



# APPENDICES

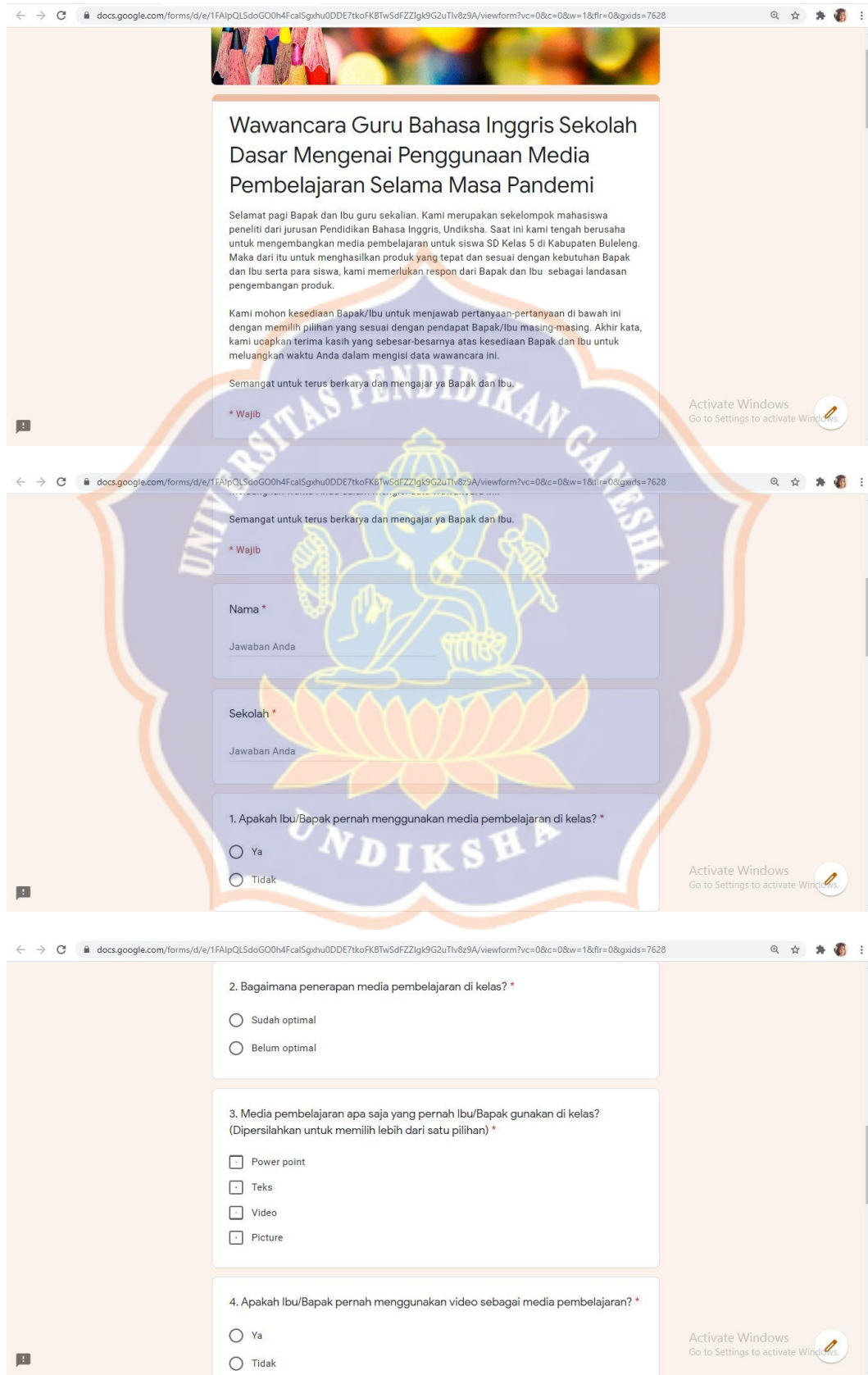
## Appendix 1 Interview Guide for Teachers

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

docs.google.com/forms/d/e/1FAIpQLSdoG00H4FcaISgXhu0DE7tkoFK8TwsdFZZIgl9G2uTlv8z9A/viewform?vc=0&c=0&w=1&ftr=0&gxids=7628



**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, Undiksha. 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 pendapat 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

Activate Windows  
Go to Settings to activate Windows

---

docs.google.com/forms/d/e/1FAIpQLSdoG00H4FcaISgXhu0DE7tkoFK8TwsdFZZIgl9G2uTlv8z9A/viewform?vc=0&c=0&w=1&ftr=0&gxids=7628

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

Activate Windows  
Go to Settings to activate Windows

---

docs.google.com/forms/d/e/1FAIpQLSdoG00H4FcaISgXhu0DE7tkoFK8TwsdFZZIgl9G2uTlv8z9A/viewform?vc=0&c=0&w=1&ftr=0&gxids=7628

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

Activate Windows  
Go to Settings to activate Windows

docs.google.com/forms/d/e/1FAIpQLSdoG00H4FcaISghu0DDE7tkoFK8Tiv5dFZZlgk9G2uTlv8z9A/viewform?vc=0&c=0&w=1&ftr=0&gxids=7628

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

Activate Windows  
Go to Settings to activate Windows

docs.google.com/forms/d/e/1FAIpQLSdoG00H4FcaISghu0DDE7tkoFK8Tiv5dFZZlgk9G2uTlv8z9A/viewform?vc=0&c=0&w=1&ftr=0&gxids=7628

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? (Dipersilahkan untuk memilih lebih dari satu pilihan) \*

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

Kirim

Activate Windows  
Go to Settings to activate Windows

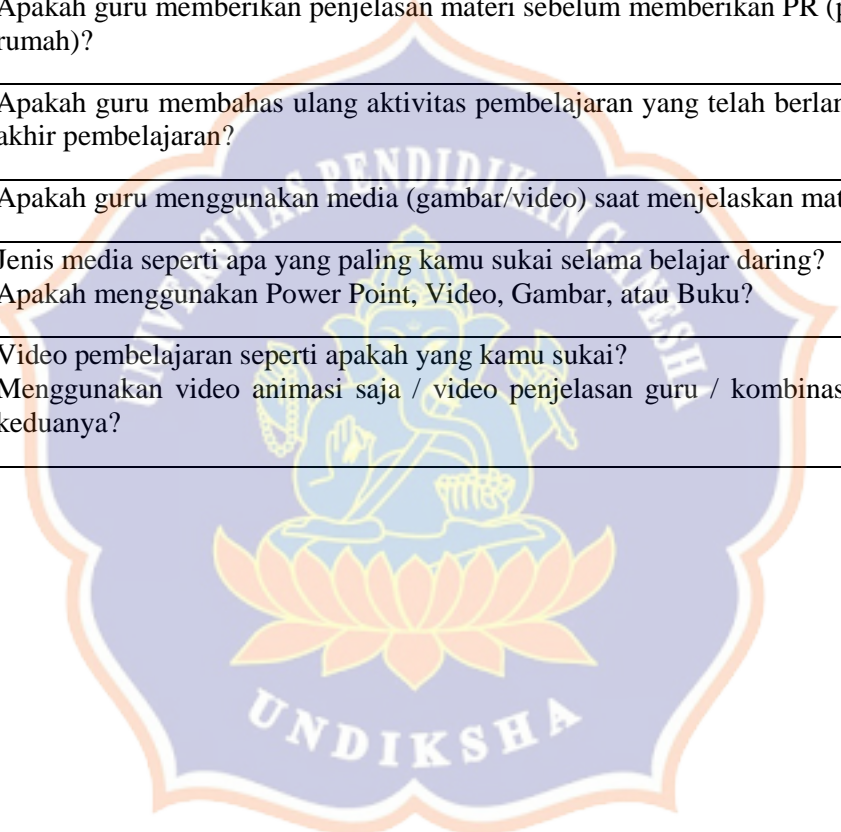


### Appendix 3 Result of Interview Guide for Teacher

No	Questions
1.	Apakah Ibu/Bapak pernah menggunakan media pembelajaran di kelas? <ul style="list-style-type: none"> <li>• Ya (100%)</li> <li>• Tidak (0%)</li> </ul>
2.	Bagaimana penerapan media pembelajaran di kelas? <ul style="list-style-type: none"> <li>• Sudah Optimal (20%)</li> <li>• Belum Optimal (80%)</li> </ul>
3.	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>
4.	Apakah Ibu/Bapak pernah menggunakan video sebagai media pembelajaran? <ul style="list-style-type: none"> <li>• Ya (60%)</li> <li>• Tidak (40%)</li> </ul>
5.	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>
6.	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>
7.	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>
8.	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

docs.google.com/forms/d/12mKl6wgm61DXHuK\_iNBH3i2fc2Sv64YyJNFWOxrtX8/edit?ts=601e1dfa&gxids=7628

### 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 yaa. 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 menentukan 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 mengganggu nilai kalian di sekolah. Jawaban kalian hanya akan digunakan untuk keperluan penelitian saja.

