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	I like the learning process involving technology means. 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 $\lceil \sqrt{\rceil}$ 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					

			,	Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
A. V	ideo as media for teaching and lear	ning	pro	cess			
1.	Video as teaching media helps		V				
	teacher to deliver high quality						
2.	materials for the students. Video helps the learners to learn		2/				
2.	independently		V				
3.	Video helps the learner to be		$\sqrt{}$				
	enthusiastic and motivated to learn						
R I	English nstructional Design Attributes						
	ustification of need, target audience, o	entry	level	prer	eguis	sites.	objectives,
	otivation and context of learning, inst			-	_		•
st	ructure of content, examples, practice	, feed	dback	k, eva	luati	on of	learning,
	ternal alignment)					1	
4.	The scope of the material is made in accordance with the curriculum	A n	7				
5.	The materials are suitable for the		V		-		
J.	students' need		1	X			
6.	The topic is relevant to the		$\sqrt{}$			- 37	
300	students' daily life.			=		100	
7.	The learning objectives are	R	$\sqrt{}$	1			
	suitable and attainable for the	13					
0	learners The learning words along the design of the learning state		. /			No.	
8.	The learning method used in the video is suitable for the learners to	3	V			e e	
	learn English	1			1		
9.	The important ideas are emphasized	×	$\sqrt{}$		7 //		
	correctly to draw the learners'				No.		
10	attention	_	,		7		
10.	Video shows the lesson's summary	Was	V				
11.	Video provides appropriate examples to the learners based on	133	٧	1			
	the topics	A STATE OF					
12.	Learners get opportunity to practice		$\sqrt{}$				
	the desired learning outcome(s)						
	through exercises or questions		,				
13.	The material contains instruction on		$\sqrt{}$				
14.	how to make the tasks/exercises.		2/				
14.	The material is well arranged and systematic.		٧				
15.	The material is mapped from the						
	easiest to the hardest.						
16.	The materials are presented		$\sqrt{}$				
	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 C. Language attributes (complexity of sentence structure and vocabulary) Choice of vocabulary, complexity or sentence structure, verbs, redundancy transitions, consistency, clarity, conciseness, and appropriateness of the audience. 19. The video is using appropriate and suitable word to the topic, subtopic, 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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.			Scales					Notes
mapping in describing limitation of the material. 18. Learners get useful reinforcement from the video C. Language attributes (complexity of sentence structure and vocabulary) Choice of vocabulary, complexity or sentence structure, verbs, redundancy transitions, consistency, clarity, conciseness, and appropriateness of the audience. 19. The video is using appropriate and suitable word to the topic, subtopic, 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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size of style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.	Num	Descriptors	5	4	3	2	1	
the material. 18. Learners get useful reinforcement from the video C. Language attributes (complexity of sentence structure and vocabulary) Choice of vocabulary, complexity or sentence structure, verbs, redundancy transitions, consistency, clarity, conciseness, and appropriateness of the audience. 19. The video is using appropriate and suitable word to the topic, subtopic, 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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.	17.	The video uses clear material		V				
18. Learners get useful reinforcement from the video C. Language attributes (complexity of sentence structure and vocabulary) Choice of vocabulary, complexity or sentence structure, verbs, redundancy transitions, consistency, clarity, conciseness, and appropriateness of the audience. 19. The video is using appropriate and suitable word to the topic, subtopic, 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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.		mapping in describing limitation of						
from the video C. Language attributes (complexity of sentence structure and vocabulary) Choice of vocabulary, complexity or sentence structure, verbs, redundancy transitions, consistency, clarity, conciseness, and appropriateness of the audience. 19. The video is using appropriate and suitable word to the topic, subtopic, 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 10. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.				ļ ,				
C. Language attributes (complexity of sentence structure and vocabulary) Choice of vocabulary, complexity or sentence structure, verbs, redundancy transitions, consistency, clarity, conciseness, and appropriateness of the audience. 19. The video is using appropriate and suitable word to the topic, subtopic, 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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.	18.	Learners get useful reinforcement		\checkmark				
Choice of vocabulary, complexity or sentence structure, verbs, redundancy transitions, consistency, clarity, conciseness, and appropriateness of the audience. 19. The video is using appropriate and suitable word to the topic, subtopic, 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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size of style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.							,	
transitions, consistency, clarity, conciseness, and appropriateness of the audience. 19. The video is using appropriate and suitable word to the topic, subtopic, 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 10. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.								~ .
audience. 19. The video is using appropriate and suitable word to the topic, subtopic, 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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.		· · · · · · · · · · · · · · · · · · ·						•
19. The video is using appropriate and suitable word to the topic, subtopic, 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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way.			enes	s, and	і арр	ropri	шепе	ess of the
suitable word to the topic, subtopic, 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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.				V				
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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.	17.			`				
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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way.								
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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way.	20.		1000	$\sqrt{}$				
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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way.				1				
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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way.			3.0	10-	Sales and the sa			
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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way.			43					
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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.	21.		184	$\sqrt{}$		1		
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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.				10	X.	70		
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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.	22.		4.0	$\sqrt{}$			100	
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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.	30				=		100	
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 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.	22		N.	2/	A STEEL			
 24. The video is using the correct pronunciation for each word 25. The material is delivered briefly and straight to the point D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation. 	23.		1	V				
pronunciation for each word 25. The material is delivered briefly and straight to the point D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.	24			2/			B	
 25. The material is delivered briefly and straight to the point D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation. 	24.		4	V		- 7	e e	
and straight to the point D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.	25		7	1				
 D. Presentation attributes (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation. 	23.			V				
 (Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation. 	\mathbf{D}							
graphics, illustrations and visuals, audio/music, color, presentations size a style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation. □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	-		ub-he	eadin	gs. us	se of	numh	pers.
style, margins, columns, technical quality, highlighting, and format, and layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation. V V V V V V V V V		- · · · ·			_			
layout) 26. The materials are delivered in interesting way. 27. The materials are presented by using various animation.	_	•				-		
interesting way. 27. The materials are presented by using various animation.		•		O	O	0,	J	•
27. The materials are presented by using various animation. √	26.	The materials are delivered in	-					
using various animation.		interesting way.						
	27.	The materials are presented by		$\sqrt{}$				
28 The enimetion in the video ere								
	28.	The animation in the video are		\checkmark				
interesting.		C		ļ ,				
29. The animation in the video are $\sqrt{}$	29.			V				
suitable for the topic and the target		-						
audience	20			. /				
30. The illustration is similar as it is found in everyday use	<i>3</i> 0.			V				
found in everyday use	21			1				
31. The size of animation is appropriate $\sqrt{}$	31.	The size of animation is appropriate		V				

