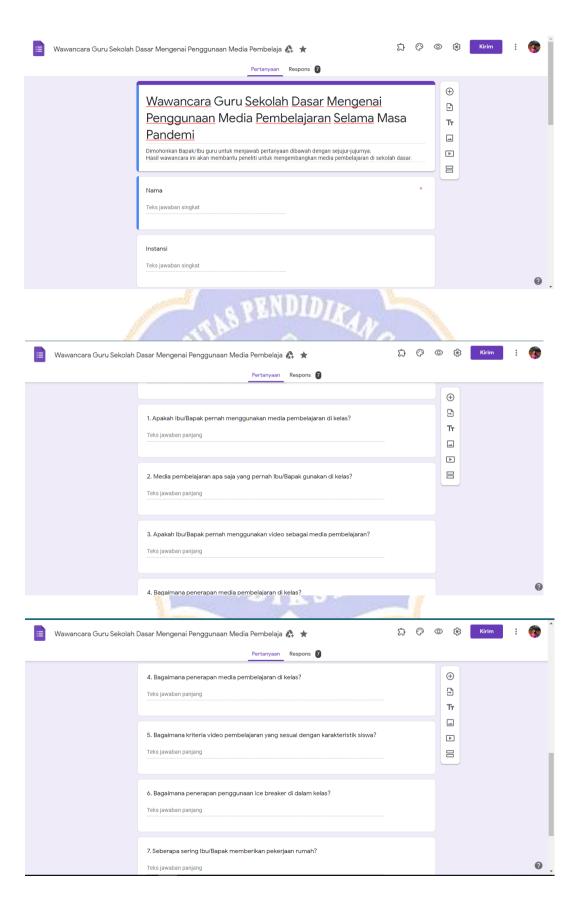
APPENDICES

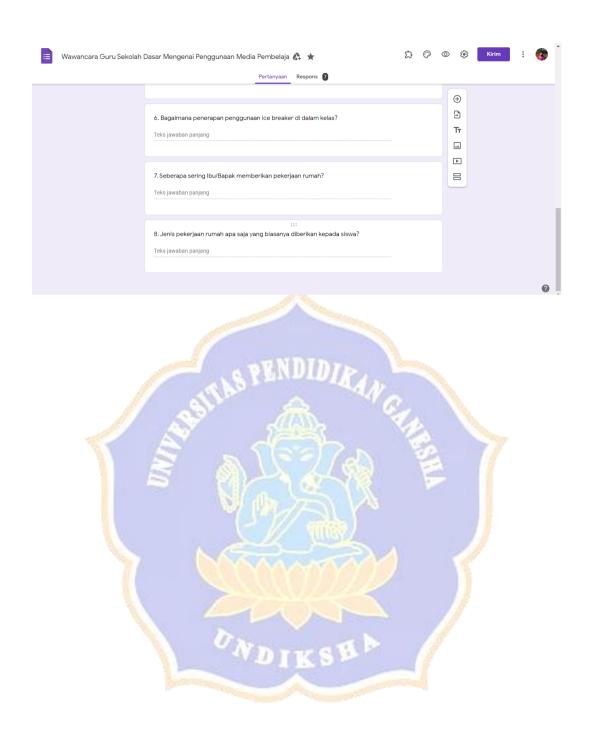
Appendix 1 Teachers' Interview Guide

Theory	Num	Questions
Effective teaching materials reflect the		Apakah Ibu/Bapak pernah
following statement:	1.	menggunakan media pembelajaran di
"Language is functional; it must be		kelas?
contextualized, and Language		
development requires learner		
engagement in the purposeful use of	The state of the s	
language, the language used should be		
realistic and authentic, classroom	MDI	
materials will usually seek to include		AN C
an audiovisual component, in our	705	
modern, technologically complex	-17	A 24 7
world, second language learners need		Media pembelajaran <mark>a</mark> pa saja yang
to develop the ability to deal with	2.	pernah Ibu/Bapak gu <mark>n</mark> akan di kelas?
written as well as spoken genres,	Tillian	<u> </u>
effective teaching materials foster	VVV	
learner autonomy, materials need to be	17.00	
flexible enough to cater to individual		
and contextual differences, and	7261	3 -
learning needs to engage learners both		
affectively and cognitively."		
(Crawford, 2001; Manurung, 2017)		
Rudd (2014) stated that in online		Apakah Ibu/Bapak pernah
education, the video is the most	3.	menggunakan video sebagai media
important pedagogical tool for		pembelajaran?
educators to address students' needs	4	Bagaimana penerapan media
for interactive and engaging lessons.	4.	pembelajaran di kelas?

Theory	Num	Questions
	5.	Bagaimana kriteria video pembelajaran
	J.	yang sesuai dengan karakteristik siswa?
Panggua (2016) proposed that an		Bagaimana penerapan penggunaan ice
ice-breaker helps all age groups of		breaker di dalam kelas?
students since it is a part of creative,		
strategic, and positive thinking. It is	6.	
also a good teaching strategy for		
teachers to create a joyful and positive		
learning atmosphere.	1000	
Songsirisak (2019) stated that	7	Seberapa sering Ibu/Bapak memberikan
homework enables learners to	Diby	pekerj <mark>aan rum</mark> ah?
improve their learning habits,	5	Jenis pekerjaan rumah apa saja yang
performance, and academic	8.	biasanya diberikan kepada siswa?
achievements.	97	a E

Appendix 2 Teachers' Interview Guide in Google Form





Appendix 3 Result of Teachers' Interview Guide

Nama	Instansi	1. Apakah Ibu/Bapak pernah menggunakan media pembelajaran di kelas?	2. Media pembelajaran apa saja yang pernah Ibu/Bapak gunakan di kelas?
I Ketut Murtama	SD Negeri 2 Sari Mekar	Pernah	Gambar, buku, poster, video, power point
Ni Ketut Sujani	SD Negeri Penglatan	Pernah	Buku, gambar, video
Yosehfin Nyoman Pusparini	SD 4 Banyuasri	Pernah.	Gambar, Flashcard, Lagu, Games, Video
Puput Kusuma Dewi	SD 1 Kubutambahan	Pernah	Gambar, teks
Ketut Sudiantari	SD NEGERI 1 BAKTISERAGA	pernah	gambar untuk mengajar part of body
Luh Reni Wijayanti	SD Negeri 6 Banyuning	pernah	Gambar, poster
Putu Ras <mark>m</mark> awati	SD NEGERI 1 BANYUNING	pernah	video youtube

Nama	Instansi	3. Apakah Ibu/Bapak pernah menggunakan video sebagai media pembelajaran?	4. Bagaimana penerapan media pembelajaran di kelas?
I Ketut Murtama	SD Negeri 2 Sari Mekar	Pernah	Bagus kalo pake media untuk menjelaskan. Siswa biasanya lebih mudah tertarik untuk belajar dengan adanya media, terutama yang ada gambargambar. Tapi kadang tidak semua media bisa dipake di kelas, karena susah mencari media yang sesuai sama permintaan kurikulum.
Ni Ketut Sujani	SD Negeri Penglatan	Ya pernah	Sangat bagus, tapi harus sesuai dengan tujuan pembelajaran dan silabus yang ada
Yosehfin Nyoman Pusparini	SD 4 Banyuasri	Pernah, namun jarang.	Dikirimkan langsung ke grup kelas, menjelaskan materi dari media tersebut, memancing keinginan tahuan siswa melalui media tersebut
Puput Kusuma Dewi	SD 1 Kubutambahan	Belum	Siswa diajak untuk mengamati dan mengembangkan ide dari media tersebut

Ketut Sudiantari	SD NEGERI 1 BAKTISERAGA	belum pernah	hanya memberi gambar untuk memberikan ilustrasi ke siswa
Luh Reni Wijayanti	SD Negeri 6 Banyuning	tidak	saya menunjukkan gambar dan poster dihadapan murid
Putu Rasmawati	SD NEGERI 1 BANYUNING	pernah	memutarkan video youtube

		5. Bagaimana	6. Bagaimana penerapan	
		kriteria video	penggunaan ice breaker di	
Nama	Instansi	pembelajaran yang	dalam kelas?	
Nama	Histarisi	sesuai dengan		
	4774	karakteristik		
		siswa?	1	
		Video pembelajaran	Ice breaker bagus untuk	
1	5 8	yang baik itu yang	digunakan memulai	
	V	gambarnya jenrnih,	pelajaran. Tapi harus	
		suaranya jelas, materi	perhatikan p <mark>e</mark> nggunaan ice	
I Ketut	SD Negeri 2 Sari	yang dijelaskan	breaker yang tepat agar tidak	
Murtama	Mekar	mudah dipahami	terlalu jau <mark>h</mark> dengan tujuan	
		siswa, dan siswa	pembelajaran.	
	D.	menyukai video yang		
		banyak ada warna		
		dan kartunnya		
		Harus sesuai dengan	Bagus untuk membuka	
		anak-anak yang	pelajaran, tapi jangan terlalu	
Ni Ketut	SD Negeri	mudah tertarik	lama	
		dengan gambar dan		
Sujani	Penglatan	banyak warna,		
		jangan terlalu banyak		
		tulisan		

Yosehfin		Menarik, dikemas	Jarang. Karena sulit
Nyoman	SD 4 Banyuasri	secara simple agar	menggunakan ice breaker
Pusparini	SD 4 Ballyuasii	siswa mudah	melalui WhatsApp Group
Fuspariii		mengerti	
Puput		Jelas, menarik, dan	Baik. Siswa diberikan ice
Kusuma	SD 1	memiliki konten yg	breaker ditengah
Dewi	Kubutambahan	lengkap untuk	pembelajaran berlangsung
Dewi		pembelajarab	agar siswa tidak bosan
Ketut	SD NEGERI 1	yang menarik dan	belum pernah coba
Sudiantari	BAKTISERAGA	mudah dimengerti	
		video yang dapat	membantu menghidupkan
Luh Reni	SD Negeri 6	membantu siswa	suasana kelas
Wijayanti	Banyuning	belajar dengan	
	427	menarik	E.
Putu	SD NEGERI 1	yang sederhana,	tidak pernah
Rasmawati	BANYUNING	menyenangkan, dan	
Kasiiiawati	DANTONING	bagus	

Nama	Ins <mark>tansi</mark>	7. Seberapa sering Ibu/Bapak memberikan pekerjaan rumah?	8. Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa?
		Cukup sering, biasanya di	Biasanya untuk Bahasa
		akhir pertemuan pasti	Inggris itu membuat
I Ketut	SD Negeri 2 Sari	saya berikan PR. Karena	kalimat-kalimat
Murtama	Mekar	siswa saya rasa akan	sederhana dalam bahasa
		belajar dengan baik	Inggris.
		dengan adanya PR.	

Ni Ketut Sujani	SD Negeri Penglatan	Cukup sering, tapi jangan terlalu banyak biar tidak terlalu membebani siswa	Dialog atau monolog sederhana untuk membantu speaking skillsnya
Yosehfin Nyoman Pusparini	SD 4 Banyuasri	Setiap akhir pembelajaran	Lebih sering tugas tulis, tugas berupa projek jarang karena susah dimengerti siswa
Puput Kusuma Dewi	SD 1 Kubutambahan	Sering, setiap di akhir pembelajaran	Menulis, menjawab soal LKS
Ketut Sudiantari	SD NEGERI 1 BAKTISERAGA	selama masa pandemi cukup sering	membuat daftar kosa kata dari topik yang dipelajari
Luh Reni Wijayanti	SD Negeri 6 Banyuning	cukup sering	pemberian soal-soal, mengaha <mark>p</mark> al dialog
Putu Rasmawati	SD NEGERI 1 BANYUNING	cukup sering	menjawa <mark>b</mark> soal yang ada di buku

Appendix 4 Students' Interview Guide

Related Theories

"Language is functional; it must be contextualized, and Language development requires learner engagement in the purposeful use of language, the language used should be realistic and authentic, classroom materials will usually seek to include an audiovisual component, in our modern, technologically complex world, second language learners need to develop the ability to deal with written as well as spoken genres, effective teaching materials foster learner autonomy, materials need to be flexible enough to cater to individual and contextual differences, and learning needs to engage learners both affectively and cognitively." (Crawford, 2001; Manurung, 2017)

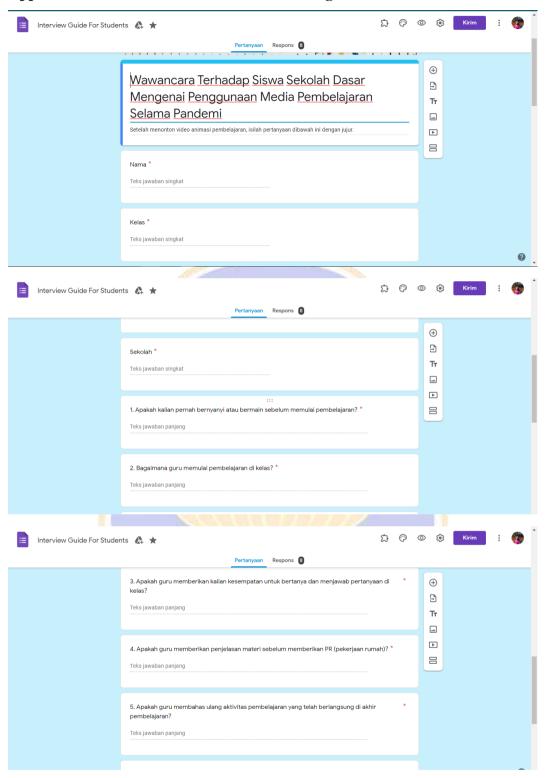
Harmer (2007, p. 67) states that children's understanding comes not from the explanation but from what they see and hear, and crucially, have a chance to touch and interact.

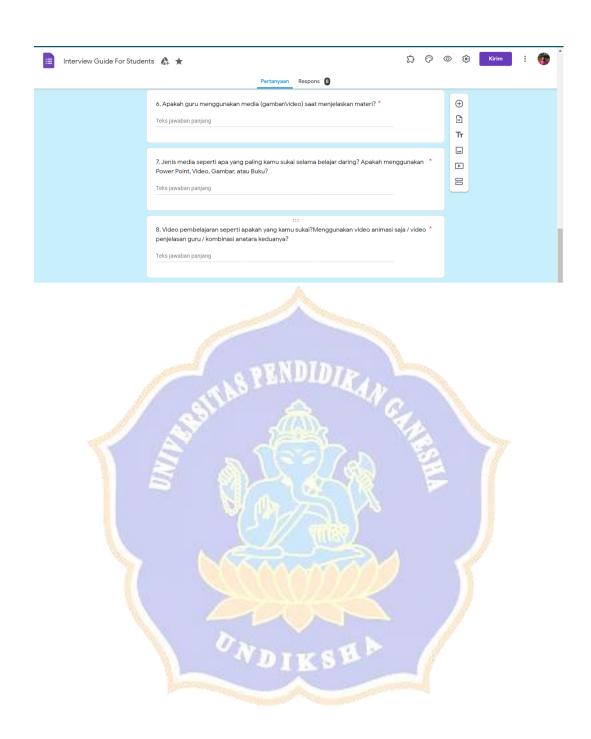
No	Questions
1.	Apakah kalian pernah bernyanyi atau bermain sebelum memulai pembelajaran?
2.	Bagaimana guru memulai pembelajaran di kelas?
3.	Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas?
4.	Apakah guru memberikan penjelasan materi sebelum memberikan PR (pekerjaan rumah)?
5.	Apakah guru membahas ulang aktivitas pembelajaran yang telah berlangsung di akhir pembelajaran?
6.	Apakah guru menggunakan media (gambar/video) saat menjelaskan materi?

7.	Jenis media seperti apa yang paling kamu sukai selama belajar daring?
	Apakah menggunakan Power Point, Video, Gambar, atau Buku?
8.	Video pembelajaran seperti apakah yang kamu sukai?
	Menggunakan video animasi saja / video penjelasan guru / kombinasi
	anatara keduanya?



