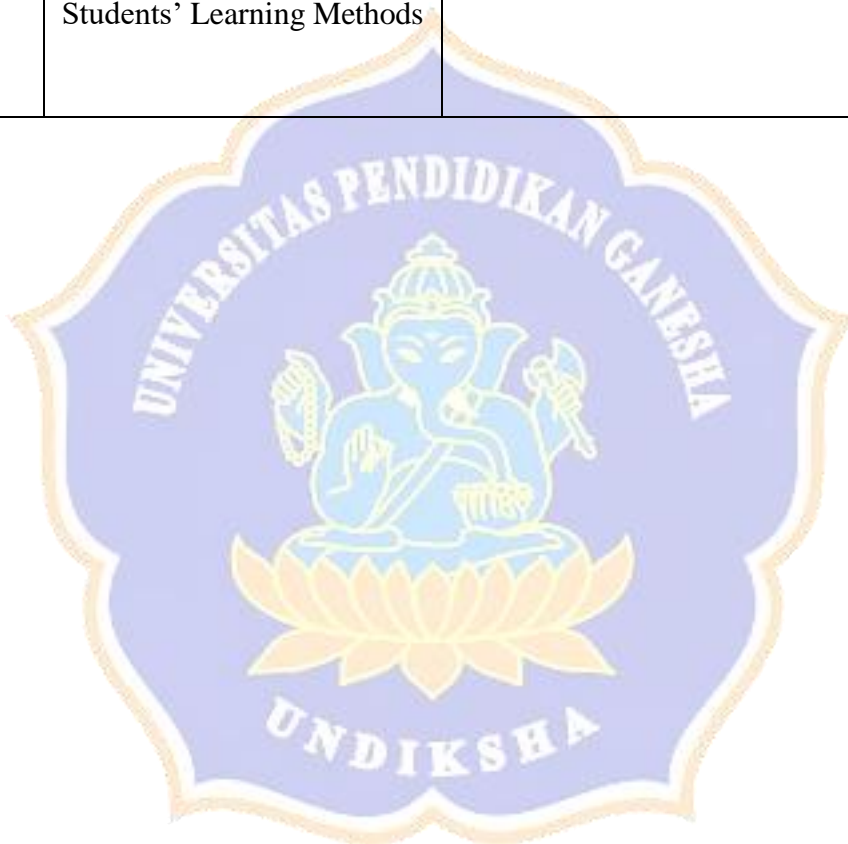


### Appendix 1 The Blueprint of Observation Sheet

No.	Aspects	Note
1.	Learning Media	
2.	Students' Learning Styles	
3.	Students' Learning Methods	



## Appendix 2 The Blueprint of Note

No.	Documents	Note
1.	Curriculum	
2.	Syllabus	
3.	Empirical Document	



### Appendix 3 Close-Ended Questionnaire

No.	Indicators	Statements
1.	Students' preferred learning styles	1. I like the learning process involving technology means.
		2. I prefer to learn from video instead than read books.
2.	Students' appropriate teaching method	3. I like to learn in a group or team.
		4. I like to give comment or suggestion to my friends' works.
		5. I like to learn by solving a problem.
		6. I like to collect or investigate information.
		7. I like to have my own space to learn.
3.	The clarity message	8. I need a meaningful learning video consists of complete information.
4.	Stand alone	9. I need a learning video that I can access offline and online without any application.
5.	User friendly and high resolution or visualization	10. I need a learning video that can be easily accessed and the content can be understood through a clear visualization and high resolution.

#### Appendix 4 The Blueprint of Interview Guide

No.	Questions	Answers
1.	What are the students' learning styles in English classrooms?	
2.	How do they accomplish the tasks given to them?	
3.	What the learning methods do you use in teaching English?	



### Appendix 5 Expert Judge 1 for Video 1

#### “Evaluation Sheet for Micro-learning Based English Video For Eleventh- Grade Students of SMK NusaDua Pariwisata Sidemen By Educational Experts”

**Target** : Junior School Students

**Research Title** : “Developing Micro-learning Based English Video for Eleventh-Grade Students of SMK Pariwisata NusaDua Sidemen”

**Researcher** : I Gusti Ayu Ditha Saitri

**Evaluator** : Prof. Dr. Putu Kerti Nitiasih, M.A.

**Occupation / Position** : Supervisor

**Topic** : Expression of suggestion

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Micro- learning based English video for eleventh-grade students. The video would be used as the learning media. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

1. This evaluation sheet is filled out by an educational expert.
2. In the response range, there are 5 (five) levels.
3. Put a check mark [✓] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

