

# APPENDICES




## Appendix 1 Interview Guide for Teachers

No	Questions
1.	Apakah Ibu/Bapak pernah menggunakan media pembelajaran di kelas?
2.	Bagaimana penerapan media pembelajaran di kelas?
3.	Media pembelajaran apa saja yang pernah Ibu/Bapak gunakan di kelas? (Dipersilahkan untuk memilih lebih dari satu pilihan)
4.	Apakah Ibu/Bapak pernah menggunakan video sebagai media pembelajaran?
5.	Bagaimana kriteria video pembelajaran yang sesuai dengan karakteristik siswa? (Dipersilahkan untuk memilih lebih dari satu pilihan)
6.	Bagaimana penerapan penggunaan ice breaker di dalam kelas? (Dipersilahkan untuk memilih lebih dari satu pilihan)
7.	Seberapa sering Ibu/Bapak memberikan pekerjaan rumah?
8.	Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa? (Dipersilahkan untuk memilih lebih dari satu pilihan)



## Appendix 2 Interview guide for Teacher in the Google Form



### Wawancara Guru Bahasa Inggris Sekolah Dasar Mengenai Penggunaan Media Pembelajaran Selama Masa Pandemi

Selamat pagi Bapak dan Ibu guru sekalian. Kami merupakan sekelompok mahasiswa peneliti dari Jurusan Pendidikan Bahasa Inggris, Unedkita. Saat ini kami tengah berusaha untuk mengembangkan media pembelajaran untuk siswa SD Kelas 5 di Kabupaten Buleleng. Maka dari itu untuk menghasilkan produk yang tepat dan sesuai dengan kebutuhan Bapak dan Ibu serta para siswa, kami memerlukan respon dari Bapak dan Ibu sebagai landasan pengembangan produk.

Kami mohon kesediaan Bapak/Ibu untuk menjawab pertanyaan-pertanyaan di bawah ini dengan memilih pilihan yang sesuai dengan pilihan Bapak/Ibu masing-masing. Akhir kata, kami ucapkan terima kasih yang sebesar-besarnya atas kesediaan Bapak dan Ibu untuk meluangkan waktu Anda dalam mengisi data wawancara ini.

Semangat untuk terus berkarya dan mengajar ya Bapak dan Ibu.

\* Wajib

Nama \*

Jawaban Anda

Sekolah \*

Jawaban Anda

1. Apakah Ibu/Bapak pernah menggunakan media pembelajaran di kelas? \*

Ya

Tidak

2. Bagaimana penerapan media pembelajaran di kelas? \*

Sudah optimal

Belum optimal

3. Media pembelajaran apa saja yang pernah Ibu/Bapak gunakan di kelas? (Dipersilahkan untuk memilih lebih dari satu pilihan) \*

Power point

Teks

Video

Picture

4. Apakah Ibu/Bapak pernah menggunakan video sebagai media pembelajaran? \*

Ya

Tidak

5. Bagaimana kriteria video pembelajaran yang sesuai dengan karakteristik siswa? (Dipersilahkan untuk memilih lebih dari satu pilihan) \*

Terdapat gambar yang bervariasi

Terdapat warna yang bervariasi

Terdapat karakter animasi

Memiliki efek suara yang menarik

Bahasa yang digunakan sederhana dan dapat dipahami siswa

6. Bagaimana penerapan penggunaan ice breaker di dalam kelas? (Dipersilahkan untuk memilih lebih dari satu pilihan) \*

Menggunakan lagu

Memberikan gambar menarik

Memberikan video singkat yang menarik

7. Seberapa sering Ibu/Bapak memberikan pekerjaan rumah? \*

Menggunakan lagu  
 Memberikan gambar menarik  
 Memberikan video singkat yang menarik

7. Seberapa sering Ibu/Bapak memberikan pekerjaan rumah? \*

Selalu  
 Sering  
 Kadang-kadang  
 Tidak pernah

8. Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa?  
(Diperbolehkan untuk memilih lebih dari satu pilihan) \*

Membuat dialog/monolog  
 Menjawab LKS  
 Membuat kalimat bahasa Inggris sederhana berdasarkan materi yang telah dijelaskan

Kirim

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Google Formulir





### Appendix 3 Result of Interview Guide for Teacher

No	Questions
9.	Apakah Ibu/Bapak pernah menggunakan media pembelajaran di kelas? <ul style="list-style-type: none"> <li>• Ya (100%)</li> <li>• Tidak (0%)</li> </ul>
10.	Bagaimana penerapan media pembelajaran di kelas? <ul style="list-style-type: none"> <li>• Sudah Optimal (20%)</li> <li>• Belum Optimal (80%)</li> </ul>
11.	Media pembelajaran apa saja yang pernah Ibu/Bapak gunakan di kelas? (Dipersilahkan untuk memilih lebih dari satu pilihan) <ul style="list-style-type: none"> <li>• Power Point (40%)</li> <li>• Teks (100%)</li> <li>• Video (20%)</li> <li>• Gambar (100%)</li> </ul>
12.	Apakah Ibu/Bapak pernah menggunakan video sebagai media pembelajaran? <ul style="list-style-type: none"> <li>• Ya (60%)</li> <li>• Tidak (40%)</li> </ul>
13.	Bagaimana kriteria video pembelajaran yang sesuai dengan karakteristik siswa? (Dipersilahkan untuk memilih lebih dari satu pilihan) <ul style="list-style-type: none"> <li>• Terdapat gambar yang bervariasi (100%)</li> <li>• Terdapat warna yang bervariasi (80%)</li> <li>• Terdapat karakter animasi (100%)</li> <li>• Memiliki efek suara yang menarik (60%)</li> <li>• Bahasa yang digunakan sederhana dan dapat dimengerti (100%)</li> </ul>
14.	Bagaimana penerapan penggunaan ice breaker di dalam kelas? (Dipersilahkan untuk memilih lebih dari satu pilihan) <ul style="list-style-type: none"> <li>• Menggunakan lagu</li> <li>• Memberikan gambar menarik</li> <li>• Memberikan video singkat yang menarik</li> </ul>
15.	Seberapa sering Ibu/Bapak memberikan pekerjaan rumah? <ul style="list-style-type: none"> <li>• Selalu</li> <li>• Sering</li> <li>• Kadang-kadang</li> <li>• Tidak pernah</li> </ul>
16.	Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa? (Dipersilahkan untuk memilih lebih dari satu pilihan) <ul style="list-style-type: none"> <li>• Membuat dialog/monolog</li> <li>• Menjawab LKS</li> <li>• Membuat kalimat bahasa Inggris sederhana</li> </ul>

#### Appendix 4 Interview Guide for Students

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 antara keduanya?



## Appendix 5 Interview Guide for Students in the Google Form



### Wawancara Siswa Kelas 5 Sekolah Dasar Mengenai Penggunaan Media Pembelajaran Selama Pandemi dalam Mata Pelajaran Bahasa Inggris

Halo adik-adik apa kabar? Semoga kalian baik-baik saja dan tetap semangat untuk belajar dari rumah ya.

Kali ini, Kakak ingin meminta sedikit bantuan kalian ya. Saat ini, Kakak ingin mengembangkan media belajar yang dapat kalian gunakan untuk belajar dari rumah selama pandemi.

Maka dari itu, kakak perlu pendapat dari kalian untuk menemukan media yang akan dikembangkan. Mohon bantuannya ya untuk memberikan jawaban kalian sesuai pertanyaan yang ada di bawah. Jangan khawatir, tidak ada jawaban salah atau benar untuk pertanyaan-pertanyaan tersebut. Kakak tidak akan memberikan jawaban yang kalian tulis kepada Bapak/Ibu guru kalian, sehingga jawaban kalian di Google Form ini tidak akan menganggu nilai kalian di sekolah. Jawaban kalian hanya akan digunakan untuk keperluan penelitian saja.

Terima kasih ya atas bantuannya!

\* Wajib

Nama \*

Jawaban Anda

Sekolah

Jawaban Anda

1. Apakah kalian pernah bertanya atau bermain sebelum memulai pembelajaran?

Ya

Tidak

2. Bagaimana guru melaksanakan pembelajaran di kelas? \*

Memberikan penjelasan materi terlebih dulu

Langsung memberikan tugas

3. Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas? \*

Ya

Tidak

4. Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas? \*

Ya

Tidak

5. Apakah guru memberikan penjelasan materi sebelum memberikan PR (pekerjaan rumah)? \*

Ya

Tidak

6. Apakah guru membahas ulang aktivitas pembelajaran yang telah berlangsung di akhir pembelajaran? \*

Ya

Tidak

7. Media apakah yang digunakan guru saat menjelaskan materi? (Kalian dapat memilih lebih dari satu pilihan) \*

Gambar

Video

Teks

6. Media apakah yang digunakan guru saat menjelaskan materi? (Kalian dapat memilih lebih dari satu pilihan) \*

- Gambar
- Video
- Teks

7. Jenis media seperti apa yang paling kamu sukai selama belajar daring? \*

- Video
- Gambar
- Buku

8. Video pembelajaran seperti apakah yang kamu sukai? \*

- Video animasi saja
- Video penjelasan guru
- Kombinasi antara animasi dan penjelasan guru

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## Appendix 6 Result of Interview Guide for Students

No	Questions
1.	<p>Apakah kalian pernah bernyanyi atau bermain sebelum memulai pembelajaran?</p> <ul style="list-style-type: none"> <li>• Ya (40%)</li> <li>• Tidak (60%)</li> </ul>
2.	<p>Bagaimana guru memulai pembelajaran di kelas?</p> <ul style="list-style-type: none"> <li>• Memberikan penjelasan materi terlebih dulu (80%)</li> <li>• Langsung memberikan tugas (20%)</li> </ul>
3.	<p>Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas?</p> <ul style="list-style-type: none"> <li>• Ya (95%)</li> <li>• Tidak (5%)</li> </ul>
4.	<p>Apakah guru memberikan penjelasan materi sebelum memberikan PR (pekerjaan rumah)?</p> <ul style="list-style-type: none"> <li>• Ya (70%)</li> <li>• Tidak (30%)</li> </ul>
5.	<p>Apakah guru membahas ulang aktivitas pembelajaran yang telah berlangsung di akhir pembelajaran?</p> <ul style="list-style-type: none"> <li>• Ya (75%)</li> <li>• Tidak (25%)</li> </ul>
6.	<p>Apakah guru menggunakan media (gambar/video) saat menjelaskan materi?</p> <ul style="list-style-type: none"> <li>• Gambar (60%)</li> <li>• Video (30%)</li> <li>• Teks (75%)</li> </ul>
7.	<p>Jenis media seperti apa yang paling kamu sukai selama belajar daring? Apakah menggunakan Power Point, Video, Gambar, atau Buku?</p> <ul style="list-style-type: none"> <li>• Video (85%)</li> <li>• Gambar (10%)</li> <li>• Buku (0%)</li> <li>• Power point (5%)</li> </ul>
8.	<p>Video pembelajaran seperti apakah yang kamu sukai? Menggunakan video animasi saja / video penjelasan guru / kombinasi antara keduanya?</p> <ul style="list-style-type: none"> <li>• Video animasi saja (25%)</li> <li>• Video penjelasan guru (20%)</li> <li>• Kombinasi antara animasi dan penjelasan guru (55%)</li> </ul>

## Appendix 7 The Blueprint before revision of “Family” topic

Blueprint of Videos based on Project Based Learning for 5<sup>th</sup> Grade Elementary  
School Students

This video will use full English.

Video based on Project based Learning (Pjbl)	
1st Video	
<b>Topic 1</b>	<b>Family</b>
<b>Basic Competency</b>	<p>4.1 Listening Listen to words and phrases about family</p> <p>4.2 Speaking Talking about family relationships</p> <p>4.3 Reading 1. Understand the contents of the text about family 2. Read aloud</p> <p>4.4 Writing Write simple sentences about family</p>
<b>Indicators</b>	<p>4.1 Listening a. Identify the meaning of the word about family that is conveyed orally</p> <p>4.2 Speaking a. Repeat the pronunciation of expressions about family</p> <p>4.3 Reading a. read the text aloud with rhyming speech</p> <p>4.4 Writing write simple sentences about family relationships</p>

<b>Syntaxes</b>	<ol style="list-style-type: none"> <li>1. Determine the Project</li> <li>2. Designing the plan</li> <li>3. Create a schedule</li> <li>4. Monitor the students and the progress of the project</li> <li>5. Assess the outcome</li> <li>6. Evaluate the learning experience</li> </ol>
<b>Opening</b>	<ul style="list-style-type: none"> <li>- The teacher opens the class</li> <li>- The teacher invites students to sing Baby Shark song</li> </ul>
Script	<p>Hello, students. How are you today? Great? Okay good. Before we start our lesson today, let us sing a song together. we will sing Baby shark song. do you like singing? Yes? Good then and do you know the lyrics? yes? Okay, let sing a song together.</p> <p>( Video played)</p> <p>Good job, you guys did well. are you happy? yes? good student</p>
<b>Syntax 1</b>	<b>Determine the project</b>
Activities	<ul style="list-style-type: none"> <li>- The teacher provides a stimulus to students in the form of a picture</li> <li>- The teacher asks about the picture and also asks what topic they will study</li> <li>- The teacher conveys the topic</li> <li>- The teacher delivers material about family</li> <li>- The teacher determines the project that will be done by students</li> </ul>
Materials	Baby Shark song, the picture of Tono's family tree
Script	<p>So, from the video. what the video is about? What? Babyshark? No... what do you think? What? Family ? yes, great actualy the video is about Family members. do you know how many family members from the video? How many? Okay, you right. There are five sharks in the video. They are the baby, father, mother, grandfather and grandmother shark. So, can anyone</p>



guess what we're going to learn today? Yeah, good. We will learn about family. So, the topic that we will learn today is about family. I believe that at home you have family. Am I right? Okay, great. So, how many family members that you have? What? Three? Four? Good. So, all of you have a different number of your family members right? So, who are they? (waiting for respond). ( the speaker clarify the vocab of family members) okay, great. So, the are , your father, mother, sister, brother, uncle, aunty, cousin, nephew, grandfather and grandmother. Okay great everyone. Well, I also have I friend his name is Tono. Do you want to know Tono's family? Yes? Do you want? Allright, listen carefully because right noe I will tell you about Tono's family members. Let's, us start from Tono itself. Tono has a sister her name is ayu. And he also has a brother his name is Dono. Tono's father is Joni and Tono's mother is wati. He also has uncle and aunty. their name are Indro and Santi. Tono also has Cousin his name is Doni. That's all is Tono's family members. Everybody follows me. (repetitions of all Tono's family members).