Appendix 5 Students' Interview Guide in Google Form





Appendix 6 The Result of Students' Interview Guide

Nama	Kelas	Sekolah	1. Apakah kalian pernah bernyanyi atau bermain sebelum memulai pembelajaran?	2. Bagaimana guru memulai pembelajaran di kelas?
I Made Aldi Suka Mahendra	VI	SD N 1 Banyuasri	Pernah	Dengan membaca buku paket
Komang Adi Saputra	VI	SD 4 Banyuasri	Pernah	Mengucapkan salam
I Komang Satria Satria Mahaputra	VI	SD N 3 Banjar Jawa	Tidak	Langsung menerangkan materi
Putu Ayu Dinda Prameswari	VI	SD 1 Bakti Seraga	Tidak	Memberi tahu materi yg akan dipelajari
Ni Putu Eka Yuli Mulyawati	VI	SD 4 Kaliuntu	Tidak	Dengan membaca doa
Made Dipa Mahadidana Bukian	VI	SD Negeri 6 Banyuning	pernah	mengucapkan salam dan absen
Putu Ryan Arya Dinata	VI	SD Negeri 3 Banjar Jawa	pernah	berdoa
I Gusti Ayu Gita Paramita	VI	SD NEGERI 1 BANYUNING	tidak	memberi doa

Nama	Kelas	Sekolah	3. Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas?	4. Apakah guru memberikan penjelasan materi sebelum memberikan PR (pekerjaan rumah)?
I Made Aldi Suka Mahendra	VI	SD N 1 Banyuasri	Iyaa	Iyaa
Komang Adi Saputra	VI	SD 4 Banyuasri	Iya	Tidak, biasanya langsung diberikan tugas dan mengakhiri pelajaran
I Komang Satria Satria Mahaputra	VI	SD N 3 Banjar Jawa	Iyaa	Tidak, biasanya langsung ada tugas
Putu Ayu Dinda Prameswari	VI	SD 1 Bakti Seraga	Tidak	Tidak
Ni Putu Eka Yuli Mulyawati	VI	SD 4 Kaliuntu	Iyaa	Tidak, langsung diberikan PR di LKS
Made Dipa Mahadidana Bukian	VI	SD Negeri 6 Banyuning	iya	iya
Putu Ryan Arya Dinata	VI	SD Negeri 3 Banjar Jawa	iya	iya
I Gusti Ayu Gita Paramita	VI	SD NEGERI 1 BANYUNIN	iya	kadang kadang

			5. Apakah guru	6. Apakah
			membahas	guru
			ulang aktivitas	menggunakan
Name	Valas	Calcalak	pembelajaran	media
Nama	Kelas	Sekolah	yang telah	(gambar/video)
			berlangsung di	saat
		_	akhir	menjelaskan
			pembelajaran?	materi?
			Jarang, biasanya	Iyaa, tapi tidak
		LENDIA	langsung	terlalu sering
I Made Aldi	VI	SD N 1	menutup saja	
Suka Mahendra	A	Banyuasri	dan	
100		~ 953	meninggalkan	77
	3		kelas	1
Komang Adi	VI	SD 4	Tidak	Iya
Saputra	VI	Banyuasri		
			Tidak, kelas	Tidak terlalu
		an Man	langsung bubar	sering, lebih
I Komang Satria	VI	SD N 3 Banjar		sering
Satria Mahaputra	\	Jawa	AD.	menjelaskan
	1	PATIE S		saja
Putu Ayu Dinda	371	SD 1 Bakti	Tidak	Iya
Prameswari	VI	Seraga		
Ni Putu Eka Yuli	771	CD 4 Valiantes	Tidak	Sering gambar
Mulyawati	VI	SD 4 Kaliuntu		
Made Dipa		SD Magari 6	iya	iya
Mahadidana	VI	SD Negeri 6		
Bukian		Banyuning		
Putu Ryan Arya	T 7T	SD Negeri 3	iya	iya
Dinata	VI	Banjar Jawa		

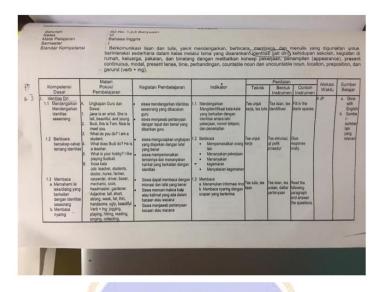
I Gusti Ayu Gita	VI	SD NEGERI 1	jarang	iya
Paramita	V I	BANYUNING		

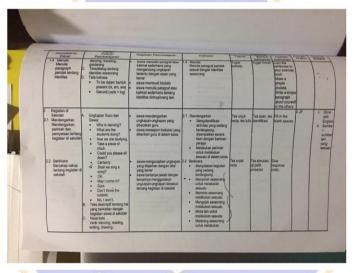
Nama	Kelas	Sekolah	7. Jenis media seperti apa yang paling kamu sukai selama belajar daring? Apakah menggunakan Power Point, Video, Gambar, atau Buku?	8. Video pembelajaran seperti apakah yang kamu sukai?Menggunakan video animasi saja / video penjelasan guru / kombinasi anatara keduanya?
I Made Aldi Suka Mahendra	VI	SD N 1 Banyuasri	Video	Sepertinya kombinasi akan bagus
Komang Adi Saputra	VI	SD 4 Banyuasri	Video dan gambar	Keduanya
I Komang Satria Satria Mahaputra	VI	SD N 3 Banjar Jawa	Video bagus	Saya suka animasi dan ada guru juga
Putu Ayu Dinda Prameswari	VI	SD 1 Bakti Seraga	Video dan gambar	Kombinasi antara keduanya
Ni Putu Eka Yuli Mulyawati	VI	SD 4 Kaliuntu	Video dan gambar	Animasi dan guru

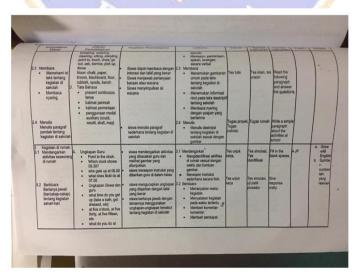
Made Dipa		SD Negeri		
Mahadidan	371	6	video don combon	lea desamen
a Bukian	VI	Banyunin	video dan gambar	keduanya
		g		
Putu Ryan		SD Negeri		
Arya	VI	3 Banjar	video	semua
Dinata		Jawa		
I Gusti Ayu		SD		
Gita		NEGERI		
Paramita	VI	1	video	animasi
		BANYUN		
		ING	NDIDIA	

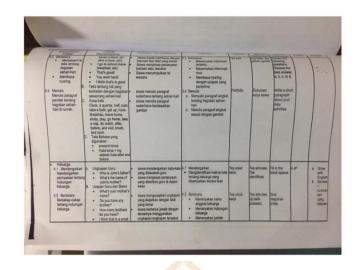


Appendix 7 Syllabus of 6th Grade Elementary School in Buleleng



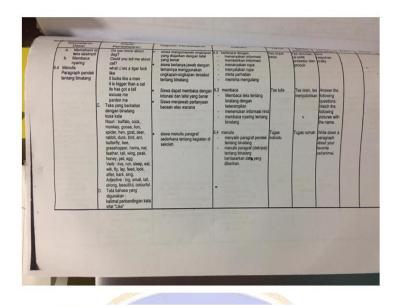






Conpatera	Pambulajaran	Keguatan Pembelajaran	truttpunteer	V Yeston	V	The Comment of the	THE PARTY
4.3 Membaca Memahami ining descript Membaca regering 4.4 Menulis Menulis paragraph tentang keluarga	keluarga D. Kosa kata Kata kata tentang keluarga (husband, wife, son, daughter, brother, sister, uncle, ount, nephew, niese, cousts, children	tenteng kepitan di sekulah seran pendangan dangan d	anggata twisuraga Anembura pendapal Membura pendapal Membura a laka tentam Membura a laka tentam Membura a laka tentam Membura anggan Memerunkan intermasi rinci. Membura nyaima Membura nyaima Membura nyaima Memyalin paragraf pendet tentang Memulia paragraf pendet tentang Memulia paragraf berdesaknan dentrusak kabuanga.	Tos tulis	Tes Islan, te plihan gand Dokumen kerja siswa	s Answer the	
pakalan 1. Mendengarkan kata-kata dalam kata-kata dalam kata-kata dalam kata-kata dalam kata-kata dalam kata-kata dalam pakalam S.2 Berbicara Bercakap-cakap dalam attusal membel pakalam S.3 Membaca Memahanani isi taka tentang pakalam Membaca Memahanani isi taka tentang	a. Wich one is a shirt? b. wich shirt is size 35 c. What size is that shirt? B. Ungkapan Guru dan Siswa Can I help you? I'd like T shirt, please What size do you wear?	ungkapan-ungkapan yang dibacakan guru siswa merespon instruksi yang diberikan guru di dalam kelas	berdasarkan penjelasan tentang pakalan yang dikenakan.	kerja, Tes unjuk kerja	Tes simulasi, G uji petik n prosedur o A	Ill in the 4 JP lank spaces. It is a sp	a. G w E b. S r sa ya

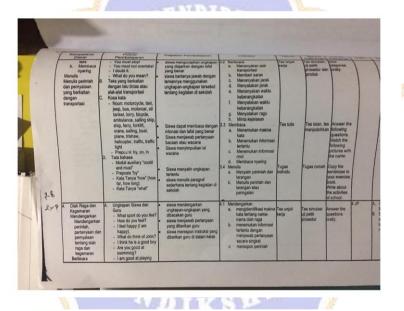
	Dasar	Pembelalaran	Registan Pembelajaran	Indicator	Televille, T	Instrumen)	manunen Tra	1
	5.4 Menulis	Your much in the large? "This storage plant daying provision decognip polarisation decognip polarisation decognip polarisation decognip polarisation decognip polarisation decognitions, select unificial, fis., book, Tournes, such storik, and the subsequent selections, select unificial, social, Taffet theur, and subsequent selections, select	Stews digital membraca dengan intonasi dan lahit pengi beruir beruir dan lahit pengi beruir balakan digital pengilah digital pengilah digital pengilah digital pengilah pengil	Menunciatro lorinomo. 3. Marmbara laba dengin mangan laba dengin palawa Menibada nyang bersah dalah dengin pangan mangan laba dengin pangan mangan laba dengin pangan mangan mangan mangan mangan mendesarangan palawa mendesarangan mendesarangan dengin mendesarangan mendesarang		Tes telan, tes pilihan gandi Dokuman kerja siswa	Answer the	
-	Binatang Mendengarkan Mendengarkan pernyataan tentang binatang Berbicara Bertanya jawab tentang kehidupan binatang 3.3 Membaca	A. Ungkapan guru Look at the pictures of animals Which one is a monkey? B. Ungkapan siswa dan guru let me teli you about(dogs, cats, monkeys etc)	siswa mendengarkan kata-kata yang dibacakan guru siswa menjawab pertanyaan yang diberikan guru di dalam kelas		Tes unjuk karja	uji petik	Answer the questions raily.	A. Grov Engli B. Sum sum lain y relev



	Sekotan Refee Mate Pelajaran Semester Standar Kompetens	: Bahasa Ingg : II : Berkomunik berinteraksi s rumah, kelua	kasi lisan dan tulis, yakni ederhana dalam kelas me rga, pakaian, dan binatar nodal, present tense, time,	lalul tema yang disarank o dengan melibatkan k	an: identiti onsen nel	as (jati diri), kerjaan, ner	kehidupan namnilan (a	sekolah,	kegiatan
	Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Penilaian Bentuk	Contoh	Alokasi Waktu	Sumbe
Exp.	J. Makerse den A. Muterram 1.1 Merdengarkan Permyataan den Permyataan den Permyataan den S. Denderse Bercelasp-deskap Instate greinham den S. Denderse Bercelasp-deskap Instate greinham den minuman 1.3 Merdense leist premptate den bercelasp-deskap Instate greinham den minuman 1.4 Merville menuta greinham den menuta greinham den menuta greinham den menuta greinham den Denderse de	Ungkapan guru Look at the pictures of Which one is (pork, beef, coffee, etc.)?	sian envirogentari vigilapin-vigilapin-vigilapin-vigilapin-vigilapin-vigilapin-vigilapin-vigilapin-vigilapin- tori propositari proposita	Mendergetan Mengederfülkter manne Mengederfülkter manne Masse betrag makener der Mense der der Mense der der Mense der Mens	Tes unjuk	Tes simulasi uj petk prosedur Tes simulasi,	esponse	4.19	A. Grow is English B. Sumber sumber lain yang relevan

	Const	Noutra insurance in the control of t	linere de deut tent beste bouge Clases merejamab pertanyan hinakan dan tentapaan hinakan dan sepanjan hinakan dan sepanjan hinakan dan sepanjan sekaran Sisua menyalin paragraf sisua menyalin paragraf sisua menyalin paragraf soderhana tertang kegiatan di sekolah	Membrane and section of the sec	Tugas Individu	Tugas ruma	hallowing to hallowing hallowing pictures with the name. In Copy the sentences to your exercise book. Write about your favorite food.	
i i	Tempal-tempal chum a. Pernyalian a. Pernyalian tentang lampal b. Instruksi yang berkalian dengan tempal umum 2. Berbicara Bertunya jawab dalam kontek tempal umum 3. Membaca a. Menrahami isi taks deskriptif	"Coule". A. Unghapan guru point to the pictures of which one is market what is bestde (in front of, belind, across) the market B. Unghapan sives dan guru - What do people go to the market for 70 to the market for 70 - Where is the bank located? Where is the bank?	alawa mendengarkan ungkapan-angkapan yang alawa mengopon nashual yang dibarikan guru di dalam salas siawa mengucapian ungkapan di yang banar siawa bertanya jawab dengan sawa sawab dalawa sawab sawa mebuat dialog sawa mebuat dialog	Mengidentifikasi makna kata tentang tempat-tempat umum Mengikuti perintah (petunjuk jalan) Serticara	Tes unjuk kerja Tes unjuk kerja	uji pešk prosedur Tes simulasi, uji pešk	Answer the questions orally. Give response orally, Make a dislog and practice II.	A. Grow w English B. Sumber sumber lain yang relevan

International Comment of the Comment	#west-besidesers if it is behind (in front of, ecross, behind, beside) the school. There you Teks deskriptif yang berkalan dengan tempat-	Siawa dapat membaca dengar intonasi dan lafal yang benar Siswa menjawab pertanyaan becaan atau wacana	2.3 Merribaca a. Menerukan informasi rinci b. Membaca nyaring	Tas tute	Tes talan, tes margodotikan	NUMBER AND	ALEST STREET
Pennyalaan tentang tempal umum.	tempat imum Norus karia Norus ikara Norus Norus	Siswa menyalin paragraf siswa menulis paragraf siswa menulis paragraf sekolah sekolah	Menulis Menyalin paragraph pendiak tendang hal pendiak tendang hal pengiak tendang hal pengulian dengan Menulis kalimat pengulian positikegalif tendang tenpak tempat umum	Tugas Individu, tuga proyek	Tugas ruma	the name. Copy the sentences to your exercise book. Write about the location of your (school, temple, etc).	
A. P. Mandengarkan Mandengarkan Mandengarkan pernyalasan, perintah, dan desiripsi singkal fransportasi Berbicara Bercakap-cakap dalam konteks transportasi Membaca a. Merrahami	A Ungkapan sisses den guru Negara? By bus. You could get to Negara? By bus. You could go by bus How fair is it from Denpasar to Negara? It is 60 stormeters from Denpasar? What time does the bus Neare from Denpasar? What time does the bus pet to Negara? What time does the bus get to Negara?	siawa mendengarkan ungkapan-ungkapan yang dibacakan guru siawa merespon insdruksi yang diberikan guru di dalam ketas	3.1 Mendengerkan a.1 Mengidentifikasi makna kata tentang nam- nama alat transportasi b. Merespon perinah yang berkatan dengan transportasi c. Menemikan informasi terhentu deri certa tentang perjalawan yang disampakan secara tisan	kerja	uji petik	Answer the questions crafty.	P A. Grow with English B. Sumber- sumber Isin yang relevan



Kompetensi	Pokok/ Pembelajaran	Kegiatan Pembelajaran	tr-amotor /	-	(namentary)	Tatoman's
Berolakog dengan Imana Isandang Jaha Isandang Jaharang Membaca Isandang Mempilaban Isandang Jaharang Mempilaban Isandang Jaharang Jaha	words what is your hocky? What is your hocky? I think that is a good hocky. Tels yang Berkaltan cengan Hocky statu Clah Raga wang Berkaltan cengan Hocky statu Clah Raga wassing, shooting, archery, footing, but habe serving, shooting, archery, footing, but habe serving, shooting, archery, footing, but habe serving, shooting, archery, footing, habing, collecting stamped, and serving, but have been serving, and serving, but have been serving, and the serving of the serv	stevar menguaspian unpaksen yang dajaran dengan talai sara bertanya jawab dengan talai siawa bertanya jawab dengan talai sara bertanya jawab dengan tenanya menguan-unpiapan tersebut tentang kegilama di sekulah siswa membuat dialog dan memerarakan di dapan badas memerarakan di dapan badas Siswa dapat membuat dang dan memerarakan di dapan badas Siswa dapat menguap kegilah dan dapat badas dan siswa mengulap yangyal sederahana tang segistan di sekolah	kata b. Menemukan informasi tertentu c. Menemukan informasi rinci d. Membaca nyaring 4.3 Menulis a. Mengulip paragnaf b. Menulis narannaf sessai	Tes tulis	Tugas rumah	Make a dia and practic in front of class. Answer the following questions. Match the following pictures with the name.

