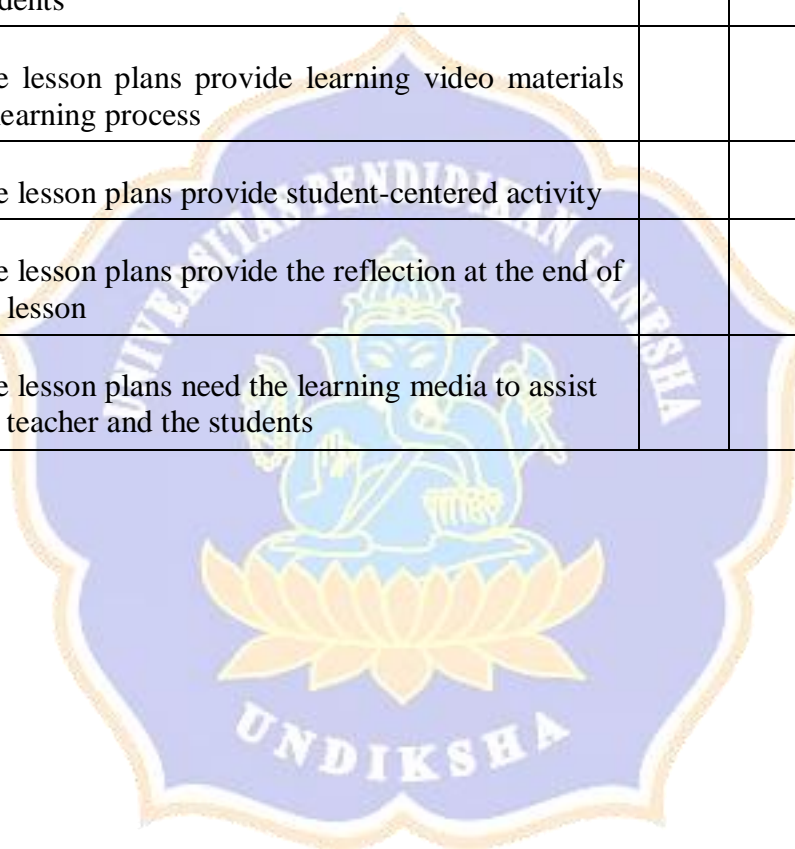


Appendix 3a. Observation check list in pre-observation.

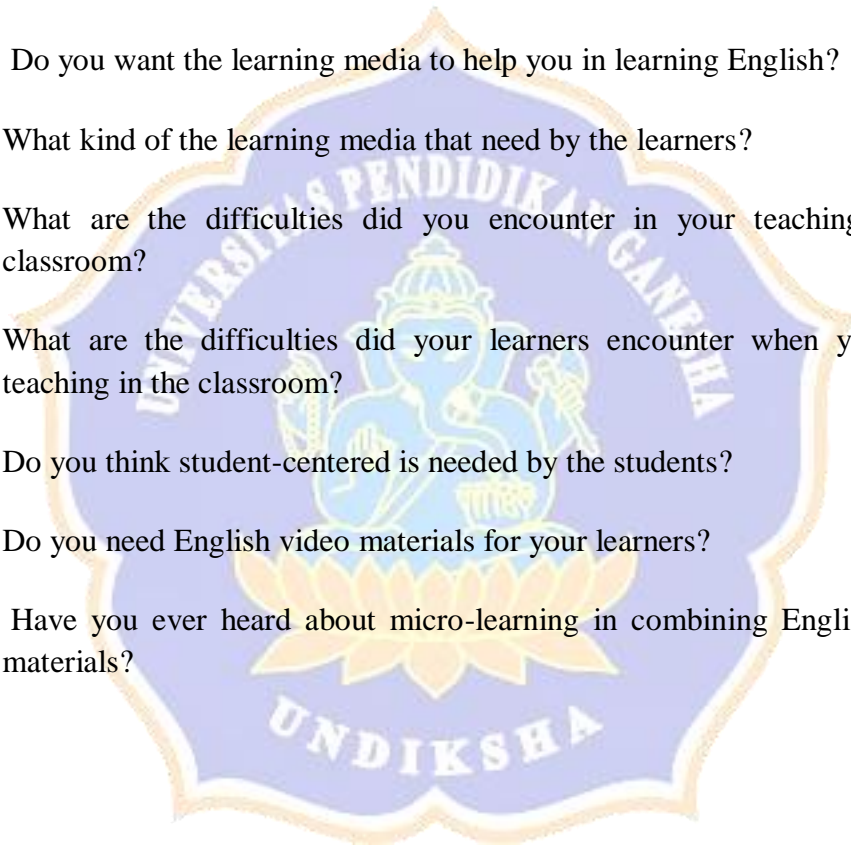
Pre- Observation the lesson plans

No	Questions	SD	A	D	SD
1	The lesson plans provide learning media and appropriate strategy to assist the teacher and the students				√
2	The lesson plans provide learning video materials in learning process			√	
3	The lesson plans provide student-centered activity			√	
4	The lesson plans provide the reflection at the end of the lesson			√	
5	The lesson plans need the learning media to assist the teacher and the students			√	



Appendix 4a. The Interview Guide for English teacher at SMP PGRI 9 Denpasar.