Let's start from Grandfather. Repeat after me, Grandfather (student say Grandfather).

Grandmother (student say Grandmother).

They are Grandparents (student say Grandparents)

Uncle (student say uncle).

Aunty (student say Aunty).

Cousin (student say Cousin).

Father (student say father).

Mother (student say mother).

They are Parents (student say parents).

Sister (student say sister).



Brother (student say brother).

(Game)

Wow, great everyone you did a good job. Do you want something fun? Yes? Great. Here, I have a fun game. Do you want to play games? Yes? Okay, the game is about matching picture and word. Later on, I will show you some picture and also some words. You need to match those pictures and words. Are you ready to start the game? Yes? Okay, great. let's start the game. (Game started). Here are the pictures and the words. For the first one, what do you think for the first picture

For the first picture which word that appropriate to match that picture? what? Father? Yes, great. The answer is father. Okay, the picture number two, which word that appropriate to match that pictures? Sister? Yes, good. The answer is sister. Okay, for Picture number three, which word that appropriate to match that picture? mother? Okay, good. The answer is mother.

( Exercise)

Wow, excellent you are a smart student. So, are you happy with the game? Yes? Great. Do want to play game again? Yes? Ooh, no. but we will not play game again. Because right now, I will check your understanding about family members. There are only five questions about the exercise. So, it will be very easy for you. I will show you Tono's family members. The first question: Tono is Ayu's .....? What do you think about it? What? Brother? Good, you are right. The next question: Doni is Tono's..... What? Cousin? Yes, great. The answer is cousin. Question number three : Joni is Tono's ..... father? Okay, good. The answer is father. Wow, good job student. well, because from the first until right now i gave you the family members material, you have shown your good understanding about family members. so, our next activity is making a DIY craft project

	<p>about family members. in this project you will create your family members in a drawing book based on pictures that I will give to you and you need to print it out. and also, you need to give a simple sentence for each family members.</p>
<b>Syntax 2</b>	<b>Designing the plan</b>
Activities	<ul style="list-style-type: none"> <li>- The teacher explains the procedures for making a project</li> <li>- The teacher provides examples of projects to be worked on</li> <li>- The teacher explains the tools and materials that will be used in project work</li> </ul>
Materials	Printed pictures and drawing book, ( <a href="https://wettransfer.com/">https://wettransfer.com/</a> )
Script	<p>To make this project, you need to prepare tools and materials. for the tools you need to prepare Phone, scissors and glue. for the materials you need to serve printed pictures and drawing books. for the next steps, i will tell you about the procedure of this project. For the procedure of making the process first of all you need to print some pictures that i will give to you through this barcode. you can pause the video and scan the barcode that i show to you with your phone ( barcode displayed on the video and student scan the barcode) . After you scan the barcode you can continue to play the video. through this barcode that has been scanned before, you will be taken to a website where you will have to download a file containing pictures of various kinds of family members. after you download the file, you need to print it out. you need to cut the picture based on the pattern of the picture. you can color it based on your creativity. After you color the picture, you need to paste it on your drawing book. You also need to write</p>

	simple sentences for each member. to make it clear i will give an example of this project.
<b>Syntax 3</b>	<b>Create a schedule</b>
Activities	- The teacher provides a schedule and stages that must be done by students
Materials	
Script	This project will be done in three days, so on those three days you start to work on the project until the third day where the time is for the collection day. You can collect projects that you have completed by taking photos and sending it to your teacher
<b>Syntax 4</b>	<b>Monitor the students and the progress of the project</b>
Activities	- The teacher guides students when there are difficulties
Materials	
Script	In working on the project, the progress of the project that you are doing will be monitored by the teacher and if there are problems you face when making the project, you can ask the teacher for help to solve it
<b>Syntax 5</b>	<b>Assess the outcome</b>
Activities	- The teacher Assess the Outcome
Materials	

Script	well, once your project is finished, it will be assessed by your teacher using the given rubric. the score you get will be shared after the teacher checks the entire project.
<b>Syntax 6</b>	<b>Evaluate the learning experience</b>
Activities	- Teacher and students doing a sharing session
Materials	
Script	so, how about the project? do you understand about the project yes? okay good. are you ready to do it? yes? great. after this video is finished you will start to work on your project. So, I think that's enough lessons for today. thanks for watching this video. see you in the next video. Bye bye

### Appendix 8 The Blueprint after revision of “Family” Topic

Blueprint of Videos based on Project Based Learning for 5<sup>th</sup> Grade Elementary School Students

This video will use full English.

<b>Video based on Project based Learning (Pjbl)</b> <b>1st Video</b>	
<b>Topic 1</b>	<b>Family</b>
<b>Basic Competency</b>	<p>4.1 Listening Listen to words and phrases about family</p> <p>4.2 Speaking Talking about family relationships</p> <p>4.3 Reading 1. Understand the contents of the text about family 2. Read aloud</p> <p>4.4 Writing Write simple sentences about family</p>

<p><b>Indicators</b></p>	<p>4.1 Listening</p> <p>a. Identify the meaning of the word about family that is conveyed orally</p> <p>4.2 Speaking</p> <p>a. Repeat the pronunciation of expressions about family</p> <p>4.3 Reading</p> <p>a. read the text aloud with rhyming speech</p> <p>4.4 Writing</p> <p>write simple sentences about family relationships</p>
<p><b>Syntaxes</b></p>	<p>7. Determine the Project</p> <p>8. Designing the plan</p> <p>9. Create a schedule</p> <p>10. Monitor the students and the progress of the Project</p> <p>11. Assess the outcome</p> <p>12. Evaluate the learning experience</p>
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>- The teacher opens the class</li> <li>- The teacher invites students to sing Baby Shark song</li> </ul>
<p><b>Script</b></p>	<p><b>(Opening)</b></p> <p>Hello, students. How are you today? Great? Okay good. Before we start our lesson today, let us sing a song together. We will sing Baby shark song. Do you like singing? Yes? Good, then, and do you know the lyrics? Yes? Okay, let sing a song together.</p>

	<p>( Video played)</p> <p>Good job, you guys did well. are you happy? yes? good student</p>
<b>Syntax 1</b>	<b>Determine the Project</b>
Activities	<ul style="list-style-type: none"> <li>- The teacher reviews the video</li> <li>- The teacher tells the topic about family members</li> <li>- The teacher shows the Tono's family members</li> <li>- The teacher gives a game</li> <li>- The teacher gives an exercise</li> <li>- The teacher determines the Project that will be done by students</li> </ul>
Materials	Baby Shark song, the picture of Tono's family tree
Script	<p>(Review the Video)</p> <p>So, from the video. what the video is about? What? Baby shark? No... what do you think? What? Family ? yes, great actually, the video is about Family members. Do you know how many family members from the video? How many? Okay, you right. There are five sharks in the video. They are the baby, father, mother, grandfather, and grandmother shark.</p> <p>( Tell the topic)</p> <p>So, can anyone guess what we're going to learn today? Yeah, good. We will learn about family. So, the topic that we will learn today is about family. I believe that at home you have a family. Am I right? Okay, great. So, how many family members you have? What? Three? Four? Good. So, all of you have a different number of your family members, right? So, who are they? (waiting for a response). (the speaker clarifies the vocab of family members) okay, great. So, they are, your father, mother, sister, brother,</p>

uncle, aunt, cousin, nephew, grandfather, and grandmother. Okay, great, everyone.

(Show the Tono's family tree)

Well, I also have a friend, his name is Tono. Do you want to know Tono's family? Yes? Do you want it? Alright, listen carefully because right now I will tell you about Tono's family members. Let's us start from Tono itself. Tono has a sister her name is ayu. And he also has a brother his name is Dono. Tono's father is Joni and Tono's mother is wati. He also has uncle and aunty. their name are Indro and Santi. Tono also has Cousin his name is Doni. That's all is Tono's family members. Everybody follows me. (repetitions of all Tono's family members)

Let's start from Grandfather. Repeat after me, Grandfather (student say Grandfather).

Grandmother (student say Grandmother).

They are Grandparents (student say Grandparents)

Uncle (student say uncle).

Aunty (student say Aunty).

Cousin (student say Cousin).

Father (student say father).

Mother (student say mother).

They are Parents (student say parents).

Sister (student say sister).

Brother (student say brother).

(Game)



Wow, great, everyone, you did a good job. Do you want something fun? Yes? Great. Here, I have a fun game. Do you want to play games? Yes? Okay, the game is about Scramble words. Later on, I will show you some words. But, the words have been scrambled. So, You need to arrange them in the right order. Do you understand the student? Yes? Okay, great. Are you ready to start the game? Yes? Okay, great. let's start the game. (Game started). Okay, we will start from the first word ( Show the scrambled word). Okay, what do you think of the right order of this word? What? Father? Okay, great. So, the right answer is Father ( Show the right spelling) F-A-T-H-E-R. Okay, we continue to the next word ( Show the scrambled word). What do you think of the right order of this word? What? Uncle? Good. So, the right answer is Uncle ( Show the right spelling) U-N-C-L-E. Okay, we go to the next word ( Show the scramble word). So, what do you think of the right order of this word? What? Mother? Good job, So, the right answer is Mother ( Show the right spelling) M-O-T-H-E-R. Okay, now the world number four ( Show the scramble word). What do you think of the right order of this word? What? Aunt? Okay, great. So, the right answer is Mother ( Show the right spelling) A-U-N-T. Okay, we move to the last word ( Show the scrambled word). So, what do you think of the right order of this word? What? Cousin? Good. So, the right answer is Cousin ( Show the right spelling) C-O-U-S-I-N.

( Exercise)

Wow, excellent, you are a smart student. So, are you happy with the game? Yes? Great. Do want to play the game again? Yes? Ooh, no. But we will not play the game again. Because right now, I will check your understanding about family members. There are only five questions about the exercise. So, it will be very easy for you. I will show you Tono's family members. The first question: Tono is Ayu's .....? What do you think



	<p>about it? What? Brother? Good, you are right. The next question: Doni is Tono's..... What? Cousin? Yes, great. The answer is cousin. Question number three : Joni is Tono's ..... father? Okay, good. The answer is father. Wow, good job student. well, because from the first until right now I gave you the family members material, you have shown your good understanding about family members.</p> <p>(Telling about Project)</p> <p>so, our next activity is doing a DIY craft project about family members. in this Project you will create your family members in a drawing book based on pictures that I will give to you, and you need to print it out. And also, you need to give a simple sentence for each family member.</p>
<p><b>Syntax 2</b></p>	<p><b>Designing the plan</b></p>
<p>Activities</p>	<ul style="list-style-type: none"> <li>- The teacher explains the procedures for making a project</li> <li>- The teacher provides examples of projects to be worked on</li> <li>- The teacher explains the tools and materials that will be used in project work</li> </ul>
<p>Materials</p>	<p>Printed pictures and drawing book, (<a href="https://drive.google.com/">https://drive.google.com/</a>)</p>
<p>Script</p>	<p>(Telling about the tools and material)</p> <p>To do this project, you need to prepare tools and materials. for the tools, you need to prepare Phone, scissors and glue. For the materials, you need to serve printed pictures and drawing books.</p> <p>(Telling about the procedures)</p>

	<p>for the next steps, I will tell you about the procedure of this Project. For the procedure of making the process first of all you need to print some pictures that i will give to you through this barcode. You can pause the video and scan the barcode that i show to you with your phone ( barcode displayed on the video and student scan the barcode) . After you scan the barcode, you can continue to play the video. Through this barcode that has been scanned before, you will be taken to a website where you will have to download a file containing pictures of various kinds of family members. after you download the file, you need to print it out. You need to cut the picture based on the pattern of the picture. You can color it based on your creativity. After you color the picture, you need to paste it on your drawing book. You also need to write simple sentences for each member. to make it clear i will give an example of this Project.</p>
<b>Syntax 3</b>	<b>Create a schedule</b>
Activities	- The teacher provides a schedule and stages that must be done by students
Materials	
Script	This Project will be done in three days, so on those three days you start to work on the Project until the third day where the time is for the collection day. You can collect projects that you have completed by taking photos and sending it to your teacher
<b>Syntax 4</b>	<b>Monitor the students and the progress of the Project</b>
Activities	- The teacher guides students when there are difficulties
Materials	

Script	In working on the Project, the progress of the Project that you are doing will be monitored by the teacher and if there are problems you face when making the Project, you can ask the teacher for help to solve it
<b>Syntax 5</b>	<b>Assess the outcome</b>
Activities	- The teacher Assess the Outcome
Materials	
Script	well, once your Project is finished, it will be assessed by your teacher using the given rubric. the score you get will be shared after the teacher checks the entire Project.
<b>Syntax 6</b>	<b>Evaluate the learning experience</b>
Activities	- Teacher and students doing a sharing session
Materials	
Script	so, how about the Project? do you understand about the Project yes? okay good. are you ready to do it? yes? great. after this video is finished you will start to work on your Project. So, I think that's enough lessons for today. thanks for watching this video. see you in the next video. Bye bye

## Appendix 9 The Blueprint before revision of “Animals” topic

Blueprint of Videos based on Project Based Learning for 5<sup>th</sup> Grade Elementary  
School Students

This video will use full English.

