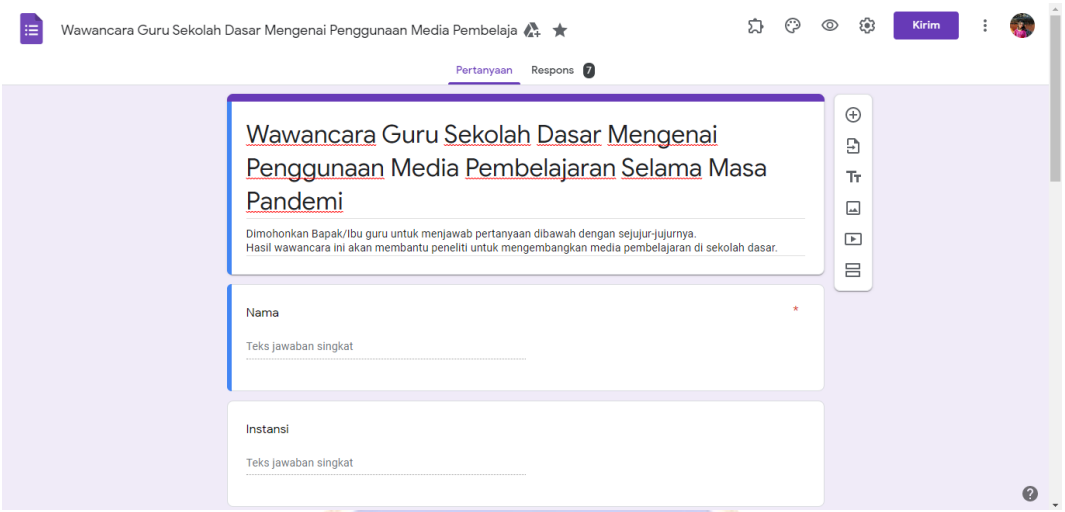
APPENDICES

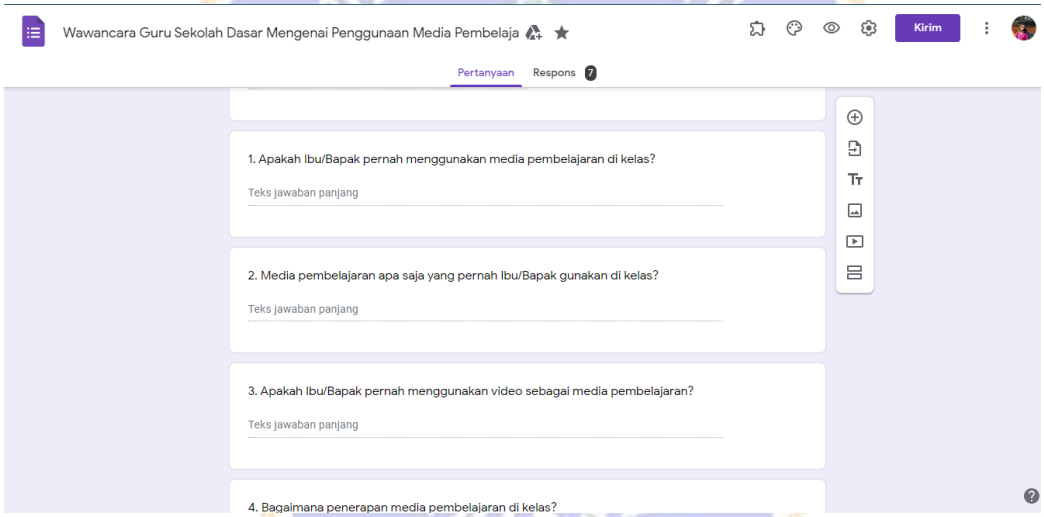
Appendix 1 Teachers' Interview Guide

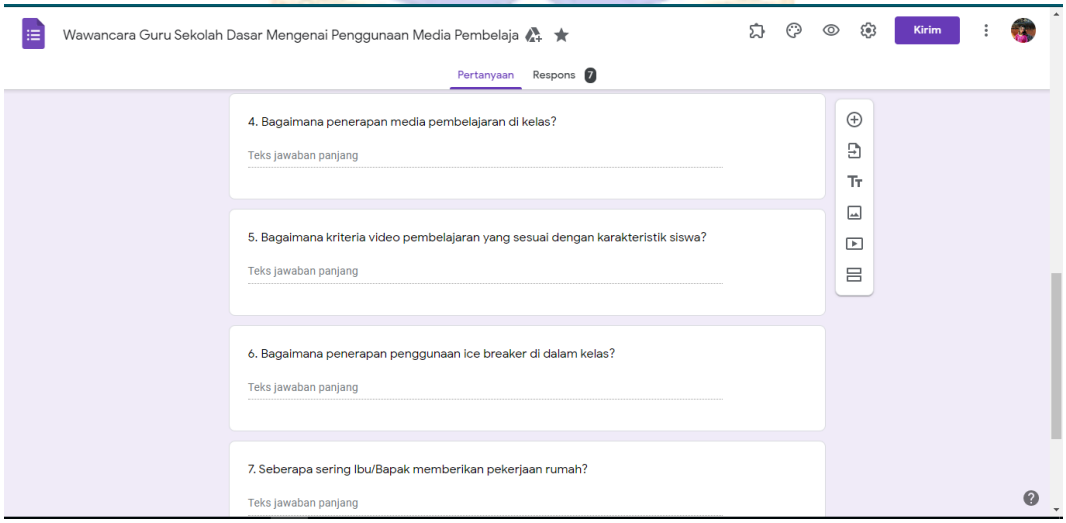
Theory	Num	Questions
Effective teaching materials reflect the following statement: "Language is functional; it must be contextualized, and Language development requires learner engagement in the purposeful use of language, the language used should be realistic and authentic, classroom materials will 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)	1.	Apakah Ibu/Bapak pernah menggunakan media pembelajaran di kelas?
	2.	Media pembelajaran apa saja yang pernah Ibu/Bapak gunakan di kelas?
Rudd (2014) stated that in online education, the video is the most important pedagogical tool for educators to address students' needs for interactive and engaging lessons.	3.	Apakah Ibu/Bapak pernah menggunakan video sebagai media pembelajaran?
	4.	Bagaimana penerapan media pembelajaran di kelas?

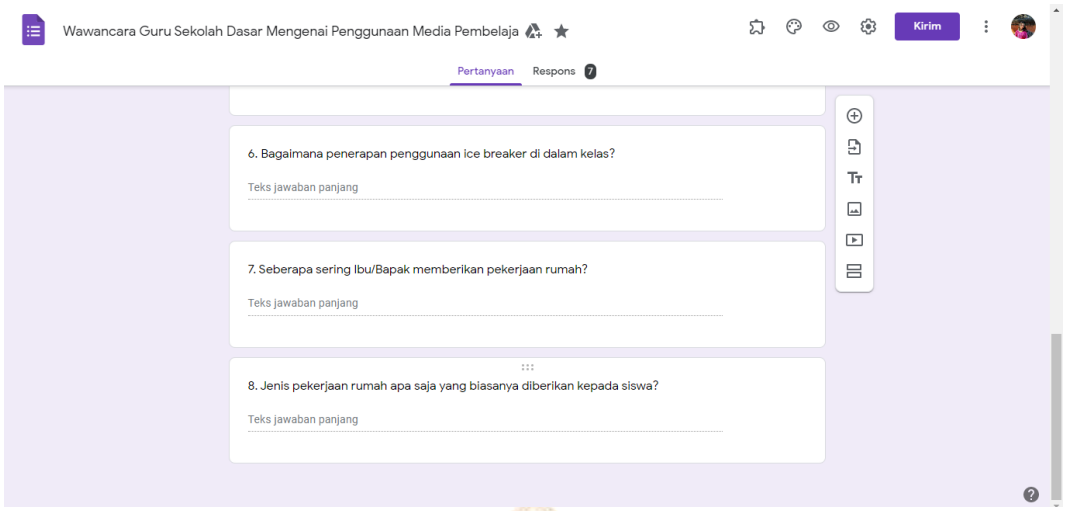
Theory	Num	Questions
	5.	Bagaimana kriteria video pembelajaran yang sesuai dengan karakteristik siswa?
Panggua (2016) proposed that an ice-breaker helps all age groups of students since it is a part of creative, strategic, and positive thinking. It is also a good teaching strategy for teachers to create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

Appendix 2 Teachers' Interview Guide in Google Form









UNIVERSITAS PENDIDIKAN GANESHA
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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 Rasmawati	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 gambar-gambar. 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

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

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

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

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, mengahapal dialog
Putu Rasmawati	SD NEGERI 1 BANYUNING	cukup sering	menjawab soal yang ada di buku