Appendix 8 Blueprint of the 1st Video Before Revision

	BLUEPRINT
Learn	ing Video Using Project Based Learning for 6 th grade
	Topic: Family and Introduction
Topic 1	Family and Introduction
Basic Competency	1.1 Listening
	a. Listen to someone identity
	b. Listen to information about family relation
	1.2 Speaking
	a. Talk about family's identity and its relation
	STAN A VIC
	1.3 Reading
	a. Understand the text or dialog about family introduction
	b. Read aloud
	c. Understand the description about family
	1.4 Writing
1	Write a short paragraph about family introduction
Indicators	1.1 Listening
	 a. Identify words that related about family b. Identify words that related about someone identity, such as name, job, hobby, and physical appearance 1.2 Speaking a. Introducing family member by telling about: - Name of each family member - Family relative - Number of family member - Hobby of each family member - Job of each family member b. Asking question about:

	,
	 Name of each family member Family relative Number of family member Hobby of each family member Job of each family member 1.3 Reading Finding specific information in a text or video about family introduction
Learning Objectives	 Students could identify the vocabularies of family in a video Students could know how to introduce their family members Students could ask and giving information about their family members (hobby, job, name, physical description) Students comprehend a reading text about family introduction Students write their own family introduction paragraph based on their family tree
Syntaxes	Determine the project, design a plan for the project, create a schedule, monitor the students and the progress of the project, assess the outcome, evaluate the learning experience.
Syntax 1	Determine the project
Activities	 6. Playing a video about family introduction 7. Reviewing the video 8. Stating learning objective 9. Family vocabulary 10. Family introduction
Materials	Video, pictures, text, audio.
Script	Open the video by giving a greeting "Hello, students! Welcome to English Class with Kak Erin, English is fun, English is easy! How are you today?

I hope you feel fine and energetic even we have study at home. Before we start our class today let us watch this video first!" (Played the video)

2. Reviewing the video

"So from the previous activity, who lives in Ryana's family? Yes, that's true. There are, daddy or we can also say as father, mother, sister, brother, grandmother, grandfather, her uncle, aunt, cousin, nephew, and her niece. Wow! Such a big family member, right? Then, do you know what we are going to learn today? IT IS ABOUT FAMILY INTRODUCTION. Yup, today we are going to know how to introduce someone else, especially your family. Okay, after you know all members of a family in English... Now, it's your turn to find those words mean. If you find it, please write on the comment below. Don't forget to put your name, student number, and your school's name (C) (Example:

Erina_20_SDN 4 Banyuasri : Grandmother = Nenek)

Giving and asking information when introduce a family "Okay, now let's we move to how we introduce our family to other? What we need to tell about our family when introducing them? Now, please help me to fulfill the dialogue! (insert text with some blank spaces and a picture of Sarah's family)

"Great job, students! Now, how she explains her family? Yup, by describing her family. What things that she tells from her family introduction? ... That's right, she tells about the name of each family member, hobby, job, and their physical appearance. In the dialogue we can say that Sarah is who gives information. And how about

	T
	Karin? What did she do?"
	"Giving a question? Yes, you are right. Karin is who ask information about Sarah's family. What Karin said when she asked about the name of Sarah's brother? What Karin said when she asked about the hobby of Sarah's parents? What Karin said when she asked about the job of Sarah's uncle and aunt? What Karin said when she asked Sarah to describe her sister?" (Insert text)
Syntax 2	Design a plan for the project
Activities	Explanation about the project
Mater <mark>ia</mark> l	Text and picture
Script	"Now, it's your turn to introduce your family member!" "Please write your family description on a piece of paper, just like what Sarah did." "Then, the other project is you need to draw a family tree of your family on your drawing book. Then, put it together with the introduction text. Make as creative as you can!" "To get a better score you need to pay attention on these following criteria".
Syntax 3	Create a schedule
Activities	Giving the due date of the task
Materials	Text

Script	"Please submit it two weeks from now on."
Syntax 4	Monitor the students and the progress of the project
Activities	The teacher asks the students to follow up the progress of their project
Materials	Picture and text
Script	"Don't forget to send a picture of your progress when doing this project, just like this example" (showing the example) "Send it to your Class Group or directly to your teacher" "If you find some problems while make this project, feel free to ask your teacher ""
Syntax 5	Assess the outcome
Activities	The teacher explains the rubric assessment of the project
Materials	Picture, text, rubric assessment
Script	"Okay, this is the rubric assessment of the project (shows the rubric assessment picture), if you want get full score or 100, you need to get 5 points on (explaining the rubric score)"
Syntax 6	Evaluate the learning experience
Activities	The teacher gives an evaluation of the learning activity
Materials	Family vocabulary, family picture, interrogative sentence
Script	"Okay, we will end this class today. However, I need to ask you again Who is this? (showing grandmother picture). Yup!

This is grandmother, and who else? There is father, mother, brother, sister, and mother. Then, for asking information about other family, what will you say?...Yup! What's your sister's name? What is your father job? What is your grandma's hobby? And What is your sister look like?"

"Okay, I think that's all for today. Hope you enjoy our learning activity today. Bye, see you!!"



Appendix 9 Blueprint of the 1st Video After Revision

A BLUEPRINT	
Developing Educational Video Using Project Based Learning for Teaching English at 6th Grade Elementary School in Buleleng Regency	
Topic 1	Family and Introduction
Basic Competency	1.1 Listening c. Listen to someone identity d. Listen to information about family relation 1.2 Speaking b. Talk about family's identity and its relation 1.3 Reading d. Understand text or dialog about family introduction e. Read aloud f. Understand the description about family 1.4 Writing Write a short paragraph about family introduction
Indicators	 1.1 Listening c. Identify words that related about family d. Identify words that related about someone identity, such as name, job, hobby, and physical appearance 1.2 Speaking b. Introduce family member by telling about: Name of each family member Family relative Number of family member Hobby of each family member Job of each family member b. Asking question about: Name of each family member Family relative Number of family member

	 Hobby of each family member Job of each family member 1.3 Reading Find specific information in a text or video about family introduction
	Write a paragraph about family introduction
Learning Objectives	 11. Students could identify the vocabularies of food and drink 12. Students could know how to differ countable and uncountable noun 13. Students could ask and giving information about food and drink 14. Students could write their own food and drink's review
Syntaxes	Determine the project, design a plan for the project, create a schedule, monitor the students and the progress of the project, assess the outcome, evaluate the learning experience.
Syntax 1	Determine the project
Activities	 Playing a video about family introduction Reviewing the video Stating learning objective Family vocabulary Family introduction
Materials	Video, pictures, text, audio.
Script	1. Open the video by giving a greeting "Hello, students! Welcome to English Class with Kak Erin, English is fun, English is easy! In this video we are going to learn about Family Introduction. Before we start our class today let us watch this video first!" (Play the video and insert Candra's family tree part 1) 2. Review the video "So, from the previous activity, who lives in Candra's family? Yes, that's true. There are her father, mother,

older sister, younger brother, grandmother and grandfather." (showing pictures of Candra's family core)

3. Give and ask information when introduce a family

"Okay, now let us move to how we introduce our family member to others? What we need to tell about our family when introducing them? Now, please listen to the audio and help me to fulfill the dialogue based on the audio that I will play! (insert text with some blank spaces and a picture of Candra's family tree pat 2). (After audio played and the dialogue is showed), So, which one is the correct answer? A or B?..."

The Dialogue: (the dialogue in the bracket will be a

blank space in the exercise)

Karin: Is this your big family, Candra?

Candra: Yes, this is my big family.

Karin: Which one is your uncle?

Candra: This one. He is my uncle. My father's brother.

Karin: (What is your uncle's name?)
Candra: His name is Indra, Uncle Indra.

Karin: (What is your uncle and aunt's job), Candra? Candra: My uncle works as a pilot and my aunt is a teacher.

tuciler.

Karin: So, (how many cousins do you have?)

Candra: I have two cousins. They are Arya and Bram.

Karin: (What is your cousin's hobby?)

Candra: Arya loves to play piano and Bram's hobby is playing football.

Karin: (Do you have any niece or nephew?)

Candra: Of course. I have one niece and one nephew.

Karin: (What do they look like?)

Candra: My niece and my nephew are very cute twin baby. Both of them have short black hair, brown eyes, and light skin.

Karin: I hope I can meet them.

Candra: Soon.

"Great job, students! Now, how Candra explained her family? Yup, by describing her family. What things did she tell from her family introduction? ... That's right, she told about her uncle, aunt, niece, nephew, and cousin. What else? Yup, she also told us the name of

	each family member, hobby, job, and their physical appearance. In the dialogue we can say that Candra is the one who gave the information. And how about Karin? What did she do?"
	"Giving a question? Yes, you are right. Karin is someone who asked the information about Candra's family. What did Karin say when she asked about the name of Candra's uncle? What did Karin say when she asked about the hobby of Candra's cousin? What did Karin say when she asked about the job of Sarah's uncle and aunt? What did Karin say when she asked Sarah to describe her nephew and niece?" (Insert text)
	S PENDIDIA
Syntax 2	Design a plan for the project
Activities	Explanation about the project
Mater <mark>ia</mark> l	Text and picture
Script	"Now, it's your turn to introduce your friend's family member!" "First of all, you need to draw a family tree of your friend's family. Just focus on your friend's grandmother, grandfather, mother, father, brother, and sister. Just like Candra's family tree." (Showing Candra's family tree part 1) "Then, please write a dialogue of how you get that information. Just like Candra and Karin's dialogue." (Showing the conversation of Candra and Karin) "To get a better score you need to pay attention on these following criteria". (showing the criteria list)
Syntax 3	Create a schedule
Activities	Giving the due date of the task
Materials	Text

Script	"Please submit it next week."
Syntax 4	Monitor the students and the progress of the project
Activities	The teacher asks the students to follow up the progress of their project
Materials	Picture and text
Script	"Don't forget to send a picture of your progress when doing this project, just like this example" (showing the example) "Send it to your Class Group or directly to your teacher" "If you find some problems while make this project, feel free to ask your teacher "
Syntax 5	Assess the outcome
Activit <mark>ie</mark> s	The teacher explains the rubric assessment of the project
Materials	Picture, text, rubric assessment
Script	"Okay, this is the rubric assessment of the project (shows the rubric assessment picture), if you want to get full score or 100, you need to get 5 points on (explaining the rubric score)"
Syntax 6	Evaluate the learning experience
Activities	The teacher gives an evaluation of the learning activity
Materials	Family vocabulary, family picture, interrogative sentence
Script	"Okay, we will end this class today. However, I need to ask you again Who is this? (showing grandmother picture). Yup! This is grandmother, and who else? There is father, mother, brother, sister, mother, uncle, aunt, cousin, nephew, and niece. Then, for asking information about other family, what will you say?Yup! What's your sister's name? What is your father's job? What is your grandma's hobby? And What does your

sister look like?"

"Okay, I think that's all for today. Hope you enjoy our learning activity today. Bye, see you!!"



Appendix 10 Blueprint of 2nd Video Before Revision

	BLUEPRINT
Developing Digital Multimedia for Teaching English at 6th Grade Elementary School in Buleleng Regency Using Project Based Learning	
Topic 2	1. Food and Drink
Basic Competency	 1.1 Listening 6. State and order about food and drink 1.2 Speaking Conversate about food and drink 1.3 Reading Understand a dialogue text about food and drink 1.4 Writing
	a. Write sentences about food and drink
Indicators	 1.1 Listening a. Identify food and drink vocabularies in spoken way b. Give an order regarding food and drink 1.2 Speaking a. Ask about food and drink b. Ask about food and drink quantity c. Ask about the taste of food and drink 1.3 Reading - Find information about food and drink in a dialogue text 1.4 Writing - Write sentences based on the questions given about food and drink
Learning Objectives	 Students could identify the vocabularies of family in a video Students could know how to introduce their family members Students could ask and giving information about their

1	
	family members (hobby, job, name, physical description)
	4. Students comprehend a reading text about family
	introduction
	5. Students write their own family introduction paragraph
	based on their family tree
Syntaxes	Determine the project, design a plan for the project, create a schedule, monitor the students and the progress of the
	project, assess the outcome, evaluate the learning
	experience.
Syntax 1	Determine the project
Activities	1. Playing a song about food and drink
1	2. Reviewing pictures of food and drink3. Stating learning objective
	4. Food and drink vocabulary
	5. Games
Materials	Video mietyros tout audio
Whaterials	Video, pictures, text, audio.
Script	1. Open the video by giving a greeting
1	"Hello, students! Welcome to English Class with Kak
1	Erin, English is fun, English is easy! In this video we are
1	going to learn about Food and Drink. Before we start our
,	class today let us sing a song together!" (Played the
	song)
	The song lyric:
	"I love to eat soup and I love to eat chicken. Soup and
	chicken are very delicious. I love to eat prawn and I love
	to eat fish too. That's all my favorite foods. What is your
	favorite food? I love to drink ice tea and I love to drink
	milk. Ice tea and milk are very tastefully. Don't forget to
	drink a glass of water too. That's all my favorite drinks.
	What is your favorite drinks?" (Nada Incy Wincy
	Spider)
	Spidet)

- 2. Reviewing the video
 - "So, from the previous activity, what kind of food and drink do you know? Yes! There are soup, chicken, prawn, and fish for the food. Then, how about the drink? Yes! There are ice tea, milk, and a glass of water." (showing pictures of the food and drink)
- Countable and uncountable nouns "In the previous activity, we found out phrase "Don't forget to drink a glass of water". Have you ever thought, why didn't we call it as "Don't forget to drink a water"? This one is not correct ("Don't forget to drink a water"). Why? it is because water is included to uncountable nouns, not countable nouns. Wait..wait.. what is countable and uncountable noun? Don't worry be happy, now we are going to learn about countable and uncountable noun regarding food and drink." "First of all, let us talk about countable nouns. Countable nouns are for things we can count using number. For example; a chicken, two bananas, three apples, etc. However, uncountable nouns are for things we cannot count using number. For example, a cup of coffee, a glass of water, a glass of juice, etc. We cannot know how much coffee, glass, or juice that added whenever we drink it."
- Vocabulary exercise

"Okay, students. To make you know better about food and drink vocabulary, let us play a game about Food and Drink Quantity. The example of food and drink quantity is a glass of water. The glass determines the quantity of the water. So, do you want know more about food and drink quantity? Without any further do, let us paly the

game!" (Game: Multiple choice; A.Countable Nouns;

B. Uncountable Nouns)

Instruction: Please choose the correct answer based on the picture given and write the name of the food or drink:

- 1. A bottle of coke
- 2. Three tomatoes
- 3. Two hotdogs
- 4. A bowl of rice
- 5. A slice of bread
- 6. Five burgers
- 5. Questions and answer

"In question, there are some differences for countable and uncountable noun. For countable noun, we use "How many...", "How many bananas do you want?". For uncountable noun, we use "How much...", "How much milk do you want?"."

"In relation with food and drink, you may also ask these certain questions for those countable and uncountable nouns:

1. Could I have... (asking for food or drink)

"Could I have some bananas?", "Could I have a glass
of water?"

You may response by saying, "Certainly"

2. How do you like... (asking about the taste of the food or drink)

"How do you like the food?", "How do you like the juice?"