<b>Video based on Project based Learning (Pjbl)</b>	
<b>2nd Video</b>	
<b>Topic 1</b>	<b>Animals</b>
<b>Basic Competency</b>	<p>2.1 Listening Listen to words and phrases about animal</p> <p>2.2 Speaking Talking about animal</p> <p>2.3 Reading 1. Understand the contents of the text about animal 2. Read aloud</p> <p>2.4 Writing Write simple sentences about animal</p>
<b>Indicators</b>	<p>2.1 Listening</p> <p style="padding-left: 20px;">a. Identify the meaning of the word about the animal that is conveyed orally</p> <p style="padding-left: 20px;">b. Responds to orders relating to the animals</p> <p>2.2 Speaking</p> <p style="padding-left: 20px;">Repeat the pronunciation of expressions about family</p> <p>2.3 Reading</p> <p style="padding-left: 20px;">read aloud with a rhyme</p>

	<p>2.4 Writing</p> <p>a. Write a simple sentence related to animals</p>
<b>Syntaxes</b>	<p><b>13. Determine the Project</b></p> <p><b>14. Designing the plan</b></p> <p><b>15. Create a schedule</b></p> <p><b>16. Monitor the students and the progress of the project</b></p> <p><b>17. Assess the outcome</b></p> <p><b>18. Evaluate the learning experience</b></p>
<b>Syntax 1</b>	<b>Determine the project</b>
Activities	<ul style="list-style-type: none"> <li>- The teacher opens the class</li> <li>- The teacher conveys the topic</li> <li>- The teacher delivers material about animal</li> <li>- The teacher determines the project that will be done by students</li> </ul>
Materials	
Script	<p><b>(Opening &amp; Telling the topic)</b></p> <p>Hello, students. How are you today? Great? Okay good. Do you feel bored just staying at home during this pandemic? Yes? Yeah, <b>I'm</b> bored too. How about if we go for a walk? Yes? Okay good. Now we will go to an interesting place. So, close your eyes, and count to five and then open your eyes. Okay, <b>let's</b> start, 1, 2, 3, 4, 5, (sound bloop) (change BG to Bali Zoo) yeah, <b>we've</b> arrived at our destination. Does anyone know where we are now? What? Bali Zoo? Good student, now we are at Bali Zoo. Have you ever been to the zoo? Yes? Good. So, what did you meet there? Tiger? Elephant? Good student. So, what you mentioned earlier are some of the animals in the zoo. So, today we will study an interesting topic. Does anyone know what the topic is? Good, so the topic is animals. So today we</p>

will learn about animals.

**( Activity 1 )**

Now I will invite you to go around the Bali Zoo to see the animals in it. Come on, follow me. We will go to the first place (change BG). Does anyone know what animal it is? (lion silhouette) What? Lion? Good, **it's** a lion. Lions usually live in grasslands. And what about the food? Good student, so the lion's food is meat. Now we go to the next place

(transition)

Does anyone know what animal it is? (Elephant silhouette) What? Elephant? Good, so it's an elephant. Elephants usually live in forests and savanna. And what about the food? Excellent, so elephant food is leaves and fruit. Now we will go to the next place.

(transition)

Does anyone know what animal it is? (giraffe silhouette image) what? Giraffe? **You're** right, so it's a giraffe. Giraffes usually live in the savanna. And what about the food? Good, so a giraffe food is tree leaves. Now we will go to the next place.

(transition)

Does anyone know what animal it is? (the silhouette of a turtle) what? Elephant? Good, so it's a turtle. Turtles usually live in forests, rivers **and** seas. And what about the food? Good, so turtle food is vegetables and fish. Now we will go to the next place.

(transition)

Does anyone know what animal it is? (a silhouette of an eagle) what? Eagle? Good, so it's an eagle. Eagles usually live in trees. And what about the food? Excellent, so eagle food is meat. Now we will go to the next

place.

(transition)

Does anyone know what animal it is? (monkey silhouette) what? Monkey? Good, so it's a monkey. Monkeys usually live in trees. And what about the food? Good, so the monkey food is fruits like bananas. Now we will go to the next place.

(transition)

Does anyone know what animal it is? (a silhouette of deer) what? Deer? Good, so it's a deer. Deer usually live in forests. And what about the food? Good, so eating deer is leaves, grass, and fruit. Now we will go to the last place.

(transition)

Does anyone know what animal it is? (rabbit silhouette image) what? Rabbit? Good, so it's a rabbit. Rabbits usually live in underground nests. And what about the food? Excellent, so rabbit food is vegetables and fruit like carrots. Okay, student, you did a good job. Now is the time for us to review what animals we have encountered.

( Review & repetition )

Okay, so the first animal is a lion, repeat after me "this is a lion."

(this is a lion)

Good, student

the second is an elephant, repeat after me "this is an elephant."

(this is an elephant)

Good, student,

the third is a giraffe, repeat after me "this is a giraffe."



(this is a giraffe)

the fourth is a turtle, repeat after me "this is a turtle."

(this is a turtle)

the fifth is an eagle, repeat after me "this is an eagle."

(this is an eagle)

the sixth is a monkey, repeat after me "this is a monkey."

(this is a monkey)

the seventh is a deer, repeat after me "this is a deer."

(this is deer)

the eighth is a rabbit, repeat after me "this is a rabbit."

(this is a rabbit)

( Activity 2 )

Good job student, you did well. Now, I will introduce you to my friend. His name is Agus. Agus recently bought two pets at his house. The two pets are dogs and cats. This is the first time for Agus has had a pet at home. Unfortunately, Agus is confused about how to feed his pets. So, can you help Agus to choose the right food for his pet? Yes? Good, student. Now, Agus will provide food for his first pet. Do you still remember Agus' first pet? Good, his first pet was a dog. So we will help Agus to choose the right food for his dog.

(transition)

Okay, which food is suitable for dogs? Option a or option b? What? B? Good job student. So the food that dogs usually eat is meat. And what about her second pet? Do you guys still remember the second pet? Yes? Good, the second pet is a cat. Come on, help Agus to choose the right food for his cat.



(transition)

Okay, which one do you think is suitable for cats? Option a or choice b? What? A? Great student. **So the food that is usually eaten by cats is fish.** Yeah, you guys did a great job. You have helped Agus to choose the right food for his pet. You are smart students. **And** because you guys have done helping Agus to **choose** food for his pet. I will give you something nice.

( Game)

Here, I have a fun game. Do you like to play games? Yes? Okay, this game is about guessing animals. So, I'm going to show you some of the animal parts, and you have to guess what animal is in the picture. Do you understand the student? Yes? Okay, great. Are you ready to start the game? Yes? Okay, great. Let's start the game. (Game started).

(Transition)

Okay, let's start with the first picture. What animal is that? What? Elephant? Good student. So, it's an elephant.

Well, the second picture. What animal is that? What? Lion? Good student. So, it is a lion. And what about the third picture? What animal is that? What? Giraffe? Good student. So, it is a giraffe. Okay, the next picture. How about that? What animal is that? What? Rabbit? Excellent. So, it is a rabbit. Okay, next picture. How about that? What animal is that? What? Turtle? Good job. So it's a turtle. And the next picture. How about that? What animal is that? What? Dog? Excellent. So it's a dog. Okay, the next picture. How about that? What animal is that? What? Paint? Good job. So it is a cat. Wow, good job student. you have shown your good understanding of the animal topic.

(Telling about **project**)

So, our next activity is doing a DIY craft project about the animal. In this project you will make a craft out of pictures of animals, and you have to

	<p>colour it and paste it <b>in</b> your drawing book. You need to print the image I will provide. And also, you need to paste the sentence that matches the picture</p>
<b>Syntax 2</b>	<b>Designing the plan</b>
Activities	<ul style="list-style-type: none"> <li>- The teacher explains the procedures for doing a project</li> <li>- The teacher provides examples of projects to be worked on</li> <li>- The teacher explains the tools and materials that will be used in project work</li> </ul>
Materials	Printed pictures and drawing book, Google drive
Script	<p>(Telling about the tools and material)</p> <p>To do this project, you need to prepare tools and materials. for the tools you need to prepare Phone, scissors and glue. for the materials, you need to serve printed pictures and drawing books.</p> <p>(Telling about the procedures)</p> <p>for the next steps, I will tell you about the procedure of this project. For the procedure of making the process, <b>first of all</b>, you need to print some pictures that I will give to you through this barcode. You can pause the video and scan the barcode that I show to you with your phone ( barcode displayed on the video and student scan the barcode). After you scan the barcode, you can continue to play the video. Through this barcode <b>that has been</b> scanned before, you will be taken to a website where you will have to download a file containing pictures of various kinds of animals. After you download the file, you need to print it out. You need to cut the picture based on the pattern of the picture and cut the sentences too. You can colour it based on</p>

	<p>your creativity. After you colour the picture, you need to paste it on your drawing book. You also need to paste the sentence in the right picture. To make it clear, I will give an example of this project.</p>
<b>Syntax 3</b>	<b>Create a schedule</b>
Activities	- The teacher provides a schedule and stages that must be done by students
Materials	
Script	This project will be done in three days, so on those three days, you start to work on the project until the third day where the time is for the collection day. You can collect projects that you have completed by taking photos and sending them to your teacher
<b>Syntax 4</b>	<b>Monitor the students and the progress of the project</b>
Activities	- The teacher guides students when there are difficulties
Materials	
Script	In working on the project, the progress of the project that you are doing will be monitored by the teacher, and if there are problems you face when doing the project, you can ask the teacher for help to solve it
<b>Syntax 5</b>	<b>Assess the outcome</b>
Activities	- The teacher Assess the Outcome

Materials	
Script	well, once your project is finished, it will be assessed by your teacher using the given rubric. The score you get will be shared after the teacher checks the entire project.
<b>Syntax 6</b>	<b>Evaluate the learning experience</b>
Activities	- Teacher and students doing a sharing session
Materials	
Script	So, how about the project? Do you understand about the project, yes? Okay good. Are you ready to do it? Yes? Great. after this video is finished, you will start to work on your project. So, I think that's enough lessons for today. Thanks for watching this video. See you in the next video. Bye-bye



## Appendix 10 The Blueprint after revision of “Animals” topic

Blueprint of Videos based on Project Based Learning for 5<sup>th</sup> Grade Elementary School Students

<b>Video based on Project based Learning (PjbL)</b>	
<b>2nd Video</b>	
<b>Topic 1</b>	<b>Animals</b>
<b>Basic Competency</b>	<p>2.1 Listening Listen to words and phrases about animal</p> <p>2.2 Speaking Talking about animal</p> <p>2.3 Reading 1. Understand the contents of the text about animal 2. Read aloud</p> <p>2.4 Writing Write simple sentences about animal</p>
<b>Indicators</b>	<p>2.1 Listening</p> <p style="padding-left: 20px;">a. Identify the meaning of the word about the animal that is conveyed orally</p> <p style="padding-left: 20px;">c. Responds to orders relating to the animals</p> <p>2.2 Speaking</p> <p style="padding-left: 20px;">Repeat the pronunciation of expressions about family</p> <p>2.3 Reading</p> <p style="padding-left: 20px;">read aloud with a rhyme</p>

	<p>2.4 Writing</p> <p>a. Write a simple sentence related to animals</p>
<b>Syntaxes</b>	<p><b>19. Determine the Project</b></p> <p><b>20. Designing the plan</b></p> <p><b>21. Create a schedule</b></p> <p><b>22. Monitor the students and the progress of the project</b></p> <p><b>23. Assess the outcome</b></p> <p><b>24. Evaluate the learning experience</b></p>
<b>Syntax 1</b>	<b>Determine the project</b>
Activities	<ul style="list-style-type: none"> <li>- The teacher opens the class</li> <li>- The teacher conveys the topic</li> <li>- The teacher delivers material about animal</li> <li>- The teacher determines the project that students will do</li> </ul>
Materials	
Script	<p><b>(Opening &amp; Telling the topic)</b></p> <p>Hello, students. How are you today? Great? Okay good. Do you feel bored just staying at home during this pandemic? Yes? Yeah, I am bored too. How about if we go for a walk? Yes? Okay good. Now we will go to an exciting place. So, close your eyes, and count to five and then open your eyes. Okay, let us start, 1, 2, 3, 4, 5, (sound bloop) (change BG to Bali Zoo) yeah, we've arrived at our destination. Does anyone know where we are now? What? Bali Zoo? Good student, now we are at Bali Zoo. Have you ever been to the zoo? Yes? Good. So, what did you meet there? Tiger? Elephant? Good student. So, what you mentioned earlier are some of the animals in the zoo. So, today we will study an interesting topic. Does anyone know what the topic is? Good, so the topic is animals. So today we</p>

will learn about animals.

**( Activity 1 )**

Now I will invite you to go around the Bali Zoo to see the animals in it. Come on, follow me. We will go to the first place (change BG). Does anyone know what animal it is? (lion silhouette) What? Lion? Good, it is a lion. Lions usually live in grasslands. And what about the food? Good student, so the lion's food is meat. Now we go to the next place

(transition)

Does anyone know what animal it is? (Elephant silhouette) What? Elephant? Good, so it's an elephant. Elephants usually live in forests and savanna. And what about the food? Excellent, so elephant food is leaves and fruit. Now we will go to the next place.

(transition)

Does anyone know what animal it is? (giraffe silhouette image) what? Giraffe? You are right, so it's a giraffe. Giraffes usually live in the savanna. And what about the food? Good, so a giraffe food is tree leaves. Now we will go to the next place.

(transition)

Does anyone know what animal it is? (the silhouette of a turtle) what? Elephant? Good, so it is a turtle. Turtles usually live in forests, rivers, and seas. And what about the food? Good, so turtle food is vegetables and fish. Now we will go to the next place.

(transition)

Does anyone know what animal it is? (a silhouette of an eagle) what? Eagle? Good, so it's an eagle. Eagles usually live in trees. And what about the food? Excellent, so eagle food is meat. Now we will go to the next



place.

(transition)

Does anyone know what animal it is? (monkey silhouette) what? Monkey? Good, so it's a monkey. Monkeys usually live in trees. And what about the food? Good, so the monkey food is fruits like bananas. Now we will go to the next place.

(transition)

Does anyone know what animal it is? (a silhouette of deer) what? Deer? Good, so it's a deer. Deer usually live in forests. And what about the food? Good, so eating deer is leaves, grass, and fruit. Now we will go to the last place.

(transition)

Does anyone know what animal it is? (rabbit silhouette image) what? Rabbit? Good, so it's a rabbit. Rabbits usually live in underground nests. And what about the food? Excellent, so rabbit food is vegetables and fruit like carrots. Okay, student, you did a good job. Now is the time for us to review what animals we have encountered.

( Review & repetition )

Okay, so the first animal is a lion. Repeat after me, "this is a lion."

(this is a lion)

Right, student,

the second is an elephant. Repeat after me, "this is an elephant."

(this is an elephant)

Good, student,

the third is a giraffe. Repeat after me, "this is a giraffe."



(this is a giraffe)

the fourth is a turtle. Repeat after me, "this is a turtle."

(this is a turtle)

the fifth is an eagle. Repeat after me, "this is an eagle."

(this is an eagle)

the sixth is a monkey. Repeat after me, "this is a monkey."