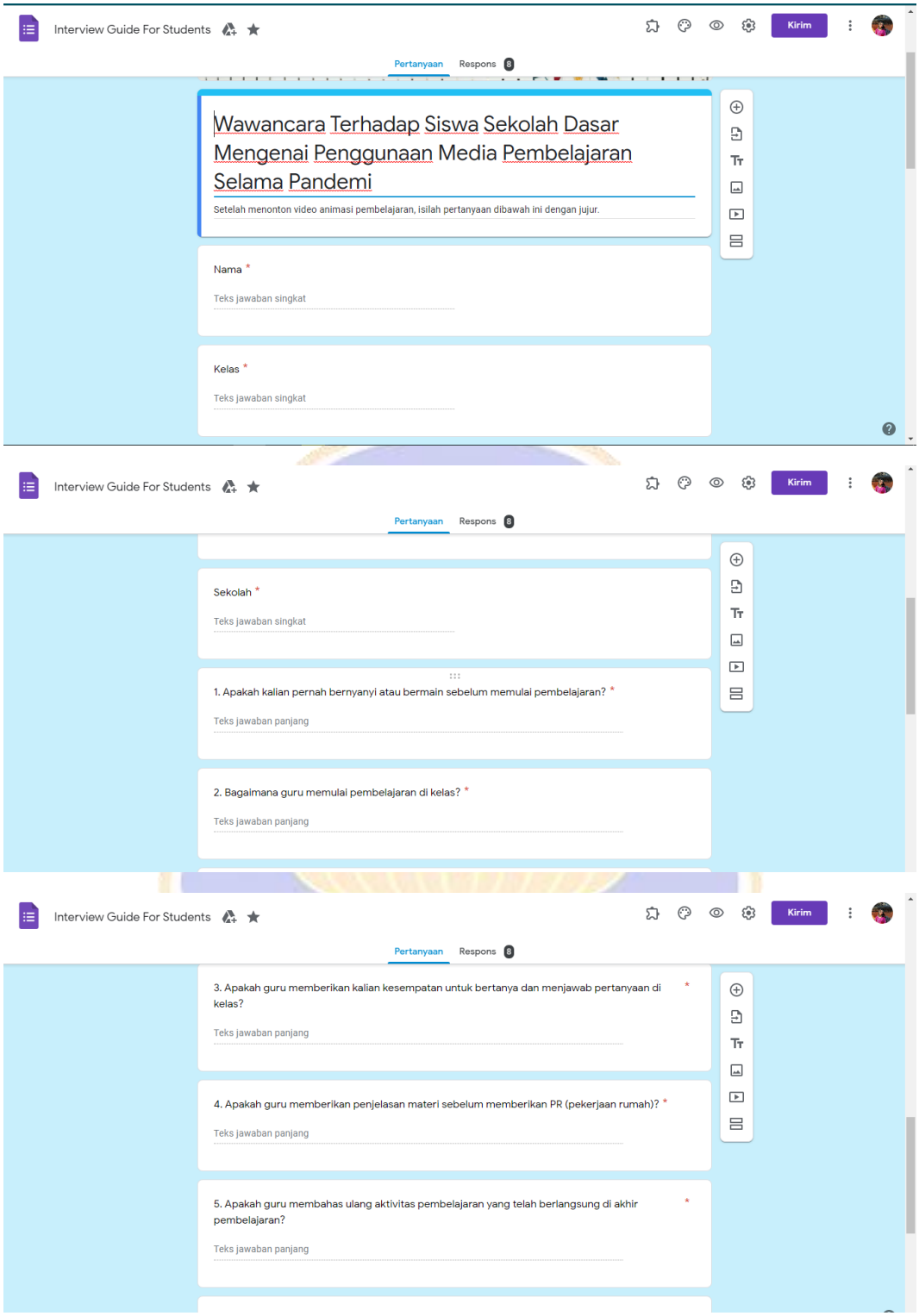
Appendix 4 Students' Interview Guide

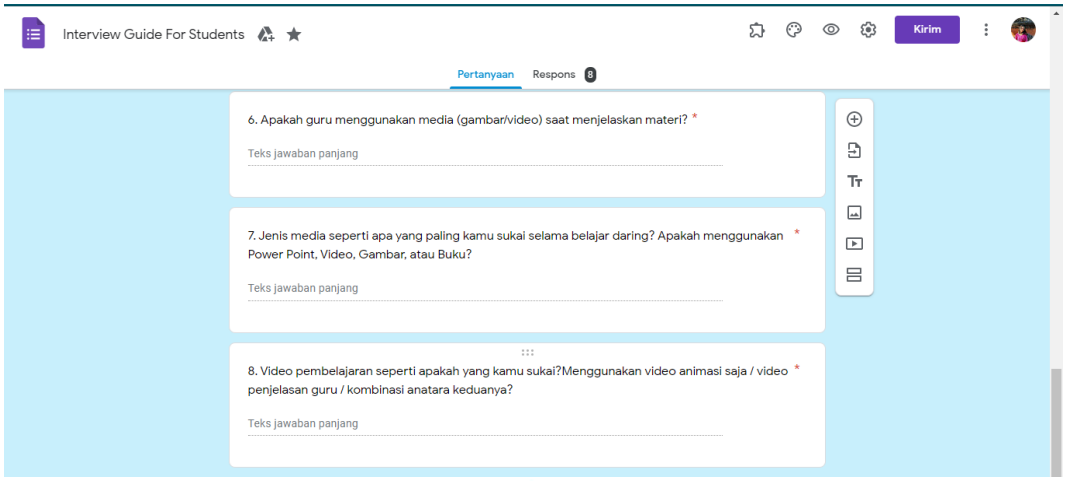
Related Theories
"Language is functional; it must be contextualized, and Language development requires learner engagement in the purposeful use of language, the language used should be realistic and authentic, classroom materials will usually seek to include an audiovisual component, in our modern, technologically 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





UNIVERSITAS PENDIDIKAN GANESHA
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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

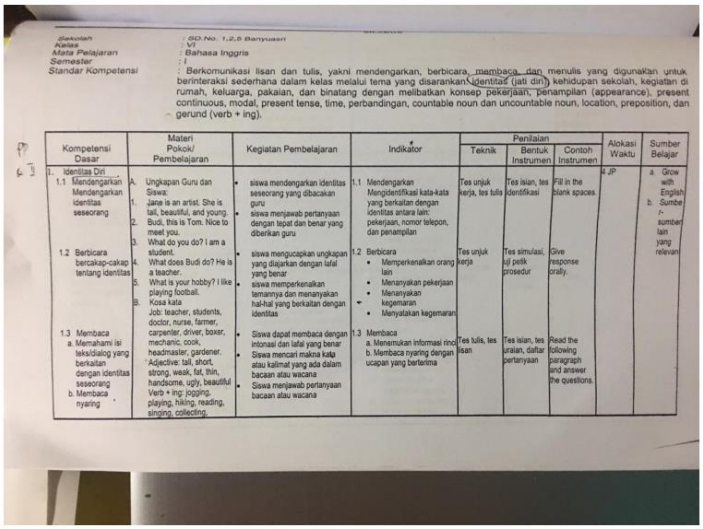
Nama	Kelas	Sekolah	5. Apakah guru membahas ulang aktivitas pembelajaran yang telah berlangsung di akhir pembelajaran?	6. Apakah guru menggunakan media (gambar/video) saat menjelaskan materi?
I Made Aldi Suka Mahendra	VI	SD N 1 Banyuasri	Jarang, biasanya langsung menutup saja dan meninggalkan kelas	Iyaa, tapi tidak terlalu sering
Komang Adi Saputra	VI	SD 4 Banyuasri	Tidak	Iya
I Komang Satria Satria Mahaputra	VI	SD N 3 Banjar Jawa	Tidak, kelas langsung bubar	Tidak terlalu sering, lebih sering menjelaskan saja
Putu Ayu Dinda Prameswari	VI	SD 1 Bakti Seraga	Tidak	Iya
Ni Putu Eka Yuli Mulyawati	VI	SD 4 Kaliuntu	Tidak	Sering gambar
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 BANYUNING	jarang	iya

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

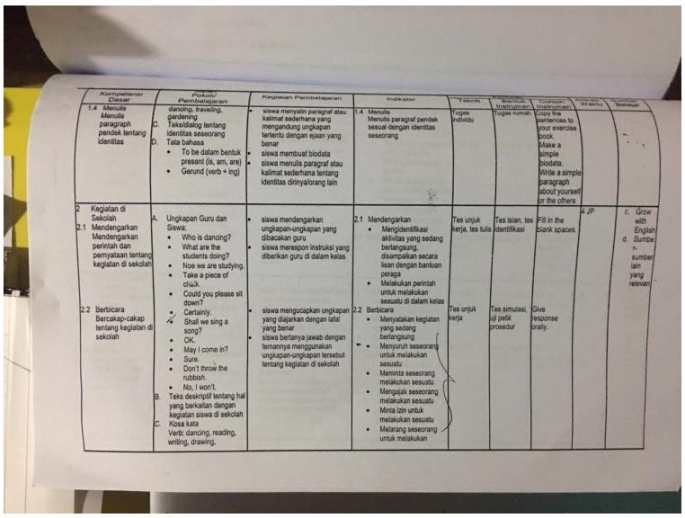
Made Dipa Mahadidana Bukian	VI	SD Negeri 6 Banyuning	video dan gambar	keduanya
Putu Ryan Arya Dinata	VI	SD Negeri 3 Banjar Jawa	video	semua
I Gusti Ayu Gita Paramita	VI	SD NEGERI 1 BANYUNING	video	animasi

Appendix 7 Syllabus of 6th Grade Elementary School in Buleleng

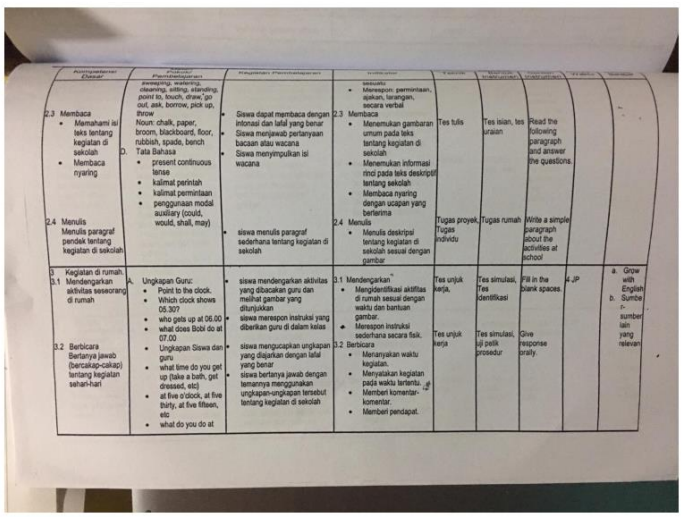


Sekolah : SD No. 1,2,5 Banyuasri
Kelas : VI
Mata Pelajaran : Bahasa Inggris
Semester : I
Standar Kompetensi : Berkomunikasi lisan dan tulis, yakni mendengarkan, berbicara, membaca, dan menulis yang digunakan untuk berinteraksi sederhana dalam kelas melalui tema yang disarankan identitas (jati diri), kehidupan sekolah, kegiatan di rumah, keluarga, pakaian, dan binatang dengan melibatkan konsep pekerjaan, penampilan (appearance), present continuous, modal, present tense, time, perbandingan, countable noun dan uncountable noun, location, preposition, dan gerund (verb + ing).

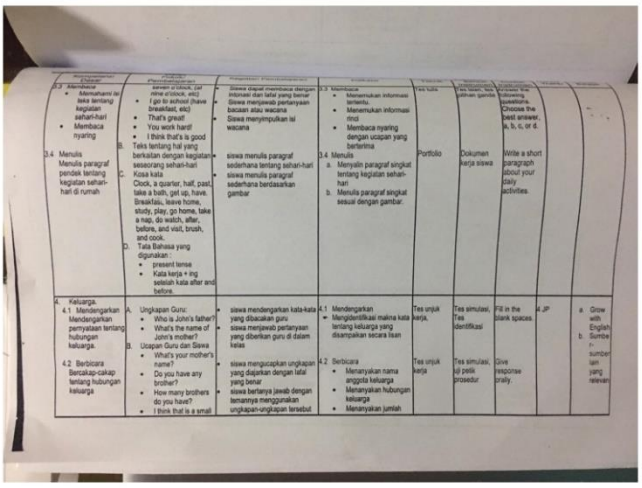
Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian: Teknik	Penilaian: Bentuk Instrumen	Penilaian: Contoh Instrumen	Alokasi Waktu	Sumber Belajar
1. Identitas Diri 1.1 Mendengarkan Mendengarkan identitas seseorang	A. Ungkapan Guru dan Siswa: 1. Jane is an artist. She is tall, beautiful, and young. 2. Budi, this is Tom. Nice to meet you. 3. What do you do? I am a student. 4. What does Budi do? He is a teacher. 5. What is your hobby? I like playing football. B. Kosa kata Job: teacher, students, doctor, nurse, farmer, carpenter, driver, boxer, mechanic, cook, headmaster, gardener. Adjective: tall, short, strong, weak, fat, thin, handsome, ugly, beautiful Verb + ing: jogging, playing, hiking, reading, singing, collecting,	• siswa mendengarkan identitas seseorang yang dibacakan guru • siswa menjawab pertanyaan dengan tepat dan benar yang diberikan guru	1.1 Mendengarkan Mengidentifikasi kata-kata yang berkaitan dengan identitas antara lain: pekerjaan, nomor telepon, dan penampilan	Tes unjuk kerja, tes tulis	Tes isian, tes identifikasi	Fill in the blank spaces.	4 JP	a. Grow with English b. Sumber-sumber lain yang relevan
1.2 Berbicara bercakap-cakap tentang identitas		• siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa memperkenalkan temannya dan menanyakan hal-hal yang berkaitan dengan identitas	1.2 Berbicara • Memperkenalkan orang lain • Menanyakan pekerjaan • Menanyakan kegemaran • Menyatakan kegemaran	Tes unjuk kerja	Tes simulasi, uji petik prosedur	Give response orally.		
1.3 Membaca a. Memahami isi teks/dialog yang berkaitan dengan identitas seseorang b. Membaca nyaring		• Siswa dapat membaca dengan intonasi dan lafal yang benar • Siswa mencari makna kata atau kalimat yang ada dalam bacaan atau wacana • Siswa menjawab pertanyaan bacaan atau wacana	1.3 Membaca a. Menemukan informasi rinci b. Membaca nyaring dengan ucapan yang bertekma	Tes tulis, tes lisan	Tes isian, tes uraian, daftar pertanyaan	Read the following paragraph and answer the questions.		