1. What grade do you currently teach and how many learners?
2. Have you ever used the learning media to assist you in teaching and learning process in the class?
3. Do think the learners need learning media to achieve in learning English?
4. Do you want the learning media to help you in learning English?
5. What kind of the learning media that need by the learners?
6. What are the difficulties did you encounter in your teaching in the classroom?
7. What are the difficulties did your learners encounter when you were teaching in the classroom?
8. Do you think student-centered is needed by the students?
9. Do you need English video materials for your learners?
10. Have you ever heard about micro-learning in combining English video materials?



Appendix 4b. The Transcript Guide for English teacher at SMP PGRI 9 Denpasar.

Researcher : What grade do you currently teach and how many learners?

English Teacher : I teach eight grade student and I teach 30 students

Researcher : Have you ever used the media to assist you in teaching and learning process in the class?

English Teacher : I never used media in teaching, I usually used textbook in teaching English

Researcher : Do think the learners need learning media to achieve in learning English?

English Teacher : I think yes, because learning media can help the students achieve in learning English

Researcher : Do you want the media to help you in learning English?

English Teacher : Yes, I want to learning media to assist me in learning.

Researcher : What kind of the learning media that need by the learners?

English Teacher : I think I need learning English video for the materials in teaching.

Researcher : What are the difficulties did you encounter in your teaching in the classroom?

English Teacher : The difficulties such as, I give the materials in English by the source of textbook and it makes the learners do not enthusiastic in learning English and also most of the learners have low concentration in learning English. And the last, I never give time to students to convey their ideas because of time constraints.

Researcher : What are the difficulties did your learners encounter when you were teaching in the classroom?

English Teacher : There are many difficulties that learners found such as, the lack of memorization by the learners in learning English. Most of the learners have lack memorization when I ask again the topic in the next meeting. When I give the topics about the tenses such simple present continuous, simple past tense and simple present tense and most of the learners have difficulties in understanding the topics. I usually ask some questions related with topics about tenses, however the learners cannot answer my questions.

Researcher : Do you think student-centered is needed by the students?

English Teacher : I think yes. The students-centered is needed by the learners.

Researcher : Do you need English video materials for your learners?

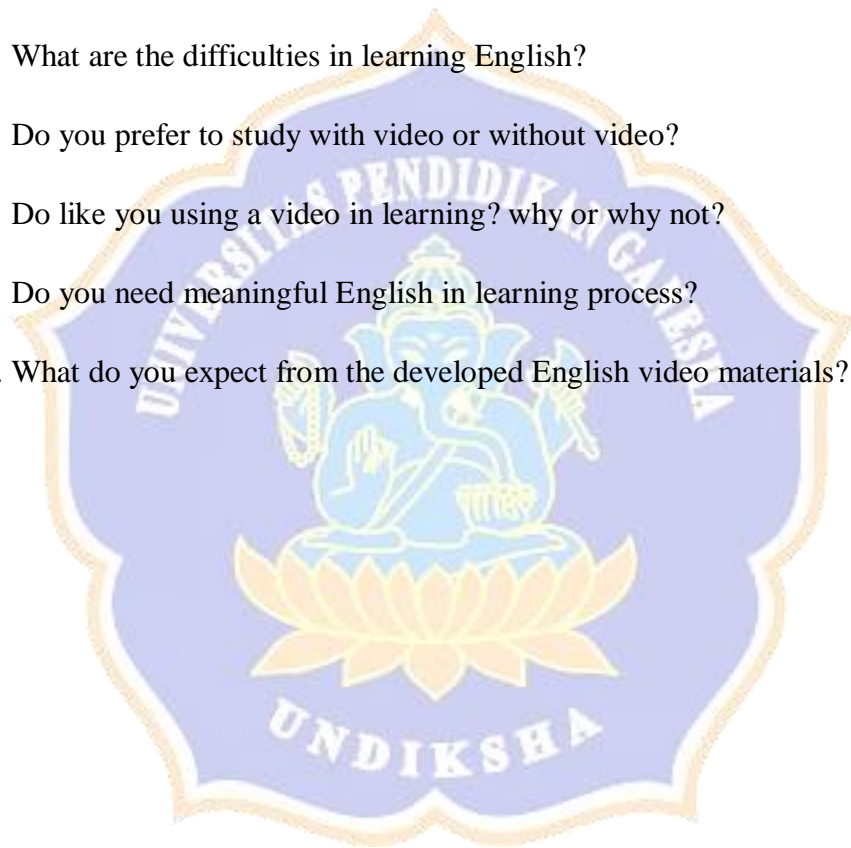
English Teacher : Yes, I need English video materials

Researcher : Have you ever heard about micro-learning in combining English video materials?