Terima kasih ya atas bantuannya :)

Nama \_\_\_\_\_

Teks jawaban singkat \_\_\_\_\_

1. Apakah kalian pernah bernyanyi 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 penjelasan materi sebelum memberikan PR (pekerjaan rumah)? \*

Ya

Tidak

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

Ya

Tidak

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

Gambar

Video

UNDIKSHA

Activate Windows  
Go to Settings to activate Windows.

docs.google.com/forms/d/12mKl6wqgm61DXHuK\_INBH3i2f2Sv64YyJNFWOxrlX8/edit?ts=601e1dfa&gids=7628

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

Activate Windows  
Go to Settings to activate Windows.



## Appendix 6 Result of Interview Guide for Students

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

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

This video will use full English.

<b>Video based on Problem based Learning (PBL)</b>	
<b>Topic 1</b>	<b>Part of Human Body</b>
<b>Basic Competency</b>	4.1 Listening <ol style="list-style-type: none"> <li>a. Listening to words related to parts of the human body</li> <li>b. Listening to commands related to parts of the human body</li> </ol> 4.2 Speaking <ol style="list-style-type: none"> <li>a. Talk about things related to human body parts</li> </ol> 4.3 Reading <ol style="list-style-type: none"> <li>a. Reading aloud</li> <li>b. Understand the contents of the text about human body parts</li> </ol> 4.4 Writing <ol style="list-style-type: none"> <li>a. Write short sentences relating to parts of the human body</li> </ol>
<b>Indicators</b>	4.1 Listening <ol style="list-style-type: none"> <li>a. Identify the meaning of words about the parts of the human body that are conveyed orally.</li> <li>b. Responds to verbal orders</li> </ol> 4.2 Speaking <ol style="list-style-type: none"> <li>a. Giving orders</li> <li>b. Respond to requests / orders verbally</li> </ol> 4.3 Reading <ol style="list-style-type: none"> <li>a. Find certain information</li> <li>b. Find detailed information</li> </ol> 4.4 Writing <ol style="list-style-type: none"> <li>a. Write sentences related to parts of the human body</li> </ol>
<b>Syntaxes</b>	<ol style="list-style-type: none"> <li>a. Problem Orientation,</li> <li>b. Organize the Learning Process,</li> <li>c. Individual and Group Research Guide,</li> <li>d. Develop and Present the Result of Problem Solving</li> <li>e. Analyze and Evaluate the Problem Solving</li> </ol>
<b>Syntax 1</b>	<b>Problem Orientation</b>



Activities	<ul style="list-style-type: none"> <li>- Teacher opens the class as well</li> <li>- Teacher invites students to sing a fun song on human body parts</li> <li>- Teacher offers an overview of the topic and the learning activity</li> <li>- Teacher reviews and invites students to repeat the vocabulary that exists on the video.</li> <li>- Teacher serves students a problem about human part of body by giving a short story</li> </ul>
Materials	<ul style="list-style-type: none"> <li>- Video about song of part of human body</li> <li>- Picture of part of human body</li> <li>- Dika's picture and illustration</li> </ul>
Script	<p>Hi everyone, how are you. <i>(The speaker touches her ears)</i> great? Fine? Wow, good everyone. Okay today, come back again with me Ms. Ayu in the English class.</p> <p>Well, before we start our class today let us sings a song together! “Do you like sing a song? <i>(the speaker touches her ears)</i> Yes, you like it?? Okay, now I will play the video twice. Firstly, you will pay attention and listen to the song. Then for the next play, you will sing a song with me. Are you ready to listen the song? Yess? Great. <i>(Played the video)</i>. {LISTENING}</p> <p><i>(VIDEO 1)</i></p> <p>Okay you already listen the song, now are you ready to sing the song with me?? Yes?? Great, let's sing the song together!</p> <p>Wow, good. Thank you for your beautiful sing and dance!!</p> <p>Well students, do you know what the song is about? Yes great, the song is about part of human body. So today we will learn about part of body in a fun way. Yeyy <i>(the speaker claps her hand)</i>.</p> <p>So, from the video, we can know several names about our part of body. Do you know what are they?? Yes great.</p> <p>They are head, repeat after me head, shoulders, tummy, bottom, eyes, nose, mouth, ears, arms, legs, fingers, toes, elbow, knees, hands, and feet. <i>(the speaker shows and touch part of body's picture with the names)</i> <i>(Students read and repeat the vocabularies)</i>. [READING] [SPEAKING]</p> <p>Wow. It's good everyone.</p> <p>Well to check your understanding, lets me give you a fun game. Do you like game? Yes?? Ok, the game is “where is my face”. So, in this game, you need to complete the face with its members (eyes, nose, mouth, ears, and eyebrows). Oke?? Great.</p> <p>So, know, let's play the game.</p>

	<p>(VIDEO 2)</p> <p>Where is my face?? Can you complete my face?</p> <p>Which one are my eyes? Yes great. This is eyes</p> <p>Which one is my nose? Yes great. This is nose</p> <p>Which one is my mouth? Yes great. This is mouth</p> <p>Which one is my eyebrow? Yes great. This is eyebrow</p> <p>Well this is my face. Yeyy you did a great job!!!</p> <p>So, that's all about part of human body.</p> <p>Well, how is your feeling during this quarantine now?? Are you happy? Did you brush your teeth very well? (the speaker show movement of brushing) No?? <i>(The speaker touches her ears).</i></p> <p>Oh my God... Actually, I have a friend. His name is Dika. <i>(the speaker show dika's picture)</i> Look at Dika..</p> <p>Do you want to know the story of Dika?? Oke then, let me tell you about Dika's story.</p> <p>During the quarantine, Dika always study and he is accompanying by like many sweet foods. And Dika really likes candy <i>(show Dika's illustration which studying while eating food in the night).</i></p> <p>When he finished his study, Dika going to bed without brush his teeth.</p> <p>Do you want to know what happen to Dika??</p> <p>Can you guess it?</p>
<b>Syntax 2</b>	<b>Organize the Learning Process</b>
Activities	<ul style="list-style-type: none"> <li>- Teacher help students to solve the problem based on the short story.</li> <li>- Teacher facilitates students toward giving more information that related to the human part of body.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>- Dika's picture who touching his cheek</li> <li>- Picture of candy and snack</li> </ul>
Script	<p>Yes, great...</p> <p>Dika cried at night because of a toothache.</p> <p><i>(Show Dika's picture who touching his cheek).</i></p>

	<p>Now, look at Dika,, (show picture Dika Crying and touch his teeth)</p> <p>So, everyone, if you eat sweet food like candy, snack, etc. (<i>showing the picture of candy and snack</i>).</p> <p>Do not forget to brush your teeth (<i>the speaker shows movement of brushing teeth</i>).</p> <p>Oke?? Great..</p>
<b>Syntax 3</b>	<b>Individually and Group Research Guide</b>
Activities	- Teacher give students an exercise
Material	- 3 pictures of the exercise
Script	<p>If you want to keep your teeth health, you need to brush your teeth. How about the rest of your body? How do you take care of it?</p> <p>Hmm hmm (<i>acting confused</i>)... Ahaa, let me give you an exercise. So in this exercise, you need to choose which one is the reason of pictures that I will show you later. Got my point?? Let's do the exercise...</p> <p>So here I have 3 pictures. (<i>show 3 picture</i>)</p> <p>What happen to him? What do you think?</p>
<b>Syntax 4 &amp; 5</b>	<b>Develop and Present the Result of Problem Solving &amp; Analyze and Evaluate the Problem Solving</b>
Activities	<ul style="list-style-type: none"> <li>- Teacher guide students to answer the exercise by showing pictures as the option</li> <li>- Teacher gives time for students to answer the exercise</li> <li>- Students delivers their work</li> <li>- Teacher clarify the answer of the problem</li> <li>- Teacher give a homework for students and it will collect to their real teacher</li> <li>- Teacher asks student understanding and happiness in learning the material.</li> <li>- Teacher closes the class as well.</li> </ul>
materials	<ul style="list-style-type: none"> <li>- Picture of a boy with stomachache</li> <li>- Picture of a child eating carelessly</li> <li>- Picture of a child eating healthy food</li> </ul>