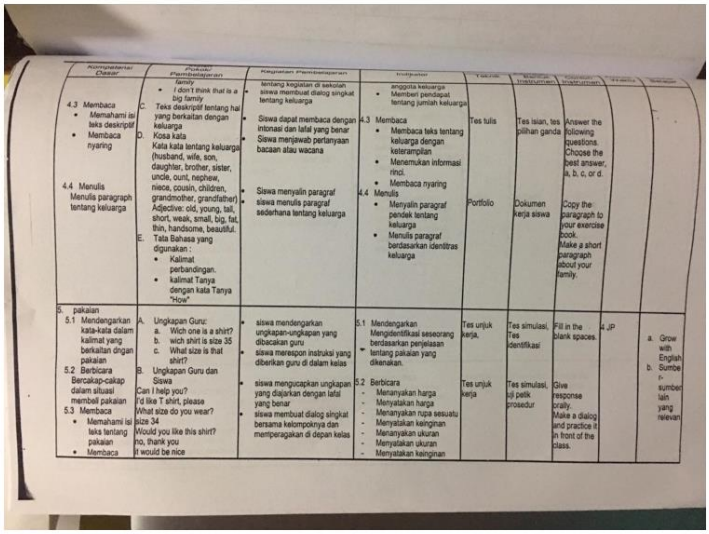
Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian: Teknik	Penilaian: Bentuk Instrumen	Penilaian: Contoh Instrumen	Alokasi Waktu	Sumber Belajar
1.4 Menulis Menulis paragraph pendek tentang identitas	dancing, traveling, gardening C. Teks/dialog tentang identitas seseorang D. Tata bahasa • To be dalam bentuk present (is, am, are) • Gerund (verb + ing)	• siswa menyalin paragraf atau kalimat sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar • siswa membuat biodata • siswa menulis paragraf atau kalimat sederhana tentang identitas dirinyalorang lain	1.4 Menulis Menulis paragraf pendek sesuai dengan identitas seseorang	Tugas individu	Tugas rumah	Copy the sentences to your exercise book. Make a simple biodata. Write a simple paragraph about yourself or the others		
2 Kegiatan di Sekolah 2.1 Mendengarkan Mendengarkan perintah dan pernyataan tentang kegiatan di sekolah	A. Ungkapan Guru dan Siswa: • Who is dancing? • What are the students doing? • Noe we are studying. • Take a piece of chuk. • Could you please sit down? • Certainly. • Shall we sing a song? • OK. • May I come in? • Sure. • Don't throw the rubbish • No, I won't.	• siswa mendengarkan ungkapan-ungkapan yang dibacakan guru • siswa meresopn instruksi yang diberikan guru di dalam kelas	2.1 Mendengarkan • Mengidentifikasi aktivitas yang sedang berlangsung, disampaikan secara lisan dengan bantuan peraga • Melakukan perintah untuk melakukan sesuatu di dalam kelas	Tes unjuk kerja, tes tulis	Tes isian, tes identifikasi	Fill in the blank spaces.	4 JP	c. Grow with English d. Sumber-sumber lain yang relevan
2.2 Berbicara Bercakap-cakap tentang kegiatan di sekolah	B. Teks deskriptif tentang hal yang berkaitan dengan kegiatan siswa di sekolah C. Kosa kata Verb: dancing, reading, writing, drawing,	• siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa bertanya jawab dengan temannya menggunakan ungkapan-ungkapan tersebut tentang kegiatan di sekolah	2.2 Berbicara • Menyatakan kegiatan yang sedang berlangsung • Menyuruh seseorang untuk melakukan sesuatu • Meminta seseorang melakukan sesuatu • Mengajak seseorang melakukan sesuatu • Minta Izin untuk melakukan sesuatu • Melarang seseorang untuk melakukan	Tes unjuk kerja	Tes simulasi, uji petik prosedur	Give response orally.		



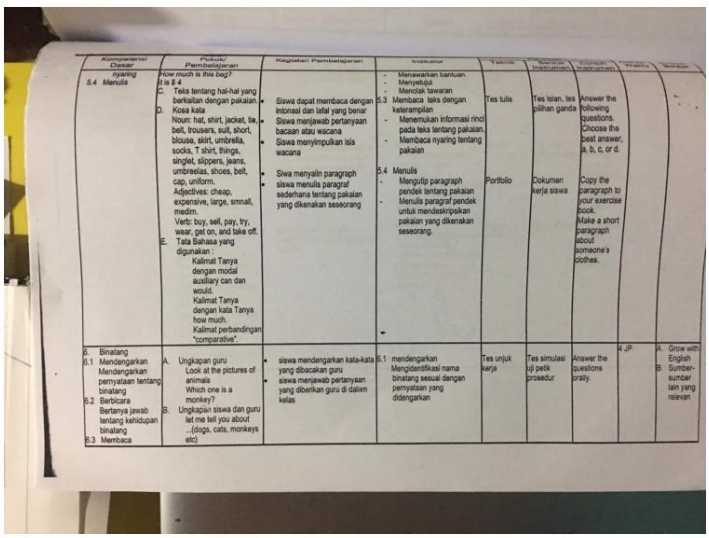
Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian: Teknik	Penilaian: Bentuk Instrumen	Penilaian: Contoh Instrumen	Alokasi Waktu	Sumber Belajar
	swinging, watering, cleaning, sitting, standing, point to, touch, draw,"go out, ask, borrow, pick up, throw Noun: chalk, paper, broom, blackboard, floor, rubbish, spade, bench D. Tata Bahasa • present continuous tense • kalimat perintah • kalimat permintaan • penggunaan modal auxiliary (could, would, shall, may)		• sesuatu • Merespon permintaan, ajakan, larangan, secara verbal					
2.3 Membaca • Memahami isi teks tentang kegiatan di sekolah • Membaca nyaring		• Siswa dapat membaca dengan intonasi dan lafal yang benar • Siswa menjawab pertanyaan bacaan atau wacana • Siswa menyimpulkan isi wacana	2.3 Membaca • Menemukan gambaran umum pada teks tentang kegiatan di sekolah • Menemukan informasi rinci pada teks deskriptif tentang sekolah • Membaca nyaring dengan ucapan yang bertekma	Tes tulis	Tes isian, tes uraian	Read the following paragraph and answer the questions.		
2.4 Menulis Menulis paragraf pendek tentang kegiatan di sekolah		• siswa menulis paragraf sederhana tentang kegiatan di sekolah	2.4 Menulis • Menulis deskripsi tentang kegiatan di sekolah sesuai dengan gambar	Tugas proyek, Tugas individu	Tugas rumah	Write a simple paragraph about the activities at school		
3 Kegiatan di rumah. 3.1 Mendengarkan aktivitas seseorang di rumah	A. Ungkapan Guru: • Point to the clock. • Which clock shows 05.30? • who gets up at 06.00 • what does Bobi do at 07.00 • Ungkapan Siswa dan guru • what time do you get up (take a bath, get dressed, etc) • at five o'clock, at five thirty, at five fifteen, etc • what do you do at	• siswa mendengarkan aktivitas yang dibacakan guru dan melihat gambar yang ditunjukkan • siswa meresopn instruksi yang diberikan guru di dalam kelas	3.1 Mendengarkan • Mengidentifikasi aktifitas di rumah sesuai dengan waktu dan bantuan gambar. • Meresopn instruksi sederhana secara fisik.	Tes unjuk kerja,	Tes simulasi, Tes identifikasi	Fill in the blank spaces.	4 JP	a. Grow with English b. Sumber-sumber lain yang relevan
3.2 Berbicara Bertanya jawab (bercakap-cakap) tentang kegiatan sehari-hari		• siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa bertanya jawab dengan temannya menggunakan ungkapan-ungkapan tersebut tentang kegiatan di sekolah	3.2 Berbicara • Menanyakan waktu kegiatan. • Menyatakan kegiatan pada waktu tertentu. • Memberi komentar-komentar. • Memberi pendapat.	Tes unjuk kerja	Tes simulasi, uji petik prosedur	Give response orally.		



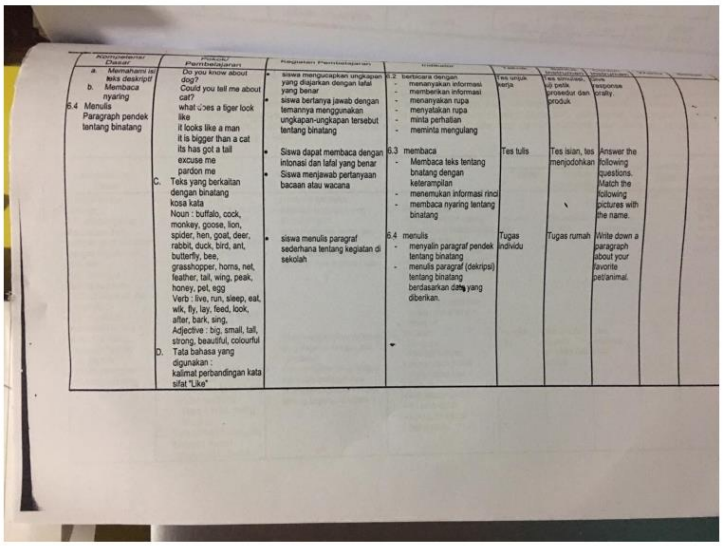
Kompetensi Dasar	Pokok Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Sumber
3.3 Membaca • Memahami isi teks tentang kegiatan sehari-hari • Membaca nyaring 3.4 Menulis Menulis paragraf pendek tentang kegiatan sehari-hari di rumah	seven o'clock, (at nine o'clock, etc) • I go to school (have breakfast, etc) • That's great! • You work hard! • I think that's is good B. Teks tentang hal yang berkaitan dengan kegiatan seseorang sehari-hari C. Kosa kata Clock, a quarter, half, past, take a bath, get up, have, breaktau, leave home, study, play, go home, take a nap, do watch, after, before, and visit, brush, and cook. D. Tata Bahasa yang digunakan : • present tense • Kata kerja + ing setelah kata after and before.	• Siswa dapat membaca dengan intonasi dan lafal yang benar Siswa menjawab pertanyaan bacaan atau wacana • Siswa menyimpulkan isi wacana siswa menulis paragraf sederhana tentang sehari-hari siswa menulis paragraf sederhana berdasarkan gambar	5.3 Membaca • Menemukan informasi tertentu • Menemukan informasi rinci • Membaca nyaring dengan ucapan yang bertentna 3.4 Menulis a. Menyalin paragraf singkat tentang kegiatan sehari-hari b. Menulis paragraf singkat sesuai dengan gambar.	Tes tulis Portfolio	Tes isian, tes pilihan ganda Dokumen kerja siswa	Answer the following questions. Choose the best answer, a, b, c, or d. Write a short paragraph about your daily activities.		
4. Keluarga. 4.1 Mendengarkan Mendengarkan pernyataan tentang hubungan keluarga. 4.2 Berbicara Bercakap-cakap tentang hubungan keluarga	A. Ungkapan Guru: • Who is John's father? • What's the name of John's mother? B. Ucapan Guru dan Siswa • What's your mother's name? • Do you have any brother? • How many brothers do you have? • I think that is a small	siswa mendengarkan kata-kata yang dibacakan guru siswa menjawab pertanyaan yang diberikan guru di dalam kelas siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar siswa bertanya jawab dengan temannya menggunakan ungkapan-ungkapan tersebut	4.1 Mendengarkan • Mengidentifikasi makna kata tentang keluarga yang disampaikan secara lisan 4.2 Berbicara • Menanyakan nama anggota keluarga • Menanyakan hubungan keluarga • Menanyakan jumlah	Tes unjuk kerja, Tes unjuk kerja	Tes simulasi, Tes identifikasi Tes simulasi, uji petik prosedur	Fill in the blank spaces. Give response orally.	4 JP	a. Grow with English b. Sumber-sumber lain yang relevan



