaran) untuk lebih mudah memahami pelajaran Bahasa Inggris.					
13	Saya lebih senang membaca mandiri dibandingkan mendengarkan penjelasan yang diberikan oleh guru ketika belajar Bahasa Inggris.					
14	Apabila nanti terdapat bahan ajar berupa video, saya akan senang dan tertarik untuk mempelajarinya.					



## Appendix 7 Rubric of Expert Judgement

### Expert Judgement Rubric for Judging the Quality of the Video

**Title of product** : Learning Genre of Text Made Using VlogNow

**Author** : Ni Wayan Desi Melani

**Expert** :

**Institution** : Univeritas Pendidikan Ganesha

**Description** :

This evaluation sheet is used to judge the quality of the video existing in the study “DEVELOPING LEARNING MEDIA USING VN (VLOG NOW) FOR TENTH GRADE STUDENTS OF SMA NEGERI 1 NUSA PENIDA”. Regarding this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

**Instruction :**

1. The expert judgement sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark (√) on the scoring column with the following information:
  - 5 : Strongly Agree
  - 4 : Agree
  - 3 : Neutral
  - 2 : Disagree
  - 1 : Strongly Disagree

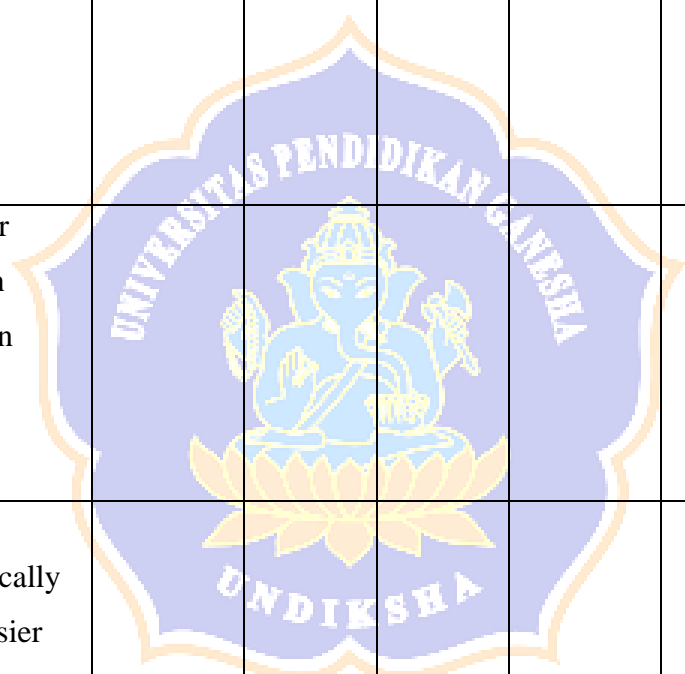


No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Material Suitability</b>						
1	The topic is relevant to the					

	students' daily life					
2	The video uses appropriate words and suitable with the topic					
3	The video uses appropriate phase and suitable with the topic					
4	The new material is well and systematically arranged (graded and trace)					
5	The new material gives examples or model that is suitable to the topic					
6	The new material overall prioritizes the students' participation					
7	The scope of the material is in accordance with the basic competencies that is want to be achieved					
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type					



2	The video uses space, such as writing title spacewith the first row, title space to the main text					
3	The video uses layout andconsistent or similar typing, from typing pattern to typing margin					
4	The material is mappedfrom the easiest to the hardest					
5	The video uses clear material mapping in describing limitation of the material					
6	The materials are presented systematically to make students easier to understand					
7	The materials are delivered in interesting way					
8	The materials are presented by using various pictures					
9	The materials are presented by using various colors					



10	The video uses font type that is easy to be read					
11	The font size is enough					



## Appendix 8 validation sheet expert judges 1

### Evaluation Sheet Interview Guide for English Teacher

**Expert Judges** : Prof. Dr. I Nyoman Adi Jaya Putra, M.A

**Institution** : Universitas Pendidikan Ganesha

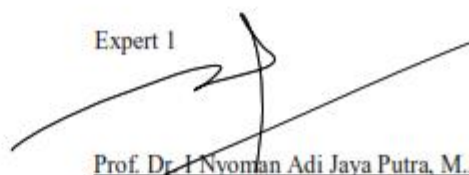
This evaluation sheet is filled by the expert judges.

Give checklist mark (√) in the scoring column (Relevant / Irrelevant).