English Teacher : No, I never heard that.

Appendix 5a. The Interview Guide for Students at SMP PGRI 9 Denpasar.

1. Why do you learn English?
2. What do you want in learning English in the classroom?
3. What do you need in learning English in the classroom?
4. What kind of activities that you want in learning English?
5. What do you expect to study from English class?
6. What are the difficulties in learning English?
7. Do you prefer to study with video or without video?
8. Do like you using a video in learning? why or why not?
9. Do you need meaningful English in learning process?
10. What do you expect from the developed English video materials?



Appendix 5b. The Transcript Guide for student at SMP PGRI 9 Denpasar.

Researcher : Why do you learn English?

Student : Because I want to add the knowledge in learning English

Researcher : What do you want in learning English in the classroom?

Student : I want to speak English fluently

Researcher : What do you need in learning English in the classroom?

Student : I need an explanation that is short and easy to understand

Researcher : What kind of activities that you want in learning English?

Student : I want a fun activity that makes it easy for me to understand English

Researcher : What do you expect to study from English class

Student : I expect I can understand English well in English class

Researcher : What are the difficulties in learning English?

Student : I find it difficult to understand the teacher's delivery which is too fast and difficult to understand.

Researcher : Do you prefer to study with video or without video?

Student : I prefer studying by using video

Researcher : Do like you using a video in learning? why or why not?

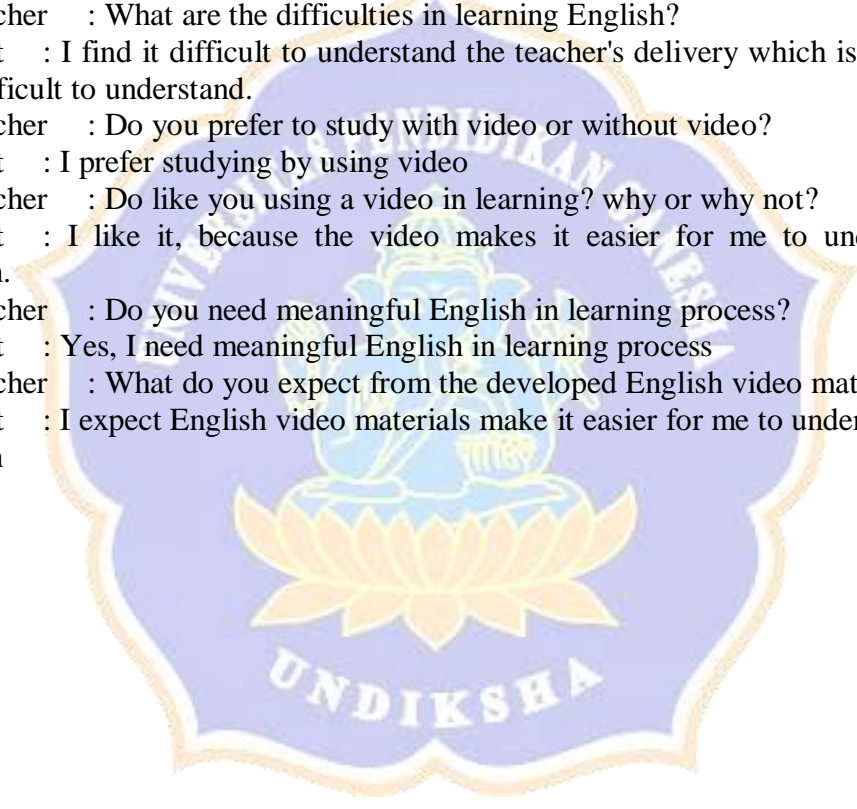
Student : I like it, because the video makes it easier for me to understand English.

Researcher : Do you need meaningful English in learning process?

Student : Yes, I need meaningful English in learning process

Researcher : What do you expect from the developed English video materials?

Student : I expect English video materials make it easier for me to understand English



Appendix 6a. Scoring rubric product checklist for expert judges.

Before filling the scoring rubric, write your name and position.

Name : Prof. Dr. Putu Kerti Nitiasih, MA.

Position : Expert Judges

This is an instrument in collecting the data to develop micro-learning English video materials for eight grade students.

Dimension	No.	Item	5	4	3	2	1
Layout and Design	1.	The video materials include overview of the function and structures that will be taught in each video		√			
	2.	The layout and design are appropriate and clear			√		
	3.	The video materials is organized effectively			√		
Activities	4.	The activities incorporate an individual, pairs and group work		√			
Skills	5.	The materials include and focus on the skills that learners need to practice				√	
	6.	The materials provide an appropriate balance of the four language skills				√	
Language Type and Content	7.	The language used is at the right level for learners' current English ability				√	
	8.	The grammar points are presented with brief and easy examples and explanations				√	

Subject and Contents	9.	The subject and contents of the video materials are interesting, challenging and motivating				√	
Micro-learning	10.	A short video delivers the materials briefly				√	
Micro-learning	11.	A breaking down the content of the video into small pieces.				√	



Appendix 6a. Scoring rubric product checklist for expert judges.