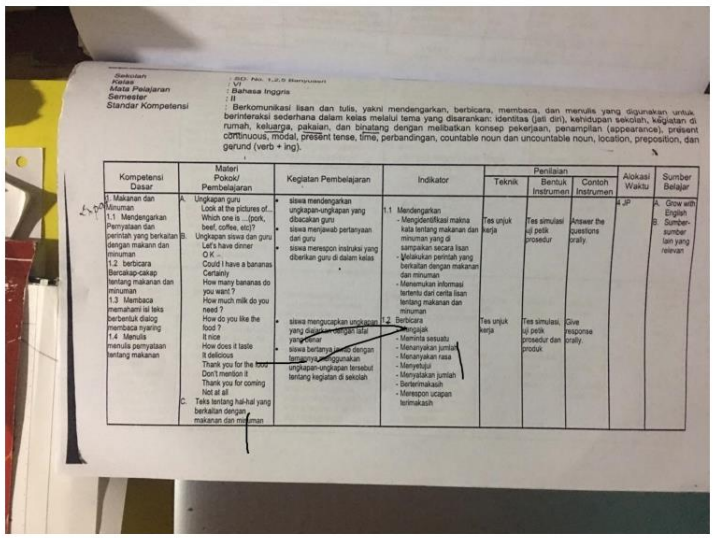
Kompetensi Dasar	Pokok Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Sumber
	family • I don't think that is a big family	tentang kegiatan di sekolah siswa membuat dialog singkat tentang keluarga	anggota keluarga • Memberi pendapat tentang jumlah keluarga					
4.3 Membaca • Memahami isi teks deskriptif • Membaca nyaring 4.4 Menulis Menulis paragraph tentang keluarga	C. Teks deskriptif tentang hal yang berkaitan dengan keluarga D. Kosa kata Kata kata tentang keluarga (husband, wife, son, daughter, brother, sister, uncle, ount, nephew, niece, cousin, children, grandmother, grandfather) Adjective: old, young, tall, short, weak, small, big, fat, thin, handsome, beautiful. E. Tata Bahasa yang digunakan : • Kalimat perbandingan. • kalimat Tanya dengan kata Tanya "How"	• Siswa dapat membaca dengan intonasi dan lafal yang benar • Siswa menjawab pertanyaan bacaan atau wacana • Siswa menyalin paragraf • siswa menulis paragraf sederhana tentang keluarga	4.3 Membaca • Membaca teks tentang keluarga dengan keterampilan • Menemukan informasi rinci. • Membaca nyaring 4.4 Menulis • Menyalin paragraf pendek tentang keluarga • Menulis paragraf berdasarkan identitas keluarga	Tes tulis Portfolio	Tes isian, tes pilihan ganda Dokumen kerja siswa	Answer the following questions. Choose the best answer, a, b, c, or d. Copy the paragraph to your exercise book. Make a short paragraph about your family.		
5. pakaian 5.1 Mendengarkan kata-kata dalam kalimat yang berkaitan dngan pakaian 5.2 Berbicara Bercakap-cakap dalam situasi membeli pakaian 5.3 Membaca • Memahami isi teks tentang pakaian • Membaca	A. Ungkapan Guru: 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? size 34 Would you like this shirt? no, thank you It would be nice	siswa mendengarkan ungkapan-ungkapan yang dibacakan guru siswa merespon instruksi yang diberikan guru di dalam kelas siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa membuat dialog singkat bersama kelompoknya dan mempergakan di depan kelas	5.1 Mendengarkan Mengidentifikasi seseorang berdasarkan penjelasan tentang pakaian yang dikenakan. 5.2 Berbicara - Menanyakan harga - Menyatakan harga - Menanyakan rupa sesuatu - Menyatakan keinginan - Menanyakan ukuran - Menyatakan ukuran - Menyatakan keinginan	Tes unjuk kerja, Tes unjuk kerja	Tes simulasi, Tes identifikasi Tes simulasi, uji petik prosedur	Fill in the blank spaces. Give response orally. Make a dialog and practice it in front of the class.	4 JP	a. Grow with English b. Sumber-sumber lain yang relevan



Kompetensi Dasar	Pokok Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Sumber
nyaring 5.4 Menulis	How much is this bag? It is $ 4 C. Teks tentang hal-hal yang berkaitan dengan pakaian. D. Kosa kata Noun: hat, shirt, jacket, tie, belt, trousers, suit, short, blouse, skirt, umbrella, socks, T shirt, things, singlet, slippers, jeans, umbreelas, shoes, belt, cap, uniform. Adjectives: cheap, expensive, large, smnall, medim. Verb: buy, sell, pay, try, wear, get on, and take off. E. Tata Bahasa yang digunakan : Kalimat Tanya dengan modal auxiliary can dan would. Kalimat Tanya dengan kata Tanya how much. Kalimat perbandingan "comparative".	Siswa dapat membaca dengan intonasi dan lafal yang benar Siswa menjawab pertanyaan bacaan atau wacana Siswa menyimpulkan isis wacana Siswa menyalin paragraph siswa menulis paragraf sederhana tentang pakaian yang dikenakan seseorang	- Menawarkan bantuan - Menyetujui - Menolak tawaran 5.3 Membaca teks dengan keterampilan - Menemukan informasi rinci pada teks tentang pakaian. - Membaca nyaring tentang pakaian 5.4 Menulis - Mengutip paragraph pendek tentang pakaian - Menulis paragraf pendek untuk mendeskripsikan pakaian yang dikenakan seseorang.	Tes tulis Portfolio	Tes isian, tes pilihan ganda Dokumen kerja siswa	Answer the following questions. Choose the best answer, a, b, c, or d. Copy the paragraph to your exercise book. Make a short paragraph about someone's clothes.		
6. Binatang 6.1 Mendengarkan Mendengarkan pernyataan tentang binatang 6.2 Berbicara Bertanya jawab tentang kehidupan binatang 6.3 Membaca	A. Ungkapan guru Look at the pictures of animals Which one is a monkey? B. Ungkapan siswa dan guru let me tell you about ...(dogs, cats, monkeys etc)	siswa mendengarkan kata-kata yang dibacakan guru siswa menjawab pertanyaan yang diberikan guru di dalam kelas	6.1 mendengarkan Mengidentifikasi nama binatang sesuai dengan pernyataan yang didengarkan	Tes unjuk kerja	Tes simulasi uji petik prosedur	Answer the questions orally.	4 JP	A. Grow with English B. Sumber-sumber lain yang relevan

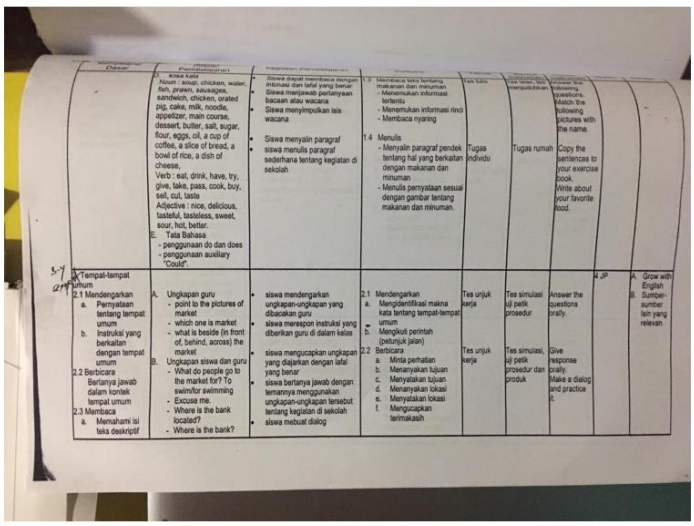


Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian: Teknik	Penilaian: Bentuk Instrumen	Penilaian: Contoh Instrumen	Alokasi Waktu	Sumber Belajar
a. Memahami isi teks deskriptif b. Membaca nyaring 6.4 Menulis Paragraph pendek tentang binatang	Do you know about dog? Could you tell me about cat? what does a tiger look like it looks like a man it is bigger than a cat its has got a tall excuse me pardon me C. Teks yang berkaitan dengan binatang kosa kata Noun : buffalo, cock, monkay, goose, lion, spider, hen, goat, deer, rabbit, duck, bird, ant, butterfly, bee, grasshopper, horns, net, feather, tail, wing, peak, honey, pet, egg Verb : live, run, sleep, eat, wlk, fly, lay, feed, look, after, bark, sing, Adjective : big, small, tall, strong, beautiful, colourful D. Tata bahasa yang digunakan : kalimat perbandingan kata sifat "Like"	• siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa bertanya jawab dengan temannya menggunakan ungkapan-ungkapan tersebut tentang binatang • Siswa dapat membaca dengan intonasi dan lafal yang benar • Siswa menjawab pertanyaan bacaan atau wacana • siswa menulis paragraf sederhana tentang kegiatan di sekolah	6.2 berbicara dengan - menanyakan informasi - memberikan informasi - menanyakan rupa - menyatakan rupa - minta perhatian - meminta mengulang 6.3 membaca - Membaca teks tentang binatang dengan keterampilan - menemukan informasi rinci - membaca nyaring tentang binatang 6.4 menulis - menyalin paragraf pendek tentang binatang - menulis paragraf (dekripsi) tentang binatang berdasarkan data yang diberikan.	Tes unjuk kerja Tes tulis Tugas individu	Tes simulasi, uji petik prosedur dan produk Tes isian, tes menjodohkan Tugas rumah	Give response orally. Answer the following questions. Match the following pictures with the name. Write down a paragraph about your favorite pet/animal.		