You may response by saying, "It nice"

Or you can say "How does it taste?"You may response by saying, "It delicious"

·									
	"Now, I will present a video conversation as the example								
	of questions and answer regarding food and drink.								
	Happy watching!"								
	A : Do you have any food? I feel so hungry.								
	B: Yes, I do. I have pork and beef. Which one do you								
	want?								
	A : Could I have pork, please?								
	B : Okay, let me cook it for you. Do you want to drink								
	something?								
	A : Do you have juice?								
	B: Yes, I have. How much juice do you want?								
	A: I think two glasses of juice. I feel very thirsty.								
	B : Okay wait a minute.								
	B: This is your food and drink.								
	A: Thank you very much.								
B: How does it taste? A: Wow! The pork is very spicy and the juice is very									
									sweet. I love it!
	B: Thank you.								
(1)									
No.	"Okay, students! How was the video? Did you enjoy it?								
	Yes? Thank you! Now, we know how to use the expression of question and answer about food and								
	drink. However, did you find new word in the previous								
	conversation? Yes? What are they? Yup! There are								
	hungry, thirsty, pork or pig's meat, and spicy."								
Syntax 2	Design a plan for the project								
Activities	Explanation about the project								
Activities	Explanation about the project								
Material	Text and picture								
Script	"Now, it's project time!"								
	"The project will be about making a short video review								

of your favorite food and drink" "You will review it based on the list of questions that I given to you. So, the review is you answers of the questions given." "The video duration cannot be more than 5 minutes" Syntax 3 Create a schedule Activities Giving the due date of the task Materials Text Script "Please submit it next week." Syntax 4 Monitor the students and the progress of the project Activities The teacher asks the students to follow up the progress of their project
given to you. So, the review is you answers of the questions given." "The video duration cannot be more than 5 minutes" Syntax 3 Create a schedule Activities Giving the due date of the task Materials Text Script "Please submit it next week." Syntax 4 Monitor the students and the progress of the project Activities The teacher asks the students to follow up the progress of their
questions given." "The video duration cannot be more than 5 minutes" Syntax 3 Create a schedule Activities Giving the due date of the task Materials Text Script "Please submit it next week." Syntax 4 Monitor the students and the progress of the project Activities The teacher asks the students to follow up the progress of their
"The video duration cannot be more than 5 minutes" Syntax 3 Create a schedule Activities Giving the due date of the task Materials Text Script "Please submit it next week." Syntax 4 Monitor the students and the progress of the project Activities The teacher asks the students to follow up the progress of their
Syntax 3 Create a schedule Activities Giving the due date of the task Materials Text Script "Please submit it next week." Syntax 4 Monitor the students and the progress of the project Activities The teacher asks the students to follow up the progress of their
Syntax 3 Create a schedule Activities Giving the due date of the task Materials Text Script "Please submit it next week." Syntax 4 Monitor the students and the progress of the project Activities The teacher asks the students to follow up the progress of their
Activities Giving the due date of the task Materials Text Script "Please submit it next week." Syntax 4 Monitor the students and the progress of the project Activities The teacher asks the students to follow up the progress of their
Materials Script "Please submit it next week." Syntax 4 Monitor the students and the progress of the project Activities The teacher asks the students to follow up the progress of their
Script "Please submit it next week." Syntax 4 Monitor the students and the progress of the project Activities The teacher asks the students to follow up the progress of their
Syntax 4 Monitor the students and the progress of the project Activities The teacher asks the students to follow up the progress of their
Syntax 4 Monitor the students and the progress of the project Activities The teacher asks the students to follow up the progress of their
Activities The teacher asks the students to follow up the progress of their
Activities The teacher asks the students to follow up the progress of their
Activities The teacher asks the students to follow up the progress of their
THE STATE OF THE S
Materials Picture and text
Script "Don't forget to send a picture of your progress when
doing this project, just like this example" (showing the
example)
"Send it to your Class Group or directly to your teacher"
"If you find some problems while make this project, feel
free to ask your teacher 😉"
Syntax 5 Assess the outcome
Activities The teacher explains the rubric assessment of the project

Materials	Picture, text, rubric assessment
Script	"Okay, this is the rubric assessment of the project (shows the rubric assessment picture), if you want get full score or 100, you need to get 5 points on (explaining the rubric score)"
Syntax 6	Evaluate the learning experience
Activities	The teacher gives an evaluation of the learning activity
Materials	Family vocabulary, family picture, interrogative sentence
Script	"Okay, we will end this class today. However, I need to recall our learning today, does water belong to uncountable noun? Yes, you're right. So, we call it as a glass of water. How about banana? Does banana belong to countable noun? Yes, you're right. It is because we can count how many bananas we have." "When do we use "How much" in asking a question? Yup! When we ask about uncountable nouns. For example, how much rice do you want?. Then, how about "how many"? Yup! It uses when we ask about countable nouns. For example, How many strawberries do you want?" "Okay, I think that's all for today. Hope you enjoy our learning activity today. Bye, see you!!"

Appendix 11 Blueprint of 2nd Video After Revision							
	BLUEPRINT						
_	ng Digital Multimedia for Teaching English at 6th Grade School in Buleleng Regency Using Project Based Learning						
Topic 2	Food and Drink						
Basic Competency	1.5 Listening 1. State and order about food and drink 1.6 Speaking - Conversate about food and drink 1.7 Reading - Understand a dialogue text about food and drink 1.8 Writing 2. Write sentences about food and drink						
Indicators	 1.1 Listening a. Identify food and drink vocabularies in spoken way b. Give an order regarding food and drink 1.2 Speaking a. Ask about food and drink b. Ask about food and drink quantity c. Ask about the taste of food and drink 1.3 Reading - Find information about food and drink in a dialogue text 1.4 Writing - Write sentences based on the questions given about food and drink 						
Learning Objectives	 Students could identify the vocabularies of food and drink Students could know how to differ countable and uncountable noun Students could ask and giving information about food and 						

	drink
	4. Students could write their own food and drink's review
Syntaxes	Determine the project, design a plan for the project, create a schedule, monitor the students and the progress of the project, assess the outcome, evaluate the learning experience.
Syntax 1	Determine the project
Activities	 Playing a song about food and drink Reviewing pictures of food and drink Stating learning objective Food and drink vocabulary Games
Materials	Video, pictures, text, audio.
Script	1. Open the video by giving a greeting "Hello, students! Welcome to English Class with Kak Erin, English is fun, English is easy! In this video we are going to learn about Food and Drink. Before we start our class today let us sing a song together!" (Played the song) The song lyric: "I love to eat soup and I love to eat chicken. Soup and chicken are very delicious. I love to eat prawn and I love to eat fish too. That's all my favorite foods. What is your favorite food? I love to drink ice tea and I love to drink milk. Ice tea and milk are very tastefully. Don't forget to drink a glass of water too. That's all my favorite drinks. What is your favorite drinks?" (Nada Incy Wincy Spider) 2. Reviewing the video "So, from the previous activity, what kind of food and drink do you know?. Yes! There are soup, chicken,

prawn, and fish for the food. Then, how about the drink?

Yes! There are ice tea, milk, and a glass of water."

(showing pictures of the food and drink)

Countable and uncountable nouns "In the previous activity, we found out phrase "Don't forget to drink a glass of water". Have you ever thought, why didn't we call it as "Don't forget to drink a water"? This one is not correct ("Don't forget to drink a water"). Why? it is because water is included to uncountable nouns, not countable nouns. Wait..wait.. what is countable and uncountable noun? Don't worry be happy, now we are going to learn about countable and uncountable noun regarding food and drink." "First of all, let us talk about countable nouns. Countable nouns are for things we can count using number. For example; a chicken, two bananas, three apples, etc. However, uncountable nouns are for things we cannot count using number. For example, a cup of coffee, a glass of water, a glass of juice, etc. We cannot know how much coffee, glass, or juice that added whenever we drink it."

4. Vocabulary exercise

"Okay, students. To make you know better about food and drink vocabulary, let us play a game about Food and Drink Quantity in relation with Countable and Uncountable Noun. So, do you want know more about food and drink quantity? Without any further do, let us paly the game!" (Game: Multiple choice; A.Countable Nouns; B. Uncountable Nouns)

Instruction: Please choose the correct answer based on the picture given and write the name of the food or

drink:

- 1. A bottle of coke
- 2. Three tomatoes
- 3. Two hotdogs
- 4. A bowl of rice
- 5. A slice of bread
- 6. Five burgers
- 5. Questions and answer

"In question, there are some differences for countable and uncountable noun. For countable noun, we use "How many...", "How many bananas do you want?". For uncountable noun, we use "How much...", "How much milk do you want?"."

"In relation with food and drink, you may also ask these certain questions for those countable and uncountable nouns:

- Could I have... (asking for food or drink)
 "Could I have some bananas?", "Could I have a glass of water?"
 - You may response by saying, "Certainly"
- 2. How do you like... (asking about the taste of the food or drink)
 - "How do you like the food?", "How do you like the juice?"

You may response by saying, "It nice"

Or you can say "How does it taste?"
 You may response by saying, "It delicious"
 "Now, I will present a video conversation as the example of questions and answer regarding food and drink.

Happy watching!"

A: Do you have any food? I feel so hungry.

	B: Yes, I do. I have chicken and fish. Which one do you						
	want?						
	A : Could I have chicken, please?						
	B: Okay, let me cook it for you. Do you want to drink						
	something?						
	A : Could I have juice?						
	B: Certainly. How much juice do you want?						
	A: I think two glasses of juice. I feel very thirsty.						
	B: Okay wait a minute.						
	B: This is your food and drink.						
	A: Thank you very much.						
	B: How does it taste?						
	A: Wow! The chicken is very spicy and the juice is very						
	sweet. I love it!						
	B: Glad to hear that.						
	"Okay, students! How was the video? Did you enjoy it? Yes? Thank you! Now, we know how to use the expression of question and answer about food and drink. However, did you find new word in the previous conversation? Yes? What are they? Yup! There are hungry, thirsty, pork or pig's meat, and spicy."						
Syntax 2	Design a plan for the project						
Activities	Explanation about the project						
Material	Text and picture						
Script	"Now, it's project time!"						
	"The project will be about making a short video review						
	of your favorite food and drink"						
	"You will review it based on the list of questions that I						
	given to you. So, the review is your answers of the						
	questions given."						

	"The video duration cannot be more than 5 minutes"						
Syntax 3	Create a schedule						
Activities	Giving the due date of the task						
Materials	Text						
Script	"Please submit it next week."						
Syntax 4	Monitor the students and the progress of the project						
Activities	The teacher asks the students to follow up the progress of their project						
Materials	Picture and text						
Script	"Don't forget to send a picture of your progress when doing this project, just like this example" (showing the example) "Send it to your Class Group or directly to your teacher" "If you find some problems while make this project, feel free to ask your teacher ""						
Syntax 5	Assess the outcome						
Activities	The teacher explains the rubric assessment of the project						
Materials	Picture, text, rubric assessment						
Script	"Okay, this is the rubric assessment of the project (shows the rubric assessment picture), if you want get full score or 100, you need to get 5 points on (explaining the rubric score)"						

Syntax 6	Evaluate the learning experience
Activities	The teacher gives an evaluation of the learning activity
Materials	Family vocabulary, family picture, interrogative sentence
Script	"Okay, we will end this class today. However, I need to recall our learning today, does water belong to uncountable noun? Yes, you're right. So, we call it as a glass of water. How about banana? Does banana belong to countable noun? Yes, you're right. It is because we can count how many bananas we have." "When do we use "How much" in asking a question? Yup! When we ask about uncountable nouns. For example, how much rice do you want?. Then, how about "how many"? Yup! It uses when we ask about countable nouns. For example, How many strawberries do you want?" "Okay, I think that's all for today. Hope you enjoy our learning activity today. Bye, see you!!"

Appendix 12. Expert Judgement Rubric for Educational Experts

"Evaluation Sheet for Educational Video Using Project Based Learning for Teaching English at 6th Grade Elementary School in Buleleng Regency" By Educational Experts

Target : Elementary School Students

Research Title : "Developing Educational Video Using Project

Based Learning for Teaching English at 6th Grade

Elementary School in Buleleng Regency"

Researcher : Ni Nyoman Erinaryani

Evaluator :

Occupation / Position :

Topic :

Description:

This evaluation sheet is used to assess videos' media quality based on *Project-based Learning* for 6th-grade elementary school students. The video would be used as the learning media during Co-Vid 19 pandemic to learn from home. Based on that, Mr/Mrs's willingness to assess and judge the media is valued highly. Harmer (2007, p. 67) states that children's understanding comes not from the explanation but from what they see and hear, and crucially, have a chance to touch and interact.

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.

			5	Scale	S		Notes		
Nun	Descriptors	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 during the								
	pandemic.								
2.	Video helps the learners to learn								
	independently								
3.	Video helps the learner to be	The last	litera						
	enthusiastic and motivated to learn			No.					
D	English at home			30					
	Instructional Design Attributes	antın.	Land	nno	a a · · ·	ites	objectives		
	justification of need, target audience, of	•		-	-		*		
	notivation and context of learning, inst								
	structure of content, examples, practice	e, jeec	ираск	k, eva	шан	on oj	iearning,		
4.	nternal alignment)	E-ASS			× 6		3 3		
4.	The scope of the material is made in accordance with the curriculum) //	α		1000		1/8		
5.	The materials are suitable for the	7.00	122		m et	1			
٥.	students' need	3	17						
6.	The topic is relevant to the								
0.	students' daily life.	His	1				8		
7.	The learning objectives are		\gtrsim	21			P. Control of the con		
/.	suitable and attainable for the	Y							
	learners	W.W				7 /			
8.	The learning method used in the			N.		7.8			
0.	video is suitable for the learners to				- 7	3			
	learn English	a 1	The second		13				
9.	The important ideas are emphasized	7.1							
7.	correctly to draw the learners'		-450		-				
	attention		199						
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.								

		Scales			Notes		
Num	Descriptors	5	4	3	2	1	
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						
0.7	from the video					,	7 7
	anguage attributes (complexity of se						
	Choice of vocabulary, complexity or se						•
	ransitions, consistency, clarity, concis udience.	eness	s, anc	і арр	ropri	aten	ess of the
19.	The video is using appropriate and	7***		D. Y.		I	
19.	suitable word to the topic, sub-	11)]	20		-		
	topic, and the grade of the students.		20	2		1	
20.	The video is using appropriate and			6	6 VI	N.	
20.	suitable	7		1			
	phrase/clause/sentence to the topic		N		90		7.7
	or sub-topic.		Asl		M-	į	11
21.	The language use to elaborate the		R				
	materials is clear		V				
22.	The video is using the simple and	Willes	3//				1 1
	easy to be understood language for	(III)	5	100			P
	the learners	FAL				X 4	
23.	The video is using the correct	13714		/			
-	spelling for each word					4	7
24.	The video is using the correct						
25	pronunciation for each word	2			-73	7	
25.	The material is delivered briefly	1.3			18		
D 7	and straight to the point						
	Presentation attributes	1 1	1.		C	1	,
	Space, typeface, titles, heading, and su			_	•		
_	raphics, illustrations and visuals, aud tyle, margins, columns, technical qual				-		
	tyte, margins, cotumns, technicat quat ayout)	uy, n	ugnu	gnun	g, an	a joi	mai, ana
26.	The materials are delivered in			Ι		l	
20.	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						

N T	D	Scales				Scales Notes	Notes
Num	Descriptors	5	4	3	2	1	
30.	The illustration is similar as it is found in everyday use						
31.	The size of animation is appropriate						
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	n	>	17			
37.	The placement of the text is appropriate		×	C			
38.	The font use and its size are appropriate	3		N			
39.	The use of animation, background, and text are not exaggerated	¥			, 11.1		4
40.	The background of the music is appropriate for young learners	1	1				
41.	The tutor is delivering the material in interesting and communicative way			1		1	
42.	The tutor is expressive and enjoyable to be listened	17		V			
43.	The voice of the tutor is clear		21		J/		
(1	ubject matter attributes Value of content, content accuracy, co bjective presentation/bias, recency)	mpre	ehens	ivene	ess, ir	ıtegr	ation,
44.	The content of the video is accurate						
45.	The elements of the video are integrated properly						
46.	The video is objective and unbiased						

mendiy 13 Eynert Judgement Result by the 1st Eynert (1st Video)