No.	Interview Guide to Know Media Used and Problem Faced by English Teacher	Expert Judges	
		Relevant	Irrelevant
1.	What kinds of learning media are often used in the learning process?	√	
2.	Do you make use of ICT?	√	
3.	What are the most common obstacles that teachers faced while using ICT in the classroom?	√	
4.	What is the solution to the problem?	√	
5.	How do the students' study?	√	
6.	Do the students enjoy using ICT learning media to study English?	√	

No.	The Blueprint of Teacher Interview Guide in Preliminary Observation
	Gamlo (2019). "ICT as a tool of learning and teaching that can help provide a better English learning experience" (Question 1-2)
	Dianti, R., & Atmanegara, Y. (2019). "English teacher still faced some obstacles in integrating ICT into ELT" (Question 3-4)
	Isti & Istikharoh (2019). "EFL Students' Attitude Toward Learning English" (Question 5-6)

Expert 1



Prof. Dr. I Nyoman Adi Jaya Putra, M.A

NIP. 196203191987031001

**Lembar Evaluasi  
Kuisisioner untuk Siswa**

**Petunjuk:**

1. Bacalah instrumen penelitian “Lembar Evaluasi Kuisisioner untuk Siswa” dengan teliti.
2. Beri tanda centang (√) pada kolom Relevan untuk tiap butir pernyataan pada instrumen yang dianggap sesuai.
3. Beri tanda centang (√) pada kolom Tidak Relevan untuk tiap butir pernyataan pada instrumen yang dianggap tidak sesuai.



No	Pernyataaan	Rentang Penilaian					Penilaian Oleh Ahli	
		Sangat Setuju	Setuju	Kurang setuju	Tidak setuju	Sangat tidak setuju	Relevan	Tidak Relevan
1	Saya tertarik belajar dengan menggunakan buku di dalam kelas.						√	
2	Saya senang belajar dengan menggunakan gambar di dalam kelas.						√	
3	Saya senang saat belajar terdapat video agar lebih mudah dipahami.						√	
4	Saya memahami dengan baik jika mendengarkan penjelasan yang disampaikan oleh guru.						√	
5	Saya senang belajar dengan menggunakan buku pelajaran ketika belajar Bahasa Inggris di dalam kelas.						√	
6	Saya senang belajar menggunakan lembar kerja siswa (LKS) ketika belajar Bahasa Inggris.						√	
7	Saya senang jika belajar menggunakan kamus saat belajar Bahasa Inggris.						√	
8	Saya senang dan tertarik jika belajar menggunakan media audiovisual (video pembelajaran) dalam belajar Bahasa Inggris.						√	
9	Saya suka jika belajar menggunakan modul atau lembaran materi yang diberikan oleh guru dalam belajar Bahasa Inggris.						√	
10	Saya senang jika belajar menggunakan latihan soal ketika belajar Bahasa Inggris di dalam kelas						√	
11	Saya membutuhkan sebuah media pembelajaran interaktif yang						√	

	mudah untuk dipahami dalam belajar Bahasa Inggris.							
12	Saya membutuhkan media pembelajaran berupa audiovisual (video pembelajaran) untuk lebih mudah memahami pelajaran Bahasa Inggris.						√	
13	Saya lebih senang membaca mandiri dibandingkan mendengarkan penjelasan yang diberikan oleh guru ketika belajar Bahasa Inggris.						√	
14	Apabila nanti terdapat bahan ajar berupa video, saya akan senang dan tertarik untuk mempelajarinya.						√	

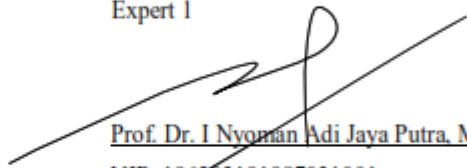
**Table 3.5. The Blueprint of Student's Questionnaire**

Hutchinson and Waters (1987): how do students ways to study English? The statements in this part focus on students learning styles to learn English in the class whether they prefer to learn from picture, video, listening to the explanation of the teacher, or reading a book. **(Statement 1-4)**

Hutchinson and Waters (1987): What learning resources do students use for learning English? This section inquires about students' preferences for learning media used to study English, such as textbooks, worksheets, audiovisuals, and so on. **(Statement 5-10)**

Hutchinson and Waters (1987): Who are the students? This section looks into students' interest or students' perceptions about the usage of audiovisual media to learn English. **(Statement 11-14)**

Expert 1



Prof. Dr. I Nyoman Adi Jaya Putra, M.A

NIP. 196203191987031001

### Evaluation Sheet

#### Expert Judgement Sheets for Judging the Quality of the Video

**Expert Judges** : Prof. Dr. I Nyoman Adi Jaya Putra, M.A

**Institution** : Universitas Pendidikan Ganesha

This evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column (Relevant / Irrelevant).