(this is a monkey)

the seventh is a deer. Repeat after me, "this is a deer."

(this is deer)

the eighth is a rabbit. Repeat after me, "this is a rabbit."

(this is a rabbit)

( Activity 2 )

Good job, student. You did well. Now, I will introduce you to my friend. His name is Agus. Agus recently bought two pets at his house. The two pets are dogs and cats. This is the first time Agus has had a pet at home. Unfortunately, Agus is confused about how to feed his pets. So, can you help Agus to choose the right food for his pet? Yes? Good, student. Now, Agus will provide food for his first pet. Do you still remember Agus' first pet? Good, his first pet was a dog. So we will help Agus to choose the right food for his dog.

(transition)

Okay, which food is suitable for dogs? Option a or option b? What? B? Good job student. So the food that dogs usually eat is meat. And what about her second pet? Do you guys still remember the second pet? Yes? Good, the second pet is a cat. Come on, help Agus to choose the right food for his cat.

(transition)

Okay, which one do you think is suitable for cats? Option a or choice b? What? A? Great student. So the food that cats usually eat is fish. Yeah, you guys did a great job. You have helped Agus to choose the right food for his pet. You are smart students. Moreover, because you guys have done helping Agus choose food for his pet, I will give you something nice.

( Game)

Here, I have a fun game. Do you like to play games? Yes? Okay, this game is about guessing animals. So, I'm going to show you some of the animal parts, and you have to guess what animal is in the picture. Do you understand the student? Yes? Okay, great. Are you ready to start the game? Yes? Okay, great. Let's start the game. (Game started).

(Transition)

Okay, let's start with the first picture. What animal is that? What? Elephant? Good student. So, it's an elephant.

Well, the second picture. What animal is that? What? Lion? Good student. So, it is a lion. And what about the third picture? What animal is that? What? Giraffe? Good student. So, it is a giraffe. Okay, the next picture. How about that? What animal is that? What? Rabbit? Excellent. So, it is a rabbit. Okay, next picture. How about that? What animal is that? What? Turtle? Good job. So it's a turtle. And the next picture. How about that? What animal is that? What? Dog? Excellent. So it's a dog. Okay, the next picture. How about that? What animal is that? What? Paint? Good job. So it is a cat. Wow, good job, student. You have shown your good understanding of the animal topic.

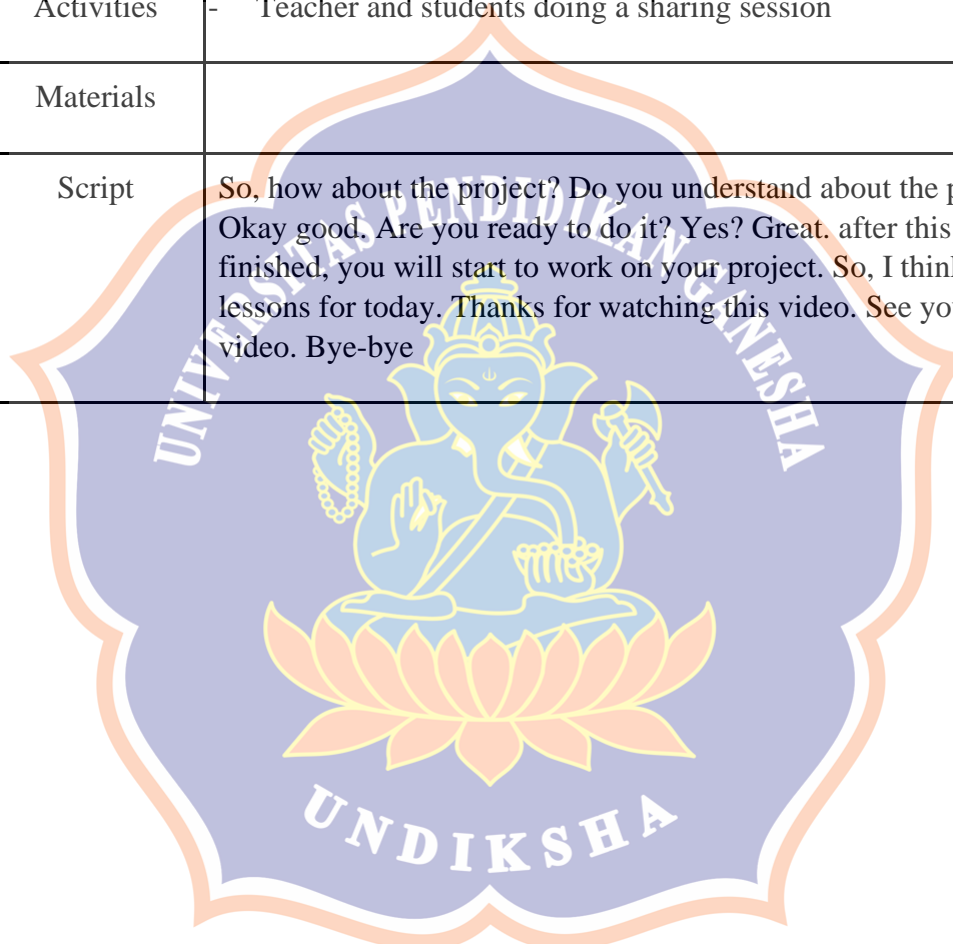
(Telling about the project)

So, our next activity is doing a DIY craft project about the animal. In this project, you will make a craft out of pictures of animals, and you have to

	color it and paste it into your drawing book. You need to print the image I will provide. And also, you need to paste the sentence that matches the picture
<b>Syntax 2</b>	<b>Designing the plan</b>
Activities	<ul style="list-style-type: none"> <li>- The teacher explains the procedures for doing a project</li> <li>- The teacher provides examples of projects to be worked on</li> <li>- The teacher explains the tools and materials that will be used in project work</li> </ul>
Materials	Printed pictures and drawing book, Google drive
Script	<p>(Telling about the tools and material)</p> <p>To do this project, you need to prepare tools and materials. for the tools, you need to prepare a Phone, scissors, and glue. For the materials, you need to serve printed pictures and drawing books.</p> <p>(Telling about the procedures)</p> <p>for the next steps, I will tell you about the procedure of this project. For the procedure of making the process, you need to print some pictures that I will give to you through this barcode. You can pause the video and scan the barcode that I show to you with your phone ( barcode displayed on the video and student scan the barcode). After you scan the barcode, you can continue to play the video. Through this barcode scanned before, you will be taken to a website where you will have to download a file containing pictures of various kinds of animals. After you download the file, you need to print it out. You need to cut the picture based on the pattern of the picture and cut the sentences too. You can colour it based on your creativity. After</p>

	<p>you colour the picture, you need to paste it into your drawing book. You also need to paste the sentence in the right picture. To make it clear, I will give an example of this project.</p>
<b>Syntax 3</b>	<b>Create a schedule</b>
Activities	- The teacher provides a schedule and stages that students must do
Materials	
Script	This project will be done in three days, so on those three days, you start to work on the project until the third day where the time is for the collection day. You can collect projects that you have completed by taking photos and sending them to your teacher
<b>Syntax 4</b>	<b>Monitor the students and the progress of the project</b>
Activities	- The teacher guides students when there are difficulties
Materials	
Script	In working on the project, the progress of the project that you are doing will be monitored by the teacher, and if there are problems you face when doing the project, you can ask the teacher for help to solve it
<b>Syntax 5</b>	<b>Assess the outcome</b>
Activities	- The teacher Assess the Outcome
Materials	

Script	Once your project is finished, your teacher will assess it using the given rubric. The score you get will be shared after the teacher checks the entire project.
<b>Syntax 6</b>	<b>Evaluate the learning experience</b>
Activities	- Teacher and students doing a sharing session
Materials	
Script	So, how about the project? Do you understand about the project, yes? Okay good. Are you ready to do it? Yes? Great. after this video is finished, you will start to work on your project. So, I think that is enough lessons for today. Thanks for watching this video. See you in the next video. Bye-bye





## Appendix 11 Syllabus of the Fifth Grade Elementary School in Buleleng

SILABUS								
Sekolah : SD No. 5 Banyuasi Kelas : V 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), kegiatan sehari-hari, lingkungan sekolah, keluarga, rumah, pakaian, dengan melibatkan konsep objects, color, number, action, time, modal, pronoun, preposisi, to be, present continuous, dan simple present.								
Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Jati Diri Mendengarkan mendengarkan identitas Berbicara Bertanya jawab secara lisan tentang identitas Membaca a. Memahami isi	A. Ungkapan guru dan siswa 1. Tell me your name, age, school, address, and telephone number 2. Which one is your ... (telephone number, address, etc)? B. Ungkapan Siswa Hello, my name is ... What is your name? Where are you from? Where do you live? How old are you? What is your telephone number? Which school do you go to? Do you study English? My name is ... I am from ... I am ... years old. My telephone number is ... I go to ... (SD 1 Kesiman).	siswa mendengarkan ungkapan-ungkapan yang disampaikan guru siswa mampu menjawab pertanyaan dengan tepat dan benar yang diberikan guru siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar siswa melakukan interview dengan lisan sekelasnya untuk mengetahui identitas masing-masing	1.1 Mendengarkan Mengidentifikasi kata-kata yang berkaitan dengan identitas secara lisan 1.2 Berbicara a. Menanyakan nama b. Menyatakan nama c. Menanyakan umur d. Menyatakan umur e. Menanyakan alamat f. Menyatakan alamat g. Menanyakan nomor telepon h. Menyatakan nomor telepon i. Menanyakan sekolah j. Menyatakan sekolah	Tes unjuk kerja, tes tulis Tes unjuk kerja	Tes lisan, tes identifikasi Tes simulasi, uji petik prosedur	Fill in the blank spaces Give response orally	4 JP	a. Grow with English b. Sumber lain yang relevan
2. Kebiasaan Sehari-hari Mendengarkan Mendengarkan waktu dan aktivitas Berbicara Bertanya jawab secara lisan tentang kegiatan sehari-hari sesuai dengan waktu dan tempat	C. Kosak kata Kata bilangan 1-20 Friend, primary school, grade, teacher, students, house, live, go to, have/has D. Teka-teki pendek tentang identitas seseorang E. Tata bahasa Kalimat perintah Kalimat pernyataan dan kalimat tanya Present tense, to be	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 siswa menyalin paragraf atau dialog sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar siswa menulis paragraf atau kalimat sederhana tentang identitas dirinya atau orang lain	1.3 Membaca a. menemukan informasi rinci pada dialog/teks tentang identitas, seperti nama, umur, alamat, sekolah, dan nomor telepon b. membaca nyaring dengan ucapan yang berirama 1.4 Menulis a. Mengutip teks pendek dengan ejaan yang benar b. Menulis kalimat sederhana tentang identitas seperti nama, umur, alamat, sekolah, dan nomor telepon	Tes tulis Tugas individu	Tes lisan, tes uraian Tugas rumah	Read the following paragraph and answer the questions Copy the sentences to your exercise book. Make a simple biodata.	1	a. Grow with English b. Sumber lain yang relevan
2. Kebiasaan Sehari-hari Mendengarkan Mendengarkan waktu dan aktivitas Berbicara Bertanya jawab secara lisan tentang kegiatan sehari-hari sesuai dengan waktu dan tempat	A. Ungkapan Guru: 1. Point to the clock 2. Which clock shows 05.30? 3. Who gets up at 06.00 4. What does Bobi do at 07.00 B. Ungkapan Siswa a. What time do you get up (take a bath, get dressed, etc)? b. at five o'clock, at five thirty, at five fifteen, etc. c. What do you do at seven o'clock (at nine o'clock, etc) d. I go to school (have	siswa mendengarkan ungkapan-ungkapan yang disampaikan guru siswa menjawab pertanyaan dengan tepat dan benar yang diberikan guru siswa merespon instruksi yang diberikan secara lisan siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar siswa saling bertanya tentang kegiatannya sehari-hari dan membandingkan jadwal masing-masing	2.1 Mendengarkan a. Mengidentifikasi kata-kata yang berkaitan dengan waktu secara lisan b. Merespon instruksi sederhana secara fisik 2.2 Berbicara a. Menanyakan waktu kegiatan b. Menyatakan kegiatan pada waktu tertentu c. Mengajak melakukan sesuatu d. Menyebutkan ajakan	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 lain yang relevan