٠,				-			377		_				· ·	-		-
	Evaluation Sheet for Educa						200	Nu	ım	Descriptors	5	1	Scale	mannininin	Τ.	1
	Teaching English at 6th Gra				in Bul	leleng	Regency"	74		deo as media for teaching and le		_		2	1	
	By I	Educationa	Exp	erts						Video as teaching media helps	arning	proc	155	_	_	
								1.	٠,	teacher to deliver high quality						
										materials for the students during t	he V	ä				
		Elementary Sch						2.		pandemic. Video helps the learners to learn		,	+	+	+	+
1		*Developing E								independently	~	1	\perp	┖	\perp	_
		arning for Tea hool in Buleler			h at 6th	h Grad	de Elementary	3.		Video helps the learner to be	, V	/				
									_	enthusiastic and motivated to lear English at home						
	Researcher : N	Ni Nyoman Eri Prof. Dr. Pu	aryar	Cock I	Nition	rih .	M.A	B.	. In:	structional Design Attributes	-75/0570		0.000.00			l to select
	Evaluator : P	Hof. Ur. 10	, u			h-cho			ma	stification of need, target audience divation and context of learning, is	r, entry nstructio	mal s	rereq trates	juisii ies. o	rean	ization
•	Occupation / Position : 1	Locturer a	E	LE	una	IFLIE			str	ucture of content, examples, pract	ice, feed	back,	evalu	ation	ofle	arnin
•	Горіс :	Family &	put	oduc	kon			-		ernal alignment) The scope of the material is made	2	_	_		_	-
								4.		accordance with the curriculum	m ~	1				
	Description:							5.		The materials are suitable for the		/				
	This evaluation sheet is	used to assess	the n	nedia e	mality	of vic	tens based or	6.		students' need The topic is relevant to the studen	ts'	+	+	-	+	+
	Project-based Learning for 6th g	grade elementa	v sch	ools'	student	s. The	e video would	0.		daily life.						
ı	se used as the learning media d	during Co-Vid	19 pai	ndemi	c, for t	he stu	dents to learn	7.		The learning objectives are		,				
	from home. Based on that, your	r willingness to	asses	is and	judge	the m	edia is value	di.		suitable and attainable for the learners	V					
	nighly.							8.	ş	The learning method used in the	-	1				
	Instructions:									video is suitable for the learners to						
	1. This evaluation sheet is filled	out by an educ	ationa	l expe	rt.			9.	1	learn English The important ideas are emphasiz	ed	+	+		1	1
	2. In the response range, there are	re 5 (five) level	s.						1	correctly to draw the learners'	V					
	3. Put a check mark [√] in the col			ur opir	nion ac	cordin	g to the actua			attention Video shows the lesson's summar	v	+	+	+	+	+
	situation.							11	1.	Video provides appropriate examp	ples v	1	\top			1
	Answers are given in the rating	ng scale columi	prov	ided w	ith the	rating	scale:			to the learners based on the topics		1	1	-	\vdash	-
í		Scores						12	2.	Learners get opportunity to practi the desired learning outcome(s)	ce V	1		1		
	5 4	3	T	2			1	0.78186		through exercises or questions						
	Very good Good	Acceptabl		Poc	r	V	ery Poor	13	3.	The material contains instruction	on 🗸					
,	Thank you for your willingness t	to fill out this	valua	tion sh	eet.			14		how to make the tasks/exercises. The material is well arranged and	V	4	+	+	+	+
								14			V				\perp	
										systematic.						
		//	Į.		3		v' s		5.	systematic. The material is mapped from the easiest to the hardest.	V		À	1	7	Service Service
	1			Scal			Notes		5.	The material is mapped from the	V	N. Control				
111	Descriptors	5	4	Scal 3	es 2	1	Notes	IS No.	um	The material is mapped from the easiest to the hardest. Descriptors	0	Scal	les 2	1	N	Votes
1	The materials are presented		4			1	Notes		um	The material is mapped from the easiest to the hardest.	0	Scal		1	N	otes
1	The materials are presented systematically to make stude		4			1	Notes		um 80.	The material is mapped from the easiest to the hardest. Descriptors audience The illustration is similar as it is	0	Scal		1	N	lotes
	The materials are presented systematically to make stude easier to understand. The video uses clear materia	lents 🗸		3		1	Notes	Nu Nu	um 80.	The material is mapped from the easiest to the hardest. Descriptors audience The illustration is similar as it is found in everyday use	5 4	Scal		1	N	iotes
	The materials are presented systematically to make stude easier to understand. The video uses clear materia mapping in describing limits	lents 🗸	4	3		1	Notes	Nu 36	um	The material is mapped from the easiest to the hardest. Descriptors audience The illustration is similar as it is found in everyday use The ize see a maintain is appropriate.	5 4	Scal		1	N	iotes
1	The materials are presented systematically to make stude easier to understand. The video uses clear materia mapping in describing limits the material.	ents ✓		3		1	Notes	Nu 30 31 33 32 32	50. 81. 32.	Descriptors audience The illustration is similar as it is found in everyday use The illustration is demand in a propriate in the size of animation is appropriate.	5 4	Scal		1	N	iotes
	The materials are presented systematically to make stude easier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce from the video	lents v		3	2			Nu 33 33 33 33 33 33 33 33 33 33 33 33 33	55. Solution 1	Descriptors audience The illustration is similar as it is found in everyday use The illustration is similar as it is found in everyday use The placement of the animation is appropriate. The placement of the animation is appropriate values.	5 4	Scal		1	N	iotes
	The materials are presented systematically to make stude easier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce from the video anguage attributes (complex anguage attributes (complex).	al attion of ement	v v	3	2 and v	ocabi	ulary)	Nu 30 31 33 32 32	um lum lum lum lum lum lum lum lum lum l	Descriptors audience The influence of a similar as it is found in every distribution to similar as it is found in every distribution to similar as it is found in every distribution to similar as it is found in every distribution to the similar as it is found in every distribution to the similar as it is found in every distribution to the similar as a presented by using various and appropriate colors. The important concepts/ideas are researched by using various and appropriate colors.	5 4	Scal		1	N	lotes
-	The materials are presented systematically to make stude easier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce from the video anguage attributes (complex hoice of vocabulary, complex).	al lation of lement vity of sentence with or sentence lement vity or sentence	e stra	3 ucture ucture	and v	ocabi	ulary) undancy.	Nu N	55. Solution (1986) 1. Solution	Descriptors audience The illustration is similar as it is found in everyday use. The illustration is similar as it is found in everyday use. The placement of the animation is appropriate. The meant of the placement of the animation is appropriate. The meant of the animation is appropriate. The meant operated by using the meant of the placement of the animation is appropriate colors. The important concepts/ideas are marked by interesting color/fillustration.	5 4	Scal		1	N	lotes
L	The materials are presented systematically to make stude easier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce from the video anguage attributes (complex hoice of vocabulary, complex ansitions, consistency, clarity, uddience.	lents al lation of lement wity of sentence ity or sentence conciseness	e stra	3 ucture ucture	and v	ocabi	ulary) undancy.	Nu 33 33 33 33 33 33 33 33 33 33 33 33 33	55. Solution 1	The material is mapped from the casiest to the hardest. Descriptors audience The illustration is similar as it is found in every day use proportial to the control of th	5 4	Scal		1	N	iotes
-	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce. It came a manufacture of the complex anguage attributes (complex anguage attributes (complex anguage attributes) (complex anguage). The video is using appropriate of the video is using appropriate of the video is using appropriate of the video is using appropriate.	lents all lation of lement with of sentence city of sentence conciseness ate and	e stra	3 ucture ucture	and v	ocabi	ulary) undancy.	Nu N	55. Solution (1986) 1. Solution	Descriptors audience The illustration is similar as it is found in every day use The silustration is similar as it is found in everyday use The size of animation is appropriate The size of animation is appropriate The placement of the animation is appropriate The materials are presented by using various and appropriate colors. The materials are presented by understanding various and appropriate colors in the materials are presented by understanding various and appropriate colors. The important concepts/ideas are marked by interesting colorel/filustration.	5 4	Scal		1	N	iotes
-	The materials are presented systematically to make stude easier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce from the video anguage attributes (complex holice of vocabulary, complex ansitions, consistency, clarity undence. The video is using appropria suitable word to the topic, as usuitable word to the topic, as	al lation of sement vity of sentence vity of sentence vity or sentence vit	e stra	3 ucture ucture	and v	ocabi	ulary) undancy.	Nu 30 33 33 34 34 35 36 36 36 36 36 36 36 36 36 36 36 36 36	55. Solution (1997) 1. Solution	Descriptors audience Descriptors audience Descriptors audience The size of animalion is appropriate flow a size of animalion is appropriate The size of animalion is appropriate appropriate colors The important concepts/ideas are marked by interepriate colors The important concepts/ideas are marked by interepriate colors The important concepts/ideas are marked by interepriate colors The background use is suitable with The color of the text is suitable with The color of the text is suitable with	5 4	Scal		1	N	iotes
	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce from the video manuage attributes (complex holice of vocabulary, complex holice of vocabulary, complex austilons, consistency, clarity uddence. The video is using appropria suitable word to the topic, so, and the grade of the students. The video is using appropria to the topic, so, and the grade of the students.	al attion of sement vity of sentence vity of sentence vity or sentence vity conciseness at and ub-topic, vity of sentence vity or sentence vit	e stra	3 ucture ucture	and v	ocabi	ulary) undancy.	Nu 31 33 33 34 35 36 36 37 37	Tum 10	Descriptors audience Descriptors audience The illustration is similar as it is found in everyday use The size of animalion is appropriate The materials are presented by using various and appropriate colors. The background use is suitable with the topic The color of the text is suitable with the color of the text is suitable with the proportion of the text is suitable of the proportion of the text is suitable with the proportion of the text is suitable of the text is suita	5 4 3 4 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	Scal		1	N	iotes
-	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce. From the video anguage attributes (complex hoice of wocabulary, complex anguage attributes). The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable word to the topic, st and the grade of the students.	lents all lation of ement vity of sentency; conciseness ate and ub-topic, s. ate and	e stra	3 ucture ucture	and v	ocabi	ulary) undancy,	Nu 30 33 33 34 34 35 36 36 36 36 36 36 36 36 36 36 36 36 36	um 32. 33. 44. 355. 666. 37.	Descriptors audience The instancial is imapped from the easiest to the hardest. Descriptors audience The illustration is similar as it is found in everyday user. The size of animation is appropriate. The placement of the animation is appropriate cohors. The placement of processed by using various and appropriate cohors are marked by interesting confortillustration. The branch and the placement of the text is suitable with the topic. The color of the text is suitable with The placement is suitable with The placement of the text is supporpriate. The fort use and its size are	5 4	Scal		1	N	lotes
L	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce from the video from	lents all lation of ement vity of sentency; conciseness ate and ub-topic, s. ate and	V v v v v v v v v v v v v v v v v v v v	3 ucture ucture	and v	ocabi	ulary) undancy,	Nu 31 33 33 34 35 36 36 37 37	55. 55. 55. 55. 55. 55. 55. 55. 55. 55.	Descriptors audience The illustration is similar as it is found in everyday use from the audience. The illustration is similar as it is found in everyday use appropriate. The placement of the animation is appropriate properties of the animation is appropriate. The state of animation is appropriate. The materials are presented by using use in the placement of the animation is appropriate colors are interested in the properties of the placement of the animation is appropriate to the placement of the animation is appropriate. The color of the text is suitable with the topic. The color of the text is suitable with the background or the text is suitable with the background the placement of the text is suitable with the background the placement of the text is suitable with the background in the placement of the text is suitable with the background in the placement of the text is suitable with the background in the placement of the text is suitable with the topic. The placement of the text is suitable with the topic. The color of the text is suitable with the topic. The color of the text is suitable with the topic. The placement of the text is suitable with the topic. The placement of the text is suitable with the topic. The placement of the text is suitable with the topic. The color of the text is suitable with the topic.	5 4 3 4 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	Scal		1	N	iotes
-	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce, from the video anguage attributes (complex noise of wocabulary, complex ansitions, consistency, clarity utilization). The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable of the students. The video is using appropria suitable of the students. The video is using appropria suitable phrase/clause/sentence to the sub-topic.	al lation of ement vity of sentenessity or sentenessity or sentenessity, concisenessitate and ub-topic, s. s. atte and ub-topic or set topic or	V v v v v v v v v v v v v v v v v v v v	3 ucture ucture	and v	ocabi	ulary) undancy,	No N	55. Sec. Sec. Sec. Sec. Sec. Sec. Sec. Sec	Descriptors audience The illustration is similar as it is found in every similar as it is superpointed. The placement of the animation is appropriate and appropriate colors. The materials are presented by using various and appropriate colors. The important concepts/ideas are marked by interesting marked by interesting the color of the text is suitable with the topic. The background the text is suitable with the background. The lacement of the text is supporpriate. The text of animation, background, and text are not exaggerated.	5 4 V V V V V V V V V V V V V V V V V V	Scal		1	N	iotes
-	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limit the material. Learners get useful reinforce. from the video anguage attributes (complex hoice of wocabulary, complex ansistions, consistency, clarity utilization). The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable phrase/clause/sentence to the sub-topic. The language uses to elaborat materials is clear	al ation of ement vity of sentence vity of sentence vity of sentence vity of sentence vity or sentence vity or sentence vity or sentence vity of sentence vity	V v v v v v v v v v v v v v v v v v v v	3 ucture ucture	and v	ocabi	ulary) undancy,	Nu 33 33 34 35 35 36 37 38 38	55. Solution 1	Descriptors audience The instration is similar as it is found in every descriptors audience The illustration is similar as it is found in every descriptors. The instration is similar as it is found in every descriptors are instructionally as in the instruction of the instration is appropriate. The placement of the animation is appropriate. The materials are presented by using various and appropriate colors. The important concepts/desa are marked by interesting color-fillustration. The important concepts/desa are marked by interesting color-fillustration. The important concepts/desa are marked by interesting color-fillustration. The important concepts/desa are unabrophism. The foot of the first is suitable with the background. The Foot is used to the instruction of the instructio	5 4 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Scal		1	N	ilotes
L	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce from the video arguege attributes (complex hoice of vocabulary, complex ansilions, consistency, clarity uddence. The video is using appropria suitable word to the topic, so and the grade of the students The video is using appropria suitable word to the topic, so and the prade of the students The video is using appropria suitable phrase/clause/sentence to the sub-topic. The language use to elaborat materials is clear The video is using the simple The video is using the sprade of the students.	al ation of ement vity of sentenent vity of sentenent vity of sentenent vity or senteney; concisenes; at and ub-topic, s. s. at and ub-topic or tet the vite and vite topic or tet the vite and vite vite vite vite vite vite vite vite	V v v v v v v v v v v v v v v v v v v v	3 ucture ucture	and v	ocabi	ulary) undancy,	No N	55. 55. 55. 55. 55. 55. 55. 55. 55. 55.	Descriptors audicince Descriptors audicince The illustration is similar as it is found in every dispersion of the audicince of the control of the audicince of th	5 4 V V V V V V V V V V V V V V V V V V	Scal		1	N	liotes
L	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce. It came a material campung at the material campung at the material campung at the stributes (complex hoice of wocabulary, complex annuals of wocabulary, complex annuals of the video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable phrase/clauses/sentence to the sub-topic. The language use to elaborat materials is clear The video is using the simple cases to be completed to the students.	al ation of ement vity of sentenent vity of sentenent vity of sentenent vity or senteney; concisenes; at and ub-topic, s. s. at and ub-topic or tet the vite and vite topic or tet the vite and vite vite vite vite vite vite vite vite	V v v v v v v v v v v v v v v v v v v v	3 ucture ucture	and v	ocabi	ulary) undancy,	Nu	55. 55. 55. 56. 56. 56. 56. 56. 56. 56.	Descriptors audience The inflatation is similar as it is found in every final form of the audience of the au	5 4 5 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Scal		1	N	iotes
-	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limit the material. Learners get useful reinforce. It came to many any and any	all	V v v v v v v v v v v v v v v v v v v v	3 ucture ucture	and v	ocabi	ulary) undancy,	No. No. 33	55. S.	Descriptors audience The influence is similar as it is found in every discovered in the following terms of the fo	5 4 5 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Scal		1	N	lotes
L	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limit the material. Learners get useful reinforce from the video anguage attributes (complex holes of vocabulary, complex anguage attributes (complex holes of vocabulary, complex anguage attributes (complex holes of vocabulary, complex and the grade of the students and the grade of the students and the grade of the students of the property of the complex of the property of th	all	V v v v v v v v v v v v v v v v v v v v	3 ucture ucture	and v	ocabi	ulary) undancy,	No. 30 33 33 34 34 35 35 34 44 44 44 44 44 44 44 44 44 44 44 44	55. S.	Descriptors audience Descriptors audience audience Bescriptors audience audience audience Bescriptors audience The size of animation is appropriate The placement of the animation is appropriate The materials appresented by using color/fillustration The interport of the size are marked by interested by using color/fillustration The beackground use is suitable with the topic of animation, background, The topic of animation, background, The use of animation, background, The tour is delivering the material in interesting and communicative way The tutor is descripting the material in interesting and communicative way The tutor is descripting the material in interesting and communicative way The tutor is descripting the material in interesting and communicative way The tutor is descripting the material in interesting and communicative way The tutor is described to be listened	5 4 5 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Scal		1	N	lotes
L	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce, from the video anguage attributes (complex noise of vocabulary, complex anguage attributes) (complex noise of vocabulary, complex anguage attributes) (complex sites of vocabulary, complex suitable word to the topic, st and the grade of the students). The video is using appropria suitable of the situdents. The video is using appropria suitable phrase/clause/sentence to the sub-topic. The language use to elaborat materials is clear. The video is using the correct spelling for each word. The video is using the correct spelling for each word.	ients al al attion of tation o	V v v v v v v v v v v v v v v v v v v v	3	and v	ocabi	ulary) undancy,	No. 30 33 33 34 34 35 35 34 44 44 44 44 44 44 44 44 44 44 44 44	55. 50. 50. 50. 50. 50. 50. 50. 50. 50.	Descriptors audience The illustration is similar as it is found in everyday use. The illustration is similar as it is found in everyday use. The size of animation is appropriate. The size of animation is appropriate. The size of animation is appropriate colors are size of animation in appropriate colors. The important concepts/ideas are marked by intercept animation, but animation is appropriate. The beackground to the size are the beackground to the size are the beackground to the size are the beackground for the text is suitable with the beackground are it is appropriate. The total is deviced the size are the size a	5 4 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Scal 3	2			
L	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limit the material. Learners get useful reinforce from the video anguage attributes (complex holes of vocabulary, complex anguage attributes (complex holes of vocabulary, complex anguage attributes (complex holes of vocabulary, complex and the grade of the students and the grade of the students and the grade of the students of the property of t	ents al attorn of ement with of sentenent city of sentenent sentenent et and the topic or the the le and age for ct ct dt dt dt dt dt dt	e stri	3	and v	ocabi	ulary) undancy,	No. No. 356 351 353 353 354 355 364 464 41 42 45 E.	55. 55. 55. 55. 55. 55. 55. 55. 55. 55.	Descriptors audience The illustration is similar as it is found in everyday use. The illustration is similar as it is found in everyday use. The size of animalion is appropriate for a size of animalion is appropriate animalion is appropriate of the size of animalion is appropriate animalion is appropriate colors. The important concepts/ideas are marked by intercept animalion is appropriate. The background color illustration. The color of the text is suitable with the background to it is suitable with the background to the size and its size are the background for the text is appropriate. The front use and its size are the background of the text is appropriate for young learners. The turb is effecting the material in interesting and communicative way. The turb is experience that the size are the turb is experience of the text is appropriate for young learners. The turb is experience the animalion of the text is appropriate for young learners. The turb is experience and interesting and communicative way. The turb is experience that interesting and communicative way. The turb is experience that interesting and communicative way. The turb is experience that interesting and communicative way. The turb is experience that interesting and communicative way. The turb is experience that interesting and communicative way. The turb is experience that interesting and communicative way. The turb is experience that in the size of t	5 4 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Scal 3	2			
I Compa	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limit the material. Learners get useful reinforce from the video anguage attributes (complex holes of vocabulary, complex anguage attributes (complex holes of vocabulary, complex anguage attributes (complex holes of vocabulary, complex and the grade of the students and the grade of the students and the grade of the students of the property of t	ents al attorn of ement with of sentenent city of sentenent sentenent et and the topic or the the le and age for ct ct dt dt dt dt dt dt	e stri	3	and v	ocabi	ulary) undancy.	No. 30 31 32 33 34 35 36 40 41 44 44 44	55. 55. 55. 55. 55. 56. 56. 56. 56. 56.	Descriptors audience Descriptors audience The illustration is similar as it is found in every discovery and the properties of a similar as it is found in every day use propriate colors. The illustration is a similar as it is found in every day use properties to the properties of an interest of the animation is appropriate colors. The placement of the animation is appropriate colors and appropriate colors and appropriate colors. The materials are presented by using various and appropriate colors and appropriate colors. The breakground use is suitable with the background use is suitable with the topic. The color of the text is suitable with the background use is suitable with the background use is suitable with the topic properties. The topic of the text is suitable with the background use is suitable with the background is suitable with th	5 4 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Scal 3	2			
LCha	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limit the material. Learners get useful reinforce. It is a many service from the video anguage attributes (complex hoice of vocabulary, complex anguage attributes (complex hoice of vocabulary, complex anguage attributes). The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable phrase/clauses/sentence to the sub-topic. The language use to elaborat materials is clear. The video is using the correct spelling for each word. The video is using the correct spelling for each word. The video is using the correct pronunciation for each word. The material is delivered bri straight to the point.	ents al attion of ement city of sentenent city of sentenent y, conciseness: ate and ub-topic, s, ate and ie topic or ate the city of sentenent city of sentenent city of sentenent ate and ie topic or cit die and age for ct die and age die and age die and age die and age	e stree stree and	3	2 and v verbs	ocabi	ulary) undancy, of the	No. No. 356 351 353 353 354 355 364 464 41 42 45 E.	um 500. 55. 55. 56. 57. 57. 57. 57. 57. 57. 57. 57. 57. 57	Descriptors audience The influence is similar as it is found in every fine to the found in every fine to the found in every fine to the f	5 4 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Scal 3	2			
I Cha	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforect from the video anguage attributes (complex hoice of vocabulary, complex anguage attributes (complex hoice of vocabulary, complex ansistions, consistency, clarib, and the prade of the students. The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable using the clarible in the video is using the simple casy to be understood languith elearners. The video is using the simple casy to be understood languith elearners. The video is using the simple casy to be understood languith elearners. The video is using the correct spelling for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is the video is using the correct pronunciation for each word. The video is the video is using the correct pronunciation for each word.	ents al ation of ement wity of sentencity or sentencity	v v v v v v v v v v v v v v v v v v v	3	2 and v early verbine	nocabi	ulary) undancy, of the	No. 30 31 32 33 34 35 36 40 41 44 44 44	55. 55. 55. 55. 56. 56. 57. 58. 58. 59. 54. 57. 58. 59. 59. 59. 59. 59. 59. 59. 59. 59. 59	Descriptors audience Descriptors audience The illustration is similar as it is found in every discovery and the second of th	5 4 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	Scal 3	2			
L Const	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limit the material. Learners get useful reinforce. It is a many service from the video anguage attributes (complex hoice of vocabulary, complex anguage attributes (complex hoice of vocabulary, complex anguage attributes). The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable phrase/clauses/sentence to the sub-topic. The language use to elaborat materials is clear. The video is using the correct spelling for each word. The video is using the correct spelling for each word. The video is using the correct pronunciation for each word. The material is delivered bri straight to the point.	ents al ation of ement city of sentence in control in contro	e strice and	3 acture appre	and v and v verbs	nbers:	ulary) undancy. of the	No. 33 33 33 34 35 35 35 36 46 41 42 42 44 45	55. 55. 55. 55. 56. 56. 57. 58. 58. 59. 54. 57. 58. 59. 59. 59. 59. 59. 59. 59. 59. 59. 59	Descriptors audience Descriptors audience The illustration is similar as it is found in every audience The illustration is similar as it is found in every final part of the properties. The size of animation is appropriate. The placement of the size of the placement of the placement of the placement of the text is appropriate. The booker of the animation, background. The background of the music is appropriate. The forti use and its size are appropriate. The forting and text are not after its placement of the text is appropriate. The placement of the text is appropriate. The total continuous proporties for young learners. The text is additionally a proporties of the placement of the text is appropriate. The text is additionally a proporties of the text is additionally appropriate for young learners. The text is additionally a proporties of the text is additionally a proporties of the text is additionally appropriate for young learners. The text is additionally a proportional text is a distribution of the text is a	5 4 V V V V V V V V V V V V V V V V V V	Scala 3	2	gratio	n, obj	iective
Echa	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limit the material. Learners get useful reinforce from the video anguage attributes (complex hoice of vocabulary, complex anguage attributes (complex hoice of vocabulary, complex anastinoss, consistency, clarity udience. The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable phrase/clause/sentence to the students. The video is using appropria suitable phrase/clause/sentence to the sub-topic. The language use to elaborat materials is clear. The video is using the correct spelling for each word. The video is using the correct spelling for each word. The video is using the correct spelling for each word. The video is using the correct pronunciation for each word. The water is delivered to straight to the point resentation attributes. Proper, columns, technical quitastrations and visuals, audio argins, columns, technical quitastrations and visuals, audio argins, columns, technical quitast and serviced	ents al attion of ement with of sentence it is	e strice and	3 acture appre	and v and v verbs	nbers:	ulary) undancy. of the	No. 33 33 33 34 35 35 35 36 46 41 42 42 44 45	55. 55. 55. 55. 56. 56. 57. 58. 58. 59. 54. 57. 58. 59. 59. 59. 59. 59. 59. 59. 59. 59. 59	Descriptors audience The illustration is similar as it is found in everyday use The size of animation is appropriate The placement of the animation is appropriate The background to size animation, the size of th	5 4 V V V V V V V V V V V V V V V V V V	Scal 3	2 2 3 3 3, integ	gratio	m, obj	iective
Echa	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce from the video anguage attributes (complex holes of vocabulary, complex anguage attributes (complex holes of vocabulary, complex anguage attributes (complex holes of vocabulary, complex and the grade of the students and the grade of the students of the video is using appropria suitable word to the topic, stand the grade of the students of the video is using appropria suitable of the video is using appropria suitable of the video is using appropria suitable of the video is using the suitable of the video is using the simple casy to be understood languathe learners. The video is using the simple casy to be understood languathe learners. The video is using the correct spelling for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is the point researching attributes specified for each word. The video is using the correct pronunciation for each word. The video is using the suitable correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct proposed to the video is using the	ents al attion of ement with of sentenent with of sentenent who consider atting of sentenent who consider atting of sentenent who consider atting of sentenent who consider atting of sentenent atting of sent	e strice and	3 acture appre	and v and v verbs	nbers:	ulary) undancy. of the	No. 33 33 33 34 35 35 35 36 46 41 42 42 44 45	55. 55. 55. 55. 56. 56. 57. 58. 58. 59. 54. 57. 58. 59. 59. 59. 59. 59. 59. 59. 59. 59. 59	Descriptors audience The illustration is similar as it is found in everyday use The size of animation is appropriate The placement of the animation is appropriate The background to size animation, the size of th	5 4 V V V V V V V V V V V V V V V V V V	Scal 3	2 2 3 3 3, integ	gratio	m, obj	iective
Echa	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limit the material. Learners get useful reinforce from the video anguage attributes (complex hoice of vocabulary, complex ansistions, consistency, claim) utilities. The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable word to the topic, st and the grade of the students. The video is using appropria suitable phrase/clause/sentence to the students of the students. The video is using appropria suitable phrase/clause/sentence to the sub-topic. The language use to elaborat materials is clear. The video is using the corresponding for each word The video is using the corresponding for each word The video is using the corresponding for each word The video is using the corresponding for each word The video is using the corresponding for each word The video is using the corresponding for each word The video is using the corresponding for each word The video is using the corresponding for each word The video is using the corresponding for each word The word of the video is using the corresponding for each word The word of the video is using the corresponding for each word The word of the video is using the corresponding for each word The word of the video is using the corresponding for each word The word of the video is using the corresponding for each word the video is using the corresponding for each word the video is using the corresponding for each word the video is using the corresponding for each word the video is using the corresponding for each word the video is using the corresponding for each word the video is using the corresponding for each word the video is using the corresponding for each word the video is using the corresponding for each word the video is using the corresponding for each word the video is using the corresponding for each word the video is using the property for each word the video is usin	ents al attion of ement with of sentenent with of sentenent who consider atting of sentenent who consider atting of sentenent who consider atting of sentenent who consider atting of sentenent atting of sent	e strice and	3 acture appre	and v and v verbs	nbers:	ulary) undancy. of the	No. 33 33 33 34 35 35 35 36 46 41 42 42 44 45	55. 55. 55. 55. 56. 56. 57. 58. 58. 59. 54. 57. 58. 59. 59. 59. 59. 59. 59. 59. 59. 59. 59	Descriptors audience The illustration is similar as it is found in everyday use The size of animation is appropriate The placement of the animation is appropriate The background to size animation, the size of th	5 4 V V V V V V V V V V V V V V V V V V	Scal 3	2 2 3 3 3, integ	gratio	m, obj	iective
I Cha	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limits the material. Learners get useful reinforce from the video anguage attributes (complex holes of vocabulary, complex anguage attributes (complex holes of vocabulary, complex anguage attributes (complex holes of vocabulary, complex and the grade of the students and the grade of the students of the video is using appropria suitable word to the topic, stand the grade of the students of the video is using appropria suitable of the video is using appropria suitable of the video is using appropria suitable of the video is using the suitable of the video is using the simple casy to be understood languathe learners. The video is using the simple casy to be understood languathe learners. The video is using the correct spelling for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is the point researching attributes specified for each word. The video is using the correct pronunciation for each word. The video is using the suitable correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct proposed to the video is using the	ents al attention of ement with of sentences its of sentences with of sentences ate and bub-topic, s. ate and age for te the ite and age for ct ct g. and sub-he whense, color whense,	e strice and	3 acture appre	and v and v verbs	nbers:	ulary) undancy. of the	No. 33 33 33 34 35 35 35 36 46 41 42 42 44 45	55. 55. 55. 55. 56. 56. 57. 58. 58. 59. 54. 57. 58. 59. 59. 59. 59. 59. 59. 59. 59. 59. 59	Descriptors audience Descriptors audience The illustration is similar as it is found in everyday use The size of animation is appropriate culture of the animation is appropriate culture of animation is appropriate The background use is suitable with the topic of the text is suitable with the topic of the first in the size are pappropriate The color of the text is suitable with The placement of the text is appropriate The topic of animation, background. The background of the missic is appropriate for young learner The tutor is experieng the material in interesting and communicative way The tutor is experieng the material in interesting and communicative way The tutor is experieng the material in interesting and communicative way The tutor is experieng the material in interesting and communicative way The tutor is experience and interesting and communicative way The voice of the tutor is clear the element antibutes date of content, content accuracy, concerned to the content of the video is accurate The elements of the video are interested properly The video is objective and unbiased	5 4 V V V V V V V V V V V V V V V V V V	Scala 3	2	gratio ebruo	n, obj	o21
L Const	The materials are presented systematically to make stude casier to understand. The video uses clear materia mapping in describing limit the material. Learners get useful reinforce from the video anguage attributes (complex holes of vocabulary, complex anguage attributes (complex holes of vocabulary, complex anguage attributes (complex holes of vocabulary, complex and the grade of the students and the grade of the students of the video is using appropria suitable word to the topic, stand the grade of the students of the video is using appropria suitable of the video is using appropria suitable of the video is using appropria suitable of the video is using the suitable of the video is using the simple casy to be understood languathe learners. The video is using the simple casy to be understood languathe learners. The video is using the correct spelling for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The video is using the correct pronunciation for each word. The materials and visuals, audio argins, columns, technical quagins, columns, technical quagins. Interesting way.	ents al attended to the second of the secon	e strice and	3 acture appre	and v and v verbs	nbers:	ulary) undancy. of the	No. 33 33 33 34 35 35 35 36 46 41 42 42 44 45	55. 55. 55. 55. 56. 56. 57. 58. 58. 59. 54. 57. 58. 59. 59. 59. 59. 59. 59. 59. 59. 59. 59	Descriptors audience Descriptors audience The illustration is similar as it is found in everyday use The size of animation is appropriate culture of the animation is appropriate culture of animation is appropriate The background use is suitable with the topic of the text is suitable with the topic of the first in the size are pappropriate The color of the text is suitable with The placement of the text is appropriate The topic of animation, background. The background of the missic is appropriate for young learner The tutor is experieng the material in interesting and communicative way The tutor is experieng the material in interesting and communicative way The tutor is experieng the material in interesting and communicative way The tutor is experieng the material in interesting and communicative way The tutor is experience and interesting and communicative way The voice of the tutor is clear the element antibutes date of content, content accuracy, concerned to the content of the video is accurate The elements of the video are interested properly The video is objective and unbiased	5 4 V V V V V V V V V V V V V V V V V V	Scala 3	2	gratio ebruo	n, obj	o21