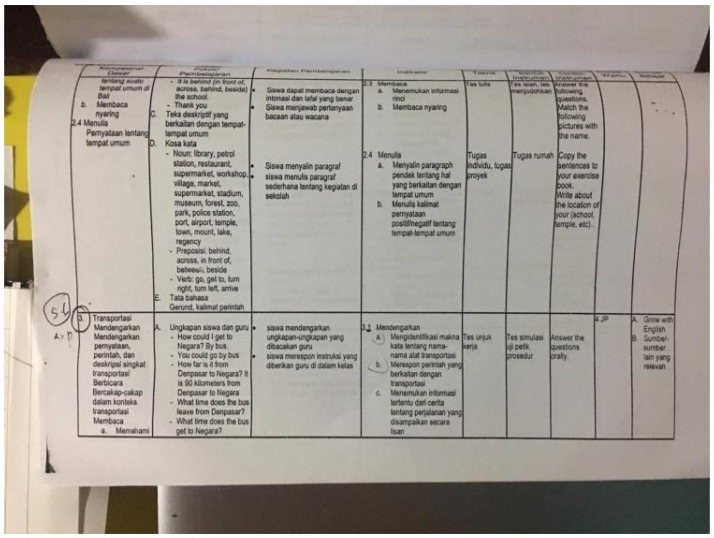


Sekolah :
Kelas : SD/ No. 1,2,5 Bengkuan
Mata Pelajaran : VI
Semester : Bahasa Inggris
Standar Kompetensi : II
: Berkomunikasi lisan dan tulis, yakni mendengarkan, berbicara, membaca, dan menulis yang digunakan untuk berinteraksi sederhana dalam kelas melalui tema yang disarankan: identitas (jati diri), kehidupan sekolah, kegiatan di rumah, keluarga, pakaian, dan binatang dengan melibatkan konsep pekerjaan, penampilan (appearance), present continuous, modal, present tense, time, perbandingan, countable noun dan uncountable noun, location, preposition, dan gerund (verb + ing).

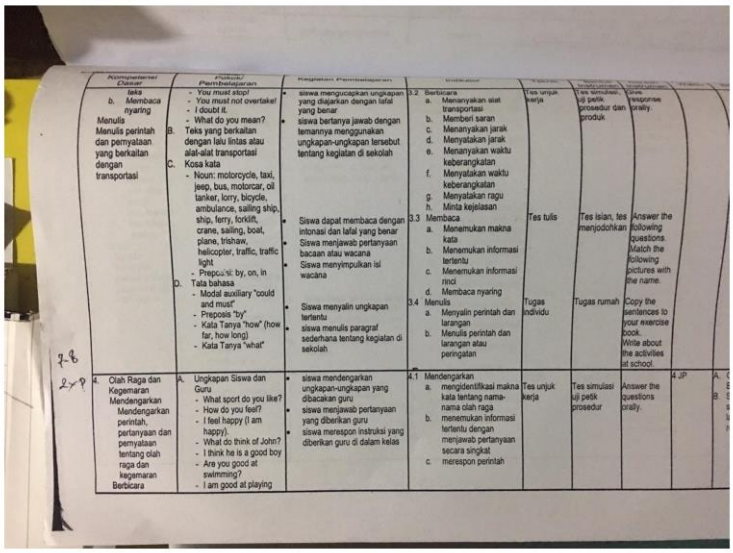
Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian: Teknik	Penilaian: Bentuk Instrumen	Penilaian: Contoh Instrumen	Alokasi Waktu	Sumber Belajar
1. Makanan dan Minuman 1.1 Mendengarkan Pernyataan dan perintah yang berkaitan dengan makann dan minuman 1.2 berbicara Bercakap-cakap tentang makanan dan minuman 1.3 Membaca memahami isi teks berbentuk dialog membaca nyaring 1.4 Menulis menulis pernyataan tentang makanan	A. Ungkapan guru Look at the pictures of.. Which one is ...(pork, beef, coffee, etc)? B. Ungkapan siswa dan guru Let's have dinner O.K ... Could I have a bananas Certainly How many bananas do you want ? How much milk do you need ? How do you like the food ? It nice How does it taste It delicious Thank you for the food Don't mention it Thank you for coming Not at all C. Teks tentang hal-hal yang berkaitan dengan makanan dan minuman	• siswa mendengarkan ungkapan-ungkapan yang dibacakan guru • siswa menjawab pertanyaan dari guru • siswa merespon instruksi yang diberikan guru di dalam kelas • siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa bertanya jawab dengan temannya menggunakan ungkapan-ungkapan tersebut tentang kegiatan di sekolah	1.1 Mendengarkan - Mengidentifikasi makna kata tentang makanan dan minuman yang di sampaikan secara lisan - Melaksukan perintah yang berkaitan dengan makanan dan minuman - Menemukan informasi tertentu dari cerita lisan tentang makanan dan minuman 1.2 Berbicara - Mengajak - Meminta sesuatu - Menanyakan jumlah - Menanyakan rasa - Menyetujui - Menyatakan jumlah - Berterimakasih - Merespon ucapan terimakasih	Tes unjuk kerja Tes unjuk kerja	Tes simulasi uji petik prosedur Tes simulasi, uji petik prosedur dan produk	Answer the questions orally. Give response orally.	4 JP	A. Grow with English B. Sumber-sumber lain yang relevan



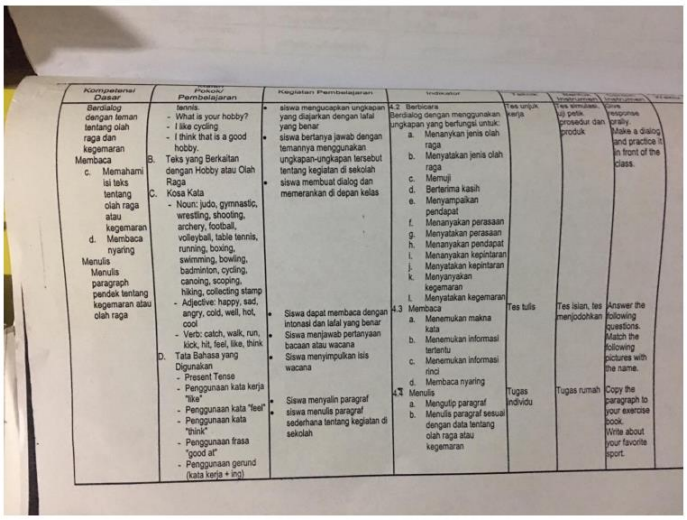
Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian: Teknik	Penilaian: Bentuk Instrumen	Penilaian: Contoh Instrumen	Alokasi Waktu	Sumber Belajar
3. Tempat-tempat umum 2.1 Mendengarkan a. Pernyataan tentang tempat umum b. Instruksi yang berkaitan dengan tempat umum 2.2 Berbicara Bertanya jawab dalam kontek tempat umum 2.3 Membaca a. Memahami isi teks deskriptif	A. Ungkapan guru - point to the pictures of market - which one is market - what is beside (in front of, behind, across) the market B. Ungkapan siswa dan guru - What do people go to the market for? To swim/for swimming - Excuse me. - Where is the bank located? - Where is the bank?	• siswa mendengarkan ungkapan-ungkapan yang dibacakan guru • siswa merespon instruksi yang diberikan guru di dalam kelas • siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa bertanya jawab dengan temannya menggunakan ungkapan-ungkapan tersebut tentang kegiatan di sekolah • siswa mebuat dialog	2.1 Mendengarkan a. Mengidentifikasi makna kata tentang tempat-tempat umum b. Mengikuti perintah (petunjuk jalan) 2.2 Berbicara a. Minta perhatian b. Menanyakan tujuan c. Menyatakan tujuan d. Menanyakan lokasi e. Menyatakan lokasi f. Mengucapkan terimakasih	Tes unjuk kerja Tes unjuk kerja	Tes simulasi uji petik prosedur Tes simulasi, uji petik prosedur dan produk	Answer the questions orally. Give response orally. Make a dialog and practice it.	4 JP	A. Grow with English B. Sumber-sumber lain yang relevan



Kompetensi Dasar	Fokus Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Instrumen	Instrumen	Waktu	Sumber
tentang suatu tempat umum di Bali b. Membaca nyaring 2.4 Menulis Pernyataan tentang tempat umum	- It is behind (in front of, across, behind, beside) the school. - Thank you C. Teks deskriptif yang berkaitan dengan tempat-tempat umum D. Kosa kata - Noun: library, petrol station, restaurant, supermarket, workshop, village, market, supermarket, stadium, museum, forest, zoo, park, police station, port, airport, temple, town, mount, lake, regency - Preposisi: behind, across, in front of, between, beside - Verb: go, get to, turn right, turn left, arrive E. Tata bahasa Gerund, kalimat perintah	• Siswa dapat membaca dengan intonasi dan lafal yang benar • Siswa menjawab pertanyaan bacaan atau wacana • Siswa menyalin paragraf • siswa menulis paragraf sederhana tentang kegiatan di sekolah	3.3 Membaca a. Menemukan informasi rinci b. Membaca nyaring 2.4 Menulis a. Menyalin paragraph pendek tentang hal yang berkaitan dengan tempat umum b. Menulis kalimat pernyataan positif/negatif tentang tempat-tempat umum	Tes tulis Tugas individu, tugas proyek	Tes isian, tes menjodohkan Tugas rumah	Answer the following questions. Match the following pictures with the name. Copy the sentences to your exercise book. Write about the location of your (school, temple, etc).		
3. Transportasi Mendengarkan Mendengarkan pernyataan, perintah, dan deskripsi singkat transportasi Berbicara Bercakap-cakap dalam konteks transportasi Membaca a. Memahami	A. Ungkapan siswa dan guru - How could I get to Negara? By bus. - You could go by bus - How far is it from Denpasar to Negara? It is 90 kilometers from Denpasar to Negara - What time does the bus leave from Denpasar? - What time does the bus get to Negara?	• siswa mendengarkan ungkapan-ungkapan yang dibacakan guru • siswa merespon instruksi yang diberikan guru di dalam kelas	3.1 Mendengarkan a. Mengidentifikasi makna kata tentang nama-nama alat transportasi b. Merespon perintah yang berkaitan dengan transportasi c. Menemukan informasi tertentu dari cerita tentang perjalanan yang disampaikan secara lisan	Tes unjuk kerja	Tes simulasi uji petik prosedur	Answer the questions orally.	4 JP	A. Grow with English B. Sumber-sumber lain yang relevan