Num	Dogovintowa		Scales				Notes
Nulli	Descriptors	5	4	3	2	1	
32.	The placement of the animation is appropriate		$\sqrt{}$				
33.	The materials are presented by using various and appropriate colors		$\sqrt{}$				
34.	The important concepts/ideas are marked by interesting color/illustration		$\sqrt{}$				
35.	The background use is suitable with the topic		\checkmark				
36.	The color of the text is suitable with the background		$\sqrt{}$				
37.	The placement of the text is appropriate	16	V				
38.	The font use and its size are appropriate	4.8	1		d.		
39.	The use of animation, background, and text are not exaggerated	7	$\sqrt{}$	× .			
40.	The background of the music is appropriate for young learners	Ŋ	$\sqrt{}$	183			
41.	The teacher is delivering the material in interesting and communicative way	Z	$\sqrt{}$	M			
42.	The teacher is expressive and enjoyable to be listened	Ŕ	$\sqrt{}$				
43.	The voice of the teacher is clear		1				
E. Subject matter attributes (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	yl.26	V	No.			
45.	The elements of the video are integrated properly	100 to 10	V	7			
46.	The video is objective and unbiased		$\sqrt{}$				

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 $\lceil \sqrt{\rceil}$ 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						

			;	Scale	S		Notes		
Num	Descriptors	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.		V						
48.	Video helps the learners to learn independently		$\sqrt{}$						
49.	Video helps the learner to be enthusiastic and motivated to learn English		V						
	nstructional Design Attributes								
	ustification of need, target audience, o	•		-	-		•		
	otivation and context of learning, inst				_	_			
	ructure of content, examples, practice	e, fee	dbaci	k, eva	luati	on oj	learning,		
	ternal alignment)		1./	Tille.	l	1	1		
50.	The scope of the material is made in accordance with the curriculum	41	٧		6				
51.	The materials are suitable for the students' need	5554	1	N.					
52.	The topic is relevant to the students' daily life.	D	$\sqrt{}$			1			
53.	The learning objectives are suitable and attainable for the learners	K	V						
54.	The learning method used in the video is suitable for the learners to learn English	3	1						
55.	The important ideas are emphasized correctly to draw the learners' attention	X	V	1	No.				
56.	Video shows the lesson's summary	852	$\sqrt{}$	138					
57.	Video provides appropriate examples to the learners based on	1000	$\sqrt{}$	I					
58.	the <i>topics</i> Learners get opportunity to practice the desired learning outcome(s) through exercises or questions		V						
59.	The material contains instruction on how to make the tasks/exercises.		V						
60.	The material is well arranged and systematic.		V						
61.	The material is mapped from the easiest to the hardest.		V						
62.	The materials are presented systematically to make students easier to understand.								

N T	D	Scales Notes					Notes
Num	Descriptors	5	4	3	2	1	
63.	The video uses clear material		V				
	mapping in describing limitation of						
	the material.						
64.	Learners get useful reinforcement		$\sqrt{}$				
TT T	from the video					7	
	anguage attributes (complexity of sec						- ·
	Choice of vocabulary, complexity or se						
	ransitions, consistency, clarity, concis udience.	enes	s, and	і арр	ropri	aten	ess of the
65.	The video is using appropriate and		V				
	suitable word to the topic, sub-						
	topic, and the grade of the students.						
66.	The video is using appropriate and						
	suitable		A				
	phrase/clause/sentence to the topic		120	-			
	or sub-topic.	4,3					
67.	The language use to elaborate the	356	٧		100		
(0)	materials is clear		19	Ä.	10	Co.	
68.	The video is using the simple and		٧			77	
1	easy to be understood language for the learners			1		1	
69.	The video is using the correct	R	1				
0).	spelling for each word	13	•				
70.	The video is using the correct		V		77	Ž.	
, 0.	pronunciation for each word				9,	7	
71.	The material is delivered briefly	V .	V		18		
	and straight to the point		7				
I. P	resentation attributes					ı	
()	Space, typeface, titles, heading, and si	ub-he	eadin	gs, us	se of	numl	pers,
g	raphics, illustrations and visuals, aud	io/mi	usic,	color	, pre	senta	tions size and
S	tyle, margins, columns, technical qual	lity, k	iighli	ghtin	g, an	d for	mat, and
le	ayout)						
72.	The materials are delivered in		\vee				
	interesting way.						
73.	The materials are presented by		V				
	using various animation.		,				
74.	The animation in the video are		\checkmark				
7.	interesting.		. /				
75.	The animation in the video are		٧				
	suitable for the topic and the target audience						
76.	The illustration is similar as it is		V				
70.	found in everyday use		\ \ \				
77.	The size of animation is appropriate		V				
, , .	The size of animation is appropriate		'				