Appendix 14. Expert Judgement Result by the 1st Expert (2nd Video)

"Evaluation Sheet for Educational Video Using Project Based Learning fo Teaching English at 6th Grade Elementary School in Buleleng Regency"

By Educational Experts

: Elementary School Students
: "Developing Educational Video Using Project Base Learning for Teaching English at 6th Grade Elementar School in Bulleting Regency"

Researcher : Ni Nyoman Erinaryani
: Rof. P. Puto Kerk Mikacih , M. A

Cocupation / Position : Leeburg at ELE Undificha

Topic : Food and Drink

Description:

This evaluation sheet is used to assess the media quality of videos based o Project-based Learning for 6th grade elementary schools' students. The video woul be used as the learning media during Co-Vid 19 pandemic, for the students to lear from home. Based on that, your willingness to assess and judge the media is value highly.

Instructions:

- 1. This evaluation sheet is filled out by an educational expert.
- 2. In the response range, there are 5 (five) levels.
- Put a check mark [v] in the column according to your opinion according to the actus 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.

				scale	8		Notes
Num	Descriptors	5	4	3	2	1	
A. V	ideo as media for teaching and learni	ng p	oces	5			
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	~					
2.	Video helps the learners to learn independently	V					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	1					
st	ustification of need, target audience, en otivation and context of learning, instru- ructure of content, examples, practice, j iternal alignment) The scope of the material is made in	ection	al st	rateg	ies, o	rganiz	cation and
	accordance with the curriculum	/			_		
5.	The materials are suitable for the students' need	/					
6.	The topic is relevant to the students' daily life.	V					
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	1					
10.	Video shows the lesson's summary				-	-	
11.	Video provides appropriate examples to the learners based on the topics	V					
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	1		_			
13.	The material contains instruction on how to make the tasks/exercises.		/				
14.	The material is well arranged and systematic.		1				
15.	The material is mapped from the easiest to the hardest.	V					

				Scale	5		Notes
Num	Descriptors	5	4	3	2	1	
16.	The materials are presented systematically to make students easier to understand.		V				
17.	The video uses clear material mapping in describing limitation of the material.	Ι,	1				
18.	Learners get useful reinforcement from the video	1					
C tr	anguage attributes (complexity of sent hoice of vocabulary, complexity or sen cansitions, consistency, clarity, concised udience.	tence	struc	ture,	verb.	s, red	undancy,
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.	V					
21.	The language use to elaborate the materials is clear		1				
22.	The video is using the simple and easy to be understood language for the learners	1					
23.	The video is using the correct spelling for each word	1					
24.	The video is using the correct pronunciation for each word	V					
25,	The material is delivered briefly and straight to the point	/					
6	resentation attributes Space, typeface, titles, heading, and sub lustrations and visuals, audio/music, co pargins, columns, technical quality, hig	plor. 1	nrese.	ntatic	ons si	ze anu	a style,
26.	The materials are delivered in interesting way.	/					
27.	The materials are presented by using various animation.	1					
28,	The animation in the video are interesting	1					
29,	The animation in the video are suitable for the topic and the target	V					

				Scale	5		Notes
Num	Descriptors	5	4	3	2	1	
	audience	V					
30.	The illustration is similar as it is found in everyday use	1					
31.	The size of animation is appropriate	V				П	
32.	The placement of the animation is appropriate						
33.	The materials are presented by using various and appropriate colors	V					
34.	The important concepts/ideas are marked by interesting color/illustration	V					
35.	The background use is suitable with the topic	V					
36.	The color of the text is suitable with the background	/					
37.	The placement of the text is appropriate	1					
38.	The font use and its size are appropriate	V					
39.	The use of animation, background, and text are not exaggerated	\checkmark					
40.	The background of the music is appropriate for young learners	\checkmark					
41.	The tutor is delivering the material in interesting and communicative way	1					
42.	The tutor is expressive and enjoyable to be listened	/					
43.	The voice of the tutor is clear		V				
0	ubject matter attributes Value of content, content accuracy, con resentation/bias, recency) The content of the video is accurate	preh	ensiv	eness	, inte	gratio	n, objectiv
45.	The elements of the video are	V					
46.	integrated properly The video is objective and unbiased	1					
						dged t	ir acul

Prof. Dr. Putu Merk Nitrocik, M.A.