Before filling the scoring rubric, write your name and position.

Name : Made Hery Santosa, Ph.D

Position : Expert Judges

This is an instrument in collecting the data to develop micro-learning English video materials for eight grade students.

Dimension	No.	Item	5	4	3	2	1
Layout and Design	1.	The video materials include overview of the function and structures that will be taught in each video	√				
	2.	The layout and design are appropriate and clear	√				
	3.	The video materials is organized effectively		√			
Activities	4.	The activities incorporate an individual, pairs and group work	√				
Skills	5.	The materials include and focus on the skills that learners need to practice		√			
	6.	The materials provide an appropriate balance of the four language skills		√			
Language Type and Content	7.	The language used is at the right level for learners' current English ability		√			
	8.	The grammar points are presented with brief and easy examples and explanations		√			
Subject and Contents	9.	The subject and contents of the video materials are interesting, challenging and motivating		√			
Micro-learning	10.	A short video delivers the materials briefly		√			

Micro-learning	11.	A breaking down the content of the video into small pieces.	√				
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Appendix 7a. Lesson Plans for eight grade students



**RENCANA
PELAKSANAAN
PEMBELAJARAN**

Sekolah : SMP PGRI 9 Denpasar	Kelas/Semester : VIII / 2
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 2x45 Menit (1 x Pertemuan)
Materi : Simple Past Tense	

A. Tujuan Pembelajaran

KD 3.10

Peserta didik diharapkan mampu menerapkan kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya.

B. Langkah-Langkah Pembelajaran

A. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan
Pendahuluan (10 menit)	<p>Orientasi</p> <ol style="list-style-type: none"> 1. Siswa diberi ucapan salam dengan ramah Guru dengan siswa bertanya-jawab mengecek kehadiran peserta didik serta kerapian pakaian 2. Siswa yang datang tepat waktu, melaksanakan tugas belajar dengan baik, dan menciptakan suasana kondusif untuk kenyamanan belajar diberi pujian. 3. Siswa datang terlambat, tidak melaksanakan tugas pembelajaran dengan baik diberi nasihat dengan bahasa yang santun. 4. Guru dan siswa berdoa sebelum melaksanakan kegiatan pembelajaran. <p>Apersepsi dan Motivasi</p> <ol style="list-style-type: none"> 1. Guru menanyakan materi-materi yang dipelajari pada pertemuan sebelumnya dan mengaitkan dengan materi yang akan dipelajari pada pertemuan ini 2. Guru mengarahkan siswa menyimak informasi Indikator, dan Tujuan Pembelajaran yang diharapkan dapat tercapai, menyimak informasi tentang tahapan kegiatan pembelajaran dan prosedur penilaian pembelajaran yang akan dilaksanakan. 3. Siswa menyimak nasehat untuk selalu mengutamakan sikap disiplin dalam melaksanakan tugas dalam kegiatan pembelajaran.

Kegiatan Inti (65 menit)	<ol style="list-style-type: none"> 1. Guru mengarahkan siswa untuk mengamati materi yang sudah 2. Guru mengarahkan peserta didik untuk bertanya berbagai hal yang berkaitan dengan materi yang sudah dipelajari dengan bertanya secara langsung. 3. Siswa mengeksplorasi buku paket bahasa Inggris terkait materi simple past tense 4. Guru menyimpulkan hasil yang didapatkan dengan mengemukakan secara langsung 5. Guru mengarahkan siswa untuk membuat sebuah kalimat
Penutup (5 menit)	<ol style="list-style-type: none"> 1. Guru menutup pembelajaran Bahasa Inggris dan memberikan tugas

B. Penilaian Hasil Pembelajaran

Penilaian sikap	Penilaian pengetahuan	Penilaian Keterampilan
Teknik penilaian <ul style="list-style-type: none"> • Observasi(jurnal) 	Teknik penilaian <ul style="list-style-type: none"> • Tes tertulis Bentuk <ul style="list-style-type: none"> • Pilihan Isian 	Teknik Penilaian <ul style="list-style-type: none"> • Praktik/Produk Bentuk <ul style="list-style-type: none"> • Unjuk Kerja/Penugasan

Mengetahui,
 September 2022
 Kepala SMP PGRI 9 Denpasar
 Pelajaran Bahasa Inggris

Denpasar, 26
 Guru Mata

I Komang Wardana, S.Pd
 Sutrisna, S.Pd

I Gusti Oka Bagus

**RENCANA
PELAKSANAAN
PEMBELAJARAN**

Sekolah : SMP PGRI 9 Denpasar Mata Pelajaran : Bahasa Inggris Materi : Simple Present Tense	Kelas/Semester : VIII / 2 Alokasi Waktu : 2x45 Menit (1 x Pertemuan)
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C. Tujuan Pembelajaran

KD 3.11

Peserta didik diharapkan mampu menerapkan kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum, sesuai dengan konteks penggunaannya.