	<ul style="list-style-type: none"> <li>- Picture of a girl who rubbing her eyes</li> <li>- Picture of a child is watching closely</li> <li>- Picture of a child is watching normally</li> <li>- Picture of a girl who looking tired and lethargic</li> <li>- Picture of a woman who is lazing</li> <li>- Picture of a woman who doing exercise and eating vitamin</li> </ul>
Script	<p>1. The first, look at that boy. <i>(show a boy with stomachache)</i>  What happen to him? What do you think? He eats this one <i>(pointing the first picture, a child eating carelessly)</i> or he eats this one <i>(pointing the second picture, a child eating healthy food)</i>.  What?? The option a?? yess great.  He got stomachache because he eating carelessly.</p> <p>2. The second look at that girl. <i>(shows a photo of a girl who rubbing her eyes)</i>  What happen to her? How can it happen to her? she did this one <i>(pointing the first picture, a child is watching closely)</i> or she did this one <i>(pointing the first picture, a child is watching normally)</i>.  What?? The option a?? yess great.  She got hurt in her eyes because she is watching too closely</p> <p>3. The last one, look at that woman. . <i>(shows a photo of a girl who looking tired and lethargic)</i>  What happen to her? How can it happen to her? she did this one <i>(pointing the first picture, a woman a woman who doing exercise and eating vitamin)</i> or <i>(pointing the first picture b, a woman who is lazing)</i> What?? The option b?? yess great.  <i>She looks so tired and lethargic because she is lazing)</i></p> <p>Yeyyy everyone you did a great job!!</p> <p>I think today's activity is enough for you. But, before we end the class, I have a simple homework for you. Listen carefully!</p> <p>Now, think about yourself. A problem or disease that your body has experienced. How do you solve that problem then don't forget to give the reason for your problem. For this homework, you need to write it down and collect it to your teacher. [WRITING]. Everyone got my point? <i>(the speaker touches her ears)</i> yes?? Once again, Yes???</p> <p>Wow Great. So, are you happy today? Yes?? Do you like this English class?? Yes again?? Wow excellent. So that's all for today, thank you for watching this video. And don't forget to take care on your health. See you soon on our English class. Good bye...</p>



## Appendix 8 The Blueprint After Revision of “Part of Human Body” Topic

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

This video will use full English.

<b>Video-based on Problem based Learning (PBL)</b>	
<b>Topic 1</b>	<b>Part of Human Body after Revision</b>
<b>Basic Competency</b>	4.1 Listening <ol style="list-style-type: none"> <li>a. Listening to words related to parts of the human body</li> <li>b. Listening to commands related to parts of the human body</li> </ol> 4.2 Speaking <ol style="list-style-type: none"> <li>a. Talk about things related to human body parts</li> </ol> 4.3 Reading <ol style="list-style-type: none"> <li>a. Reading aloud</li> <li>b. Understand the contents of the text about human body parts</li> </ol> 4.4 Writing <ol style="list-style-type: none"> <li>a. Write short sentences relating to parts of the human body</li> </ol>
<b>Indicators</b>	4.1 Listening <ol style="list-style-type: none"> <li>a. Identify the meaning of words about the parts of the human body that are conveyed orally.</li> <li>b. Responds to verbal orders</li> </ol> 4.2 Speaking <ol style="list-style-type: none"> <li>a. Giving orders</li> <li>b. Respond to requests / orders verbally</li> </ol> 4.3 Reading <ol style="list-style-type: none"> <li>a. Find certain information</li> <li>b. Find detailed information</li> </ol> 4.4 Writing <ol style="list-style-type: none"> <li>a. Write sentences related to parts of the human body</li> </ol>
<b>Syntaxes</b>	1. Problem Orientation, 2. Organize the Learning Process, 3. Individual and Group Research Guide, 4. Develop and Present the Result of Problem Solving, 5. Analyze and Evaluate the Problem Solving
<b>Syntax 1</b>	<b>Problem Orientation</b>
<b>Activities</b>	- The teacher opens the class as well - Teacher invites students to sing a fun song on human body parts

	<ul style="list-style-type: none"> <li>- Teacher offers an overview of the topic and the learning activity</li> <li>- The teacher reviews and invites students to repeat the vocabulary that exist on the video.</li> <li>- The teacher serves students a problem about human part of body by giving a short story</li> </ul>
Materials	<ul style="list-style-type: none"> <li>- Video about part of human body song</li> <li>- Picture of part of human body</li> <li>- Dika's picture and illustration</li> </ul>
Script	<p><b>1. Opening</b>  Hi everyone, how are you. <i>(the speaker touches her ears)</i> great? Fine? Wow, good, everyone. Okay, today, come back again with me, Ms. Ayu, in the English class.  * Well, before we start our class today, let us sings a song together! “Do you like to sing a song? <i>(the speaker touches her ears)</i> Yes, you like it?? Okay, now I will play the video twice. Firstly, you will pay attention and listen to the song. Then for the next play, you will sing a song with me. Are you ready to listen the song? Yess? Great. <i>(Played the video)</i>. <b>{LISTENING} (VIDEO, 1)</b>.  * Okay, you already listen the song, now are you ready to sing the song with me?? Yes?? Great, let's sing the song together!  <i>(singing + show the video)</i>  Wow, good. Thank you for your beautiful sing and dance!!  *Well, students, do you know what the song is about? Yes, great. The song is about part of human body. So today, we will learn about part of human body in a fun way. Yey <i>(the speaker claps her hand)</i>.</p> <p><b>2. Vocabularies repetition</b>  So, from the video, we can know several names about our part of body. Do you know what they are?? Yes great. They are head, (repeat after me) head, shoulders, tummy, bottom, eyes, nose, mouth, ears, arms, legs, fingers, toes, elbow, knees, hands, and feet. <i>(the speaker shows and touches part of body's picture with the names)</i> <i>(Students read and repeat the vocabularies)</i>. <b>[READING] [SPEAKING]</b>  Wow. It's great everyone.</p> <p><b>3. Game “where is my face.”</b>  Well, to check your understanding, lets me give you a fun game. Do you like game? Yes?? Oke, the game is “<b>where is my face</b>”. So, in this game, you need to complete the face with its members (eyes, nose, mouth, ears, and eyebrows). Oke?? Great.  So, know, let's play the game.  <b>(VIDEO 2: blank face and some picture of face component)</b>  Where is my face?? Can you complete my face?  Which one are my eyes? Yes great. This is eye  Which one is my nose? Yes great. This is nose  Which one is my mouth? Yes great. This is mouth  Which one is my eyebrow? Yes great. This is eyebrow  Well, this is my face. Yey, you did a great job!!!</p>



	<p><b>4. Dika's story</b>  So, that's all about part of human body.  Well, how is your feeling during this quarantine now?? Are you happy?  Do you brush your teeth very well? (The speaker shows the movement of brushing) yes? No?? (<i>The speaker touches her ears</i>).  Oh my God... Actually, I have a friend. His name is Dika.  (<i>the speaker shows dika's picture</i>)  *Look at dika. Do you want to know the story of Dika?? Okay, then, let me tell you about Dika's story.  *During the quarantine, Dika always studies and he is accompanying by like many sweet foods. And Dika likes candy very much.  (<i>show Dika's illustration which eating food in the night</i>).  When he finished his snacking, Dika is going to bed without brushes his teeth. Do you want to know what happens to Dika?? Can you guess it?</p>
<b>Syntax 2</b>	<b>Organize the Learning Process</b>
Activities	<ul style="list-style-type: none"> <li>- The teacher helps students to solve the problem based on the short story.</li> <li>- The teacher facilitates students toward giving more information that is related to the human part of body.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>- Dika's picture that is touching his cheek</li> <li>- Picture of candy and snack</li> </ul>
Script	<p>Yes, great.. Dika cried at night because of a toothache.  (<i>show Dika's picture which is touching his cheek</i>).</p> <p>Now, look at Dika, (<i>show Dika's picture who touch his chick</i>)</p> <p>So, everyone, if you eat sweet food likes candy, snacks, etc. (<i>showing the picture of candy and snack</i>).</p> <p>Do not forget to brush your teeth (<i>the speaker shows the movement of brushing teeth</i>). Okay? Great.</p>
<b>Syntax 3</b>	<b>Individual and Group Research Guide</b>
Activities	<ul style="list-style-type: none"> <li>- The teacher gives students an exercise</li> </ul>
Material	<ul style="list-style-type: none"> <li>- Three pictures of the exercise</li> </ul>
Script	<p><b>5. Exercise (guessing the reason of a disease)</b>  If you want to keep your teeth healthy, you need to brush your teeth. How about the rest of your body? How do you take care of it? Yes? No?</p>