Scores				
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

Thank you for your willingness to fill out this evaluation sheet.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students.		√				
2.	Video helps the learners to learn independently		√				
3.	Video helps the learner to be enthusiastic and motivated to learn English		√				
B. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum		√				
5.	The materials are suitable for the students' need		√				
6.	The topic is relevant to the students' daily life.		√				
7.	The learning objectives are suitable and attainable for the learners		√				
8.	The learning method used in the video is suitable for the learners to learn English		√				
9.	The important ideas are emphasized correctly to draw the learners' attention		√				
10.	Video shows the lesson's summary		√				
11.	Video provides appropriate examples to the learners based on the <i>topics</i>		√				
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions		√				
13.	The material contains instruction on how to make the tasks/exercises.		√				
14.	The material is well arranged and systematic.		√				
15.	The material is mapped from the easiest to the hardest.		√				
16.	The materials are presented systematically to make students easier to understand.		√				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
17.	The video uses clear material mapping in describing limitation of the material.		√				
18.	Learners get useful reinforcement from the video		√				
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		√				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		√				
21.	The language use to elaborate the materials is clear		√				
22.	The video is using the simple and easy to be understood language for the learners		√				
23.	The video is using the correct spelling for each word		√				
24.	The video is using the correct pronunciation for each word		√				
25.	The material is delivered briefly and straight to the point		√				
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.		√				
27.	The materials are presented by using various animation.		√				
28.	The animation in the video are interesting.		√				
29.	The animation in the video are suitable for the topic and the target audience		√				
30.	The illustration is similar as it is found in everyday use		√				
31.	The size of animation is appropriate		√				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
32.	The placement of the animation is appropriate		√				
33.	The materials are presented by using various and appropriate colors		√				
34.	The important concepts/ideas are marked by interesting color/illustration		√				
35.	The background use is suitable with the topic		√				
36.	The color of the text is suitable with the background		√				
37.	The placement of the text is appropriate		√				
38.	The font use and its size are appropriate		√				
39.	The use of animation, background, and text are not exaggerated		√				
40.	The background of the music is appropriate for young learners		√				
41.	The teacher is delivering the material in interesting and communicative way		√				
42.	The teacher is expressive and enjoyable to be listened		√				
43.	The voice of the teacher is clear		√				
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate		√				
45.	The elements of the video are integrated properly		√				
46.	The video is objective and unbiased		√				

Singaraja, 29 October 2024  
Have been acknowledged by,

Prof. Dr. Putu Kerti Nitiasih, M.A.

### Appendix 6 Expert Judge 2 for Video 1

#### “Evaluation Sheet for Micro-learning Based English Video For Eleventh- Grade Students of SMK NusaDua Pariwisata Sidemen By Educational Experts”

**Target** : Junior School Students

**Research Title** : “Developing Micro-learning Based English Video for Eleventh-Grade Students of SMK Pariwisata NusaDua Sidemen”

**Researcher** : I Gusti Ayu Ditha Saitri

**Evaluator** : Made Hery Santosa, S.Pd, M.Pd., Ph.D.

**Occupation / Position** : Supervisor

**Topic** : Expression of Suggestion

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Micro- learning based English video for eleventh-grade students. The video would be used as the learning media. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

1. This evaluation sheet is filled out by an educational expert.
2. In the response range, there are 5 (five) levels.
3. Put a check mark [✓] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

Scores				
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

Thank you for your willingness to fill out this evaluation sheet.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
F. Video as media for teaching and learning process							
47.	Video as teaching media helps teacher to deliver high quality materials for the students.		√				
48.	Video helps the learners to learn independently		√				
49.	Video helps the learner to be enthusiastic and motivated to learn English		√				
G. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
50.	The scope of the material is made in accordance with the curriculum		√				
51.	The materials are suitable for the students' need		√				
52.	The topic is relevant to the students' daily life.		√				
53.	The learning objectives are suitable and attainable for the learners		√				
54.	The learning method used in the video is suitable for the learners to learn English		√				
55.	The important ideas are emphasized correctly to draw the learners' attention		√				
56.	Video shows the lesson's summary		√				
57.	Video provides appropriate examples to the learners based on the <i>topics</i>		√				
58.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions		√				
59.	The material contains instruction on how to make the tasks/exercises.		√				
60.	The material is well arranged and systematic.		√				
61.	The material is mapped from the easiest to the hardest.		√				
62.	The materials are presented systematically to make students easier to understand.		√				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
63.	The video uses clear material mapping in describing limitation of the material.		√				
64.	Learners get useful reinforcement from the video		√				
<b>H. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
65.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		√				
66.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		√				
67.	The language use to elaborate the materials is clear		√				
68.	The video is using the simple and easy to be understood language for the learners		√				
69.	The video is using the correct spelling for each word		√				
70.	The video is using the correct pronunciation for each word		√				
71.	The material is delivered briefly and straight to the point		√				
<b>I. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
72.	The materials are delivered in interesting way.		√				
73.	The materials are presented by using various animation.		√				
74.	The animation in the video are interesting.		√				
75.	The animation in the video are suitable for the topic and the target audience		√				
76.	The illustration is similar as it is found in everyday use		√				
77.	The size of animation is appropriate		√				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
78.	The placement of the animation is appropriate		√				
79.	The materials are presented by using various and appropriate colors		√				
80.	The important concepts/ideas are marked by interesting color/illustration		√				
81.	The background use is suitable with the topic		√				
82.	The color of the text is suitable with the background		√				
83.	The placement of the text is appropriate		√				
84.	The font use and its size are appropriate		√				
85.	The use of animation, background, and text are not exaggerated		√				
86.	The background of the music is appropriate for young learners		√				
87.	The teacher is delivering the material in interesting and communicative way		√				
88.	The teacher is expressive and enjoyable to be listened		√				
89.	The voice of the teacher is clear		√				
<b>J. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
90.	The content of the video is accurate		√				
91.	The elements of the video are integrated properly		√				
92.	The video is objective and unbiased		√				

Singaraja, 25 October 2024  
Have been acknowledged by,



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

### Appendix 7 Expert Judge 3 for Video 1

**“Evaluation Sheet for Micro-learning Based English Video  
For Eleventh- Grade Students of SMK NusaDua Pariwisata  
Sidemen By Educational Experts”**

**Target** : Junior School Students

**Research Title** : “Developing Micro-learning Based English Video for Eleventh-Grade Students of SMK Pariwisata NusaDua Sidemen”

**Researcher** : I Gusti Ayu Ditha Saitri

**Evaluator** : Prof. Dr. I Made Candiasa, MIKomp.

**Occupation / Position** : Expert in educational technology

**Topic** : Expression of suggestion

**Description:**

This evaluation sheet is used to assess the media quality of videos based on Micro- learning based English video for eleventh-grade students. The video would be used as the learning media. Based on that, your willingness to assess and judge the media is valued highly.