No	Description	Scope of Scoring					Expert Judges	
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Relevant	Irrelevant
	<b>Material Suitability</b>						√	
1	The topic is relevant to the students' daily life						√	
2	The video uses appropriate words and suitable with the topic						√	
3	The video uses appropriate phase and suitable with the topic						√	
4	The new material is welland systematically arranged (graded and trace)						√	

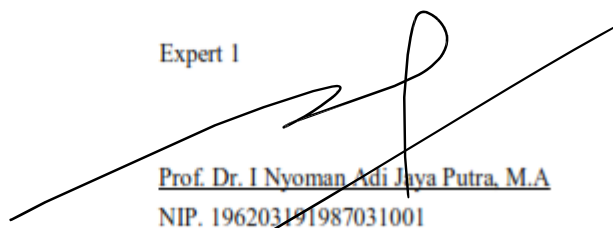


5	The new material gives examples or model that issuitable to the topic						√	
6	The new material overall prioritizes the students' participation						√	
7	The scope of the material is in accordance with the basic competencies that is want to be achieved						√	
<b>Physical Design Suitability</b>							√	
1	The video uses consistent writing type						√	
2	The video uses space, such as writing title spacewith the first row, title space to the main text						√	
3	The video uses layout andconsistent or similar typing, from typing pattern to typing margin						√	
4	The material is mappedfrom the easiest to the hardest						√	

5	The video uses clear material mapping in describing limitation of the material						√	
6	The materials are presented systematically to make students easier to understand						√	
7	The materials are delivered in interesting way						√	
8	The materials are presented by using various pictures						√	
9	The materials are presented by using various colors						√	
10	The video uses font type that is easy to be read						√	
11	The font size is enough						√	

*(Adapted from Tomlinson as cited in Sukmadewi, 2021)*

Expert 1



Prof. Dr. I Nyoman Adi Jaya Putra, M.A  
NIP. 196203191987031001

**Appendix 9 validation sheet expert judges 2.**

**Evaluation Sheet**  
**Interview Guide for English Teacher**

**Expert Judges** : I Putu Ngurah Wage Myartawan, S.Pd, M.Pd.

**Institution** : Universitas Pendidikan Ganesha

This evaluation sheet is filled by the expert judges.

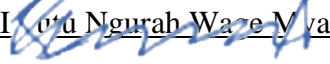
Give checklist mark (√) in the scoring column (Relevant / Irrelevant).

No.	Interview Guide to Know Media Used and Problem Faced by English Teacher	Expert Judges	
		Relevant	Irrelevant
1.	What kinds of learning media are often used in the learning process?	√	
2.	Do you make use of ICT?	√	
3.	What are the most common obstacles that teachers faced while using ICT in the classroom?	√	
4.	What is the solution to the problem?	√	
5.	How do the students' study?	√	
6.	Do the students enjoy using ICT learning media to study english?	√	

No.	The Blueprint of Teacher Interview Guide in Preliminary Observation
	Gamlo (2019). "ICT as a tool of learning and teaching that can help provide a better English learning experience" (Question 1-2)

	Dianti, R., & Atmanegara, Y. (2019). “English teacher still faced some obstacles in integrating ICT into ELT” <b>(Question 3-4)</b>
	Isti & Istikharoh (2019). “EFL Students’ Attitude Toward Learning English” <b>(Question 5-6)</b>