Appendix 15. Expert Judgement Result by the 2nd Expert (1st Video)

	for Educational Video Using Project Based Learning for
reaching English	at 6th Grade Elementary School in Buleleng Regency"
	By Educational Experts
Target	: Elementary School Students
Research Title	: "Developing Educational Video Using Project Based Learning for Teaching English at 6th Grade Elementary School in Bulcleng Regency"

Researcher : Ni Nyoman Erinaryani
Evaluator : Lish & Robayo Badiarto , C. Rd. , M. Rd.
Occupation / Position : Lechror at Undifisho

Topic : Panily & Introduction

Description:

This evaluation sheet is used to assess the media quality of videos based on Project-based Learning for 6th grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandemic, for the students to learn from home. 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.
- 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.

A. \	ideo as media for teaching and learn	ing p	roces	IS			A Property
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	/					
2.	Video helps the learners to learn independently	1					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	V					
m st	nstructional Design Attributes ustification of need, target audience, en otivation and context of learning, instru- ructure of content, examples, practice, ju- ternal alignment) The scope of the material is made in	uction	nal st	rateg	ies, o	rgani:	cation an
	accordance with the curriculum	/					
5.	The materials are suitable for the students' need	1					
6.	The topic is relevant to the students' daily life.	V					
7.	The learning objectives are suitable and attainable for the learners	V.					
8.	The learning method used in the video is suitable for the learners to learn English	V					
9.	The important ideas are emphasized correctly to draw the learners' attention	V					
10.	Video shows the lesson's summary	1/					
11.	Video provides appropriate examples to the learners based on the topics	1	1				
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions		/				
	The material contains instruction on	V					
13.	how to make the tasks/exercises.						
13.	how to make the tasks/exercises. The material is well arranged and systematic.		1				

Num	Descriptors			Scale	S		Notes	
· · unu	Descriptors	5	4	3	2	1		
16.	The materials are presented systematically to make students easier to understand.		V					
17.	The video uses clear material mapping in describing limitation of the material.		V					
18.	Learners get useful reinforcement from the video		V					
ti	anguage attributes (complexity of sen hoice of vocabulary, complexity or sen ansitions, consistency, clarity, concise udience. The video is using appropriate and	tence	struc	ture,	verb	s, redi	undancy,	
	suitable word to the topic, sub-topic, and the grade of the students.	V						
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	1						
21.	The language use to elaborate the materials is clear	V						
22.	The video is using the simple and easy to be understood language for the learners	V						
23.	The video is using the correct spelling for each word	V	,					
24.	The video is using the correct pronunciation for each word		V					
25.	The material is delivered briefly and straight to the point	V						
(Presentation attributes Space, typeface, titles, heading, and su llustrations and visuals, audio/music, c margins, columns, technical quality, hig	olor.	prese	ntatio	ons si	ze ana	style,	
26.	The materials are delivered in interesting way.	V						
27.	The materials are presented by using various animation.	V						
28.	The animation in the video are interesting	V						
29.	The animation in the video are suitable for the topic and the target	V						

1	ACCOUNTS OF THE PROPERTY OF TH		S	cale	s	5	Notes
Num	Descriptors	5	4	3	2	1	
	audience						
30.	The illustration is similar as it is found in everyday use		V				
31.	The size of animation is appropriate	V					
32.	appropriate						
33.	The materials are presented by using various and appropriate colors	V					
34.	The important concepts/ideas are marked by interesting color/illustration	V					
35.	The background use is suitable with the topic	V					
36.	The color of the text is suitable with the background	V					
37.	The placement of the text is appropriate	V					
38.	The font use and its size are appropriate	V,					
39.	The use of animation, background, and text are not exaggerated	V,					
40.	The background of the music is appropriate for young learners	V					
41.	The tutor is delivering the material in interesting and communicative way	V					
42.	The tutor is expressive and enjoyable to be listened	V					
43.	The voice of the tutor is clear	V					
	Subject matter attributes (Value of content, content accuracy, con presentation/bias, recency)	npreh	ensiv	enes.	s, inte	gratio	n, objecti
44.	The content of the video is accurate	1/				П	
45.	The elements of the video are integrated properly	V	,				
46.	The video is objective and unbiased	1/					

angaraja, 04 Februari 2021

Luh Gd Rahan Budiarh, S. R.M.

Appendix 16. Expert Judgement Result by the 2nd Expert (2nd Video)

"Evaluation Sheet for	Educational Video Using Project Based Learning for
Teaching English at 6	6th Grade Elementary School in Buleleng Regency"
	By Educational Experts
Target	: Elementary School Students
Research Title	: "Developing Educational Video Using Project Based Learning for Teaching English at 6th Grade Elementary School in Buleleng Regency"
Researcher	: Ni Nyoman Erinaryani
Evaluator	: Luh Ed Rohayu Budiarta, S.Pd., M.Pd
Occupation / Position	: Lecturer at Unditato
Topic	: Road and Ofink

This evaluation sheet is used to assess the media quality of videos based on Project-based Learning for 6^{th} grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandemic, for the students to learn from home. 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 $\lceil \sqrt{j}$ 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		5	Notes			
vuiii	Descriptors	5	4	3	2	1	
16.	The materials are presented systematically to make students easier to understand.		V				
17.	The video uses clear material mapping in describing limitation of the material.		1				
18.	Learners get useful reinforcement from the video		V				
C tr	anguage attributes (complexity of sent hoice of vocabulary, complexity or sen ansitions, consistency, clarity, concised udience.	tence	struc	ture,	verb.	s, red	undancy,
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		V				
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	V					
22.	The video is using the simple and easy to be understood language for the learners	$\sqrt{}$					
23.	The video is using the correct spelling for each word	\checkmark					
24.	The video is using the correct pronunciation for each word		1		1		
25.	The material is delivered briefly and straight to the point	/					
(2	resentation attributes Space, typeface, titles, heading, and sub Justrations and visuals, audio/music, co pargins, columns, technical quality, hig	Mor.	prese	ntatio	VIS SL	ze an	d style,
26.	The materials are delivered in interesting way.	V					
27.	The materials are presented by using various animation.	V					
28.	The animation in the video are interesting	V,					
29.	The animation in the video are suitable for the topic and the target	1/					

A HINN	CONTRACTOR OF THE PROPERTY OF	1150	. 5	icale	s		Notes
Num	Descriptors	5	4	3	2	1	73.73
A. V	ideo as media for teaching and learni	ng pi	roces	s		- 14	W-5-55 FF
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	V					
2.	Video helps the learners to learn independently	V					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	V					
m st in	nstructional Design Attributes ustification of need, target audience, en otivation and context of learning, instru- ructure of content, examples, practice, j ternal alignment)	eedb	al st	rates	ies, o	rgani	ation and
4.	The scope of the material is made in accordance with the curriculum	V					
5.	The materials are suitable for the students' need	\checkmark					
6.	The topic is relevant to the students' daily life.		V				
7.	The learning objectives are suitable and attainable for the learners		V				
8.	The learning method used in the video is suitable for the learners to learn English	V					
9.	The important ideas are emphasized correctly to draw the learners' attention	1					
10.	Video shows the lesson's summary	V	_		1	-	
11.	Video provides appropriate examples to the learners based on the topics		/				
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.	V					
14.	The material is well arranged and	1					
	systematic.						

-	COLUMN TO THE REAL PROPERTY OF THE PARTY OF		5	calc	s		Notes
Num	Descriptors	5	4	3	2	1	
	audience						
30.	The illustration is similar as it is found in everyday use		./				
31.	The size of animation is appropriate	V					
32.	The placement of the animation is appropriate	V					
33.	The materials are presented by using various and appropriate colors	V					
34.	The important concepts/ideas are marked by interesting color/illustration	V					
35.	The background use is suitable with the topic	V					
36.	The color of the text is suitable with the background	V					
37.	The placement of the text is appropriate	V					
38.	The font use and its size are appropriate	V					
39.	The use of animation, background, and text are not exaggerated	V					
40.	The background of the music is appropriate for young learners	V					
41.	The tutor is delivering the material in interesting and communicative way	V					
42.	The tutor is expressive and enjoyable to be listened	1					
43.	The voice of the tutor is clear		V				
0	ubject matter attributes 'alue of content, content accuracy, con resentation/bias, recency)	preh	ensiv	enes:	s, inte	gratic	n, objec
44.	The content of the video is accurate	V					
45.	The elements of the video are integrated properly	V					
46.	The video is objective and unbiased	V					

Singaraja, 04 Februari 2021

Luh Edfakayu Budiarta, s. Ra., M. Ra

Appendix 17. Expert Judgement Result by the 3rd Expert (1st Video)

"Evo	luation Sheet for Educational Video Using	a Proj	icet B	locad l	I oam	sing fo		Num	100,00	Descriptors	5	4	3	2	1	
	and the second control of the second control							A. V	ideo a	s media for teaching and learni		-		-		
162	nching English at 6th Grade Elementary So		ın Bü	neieng	, Keg	ency"		1.	111111111111111111111111111111111111111	as teaching media helps						
	By Educational Exp	erts							teach	er to deliver high quality	V					
arge	et : Elementary School St	ndents	e						pande	emic.	_					
	rch Title : "Developing Educati			Heine	Proje	ct Base	·d	2.		helps the learners to learn endently	V					
ese.	Learning for Teaching School in Buleleng Reg	Englis	h at 6					3.	Video	o helps the learner to be siastic and motivated to learn	.,					
esea	rcher : Ni Nyoman Erinaryar								Engli	sh at home					-	
	nator : Ni Lah Putu Er		Sauce	ash.	19.2	M	D ₄	B. I	nstruc	tional Design Attributes ation of need, target audience, en	ten las	vel n	reren	mieita	es oh	iectives
	pation / Position : Lecturer at El					, , ,	161.	m	otivati	on and context of learning, instru	ction	al sti	rateg	ies, o	rgani	zation and
opic	0 - 1 11							st	ructur	e of content, examples, practice, j alignment)	eedba	ick,	evalu	ation	of lea	arning,
								4.	The s	scope of the material is made in	V					
esci	iption:							5.		dance with the curriculum materials are suitable for the	-	-				
	This evaluation sheet is used to assess the m ct-based Learning for 6th grade elementary sch	nedia o	quality	of vi	deos l	pased o	on Id		stude	ents' need	\vee					
use	ed as the learning media during Co-Vid 19 par	ndemi	c, for	the stu	adents	to lea	m	6.	daily		V		-			
rom ighly	home. Based on that, your willingness to asses	ss and	Judge	tue m	icuia i	s value	zu	7.	The	earning objectives are ble and attainable for the						
_	actions:								learn	ers	V					
	s evaluation sheet is filled out by an educationa	l expe	rt.					8.	The l	earning method used in the is suitable for the learners to	,	2 1				
	he response range, there are 5 (five) levels.								learn	English	V			_	_	
situ	a check mark $[]$ in the column according to you action.						al	9.	The i	important ideas are emphasized ectly to draw the learners'	V					
An	swers are given in the rating scale column provi	ided w	ith the	rating	g scale	r:	, .	10.	Vide	tion o shows the lesson's summary	\checkmark	15				
	Scores 5 4 3	2			1		-	11.	Vide	o provides appropriate examples	, ,	0				
Ver	y good Good Acceptable	Poo	r	1	Very P	оог		12.		e learners based on the topics ners get opportunity to practice		1	,	-	-	
hank	you for your willingness to fill out this evaluate	tion sh	eet.				. 7	12.	the d	esired learning outcome(s) ugh exercises or questions		V				
							1	13.	The	material contains instruction on to make the tasks/exercises.	\checkmark					
	The Market						1	14.		material is well arranged and		,	1			
									syste	matic.	-		-	+	-	
								15.		material is mapped from the est to the hardest.		V	1			
	ANTANA WED ANTANA A		:	Scale	s		Notes	1	N	Service Providence		3114	Scale	s		Notes
um	Descriptors	5	4	3	2	1			Num	Descriptors	5	4	3	2	1	
6.	The materials are presented					Т				audience						
	systematically to make students easier to understand.		V	1					30.	The illustration is similar as it is		V	/			
7.	The video uses clear material							-	31.	found in everyday use The size of animation is appropriate	V	ľ	\vdash	\vdash	+	
	mapping in describing limitation of the material.		V	1					32.	The placement of the animation is	1	-		\Box	\dashv	
8.	Learners get useful reinforcement			1				\perp	33.	The materials are presented by using			\vdash	\vdash	+	
	from the video			1		L .			34.	various and appropriate colors The important concepts/ideas are	V	1	\vdash	\vdash	+	
	anguage attributes (complexity of sent hoice of vocabulary, complexity or sent									marked by interesting	V	1				
tr	ansitions, consistency, clarity, conciser								35.	Color/illustration The background use is suitable with	1	/	\vdash	\vdash	+	
<i>a</i>	udience. The video is using appropriate and	300		1	-			-	36.	the topic The color of the text is suitable with	+			\vdash	+	
**	suitable word to the topic, sub-topic,		1	1		1			100000	the background	V	1	\vdash	\square	\rightarrow	
n	and the grade of the students.		-		-	\vdash		-	37.	The placement of the text is appropriate	V					
0.	The video is using appropriate and suitable	V		,					38.	The font use and its size are appropriate	V	1				
	phrase/clause/sentence to the topic or		V						39.	The use of animation, background, and text are not exaggerated	V			П		
1.	sub-topic. The language use to elaborate the	-		,	-	\vdash		\dashv	40.	The background of the music is	1	/	П	\Box		
	materials is clear		~					_	41.	appropriate for young learners The tutor is delivering the material in		-	\vdash	\vdash	+	
2.	The video is using the simple and easy to be understood language for	10	7	1					41.	interesting and communicative way	Y					
	the learners		~						42.	The tutor is expressive and enjoyable to be listened	V	/			T	
3,	The video is using the correct spelling for each word		V	1					43.	The voice of the tutor is clear		/				
4.	The video is using the correct			,				_	E. S	ubject matter attributes Value of content, content accuracy, co	mpreh	ensiv	eness	, integ	gration	, objective
	pronunciation for each word		1	1	-	1		_	p	resentation/bias, recency)	1	1	1	-		EX.E.Y.
5.	The material is delivered briefly and straight to the point		1	1					44.	The content of the video is accurate The elements of the video are	1		\vdash	\vdash	+	
	resentation attributes	11/7		4	10	P. W.	Dec 200		11.50	integrated properly	V	1			_	
6	Space, typeface, titles, heading, and sub								46.	The video is objective and unbiased	V	/		Ш	\perp	
	lustrations and visuals, audio/music, co argins, columns, technical quality, hig										Sing	prai	0,0	a Pel	xuar	2021
6.	The materials are delivered in		1		1	1	,,								lged by	
7	interesting way.	V	,	_	-	-		-				/	V	1	J-20,	
7.	The materials are presented by using	. /	1		1						(-	M	L		
	various animation.	~	1				1									
8.	The animation in the video are				\vdash	+		\dashv				_	2	_		
28.		~								N	י וען זו	n A	atu .	Era !	Adny	ayanti, S

Appendix 18. Expert Judgement Result by the 3rd Expert (2nd Video)

"Evaluation Sheet for Educational Video Using Project Based Learning for Teaching English at 6th Grade Elementary School in Buleleng Regency"

By Educational Experts

: Elementary School Students

Research Title

: "Developing Educational Video Using Project Based Learning for Teaching English at 6th Grade Elementary School in Buleleng Regency"

: Ni Nyoman Erinaryani

Evaluator

: Ni Lun Petu Ero Adnyayanti, S.Pd., M. Pd. : Lether at EU Undikata

Topic

: Food an Drink

Description:

This evaluation sheet is used to assess the media quality of videos based on Project-based Learning for 6th grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandemic, for the students to learn from home. Based on that, your willingness to assess and judge the media is valued

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 $[\sqrt{\ }]$ in the column according to your opinion according to the actual
- 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.