Num	Dogovintora		;	Scale	S		Notes
Nulli	Descriptors	5	4	3	2	1	
78.	The placement of the animation is appropriate		$\sqrt{}$				
79.	The materials are presented by using various and appropriate colors		$\sqrt{}$				
80.	The important concepts/ideas are marked by interesting color/illustration		V				
81.	The background use is suitable with the topic		$\sqrt{}$				
82.	The color of the text is suitable with the background		$\sqrt{}$				
83.	The placement of the text is appropriate		V				
84.	The font use and its size are appropriate	4.8	$\sqrt{}$		s.		
85.	The use of animation, background, and text are not exaggerated	320	$\sqrt{}$		1		
86.	The background of the music is appropriate for young learners	Q	V	1183			
87.	The teacher is delivering the material in interesting and communicative way	K	V				
88.	The teacher is expressive and enjoyable to be listened	1	$\sqrt{}$				
89.	The voice of the teacher is clear		V				
J. Subject matter attributes (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
90.	The content of the video is accurate	ylan	V	1			
91.	The elements of the video are integrated properly		V	4			
92.	The video is objective and unbiased		$\sqrt{}$				

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 $\lceil \sqrt{\rceil}$ 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				

Num	Decementare		\$	Scale	S		Notes
Nulli	Descriptors	5	4	3	2	1	
K. V	ideo as media for teaching and	learı	ning	proc	ess		•
93.	Video as teaching media helps teacher to deliver high quality materials for the students.		1				I think the word transfer is more appropriate
94.	Video helps the learners to learn independently	1					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		7				
(j ol or	nstructional Design Attributes ustification of need, target audient of pectives, motivation and context of ganization and structure of context aluation of learning, internal alignst	of lea nt, ex	rning ampl	, insi	tructi	onal	strategies,
96.	The scope of the material is made in accordance with the curriculum	V					This is very important as a response to needs analysis.
97.	The materials are suitable for the students' need	V	V	X	Ň	1	
98.	The topic is relevant to the students' daily life.	1	1		7	Service Servic	
99.	The learning objectives are suitable and attainable for the learners	Į II	1		A STATE OF THE PARTY OF THE PAR		
100.	The learning method used in the video is suitable for the learners to learn English	- 100	1		u _o		
101.	The important ideas are emphasized correctly to draw the learners' attention		V				
102.	Video shows the lesson's summary		V				
103.	examples to the learners based on the <i>topics</i>		V				
104.	Learners get opportunity to practice the desired learning outcome(s) through exercises or	√					This is very important as an

NT	D we take w		\$	Scale	S		Notes	
Num	Descriptors	5	4	3	2	1		
	questions						anticipation of differentiated learning.	
105.	The material contains instruction on how to make the tasks/exercises.		√					
106.	The material is well arranged and systematic.		V					
107.	The material is mapped from the easiest to the hardest.		$\sqrt{}$					
108.	The materials are presented systematically to make students easier to understand.		1					
109.	The video uses clear material mapping in describing limitation of the material.	IR.	1					
110.	Learners get useful reinforcement from the video		$\sqrt{}$	1	3		No. op	
	anguage attributes (complexity o	-						
	Thoice of vocabulary, complexity of							
	edundancy, transitions, consistend ppropriateness of the audience.	cy, cu	arity,	conc	cisene	ess, a	ina	
111.		1887	V			777	}	
- 1	and suitable word to the topic,		Si.	A I				
	sub-topic, and the grade of the	V).	13	1		
	s <mark>t</mark> udents.							
112.	The video is using appropriate	1	$\sqrt{}$		- 7	S. Committee	Please adjust	
	and suitable					P	the word	
	phrase/clause/sentence to the	1		- 7			truncation to	
	topic or sub-topic.	X			F		make it look	
110							better.	
113.	The language use to elaborate the materials is clear	1	V					
111			2/					
114.	The video is using the simple and easy to be understood		V					
	language for the learners							
115.	The video is using the correct		V					
	spelling for each word							
116.	The video is using the correct		V					
	pronunciation for each word							
117.	The material is delivered briefly							
	and straight to the point							
	resentation attributes							
(2	(Space, typeface, titles, heading, and sub-headings, use of numbers,							

Num Descriptors 5 4 3 2 1 graphics, illustrations and visuals, audio/music, color, present and style, margins, columns, technical quality, highlighting, and layout) 118. The materials are delivered in √ □	
 and style, margins, columns, technical quality, highlighting, and layout) 118. The materials are delivered in	
and layout) 118. The materials are delivered in √	and format,
118. The materials are delivered in $\sqrt{}$	
interesting way.	
119. The materials are presented by √	
using various animation. 120. The animation in the video are √ 1	Tours to a tour
	Just being interesting is
	not enough,
	animation is
	required to
	arouse
	curiosity.
121. The animation in the video are √ √ √ ✓ ✓ ✓ ✓	j
suitable for the topic and the	
target audience	
122. The illustration is similar as it is $\sqrt{}$	
found in everyday use	7
123. The size of animation is $\sqrt{}$	7
appropriate 124. The placement of the animation √	
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 $\sqrt{}$	
with the topic	
128. The color of the text is suitable viith the healermand	
with the background 129. The placement of the text is √	
129. The placement of the text is appropriate $\sqrt{}$	
130. The font use and its size are $\sqrt{}$	
appropriate	
131. The use of animation, $\sqrt{}$	
background, and text are not	
exaggerated	
132. The background of the music is $\sqrt{}$	
appropriate for young learners	
133. The teacher is delivering the $\sqrt{}$	
material in interesting and	
communicative way	

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

Singaraja, 10 - 11- 2024 Have been acknowledged by,

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 $\lceil \sqrt{\rceil}$ 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				