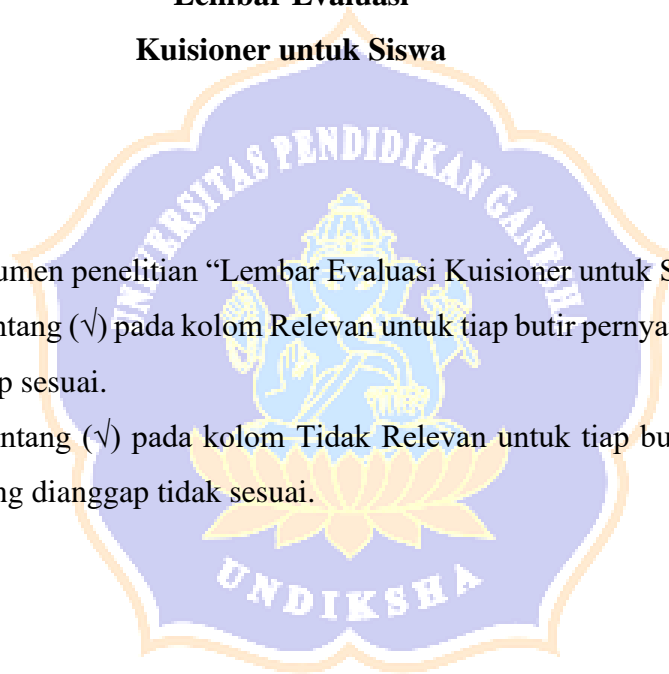
Expert Judge 2

  
I. Ayu Ngurah Wate Myartawan, S.Pd, M.Pd  
 NIP. 198210052006041005

**Lembar Evaluasi  
Kuisiner untuk Siswa**

**Petunjuk:**

1. Bacalah instrumen penelitian “Lembar Evaluasi Kuisiner untuk Siswa” dengan teliti.
2. Beri tanda centang (√) pada kolom Relevan untuk tiap butir pernyataan pada instrumen yang dianggap sesuai.
3. Beri tanda centang (√) pada kolom Tidak Relevan untuk tiap butir pernyataan pada instrumen yang dianggap tidak sesuai.



No	Pernyataan	Rentang Penilaian					Penilaian Oleh Ahli	
		Sangat Setuju	Setuju	Kurang setuju	Tidak setuju	Sangat tidak setuju	Relevan	Tidak Relevan
1	Saya tertarik belajar dengan menggunakan buku di dalam kelas.						√	
2	Saya senang belajar dengan menggunakan gambar di dalam kelas.						√	
3	Saya senang saat belajar terdapat video agar lebih mudah dipahami.						√	
4	Saya memahami dengan baik jika mendengarkan penjelasan yang disampaikan oleh guru.						√	
5	Saya senang belajar dengan menggunakan buku pelajaran ketika belajar Bahasa Inggris di dalam kelas.						√	
6	Saya senang belajar menggunakan lembar kerja siswa (LKS) ketika belajar Bahasa Inggris.						√	
7	Saya senang jika belajar menggunakan kamus saat belajar Bahasa Inggris.						√	
8	Saya senang dan tertarik jika belajar menggunakan media						√	

	audiovisual (video pembelajaran) dalam belajar Bahasa Inggris.							
9	Saya suka jika belajar menggunakan modul atau lembaran materi yang diberikan oleh guru dalam belajar Bahasa Inggris.						√	
10	Saya senang jika belajar menggunakan latihan soal ketika belajar Bahasa Inggris di dalam kelas						√	
11	Saya membutuhkan sebuah media pembelajaran effyang mudah untuk dipahami dalam belajar Bahasa Inggris.						√	
12	Saya membutuhkan media pembelajaran berupa audiovisual (video pembelajaran) untuk lebih mudah memahami pelajaran Bahasa Inggris.						√	
13	Saya lebih senang membaca mandiri dibandingkan mendengarkan penjelasan yang diberikan oleh guru ketika belajar Bahasa Inggris.						√	
14	Apabila nanti terdapat bahan ajar berupa video, saya akan senang dan tertarik untuk						√	

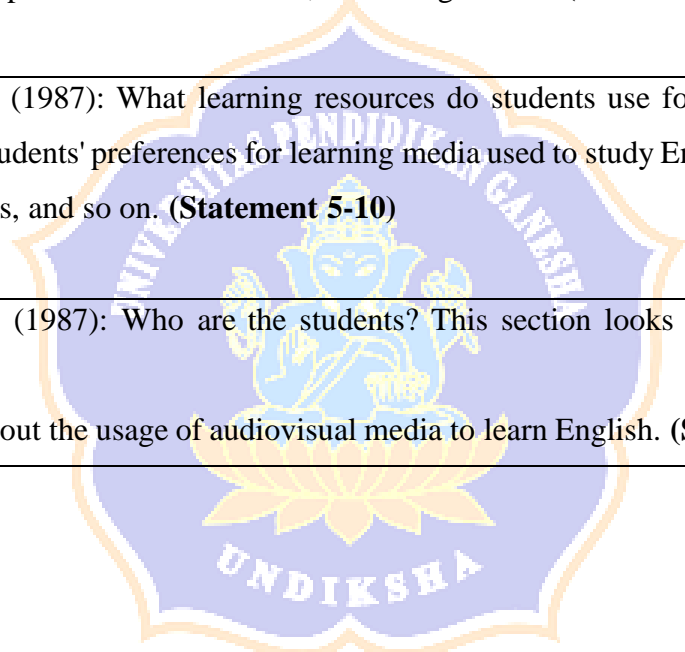
mempelajarinya.							
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**Table 3.5. The Blueprint of Student’s Questionnaire**