*****	TOTAL PROPERTY AND ADDRESS OF THE PARTY OF T			Scale	5	3.0	Notes
Num	Descriptors	5	4	3	2	1	
A. V	ideo as media for teaching and learni	ng p	roce	S			
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	V	,				-
2.	Video helps the learners to learn independently	V	/				
3.	Video helps the learner to be enthusiastic and motivated to learn English at home astructional Design Attributes	V	1				
st	otivation and context of learning, instru ructure of content, examples, practice, f sternal alignment) The scope of the material is made in	ction	ack,	evalu	ies, o ation	of lea	ration and erning,
	accordance with the curriculum	_		_	_		
5.	The materials are suitable for the students' need	V					
6.	The topic is relevant to the students' daily life.	V					
7.	The learning objectives are suitable and attainable for the learners	V	-				
8.	The learning method used in the video is suitable for the learners to learn English	V					
9.	The important ideas are emphasized correctly to draw the learners' attention	V					
10.	Video shows the lesson's summary	V					
11.	Video provides appropriate examples to the learners based on the topics	v	1				
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	V					
13.	The material contains instruction on how to make the tasks/exercises.	V	1				
14.	The material is well arranged and systematic.	V					
15.	The material is mapped from the		1		1	1	

Num	Descriptors		5	Scale	s		Notes
- dum	Descriptors	5	4	3	2	1	
16.	The materials are presented systematically to make students easier to understand.	V	/				
17.	The video uses clear material mapping in describing limitation of the material.	V	-				
18.	Learners get useful reinforcement from the video	L					
C tr	anguage attributes (complexity of sem hoice of vocabulary, complexity or sen ansitions, consistency, clarity, concises udience.	tence	struc	ture,	verb:	s, redu	ndancy,
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		V				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		V	,			
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		V	-			
23.	The video is using the correct spelling for each word		V	•			
24.	The video is using the correct pronunciation for each word		V				
25.	The material is delivered briefly and straight to the point	~					
G	resentation attributes Space, typeface, titles, heading, and sub lustrations and visuals, audio/music, co argins, columns, technical quality, hig	olor, I	reser	uatio	ns siz	e and	style,
26.	The materials are delivered in interesting way.	~					
27.	The materials are presented by using various animation.	L					
28.	The animation in the video are interesting	L					
29.	The animation in the video are suitable for the topic and the target	L	/				

Num			1	Notes			
Num	Descriptors	5	4	3	2	1	
	audience						
30.	The illustration is similar as it is found in everyday use		L				
31.	The size of animation is appropriate	L	1				
32.	The placement of the animation is appropriate	~	-				
33.	The materials are presented by using various and appropriate colors	J	-				
34.	The important concepts/ideas are marked by interesting color/illustration	V					
35.	The background use is suitable with the topic	L	-				
36.	The color of the text is suitable with the background	L	-				
37.	The placement of the text is appropriate	V	/				
38,	The font use and its size are appropriate	V					
39.	The use of animation, background, and text are not exaggerated	V					
40.	The background of the music is appropriate for young learners	_	-				
41.	The tutor is delivering the material in interesting and communicative way	V					
42.	The tutor is expressive and enjoyable to be listened	V	1				
43.	The voice of the tutor is clear	L					
0	ubject matter attributes 'alue of content, content accuracy, com resentation/bias, recency)	preh	ensiv	eness,	integ	gration	ı, objectiv
44.	The content of the video is accurate	L	/				
45.	The elements of the video are integrated properly	_	/				
46.	The video is objective and unbiased		/				

Singaraja, 04 Februari 2021

Ni Lun Putu Ero Adnyayanti, s. Bd., M.B.

Ap

	Evaluation Sheet for Educational V	ideo Usi	ing P	rojec	t Base	d Lea	rning for		J,	Num	Descriptors			Scale	-		Notes
	Teaching English at 6th Grade Elen			100								5	_	3	2	1	
					Dulei	eng Re	egency				ideo as media for teaching and lear	ning [roce	88			
	By Educati	onai ex	cperu	S						I.	Video as teaching media helps teacher to deliver high quality materials for the students during the	V					
7	Farget : Elementar	School	Stude	nts							pandemic.						
F	Research Title : "Developi Learning for	Teachin	g Eng	lish a						2.	Video helps the learners to learn independently Video helps the learner to be	~		_	_	Ш	
F	School in Bu Researcher : Ni Nyoma			y"							enthusiastic and motivated to learn English at home	V					
F	Evaluator : Ni Luk	Agu S	upric	acri	. C.P	d				B. In	nstructional Design Attributes ustification of need, target audience,		mat .			e ohi	activae
	Decupation / Position : Teach	St.								171	otivation and context of learning, inst ructure of content, examples, practice	ructio	nal si	rateg	ies, o	rgani:	ation and
3	Popie : Family	8 10	ttcon	Elic					L		ternal alignment)		urun,			.,	
	Description:									4.	The scope of the material is made in accordance with the curriculum	V					
	This evaluation sheet is used to a	eroce tho	modi	2 0115	lity of	video	e based on		ı	5.	The materials are suitable for the	V					
1	Project-based Learning for 6th grade elements used as the learning media during Co	tentary s	chool	s' stu	dents.	The vi	deo would		+	6.	The topic is relevant to the students'	120					
f	from home. Based on that, your willingn	ess to as	sess a	nd jud	dge the	e medi	a is valued		ı	7.	daily life. The learning objectives are suitable and attainable for the	1					
1	instructions:									8.	learners The learning method used in the	V ,		-			
	 This evaluation sheet is filled out by an In the response range, there are 5 (five) 		nal ex	pert.							video is suitable for the learners to learn English	1					
	i. Put a check mark [√] in the column acco situation.		your o	pinio	n acco	rding to	o the actual	A		9.	The important ideas are emphasized correctly to draw the learners' attention	~					
4	. Answers are given in the rating scale of	lumn pro	ovided	with	the ra	ting sc	ale:		l	10.	Video shows the lesson's summary	V					
Ţ	Se	ores			_					11.	Video provides appropriate example to the learners based on the topics	s V					
	5 4 Very good Good Acce Thank you for your willingness to fill out	ptable this eval		2 oor	_	Very	Poor			12.	Learners get opportunity to practice the desired learning outcome(s)	8	~				
8	mank you to you willingless to the out	uns evan	dation	SHEE		-	10.4	w		13.	through exercises or questions The material contains instruction on how to make the tasks/exercises.	V	Г				
					đ					14.	The material is well arranged and systematic.	V					
	# /	_			30	74		-6		15.	The material is mapped from the easiest to the hardest.	V					
um	Descriptors	5	4	Scale 3	es 2	1	Notes	AP.			Castest to the management						
6.	The materials are presented							- 1					5	cale	4		Notes
7.	systematically to make students easier to understand. The video uses clear material	+	~	_		_		-	Num		Descriptors	5	4	3	2	1	133743
	mapping in describing limitation o the material.	r .	V						30.	5555	illustration is similar as it is	V					
8.	Learners get useful reinforcement from the video	V						14	2000	fou	nd in everyday use	V				9	
. L	anguage attributes (complexity of s	entence	stru	cture	and	vocab	ulary)	-1	31.		size of animation is appropriate	V					
tr	hoice of vocabulary, complexity or ansitions, consistency, clarity, conc	ientence iseness,	and a	cture appre	, verb opriat	s, red leness	lundancy, of the	4	32.	app	placement of the animation is ropriate	V					
9.	udience. The video is using appropriate and		Г	Г	Т	П			33,	var	materials are presented by using ious and appropriate colors	V					
20.	suitable word to the topic, sub-topi and the grade of the students. The video is using appropriate and		_		-	-			34.	mai	important concepts/ideas are rked by interesting or/illustration	V					
	suitable phrase/clause/sentence to the topic	V							35.	The	background use is suitable with topic	V					
21.	The language use to elaborate the	1	1	-					36.	The	color of the text is suitable with background	1					
22,	The video is using the simple and		1		\vdash				37.	The	placement of the text is propriate	/					
23.	easy to be understood language for the learners The video is using the correct	-	/	-	-	-			38.	The	e font use and its size are propriate	/					
24.	spelling for each word The video is using the correct	-		-	-	-			39.	The	use of animation, background, text are not exaggerated	√					
25,	pronunciation for each word The material is delivered briefly as	id ./	V	-	+	-		100	40.	арр	e background of the music is propriate for young learners	/					
	straight to the point Presentation attributes	\ \ \							41.		tutor is delivering the material in eresting and communicative way	1					
6	Space, typeface, titles, heading, and llustrations and visuals, audio/music	sub-hea , color,	ding.	s, use	of m	ımber. ize an	s, graphics. d style,	10	42.	The	tutor is expressive and enjoyable listened	/					
n	nargins, columns, technical quality,	highligh	ting.	and	forma	it, and	layout)	.35	43.		voice of the tutor is clear	1	\neg				
26.	The materials are delivered in interesting way.	V							E. S	ubje	ct matter attributes						
27.	The materials are presented by usi various animation.	ng 🗸							P	reser	of content, content accuracy, com station/bias, recency)	prehe	usive	ness	inte	gratio	n, objectiv
28.	The animation in the video are	1	1						44.		content of the video is accurate	1					
	The animation in the video are	1	-	+	+	-			45.	The	elements of the video are	V					

Singardja, 04 Pobruari 2021 Have been acknowledged by.

Ni Luh Ayu Supiiasii, S.Pd

Appendix 20. The Result of Teacher's Evaluation (2nd Video)

vanuation sheet for	Educational Video Us	ing Project i	Sased Learning for	100	2 20		- 5	Scale	5		Not
Feaching English at	6th Grade Elementary	School in B	aleleng Regency"	Num	Descriptors	5	4	3	2	1	
	By Educational Ex	cperts		A. \	ideo as media for teaching and lear	ning p	roce	55			
rget	: Elementary School	Students		1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	V					
search Title	: "Developing Educ Learning for Teachin		Using Project Based ith Grade Elementary	2.	Video helps the learners to learn independently	V					
searcher	School in Buleleng R : Ni Nyoman Erinary			3.	Video helps the learner to be enthusiastic and motivated to learn English at home	V					
aluator	: Ni Luh Agu	Curriatii.	C.Pd.	R. I	nstructional Design Attributes						
ecupation / Position pic	: Teacher : Food and Dri			on s	iustification of need, target audience, e notivation and context of learning, inst tructure of content, examples, practice nternal alignment)	feedb	val st	rategi	es, or	rganiza	ition a
				4.	The scope of the material is made in accordance with the curriculum	1					
	heet is used to assess the			5.	The materials are suitable for the students' need	1					
oject-based Learning used as the learning	for 6 th grade elementary s media during Co-Vid 19 p	chools' stude andemic, for	nts. The video would the students to learn	6.	The topic is relevant to the students' daily life.	1					
m home. Based on the	at, your willingness to ass	sess and judge	the media is valued	7.	The learning objectives are suitable and attainable for the learners	1					
structions:				8.	The learning method used in the	1					
	s filled out by an educatio	nal expert.		ø "	video is suitable for the learners to	/					
	there are 5 (five) levels. the column according to y	our opinion a	ccording to the actual	9.	The important ideas are emphasized correctly to draw the learners' attention		1				
		and a state of		10.	Video shows the lesson's summary	1		_	-	-	_
Answers are given in t	he rating scale column pro Scores	wided with th	e raung scare:	11.	Video provides appropriate example to the learners based on the topics	s V					_
5 4 Very good Goo	od Acceptable	2 Poor	l Very Poor	12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	V					
ank you for your willing	ngness to fill out this evalu	aation sheet.		13.	The material contains instruction on how to make the tasks/exercises.	V					
	40		O. W. Comment	14.	The material is well arranged and systematic.	V					
		A 10	700	15.		1					
		36.7		1							

Num	Di			Scale	s		Notes		
Num	Descriptors	5	4	3	2	1			
16.	The materials are presented systematically to make students easier to understand.	1							
17.	The video uses clear material mapping in describing limitation of the material.	1							
18.	Learners get useful reinforcement from the video	1							
tr	anguage attributes (complexity of sen hoice of vocabulary, complexity or sen ansitions, consistency, clarity, concise udience.	tence	struc	ture,	verb:	s, rede	undancy,		
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.		V						
21.	The language use to elaborate the materials is clear	V							
22.	The video is using the simple and easy to be understood language for the learners	V							
23.	The video is using the correct spelling for each word	1							
24.	The video is using the correct pronunciation for each word		/						
25.	The material is delivered briefly and straight to the point	/							
(S ill m	resentation attributes Space, typeface, titles, heading, and sub Sustrations and visuals, audio/music, co argins, columns, technical quality, hig	olor, p	reser	natio	ns siz	e and	style.		
26.	The materials are delivered in interesting way.	1							
27.	The materials are presented by using various animation.	V							
28.	The animation in the video are interesting	V							
29.	The animation in the video are suitable for the topic and the target	V							

Num	n n			Scale	5		Notes
Num	Descriptors	5	4	3	2	1	
	audience	V					
30.	The illustration is similar as it is found in everyday use	1					
31.	The size of animation is appropriate	V					
32.	The placement of the animation is appropriate	1					
33.	The materials are presented by using various and appropriate colors	V					
34.	The important concepts/ideas are marked by interesting color/illustration	V					
35.	The background use is suitable with the topic	√					
36.	The color of the text is suitable with the background	V					
37.	The placement of the text is appropriate	$\sqrt{}$					
38.	The font use and its size are appropriate	V					
39.	The use of animation, background, and text are not exaggerated	V					
40.	The background of the music is appropriate for young learners	V					
41.	The tutor is delivering the material in interesting and communicative way	V					
42.	The tutor is expressive and enjoyable to be listened	V					
43.	The voice of the tutor is clear	V		0.0			
0	ubject matter attributes Value of content, content accuracy, com resentation/bias, recency)	preh	ensiv	eness	, inte	gratio	n, objecti
44.	The content of the video is accurate	V					
45.	The elements of the video are integrated properly	V					
46.	The video is objective and unbiased	./					

Granaga, OA Rebrubai 2021

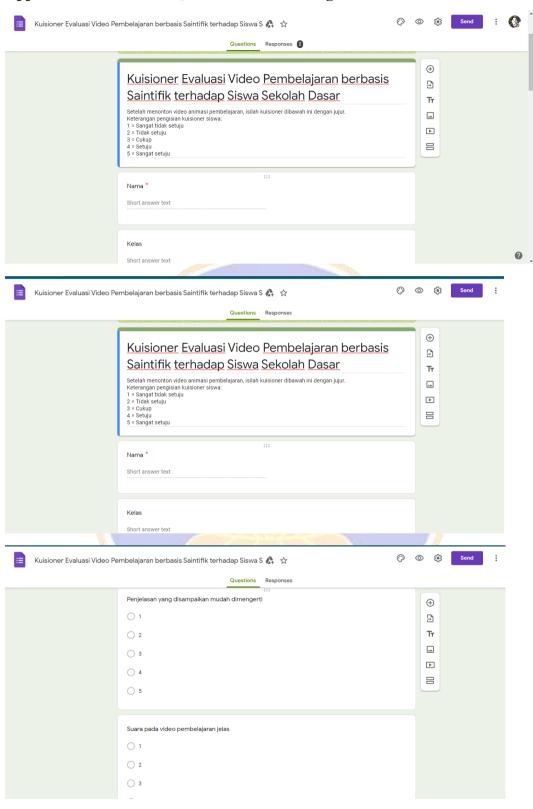
Ni Lun Ayu Supriarri, S. Rd

Appendix 21. Students' Questionnaires

No	Statement	Scale					
110	Statement		2	3	4	5	
1.	Saya senang menonton video						
	pembelajaran Bahasa Inggris						
2.	Penjelasan yang disampaikan mudah						
	dimengerti						
3	Suara pada video pembelajaran jelas						
4.	Gambar-gambar yang ada di dalam video						
	menarik						
5.	Animasi yang digunakan memudahkan						
	saya belajar						



Appendix 22. Students' Questionnaires in Google Form





Appendix 23. The Result of Students' Questionnaires

No.	Nama	Kelas	Sekolah	Saya senang menonton vid <mark>eo</mark> pembelajaran Bahasa In <mark>ggris</mark>	Penjelasan yang disampaikan mudah dimengerti	Suara pada video pembelajaran jelas	Gambar-gambar yang ada di dalam video menarik	Animasi yang digunakan memudahkan saya belajar
1	Komang Adi Saputra	VI	SD 1 Banyuasri	4	5	4	5	5
2	Putu Ayu Dinda Pramesw ari	VI	SD 4 Banyuasri	5	5	5	5	5
3	G <mark>ed</mark> e Ri <mark>z</mark> ki Nanda Putra	VI	SD 5 Banyuasri	4	5	5	5	5
4	Kade <mark>k</mark> Ayu Gita Lestari	VI	SD 5 Banjar Jawa	5	5	5	5	5
5	Ni Putu Nengah Anggita Dewi	VI	SD 4 Kaliuntu	4	5	5	4	5

Appendix 24. The Documentation