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
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Membaca a. Menemukan informasi rinci pada teks tentang kegiatan sehari-hari b. Membaca nyaring Menulis Menulis kalimat sederhana	e. Let's go to school f. OK g. Let's not go to school C. Teks Dialog tentang hal yang berkaitan dengan kegiatan seseorang sehari-hari D. Kosakata Number 1-60, time, clock, school, get up, take a bath, have breakfast, get dressed, leave home, start, take a rest, arrive, finish E. Tata Bahasa 1. Kalimat perintah 2. Kalimat verbal (simple present) pertanyaan dan kalimat tanya	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 siswa menyalin paragraf atau dialog sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar siswa menulis paragraf atau kalimat sederhana tentang kegiatannya sehari-hari	melakukan sesuatu e. Menolak ajakan melakukan sesuatu 2.3 Membaca a. Menemukan informasi rinci pada dialog/teks tentang tempat kegiatan, jenis kegiatan, dan waktu kegiatan Membaca nyaring dengan ucapan yang berterima 2.4 Menulis a. Mengutip teks tentang kegiatan sehari-hari b. Menulis kalimat sederhana tentang kegiatan sehari-hari 06/11/18	Tes tulis	Tes isian, tes pilihan ganda	Answer the following questions Choose the best answer, a, b, c, or d		
3. Lingkungan Sekolah 3.1 Mendengarkan perintah dan aktivitas seseorang 3.2 Berbicara Berdialog tentang lingkungan sekolah	kls V: VI A. Ungkapan Guru: 1. Help me (get me some chalk, etc). 2. Could you please listen to me (open your book, clean the blackboard)? 3. May I sit here, (draw a map, and write on the book)? 4. Let us sit here (draw a map, write on the wall)? 5. Don't sit there (draw	siswa mendengarkan aktivitas yang dibacakan oleh guru siswa menjawab pertanyaan dengan tepat dan benar yang diberikan guru siswa merespon instruksi yang diberikan secara lisan siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar siswa bertali berbicara dengan dialog yang disediakan	3.1 Mendengarkan a. Mengidentifikasi aktivitas seseorang yang disampaikan secara lisan b. Merespon perintah secara fisik 3.2 Berbicara Melakukan dialog dengan menggunakan fungsi bahasa yaitu: a. Merespon perintah/pemintaan	Tes unjuk kerja	Tes uji petik prosedur	Answer the questions orally.	4 JP	A. Grow up English B. Sumber lain yang relevan
Kompetensi Dasar 3.3 Membaca a. Memahami teks tentang lingkungan sekolah b. Membaca nyaring 3.4 Menulis Menulis kata, frasa dan kalimat tentang lingkungan sekolah	a map, write on the wall? B. Ungkapan Siswa 1. all right 2. sure 3. OK 4. don't worry 5. no, I won't C. Teks deskriptif tentang hal yang berkaitan dengan sekolah D. Kosakata Kata kerja sweep, water, clean, write, read, draw, sit, stand, raise, open, get, lend, turn on, turn off, show, work, do throw, rubbish, space, broom, lawn, grass, grassknife E. Tata Bahasa 1. kalimat perintah 2. penggunaan modal auxiliary could and may	guru membuat dialog singkat sesuai dengan situasi yang diberikan guru bersama kelompoknya siswa melakukan percakapan pendek dengan pasangannya 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 Siswa menentukan kembali isi wacana siswa menyalin paragraf atau dialog sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar siswa menulis paragraf sederhana tentang lingkungan sekolahnya	secara verbal b. Meminta seseorang melakukan sesuatu c. Minta izin untuk melakukan sesuatu d. Memerlukan seseorang yang minta izin untuk melakukan sesuatu secara verbal e. Mengajak melakukan sesuatu f. Merespon ajakan g. Melarang seseorang melakukan sesuatu 3.3 Membaca a. Menemukan informasi tertentu pada teks tentang wama pakaian b. Menemukan informasi rinci pada teks deskriptif tentang sekolah c. Membaca nyaring dengan ucapan yang berterima 3.4 Menulis a. Menyalin kalimat sederhana tentang lingkungan sekolah b. Menulis kata-kata tentang lingkungan sekolah	Tes tulis	Tes isian, tes pilihan ganda	Answer the following questions Choose the best answer, a, b, c, or d		



Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar					
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4. Hubungan Keluarga 4.1 Mendengarkan Mendengarkan kata-kata dan frasa tentang keluarga 4.2 Berbicara Bercakap-cakap tentang hubungan keluarga 4.3 Membaca 1. Memahami isi teks tentang keluarga 2. Membaca nyaring	A. Ungkapan Guru: a. Who is John's father? b. What's the name of Jane's mother? c. John is married. d. His wife is Mary. B. Ungkapan Siswa dan Guru: a. What is your mother's name? b. Who is Mary? c. She is John's mother. d. Do you have any brother? e. How many brothers do you have? C. Teks deskriptif tentang hal yang berkaitan dengan keluarga D. Kosakata Wife, husband, son, daughter, father, mother, sister, children, grandfather, grandmother, cousin E. Tata Bahasa 1. Kata ganti kepunyaan: my, your, our 2. kata kerja bantu: do 3. kata tanya: how many	• siswa mendengarkan ungkapan-ungkapan yang disampaikan guru • siswa menjawab pertanyaan dengan tepat dan benar yang diberikan guru • siswa merespon instruksi yang diberikan secara lisan • siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa saling menanyakan anggota keluarga masing-masing • 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	4.1 Mendengarkan a. Mengidentifikasi makna kata tentang keluarga yang disampaikan secara lisan b. Menggambar silsilah keluarga sesuai dengan perintah 4.2 Berbicara Melakukan dialog tentang hubungan dalam keluarga dengan menggunakan ungkapan antara lain: a. Menanyakan nama anggota keluarga b. Menyatakan nama keluarga c. Menanyakan hubungan keluarga seseorang d. Menyatakan hubungan keluarga e. Menyatakan jumlah anggota keluarga 4.3. Membaca a. Menemukan informasi rinci pada teks tentang keluarga • Jumlah anggota keluarga • Hubungan keluarga b. Membaca nyaring teks dengan ucapan yang berterima	Tes unjuk kerja Tes unjuk kerja Tes tulis	Tes simulasi uji petik prosedur Tes simulasi uji petik prosedur dan produk Tes isian, tes menjodohkan	Answer the questions orally. Give response orally. Answer the following questions. Match the following pictures with the name	4 JP	C. Grow with English D. Sumber-sumber lain yang relevan					
									4.1 Mendengarkan Mendengarkan kata-kata dan frasa tentang keluarga	4.1 Mendengarkan a. Mengidentifikasi makna kata tentang keluarga yang disampaikan secara lisan b. Menggambar silsilah keluarga sesuai dengan perintah	Tes unjuk kerja Tes tulis	Tes simulasi uji petik prosedur Tes isian, tes menjodohkan	Answer the questions orally. Match the following pictures with the name

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar					
				Teknik	Bentuk Instrumen	Contoh Instrumen							
4. Hubungan Keluarga 4.1 Mendengarkan Mendengarkan kata-kata dan frasa tentang keluarga 4.2 Berbicara Bercakap-cakap tentang hubungan keluarga 4.3 Membaca 1. Memahami isi teks tentang keluarga 2. Membaca nyaring	A. Ungkapan Guru: a. Who is John's father? b. What's the name of Jane's mother? c. John is married. d. His wife is Mary. B. Ungkapan Siswa dan Guru: a. What is your mother's name? b. Who is Mary? c. She is John's mother. d. Do you have any brother? e. How many brothers do you have? C. Teks deskriptif tentang hal yang berkaitan dengan keluarga D. Kosakata Wife, husband, son, daughter, father, mother, sister, children, grandfather, grandmother, cousin E. Tata Bahasa 1. Kata ganti kepunyaan: my, your, our 2. kata kerja bantu: do 3. kata tanya: how many	• siswa mendengarkan ungkapan-ungkapan yang disampaikan guru • siswa menjawab pertanyaan dengan tepat dan benar yang diberikan guru • siswa merespon instruksi yang diberikan secara lisan • siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa saling menanyakan anggota keluarga masing-masing • 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	4.1 Mendengarkan a. Mengidentifikasi makna kata tentang keluarga yang disampaikan secara lisan b. Menggambar silsilah keluarga sesuai dengan perintah 4.2 Berbicara Melakukan dialog tentang hubungan dalam keluarga dengan menggunakan ungkapan antara lain: a. Menanyakan nama anggota keluarga b. Menyatakan nama keluarga c. Menanyakan hubungan keluarga seseorang d. Menyatakan hubungan keluarga e. Menyatakan jumlah anggota keluarga 4.3. Membaca a. Menemukan informasi rinci pada teks tentang keluarga • Jumlah anggota keluarga • Hubungan keluarga b. Membaca nyaring teks dengan ucapan yang berterima	Tes unjuk kerja Tes unjuk kerja Tes tulis	Tes simulasi uji petik prosedur Tes simulasi uji petik prosedur dan produk Tes isian, tes menjodohkan	Answer the questions orally. Give response orally. Answer the following questions. Match the following pictures with the name	4 JP	C. Grow with English D. Sumber-sumber lain yang relevan					
									4.1 Mendengarkan Mendengarkan kata-kata dan frasa tentang keluarga	4.1 Mendengarkan a. Mengidentifikasi makna kata tentang keluarga yang disampaikan secara lisan b. Menggambar silsilah keluarga sesuai dengan perintah	Tes unjuk kerja Tes tulis	Tes simulasi uji petik prosedur Tes isian, tes menjodohkan	Answer the questions orally. Match the following pictures with the name

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
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5.3 Membaca 1. Memahami isi teks tentang rumah 2. Membaca nyaring 5.4 Menulis Menulis kalimat sederhana tentang rumah	cooker, brush, refrigerator, clock, kettle, pot, bowl, knife, glass, frying pan, plate, cup, spoon, bowl, cooker, take a bath, have dinner, sleep E. Tata Bahasa a. kata kerja bantu: do b. modal auxiliary: shall c. preposisi: on, in, under, over, between	• 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 • siswa menyalin paragraf sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar • siswa menulis paragraf atau kalimat sederhana tentang keadaan rumahnya	j. Menawarkan bantuan k. Menyetujui l. Menolak tawaran 5.3 Membaca a. Menemukan informasi tertentu b. Menemukan informasi rinci c. Membaca nyaring dengan ucapan yang berterima 5.4 Menulis a. Menyalin paragraf b. Menulis kalimat sederhana tentang rumah	Tes tulis Tugas unjuk kerja	Tes isian, tes pilihan ganda Uji petik produk	Answer the following questions. Match the following pictures with the name. Choose the best answer, a, b, c, or d. Copy the sentences to your exercise book. Make sentences by using the following words.		

SILABUS

Sekolah : SD No. 5 Banyuasi  
 Kelas : V  
 Mata Pelajaran : Bahasa Inggris  
 Semester : II  
 Standar Kompetensi : Berkomunikasi lisan dan tulis, yakni mendengarkan, berbicara, membaca, dan menulis yang digunakan untuk berinteraksi sederhana dalam kelas melalui tema yang disarankan: pakaian, binatang, makanan dan minuman, bagian tubuh manusia, dan tempat umum dengan melibatkan konsep objects, color, number, action, time, modal, pronoun, preposisi, to be, present continuous, dan simple present.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
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1. Pakaian Mendengarkan Mendengarkan kata-kata tentang pakaian  Berbicara Melakukan percakapan dengan ungkapan yang berkaitan dengan membeli pakaian	A. Ungkapan guru dan siswa: a. Which one is a shirt? b. Which shirt is size 8? c. What size is that shirt? B. Ungkapan Siswa a. Can I help you? b. I'd like a T-shirt, please. c. What size do you wear? d. I wear size 9. e. Would you like this shirt? f. No, thank you. g. It would be nice. h. How much is this bag? i. It is \$ 4. C. Kosakata	<ul style="list-style-type: none"> <li>siswa mendengarkan penjelasan dan ungkapan-ungkapan yang disampaikan guru</li> <li>siswa mengidentifikasi kata-kata yang berhubungan dengan pakaian</li> <li>siswa melengkapi kalimat atau paragraph dengan bantuan gambar</li> <li>siswa merespon instruksi yang diberikan secara lisan</li> <li>siswa memerankan tokoh yang ada dalam dialog tentang jual beli</li> <li>siswa melatih ucapan yang benar dengan dialog tersebut</li> <li>siswa membuat dialog singkat</li> </ul>	1.1 Mendengarkan a. Mengidentifikasi makna kata tentang pakaian disampaikan secara lisan b. Merespon perintah secara fisik  1.2 Berbicara 1. Menanyakan harga 2. Menyatakan harga 3. Menanyakan rupa sesuatu 4. Menyatakan keinginan 5. Menanyakan ukuran	Tes unjuk kerja	Tes simulasi uji petik prosedur	Fill in the blank spaces	4 JP	Grow with English Sumber lain yang relevan
2. Membaca Memahami isi teks dialog yang berkaitan dengan pakaian  Menulis Menulis kalimat sederhana	D. Teks dialog pendek tentang hal-hal yang berkaitan dengan pakaian E. Tata bahasa a. Modal auxiliary can dan would b. Kata tanya 'how much' c. Kata ganti 'it' d. Kata ganti 'they'	<ul style="list-style-type: none"> <li>siswa dapat membaca dengan intonasi dan lafal yang benar</li> <li>Siswa mencari makna kata atau kalimat yang ada dalam bacaan atau wacana</li> <li>Siswa menjawab pertanyaan bacaan atau wacana</li> <li>siswa menyalin kalimat yang berkaitan dengan pakaian dengan ejaan yang benar</li> <li>siswa menulis kalimat sederhana tentang pakaian</li> </ul>	6. Menyatakan ukuran 7. Menyatakan keinginan 8. Menawarkan bantuan 9. Menyetujui 10. Menolak tawaran  1.3 Membaca a. Menemukan informasi tertentu b. Membaca nyaring dengan ucapan yang berterima  1.4 Menulis a. Mengutip kalimat yang berkaitan dengan pakaian b. Menulis kalimat sederhana tentang pakaian	Penugasan	Tugas proyek	Rewrite the paragraph with your own words		
2.1 Mendengarkan Mendengarkan pernyataan dan perintah yang berkaitan dengan binatang  2.2 Berbicara Bercakap-cakap	A. Ungkapan Guru: a. Look at the picture of animal b. Which one is a monkey? c. Draw a picture of a cock. B. Ungkapan Siswa a. Let me tell you about ... (dogs, cats, monkeys, etc). b. Where do dogs live? c. What do dogs eat?	<ul style="list-style-type: none"> <li>siswa mendengarkan ungkapan-ungkapan atau penjelasan yang disampaikan guru</li> <li>siswa melengkapi informasi dengan bantuan gambar atau realia</li> <li>siswa merespon instruksi yang diberikan secara lisan</li> <li>siswa mengucapkan kata-kata yang diajarkan dengan lafal</li> </ul>	2.1 Mendengarkan a. Mengidentifikasi makna kata-kata yang berkaitan dengan binatang yang disampaikan secara lisan b. Merespon instruksi yang berkaitan dengan binatang  2.2 Berbicara a. Menanyakan informasi	Tes unjuk kerja	Tes simulasi uji petik prosedur	Fill in the blank spaces	4 JP	Grow with English Sumber lain yang relevan
2.3 Membaca a. Memahami isi teks tentang binatang b. Membaca nyaring  2.4 Menulis Menulis kalimat pernyataan tentang binatang	C. Teks dialog tentang hal yang berkaitan dengan binatang D. Kosakata Animal, pet, buffalo, cock, monkey, goose, cat, cow, hen, goat, dog, rabbit, duck, bird, lion, fish, zoo, beautiful, big, domestic, wild, rice, fruit, insect, leave E. Tata Bahasa 1. where + do 2. what + do 3. auxiliary can 4. kata tanya 'whose' 5. Possessive adjective my, your, our.	<ul style="list-style-type: none"> <li>yang benar siswa menanyakan informasi detail tentang binatang peharaan teman-temannya dan melaporkannya di depan kelas</li> <li>Siswa dapat membaca dengan intonasi dan lafal yang benar</li> <li>Siswa mencari makna kata atau kalimat yang ada dalam bacaan atau wacana</li> <li>Siswa menjawab pertanyaan bacaan atau wacana</li> <li>siswa menyalin paragraf atau kalimat sederhana yang mengandung kalimat pernyataan dengan ejaan yang benar</li> <li>siswa menulis paragraf atau sederhana tentang binatang</li> </ul>	b. Memberikan informasi c. Menanyakan kemampuan d. Menyatakan kemampuan e. Menanyakan pemilik  2.3 Membaca a. Menemukan informasi rinci pada dialog/teks tentang binatang b. Membaca nyaring dengan ucapan yang berterima  2.4 Menulis a. Mengutip kalimat pernyataan b. Menulis kalimat pernyataan tentang binatang	Tes lisan	Tes lisan, tes uraian	Answer the following questions. Match the following pictures with the name.		
3. Makanan dan Minuman 3.1 Mendengarkan Mendengarkan kata-kata, kalimat pernyataan dan perintah yang berkaitan dengan makanan dan minuman	A. Ungkapan Guru: a. Look at the pictures of ... b. Which one is ... (pork, beef, coffee, etc) B. Ungkapan Siswa a. Excuse me. b. Can I help you? c. Would you like to ... (order, buy, have).	<ul style="list-style-type: none"> <li>siswa mendengarkan kata-kata yang disampaikan guru</li> <li>siswa menjawab pertanyaan atau melengkapi informasi dengan lepat dan benar dengan bantuan gambar</li> <li>siswa merespon instruksi yang diberikan secara lisan</li> </ul>	3.1 Mendengarkan a. Mengidentifikasi makna kata tentang makanan dan minuman yang disampaikan secara lisan b. Merespon perintah secara fisik	Tes unjuk kerja	Tes simulasi uji petik prosedur	Fill in the blank spaces	4 JP	Grow with English Sumber lain yang relevan



Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.2 Berbicara Bercakap-cakap tentang makanan dan minuman	d. Would you like ... (meat, bread, rice, etc)? e. I'd like to have ... (bread, banana cake, etc). f. Could I have ... (rice, orange, etc)? g. It would be nice. h. Thank you.	• siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa membuat dialog singkat sesuai dengan situasi yang diberikan guru bersama kelompoknya • siswa melakukan percakapan pendek dengan pasangannya	3.2 Berbicara a. Melakukan dialog dengan menggunakan fungsi bahasa yaitu b. Menawarkan bantuan c. Menawarkan sesuatu d. Menyatakan keinginan e. Memasukkan/minta sesuatu f. Merespon permintaan g. Berterima kasih h. Minta perhatian	Tes unjuk kerja	Tes simulasi, uji petik prosedur dan produk	Give response orally.		
3.3 Membaca Memahami isi teks tentang makanan dan minuman	C. Teks tentang hal yang berkaitan dengan makanan dan minuman Kata kata Rice, biscuit, bread, vegetables, chicken, beef, pork, lamb, fish, prawn, cake, coffee, milk, tea, water, meal, breakfast, lunch, dinner, cook, fry, boil, eat, have, drink D. Tata Bahasa - ungkapan 'would you like' - ungkapan 'I want' - ungkapan 'could I have'	• 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	3.3 Membaca a. Menemukan informasi tertentu pada teks tentang makanan dan minuman b. Menemukan informasi rinci c. Membaca nyaring dengan ucapan yang berterima	Tes tulis	Tes isian, tes uraian	Answer the following questions. Match the following pictures with the name.		
3.4 Menulis Menulis kalimat tentang makanan dan minuman	D. Tata Bahasa - ungkapan 'would you like' - ungkapan 'I want' - ungkapan 'could I have'	• siswa menyalin paragraf sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar • siswa menulis paragraf atau kalimat sederhana tentang makanan atau minuman	3.4 Menulis a. Mengutip paragraf tentang makanan dan minuman b. Menulis kalimat yang sederhana tentang hal yang berkaitan dengan makanan dan minuman	Portofolio	Dokumen kerja siswa	Copy the sentences to your exercise book. Make sentences based on the picture.		
4. Bagian Tubuh Manusia 4.1 Mendengarkan Mendengarkan: a. kata yang berkaitan dengan bagian	A. Ungkapan Guru: point to your ... (head, hair, eyes, etc) draw your face touch your nose	• siswa mendengarkan ungkapan-ungkapan yang disampaikan guru • siswa merespon instruksi yang diberikan secara lisan	4.1 Mendengarkan • Mengidentifikasi makna kata tentang makanan dan minuman yang disampaikan secara	Tes unjuk kerja	Tes simulasi uji petik prosedur	Fill in the blank spaces.	4 JP	Grow with English Sumber-sumber lain yang relevan

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.2 Berbicara Bercakap-cakap tentang hal yang berkaitan dengan tubuh manusia	B. Which one is your nose? Guru stand up, sit down, point your hand Can you stand up? Yes, I can. Sorry, I can't. It's right. C. Teks deskriptif tentang hal yang berkaitan dengan tubuh manusia D. Kosakata Head, face, neck, chest, stomach, arm, hand, leg, knee, foot, eye, nose, cheek, lip, tooth, hair, mustache, ear, sleep, clap, wash, brush, shave, examine, raise, catch, kick, touch, hold E. Tata Bahasa 1. pertanyaan dengan modal 'can' dan kata tanya 'what' dan 'where' 2. preposisi: behind, behind, across	• siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa saling bertanya jawab dengan teman atau kelompoknya • 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 • Siswa dapat menyimpulkan isi wacana	4.2 Berbicara • Memberi perintah secara verbal/fisik. • Menanyakan kemampuan. • Menyatakan ketidakmampuan. • Merespon permintaan/perintah secara verbal.	Tes isian	Daftar pertanyaan	Give response orally.		
4.3 Membaca a. Membaca nyaring b. Memahami isi teks tentang bagian tubuh manusia	E. Tata Bahasa 1. pertanyaan dengan modal 'can' dan kata tanya 'what' dan 'where' 2. preposisi: behind, behind, across	• 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 • Siswa dapat menyimpulkan isi wacana	4.3 Membaca a. Menemukan informasi tertentu b. Menemukan informasi rinci c. Membaca nyaring teks dengan ucapan yang berterima teks	Tes tulis	Tes menjodohkan pilihan ganda	Match the following pictures with the name. Choose the best answer, a, b, c, or d.		
4.4 Menulis Menulis kalimat pendek yang berkaitan dengan bagian tubuh manusia	E. Tata Bahasa 1. pertanyaan dengan modal 'can' dan kata tanya 'what' dan 'where' 2. preposisi: behind, behind, across	• siswa menyalin paragraf sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar • siswa menulis kalimat yang berkaitan dengan bagian tubuh manusia	4.4 Menulis • Mengutip paragraf pendek yang sederhana tentang hal yang berkaitan dengan tubuh manusia. • Menulis kalimat yang berkaitan dengan tubuh manusia.	Portofolio	Dokumen kerja siswa	Copy the sentences to your exercise book. Make sentences by using the following words.		

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5. Tempat-tempat umum 5.1 Mendengarkan a. Nama-nama tempat umum b. Fungsi tempat-tempat umum	A. Ungkapan Guru: • Point to the picture of market. • Which one is market? • What is beside (in front of, behind, across) the market? • What is between the market and the hotel?	• siswa mendengarkan dan mencatat kata-kata yang disampaikan guru • siswa menjawab pertanyaan dengan tepat dan benar dengan bantuan gambar • siswa merespon instruksi yang diberikan secara lisan	5.1 Mendengarkan a. Mengidentifikasi makna kata tentang tempat-tempat umum yang disampaikan secara lisan b. Merespon perintah yang disampaikan secara lisan dengan memberi tanda	Tes tulis, tes unjuk kerja	Tes isian, tes simulasi	Listen to the following dialog and fill in the blank spaces.	4 JP	Grow with English Sumber-sumber lain yang relevan
5.2 Berbicara Bertanya jawab tentang tempat-tempat umum	B. Ungkapan Siswa dan Guru • What can you find at the beach? • Where can I go swimming (borrow a book, pray, etc)? • Where is the bank? • It is behind (in front of, across, behind, beside) the school. • Let us clean our room! • Does it like this! • OK • Yes, please. • No, thank you.	• siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa membuat dialog singkat sesuai dengan situasi yang diberikan guru bersama kelompoknya • siswa melakukan percakapan pendek dengan pasangannya	5.2 Berbicara a. Menanyakan sesuatu yang dapat ditemukan di suatu tempat b. Merespon pernyataan tentang sesuatu yang ada di tempat umum c. Menanyakan lokasi/posisi suatu tempat d. Menyatakan lokasi suatu tempat e. Menanyakan kegiatan di suatu tempat f. Menyatakan kegiatan di suatu tempat	Tes unjuk kerja	Uji petik prosedur dan produk	Make a dialogue and practice it in front of the class		
5.3 Membaca a. Memahami isi teks tentang tempat umum b. Membaca nyaring	C. Teks deskriptif tentang hal yang berkaitan dengan tempat-tempat umum. D. Kosakata Market, swimming pool, school, supermarket, bus, station, library, temple, post office, hospital, town, vilage, playground, hotel, street, bank, petrol station	• 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	5.3 Membaca a. Menemukan informasi tertentu pada teks yang berkaitan dengan tempat umum b. Menemukan informasi rinci c. Membaca nyaring dengan ucapan yang	Tes tulis, penugasan	Tes uraian, tugas rumah	Read the text and answer the following question. Summarize the text.		

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.4 Menulis kalimat pernyataan yang berkaitan dengan tempat umum.	A. Tata Bahasa 1. penggunaan modal 'can' 2. pertanyaan dengan 'what' dan 'where' 3. preposisi: in front of, beside, behind, across	<ul style="list-style-type: none"> <li>siswa menyalin paragraf atau dialog sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar</li> <li>siswa menulis paragraf sederhana tentang deskripsi suatu tempat yang dikenalnya</li> </ul>	berterima 5.4 Menulis a. Menyalin paragraf tentang suatu tempat b. Menulis paragraf pendek yang sederhana tentang deskripsi suatu tempat	Tes unjuk kerja, penugasan	Uji portofolio, tugas proyek	Make a short paragraph about your favorite place		



## Appendix 12 Expert Judgment Rubric for Educational Experts

### “Evaluation Sheet for Educational Videos based on Problem-based Learning for 5th Grade Students By Educational Experts”

**Target** : Elementary School Students  
**Research Title** : “Developing Problem Based Learning Educational Video for Teaching English at 5<sup>th</sup> Grade Elementary Schools’ Students in Buleleng Regency”  
**Researcher** :  
**Evaluator** :  
**Occupation / Position** :

#### Description:

This evaluation sheet is used to assess the media quality of videos based on *Problem-based Learning* for 5<sup>th</sup> 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					4.2	Notes
		5	4	3	2	1		
<b>A. Video as media for teaching and learning process</b>								
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>B. Instructional Design Attributes</b> <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>								
4.	The scope of the material is made in accordance with the curriculum							
5.	The materials are suitable for the students' need							
6.	The topic is relevant to the students' daily life.							
7.	The learning objectives are suitable and attainable for the learners							
8.	The learning method used in the video is suitable for the learners to learn English							
9.	The important ideas are emphasized correctly to draw the learners' attention							
10.	Video shows the lesson's summary							
11.	Video provides appropriate examples to the learners based on the <i>topics</i>							
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions							
13.	The material contains instruction on how to make the tasks/exercises.							
14.	The material is well arranged and systematic.							
15.	The material is mapped from the easiest to the hardest.							
16.	The materials are presented systematically to make students easier to understand.							
17.	The video uses clear material mapping in describing limitation of the material.							
18.	Learners get useful reinforcement from the video							



Num	Descriptors	Scales					4.2	Notes
		5	4	3	2	1		
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>								
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.							
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.							
21.	The language use to elaborate the materials is clear							
22.	The video is using the simple and easy to be understood language for the learners							
23.	The video is using the correct spelling for each word							
24.	The video is using the correct pronunciation for each word							
25.	The material is delivered briefly and straight to the point							
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>								
26.	The materials are delivered in interesting way.							
27.	The materials are presented by using various pictures.							
28.	The images in the video are interesting							
29.	The images 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 images is appropriate							
32.	The placement of the images 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							



Num	Descriptors	Scales					4.2	Notes
		5	4	3	2	1		
37.	The placement of the text is appropriate							
38.	The font use and its size are appropriate							
39.	The use of images, 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							
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)								
44.	The content of the video is accurate							
45.	The elements of the video are integrated properly							
46.	The video is objective and unbiased							

.....,  
Have been acknowledged by,

UNDIKSHA

## Appendix 13 Expert Judgement Rubric for Family Video by 1st Expert

**“Evaluation Sheet for Educational Videos based on  
Project-based Learning for 5th Grade Students  
By Educational Experts”**

**Target** : Elementary School Students

**Research Title** : “Developing Learning Video Using Project-Based Learning for Teaching English at 5th Grade Elementary Schools Students in Buleleng Regency”

**Researcher** : Dewa Gede Krishnadana

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

**Occupation / Position** : Lecturer at English Language Education, Undiksha

**Description:**  
This evaluation sheet is used to assess the media quality of videos based on *Project-based Learning* for 5<sup>th</sup> 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.