**Instructions:**

1. This evaluation sheet is filled out by an educational expert.
2. In the response range, there are 5 (five) levels.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

Scores				
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

Thank you for your willingness to fill out this evaluation sheet.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
K. Video as media for teaching and learning process							
93.	Video as teaching media helps teacher to deliver high quality materials for the students.		√				I think the word transfer is more appropriate
94.	Video helps the learners to learn independently	√					This is very important, in e-learning it is called learner control.
95.	Video helps the learner to be enthusiastic and motivated to learn English		√				
L. Instructional Design Attributes (justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)							
96.	The scope of the material is made in accordance with the curriculum	√					This is very important as a response to needs analysis.
97.	The materials are suitable for the students' need		√				
98.	The topic is relevant to the students' daily life.		√				
99.	The learning objectives are suitable and attainable for the learners		√				
100.	The learning method used in the video is suitable for the learners to learn English		√				
101.	The important ideas are emphasized correctly to draw the learners' attention		√				
102.	Video shows the lesson's summary		√				
103.	Video provides appropriate examples to the learners based on the topics		√				
104.	Learners get opportunity to practice the desired learning outcome(s) through exercises or	√					This is very important as an

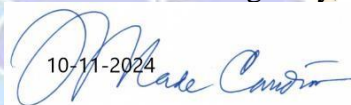


Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<i>graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
118.	The materials are delivered in interesting way.		√				
119.	The materials are presented by using various animation.		√				
120.	The animation in the video are interesting.			√			Just being interesting is not enough, animation is required to arouse curiosity.
121.	The animation in the video are suitable for the topic and the target audience		√				
122.	The illustration is similar as it is found in everyday use		√				
123.	The size of animation is appropriate		√				
124.	The placement of the animation is appropriate		√				
125.	The materials are presented by using various and appropriate colors		√				
126.	The important concepts/ideas are marked by interesting color/illustration		√				
127.	The background use is suitable with the topic		√				
128.	The color of the text is suitable with the background		√				
129.	The placement of the text is appropriate		√				
130.	The font use and its size are appropriate		√				
131.	The use of animation, background, and text are not exaggerated		√				
132.	The background of the music is appropriate for young learners		√				
133.	The teacher is delivering the material in interesting and communicative way		√				

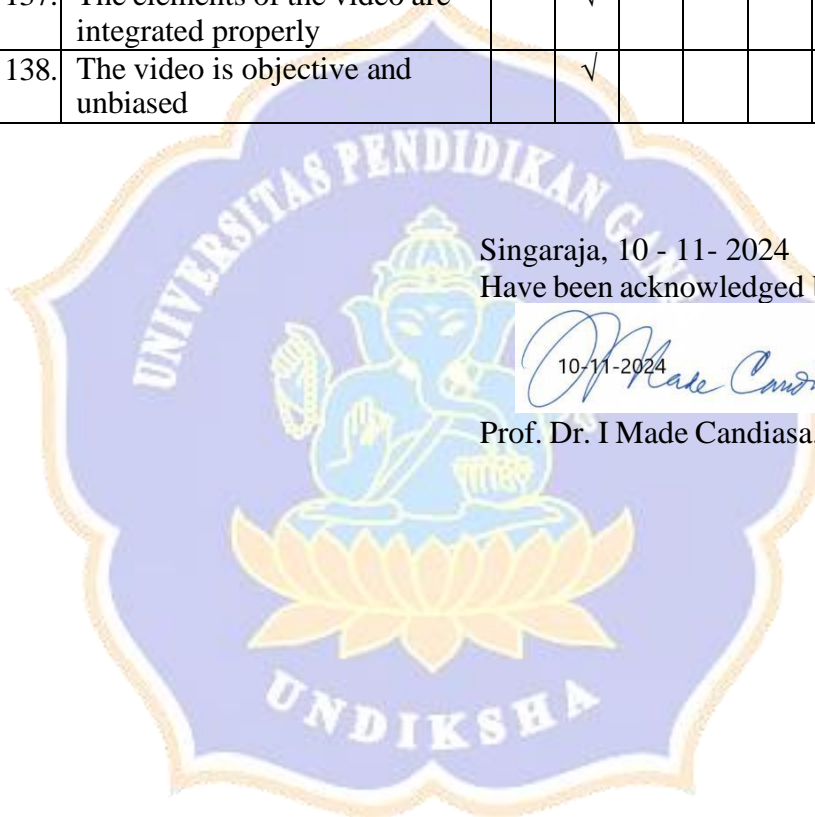
Num	Descriptors	Scales					Notes
		5	4	3	2	1	
134.	The teacher is expressive and enjoyable to be listened		√				
135.	The voice of the teacher is clear		√				
<b>O. Subject matter attributes</b> <i>(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)</i>							
136.	The content of the video is accurate		√				
137.	The elements of the video are integrated properly		√				
138.	The video is objective and unbiased		√				

Singaraja, 10 - 11- 2024

Have been acknowledged by,

10-11-2024  


Prof. Dr. I Made Candiasa, MIKomp.