	<p>*Hmm-hmm (<i>acting confused</i>) ... Ahaa, let me give you an exercise to make sure that you know how to take care of your part of body. So, in this exercise, you need to choose which one is the reason of the pictures that I will show you later. Got my point?? Let's do the exercise...</p> <p>*So here I have 3 pictures. (<i>show 3 pictures</i> :)</p> <p>*What happened to him? What do you think?</p>
<b>Syntax 4 &amp; 5</b>	<b>Develop and Present the Result of Problem Solving &amp; Analyze and Evaluate the Problem Solving</b>
Activities	<ul style="list-style-type: none"> <li>- The teacher guides students to answer the exercise by showing pictures as the option</li> <li>- The teacher gives time for students to answer the exercise</li> <li>- Students deliver their work</li> <li>- The teacher clarifies the answer of the problem</li> <li>- The teacher gives homework for students and it will collect to their real teacher</li> <li>- The teacher asks student understanding and happiness in learning the material.</li> <li>- The teacher closes the class as well.</li> </ul>
materials	<ul style="list-style-type: none"> <li>- Picture of a boy with a stomachache</li> <li>- Picture of a child eating carelessly</li> <li>- Picture of a child eating healthy food</li> <li>- Picture of a girl with sore eyes</li> <li>- Picture of a child looking at HP closely</li> <li>- Picture of a child looking at HP normally</li> <li>- Picture of a boy with backache</li> <li>- Picture of a boy who sits in a good position</li> <li>- Picture of a boy who sits in a wrong position</li> </ul>
Script	<ol style="list-style-type: none"> <li>1. The first, look at that boy. (<b><i>show a boy with stomachache</i></b>) What happens to him? What do you think? He eats this one (<i>pointing the first picture, a child eating carelessly</i>) or he eats this one (<i>pointing the second picture, a child eating healthy food</i>). What?? The option a?? yes great. He got stomachache because he is eating carelessly.</li> <li>2. The second look at that girl. (<b><i>shows a photo of a girl with sore eyes</i></b>) What happens to her? How can it happen to her? She did this one (<i>pointing the first picture, a girl who is looking at the phone closely</i>) or she did this one (<i>pointing the second picture, a girl who is looking at the phone in a normal distance</i>). What?? The option a?? yes great. That girl got sore eyes because she is looking at her phone too close.</li> <li>3. The last one, look at that woman.. (<b><i>shows a photo of a boy with backache</i></b>) What happens to him? How can it happen to him? He did this one (<i>pointing the first picture, a boy who sits in a good position</i>) or (<i>pointing the first picture b, a boy who sits in a wrong position</i>)</li> </ol>

*What?? The option a?? yes, great. That boy got backache because he sits in the wrong position.*

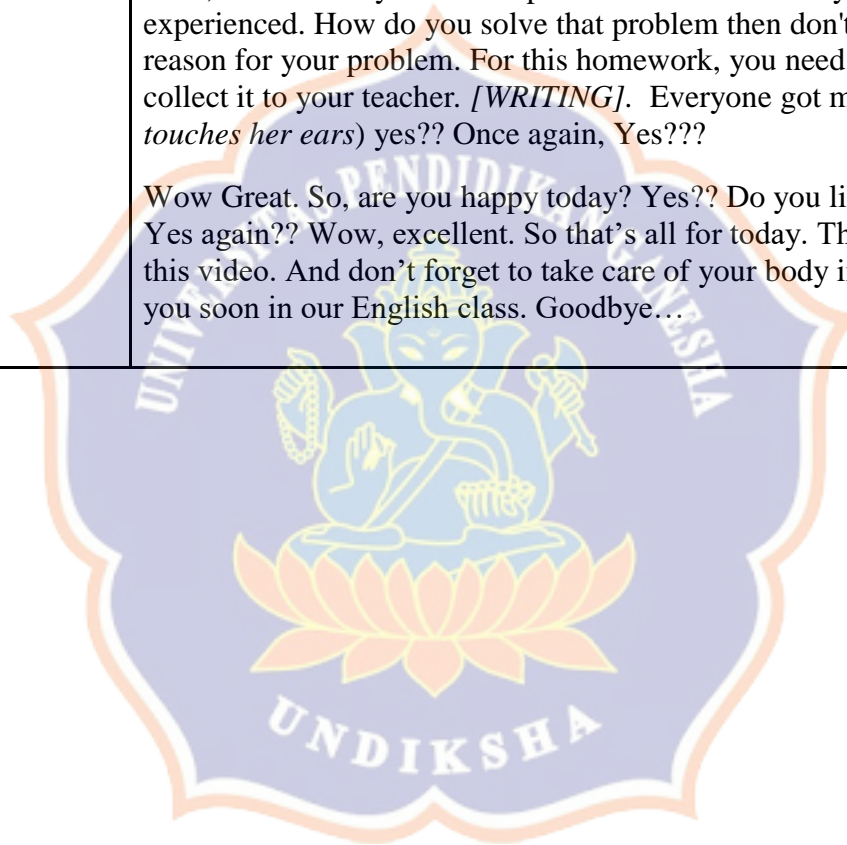
Yeyyy, everyone, you did a great job!!

### **Closing**

I think today's activity is enough for you. But, before we end the class, I have a simple homework for you. Listen carefully!

Now, think about yourself. A problem or disease that your body has experienced. How do you solve that problem then don't forget to give the reason for your problem. For this homework, you need to write it down and collect it to your teacher. *[WRITING]*. Everyone got my point? *(The speaker touches her ears)* yes?? Once again, Yes???

Wow Great. So, are you happy today? Yes?? Do you like this English class?? Yes again?? Wow, excellent. So that's all for today. Thank you for watching this video. And don't forget to take care of your body in this pandemic. See you soon in our English class. Goodbye...



## Appendix 9 The Blueprint Before Revision of “House” Topic

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

This video will use full English.

<b>Video-based on Problem based Learning (PBL)</b>	
<b>Topic 1</b>	<b>House</b>
<b>Basic Competency</b>	4.1 Listening: a. Listen to words and phrases about home 4.2 Speaking a. Talk about home 4.3 Reading a. Understand the contents of the text about home b. Read aloud 4.4 Writing a. Write simple sentences about home
<b>Indicators</b>	4.1 Listening a. Identify the meaning of words about home and activities carried out at home b. Responds to orders relating to the home 4.2 Speaking a. Give orders b. Ask an activity c. State an activity d. Invite to do something 4.3 Reading a. Find certain information b. Find detailed information 4.4 Writing a. Write a simple sentence related to home
<b>Syntaxes</b>	1. Problem Orientation, 2. Organize the Learning Process, 3. Individual and Group Research Guide, 4. Develop and Present the Result of Problem Solving, 5. Analyze and Evaluate the Problem Solving.
<b>Syntax 1</b>	<b>Problem Orientation</b>

Activities	<ul style="list-style-type: none"> <li>- The teacher opens the class as well</li> <li>- Teacher gives an overview of the topic and the learning process activity</li> <li>- The teacher does a house tour</li> <li>- The teacher reviews and invites students to repeat the vocabulary of house parts that exist in the house tour.</li> <li>- The teacher serves students a problem about house by telling Nana's story</li> </ul>
Materials	<ul style="list-style-type: none"> <li>- House picture</li> <li>- Nana's animation brings the package</li> <li>- Kitchen picture</li> <li>- Dining room picture,</li> <li>- Bathroom picture</li> <li>- Bedroom picture</li> <li>- Living room picture</li> <li>- Plate, TV remote, pillow, napkin, and shower puff</li> </ul>
Script	<p><b>1. Opening</b>  Hi everyone, how are you. (<i>the speaker touches her ears</i>) great? Fine? Okay, hopefully, you are in a good condition in this pandemic. Okay, today, come back again with me, Ms. Ayu, in the English class.  * Well, before we start our class today, I have something to show you. Look! This is my house. What do you think about my house? Is that good?? Yes?? Oww, thank you. Now, look at my house! There are two windows and a door in front of my house. Am I right? Yess?? Okay good. So, students, do you know what we are going to learn today? Can you guess it? (<i>the speaker touches her ear</i>) Yes, you alright. Today we are going to learn about house.</p> <p><b>2. House tour</b>  Okay, you already know about my house from the front view. Okay students, please listen carefully, because right now I want to show you inside of my new house. I will do a house tour for you.  Yey (<i>the speaker claps her hands</i>).  So now look, this is my living room. Look, there are sofa, vase, TV, table, fruits and some laps  This is my bedroom. Look, there is a cupboard bed, pillow, blanket, table, sofa, mirror, and vase.  This is my bathroom. Look, there are shower, toilet, towel, mirror, and bathtub.  This is my kitchen. Look, there are refrigerator, oven, sink, shelves, and some kitchen utensils  This is my dining room. Look, there are a table, chairs, plate, paint, and some food  Okay, that all about my house tour. So, students, you already know about part of the house. Can you mention it once again? Yes? No? oh my God. Okay then, let's review it together.  This is a living room, repeat after me, living room.  This is a bedroom (bedroom),  This is a bathroom (bathroom,</p>