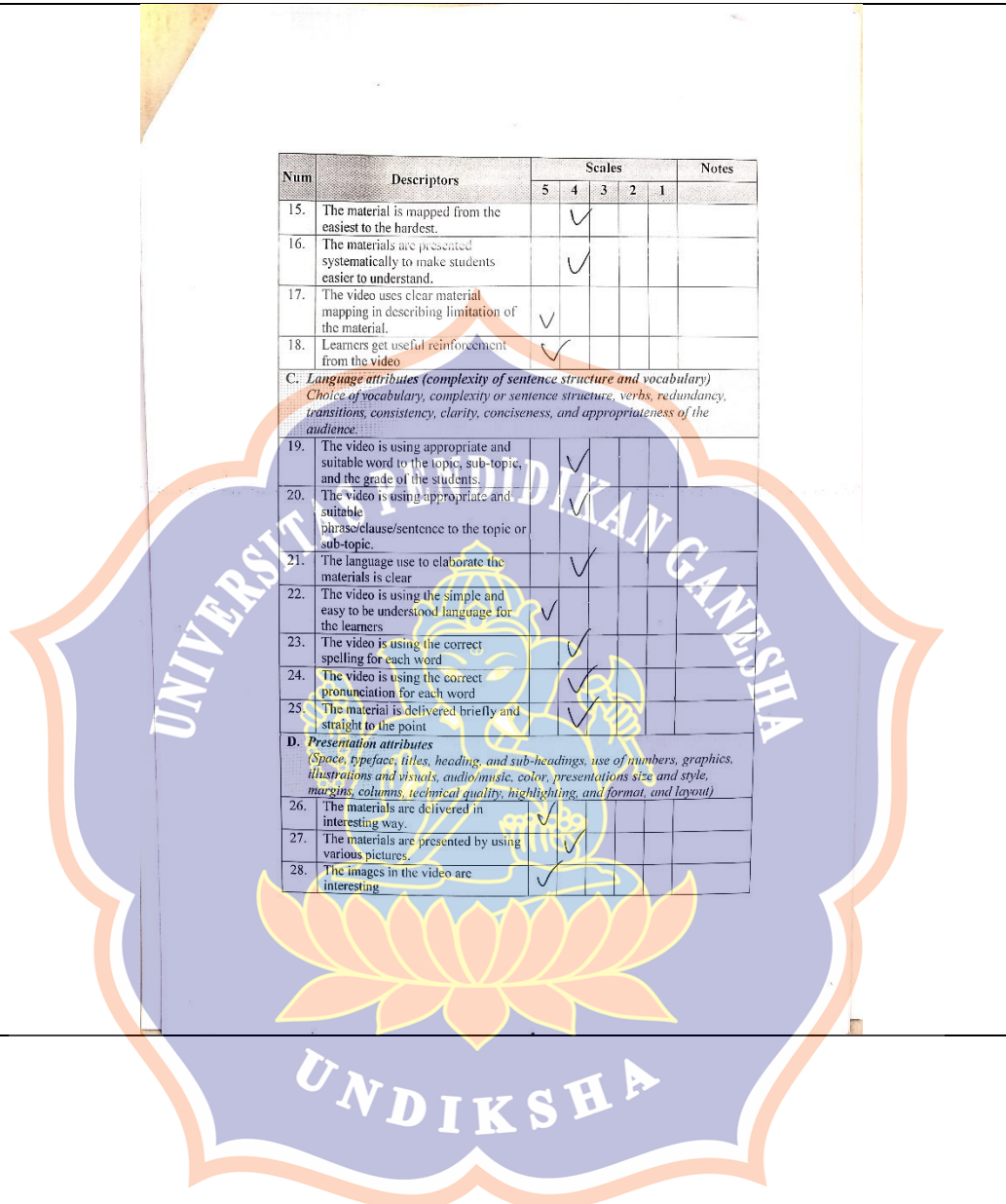


Topic: Family (Video 1)

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<b>A. Video as media for teaching and learning process</b>							
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>B. Instructional Design Attributes</b> <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners		✓				
8.	The learning method used in the video is suitable for the learners to learn English		✓				
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary		✓				
11.	Video provides appropriate examples to the learners based on the 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		✓				
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		✓				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		✓				
21.	The language use to elaborate the materials is clear		✓				
22.	The video is using the simple and easy to be understood language for the learners		✓				
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point		✓				
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.		✓				
27.	The materials are presented by using various pictures.		✓				
28.	The images in the video are interesting		✓				



Num	Descriptors	Scales					Notes
		5	4	3	2	1	
29.	The images 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 images is appropriate	✓					
32.	The placement of the images 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 images, 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	✓					
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

.....  
Have been acknowledged by,

  
Prof. Dr. Putu Keffi Nitiasih, M.A

NIP. 196206261986032002

## Appendix 14 Expert Judgement Rubric for Animal Video by 1st Expert

**“Evaluation Sheet for Educational Videos based on  
Project-based Learning for 5th Grade Students  
By Educational Experts”**

**Target** : Elementary School Students

**Research Title** : “Developing Learning Video Using Project-Based Learning for Teaching English at 5th Grade Elementary Schools Students in Buleleng Regency”

**Researcher** : Dewa Gede Krishnadana

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

**Occupation / Position** : Lecturer at English Language Education, Undiksha

**Description:**  
This evaluation sheet is used to assess the media quality of videos based on *Project-based Learning* for 5<sup>th</sup> 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

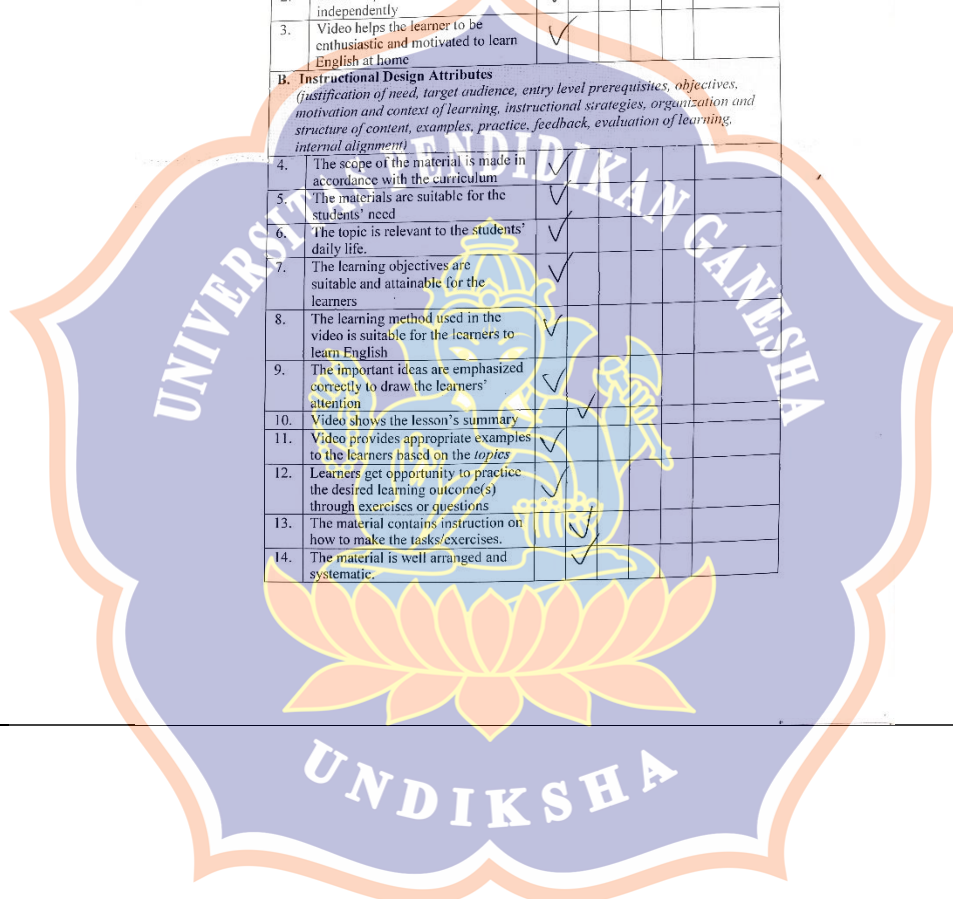
Thank you for your willingness to fill out this evaluation sheet.





Topic: *AniMaal (2)*

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<b>A. Video as media for teaching and learning process</b>							
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>B. Instructional Design Attributes</b> <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary	✓					
11.	Video provides appropriate examples to the learners based on the 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.	✓					

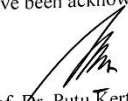




Num	Descriptors	Scales					Notes
		5	4	3	2	1	
15.	The material is mapped from the easiest to the hardest.		✓				
16.	The materials are presented systematically to make students easier to understand.		✓				
17.	The video uses clear material mapping in describing limitation of the material.		✓				
18.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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
29.	The images 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 images is appropriate	✓					
32.	The placement of the images 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 images, 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		✓				
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

.....  
Have been acknowledged by,

  
Prof. Dr. Putu Kerti Nitiasih, M.A  
NIP. 196206261986032002

## Appendix 15 Expert Judgement Rubric for Family Video by 2nd Expert

**"Evaluation Sheet for Educational Videos based on  
Project-based Learning for 5<sup>th</sup> Grade Students  
By Educational Experts"**

Target : Elementary School Students

Research Title : "Developing Learning Video by Using Project-Based Learning for Teaching English at 5<sup>th</sup> Grade Elementary School Students at Buleleng Regency"

Researcher : Dewa Gede Krishnadana

Evaluator : *Luh Ced Rahayu Budinarta, S.Pd., M.Pd.*

Occupation / Position : *Lecturer at ELE Undiksha*

**Description:**  
This evaluation sheet is used to assess the media quality of videos based on *Project-based Learning* for 5<sup>th</sup> 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.



Topic : Family (Video 1)

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



Num	Descriptors	Scales					Notes
		5	4	3	2	1	
29.	The images 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 images is appropriate	✓					
32.	The placement of the images 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 images, 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		✓				
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

.....  
Have been acknowledged by:

*APR*  
Luh Endang Rahayu Budiarah

UNDIKSHA

## Appendix 16 Expert Judgement Rubric for Animal Video by 2nd Expert

**“Evaluation Sheet for Educational Videos based on  
Project-based Learning for 5<sup>th</sup> Grade Students  
By Educational Experts”**

Target : Elementary School Students

Research Title : “Developing Learning Video by Using Project-Based Learning for Teaching English at 5<sup>th</sup> Grade Elementary School Students at Buleleng Regency”

Researcher : Dewa Gede Krishnadana

Evaluator : *Luh Ael Rahayu Budiarta, S.Pd., M.Pd.*

Occupation / Position : *Lecturer at ELE Undiksha*

**Description:**  
This evaluation sheet is used to assess the media quality of videos based on *Project-based Learning* for 5<sup>th</sup> 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.





Topic : **Animals (video2)**

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<b>A. Video as media for teaching and learning process</b>							
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>B. Instructional Design Attributes</b> <i>(justification of need, target audience, entry-level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention		✓				
10.	Video shows the lesson's summary	✓					
11.	Video provides appropriate examples to the learners based on the 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.	✓					
	The materials are processed systematically to make students easier to understand.	✓					
17.	The video uses clear material mapping in describing limitation of the material.		✓				
18.	Learners get useful reinforcement from the video	✓					
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		✓				
20.	The video is using appropriate and suitable phrase, clause/sentence to the topic or sub-topic.		✓				
21.	The language use to elaborate the materials is clear		✓				
22.	The video is using the simple and easy to be understood language for the learners			✓			
23.	The video is using the correct spelling for each word			✓			
24.	The video is using the correct pronunciation for each word			✓			
25.	The material is delivered briefly and straight to the point			✓			
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.		✓				
27.	The materials are presented by using various pictures.		✓				
28.	The images in the video are interesting		✓				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
29.	The images in the video are suitable for the topic and the target audience	✓					
30.	The illustration is suitable as it is found in everyday use	✓					
31.	The size of images is appropriate		✓				
32.	The placement of the images 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 images, 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	✓					
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Have been acknowledged by,

*Luh Ed Rahayu Budiarah*

UNDIKSHA

## Appendix 17 Expert Judgement Rubric for Family Video by 3rd Expert

"Evaluation Sheet for Educational Videos based on  
Project-based Learning for 5<sup>th</sup> Grade Students  
By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Learning Video Using Project-Based Learning for Teaching English at 5<sup>th</sup> Grade Elementary School Students at Buleleng Regency"

Researcher : Dewa Gede Krishnadana

Evaluator : Ni Luh Putu Era Adnyanti, S.Pd., M.Pd.

Occupation / Position : Lecturer at ELE Undiksha

**Description:**

This evaluation sheet is used to assess the media quality of videos based on *Project-based Learning* for 5<sup>th</sup> 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:**

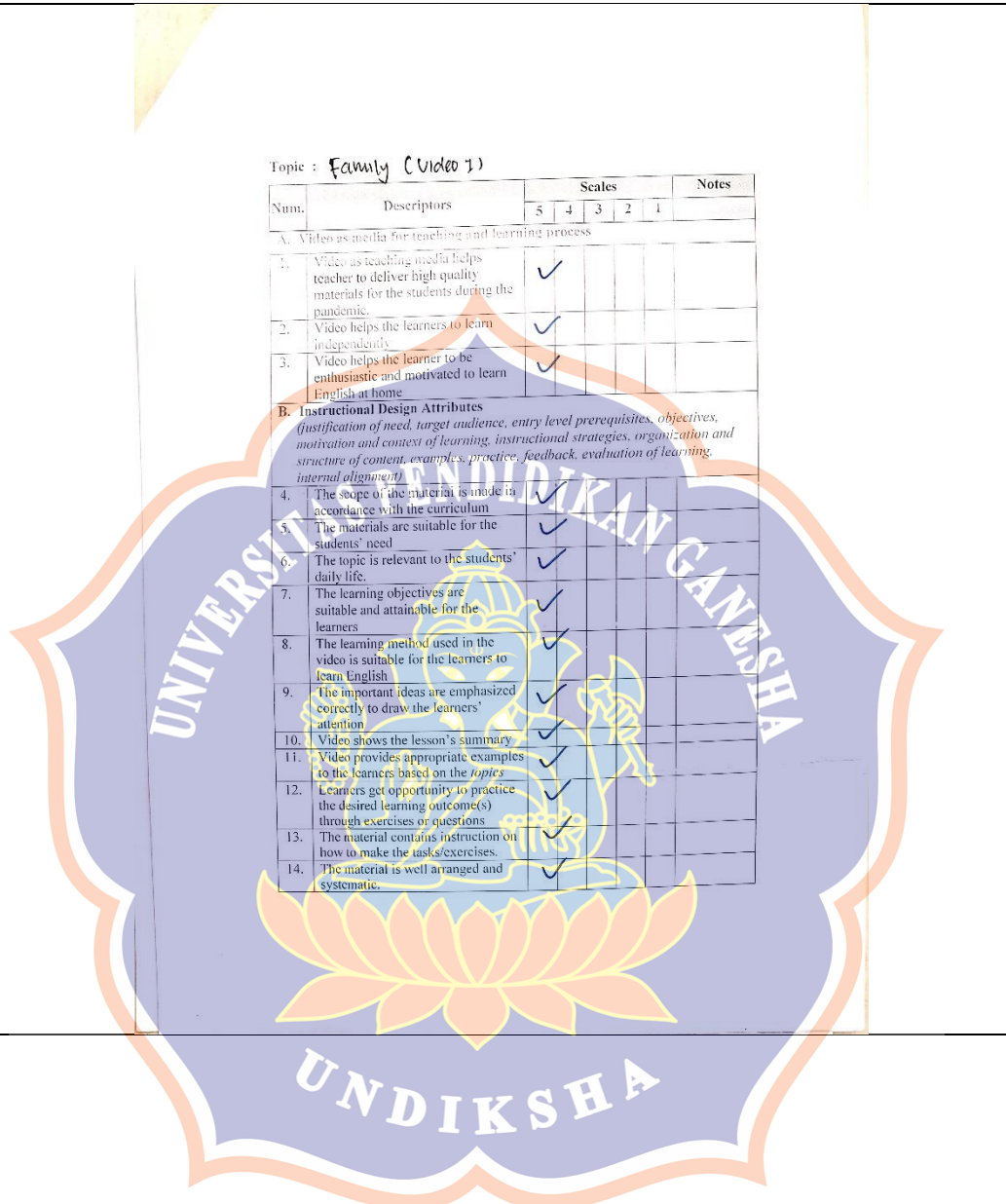
1. This evaluation sheet is filled out by an educational expert.
2. In the response range, there are 5 (five) levels.
3. Put a check mark [X] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