### Appendix 8 Expert Judge 1 for Video 2

#### “Evaluation Sheet for Micro-learning Based English Video For Eleventh- Grade Students of SMK NusaDua Pariwisata Sidemen By Educational Experts”

**Target** : Junior School Students

**Research Title** : “Developing Micro-learning Based English Video for Eleventh-Grade Students of SMK Pariwisata NusaDua Sidemen”

**Researcher** : I Gusti Ayu Ditha Saitri

**Evaluator** : Prof. Dr. Putu Kerti Nitiasih, M.A.

**Occupation / Position** : Supervisor

**Topic** : Expression of asking and giving opinion

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Micro- learning based English video for eleventh-grade students. The video would be used as the learning media. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

1. This evaluation sheet is filled out by an educational expert.
2. In the response range, there are 5 (five) levels.
3. Put a check mark [✓] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

Scores				
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

Thank you for your willingness to fill out this evaluation sheet.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
P. Video as media for teaching and learning process							
139.	Video as teaching media helps teacher to deliver high quality materials for the students.		√				
140.	Video helps the learners to learn independently		√				
141.	Video helps the learner to be enthusiastic and motivated to learn English		√				
Q. Instructional Design Attributes (justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)							
142.	The scope of the material is made in accordance with the curriculum		√				
143.	The materials are suitable for the students' need		√				
144.	The topic is relevant to the students' daily life.		√				
145.	The learning objectives are suitable and attainable for the learners		√				
146.	The learning method used in the video is suitable for the learners to learn English		√				
147.	The important ideas are emphasized correctly to draw the learners' attention		√				
148.	Video shows the lesson's summary		√				
149.	Video provides appropriate examples to the learners based on the topics		√				
150.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions		√				
151.	The material contains instruction on how to make the tasks/exercises.		√				
152.	The material is well arranged and systematic.		√				
153.	The material is mapped from the easiest to the hardest.		√				
154.	The materials are presented systematically to make students easier to understand.		√				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
155.	The video uses clear material mapping in describing limitation of the material.		√				
156.	Learners get useful reinforcement from the video		√				
<b>R. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
157.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		√				
158.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		√				
159.	The language use to elaborate the materials is clear		√				
160.	The video is using the simple and easy to be understood language for the learners		√				
161.	The video is using the correct spelling for each word		√				
162.	The video is using the correct pronunciation for each word		√				
163.	The material is delivered briefly and straight to the point		√				
<b>S. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
164.	The materials are delivered in interesting way.		√				
165.	The materials are presented by using various animation.		√				
166.	The animation in the video are interesting.		√				
167.	The animation in the video are suitable for the topic and the target audience		√				
168.	The illustration is similar as it is found in everyday use		√				
169.	The size of animation is appropriate		√				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
170.	The placement of the animation is appropriate		√				
171.	The materials are presented by using various and appropriate colors		√				
172.	The important concepts/ideas are marked by interesting color/illustration		√				
173.	The background use is suitable with the topic		√				
174.	The color of the text is suitable with the background		√				
175.	The placement of the text is appropriate		√				
176.	The font use and its size are appropriate		√				
177.	The use of animation, background, and text are not exaggerated		√				
178.	The background of the music is appropriate for young learners		√				
179.	The teacher is delivering the material in interesting and communicative way		√				
180.	The teacher is expressive and enjoyable to be listened		√				
181.	The voice of the teacher is clear		√				
<b>T. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
182.	The content of the video is accurate		√				
183.	The elements of the video are integrated properly		√				
184.	The video is objective and unbiased		√				

Singaraja, 29 October 2024  
Have been acknowledged by,

Prof. Dr. Putu Kerti Nitiasih, M.A.

### Appendix 9 Expert Judge 2 for Video 2

#### “Evaluation Sheet for Micro-learning Based English Video For Eleventh- Grade Students of SMK NusaDua Pariwisata Sidemen By Educational Experts”

**Target** : Junior School Students

**Research Title** : “Developing Micro-learning Based English Video for Eleventh-Grade Students of SMK Pariwisata NusaDua Sidemen”

**Researcher** : I Gusti Ayu Ditha Saitri

**Evaluator** : Made Hery Santosa, S.Pd, M.Pd., Ph.D.

**Occupation / Position** : Supervisor

**Topic** : Expression of asking and giving opinion

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Micro- learning based English video for eleventh-grade students. The video would be used as the learning media. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

1. This evaluation sheet is filled out by an educational expert.
2. In the response range, there are 5 (five) levels.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

Scores				
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

Thank you for your willingness to fill out this evaluation sheet.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
U. Video as media for teaching and learning process							
185.	Video as teaching media helps teacher to deliver high quality materials for the students.		√				
186.	Video helps the learners to learn independently		√				
187.	Video helps the learner to be enthusiastic and motivated to learn English		√				
V. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
188.	The scope of the material is made in accordance with the curriculum		√				
189.	The materials are suitable for the students' need		√				
190.	The topic is relevant to the students' daily life.		√				
191.	The learning objectives are suitable and attainable for the learners		√				
192.	The learning method used in the video is suitable for the learners to learn English		√				
193.	The important ideas are emphasized correctly to draw the learners' attention		√				
194.	Video shows the lesson's summary		√				
195.	Video provides appropriate examples to the learners based on the <i>topics</i>		√				
196.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions		√				
197.	The material contains instruction on how to make the tasks/exercises.		√				
198.	The material is well arranged and systematic.		√				
199.	The material is mapped from the easiest to the hardest.		√				
200.	The materials are presented systematically to make students easier to understand.		√				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
201.	The video uses clear material mapping in describing limitation of the material.		√				
202.	Learners get useful reinforcement from the video		√				
<b>W. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
203.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		√				
204.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		√				
205.	The language use to elaborate the materials is clear		√				
206.	The video is using the simple and easy to be understood language for the learners		√				
207.	The video is using the correct spelling for each word		√				
208.	The video is using the correct pronunciation for each word		√				
209.	The material is delivered briefly and straight to the point		√				
<b>X. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
210.	The materials are delivered in interesting way.		√				
211.	The materials are presented by using various animation.		√				
212.	The animation in the video are interesting.		√				
213.	The animation in the video are suitable for the topic and the target audience		√				
214.	The illustration is similar as it is found in everyday use		√				
215.	The size of animation is appropriate		√				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
216.	The placement of the animation is appropriate		√				
217.	The materials are presented by using various and appropriate colors		√				
218.	The important concepts/ideas are marked by interesting color/illustration		√				
219.	The background use is suitable with the topic		√				
220.	The color of the text is suitable with the background		√				
221.	The placement of the text is appropriate		√				
222.	The font use and its size are appropriate		√				
223.	The use of animation, background, and text are not exaggerated		√				
224.	The background of the music is appropriate for young learners		√				
225.	The teacher is delivering the material in interesting and communicative way		√				
226.	The teacher is expressive and enjoyable to be listened		√				
227.	The voice of the teacher is clear		√				
<b>Y. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
228.	The content of the video is accurate		√				
229.	The elements of the video are integrated properly		√				
230.	The video is objective and unbiased		√				