Hutchinson and Waters (1987): how do students ways to study English? The statements in this part focus on students learning styles to learn English in the class whether they prefer to learn from picture, video, listening to the explanation of the teacher, or reading a book. **(Statement 1-4)**

Hutchinson and Waters (1987): What learning resources do students use for learning English? This section inquires about students' preferences for learning media used to study English, such as textbooks, worksheets, audiovisuals, and so on. **(Statement 5-10)**

Hutchinson and Waters (1987): Who are the students? This section looks into students' interest or students’ perceptions about the usage of audiovisual media to learn English. **(Statement 11-14)**



Expert Judge 2

I Putu N. Arach Wage Myartawan, S.Pd, M.Pd.

NIP. 1821052006041005

## Evaluation Sheet

### Expert Judgement Sheets for Judging the Quality of the Video

**Expert Judges** : I Putu Ngurah Wage Myartawan, S.Pd, M.Pd.

**Institution** : Universitas Pendidikan Ganesha

This evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column (Relevant / Irrelevant).

No	Description	Scope of Scoring				Expert Judges		
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Relevant	Irrelevant
<b>Material Suitability</b>								
1	The topic is relevant to the students' daily life						√	
2	The video uses appropriate words and suitable with the topic						√	
3	The video uses appropriate phase and suitable with the topic						√	
4	The new material is welland systematically arranged (graded and trace)						√	



5	The new material gives examples or model that issuitable to the topic						√	
6	The new material overall prioritizes the students' participation						√	
7	The scope of the material is in accordance with the basic competencies that is want to be achieved						√	
<b>Physical Design Suitability</b>								
1	The video uses consistent writing type						√	
2	The video uses space, such as writing title spacewith the first row, title space to the main text						√	
3	The video uses layout andconsistent or similar typing, from typing pattern to typing margin						√	
4	The material is mappedfrom the easiest to the hardest						√	

5	The video uses clear material mapping in describing limitation of the material						√	
6	The materials are presented systematically to make students easier to understand						√	
7	The materials are delivered in interesting way						√	
8	The materials are presented by using various pictures						√	
9	The materials are presented by using various colors						√	
10	The video uses font type that is easy to be read						√	
11	The font size is enough						√	

(Adapted from Tomlinson as cited in Sukmadewi, 2021)

Expert Judge 2

I Putu  Gurah Wage Myartawan, S.Pd, M.Pd.  
NIP. 198210052006041005

## Appendix 10 The Result of Quality Judgement (Expert 1)

Expert Judgement Rubric for Judging the Quality of the Video

**Title of product** : Learning Genre of Text Made Using VlogNow

**Author** : Ni Wayan Desi Melani

**Expert** : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

**Institution** : Univeritas Pendidikan Ganesha

**Description** :

This evaluation sheet is used to judge the quality of the video existing in the study "DEVELOPING LEARNING MEDIA USING VN (VLOG NOW) FOR TENTH GRADE STUDENTS OF SMA NEGERI 1 NUSA PENIDA". Regarding this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

**Instruction** :

1. The expert judgement sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark (√) on the scoring column with the following information:
  - 5 : Strongly Agree
  - 4 : Agree
  - 3 : Neutral
  - 2 : Disagree
  - 1 : Strongly Disagree

No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Material Suitability</b>						
1	The topic is relevant to the students' daily life	√				
2	The video uses appropriate words and suitable with the topic	√				