	<p>This is a kitchen (kitchen),  This is a dining room (dining room).  <i>(editing; show in one scene)</i>  Wow, great students, you did a good job. Yey (<i>the speaker claps her hand</i>).</p> <p><b>3. Nana's problem</b>  Talking about the house, I have a friend. She is Nana. Actually, Nana got a package from her uncle. That package contains many things. It is such a plate, TV remote, pillow, napkin, and a shower puff. But, Nana faces a problem. Nana is a bit confused about how to put all of those things in the right place at the house.  So, students, can you solve Nana's problem? or Can you help Nana to put all of those things in the right place at home?</p>
<b>Syntax 2</b>	<b>Organize the Learning Process</b>
Activities	<ul style="list-style-type: none"> <li>- The teacher guides the students to solve the problem based on Nana's problem.</li> <li>- The teacher facilitates students in solving the problem toward showing related pictures</li> </ul>
Materials	<ul style="list-style-type: none"> <li>- Kitchen picture</li> <li>- Dining room picture,</li> <li>- Bathroom picture</li> <li>- Bedroom picture</li> <li>- Living room picture</li> <li>- plate, TV remote, pillow, napkin, and shower puff</li> </ul>
Script	<p>Yes, you can do it?? Great students.</p> <p>Okay, right now, I will show you <b>each item</b> in the package. And you need to choose the place in the house which appropriate to put those items. Okay, students, do you got it? Yess?? Oke let's solve Nana's problem.</p> <ol style="list-style-type: none"> <li>1. Well, here is the first item (this is TV remote).  Where do you think is the suitable place to put the TV remote?  Is that in the living room, bathroom, bedroom, kitchen, or dining room?  What (<i>the speaker touches her ears</i>) in the living room??  Yes, you alright, students. You can put the TV remote in the living room</li> <li>2. Okay, now we move to the second item (this is shower puff).  Where do you think is the suitable place to put the shower puff?  Is that in the bathroom, bedroom, kitchen, or dining room?  What (<i>the speaker touches her ears</i>) in the bathroom??  Yes, you alright, students. You can put shower puff in the bathroom</li> <li>3. Okay, now we move to the third item (this is plate).  Where do you think is the suitable place to put the plate?  Is that in the bedroom, kitchen, or dining room?</li> </ol>



	<p>What (<i>the speaker touches her ears</i>) in the plate??  Yes, you alright, students. You can put the plate in the kitchen.</p> <p>4. Okay, now we move to the fourth item (this is napkin).  Where do you think is the suitable place to put the napkin?  Is that in the bedroom or dining room?  What (<i>the speaker touches her ears</i>) in the dining room??  Yes, you alright, students. You can put the napkin in the dining room.</p> <p>5. Okay, now is the last item (this is pillow).  Where do you think is the suitable place to put the pillow?  What (<i>the speaker touches her ears</i>) in the bedroom?? Are you sure?  Yes, you alright, students. You can put the pillow in the bedroom.</p> <p>Wow, good students, you solve Nana's problem in a right way.</p>
<b>Syntax 3</b>	<b>Individual and Group Reseach Guide</b>
Activities	- The teacher gives students an exercise
Material	- Living room picture - Bathroom picture - Bedroom picture - Kitchen picture - Dining room picture
Script	<p><b>4. Exercise</b>  So, everyone, you already know about the house and its part. Also, about the suitable things in part of the house. How about the activity that you should do in each part of your house? Do you know it? Yess?? No?? (<i>the speaker touches her ears</i>)  Hmmm, to make sure that you understand about the material, let me give you an exercise. So, in this exercise, I will show you part of the house and you need to match it with the activity that suitable for that part of the house. Do you understand students? Yes?? Okay good, let's start the exercise.  *So here I will have five pictures. (<i>show five pictures</i>)  * What do you like to do in that place? What do you think?</p>
<b>Syntax 4 &amp; 5</b>	<b>Develop and Present the Result of Problem Solving &amp; Analyze and Evaluate the Problem Solving</b>
Activities	- The teacher guides students to answer the exercise by showing pictures as the background and show some option in a sentence - The teacher gives time for students to answer the exercise - Students deliver their work

	<ul style="list-style-type: none"> <li>- The teacher clarifies the answer</li> <li>- The teacher asks the student's understanding and happiness in the learning process</li> <li>- The teacher closes the class as well.</li> </ul>
materials	<ul style="list-style-type: none"> <li>- Living room picture</li> <li>- Bathroom picture</li> <li>- Bedroom picture</li> <li>- Kitchen picture</li> <li>- Dining room picture</li> </ul>
Script	<p>Okay, for the first one, we have this background.</p> <ol style="list-style-type: none"> <li>1. <i>(the speaker changes the background with living room)</i>        Look, what do you like to do in the living room?  <i>(the speaker shows some option in the screen)</i>        It is the option a, b, c, d, or e?        Yes, you alright, we can watch TV in the living room</li> <li>2. <i>(the speaker changes the background with kitchen)</i>        What do you like to do in the kitchen?  <i>(the speaker shows some option in the screen)</i>        It is the option a, b, c, d, or e?        Yes, you alright, we can cook in the kitchen</li> <li>3. <i>(the speaker changes the background with the dining room)</i>        What do you like to do in the dining room?  <i>(the speaker shows some option in the screen)</i>        It is the option a, b, c, d, or e?        Yes, you alright, we can eat together in the dining room</li> <li>4. <i>(the speaker changes the background with bedroom)</i>        What do you like to do in the bedroom?  <i>(the speaker shows some option in the screen)</i>        It is the option a, b, c, d, or e?        Yes, you alright, we can sleep in the bedroom</li> <li>5. <i>(the speaker changes the background with bathroom)</i>        What do you like to do in the bathroom?  <i>(the speaker shows some option in the screen)</i>        It is the option a, b, c, d, or e?        Yes, you alright, we can take a bath in the bathroom        Wooww excellent everyone, you did a good job!</li> </ol> <p><b>Closing</b></p> <p>You understand the material very well. I think today's activity is enough for you. But, before we end the class, I have a simple homework for you. Listen carefully!</p> <p>Now, look around you! Around your home. If something happens in that place, weather because it is dirty or messy. What will you do?</p> <p>Okay, please make a short answer and you can write your answer in a paper.</p>

Do not forget to collect it to your teacher.

Everyone got my point? (*The speaker touches her ears*) yes?? Okay, great,  
So, are you happy today? Yes?? Do you like this English class?? Yes again??  
It is excellent. So that's all for today. Thank you for watching this video. And  
don't forget to take care of health in this pandemic. See you soon in our next  
English class. Goodbye...