Singaraja, 25 October 2024  
Have been acknowledged by,



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

### Appendix 10 Expert Judge 3 for Video 2

#### “Evaluation Sheet for Micro-learning Based English Video For Eleventh- Grade Students of SMK NusaDua Pariwisata Sidemen By Educational Experts”

**Target** : Junior School Students

**Research Title** : “Developing Micro-learning Based English Video for Eleventh-Grade Students of SMK Pariwisata NusaDua Sidemen”

**Researcher** : I Gusti Ayu Ditha Saitri

**Evaluator** : Prof. Dr. I Made Candiasa, MIKomp.

**Occupation / Position** : Expert in educational technology

**Topic** : Expression of asking and giving opinion

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Micro- learning based English video for eleventh-grade students. The video would be used as the learning media. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

1. This evaluation sheet is filled out by an educational expert.
2. In the response range, there are 5 (five) levels.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

Scores				
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

Thank you for your willingness to fill out this evaluation sheet.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students.		√				I think the word transfer is more appropriate
2.	Video helps the learners to learn independently	√					This is very important, in e-learning it is called learner control.
3.	Video helps the learner to be enthusiastic and motivated to learn English		√				
B. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	√					This is very important as a response to needs analysis.
5.	The materials are suitable for the students' need		√				
6.	The topic is relevant to the students' daily life.		√				
7.	The learning objectives are suitable and attainable for the learners		√				
8.	The learning method used in the video is suitable for the learners to learn English		√				
9.	The important ideas are emphasized correctly to draw the learners' attention		√				
10.	Video shows the lesson's summary		√				
11.	Video provides appropriate examples to the learners based on the <i>topics</i>		√				
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	√					This is very important as an anticipation of differentiated learning.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
13.	The material contains instruction on how to make the tasks/exercises.		√				
14.	The material is well arranged and systematic.		√				
15.	The material is mapped from the easiest to the hardest.		√				
16.	The materials are presented systematically to make students easier to understand.		√				
17.	The video uses clear material mapping in describing limitation of the material.		√				
18.	Learners get useful reinforcement from the video		√				
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		√				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		√				Please adjust the word truncation to make it look better.
21.	The language use to elaborate the materials is clear		√				
22.	The video is using the simple and easy to be understood language for the learners		√				
23.	The video is using the correct spelling for each word		√				
24.	The video is using the correct pronunciation for each word		√				
25.	The material is delivered briefly and straight to the point		√				
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.		√				



Num	Descriptors	Scales					Notes
		5	4	3	2	1	
44.	The content of the video is accurate		√				
45.	The elements of the video are integrated properly		√				
46.	The video is objective and unbiased		√				

Singaraja, 10 - 11- 2024

Have been acknowledged by,

10-11-2024  


Prof. Dr. I Made Candiasa, MIKomp.



### Appendix 11 Expert Judge 1 for Video 3

#### “Evaluation Sheet for Micro-learning Based English Video For Eleventh- Grade Students of SMK NusaDua Pariwisata Sidemen By Educational Experts”

**Target** : Junior School Students

**Research Title** : “Developing Micro-learning Based English Video for Eleventh-Grade Students of SMK Pariwisata NusaDua Sidemen”

**Researcher** : I Gusti Ayu Ditha Saitri

**Evaluator** : Prof. Dr. Putu Kerti Nitiasih, M.A.

**Occupation / Position** : Supervisor

**Topic** : Formal invitation

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Micro- learning based English video for eleventh-grade students. The video would be used as the learning media. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

1. This evaluation sheet is filled out by an educational expert.
2. In the response range, there are 5 (five) levels.
3. Put a check mark [✓] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

Scores				
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

Thank you for your willingness to fill out this evaluation sheet.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
F. Video as media for teaching and learning process							
47.	Video as teaching media helps teacher to deliver high quality materials for the students.		√				
48.	Video helps the learners to learn independently		√				
49.	Video helps the learner to be enthusiastic and motivated to learn English		√				
G. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
50.	The scope of the material is made in accordance with the curriculum		√				
51.	The materials are suitable for the students' need		√				
52.	The topic is relevant to the students' daily life.		√				
53.	The learning objectives are suitable and attainable for the learners		√				
54.	The learning method used in the video is suitable for the learners to learn English		√				
55.	The important ideas are emphasized correctly to draw the learners' attention		√				
56.	Video shows the lesson's summary		√				
57.	Video provides appropriate examples to the learners based on the <i>topics</i>		√				
58.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions		√				
59.	The material contains instruction on how to make the tasks/exercises.		√				
60.	The material is well arranged and systematic.		√				
61.	The material is mapped from the easiest to the hardest.		√				
62.	The materials are presented systematically to make students easier to understand.		√				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
63.	The video uses clear material mapping in describing limitation of the material.		√				
64.	Learners get useful reinforcement from the video		√				
<b>H. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
65.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		√				
66.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		√				
67.	The language use to elaborate the materials is clear		√				
68.	The video is using the simple and easy to be understood language for the learners		√				
69.	The video is using the correct spelling for each word		√				
70.	The video is using the correct pronunciation for each word		√				
71.	The material is delivered briefly and straight to the point		√				
<b>I. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
72.	The materials are delivered in interesting way.		√				
73.	The materials are presented by using various animation.		√				
74.	The animation in the video are interesting.		√				
75.	The animation in the video are suitable for the topic and the target audience		√				
76.	The illustration is similar as it is found in everyday use		√				
77.	The size of animation is appropriate		√				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
78.	The placement of the animation is appropriate		√				
79.	The materials are presented by using various and appropriate colors		√				
80.	The important concepts/ideas are marked by interesting color/illustration		√				
81.	The background use is suitable with the topic		√				
82.	The color of the text is suitable with the background		√				
83.	The placement of the text is appropriate		√				
84.	The font use and its size are appropriate		√				
85.	The use of animation, background, and text are not exaggerated		√				
86.	The background of the music is appropriate for young learners		√				
87.	The teacher is delivering the material in interesting and communicative way		√				
88.	The teacher is expressive and enjoyable to be listened		√				
89.	The voice of the teacher is clear		√				
<b>J. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
90.	The content of the video is accurate		√				
91.	The elements of the video are integrated properly		√				
92.	The video is objective and unbiased		√				