D. Langkah-Langkah Pembelajaran

C. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan
Pendahuluan (10 menit)	<p>Orientasi</p> <ol style="list-style-type: none"> 1. Siswa diberi ucapan salam dengan ramah Guru dengan siswa bertanya-jawab mengecek kehadiran peserta didik serta kerapian pakaian 2. Siswa yang datang tepat waktu, melaksanakan tugas belajar dengan baik, dan menciptakan suasana kondusif untuk kenyamanan belajar diberi pujian. 3. Siswa datang terlambat, tidak melaksanakan tugas pembelajaran dengan baik diberi nasihat dengan bahasa yang santun. 4. Guru dan siswa berdoa sebelum melaksanakan kegiatan pembelajaran. <p>Apersepsi dan Motivasi</p> <ol style="list-style-type: none"> 5. Guru menanyakan materi-materi yang dipelajari pada pertemuan sebelumnya dan mengaitkan dengan materi yang akan dipelajari pada pertemuan ini 6. Guru mengarahkan siswa menyimak informasi Indikator, dan Tujuan Pembelajaran yang diharapkan dapat tercapai, menyimak informasi tentang tahapan kegiatan pembelajaran dan prosedur penilaian pembelajaran yang akan dilaksanakan. 7. Siswa menyimak nasehat untuk selalu mengutamakan sikap disiplin dalam melaksanakan tugas dalam kegiatan pembelajaran.

Kegiatan Inti (65 menit)	<ol style="list-style-type: none"> 1. Guru mengarahkan siswa untuk mengamati materi yang sudah 2. Guru mengarahkan peserta didik untuk bertanya berbagai hal yang berkaitan dengan materi yang sudah dipelajari dengan bertanya secara langsung. 3. Siswa mengeksplorasi buku paket bahasa Inggris terkait materi simple present tense 4. Guru menyimpulkan hasil yang didapatkan dengan mengemukakan secara langsung 5. Guru mengarahkan siswa untuk membuat sebuah kalimat
Penutup (5 menit)	8. Guru menutup pembelajaran Bahasa Inggris dan memberikan tugas

D. Penilaian Hasil Pembelajaran

Penilaian sikap	Penilaian pengetahuan	Penilaian Keterampilan
Teknik penilaian <ul style="list-style-type: none"> • Observasi(jurnal) 	Teknik penilaian <ul style="list-style-type: none"> • Tes tertulis Bentuk <ul style="list-style-type: none"> • Pilihan Isian 	Teknik Penilaian <ul style="list-style-type: none"> • Praktik/Produk Bentuk <ul style="list-style-type: none"> • Unjuk Kerja/Penugasan

Mengetahui,
September 2022
Kepala SMP PGRI 9 Denpasar
Pelajaran Bahasa Inggris

Denpasar, 26

Guru Mata

I Komang Wardana, S.Pd
Sutrisna, S.Pd

I Gusti Oka Bagus

**RENCANA
PELAKSANAAN
PEMBELAJARAN**

Sekolah : SMP PGRI 9 Denpasar	Kelas/Semester : VIII / 2
Mata Pelajaran : Bahasa Inggris	Alokasi Waktu : 2x45 Menit (1 x Pertemuan)
Materi : Present Continuous Tense	

E. Tujuan Pembelajaran

KD 3.12

Peserta didik diharapkan mampu menerapkan kejadian yang sedang dilakukan/terjadi, rutin atau menjadi kebenaran umum, sesuai dengan konteks penggunaannya.

F. Langkah-Langkah Pembelajaran

E. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan
Pendahuluan (10 menit)	<p>Orientasi</p> <ol style="list-style-type: none"> 1. Siswa diberi ucapan salam dengan ramah Guru dengan siswa bertanya-jawab mengecek kehadiran peserta didik serta kerapian pakaian 2. Siswa yang datang tepat waktu, melaksanakan tugas belajar dengan baik, dan menciptakan suasana kondusif untuk kenyamanan belajar diberi pujian. 3. Siswa datang terlambat, tidak melaksanakan tugas pembelajaran dengan baik diberi nasihat dengan bahasa yang santun. 4. Guru dan siswa berdoa sebelum melaksanakan kegiatan pembelajaran. <p>Apersepsi dan Motivasi</p> <ol style="list-style-type: none"> 4. Guru menanyakan materi-materi yang dipelajari pada pertemuan sebelumnya dan mengaitkan dengan materi yang akan dipelajari pada pertemuan ini 5. Guru mengarahkan siswa menyimak informasi Indikator, dan Tujuan Pembelajaran yang diharapkan dapat tercapai, menyimak informasi tentang tahapan kegiatan pembelajaran dan prosedur penilaian pembelajaran yang akan dilaksanakan. 6. Siswa menyimak nasehat untuk selalu mengutamakan sikap disiplin dalam melaksanakan tugas dalam kegiatan pembelajaran.