## Appendix 10 The Blueprint After Revision of “House” Topic

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

<b>Video-based on Problem based Learning (PBL)</b>	
<b>Topic 1</b>	<b>House</b>
<b>Basic Competency</b>	4.1 Listening: a. Listen to words and phrases about home 4.2 Speaking a. Talk about home 4.3 Reading a. Understand the contents of the text about home b. Read aloud 4.4 Writing a. Write simple sentences about home
<b>Indicators</b>	4.1 Listening a. Identify the meaning of words about home and activities carried out at home b. Responds to orders relating to the home 4.2 Speaking a. Give orders b. Ask an activity c. State an activity d. Invite to do something 4.3 Reading a. Find certain information b. Find detailed information 4.4 Writing a. Write a simple sentence related to home
<b>Syntaxes</b>	1. Problem Orientation, 2. Organize the Learning Process, 3. Individual and Group Research Guide, 4. Develop and Present the Result of Problem Solving, 5. Analyze and Evaluate the Problem Solving.
<b>Syntax 1</b>	<b>Problem Orientation</b>
<b>Activities</b>	- The teacher opens the class as well - Teacher gives an overview of the topic and the activity

	<ul style="list-style-type: none"> <li>- The teacher does a house tour</li> <li>- The teacher reviews and invites students to repeat the vocabulary of house part that exist in the house tour.</li> <li>- The teacher serves students a problem about house by telling Nana's story</li> </ul>
Materials	<ul style="list-style-type: none"> <li>- House picture</li> <li>- Nana's animation brings the package</li> <li>- Kitchen picture</li> <li>- Dining room picture,</li> <li>- Bathroom picture</li> <li>- Bedroom picture</li> <li>- Living room picture</li> <li>- plate, TV remote, pillow, napkin, and shower puff</li> </ul>
Script	<p><b>1. Opening</b>  Hi everyone, how are you. (<i>the speaker touches her ears</i>) great? Fine? Okay, hopefully, you are in a good condition today.  Okay, today, come back again with me, Ms Ayu, in the English class.  * Well, before we start our class today, I have something to show you. Look! This is my house. What do you think about my house? Is that good?? Yes?? Oww, thank you. Now, look at my house! There are two windows and a door in front of my house. Am I right? Yess?? Okay good.  So students, do you know what we are going to learn today? Can you guess it? (<i>the speaker touches her ear</i>) Yes, you alright. Today we are going to learn about house.</p> <p><b>2. House tour</b>  Okay, you already know about my house from the front view. Well, please listen carefully, because right now I want to show you inside of my new house. I will do a house tour for you. Yey (<i>the speaker claps her hands</i>).  So now look, this is my <b>living room</b>. Look, there are TV, speakers, lamps, small plant, desk, book, and sofa  This is my <b>bedroom</b>. Look, there are a cupboard, mirror, lamps, sofa, bed, pillow, blanket, desk, and a plant.  This is my <b>bathroom</b>. Look, there are towel, small cupboard, mirror, sink, bathtub, shower, and some toiletries.  This is my <b>kitchen</b>. Look, there are refrigerator, oven, dishwasher, kettle, filter, and some kitchen utensils.  This is my <b>dining room</b>. Look, there are a table, chairs, lamps, and some plants.  Okay, that all about my house tour. So, students, you already know about part of the house. Can you mention it once again? Yes? No? oh my God. Okay then, let's review it together.  This is a living room, repeat after me, living room.  This is a bedroom (bedroom),  This is a bathroom (bathroom),  This is a kitchen (kitchen),</p>



	<p>This is a dining room (dining room).  <i>(editing; show in one scene)</i>  Wow, nice students, you did a good job. Yey (<i>the speaker claps her hand</i>).</p> <p><b>3. Nana's problem</b>  Talking about the house, I have a friend. She is Nana. Actually, Nana got a package from her uncle. That package contains many things. Those are plate, TV remote, pillow, napkin, and a shower puff. But, Nana faces a problem. Nana is a bit confused about how to put all of those things in the right place at the house.  So, students, can you solve Nana's problem? or Can you help Nana to put all of those things in the right place at home?</p>
<b>Syntax 2</b>	<b>Organize the Learning Process</b>
Activities	<ul style="list-style-type: none"> <li>- The teacher guides the students to solve the problem based on Nana's problem.</li> <li>- The teacher facilitates students in solving the problem toward showing related pictures</li> </ul>
Materials	<ul style="list-style-type: none"> <li>- Kitchen picture</li> <li>- Dining room picture,</li> <li>- Bathroom picture</li> <li>- Bedroom picture</li> <li>- Living room picture</li> <li>- plate, TV remote, pillow, napkin, and shower puff</li> </ul>
Script	<p>Yes? can you do it?? Great students.</p> <p>Okay, right now, I will show you each item in the package. And you need to choose the place in the house which appropriate to put those items. Okay, students, do you get it? Yess?? Oke let's solve Nana's problem.</p> <ol style="list-style-type: none"> <li>1. Well, here is the first item (<b>this is TV remote</b>).  Where do you think is the suitable place to put the TV remote?  Is that in the living room or in the bathroom?  What (<i>the speaker touches her ears</i>) in the living room??  Yes, you alright, students. You can put the TV remote in the living room</li> <li>2. Okay, now we move to the second item (<b>this is shower puff</b>).  Where do you think is the suitable place to put the shower puff?  Is that in the bathroom or in the bedroom?  What (<i>the speaker touches her ears</i>) in the bathroom??  Yes, you alright, students. You can put shower puff in the bathroom</li> <li>3. Okay, now we move to the third item (<b>this is plate</b>).  Where do you think is the suitable place to put the plate?  Is that in the kitchen or in the dining room?  What (<i>the speaker touches her ears</i>) in the plate??</li> </ol>



	<p>Yes, you alright, students. You can put the plate in the kitchen.</p> <p><b>4. Okay, now we move to the fourth item (this is napkin).</b> Where do you think is the suitable place to put the napkin? Is that in the bedroom or in the dining room? What (<i>the speaker touches her ears</i>) in the dining room?? Yes, you alright, students. You can put the napkin in the dining room.</p> <p><b>5. Okay, now is the last item (this is pillow).</b> Where do you think is the suitable place to put the pillow? Is that in the bedroom or in the kitchen? What (<i>the speaker touches her ears</i>) in the bedroom?? Are you sure? Yes, you are right, students. You can put the pillow in the bedroom. Wow, excellent students, you solve Nana's problem in a right way.</p>
<b>Syntax 3</b>	<b>Individual and Group Research Guide</b>
Activities	- The teacher gives students an exercise
Material	- Living room picture - Bathroom picture - Bedroom picture - Kitchen picture - Dining room picture
Script	<p><b>4. Exercise</b> So, everyone, you already know about the house and its part. Also, about the suitable things in part of the house. How about the activity that you should do in each part of your house? Do you know it? Yess?? No?? (<i>the speaker touches her ears</i>) Hmmm, to make sure that you understand about the material, let me give you an exercise. So, in this exercise, I will show you part of the house and you need to match it with the activity that suitable for that part of the house. Do you understand students? Yes?? Okay good, let's start the exercise. *So here I will have five pictures. (<i>show five pictures</i>) * What do you like to do in that place? What do you think?</p>
<b>Syntax 4 &amp; 5</b>	<b>Develop and Present the Result of Problem Solving &amp; Analyze and Evaluate the Problem Solving</b>
Activities	- The teacher guides students to answer the exercise by showing pictures as the background and show some option in a sentence - The teacher gives time for students to answer the exercise - Students deliver their work - The teacher clarifies the answer

	<ul style="list-style-type: none"> <li>- The teacher asks the student's understanding and happiness in the learning process</li> <li>- The teacher closes the class as well.</li> </ul>
materials	<ul style="list-style-type: none"> <li>- Living room picture</li> <li>- Bathroom picture</li> <li>- Bedroom picture</li> <li>- Kitchen picture</li> <li>- Dining room picture</li> </ul>
Script	<p>Okay, for the first one, we have this background.</p> <ol style="list-style-type: none"> <li>1. <i>(the speaker changes the background with living room)</i>        Look, what do you like to do in the living room?  <i>(the speaker shows some option in the screen)</i>        It is the option a or the option b?        Yes, you alright, we can watch TV in the living room</li> <li>2. <i>(the speaker changes the background with kitchen)</i>        What do you like to do in the kitchen?  <i>(the speaker shows some option in the screen)</i>        It is the option a or the option b?        Yes, you alright, we can cook in the kitchen</li> <li>3. <i>(the speaker changes the background with the dining room)</i>        What do you like to do in the dining room?  <i>(the speaker shows some option in the screen)</i>        It is the option a or the option b?        Yes, you alright, we can eat together in the dining room</li> <li>4. <i>(the speaker changes the background with bedroom)</i>        What do you like to do in the bedroom?  <i>(the speaker shows some option in the screen)</i>        It is the option a or the option b?        Yes, you alright, we can sleep in the bedroom</li> <li>5. <i>(the speaker changes the background with bathroom)</i>        What do you like to do in the bathroom?  <i>(the speaker shows some option in the screen)</i>        It is the option a or the option b?        Yes, you alright, we can take a bath in the bathroom</li> </ol> <p>Wooww excellent everyone, you did a good job!</p> <p><b>Closing</b></p> <p>You understand the material very well. I think today's activity is enough for you. But, before we end the class, I have a simple homework for you. Listen carefully!</p> <p>Now, look at your house! in each part of your house. You can describe what objects are in that place? and then you can add the specific activity that you usually do in that place. Please choose two places in your home and you can write your answer in a paper. Do not forget to collect it to your teacher.</p>

Everyone did you get my point? (*The speaker touches her ears*) yes?? Okay, great,,

So, are you happy today? Yes?? Do you like this English class?? Yes again?? It is excellent. So that's all for today. Thank you for watching this video. And don't forget to take care of health in this pandemic. See you soon in our next English class. Goodbye...