N T	D			Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
P. V	ideo as media for teaching and lear	ning	pro	cess			
139.	Video as teaching media helps teacher to deliver high quality materials for the students.		V				
140.	Video helps the learners to learn independently		V				
141.	Video helps the learner to be enthusiastic and motivated to learn English		V				
Q. I	nstructional Design Attributes						
m st in	ustification of need, target audience, o otivation and context of learning, inst ructure of content, examples, practice ternal alignment)	ructi e, feed	onal .	strate	egies,	orgo	anization and
142.	The scope of the material is made in accordance with the curriculum	40	V		6		
143.	The materials are suitable for the students' need	535-47	1	X.			
144.	The topic is relevant to the students' daily life.	A	$\sqrt{}$	4		7	
145.	The learning objectives are suitable and attainable for the learners		$\sqrt{}$	N			
146 <mark>.</mark>	The learning method used in the video is suitable for the learners to learn English	S S	$\sqrt{}$				
147.	The important ideas are emphasized correctly to draw the learners' attention	\leq	√	7			
148.	Video shows the lesson's summary	1	$\sqrt{}$	The state of the s			
149.	Video provides appropriate examples to the learners based on the <i>topics</i>	ATTOR	V	I			
150.	1		√				
151.	The material contains instruction on how to make the tasks/exercises.		V				
152.	The material is well arranged and systematic.		V				
153.	The material is mapped from the easiest to the hardest.		V				
154.	The materials are presented systematically to make students easier to understand.		$\sqrt{}$				

N T	D and to the second			Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
155.	The video uses clear material		$\sqrt{}$				
	mapping in describing limitation of						
	the material.						
156.	\mathcal{C}		$\sqrt{}$				
	from the video						
	anguage attributes (complexity of ser						
	Choice of vocabulary, complexity or se						
	cansitions, consistency, clarity, concis	enes.	s, and	і арр	ropri	aten	ess of the
157.	udience. The video is using appropriate and		1./				
137.	suitable word to the topic, sub-		V				
	topic, and the grade of the students.						
158.		100	V				
130.	suitable	2	N.				
	phrase/clause/sentence to the topic		18	Side of the last			
	or sub-topic.	400			L.		
159.	The language use to elaborate the	-4/	$\sqrt{}$		1		
	materials is clear		10	Х			
160.	The video is using the simple and		$\sqrt{}$			No.	
1	easy to be understood language for	Δ		4		18	
- 1	the learners	S.				100	
161.	O. T. C.	K	$\sqrt{}$				
	spelling for each word						
162.		1	$\sqrt{}$		- J	8	
1	pronunciation for each word	3	21/1		1	P	
163.	All the second s	100	V		M		
	and straight to the point	12	6				
	resentation attributes		•.				
	Space, typeface, titles, heading, and st			_	-		
_	raphics, illustrations and visuals, aud				-		
	tyle, margins, columns, technical qual	lity, F	ughli	ghtin	g, an	d for	mat, and
	<i>tyout)</i> The materials are delivered in				l	1	
164.	interesting way.		٧				
165.	The materials are presented by		2/				
105.	using various animation.		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \				
166.	The animation in the video are		V				
100.	interesting.						
167.	The animation in the video are		V				
107.	suitable for the topic and the target		`				
	audience						
168.	The illustration is similar as it is		$\sqrt{}$				
	found in everyday use						
169.			$\sqrt{}$				
	** *						

Num	Descriptors			Scale	S		Notes
Nulli	Descriptors	5	4	3	2	1	
170.	appropriate		V				
171.	The materials are presented by using various and appropriate colors		$\sqrt{}$				
172.	The important concepts/ideas are marked by interesting color/illustration		$\sqrt{}$				
173.	the topic		$\sqrt{}$				
174.	the background		$\sqrt{}$				
175.	appropriate //	16	7				
176.	The font use and its size are appropriate	4 8	V		L		
177.	and text are not exaggerated	320	V	X			
178.	The background of the music is appropriate for young learners	A	V			7	
179.	material in interesting and communicative way	N.	V				
180.	The teacher is expressive and enjoyable to be listened		V				
181.	The voice of the teacher is clear		\checkmark				
T. Subject matter attributes (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
182.	The content of the video is accurate	VI 26	$\sqrt{}$	No.			
183.	The elements of the video are integrated properly	10 to 10 to	1	-			
184.	The video is objective and unbiased		\checkmark				

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 $\lceil \sqrt{\rceil}$ 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				

N.T.	D			Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
U. V	ideo as media for teaching and lear	ning	pro	cess			
185.	Video as teaching media helps		V				
	teacher to deliver high quality materials for the students.						
186	Video helps the learners to learn						
100.	independently						
187.	1		$\sqrt{}$				
	enthusiastic and motivated to learn English						
V. I	nstructional Design Attributes				I		1
	ustification of need, target audience, o	-		-	-		•
	otivation and context of learning, inst				_	_	
	ructure of content, examples, practice ternal alignment)	e, feed	dbacı	k, eva	luati	on of	learning,
188.	,	3.4	V	19 ₀			
100.	accordance with the curriculum	A_{A}			b.		
189.		334	$\sqrt{}$		TO .		
	students' need		15	A.,	1/3	-	
190.	The topic is relevant to the students' daily life.	À	V	2		1	
191	The learning objectives are	8	2/	1-3		-	
1)1.	suitable and attainable for the	X	V				
V.	learners					li.	
192.	The learning method used in the	La	$\sqrt{}$		- 7		
	video is suitable for the learners to	37	21		The state of the s		
102	learn English		. /				
193.	The important ideas are emphasized correctly to draw the learners'		V		1/4		
	attention	7		17			
194.	Video shows the lesson's summary	0.2	$\sqrt{}$	1 30			
195.	Video provides appropriate	8	$\sqrt{}$	No.			
	examples to the learners based on	and the same		-			
106	the topics		. /				
196.	Learners get opportunity to practice the desired learning outcome(s)		V				
	through exercises or questions						
197.	The material contains instruction on		$\sqrt{}$				
	how to make the tasks/exercises.						
198.	The material is well arranged and		$\sqrt{}$				
400	systematic.		,				
199.	The material is mapped from the		٧				
200.	easiest to the hardest. The materials are presented		1				
200.	systematically to make students		1				
	easier to understand.						
			1	1		1	l