Kompetensi Dasar	Fokus Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Instrumen	Instrumen	Waktu	Sumber
teks b. Membaca nyaring Menulis Menulis perintah dan pernyataan yang berkaitan dengan transportasi	- You must stop! - You must not overtake! - I doubt it. - What do you mean? B. Teks yang berkaitan dengan laku lintas atau alat-alat transportasi C. Kosa kata - Noun: motorcycle, taxi, jeep, bus, motorcar, oil tanker, lorry, bicycle, ambulance, sailing ship, ship, ferry, forklift, crane, sailing, boat, plane, trishaw, helicopter, traffic, traffic light - Preposisi: by, on, in D. Tata bahasa - Modal auxiliary "could and must" - Preposis "by" - Kata Tanya "how" (how far, how long) - Kata Tanya "what"	• siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa bertanya jawab dengan temannya menggunakan ungkapan-ungkapan tersebut tentang kegiatan di sekolah • Siswa dapat membaca dengan intonasi dan lafal yang benar • Siswa menjawab pertanyaan bacaan atau wacana • Siswa menyimpulkan isi wacana • Siswa menyalin ungkapan tertentu • siswa menulis paragraf sederhana tentang kegiatan di sekolah	3.2 Berbicara a. Menanyakan alat transportasi b. Memberi saran c. Menanyakan jarak d. Menyatakan jarak e. Menanyakan waktu keberangkatan f. Menyatakan waktu keberangkatan g. Menyatakan ragu h. Minta kejelasan 3.3 Membaca a. Menemukan makna kata b. Menemukan informasi tertentu c. Menemukan informasi rinci d. Membaca nyaring 3.4 Menulis a. Menyalin perintah dan larangan b. Menulis perintah dan larangan atau peringatan	Tes unjuk kerja Tes tulis Tugas individu	Tes simulasi uji petik prosedur dan produk Tes isian, tes menjodohkan Tugas rumah	Give responses orally. Answer the following questions. Match the following pictures with the name. Copy the sentences to your exercise book. Write about the activities at school.		
d. Olah Raga dan Kegemaran Mendengarkan Mendengarkan perintah, pertanyaan dan pernyataan tentang olah raga dan kegemaran Berbicara	A. Ungkapan Siswa dan Guru - What sport do you like? - How do you feel? - I feel happy (I am happy). - What do think of John? - I think he is a good boy - Are you good at swimming? - I am good at playing	• siswa mendengarkan ungkapan-ungkapan yang dibacakan guru • siswa menjawab pertanyaan yang diberikan guru • siswa merespon instruksi yang diberikan guru di dalam kelas	4.1 Mendengarkan a. mengidentifikasi makna kata tentang nama-nama olah raga b. menemukan informasi tertentu dengan menjawab pertanyaan secara singkat c. merespon perintah	Tes unjuk kerja	Tes simulasi uji petik prosedur	Answer the questions orally.	4 JP	



Kompetensi Dasar	Fokus Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Instrumen	Instrumen	Waktu	Sumber
Berdialog dengan teman tentang olah raga dan kegemaran Membaca c. Memahami isi teks tentang olah raga atau kegemaran d. Membaca nyaring Menulis Menulis paragraph pendek tentang kegemaran atau olah raga	tennis. - What is your hobby? - I like cycling - I think that is a good hobby. B. Teks yang Berkaitan dengan Hobby atau Olah Raga C. Kosa Kata - Noun: judo, gymnastic, wrestling, shooting, archery, football, volleyball, table tennis, running, boxing, swimming, bowling, badminton, cycling, canoing, scoping, hiking, collecting stamp - Adjective: happy, sad, angry, cold, well, hot, cool - Verb: catch, walk, run, kick, hit, feel, like, think D. Tata Bahasa yang Digunakan - Present Tense - Penggunaan kata kerja "like" - Penggunaan kata "feel" - Penggunaan kata "think" - Penggunaan frasa "good at" - Penggunaan gerund (kata kerja + ing)	• siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa bertanya jawab dengan temannya menggunakan ungkapan-ungkapan tersebut tentang kegiatan di sekolah • siswa membuat dialog dan memerankan di depan kelas • Siswa dapat membaca dengan intonasi dan lafal yang benar • Siswa menjawab pertanyaan bacaan atau wacana • Siswa menyimpulkan isis wacana • Siswa menyalin paragraf • siswa menulis paragraf sederhana tentang kegiatan di sekolah	4.2 Berbicara Berdialog dengan menggunakan ungkapan yang berfungsi untuk: a. Menanyakan jenis olah raga b. Menyatakan jenis olah raga c. Memuji d. Berterima kasih e. Menyampaikan pendapat f. Menanyakan perasaan g. Menyatakan perasaan h. Menanyakan pendapat i. Menanyakan kepintaran j. Menyatakan kepintaran k. Menyanyakan kegemaran l. Menyatakan kegemaran 4.3 Membaca a. Menemukan makna kata b. Menemukan informasi tertentu c. Menemukan informasi rinci d. Membaca nyaring 4.4 Menulis a. Mengulip paragraf b. Menulis paragraf sesuai dengan data tentang olah raga atau kegemaran	Tes unjuk kerja Tes tulis Tugas individu	Tes simulasi uji petik prosedur dan produk Tes isian, tes menjodohkan Tugas rumah	Give responses orally. Make a dialog and practice it in front of the class. Answer the following questions. Match the following pictures with the name. Copy the paragraph to your exercise book. Write about your favorite sport.		

Appendix 8 Blueprint of the 1st Video Before Revision

BLUEPRINT **Learning Video Using Project Based Learning for 6th 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 1.3 Reading a. Understand the text or dialog about family introduction b. Read aloud c. Understand the description about family 1.4 Writing 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	1. Students could identify the vocabularies of family in a video 2. Students could know how to introduce their family members 3. Students could ask and giving information about their 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	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	1. 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 😊 (Example: Erina_20_SDN 4 Banyuasri : Grandmother = Nenek) 3. 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

	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
Material	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 1.4 Writing - 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	1. Playing a video about family introduction 2. Reviewing the video 3. Stating learning objective 4. Family vocabulary 5. 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. 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)
Syntax 2	**Design a plan for the project**
Activities	Explanation about the project
Material	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**
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 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	1. Students could identify the vocabularies of family in a video 2. Students could know how to introduce their family members 3. Students could ask and giving information about their

	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 2. Reviewing pictures of food and drink 3. Stating learning objective 4. Food and drink vocabulary 5. 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) 3. 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. 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" 3. 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. "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 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
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 **Developing Digital Multimedia for Teaching English at 6th Grade Elementary 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	1. Students could identify the vocabularies of food and drink 2. Students could know how to differ countable and uncountable noun 3. 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	1. Playing a song about food and drink 2. Reviewing pictures of food and drink 3. Stating learning objective 4. Food and drink vocabulary 5. 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) 3. 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: 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" 3. 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 [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.						
2.	Video helps the learners to learn independently						
3.	Video helps the learner to be enthusiastic and motivated to learn English at home						
B. Instructional Design Attributes *(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)*							
4.	The scope of the material is made in accordance with the curriculum						
5.	The materials are suitable for the students' need						
6.	The topic is relevant to the students' daily life.						
7.	The learning objectives are suitable and attainable for the learners						
8.	The learning method used in the video is suitable for the learners to learn English						
9.	The important ideas are emphasized correctly to draw the learners' attention						
10.	Video shows the lesson's summary						
11.	Video provides appropriate examples to the learners based on the *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.						
14.	The material is well arranged and systematic.						

Num	Descriptors	Scales					Notes
		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 from the video						
C.	***Language attributes (complexity of sentence structure and vocabulary)*** *Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.*						
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.						
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.						
21.	The language use to elaborate the materials is clear						
22.	The video is using the simple and easy to be understood language for the learners						
23.	The video is using the correct spelling for each word						
24.	The video is using the correct pronunciation for each word						
25.	The material is delivered briefly and straight to the point						
D.	***Presentation attributes*** *(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)*						
26.	The materials are delivered in interesting way.						
27.	The materials are presented by using various animation.						
28.	The animation in the video are interesting						
29.	The animation in the video are suitable for the topic and the target audience						

Num	Descriptors	Scales					Notes
		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						
37.	The placement of the text is appropriate						
38.	The font use and its size are appropriate						
39.	The use of animation, background, and text are not exaggerated						
40.	The background of the music is appropriate for young learners						
41.	The tutor is delivering the material in interesting and communicative way						
42.	The tutor is expressive and enjoyable to be listened						
43.	The voice of the tutor is clear						
E. ***Subject matter attributes*** *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*							
44.	The content of the video is accurate						
45.	The elements of the video are integrated properly						
46.	The video is objective and unbiased						

Appendix 13. Expert Judgement Result by the 1st Expert (1st Video)

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

Occupation / Position : Lecturer at ELE Undiksha

Topic : Family & 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.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	✓					
2.	Video helps the learners to learn independently	✓					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	✓					
B. Instructional Design Attributes *(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)*							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.		✓				
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary	✓					
11.	Video provides appropriate examples to the learners based on the *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.	✓					
14.	The material is well arranged and systematic.	✓					
15.	The material is mapped from the easiest to the hardest.	✓					
16.	The materials are presented systematically to make students easier to understand.	✓					
17.	The video uses clear material mapping in describing limitation of the material.		✓				
18.	Learners get useful reinforcement from the video	✓					
C. *Language attributes (complexity of sentence structure and vocabulary)* *Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.*							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	✓					
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		✓				
21.	The language use to elaborate the materials is clear	✓					
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word	✓					
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point	✓					
D. *Presentation attributes* *(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)*							
26.	The materials are delivered in interesting way.	✓					
27.	The materials are presented by using various animation.	✓					
28.	The animation in the video are interesting	✓					
29.	The animation in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animation is appropriate	✓					
32.	The placement of the animation is appropriate	✓					
33.	The materials are presented by using various and appropriate colors	✓					
34.	The important concepts/ideas are marked by interesting color/illustration	✓					
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animation, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The tutor is delivering the material in interesting and communicative way	✓					
42.	The tutor is expressive and enjoyable to be listened	✓					
43.	The voice of the tutor is clear		✓				
E. *Subject matter attributes* *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Singaraja, 09 Februari 2021

Have been acknowledged by,

Prof. Dr. Putu Kerti Nitiasih, M.A

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

Target : Elementary School Students

Research Title : "Developing Educational Video Using Project Base Learning for Teaching English at 6th Grade Elementar School in Buleleng Regency"

Researcher : Ni Nyoman Erinaryani

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

Occupation / Position : Lecturer at ELE Undiksha

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.
3. Put a check mark [√] in the column according to your opinion according to the actu situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	✓					
2.	Video helps the learners to learn independently	✓					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	✓					
B. Instructional Design Attributes *(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)*							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary	✓					
11.	Video provides appropriate examples to the learners based on the *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.		✓				
14.	The material is well arranged and systematic.		✓				
15.	The material is mapped from the easiest to the hardest.	✓					
16.	The materials are presented systematically to make students easier to understand.		✓				
17.	The video uses clear material mapping in describing limitation of the material.		✓				
18.	Learners get useful reinforcement from the video	✓					
C. *Language attributes (complexity of sentence structure and vocabulary)* *Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.*							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	✓					
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	✓					
21.	The language use to elaborate the materials is clear		✓				
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word	✓					
24.	The video is using the correct pronunciation for each word	✓					
25.	The material is delivered briefly and straight to the point	✓					
D. *Presentation attributes* *(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)*							
26.	The materials are delivered in interesting way.	✓					
27.	The materials are presented by using various animation.	✓					
28.	The animation in the video are interesting	✓					
29.	The animation in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animation is appropriate	✓					
32.	The placement of the animation is appropriate	✓					
33.	The materials are presented by using various and appropriate colors	✓					
34.	The important concepts/ideas are marked by interesting color/illustration	✓					
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animation, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The tutor is delivering the material in interesting and communicative way	✓					
42.	The tutor is expressive and enjoyable to be listened	✓					
43.	The voice of the tutor is clear		✓				
E. *Subject matter attributes* *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Singaraja, 04 Februari 2021