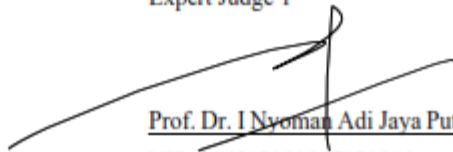
3	The video uses appropriate phase and suitable with the topic		√			
4	The new material is well and systematically arranged (graded and trace)	√				
5	The new material gives examples or model that is suitable to the topic	√				
6	The new material overall prioritizes the students' participation		√			
7	The scope of the material is in accordance with the basic competencies that is want to be achieved	√				
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type		√			
2	The video uses space, such as writing title spacewith the first row, title space to the main text	√				

3	The video uses layout and consistent or similar typing, from typing pattern to typing margin		√			
4	The material is mapped from the easiest to the hardest		√			
5	The video uses clear material mapping in describing limitation of the material		√			
6	The materials are presented systematically to make students easier to understand	√				
7	The materials are delivered in interesting way		√			
8	The materials are presented by using various pictures		√			
9	The materials are presented by using various colors		√			
10	The video uses font type that is easy to be read	√				

11	The font size is enough	√				
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*(Adapted from Tomlinson as cited in Sukmadewi, 2021)*

Expert Judge 1



Prof. Dr. I Nyoman Adi Jaya Putra, M.A

NIP. 196203191987031001

## Appendix 11 The Result of Quality Judgement (Expert 2)

### Expert Judgement Rubric for Judging the Quality of the Video

**Title of product** : Learning Genre of Text Made Using VlogNow

**Author** : Ni Wayan Desi Melani

**Expert** : Putu Ngurah Wage Myartawan, S.Pd, M.Pd.

**Institution** : Univeritas Pendidikan Ganesha

**Description** :

This evaluation sheet is used to judge the quality of the video existing in the study “DEVELOPING LEARNING MEDIA USING VN (VLOG NOW) FOR TENTH GRADE STUDENTS OF SMA NEGERI 1 NUSA PENIDA”. Regarding this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

#### Instruction :

1. The expert judgement sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark (√) on the scoring column with the following information:
  - 5 : Strongly Agree
  - 4 : Agree
  - 3 : Neutral
  - 2 : Disagree
  - 1 : Strongly Disagree

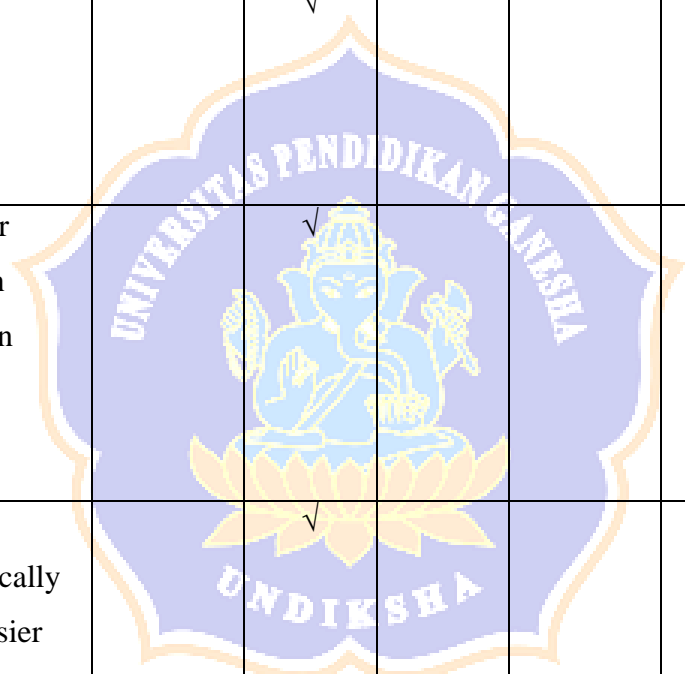


No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Material Suitability</b>						
1	The topic is relevant to the		√			

	students' daily life					
2	The video uses appropriate words and suitable with the topic	√				
3	The video uses appropriate phase and suitable with the topic	√				
4	The new material is well and systematically arranged (graded and trace)		√			
5	The new material gives examples or model that is suitable to the topic	√				
6	The new material overall prioritizes the students' participation		√			
7	The scope of the material is in accordance with the basic competencies that is want to be achieved		√			
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type		√			



2	The video uses space, such as writing title spacewith the first row, title space to the main text		√			
3	The video uses layout andconsistent or similar typing, from typing pattern to typing margin		√			
4	The material is mappedfrom the easiest to the hardest		√			
5	The video uses clear material mapping in describing limitation of the material		√			
6	The materials are presented systematically to make students easier to understand		√			
7	The materials are delivered in interesting way		√			
8	The materials are presented by using various pictures		√			
9	The materials are presented by using various colors		√			