.		Scales Notes					Notes
Num	Descriptors	5	4	3	2	1	
201.	The video uses clear material		$\sqrt{}$				
	mapping in describing limitation of						
	the material.		ļ ,				
202.	Learners get useful reinforcement		\checkmark				
	from the video						
	anguage attributes (complexity of se						- ·
	Choice of vocabulary, complexity or se						•
	ansitions, consistency, clarity, concis	enes	s, and	t app	ropri	aten	ess of the
203.	udience.		1./	l	l	l	
203.	The video is using appropriate and suitable word to the topic, sub-		V				
	topic, and the grade of the students.						
204.		100	1				
207.	suitable		V.				
	phrase/clause/sentence to the topic		12	in.			
	or sub-topic.						
205.	The language use to elaborate the	1	$\sqrt{}$		1		
	materials is clear		1	X			
206.	The video is using the simple and		$\sqrt{}$			No. of Lot	
1	easy to be understood language for	6		2		18	
9	the learners	38				-	
207.	The video is using the correct	X	$\sqrt{}$				
	spelling for each word	2					
208.	The video is using the correct		$\sqrt{}$		- II	B	
1	pronunciation for each word	h	2NI				
209.	The material is delivered briefly		$\sqrt{}$		15		
	and straight to the point						
X. <i>P</i>	resentation attributes						
	Space, typeface, titles, heading, and st			_			
_	raphics, illustrations and visuals, aud				-		
	tyle, margins, columns, technical qual	lity, h	iighli	ghtin	g, an	d for	mat, and
	iyout)		1 /		1	ı	
210.	The materials are delivered in		7				
	interesting way.		1				
211.	The materials are presented by		٧				
	using various animation.		1				
212.	The animation in the video are		V				
212	interesting.		. /				
213.	The animation in the video are		V				
	suitable for the topic and the target						
214.	audience The illustration is similar as it is		V				+
∠1 4 .	found in everyday use		\ \				
215.	The size of animation is appropriate		V				
413.	The size of animation is appropriate		٧				

Num	Descriptors		,	Scale	S		Notes
Nulli	Descriptors	5	4	3	2	1	
216.	The placement of the animation is appropriate		$\sqrt{}$				
217.	The materials are presented by using various and appropriate colors		$\sqrt{}$				
218.	The important concepts/ideas are marked by interesting color/illustration		$\sqrt{}$				
219.	the topic		\checkmark				
220.	The color of the text is suitable with the background		$\sqrt{}$				
221.	The placement of the text is appropriate	16	V				
222.	The font use and its size are appropriate	4 8	1				
223.	The use of animation, background, and text are not exaggerated	7	$\sqrt{}$	X	P. Land		
224.	The background of the music is appropriate for young learners	D	$\sqrt{}$	183			
225.	The teacher is delivering the material in interesting and communicative way		$\sqrt{}$	W			
226.	The teacher is expressive and enjoyable to be listened	3	$\sqrt{}$				
227.	The voice of the teacher is clear		1				
(ubject matter attributes Value of content, content accuracy, co bjective presentation/bias, recency)	mpre	ehens	ivene	ss, in	itegra	ation,
228.	The content of the video is accurate	ylan	1	No.			
229.	The elements of the video are integrated properly	100 P	V	7			
230.	The video is objective and unbiased		$\sqrt{}$				

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 $\lceil \sqrt{\rceil}$ 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						

Num	Descriptors			Scale	S		Notes			
Mulli	Descriptors	5	4	3	2	1				
A. V	ideo as media for teaching and	lear	ning	proc	ess					
1.	Video as teaching media helps teacher to deliver high quality materials for the students.		V				I think the word transfer is more appropriate			
2.	Video helps the learners to learn independently	√					This is very important, in elearning it is called learner control.			
3.	Video helps the learner to be enthusiastic and motivated to learn English		V							
(j m	B. 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,									
	nternal alignment)						J			
4.	The scope of the material is made in accordance with the curriculum	4			A SIL		This is very important as a response to needs analysis.			
5.	The materials are suitable for the students' need	\mathcal{I}	V				,			
6.	The topic is relevant to the students' daily life.		V	4			/			
7.	The learning objectives are suitable and attainable for the learners		1		7					
8.	The learning method used in the video is suitable for the learners to learn English	3 15	1							
9.	The important ideas are emphasized correctly to draw the learners' attention	- 100	1		-					
10.	Video shows the lesson's summary		$\sqrt{}$							
11.	Video provides appropriate examples to the learners based on the <i>topics</i>		1							
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.			

NT	D		5	Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
13.	The material contains		$\sqrt{}$				
	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	Bann.					
	limitation of the material.						
18.	Learners get useful		1	No.			
	reinforcement from the video	1			Day.		
C. <i>I</i>	anguage attributes (complexity o	f sen	itenc	e stri	uctur	e an	d vocabulary)
(Choice of vocabulary, complexity of	r ser	itenc	e stri	ictur	e, ve	rbs, redundancy,
ti	ransitions, consistency, clarity, co	ncise	eness,	and	appi	ropri	iateness of the
а	udience.					-	·
19.	The video is using appropriate	/AC	V		العف		1
- 4	and suitable word to the topic,	4	Ø.	1	-10		
	sub-topic, and the grade of the		X		1.00		
	students.						
20.	The video is using appropriate					1//	Please adjust the
7	and suitable		Sv.	A)		1	word truncation
	phrase/clause/sentence to the	1/4		.))		18	to make it look
	topic or sub-topic.						better.
21.	The language use to elaborate	1/1	1			P.	
	the materials is clear				17,	1	
22.	The video is using the simple		V		1.8		
	and easy to be understood	1	VI. JOSE	1	18		
	language for the learners				A		
23.	The video is using the correct	-	1		40		
	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						
D. <i>P</i>	Presentation attributes						
6	Space, typeface, titles, heading, ar	nd su	b-he	ading	s, us	e of	numbers,
graphics, illustrations and visuals, audio/music, color, presentations size a							
_	tyle, margins, columns, technical					-	
	ayout)	•		0 (,	,
26.	The materials are delivered in		√				
	interesting way.						
	<u> </u>	·	1		!	1	1