Have been acknowledged by,

Prof. Dr. Putu Kerti Nitiasih, M.A

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

"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 : Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

Occupation / Position : Lecturer at Undiksha

Topic : Family & 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.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	✓					
2.	Video helps the learners to learn independently	✓					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	✓					
B. Instructional Design Attributes *(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)*							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary	✓					
11.	Video provides appropriate examples to the learners based on the *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.	✓					
14.	The material is well arranged and systematic.		✓				
15.	The material is mapped from the easiest to the hardest.		✓				
16.	The materials are presented systematically to make students easier to understand.		✓				
17.	The video uses clear material mapping in describing limitation of the material.		✓				
18.	Learners get useful reinforcement from the video		✓				
C. *Language attributes (complexity of sentence structure and vocabulary)* *Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.*							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	✓					
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	✓					
21.	The language use to elaborate the materials is clear	✓					
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word	✓					
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point	✓					
D. *Presentation attributes* *(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)*							
26.	The materials are delivered in interesting way.	✓					
27.	The materials are presented by using various animation.	✓					
28.	The animation in the video are interesting	✓					
29.	The animation in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use		✓				
31.	The size of animation is appropriate	✓					
32.	The placement of the animation is appropriate	✓					
33.	The materials are presented by using various and appropriate colors	✓					
34.	The important concepts/ideas are marked by interesting color/illustration	✓					
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animation, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The tutor is delivering the material in interesting and communicative way	✓					
42.	The tutor is expressive and enjoyable to be listened	✓					
43.	The voice of the tutor is clear	✓					
E. *Subject matter attributes* *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Singaraja, 04 Februari 2021

Have been acknowledged by,

Luh Gd Rahayu Budiarta, S.Pd., M.Pd

Appendix 16. Expert Judgement Result by the 2nd 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

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 Gd Rahayu Budiarta, S.Pd., M.Pd.

Occupation / Position : Lecturer at Undiksha

Topic : Food and 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 highly.

Instructions:

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	√					
2.	Video helps the learners to learn independently	√					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	√					
B. Instructional Design Attributes *(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)*							
4.	The scope of the material is made in accordance with the curriculum	√					
5.	The materials are suitable for the students' need	√					
6.	The topic is relevant to the students' daily life.		√				
7.	The learning objectives are suitable and attainable for the learners		√				
8.	The learning method used in the video is suitable for the learners to learn English	√					
9.	The important ideas are emphasized correctly to draw the learners' attention	√					
10.	Video shows the lesson's summary	√					
11.	Video provides appropriate examples to the learners based on the *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.	√					
14.	The material is well arranged and systematic.	√					
15.	The material is mapped from the easiest to the hardest.	√					
16.	The materials are presented systematically to make students easier to understand.		√				
17.	The video uses clear material mapping in describing limitation of the material.		√				
18.	Learners get useful reinforcement from the video		√				
C. *Language attributes (complexity of sentence structure and vocabulary)* *Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.*							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		√				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	√					
21.	The language use to elaborate the materials is clear	√					
22.	The video is using the simple and easy to be understood language for the learners	√					
23.	The video is using the correct spelling for each word	√					
24.	The video is using the correct pronunciation for each word		√				
25.	The material is delivered briefly and straight to the point	√					
D. *Presentation attributes* *(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)*							
26.	The materials are delivered in interesting way.	√					
27.	The materials are presented by using various animation.	√					
28.	The animation in the video are interesting	√					
29.	The animation in the video are suitable for the topic and the target audience	√					
30.	The illustration is similar as it is found in everyday use		√				
31.	The size of animation is appropriate	√					
32.	The placement of the animation is appropriate	√					
33.	The materials are presented by using various and appropriate colors	√					
34.	The important concepts/ideas are marked by interesting color/illustration	√					
35.	The background use is suitable with the topic	√					
36.	The color of the text is suitable with the background	√					
37.	The placement of the text is appropriate	√					
38.	The font use and its size are appropriate	√					
39.	The use of animation, background, and text are not exaggerated	√					
40.	The background of the music is appropriate for young learners	√					
41.	The tutor is delivering the material in interesting and communicative way	√					
42.	The tutor is expressive and enjoyable to be listened	√					
43.	The voice of the tutor is clear		√				
E. *Subject matter attributes* *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*							
44.	The content of the video is accurate	√					
45.	The elements of the video are integrated properly	√					
46.	The video is objective and unbiased	√					

Singaraja, 09 Februari 2021

Have been acknowledged by,

Luh Gd Rahayu Budiarta, S.Pd., M.Pd

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

"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 : Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

Occupation / Position : Lecturer at ELE Undiksha

Topic : Family & 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.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

Num	Descriptors	Scales 5	4	3	2	1	Notes
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 enthusiastic and motivated to learn English at home	√					
B. Instructional Design Attributes *(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)*							
4.	The scope of the material is made in accordance with the curriculum	√					
5.	The materials are suitable for the students' need	√					
6.	The topic is relevant to the students' daily life.	√					
7.	The learning objectives are suitable and attainable for the learners	√					
8.	The learning method used in the video is suitable for the learners to learn English	√					
9.	The important ideas are emphasized correctly to draw the learners' attention	√					
10.	Video shows the lesson's summary	√					
11.	Video provides appropriate examples to the learners based on the *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.	√					
14.	The material is well arranged and systematic.		√				
15.	The material is mapped from the easiest to the hardest.		√				
16.	The materials are presented systematically to make students easier to understand.		√				
17.	The video uses clear material mapping in describing limitation of the material.		√				
18.	Learners get useful reinforcement from the video		√				
C. *Language attributes (complexity of sentence structure and vocabulary)* *Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.*							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		√				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		√				
21.	The language use to elaborate the materials is clear		√				
22.	The video is using the simple and easy to be understood language for the learners		√				
23.	The video is using the correct spelling for each word		√				
24.	The video is using the correct pronunciation for each word		√				
25.	The material is delivered briefly and straight to the point		√				
D. *Presentation attributes* *(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)*							
26.	The materials are delivered in interesting way.	√					
27.	The materials are presented by using various animation.	√					
28.	The animation in the video are interesting	√					
29.	The animation in the video are suitable for the topic and the target audience	√					
30.	The illustration is similar as it is found in everyday use		√				
31.	The size of animation is appropriate	√					
32.	The placement of the animation is appropriate	√					
33.	The materials are presented by using various and appropriate colors	√					
34.	The important concepts/ideas are marked by interesting color/illustration	√					
35.	The background use is suitable with the topic	√					
36.	The color of the text is suitable with the background	√					
37.	The placement of the text is appropriate	√					
38.	The font use and its size are appropriate	√					
39.	The use of animation, background, and text are not exaggerated	√					
40.	The background of the music is appropriate for young learners	√					
41.	The tutor is delivering the material in interesting and communicative way	√					
42.	The tutor is expressive and enjoyable to be listened	√					
43.	The voice of the tutor is clear	√					
E. *Subject matter attributes* *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*							
44.	The content of the video is accurate	√					
45.	The elements of the video are integrated properly	√					
46.	The video is objective and unbiased	√					

Singaraja, 04 Februari 2021

Have been acknowledged by,

Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd

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

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 : Ni Luh Putu Eco Adnyayanti, S.Pd., M.Pd.

Occupation / Position : Lecturer at ELE Undiksha

Topic : Food and 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 highly.

Instructions:

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

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

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

Num	Descriptors	Scales 5	4	3	2	1	Notes
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 enthusiastic and motivated to learn English at home	✓					
B.	**Instructional Design Attributes** *(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)*						
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary	✓					
11.	Video provides appropriate examples to the learners based on the *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.	✓					
14.	The material is well arranged and systematic.	✓					
15.	The material is mapped from the easiest to the hardest.	✓					
16.	The materials are presented systematically to make students easier to understand.	✓					
17.	The video uses clear material mapping in describing limitation of the material.	✓					
18.	Learners get useful reinforcement from the video	✓					
C.	***Language attributes (complexity of sentence structure and vocabulary)*** *Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.*						
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		✓				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		✓				
21.	The language use to elaborate the materials is clear		✓				
22.	The video is using the simple and easy to be understood language for the learners		✓				
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point	✓					
D.	***Presentation attributes*** *(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)*						
26.	The materials are delivered in interesting way.	✓					
27.	The materials are presented by using various animation.	✓					
28.	The animation in the video are interesting	✓					
29.	The animation in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use		✓				
31.	The size of animation is appropriate	✓					
32.	The placement of the animation is appropriate	✓					
33.	The materials are presented by using various and appropriate colors	✓					
34.	The important concepts/ideas are marked by interesting color/illustration	✓					
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animation, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The tutor is delivering the material in interesting and communicative way	✓					
42.	The tutor is expressive and enjoyable to be listened	✓					
43.	The voice of the tutor is clear	✓					
E.	***Subject matter attributes*** *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*						
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Singaraja, 04 Februari 2021

Have been acknowledged by,

Ni Luh Putu Eco Adnyayanti, S.Pd., M.Pd

Appendix 19. The Result of Teacher's Evaluation (1st Video)

"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 : Ni Luh Ayu Supriasri, S.Pd

Occupation / Position : Teacher

Topic : Family & 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.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	√					
2.	Video helps the learners to learn independently	√					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	√					
B. Instructional Design Attributes *(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)*							
4.	The scope of the material is made in accordance with the curriculum	√					
5.	The materials are suitable for the students' need	√					
6.	The topic is relevant to the students' daily life.	√					
7.	The learning objectives are suitable and attainable for the learners	√					
8.	The learning method used in the video is suitable for the learners to learn English	√					
9.	The important ideas are emphasized correctly to draw the learners' attention	√					
10.	Video shows the lesson's summary	√					
11.	Video provides appropriate examples to the learners based on the *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.	√					
14.	The material is well arranged and systematic.	√					
15.	The material is mapped from the easiest to the hardest.	√					
16.	The materials are presented systematically to make students easier to understand.		√				
17.	The video uses clear material mapping in describing limitation of the material.		√				
18.	Learners get useful reinforcement from the video	√					
C. *Language attributes (complexity of sentence structure and vocabulary)* *Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.*							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	√					
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	√					
21.	The language use to elaborate the materials is clear	√					
22.	The video is using the simple and easy to be understood language for the learners		√				
23.	The video is using the correct spelling for each word		√				
24.	The video is using the correct pronunciation for each word		√				
25.	The material is delivered briefly and straight to the point	√					
D. *Presentation attributes* *(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)*							
26.	The materials are delivered in interesting way.	√					
27.	The materials are presented by using various animation.	√					
28.	The animation in the video are interesting	√					
29.	The animation in the video are suitable for the topic and the target audience	√					
30.	The illustration is similar as it is found in everyday use	√					
31.	The size of animation is appropriate	√					
32.	The placement of the animation is appropriate	√					
33.	The materials are presented by using various and appropriate colors	√					
34.	The important concepts/ideas are marked by interesting color/illustration	√					
35.	The background use is suitable with the topic	√					
36.	The color of the text is suitable with the background	√					
37.	The placement of the text is appropriate	√					
38.	The font use and its size are appropriate	√					
39.	The use of animation, background, and text are not exaggerated	√					
40.	The background of the music is appropriate for young learners	√					
41.	The tutor is delivering the material in interesting and communicative way	√					
42.	The tutor is expressive and enjoyable to be listened	√					
43.	The voice of the tutor is clear	√					
E. *Subject matter attributes* *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*							
44.	The content of the video is accurate	√					
45.	The elements of the video are integrated properly	√					
46.	The video is objective and unbiased	√					

Singaraja, 04 Februari 2021

Have been acknowledged by,

Ni Luh Ayu Supriasri, S.Pd

Appendix 20. The Result of Teacher's Evaluation (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

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 : Ni Luh Ayu Supriasri, S.Pd.