10	The video uses font type that is easy to be read		√			
11	The font size is enough		√			

*(Adapted from Tomlinson as cited in Sukmadewi, 2021)*



Expert Judge 2

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

NIP. 198210052006041005

## Appendix 12 The Result of Quality Judgement (Expert 3)

### Expert Judgement Rubric for Judging the Quality of the Video

**Title of product** : Learning Genre of Text Made Using VlogNow

**Author** : Ni Wayan Desi Melani

**Expert** : Luh Putu Diah Vigayanti, S.Pd

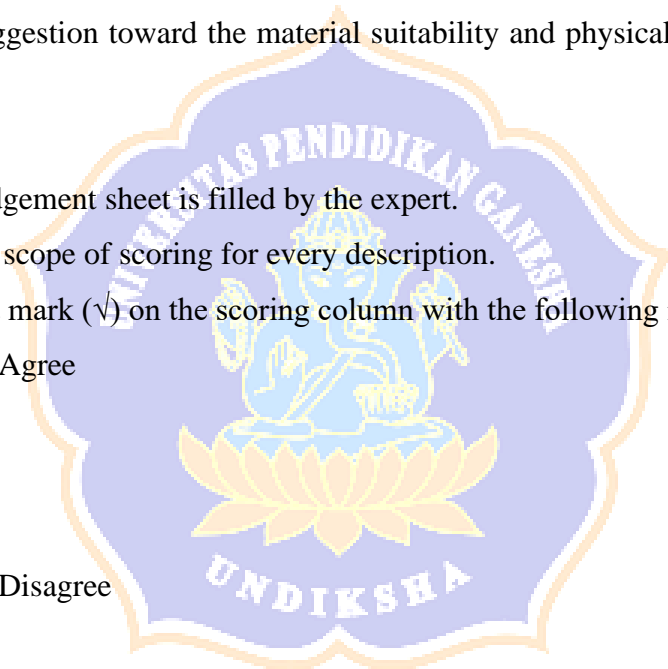
**Institution** : Univeritas Pendidikan Ganesha

**Description** :

This evaluation sheet is used to judge the quality of the video existing in the study “DEVELOPING LEARNING MEDIA USING VN (VLOG NOW) FOR TENTH GRADE STUDENTS OF SMA NEGERI 1 NUSA PENIDA”. Regarding this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

**Instruction :**

1. The expert judgement sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark (√) on the scoring column with the following information:
  - 5 : Strongly Agree
  - 4 : Agree
  - 3 : Neutral
  - 2 : Disagree
  - 1 : Strongly Disagree



No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Material Suitability</b>						
1	The topic is relevant to the		√			

	students' daily life					
2	The video uses appropriate words and suitable with the topic		√			
3	The video uses appropriate phase and suitable with the topic		√			
4	The new material is welland systematically arranged (graded and trace)		√			
5	The new material gives examples or model that issuitable to the topic		√			
6	The new material overall prioritizes the students' participation		√			
7	The scope of the material is in accordance with the basic competencies that is want to be achieved		√			
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type		√			

2	The video uses space, such as writing title space with the first row, title space to the main text		√			
3	The video uses layout and consistent or similar typing, from typing pattern to typing margin		√			
4	The material is mapped from the easiest to the hardest		√			
5	The video uses clear material mapping in describing limitation of the material		√			
6	The materials are presented systematically to make students easier to understand		√			
7	The materials are delivered in interesting way		√			
8	The materials are presented by using various pictures		√			

9	The materials are presented by using various colors		√			
10	The video uses font type that is easy to be read		√			
11	The font size is enough		√			

(Adapted from Tomlinson as cited in Sukmadewi, 2021)



## Appendix 2 English Teacher's Interview Guide

Interview Question to Know Media Used and Problem Faced by English Teacher	
Question:	What kinds of learning media are often used in the learning process?
Answer:	Selama pembelajaran daring terdapat beberapa media pembelajaran yang saya gunakan yaitu, Video, games, picture, PPT, dan Online Quiz.
Question:	Do you make use of ICT ( <i>Information and Communication Technology</i> ) in your classroom?