NT	Donatalon		S	Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
27.	The materials are presented by using various animation.		V				
28.	The animation in the video are interesting.		,	√ 			Just being interesting is not enough, animation is required to arouse curiosity.
29.	The animation in the video are suitable for the topic and the target audience		V				
30.	The illustration is similar as it is found in everyday use	Section 1	1				
31.	The size of animation is appropriate	l e	1	1	Page 1		
32.	The placement of the animation is appropriate		V	42			
33.	The materials are presented by using various and appropriate colors	7.	V	×.			7
34.	The important concepts/ideas are marked by interesting color/illustration	T	7				
35.	The background use is suitable with the topic	EV.	V	A)			
36.	The color of the text is suitable with the background	X	1	1		M	
37.	The placement of the text is appropriate	/5	1			A CONTRACTOR OF THE PARTY OF TH	
38.	The font use and its size are appropriate	1	V				
39.	The use of animation, background, and text are not exaggerated	200	1	2000	4		
40.	The background of the music is appropriate for young learners		V				
41.	The teacher is delivering the material in interesting and communicative way		V				
42.	The teacher is expressive and enjoyable to be listened		V				
43.	The voice of the teacher is clear		$\sqrt{}$				

E. Subject matter attributes

(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)

Num	Descriptors		\$	Scale	Notes		
1 (6222		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,



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 $\lceil \sqrt{\rceil}$ 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						

				Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
F. V	ideo as media for teaching and lear	ning	pro	cess			
47.	Video as teaching media helps teacher to deliver high quality materials for the students.		V				
48.	Video helps the learners to learn independently		V				
49.	Video helps the learner to be enthusiastic and motivated to learn English		$\sqrt{}$				
G. I	nstructional Design Attributes						
m st	ustification of need, target audience, o otivation and context of learning, inst ructure of content, examples, practice ternal alignment)	ructi	onal	strate	egies,	orgo	anization and
50.	The scope of the material is made in accordance with the curriculum	4A	V				
51.	The materials are suitable for the students' need	ž	1	X			
52.	The topic is relevant to the students' daily life.	Q	V	2		No. of Lot	
53.	The learning objectives are suitable and attainable for the learners		V				
54.	The learning method used in the video is suitable for the learners to learn English		√ 		M		
55.	The important ideas are emphasized correctly to draw the learners' attention	Y	V	1			
56.	Video shows the lesson's summary	S. Carlot	$\sqrt{}$	134			
57.	Video provides appropriate examples to the learners based on the <i>topics</i>	A TOTAL	V	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.		V				
60.	The material is well arranged and systematic.		√				
61.	The material is mapped from the easiest to the hardest.		$\sqrt{}$				
62.	The materials are presented systematically to make students easier to understand.		√				

3 . T	D		\$	Scale	s		Notes
Num	Descriptors	5	4	3	2	1	
63.	The video uses clear material		V				
	mapping in describing limitation of						
	the material.						
64.	Learners get useful reinforcement		$\sqrt{}$				
TT T	from the video					7	
	anguage attributes (complexity of sec						- ·
	Choice of vocabulary, complexity or se ransitions, consistency, clarity, concis						
	udience.	enes	s, and	і арр	ropri	aiene	ess of the
65.	The video is using appropriate and		\checkmark				
	suitable word to the topic, sub-						
	topic, and the grade of the students.		,				
66.	The video is using appropriate and		V				
	suitable		A.				
	phrase/clause/sentence to the topic or sub-topic.		-				
67.	The language use to elaborate the	100	1				
07.	materials is clear				N.		
68.	The video is using the simple and					No.	
00.	easy to be understood language for	6	•	2		1	
N.	the learners			-		1	
69.	The video is using the correct	X	$\sqrt{}$				
	spelling for each word	2					
70.	The video is using the correct		$\sqrt{}$		IJ	B	
٦	pronunciation for each word	6	M		12		
71.	The material is delivered briefly		$\sqrt{}$		1		
	and straight to the point						
-	resentation attributes						
	Space, typeface, titles, heading, and si			-			_
_	raphics, illustrations and visuals, aud				-		
	tyle, margins, columns, technical qual	uty, P	ughli	ghtin	g, an	d for	mat, and
	The materials are delivered in	-32-25	10/				Ι
72.	interesting way.		٧				
73.	The materials are presented by		2/				
13.	using various animation.		\				
74.	The animation in the video are						
, 7.	interesting.		`				
75.	The animation in the video are		V				
	suitable for the topic and the target						
	audience						
76.	The illustration is similar as it is		$\sqrt{}$				
	found in everyday use						
77.	The size of animation is appropriate		\checkmark				
			<u> </u>	<u> </u>		<u> </u>	l .

Num	Descriptors		,	Scale	S		Notes
Nulli	Descriptors	5	4	3	2	1	
78.	The placement of the animation is appropriate		$\sqrt{}$				
79.	The materials are presented by using various and appropriate colors		$\sqrt{}$				
80.	The important concepts/ideas are marked by interesting color/illustration		$\sqrt{}$				
81.	The background use is suitable with the topic		$\sqrt{}$				
82.	The color of the text is suitable with the background		$\sqrt{}$				
83.	The placement of the text is appropriate	16	V				
84.	The font use and its size are appropriate	4 8	$\sqrt{}$		s.		
85.	The use of animation, background, and text are not exaggerated	26	$\sqrt{}$	į i			
86.	The background of the music is appropriate for young learners	Q		115.2		No. of Lot	
87.	The teacher is delivering the material in interesting and communicative way	R	V				
88.	The teacher is expressive and enjoyable to be listened		$\sqrt{}$				
89.	The voice of the teacher is clear		1				
(ubject matter attributes Value of content, content accuracy, co bjective presentation/bias, recency)	mpre	chens	ivene	ess, in	itegra	ution,
90.	The content of the video is accurate	yias	$\sqrt{}$	No.			
91.	The elements of the video are integrated properly	A STORE	V	4			
92.	The video is objective and unbiased		$\sqrt{}$				

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 $\lceil \sqrt{\rceil}$ 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						