Occupation / Position : Teacher

Topic : Food and 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 highly.

Instructions:

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A.	**Video as media for teaching and learning process**						
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	√					
2.	Video helps the learners to learn independently	√					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	√					
B.	**Instructional Design Attributes** *(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)*						
4.	The scope of the material is made in accordance with the curriculum	√					
5.	The materials are suitable for the students' need	√					
6.	The topic is relevant to the students' daily life.	√					
7.	The learning objectives are suitable and attainable for the learners	√					
8.	The learning method used in the video is suitable for the learners to learn English	√					
9.	The important ideas are emphasized correctly to draw the learners' attention		√				
10.	Video shows the lesson's summary	√					
11.	Video provides appropriate examples to the learners based on the *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.	√					
14.	The material is well arranged and systematic.	√					
15.	The material is mapped from the easiest to the hardest.	√					
16.	The materials are presented systematically to make students easier to understand.	√					
17.	The video uses clear material mapping in describing limitation of the material.	√					
18.	Learners get useful reinforcement from the video	√					
C.	***Language attributes (complexity of sentence structure and vocabulary)*** *Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.*						
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		√				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		√				
21.	The language use to elaborate the materials is clear	√					
22.	The video is using the simple and easy to be understood language for the learners	√					
23.	The video is using the correct spelling for each word	√					
24.	The video is using the correct pronunciation for each word		√				
25.	The material is delivered briefly and straight to the point	√					
D.	***Presentation attributes*** *(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)*						
26.	The materials are delivered in interesting way.	√					
27.	The materials are presented by using various animation.	√					
28.	The animation in the video are interesting	√					
29.	The animation in the video are suitable for the topic and the target audience	√					
30.	The illustration is similar as it is found in everyday use	√					
31.	The size of animation is appropriate	√					
32.	The placement of the animation is appropriate	√					
33.	The materials are presented by using various and appropriate colors	√					
34.	The important concepts/ideas are marked by interesting color/illustration	√					
35.	The background use is suitable with the topic	√					
36.	The color of the text is suitable with the background	√					
37.	The placement of the text is appropriate	√					
38.	The font use and its size are appropriate	√					
39.	The use of animation, background, and text are not exaggerated	√					
40.	The background of the music is appropriate for young learners	√					
41.	The tutor is delivering the material in interesting and communicative way	√					
42.	The tutor is expressive and enjoyable to be listened	√					
43.	The voice of the tutor is clear	√					
E.	***Subject matter attributes*** *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*						
44.	The content of the video is accurate	√					
45.	The elements of the video are integrated properly	√					
46.	The video is objective and unbiased	√					

Singaraja, 04 Februari 2021

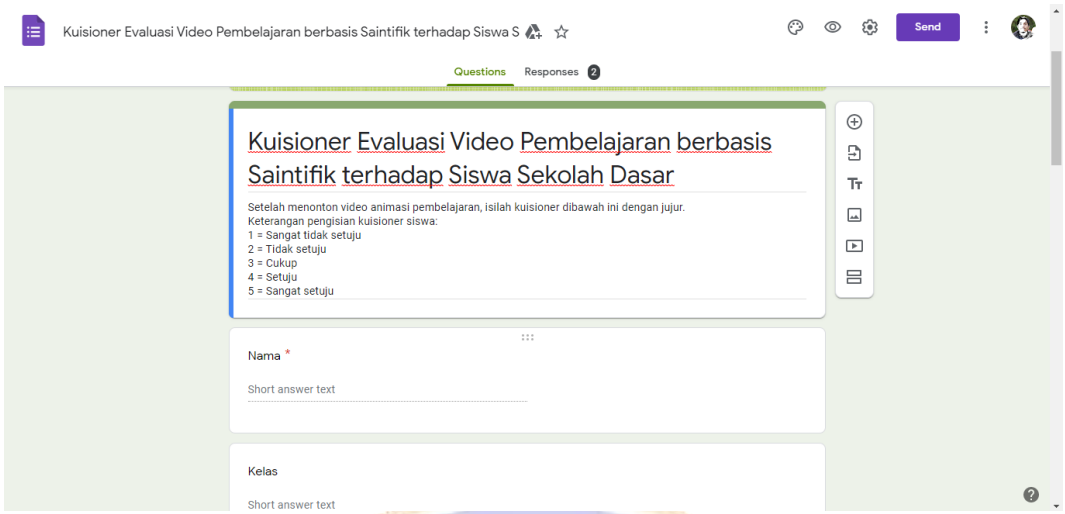
Have been acknowledged by,

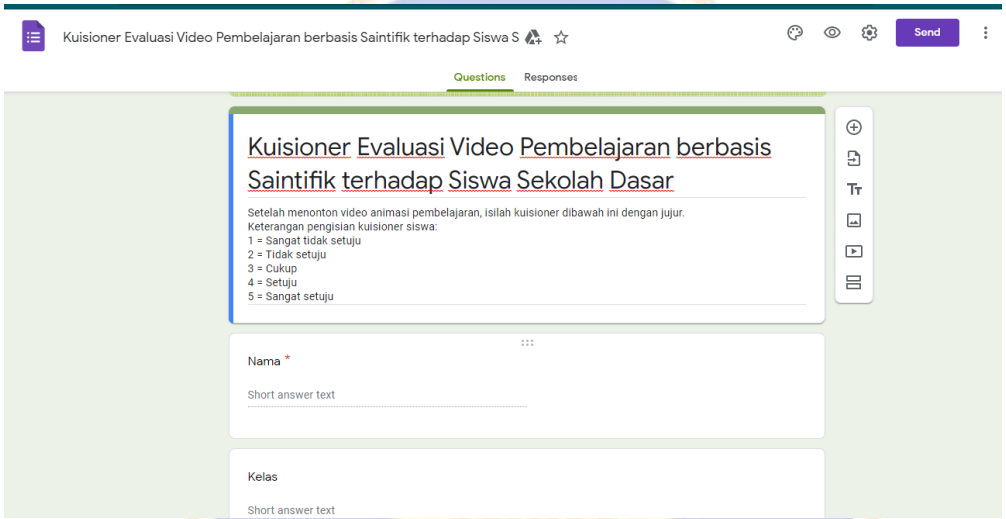
Ni Luh Ayu Supriasri, S.Pd

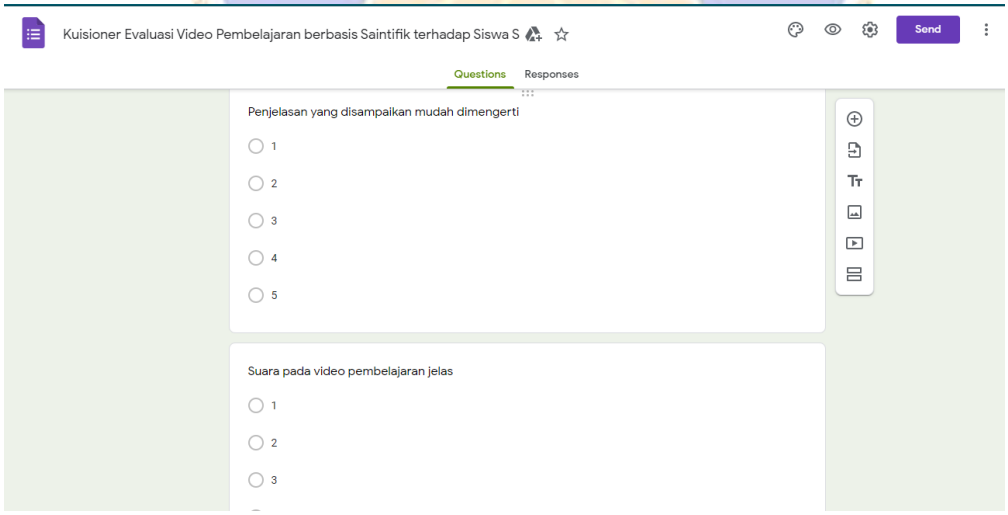
Appendix 21. Students' Questionnaires

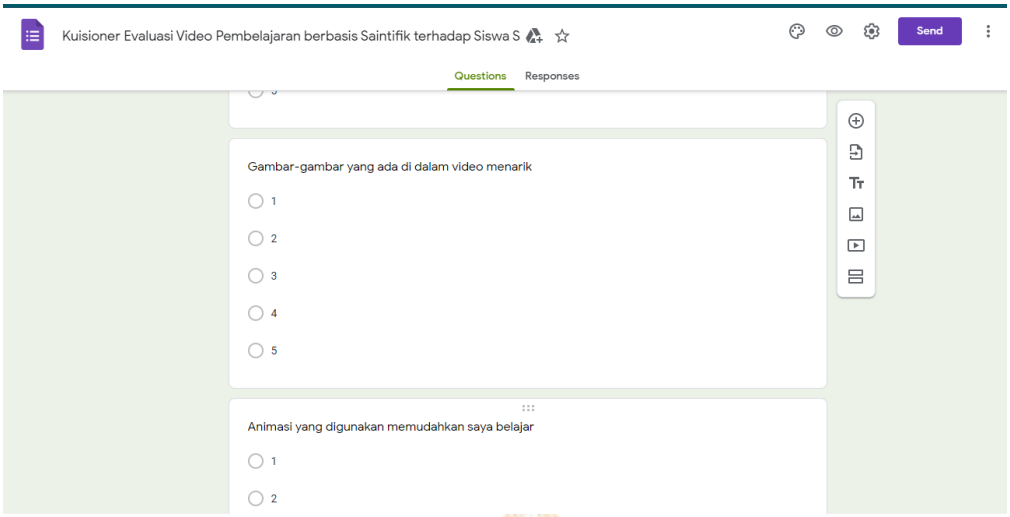
No	Statement	Scale				
		1	2	3	4	5
1.	Saya senang menonton video pembelajaran Bahasa Inggris					
2.	Penjelasan yang disampaikan mudah dimengerti					
3	Suara pada video pembelajaran jelas					
4.	Gambar-gambar yang ada di dalam video menarik					
5.	Animasi yang digunakan memudahkan saya belajar					

Appendix 22. Students' Questionnaires in Google Form









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Appendix 23. The Result of Students' Questionnaires

No.	Nama	Kelas	Sekolah	Saya senang menonton video pembelajaran Bahasa Inggris	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	Gede Rizki Nanda Putra	VI	SD 5 Banyuasri	4	5	5	5	5
4	Kadek 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