Singaraja, 29 October 2024  
Have been acknowledged by,

Prof. Dr. Putu Kerti Nitiasih, M.A.

### Appendix 12 Expert Judge 2 for Video 3

#### “Evaluation Sheet for Micro-learning Based English Video For Eleventh- Grade Students of SMK NusaDua Pariwisata Sidemen By Educational Experts”

**Target** : Junior School Students

**Research Title** : “Developing Micro-learning Based English Video for Eleventh-Grade Students of SMK Pariwisata NusaDua Sidemen”

**Researcher** : I Gusti Ayu Ditha Saitri

**Evaluator** : Made Hery Santosa, S.Pd, M.Pd., Ph.D.

**Occupation / Position** : Supervisor

**Topic** : Formal invitation

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Micro- learning based English video for eleventh-grade students. The video would be used as the learning media. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

1. This evaluation sheet is filled out by an educational expert.
2. In the response range, there are 5 (five) levels.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

Scores				
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

Thank you for your willingness to fill out this evaluation sheet.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
K. Video as media for teaching and learning process							
93.	Video as teaching media helps teacher to deliver high quality materials for the students.		√				
94.	Video helps the learners to learn independently		√				
95.	Video helps the learner to be enthusiastic and motivated to learn English		√				
L. Instructional Design Attributes <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
96.	The scope of the material is made in accordance with the curriculum		√				
97.	The materials are suitable for the students' need		√				
98.	The topic is relevant to the students' daily life.		√				
99.	The learning objectives are suitable and attainable for the learners		√				
100.	The learning method used in the video is suitable for the learners to learn English		√				
101.	The important ideas are emphasized correctly to draw the learners' attention		√				
102.	Video shows the lesson's summary		√				
103.	Video provides appropriate examples to the learners based on the <i>topics</i>		√				
104.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions		√				
105.	The material contains instruction on how to make the tasks/exercises.		√				
106.	The material is well arranged and systematic.		√				
107.	The material is mapped from the easiest to the hardest.		√				
108.	The materials are presented systematically to make students easier to understand.		√				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
109.	The video uses clear material mapping in describing limitation of the material.		√				
110.	Learners get useful reinforcement from the video		√				
<b>M. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
111.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		√				
112.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		√				
113.	The language use to elaborate the materials is clear		√				
114.	The video is using the simple and easy to be understood language for the learners		√				
115.	The video is using the correct spelling for each word		√				
116.	The video is using the correct pronunciation for each word		√				
117.	The material is delivered briefly and straight to the point		√				
<b>N. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
118.	The materials are delivered in interesting way.		√				
119.	The materials are presented by using various animation.		√				
120.	The animation in the video are interesting.		√				
121.	The animation in the video are suitable for the topic and the target audience		√				
122.	The illustration is similar as it is found in everyday use		√				
123.	The size of animation is appropriate		√				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
124.	The placement of the animation is appropriate		√				
125.	The materials are presented by using various and appropriate colors		√				
126.	The important concepts/ideas are marked by interesting color/illustration		√				
127.	The background use is suitable with the topic		√				
128.	The color of the text is suitable with the background		√				
129.	The placement of the text is appropriate		√				
130.	The font use and its size are appropriate		√				
131.	The use of animation, background, and text are not exaggerated		√				
132.	The background of the music is appropriate for young learners		√				
133.	The teacher is delivering the material in interesting and communicative way		√				
134.	The teacher is expressive and enjoyable to be listened		√				
135.	The voice of the teacher is clear		√				
<b>O. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
136.	The content of the video is accurate		√				
137.	The elements of the video are integrated properly		√				
138.	The video is objective and unbiased		√				

Singaraja, 25 October 2024  
Have been acknowledged by,



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

### Appendix 13 Expert Judge 3 for Video 3

#### “Evaluation Sheet for Micro-learning Based English Video For Eleventh- Grade Students of SMK NusaDua Pariwisata Sidemen By Educational Experts”

**Target** : Junior School Students

**Research Title** : “Developing Micro-learning Based English Video for Eleventh-Grade Students of SMK Pariwisata NusaDua Sidemen”

**Researcher** : I Gusti Ayu Ditha Saitri

**Evaluator** : Prof. Dr. I Made Candiasa, MIKomp.

**Occupation / Position** : Expert in educational technology

**Topic** : Formal invitation

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Micro-learning based English video for eleventh-grade students. The video would be used as the learning media. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