N T	D		,	Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
K. V	ideo as media for teaching and lear	ning	g pro	cess			
93.	Video as teaching media helps		$\sqrt{}$				
	teacher to deliver high quality materials for the students.						
94.	Video helps the learners to learn						
٦-٠.	independently		V				
95.	Video helps the learner to be		$\sqrt{}$				
	enthusiastic and motivated to learn English						
L. I	nstructional Design Attributes						
	ustification of need, target audience, o	entry	level	prer	equis	sites,	objectives,
	otivation and context of learning, inst				_	_	
	ructure of content, examples, practice ternal alignment)	e, fee	dback	k, eva	luati	on of	learning,
96.	The scope of the material is made in	3A	V	-			
70.	accordance with the curriculum	41			6		
97.	The materials are suitable for the	334	V		B		
100	students' need		19	Ä.,			
98.	The topic is relevant to the students' daily life.	À	V	2		1	
99.	The learning objectives are	(A)	V	3		(8)	
)).	suitable and attainable for the	X	V	1.42			
4	learners						
100.	O .		$\sqrt{}$		- 1	8	
	video is suitable for the learners to	3					
101.	learn English The important ideas are emphasized		2/				
101.	The important ideas are emphasized correctly to draw the learners'	1	V				
	attention						
102.	Video shows the lesson's summary	18	$\sqrt{}$	1			
103.	Video provides appropriate	33	$\sqrt{}$	1			
	examples to the learners based on the <i>topics</i>	No. of Lot		79			
104.	Learners get opportunity to practice		V				
104.	the desired learning outcome(s)		\ \ \				
	through exercises or questions						
105.	The material contains instruction on		$\sqrt{}$				
105	how to make the tasks/exercises.		1				
106.	The material is well arranged and systematic.		٧				
107.	The material is mapped from the		V				
	easiest to the hardest.		•				
108.	The materials are presented		$\sqrt{}$				
	systematically to make students						
	easier to understand.						

N T	D	Scales					Notes
Num	Descriptors	5	4	3	2	1	
109.	The video uses clear material		V				
	mapping in describing limitation of						
	the material.						
110.	Learners get useful reinforcement		$\sqrt{}$				
37.7	from the video		<u> </u>	<u> </u>		7	7 7
	anguage attributes (complexity of set						
	Choice of vocabulary, complexity or se cansitions, consistency, clarity, concis						•
	unsitions, consistency, ctarity, concis udience.	enes	s, and	і арр	ropri	aiene	ess of the
111.	The video is using appropriate and		$\sqrt{}$				
	suitable word to the topic, sub-						
	topic, and the grade of the students.		,				
112.							
	suitable		N.				
	phrase/clause/sentence to the topic						
112	or sub-topic.	4,3			1		
113.	The language use to elaborate the materials is clear		V		100		
114.	The video is using the simple and		2		- 7	-	
114.	easy to be understood language for		V	10		7.7	
T.	the learners			4		1	
115.		X	V				
	spelling for each word	P					
116.	The video is using the correct	1	$\sqrt{}$		17	13	
1	pronunciation for each word		A			F	
117.	The material is delivered briefly		$\sqrt{}$		15		
	and straight to the point						
	resentation attributes						
,	Space, typeface, titles, heading, and si			~			
_	raphics, illustrations and visuals, aud				-		
	tyle, margins, columns, technical qual	lity, k	iighli	ghtin	g, an	d for	mat, and
	The metarials are delivered in	-35.00	L /	140	I	1	
118.	The materials are delivered in interesting way.		\				
110	<u> </u>		2/				
119.	The materials are presented by using various animation.		\				
120.	The animation in the video are		$\sqrt{}$				
120.	interesting.						
121.	The animation in the video are		V				
	suitable for the topic and the target		[
	audience						
122.	The illustration is similar as it is		$\sqrt{}$				
	found in everyday use						
123.	The size of animation is appropriate		$\sqrt{}$				
				L	<u> </u>		

Num	Dogovintova		,	Notes			
Nulli	Descriptors	5	4	3	2	1	
124.	The placement of the animation is appropriate		$\sqrt{}$				
125.	The materials are presented by using various and appropriate colors						
126.	The important concepts/ideas are marked by interesting color/illustration		$\sqrt{}$				
127.	The background use is suitable with the topic		\checkmark				
128.	The color of the text is suitable with the background		$\sqrt{}$				
129.	The placement of the text is appropriate	F	7				
130.	app <mark>ro</mark> priate	4 8	V		l.		
131.	The use of animation, background, and text are not exaggerated	26	$\sqrt{}$	X			
132.	The background of the music is appropriate for young learners	Q	V	153		The same of the sa	
133.	The teacher is delivering the material in interesting and communicative way		$\sqrt{}$	W			
134.	The teacher is expressive and enjoyable to be listened		$\sqrt{}$				
135.	The voice of the teacher is clear		V		M		
O. Subject matter attributes (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
136.		y 26	V	No.			
137.	The elements of the video are integrated properly	A STATE OF THE PARTY OF THE PAR	V				
138.	The video is objective and unbiased		V			_	

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 $\lceil \sqrt{\rceil}$ 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.

Nivers	Descriptors	Scales			Notes			
Num	Descriptors	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.		V				I think the word transfer is more appropriate	
140.	Video helps the learners to learn independently	1					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		1	Sec.				
(je m st	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			E			This is very important as a response to needs analysis.	
143.	The materials are suitable for the students' need		V		No.			
144.	The topic is relevant to the students' daily life.	Y)	1		San Jan			
145.	The learning objectives are suitable and attainable for the learners	4	√ 		No.			
146.	The learning method used in the video is suitable for the learners to learn English		1					
147.	The important ideas are emphasized correctly to draw the learners' attention		1					
148.	Video shows the lesson's summary		1					
149.	examples to the learners based on the <i>topics</i>		7					
150.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	√ 					This is very important as an anticipation	