Kegiatan Inti (65 menit)	<ol style="list-style-type: none"> 1. Guru mengarahkan siswa untuk mengamati materi yang sudah 2. Guru mengarahkan peserta didik untuk bertanya berbagai hal yang berkaitan dengan materi yang sudah dipelajari dengan bertanya secara langsung. 3. Siswa mengeksplorasi buku paket bahasa inggris terkait materi Present continuous tense 4. Guru menyimpulkan hasil yang didapatkan dengan mengemukakan secara langsung 5. Guru meminta siswa untuk membuat sebuah paragraph
Penutup (5 menit)	9. Guru menutup pembelajaran Bahasa Inggris dan memberikan tugas

F. Penilaian Hasil Pembelajaran

Penilaian sikap	Penilaian pengetahuan	Penilaian Keterampilan
Teknik penilaian <ul style="list-style-type: none"> • Observasi(jurnal) 	Teknik penilaian <ul style="list-style-type: none"> • Tes tertulis Bentuk <ul style="list-style-type: none"> • Pilihan Isian 	Teknik Penilaian <ul style="list-style-type: none"> • Praktik/Produk Bentuk <ul style="list-style-type: none"> • Unjuk Kerja/Penugasan

Mengetahui,
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Kepala SMP PGRI 9 Denpasar
Pelajaran Bahasa Inggris

Denpasar, 26
Guru Mata

I Komang Wardana, S.Pd
Sutrisna,S.Pd

I Gusti Oka Bagus

Appendix 7a. The script of learning video material for eight grade students

**The Script for the topic Simple Past Tense
(Project Based Learning)**

Pre Activity

Presenter: “Hello students. How are you today? Great? I hope you are in good condition. “Alright students. I have some question for you. Have you ever doing something in the past? and what did you feel that time? *give a second time to think* Yes? alright. Now, I will show you the dialogue between Made and Wayan.

Made: Hello wayan, did you do anything this weekend?

Wayan: I did. I took the train to the city and met my friend

Made: Oh, yeah! what did you do?

Wayan: We had lunch and did some shopping.

Made: Did you buy anything?

Wayan: No, I didn't. I just went window shopping. I'm trying to save my money.

Made: Me too !

Main Activity 1

After watching the dialogue alright students. What do you think about the dialogue? Okay, So do you know what we will study about? Good job, Well today we will study about the activities that happened in the past.

Presenter: Alright students, I will show you some pictures that happened in the past. So, please look at picture number 1 and the next picture number 2 and the last picture number 3. Now, I give 3 sentences and please match the sentences with the pictures

Main Activity 2

Presenter: Well students, have you got the answer? Alright, let's discuss together and repeat after the sentences. Alright what is the best sentences for picture number 1? (*the teacher stop the video and the teacher gives time for the students to answer directly in the classroom*) Good job students, the answer is”they studied English last night”. So repeat after me (*the students say the sentence together after*

the teacher give instruction) . Good job students. Let's move to pictures number 2. What is the answer? (*the teacher stop the video and the teacher gives time for the students to answer directly in the classroom*). Great students, the answer is “Komang was angry yesterday”. So repeat after me (*the students say it together after the teacher give instruction*) . Alright students the last one is picture number 3. What is the answer ? (*the teacher stop the video and the teacher gives time for the students to answer directly in the classroom*). Good job students, the answer is “They played football two weeks ago” So repeat after me (*the students say it together after the teacher give instruction*) .

Main Activity 3

Presenter: So far so good students? Yes? Great students. You already learnt about the affirmative sentences based on the pictures that already shown previously. Well, affirmative sentence is positive sentence and it is a part of simple past tense. It consists of Subject + verb 2 + object + adverb of time. The verb 2 can be divided into 2 which are regular verb and irregular verb. Regular verb is adding – ed at the end of the verb. For example “work become worked”. And irregular verb is not formed by adding the usual –ed ending. For example “go become went”. In the simple past tense, there is nominal sentence consist of Subject + (was/were) + adjective/noun /adverb + adverb of time. For example my sister was sad yesterday. My sister become subject and was as a to be and sad as adjective and yesterday as adverb of time (*here, the teacher stop the video and the teacher explain the meaning of affirmative sentence*). Do you understand students ?Yes ? Great students. Is there any questions everyone ? So far so good ?Really ? Alright. Now, I will show the short conversation again between Putu and Ketut so please watch the video (*In the video the teacher shows the dialogue about two persons using simple past tense and the students watch the video*)

(Simple dialogue between Putu and Ketut)

Putu : Hello Ketut, did you study English last night ?

Ketut : No, I did not study English last night because I focused on

making my science homework yesterday. Why did you ask?

Putu : Alright ketut, because today the English teacher gives us examination

Ketut : Really? Thank you for the information, I do my best today.

Putu : Keep it up, ketut.