## 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 tentang 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).	<ul style="list-style-type: none"> <li>siswa mendengarkan ungkapan-ungkapan yang disampaikan guru</li> <li>siswa mampu menjawab pertanyaan dengan tepat dan benar yang diberikan guru</li> <li>siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar</li> <li>siswa melakukan interview dengan teman sekelasnya untuk mengetahui identitas masing-masing</li> </ul>	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 isian, 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
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.3. Membaca tentang identitas Membaca nyaring Menulis Menulis kalimat sederhana	C. Kosakata Kata bilangan 1-20 Friend, primary school, grade, teacher, student, house, live, go to, have/has D. Teks dialog pendek tentang identitas seseorang E. Tata bahasa a. Kalimat perintah b. Kalimat pernyataan dan kalimat tanya C. Present tense, to be	<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 paragraf atau dialog sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar</li> <li>siswa menulis paragraf atau kalimat sederhana tentang identitas dirinya atau orang lain</li> </ul>	1.3 Membaca a. menemukan informasi rinci pada dialog/teks tentang identitas, seperti nama, umur, nomor telepon b. membaca nyaring dengan ucapan yang berterima 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 isian, tes uraian Tugas rumah	Read the following paragraph and answer the questions Copy the sentences to your exercise book. Make a simple biodata.	4 JP	a. Grow with English b. Sumber lain yang relevan
2. Kebiasaan Sehari-hari Mendengarkan tentang kegiatan sehari-hari dan waktu 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	<ul style="list-style-type: none"> <li>siswa mendengarkan ungkapan-ungkapan yang disampaikan guru</li> <li>siswa menjawab pertanyaan dengan tepat dan benar yang diberikan guru</li> <li>siswa merespon instruksi yang diberikan secara lisan</li> <li>siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar</li> <li>siswa saling bertanya tentang kegiatannya sehari-hari dan membandingkan jadwal masing-masing</li> </ul>	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. Menyetujui 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
				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	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 Kosa kata Wife, husband, son, daughter, father, mother, sister, children, grandfather, grandmother, cousin D. 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	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 e. Menanyakan jumlah anggota keluarga	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

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.4 Menulis Menulis kalimat sederhana tentang keluarga		• siswa menulis paragraf atau kalimat sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar • siswa membuat silsilah keluarganya • siswa menulis paragraf atau kalimat sederhana tentang keluarganya	4.4 Menulis a. Mengutip kalimat tentang keluarga b. Menulis kalimat sederhana tentang hubungan seseorang dalam keluarga sesuai dengan silsilah	Tugas individu	Tugas rumah	Copy the sentences to your exercise book. Explain about your family members.		
5. Rumah 5.1 Mendengarkan Mendengarkan kata-kata dan frasa tentang rumah 5.2 Berbicara Bercakap-cakap tentang rumah	A. Ungkapan Guru: a. Point to the picture of bathroom? b. Which one is the dining room? c. What is on the table? d. Where is the chair? e. Who cooks in the kitchen? B. Ungkapan Siswa dan Guru a. What do you do in the dining room? b. I have dinner. c. Where do you read? d. I read in the livingroom. e. Let us clean our room! f. Does it like this? g. OK h. Yes, please. l. No, thank you. C. Teks tentang hal yang berkaitan dengan rumah. D. Kosa kata Bedroom, livingroom, dining room, kitchen, garage, car, television, radio, computer, rice	• siswa mendengarkan ungkapan-ungkapan atau penjelasan yang disampaikan guru • siswa mengenal bagian-bagian rumah dan peralatannya • 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 membuat dialog singkat sesuai dengan situasi yang diberikan guru bersama kelompoknya • siswa melakukan percakapan pendek dengan pasangannya	5.1 Mendengarkan a. Mengidentifikasi makna kata tentang rumah dan kegiatan yang dilakukan di rumah b. Merespon perintah yang berkaitan dengan rumah 5.2 Berbicara Melakukan dialog tentang kegiatan di rumah dengan menggunakan ungkapan: a. Memberi perintah b. Memberi contoh c. Menanyakan kegiatan d. Menyatakan kegiatan e. Menanyakan rupa sesuatu f. Menyatakan rupa g. Menanyakan tempat h. Menyatakan tempat i. Mengajak melakukan sesuatu	Tes unjuk kerja Tes unjuk kerja	Tes simulasi uji petik prosedur Tes simulasi uji petik prosedur dan produk	Act out. Make a dialogue and practice it with your pair. Give response orally.	4 JP	E. Grow with English F. Sumber-sumber lain yang relevan

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.3 Membaca 1. Memahami isi teks tentang rumah 2. Membaca nyaring	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	5.3 Membaca a. Menemukan informasi tertentu b. Menemukan informasi rinci c. Membaca nyaring dengan ucapan yang berterima	Tes tulis	Tes isian, tes uraian, pilihan ganda	Answer the following questions. Match the following pictures with the name. Choose the best answer, a, b, c, or d.		
5.4 Menulis Menulis kalimat sederhana tentang rumah		• siswa menulis paragraf sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar • siswa menulis paragraf atau kalimat sederhana tentang keadaan rumahnya	5.4 Menulis a. Menyalin paragraf b. Menulis kalimat sederhana tentang rumah	Tugas unjuk kerja	Uji petik produk	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
				Teknik	Bentuk Instrumen	Contoh Instrumen		
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	G. Grow with English H. Sumber-sumber lain yang relevan

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Membaca Memahami isi teks/dialog yang berkaitan dengan pakaian  Menulis Menulis kalimat sederhana	D. Teks/dialog pendek tentang hal-hal yang berkaitan dengan pakaian 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>yang tentang membeli pakaian bersama kelompoknya</li> <li>siswa melakukan percakapan pendek dengan pasangannya</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 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 berlama  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.	4 JP	I. Grow with English J. Sumber-sumber lain yang relevan
2. Kehidupan Binatang 2.1 Mendengarkan Mendengarkan pernyataan dan perintah yang berkaitan dengan binatang  2.2 Berbicara Berkap-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	I. Grow with English J. Sumber-sumber lain yang relevan