1. This evaluation sheet is filled out by an educational expert.
2. In the response range, there are 5 (five) levels.
3. Put a check mark [✓] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

Scores				
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

Thank you for your willingness to fill out this evaluation sheet.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
P. Video as media for teaching and learning process							
139.	Video as teaching media helps teacher to deliver high quality materials for the students.		√				I think the word transfer is more appropriate
140.	Video helps the learners to learn independently	√					This is very important, in e-learning it is called learner control.
141.	Video helps the learner to be enthusiastic and motivated to learn English		√				
Q. Instructional Design Attributes (justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)							
142.	The scope of the material is made in accordance with the curriculum	√					This is very important as a response to needs analysis.
143.	The materials are suitable for the students' need		√				
144.	The topic is relevant to the students' daily life.		√				
145.	The learning objectives are suitable and attainable for the learners		√				
146.	The learning method used in the video is suitable for the learners to learn English		√				
147.	The important ideas are emphasized correctly to draw the learners' attention		√				
148.	Video shows the lesson's summary		√				
149.	Video provides appropriate examples to the learners based on the topics		√				
150.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	√					This is very important as an anticipation



Num	Descriptors	Scales					Notes
		5	4	3	2	1	
164.	The materials are delivered in interesting way.		√				
165.	The materials are presented by using various animation.		√				
166.	The animation in the video are interesting.			√			Just being interesting is not enough, animation is required to arouse curiosity.
167.	The animation in the video are suitable for the topic and the target audience		√				
168.	The illustration is similar as it is found in everyday use		√				
169.	The size of animation is appropriate		√				
170.	The placement of the animation is appropriate		√				
171.	The materials are presented by using various and appropriate colors		√				
172.	The important concepts/ideas are marked by interesting color/illustration		√				
173.	The background use is suitable with the topic		√				
174.	The color of the text is suitable with the background		√				
175.	The placement of the text is appropriate		√				
176.	The font use and its size are appropriate		√				
177.	The use of animation, background, and text are not exaggerated		√				
178.	The background of the music is appropriate for young learners		√				
179.	The teacher is delivering the material in interesting and communicative way		√				
180.	The teacher is expressive and enjoyable to be listened		√				
181.	The voice of the teacher is clear		√				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
T. <i>Subject matter attributes</i> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
182.	The content of the video is accurate		√				
183.	The elements of the video are integrated properly		√				
184.	The video is objective and unbiased		√				

Singaraja, 10 - 11- 2024

Have been acknowledged by,

10-11-2024  


Prof. Dr. I Made Candiasa, MIKomp.



### Appendix 14 Blueprint of Developed Product

Video	Content	Process	Learning Type
1	Expression of suggestion	<p><i>Presenter:</i> Hello students. How are you today? I hope all of you are always in good condition. Before we start our lesson today. I want to ask you, have you ever given someone suggestions? What would you like to say? And have you got a suggestion from others? Yes? How you respond it? So, do you know what we will learn today? Alright, we will learn about expression of suggestions. Let's learn together.</p> <p><i>Presenter:</i> Now please watch this dialogue from Waitress and Ayu as the customer.</p> <p><b>The Orientation of the Problem</b></p> <p><i>Monolog:</i> "In the morning. Ayu goes to the restaurant. A waitress comes and gives her a menu. Ayu really confuses to choose which menu that she wants to order".</p> <p><b>Organizing Learners for Investigation</b></p> <p><i>Monolog:</i> "The restaurant has many varieties of foods and drinks. The customer looks so confused to choose the menu. The waitress tries to help the customer to find out which food and drink that she wants".</p>	Problem based Learning

		<p>Waitress : “May I help you Ma’am?”</p> <p>Ayu : “ Yes, please. Could you give me the suggestion of the best seller food here?”</p> <p>Waitress : “We have...” (showing an animation about the food)</p> <p><b>Conduct the Investigation</b></p> <p><i>Presenter</i> :”Hello students, let’s help Ayu to find out the food that she want”</p> <p>Ayu : “I don’t like spicy food, which food should I choose?”</p> <p><i>Monolog</i> :”What should the waitress suggest?” (showing the menu then choosing the food that isn’t spicy).</p> <p>Waiter : “You should order ... because it is not spicy. The taste is .... Do you want to order this food?”</p> <p>Ayu : “Thank you for your suggestion, yes please.”</p> <p><b>Develop and Present Result</b></p> <p><i>Monolog</i> : “Ayu already got her food. The waitress suggested to her a food that is not spicy as her request”. (Showing the food that Ayu chose)</p>	
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		<p><i>Presenter</i> : “Now let’s help Ayu to find a drink that she wants to order. Do you still remember how to give suggestions? Now is your time to give a suggestion for Ayu to choose her drink”</p> <p>(showing some drinks)</p> <p><i>Monolog</i> :”Wh at kind of drink do you want to order Ayu?”</p> <p>Ayu :” I want a drink that is cold and fresh”.</p> <p><i>Monolog</i> : “Which drink does Ayu want?” “Please write it in the link that I provide, you should give the suggestion and the reason why you want Ayu to choose it”.</p> <p><b>Analyse and Evaluate the Investigation Process</b></p> <p><i>Presenter:</i> Okay students, please click this link. I already provide you a quiz. You can ask your teacher if you have a question.</p> <p><i>Presenter:</i> Okay students, what did you learn from this lesson? Good, you have learned about expression of suggestions. How do you feel while learn this video? *Give a second to think*</p>	
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		<p>You are interested with this topic? Are you enjoying to do the task? Good job students. Alright students, we already finish this lesson. Good bye.</p>	
2	Expression of asking and giving opinion	<p><i>Presenter:</i> Hello students. How are you today? I hope all of you are always in good condition. What do you think about my hair? Thank you. What do you think about your lesson today? Good. Are you ready? Let's learn together.</p> <p><i>Presenter:</i> "Now please look these two pictures."</p> <p><b>Stimulation</b></p> <p><i>Presenter:</i> "Students, what do you think about this first picture? Good opinion. How about the second picture, what do you think about it? Great opinion students."</p> <p><b>Problem Statement</b></p> <p><i>Presenter:</i> Have you ever given someone opinion? What you said? Good job. How about asking opinion? What will you say? Great students. Okay students, now please make a conversation of asking and giving opinion. You should work in pair."</p> <p><b>Data Collection</b></p> <p><i>Presenter:</i> "Students, before you finish your work, I have a</p>	Discovery Learning