Presenter : Alright students. Have you watched the dialogue ? Do you understand about the dialogue ?Yes ?are you sure ? Good job (*the teacher stop the video and the teacher check the students understanding related to the dialogue in the video*)

Presenter : Well students, I have some questions for you based on the dialogue. My first question is Ketut learnt English last night or not ? (*the teacher stop the video and the teacher gives time to answer the question*) Yes, you are correct students, “Ketut did not study last night”. Please repeat after me, “Ketut did not study last night” (*the students say it together after the teacher*).

Presenter : Alright students, Ketut did not study last night is part of negative sentence in simple past tense. If you cannot do something in the past you must use “did not” before verb 1 and after subject. So the formula is Subject + did not + verb 1 + Object + Adverb of time. So far so good ?have you got it ? good job students. Alright students, my second question is What question did Putu give to Ketut? (*the teacher stop the video and the teacher gives time to answer the question*) Yes, you are correct students, the question from putu is “Did you study English last night ? Please repeat after me, “Did you study English last night ? (*the students say it together after the teacher*).

Presenter : Well students, Did you study English last night ?is part of interrogative sentence in simple past tense. If you want to ask some questions in the past you must use Did + S + V + O + adverb of time. Have you got it ? Great students. So you have learnt about simple past tense.

Post Activity

Presenter : Alright students, I have project for you, the project is please make text about the activities that you have done in the past by using simple past tense

and I give 2 days to finish your project. Is there any questions about the project ?
No questions ? Alright students. That's all our learning today and I hope you understand about this topic. Thank you



**The Script for the topic Present Continuous Tense
(Problem Based Learning)**

Introduction

Presenter : “Hello students. How are you today ? Great ? I hope you are in good condition. “ Alright students. I have the conversation about two persons for you. Well, please watch the conversation. (In the conversation)

Made : Hello Ketut, how are you this morning ?

Ketut : I’m very good made, how about you ?

Made : I’m extremely great. By the way, what are doing here ? Are you doing your homework here ?

Ketut : I’m doing my English task because I’m not finish yet to do my task at school. So, iam doing here. So how about you ? Are you doing something here made ?

Made : Oh I see, yes I’m waiting my brother here because he is going to toilet.

Ketut : Alright made

Made : Oh that’s my brother. Alright 85etut, I’ll go home. Bye bye Ketut

Ketut : Bye Made

Main Activity 1

Presenter : Alright students, do you enjoy with the video? Well, now, I will ask you to find your group and I have the questions related with the video and you will discuss with your group later on. Alright, my questions what about the time signals that used on the conversation ? and please give the reason why, so now please discuss to your group. *(The teacher stop the video and the teacher explain the meaning of the video)*

Presenter : Alright students, I will give time for you to discuss that problem that already mentioned previously. *(The teacher stop and the teacher try to organize the problems that already given at the beginning)*

Presenter : Well students, so far so good students ? Is there any questions ?

Alright, if no, please continue your discussion with your group members.

Presenter : Alright students, time is up. Now it’s time to you to solve the problem *(The teacher stop the video and the teacher asks to answer the questions. Some of students try to answer that problem)*

Main Activity 2

Presenter : Alright students, do you find the answer ? yes that's great students. The time signals that used on the video is the events or actions happening right now. It means that, the dialogue use present continuous tense. Present continuous tense is an action or events that happening right now, we can see from dialogue, Made mentioned to Ketut " what are you doing, Ketut ?" it means that the time signals is happening right now and Ketut is doing something at that time. It is a part of the interrogative sentence in present continuous tense by using 5W+1H and followed by To be "are" To be "are" is used for subject "You, They, We" and "I" use to be "am" and To be "is" is used for subject "She, He and It". The formula becomes 5W+1H + To be + Subject + verb 1-ing + Object + Adverb of time. And we can see the response from ketut mentioned that I'm doing my English task. So, that's statement is a part of positive sentence in present continuous tense. The formula becomes Subject + To be + verb 1-ing + Object +adverb of time. And for negative sentence, the formula becomes Subject + To be + not + verb 1-ing + Object +adverb of time (The teacher stop the video and the teacher explain again in the classroom).

Main Activity 3

Presenter : Do you understand students ? so far so good students? Alright good job students. what we can conclude for this lesson today ? anyone can say something ? (the teacher stop the video and the teacher evaluate the lesson about this topic)

Presenter : So, we can conclude that present continuous tense is used to tell about events or the activities that js happening right now or at the moment. It is very important you can use this topic for your daily life for example when you are doing something right now, so you can use this tenses.

Post Activity

Presenter : Alright students, I have task for you, Please Make five sentences by using present continuous tense consists of Positive, Negative and Interrogative. Alright student, That's' about the lesson today I hope you get something about our lesson and see you in another video.

**The Script for the topic Present Continuous Tense
(Problem Based Learning)**

Introduction

Presenter : “Hello students. How are you today ? Great ? I hope you are in good condition. “ Alright students. I have the conversation about two persons for you. Well, please watch the conversation. (In the conversation)

Made : Hello Ketut, how are you this morning ?