	<p>er: iya, tentu saya menggunakan ICT.</p>
	<p>on: are the most common obstacles that teachers faced while using ICT in the classroom?</p>
	<p>er: apa masalah yang saya hadapi selama mengajar di kelas adalah ketika memanfaatkan ICT saya mengalami masalah dalam penguasaan teknologi. Kedua, saya terkadang mengalami masalah dalam hal materi yang tidak sesuai dengan karakteristik siswa. Selain itu, Sarana Prasana yang tidak memadai juga mempengaruhi jalannya pembelajaran apalagi di masa pandemic covid-19 ini.</p>
	<p>on: is the problem's solution?</p>
	<p>er: yang mungkin dapat saya berikan dan sedang saya usahakan adalah Mengikuti training atau pelatihan penggunaan ICT, mengajukan pada pihak sekolah untuk menyediakan sarana pendukung, dan menyusun materi dengan mempertimbangkan karakteristik siswa.</p>
	<p>on: does the students' study?</p>
	<p>er: Sistem belajar siswa pada saat ini masih dilaksanakan secara daring baik itu synchronous maupun asynchronous melalui google classroom. Namun, kegiatan pembelajaran lebih dominan dilaksanakan secara asynchronous melalu google classroom dan whatsapp karena sinyal yang kurang baik untuk melaksanakan pembelajaran secara realtime atau synchronous.</p>
	<p>on: do students enjoy using ICT learning media to study english?</p>
	<p>er: iya, sangat senang.</p>







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DINAS PENDIDIKAN KEMUDAAN DAN OLAHRAGA  
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SMA NEGERI 1 NUSA PENIDA



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Alamat: Jalan Pendidikan, Banjar Nyuh, Desa Ped, Kecamatan Nusa Penida, Kode Pos: 80771

Nomor : 421/78.1.SMAN1NP/Disdikpora/2022  
Lamp : -  
Hal : Pemberian Ijin Penelitian

Kepada  
Yth. Bapak Rektor  
Universitas Pendidikan Ganesha  
di  
Jalan A. Yani No.67 Singaraja

Sehubungan Surat dari Fakultas Bahasa Dan Seni, Nomor: 233/UN48.7.1/DT/2022,  
Tertanggal: 25 januari 2022, Prihal: Ijin Penelitian dengan judul *Developing The Learning  
Media Using VN (Vlog Now) For Tenth Grade Students Of SMA Negeri 1 Nusa Penida.*

Maka dengan ini kami menerima permohonan ijin kepada mahasiswa berikut:

Nama : Ni wayan Desi Melani  
NPM : 1812021168  
Jurusan/Prodi : Bahasa Asing  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Tahun Akademik : 2021/2022

Demikian surat ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Nusa Penida, 1 Maret 2022  
Kepala SMA Negeri 1 Nusa Penida  
  
**Ketut Jelantik, S.Pd, M.Pd**  
Pembina  
NIP.19631211 198803 1 012





KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

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Nomor : 253/UN48.7.1/DT/2022

25 Januari 2022

Perihal : Permohonan Izin Penelitian

Yth. Kepala SMA Negeri 1 Nusa Penida  
di Nusa Penida, Klungkung.

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Wayan Desi Melani
NIM	: 1812021168
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: DEVELOPING THE LEARNING MEDIA USING VN (VLOG NOW) FOR TENTH GRADE STUDENTS OF SMA NEGERI 1 NUSA PENIDA

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



Dr. Dekan,  
Wakil Dekan I,

*Rendra*  
Dr. Dewa Duta Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

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2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan PBS

## RIWAYAT HIDUP



Ni Wayan Desi Melani lahir di Adegan pada tanggal 10 Februari 2000. Penulis lahir dari pasangan suami istri Bapak I Putu Arsana dan Ibu Ni Nengah Wiratni. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Banjar Adegan Kangin, Desa Ped Kecamatan Nusa Penida, Kabupaten Klungkung, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD N 5 PED dan lulus pada tahun 2012. Kemudian penulis melanjutkan di SMP N 2 Nusa Penida dan lulus pada tahun 2015. Pada tahun 2018, penulis lulus dari SMA N 1 Nusa Penida jurusan MIPA dan melanjutkan ke S1 Progam studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2022 penulis telah menyelesaikan skripsi yang berjudul “Developing Learning Media Using VN (Vlog Now) For Tenth Grade Students Of SMA Negeri 1 Nusa Penida”. Selanjutnya, mulai tahun 2022 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.