Topic : Family (Video 1)

No.	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>B. Instructional Design Attributes</b> <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary	✓					
11.	Video provides appropriate examples to the learners based on the 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.		✓				
	The materials are presented systematically to make students easier to understand.		✓				
17.	The video uses clear material mapping in describing limitation of the material.		✓				
18.	Learners get useful reinforcement from the video	✓					
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		✓				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		✓				
21.	The language use to elaborate the materials is clear		✓				
22.	The video is using the simple and easy to be understood language for the learners		✓				
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point		✓				
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.		✓				
27.	The materials are presented by using various pictures.		✓				
28.	The images in the video are interesting		✓				



Num.	Descriptors	Scales					Notes
		5	4	3	2	1	
29.	The images in the video are suitable for the topic and the target audience	✓					
30.	The illustration or similar objects found in everyday use	✓					
31.	The size of images is appropriate	✓					
32.	The placement of the images 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 images, 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	✓					
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

.....  
Have been acknowledged by.



UNDIKSHA

## Appendix 18 Expert Judgement Rubric for Animal Video by 3rd Expert

"Evaluation Sheet for Educational Videos based on  
Project-based Learning for 5<sup>th</sup> Grade Students  
By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Learning Video Using Project-Based Learning for Teaching English at 5<sup>th</sup> Grade Elementary School Students at Bulaleng Regency"

Researcher : Dewa Gede Krishnadana

Evaluator : Ni Luh Putu Era Adnyanti, S.pd., M.pd.

Occupation / Position : Lecturer at ELE Undiksha

**Description:**  
This evaluation sheet is used to assess the media quality of videos based on *Project-based Learning* for 5<sup>th</sup> 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.



Topic : **Animals ( video 2 )**

Num.	Description	Scales					Notes
		5	4	3	2	1	
<b>A. Video as media for teaching and learning process</b>							
1.	Video as teaching media help 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>B. Instructional Design Attributes</b> (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.	✓					
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity of sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.			✓			
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.			✓			
21.	The language use to elaborate the materials is clear.	✓					
22.	The video is using the simple and easy to be understood language for the learners.	✓					
23.	The video is using the correct spelling for each word.			✓			
24.	The video is using the correct pronunciation for each word.			✓			
25.	The material is delivered briefly and straight to the point.	✓					
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio, music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.		✓				
27.	The materials are presented by using various pictures.	✓					
28.	The images in the video are interesting.	✓					

Num.	Descriptors	Scales					Notes
		5	4	3	2	1	
29.	The images 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 images is appropriate	✓					
32.	The placement of the images 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 images, 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	✓					
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

.....  
Have been acknowledged by,

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## Appendix 19 Result of Teachers' Judgement for Family Video

"Evaluation Sheet for Educational Videos based on  
Project-based Learning for 5<sup>th</sup> Grade Students  
By Educational Experts"

Target : Elementary School Students  
 Research Title : "Developing Learning Video by Using Project-Based Learning for Teaching English at 5<sup>th</sup> Grade Elementary School Students at Buleleng Regency"  
 Researcher : Dewa Gede Krishnadana  
 Evaluator :  
 Occupation / Position : Teacher at SDN 3 Banjar Jawa

**Description:**

This evaluation sheet is used to assess the media quality of videos based on *Project-based Learning* for 5<sup>th</sup> 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.



Topic : Family

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
29.	The images 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 images is appropriate	✓					
32.	The placement of the images 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 images, 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		✓				
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Have been acknowledged by,

  
Ni Luh Ayu Suparitasri S.Pd.

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## Appendix 20 Result of Teachers' Judgement for Animal Video

### "Evaluation Sheet for Educational Videos based on Project-based Learning for 5<sup>th</sup> Grade Students By Educational Experts"

**Target** : Elementary School Students  
**Research Title** : "Developing Learning Video by Using Project-Based Learning for Teaching English at 5<sup>th</sup> Grade Elementary School Students at Buleleng Regency"  
**Researcher** : Dewa Gede Krishnadana  
**Evaluator** :  
**Occupation / Position** : Teacher at SDN 8 Banjar Jawa

#### Description:

This evaluation sheet is used to assess the media quality of videos based on *Project-based Learning* for 5<sup>th</sup> 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.

Topic : Animals

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 <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention		✓				
10.	Video shows the lesson's summary		✓				
11.	Video provides appropriate examples to the learners based on the 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	✓					
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	✓					
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	✓					
21.	The language use to elaborate the materials is clear		✓				
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point	✓					
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.	✓					
27.	The materials are presented by using various pictures.	✓					
28.	The images in the video are interesting	✓					



Num	Descriptors	Scales					Notes
		5	4	3	2	1	
29.	The images 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 images is appropriate	✓					
32.	The placement of the images 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 images, 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		✓				
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

.....  
I have been acknowledged by:

  
Ni Luh Ayu Supriyanti S Pd.

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### Appendix 21 Students' Questionnaire

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' Questionnaire on Google Form

**Kuisiner Evaluasi Video Pembelajaran Bahasa Inggris berbasis Saintifik terhadap Siswa Kelas 5 Sekolah Dasar**

Halo adik-adik, setelah kalian selesai menonton video tadi, ayo isi kuisiner ini yuk. Ceritanya mudah, pilihlah pilihan yang paling sesuai menurut kalian. Pilihan 1-5 artinya sebagai berikut yaa

1 = Sangat Tidak Setuju  
2 = Tidak Setuju  
3 = Biasa Saja  
4 = Setuju  
5 = Sangat Setuju

Semangat :)

\* Wajib

Nama \*

Jawaban Anda

Sekolah \*

Jawaban Anda

1. Saya senang menonton video pembelajaran Bahasa Inggris \*

1 2 3 4 5  
Sangat Tidak Setuju ○ ○ ○ ○ ○ Sangat Setuju

2. Penjelasan yang disampaikan mudah dimengerti \*

1 2 3 4 5  
Sangat Tidak Setuju ○ ○ ○ ○ ○ Sangat Setuju

3. Suara pada video pembelajaran jelas \*

1 2 3 4 5  
Sangat Tidak Setuju ○ ○ ○ ○ ○ Sangat Setuju

4. Gambar-gambar yang ada di dalam video menarik

1 2 3 4 5  
Sangat Tidak Setuju ○ ○ ○ ○ ○ Sangat Setuju

3. Suara pada video pembelajaran jelas \*

1 2 3 4 5  
Sangat Tidak Setuju ○ ○ ○ ○ ○ Sangat Setuju

4. Gambar-gambar yang ada di dalam video menarik

1 2 3 4 5  
Sangat Tidak Setuju ○ ○ ○ ○ ○ Sangat Setuju

5. Animasi yang digunakan memudahkan saya belajar

1 2 3 4 5  
Sangat Tidak Setuju ○ ○ ○ ○ ○ Sangat Setuju

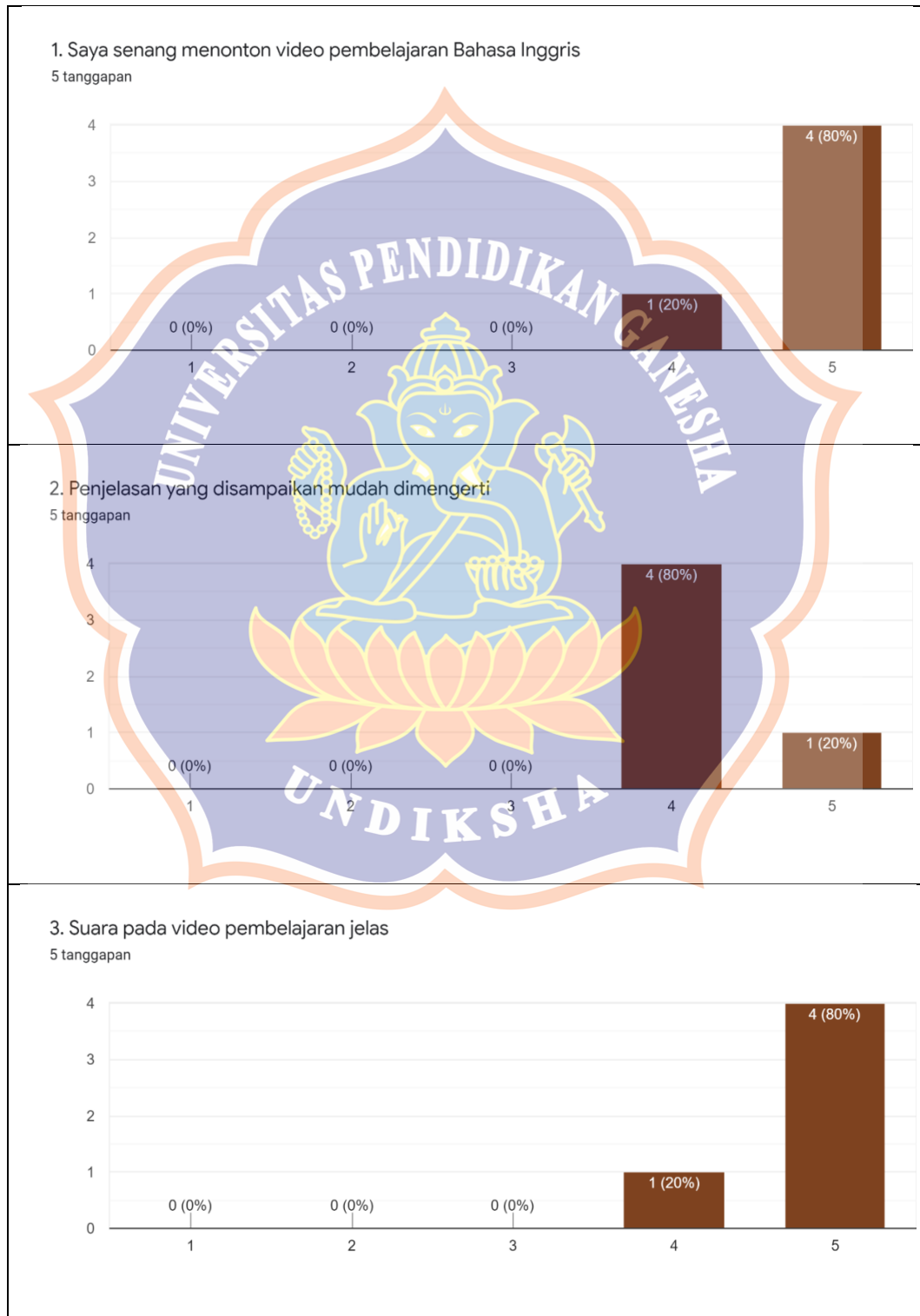
Kirim

Jangan pernah mengimkan sandi melalui Google Formulir.

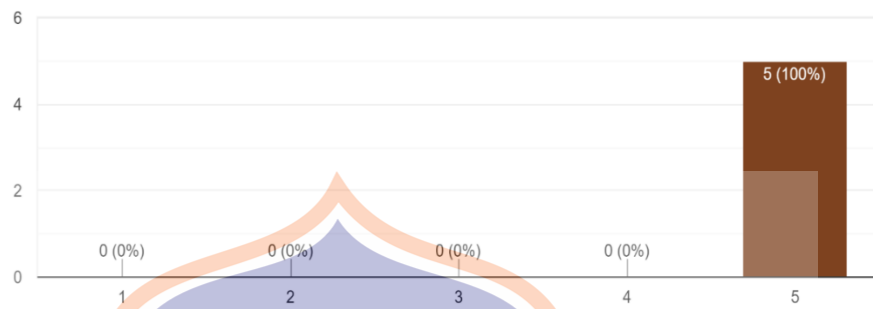
Konten ini tidak dibuat atau didukung oleh Google. Laporan Penyalahgunaan - Penanganan Laporannya - Kebijakan Privasi

Google Formulir

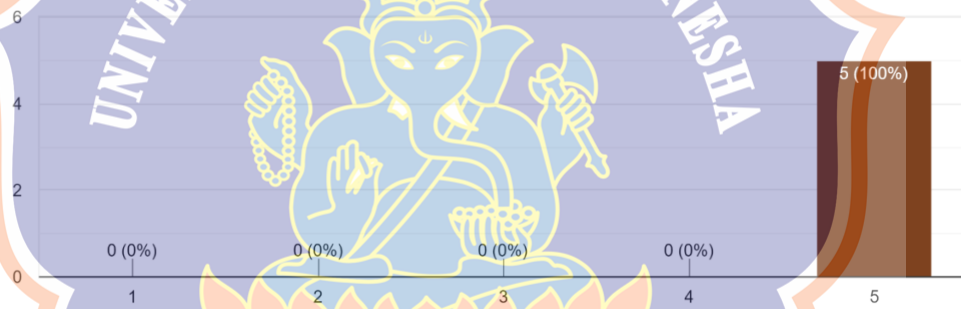
## Appendix 23 Results of Students' Questionnaire on Google Form



4. Gambar-gambar yang ada di dalam video menarik  
5 tanggapan



5. Animasi yang digunakan memudahkan saya belajar  
5 tanggapan



**Appendix 24 The Documentation**