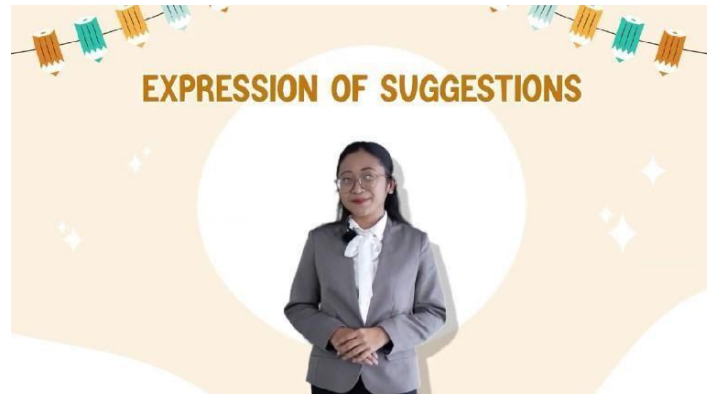
		<p>quiz for you. Please click this link that I already provide to you”</p> <p><b>Data Processing</b></p> <p><i>Presenter:</i> “After you finished the quiz, what did you get? Great. Do you have other information for asking and giving opinion? Good job students. Now please continue your work.”</p> <p><b>Verification</b></p> <p><i>Presenter:</i> “Students, please watch this animation.”</p> <p>(Showing animation about asking and giving opinion)</p> <p><i>Presenter:</i> “Students, please collect your work to this link that I provide.”</p> <p><b>Generalization</b></p> <p><i>Presenter:</i> “Students, what we learned today? Good job. We learn about asking and giving opinion. Could you please tell me the other example of asking and giving opinion? Good. Now you can write it and send it to the link that I provide.”</p>	
3	Formal invitation	<p><i>Presenter:</i> Hello students. How are you today? I hope all of you are always in good condition. Before we start our lesson</p>	Project based Learning

		<p>today. I want to ask you, have you ever gotten an invitation card? Yes? How about an invitation card from school? Could you give me the example? Good job students. Alright, we will learn about formal invitation card. Let's learn together.</p> <p><i>Presenter:</i> "Now please look at these pictures."</p> <p><b>Start with the Essential Question</b></p> <p><i>Presenter:</i> "I have two pictures, which picture is a formal invitation? The right one or the left one? Yes, it is the right one. How about these pictures? The right one? No, it is informal invitation letter. The answer is the left one. Students, please take a look on n this formal invitation letter.</p> <p>Could you tell me what are the components of this formal invitation letter?</p> <p>Students, do you know what is called? (showing school letterhead). School letterhead? Good job</p> <p>Where is the date's sender? Good job it is the date (showing the date's sender).</p> <p>(Showing letter's number) do you know what is this? Great, it is letter's number. To make sure how many letters that you have already made.</p> <p>(Showing attachment) and do you know this? Good job, it is</p>	
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		<p>attachment. You could mention how many attachments that you provided.</p> <p>Do you know what is this? (showing the subject of the letter), yes. It is subject of the letter.</p> <p>How about this one? (showing receiver's name and address). Good job, it is receiver's name and address.</p> <p>Which one belongs to salutation? Great. It is salutation (showing salutation of the letter).</p> <p>Then which one belongs to body of the letter? Good job. It is body of the letter (showing letter's body).</p> <p>Could you tell me when, where and what time the activity will be happened? Good job. You can see it here (showing date, address and time of the activity).</p> <p>Have you found special instruction in this letter? Good job (showing special request), it is the special instruction that should be followed.</p> <p>How about this one? What is called? (showing complimentary and signature). Great, it is complimentary and the signature of the sender.</p> <p><b>Design a plan for the project</b></p> <p><i>Presenter:</i> Okay students, now</p>	
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		<p>please work in a group consists of 3-4 students. You should make two formal invitation letters. I am going to give you a week to finish it.</p> <p><b>Create a schedule</b></p> <p><i>Presenter:</i> Please click this link to know what should you do in a week to finish your work. I already provide you a schedule that you should do in a week.</p> <p><b>Monitor the students and the progress of the object</b></p> <p><i>Presenter:</i> When you have some questions, please ask to your teacher. You have to checklist one by one the steps in the available schedule to find out the progress of your work and provide the proofs.</p> <p><i>Presenter:</i> Okay students, could you tell me what did you learn from this lesson? Good, you have learned about formal invitation. How do you feel? Are interested with this topic? Are excited to finish the project? Good job students. Okay students, we already finish this lesson. Good bye.</p>	
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## Appendix 15 Developed Product



Video 1 “Expression of Suggestion”



Video 2 “Expression of asking and giving opinion”



Video 3 “Formal Invitation”

Link of the video:

[https://drive.google.com/drive/folders/10IM475t8iI\\_MWP4huB80Gx1hdJYcS\\_Aj?usp=sharing](https://drive.google.com/drive/folders/10IM475t8iI_MWP4huB80Gx1hdJYcS_Aj?usp=sharing)