Ketut : I’m very good made, how about you ?

Made : I’m extremely great. By the way, what are doing here ? Are you doing your homework here ?

Ketut : I’m doing my English task because I’m not finish yet to do my task at school. So, iam doing here. So how about you ? Are you doing something here made ?

Made : Oh I see, yes I’m waiting my brother here because he is going to toilet.

Ketut : Alright made

Made : Oh that’s my brother. Alright 87etut, I’ll go home. Bye bye Ketut

Ketut : Bye Made

Main Activity 1

Presenter : Alright students, do you enjoy with the video? Well, now, I will ask you to find your group and I have the questions related with the video and you will discuss with your group later on. Alright, my questions what about the time signals that used on the conversation ? and please give the reason why, so now please discuss to your group. *(The teacher stop the video and the teacher explain the meaning of the video)*

Presenter : Alright students, I will give time for you to discuss that problem that already mentioned previously. *(The teacher stop and the teacher try to organize the problems that already given at the beginning)*

Presenter : Well students, so far so good students ? Is there any questions ?

Alright, if no, please continue your discussion with your group members.

Presenter : Alright students, time is up. Now it’s time to you to solve the problem *(The teacher stop the video and the teacher asks to answer the questions. Some of students try to answer that problem)*

Main Activity 2

Presenter : Alright students, do you find the answer ? yes that's great students. The time signals that used on the video is the events or actions happening right now. It means that, the dialogue use present continuous tense. Present continuous tense is an action or events that happening right now, we can see from dialogue, Made mentioned to Ketut " what are you doing, Ketut ?" it means that the time signals is happening right now and Ketut is doing something at that time. It is a part of the interrogative sentence in present continuous tense by using 5W+1H and followed by To be "are" To be "are" is used for subject "You, They, We" and "I" use to be "am" and To be "is" is used for subject "She, He and It". The formula becomes 5W+1H + To be + Subject + verb 1-ing + Object + Adverb of time. And we can see the response from ketut mentioned that I'm doing my English task. So, that's statement is a part of positive sentence in present continuous tense. The formula becomes Subject + To be + verb 1-ing + Object +adverb of time. And for negative sentence, the formula becomes Subject + To be + not + verb 1-ing + Object +adverb of time (The teacher stop the video and the teacher explain again in the classroom).

Main Activity 3

Presenter : Do you understand students ? so far so good students? Alright good job students. what we can conclude for this lesson today ? anyone can say something ? (the teacher stop the video and the teacher evaluate the lesson about this topic)

Presenter : So, we can conclude that present continuous tense is used to tell about events or the activities that js happening right now or at the moment. It is very important you can use this topic for your daily life for example when you are doing something right now, so you can use this tenses.

Post Activity

Presenter : Alright students, I have task for you, Please Make five sentences by using present continuous tense consists of Positive, Negative and Interrogative. Alright student, That's' about the lesson today I hope you get something about our lesson and see you in another video.

Appendix 8a. Syllabus eight grade students

Sekolah : SMP PGRI 9 Denpasar

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Semester : 1 & 2

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	
<p>Siswa mampu:</p> <p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapiinya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman,</p>	<p>Fungsi Sosial</p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so.</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Topik</p>	<p>Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan 	<p>Cara menilai</p> <p>Penilaian dilakukan pada tiga unsur kompetensi, yaitu sikap, pengetahuan, dan keterampilan</p> <p>Sikap</p> <p>Observasi terhadap sikap yang menonjol selama proses pembelajaran, baik yang positif maupun yang negatif yang dicatat dalam buku jurnal.</p> <p>Pengetahuan penilaian lisan /tertulis yang mencakup: Fungsi sosial, Struktur teks dan Unsur kebahasaan</p>

Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	
<p>menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<p>menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</p>	<p>Keterampilan Penilaian praktik tindakan meminta perhatian mengungkapkan pendapat</p>
<p>Siswa mampu: 3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>) 4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><input type="checkbox"/> Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . <input type="checkbox"/> Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) <input type="checkbox"/> Unsur kebahasaan - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <input type="checkbox"/> Topik Interaksi antara siswa di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat</p>	<ul style="list-style-type: none"> • Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar • Menanyakan hal-hal yang tidak diketahui atau yang berbeda • Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang • Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu • Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan 	<p>Cara menilai Penilaian dilakukan pada tiga unsur kompetensi, yaitu sikap, pengetahuan, dan keterampilan Sikap Observasi terhadap sikap yang menonjol selama proses pembelajaran, baik yang positif maupun yang negatif yang dicatat dalam buku jurnal. Pengetahuan penilaian lisan /tertulis yang mencakup: Fungsi sosial, Struktur teks dan Unsur kebahasaan Keterampilan Penilaian praktik tindakan memberi dan meminta informasi terkait tindakan, sesuai dengan k</p>