		Scales					Notes
Num	Descriptors	5	4	3	2	1	
							of differentiated learning.
151.	The material contains instruction on how to make the tasks/exercises.		V				
152.	The material is well arranged and systematic.		1				
153.	The material is mapped from the easiest to the hardest.		V				
154.	The materials are presented systematically to make students easier to understand.		1				
155.			1				
156.	Learners get useful reinforcement from the video	44	1				
R. Language attributes (complexity of sentence structure and vocabulary) Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.							
157.	The video is using appropriate and suitable word to the topic, subtopic, and the grade of the students.	N.	1		J.	j	
158.			1			7	Please adjust the word truncation to make it look better.
159.	The language use to elaborate the materials is clear	N. C.	1	A CONTRACTOR OF THE PARTY OF TH			
160.	The video is using the simple and easy to be understood language for the learners	No. of Lot	1				
161.	The video is using the correct spelling for each word		1				
162.	The video is using the correct pronunciation for each word		1				
163.	The material is delivered briefly and straight to the point		7				
S. Presentation attributes (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)							

layout)

».T			,	Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
164.	The materials are delivered in interesting way.		V				
165.	The materials are presented by using various animation.		1				
166.	The animation in the video are interesting.			V			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		1				
168.	The illustration is similar as it is found in everyday use	42	V				
169.	The size of animation is appropriate	356	1		The same		
170.	The placement of the animation is appropriate	7	V	e P			
171.	The materials are presented by using various and appropriate colors		1	Ħ		Ĭ	
172.	The important concepts/ideas are marked by interesting color/illustration		1			No. of London	
173.	The background use is suitable with the topic	$ \prec $	V				
174.	The color of the text is suitable with the background		1	1			
175.	The placement of the text is appropriate	X O	1	No.			
	The font use and its size are appropriate	A STATE OF THE PARTY OF THE PAR	V	9			
177.	The use of animation, background, and text are not exaggerated		V				
178.	The background of the music is appropriate for young learners		V				
179.	The teacher is delivering the material in interesting and communicative way		1				
180.	The teacher is expressive and enjoyable to be listened		V				
181.			$\sqrt{}$				

Num	Descriptors	Scales					Notes		
Talli	Descriptors	5	4	3	2	1			
(T. Subject matter attributes (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		V						
184.	The video is objective and unbiased		V						

Singaraja, 10 - 11- 2024

Have been acknowledged by,

Prof. Dr. I Made Candiasa, MIKomp.

Appendix 14 Blueprint of Developed Product

Video	Content	Process	Learning Type
1	Expression of suggestion	Presenter: 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. Presenter: Now please watch this dialogue from Waitress and Ayu as the customer. The Orientation of the Problem Monolog: "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". Organizing Learners for Investigation Monolog: "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".	Problem based Learning

Waitress : "May I help you Ma'am?"

Ayu : "Yes, please. Could you give me the suggestion of the best seller food here?"

Waitress: "We have..." (showing an animation about the food)

Conduct the Investigation

Presenter :"Hello students, let's help Ayu to find out the food that she want"

Ayu : "I don't like spicy food, which food should I choose?"

Monolog: "What should the waitress suggest?" (showing the menu then choosing the food that isn't spicy).

Waiter : "You should order ... because it is not spicy. The taste is Do you want to order this food?"

Ayu : "Thank you for your suggestion, yes please."

Develop and Present Result

Monolog: "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)

Presenter: "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"

(showing some drinks)

Monolog: "Wh at kind of drink do you want to order Ayu?"

Ayu :"I want a drink that is cold and fresh".

Monolog: "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".

Analyse and Evaluate the Investigation Process

Presenter: Okay students, please click this link. I already provide you a quiz. You can ask your teacher if you have a question.

Presenter: 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*

2	Expression of asking and giving opinion	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. Presenter: 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.	Discovery Learning
		Presenter: "Now please look these two pictures."	
	TA8	Stimulation	
1	THAT THE PARTY OF	Presenter: "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."	
		Problem Statement	All Control of the Co
		Presenter: Have you ever given)
	\	someone opinion? What you	
	σ_{Λ}	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."	
		Data Collection	
		Presenter: "Students, before you finish your work, I have a	

		quiz for you. Please click this	
		link that I already provide to	
		you"	
		Data Processing	
		Presenter: "After you finished	
		the quiz, what did you get?	
		Great. Do you have other	
		information for asking and	
		giving opinion? Good job	
	and the same of th	students. Now please continue	
		your work."	
	SATTAS	Verification	
		Presenter: "Students, please	
		watch this animation."	77
l N			1
	V	(Showing animation about	
		asking and giving opinion)	
and the second		Presenter: "Students, please	
	1	collect your work to this link	
1		that I provide."	
	O.V.	Generalization	
		Presenter: "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."	
3	Formal invitation	Presenter: Hello students. How are you today? I hope all of you are always in good condition. Before we start our lesson	Project based Learning

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.

Presenter: "Now please look at these pictures."

Start with the Essential Question

Presenter: "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.

Could you tell me what are the components of this formal invitation letter?

Students, do you know what is called? (showing school letterhead). School letterhead? Good job

Where is the date's sender? Good job it is the date (showing the date's sender).

(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.

(Showing attachment) and do you know this? Good job, it is

attachment. You could mention how many attachments that you provided.

Do you know what is this? (showing the subject of the letter), yes. It is subject of the letter.

How about this one? (showing receiver's name and address). Good job, it is receiver's name and address.

Which one belongs to salutation? Great. It is salutation (showing salutation of the letter).

Then which one belongs to body of the letter? Good job. It is body of the letter (showing letter's body).

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).

Have you found special instruction in this letter? Good job (showing special request), it is the special instruction that should be followed.

How about this one? What is called? (showing complimentary and signature). Great, it is complimentary and the signature of the sender.

Design a plan for the project

Presenter: Okay students, now

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.

Create a schedule

Presenter: 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.

Monitor the students and the progress of the object

Presenter: 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.

Presenter: 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.

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/10IM475t8i1_MWP4huB80Gx1hdJYcS
_Aj?usp=sharing