Kompetensi Dasar	Materi Pokok Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lentang binatang	d. Can a dog sing? e. What can a dog do? f. Whose dog is it? g. It is my dog. h. It is John's dog. C. Teksi dialog tentang hal yang berkaitan dengan binatang	yang benar siswa menanyakan informasi detail tentang binatang peliharaan teman-temannya dan melaporkannya di depan kelas	b. Memberikan informasi c. Menyatakan kemampuan d. Menyatakan kemampuan e. Menyatakan pemilik	Tes unjuk kerja	Tes simulasi uji praktik prosedur	Fill in the blank spaces	4 JP	Grow with English Sumber: sumber lain yang relevan
2.3 Membaca a. Memahami isi teks tentang binatang b. Membaca nyaring	D. Kosakata Animal, pet, buffalo, cook, monkey, goose, cat, cow, hen, goat, dog, rabbit, duck, bird, lion, fish, zoo, beautiful, big, domestic, wild, rice, fruit, insect, leave	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	2.3 Membaca a. Menemukan informasi rinci pada dialog/teks tentang binatang b. Membaca nyaring dengan ucapan yang berterima	Tes tulis	Tes isian, tes uraian	Answer the following questions. Match the following pictures with the name.		
2.4 Menulis Menulis kalimat pernyataan tentang binatang	E. Tata Bahasa 1. where + do 2. what + do 3. auxiliary can 4. kata tanya 'whose' 5. Possessive adjective my, your, our.	siswa menyalin paragraf atau kalimat sederhana yang mengandung kalimat pernyataan dengan ejaan yang benar siswa menulis paragraf atau sederhana tentang binatang	2.4 Menulis a. Mengutip kalimat pernyataan b. Menulis kalimat pernyataan tentang binatang	Tugas individu	Tugas rumah	Copy the sentences to your exercise book. Make sentences by using the following words.		
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,	siswa mendengarkan kata-kata yang disampaikan guru siswa menjawab pertanyaan atau melengkapi informasi dengan tepat dan benar dengan bantuan gambar siswa merespon instruksi yang diberikan secara lisan	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 praktik 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		
3.2 Berbicara Berbicara-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. C. Teks tentang hal yang berkaitan dengan makanan dan minuman Kosakata Rice, biscuit, bread, vegetables, chicken, beef, pork, lamb, fish, prawn, cake, coffee, milk, tea, water, meat, breakfast, lunch, dinner, cook, fry, boil, eat, have, drink	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. Memesan/meminta sesuatu f. Menstapn permintaan g. Berterima kasih h. Minta perhatian	Tes unjuk kerja	Tes simulasi uji praktik 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 Kosakata Rice, biscuit, bread, vegetables, chicken, beef, pork, lamb, fish, prawn, cake, coffee, milk, tea, water, meat, breakfast, lunch, dinner, cook, fry, boil, eat, have, drink	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 paragraph 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 praktik 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		
tubuh manusia b perintah yang berkaitan dengan bagian tubuh manusia	B. Ungkapan Siswa dan Guru stand up, sit down, point your hand Can you stand up? Yes, I can. Sorry, I can't. All right. It does not matter 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, I -ch, hold	siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar siswa saling bertanya jawab dengan teman atau kelompoknya	• Merespon perintah secara verbal fisik.	Tes lisan	Daftar pertanyaan	Give response orally.		
4.2 Berbicara Berbicara-cakap tentang hal yang berkaitan dengan tubuh manusia	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, I -ch, hold	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 • Menanyakan kemampuan • Menyatakan ketidakmampuan. • Merespon permintaan/ perintah secara verbal	Tes lisan	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 paragraph 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							4 JP	Grow with English Sumber-sumber lain yang relevan
5.1 Mendengarkan	A. Ungkapan Guru: <ul style="list-style-type: none"> <li>Point to the picture of market.</li> <li>Which one is market?</li> <li>What is beside (in front of, behind, across) the market?</li> <li>What is between the market and the hotel?</li> </ul>	<ul style="list-style-type: none"> <li>siswa mendengarkan dan mencatat kata-kata yang disampaikan guru</li> <li>siswa menjawab pertanyaan dengan tepat dan benar dengan bantuan gambar</li> <li>siswa merespon instruksi yang diberikan secara lisan</li> </ul>	5.1 Mendengarkan <ul style="list-style-type: none"> <li>Mengidentifikasi makna kata tentang tempat-tempat umum yang disampaikan secara lisan</li> <li>Merespon perintah yang disampaikan secara lisan dengan memberi tanda</li> </ul>	Tes tulis, tes unjuk kerja	Tes isian, tes sumulasi	Listen to the following dialog and fill in the blank spaces.		
5.2 Berbicara	B. Ungkapan Siswa dan Guru <ul style="list-style-type: none"> <li>What can you find at the beach?</li> <li>Where can I go swimming (borrow a book, pray, etc)?</li> <li>Where is the bank?</li> <li>It is behind (in front of, across, behind, beside) the school.</li> <li>Let us clean our room!</li> <li>Does it like this!</li> <li>OK</li> <li>Yes, please.</li> <li>No, thank you.</li> </ul>	<ul style="list-style-type: none"> <li>siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar</li> <li>siswa membuat dialog singkat sesuai dengan situasi yang diberikan guru bersama kelompoknya</li> <li>siswa melakukan percakapan pendek dengan pasangannya</li> </ul>	5.2 Berbicara <ul style="list-style-type: none"> <li>Menanyakan sesuatu yang dapat ditemukan di suatu tempat</li> <li>Merespon pertanyaan tentang sesuatu yang ada di tempat umum</li> <li>Menanyakan lokasi-posisi suatu tempat</li> <li>Menyatakan lokasi suatu tempat</li> <li>Menanyakan kegiatan di suatu tempat</li> <li>Menyatakan kegiatan di suatu tempat</li> </ul>	Tes unjuk kerja	Uji petik prosedur dan produk	Make a dialogue and practice it in front of the class		
5.3 Membaca	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, village, playground, hotel, street, bank, petrol station	<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> </ul>	5.3 Membaca <ul style="list-style-type: none"> <li>Menemukan informasi tertentu pada teks yang berkaitan dengan tempat umum</li> <li>Menemukan informasi rinci</li> <li>Membaca nyaring dengan ucapan yang</li> </ul>	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	A. Tata Bahasa <ol style="list-style-type: none"> <li>penggunaan modal 'can'</li> <li>partanyaan dengan 'what' dan 'where'</li> <li>preposisi: in front of, beside, behind, across</li> </ol>	<ul style="list-style-type: none"> <li>siswa menyalin paragraf atau dialog sederhana yang mengandung ungkapan lorienu dengan ejaan yang benar</li> <li>siswa menulis paragraf sederhana tentang deskripsi suatu tempat yang dikenalnya</li> </ul>	5.4 Menulis <ul style="list-style-type: none"> <li>Menyalin paragraf tentang suatu tempat</li> <li>Menulis paragraf pendek yang sederhana tentang deskripsi suatu tempat</li> </ul>	Tes unjuk kerja, penugasan	Uji petik produk, 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 [v] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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



Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<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.						

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
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,

## Appendix 13 Expert Judgment Rubric for Part of Human Body Video by 1<sup>st</sup> Expert

### “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 5th Grade Elementary Schools’ Students in Buleleng Regency”  
**Researcher** : I Gusti Ayu Dwi Pradnyandari Pinatih  
**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 *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.



Topic : Part of Human Body

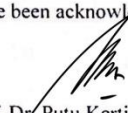
Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	✓					
2.	Video helps the learners to learn independently	✓					
3.	Video helps the 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,

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

Dipindai dengan CamScanner

## Appendix 14 Expert Judgment Rubric for House Video by 1<sup>st</sup> Expert

### “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 5th Grade Elementary Schools’ Students in Buleleng Regency”  
**Researcher** : I Gusti Ayu Dwi Pradnyandari Pinatih  
**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 *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.



Topic: *Howe*


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 <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.	✓					

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

Dipindai dengan CamScanner

**Appendix 15 Expert Judgment Rubric for Part of Human Body Video by 2<sup>nd</sup> Expert**

**“Evaluation Sheet for Educational Videos based on Problem-based Learning for 5<sup>th</sup> 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 School Students in Buleleng Regency”  
 Researcher : I Gusti Ayu Dwi Pradnyandari Pinatih  
 Evaluator : Luh Cid Pahayu Dudiarta, 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 *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.

Topic : Part of Human Body

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,

*Alhan*  
Luh Ed Rahayu Budiartha

## Appendix 16 Expert Judgment Rubric for House Video by 2<sup>nd</sup> Expert

### “Evaluation Sheet for Educational Videos based on Problem-based Learning for 5<sup>th</sup> 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 School Students in Buleleng Regency”  
**Researcher** : I Gusti Ayu Dwi Pradnyandari Pinatih  
**Evaluator** : Luh Ed Rahayu Budiartha, 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 *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.

Topic : *Howe*

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 <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.	✓					



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,

*Affix*  
Luh Gd Rahayu Budiarta

## Appendix 17 Expert Judgment Rubric for Part of Human Body Video by 3<sup>rd</sup> Expert

**“Evaluation Sheet for Educational Videos based on Problem-based Learning for 5<sup>th</sup> 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 School Students in Bululeng Regency”

**Researcher** : I Gusti Ayu Dwi Pradnyandari Pinatih

**Evaluator** : Ni Luh Puku Era Adnyanti, S.Pd., M.Pd.

**Occupation / Position** : Lecturer at ELE Urdiksha

**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.

Topic : Part of Human Body

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 to what 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,



## Appendix 18 Expert Judgment Rubric for House Video by 3<sup>rd</sup> Expert

### “Evaluation Sheet for Educational Videos based on Problem-based Learning for 5<sup>th</sup> 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 School Students in Buleleng Regency”  
**Researcher** : I Gusti Ayu Dwi Pradnyandari Pinatih  
**Evaluator** : Ni Luh Ratu Era Adnyandari, 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 *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.

Topic : *Howe*

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 <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.	✓					



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 Putul Eri Adnyayanti, S.Pd, M.Pd.

## Appendix 19 Result of Teachers' Judgment for Part of Human Body Video

### "Evaluation Sheet for Educational Videos based on Problem-based Learning for 5<sup>th</sup> 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 School Students at Puleleng Regency"  
Researcher : I Gusti Ayu Dwi Pradnyandari Pinatih  
Evaluator : Ni Luh Ayu Supriyanti S.Pd  
Occupation / Position : Teacher at SD N 3 Banjar Jawa

#### 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.

Topic : Part of Human Body

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	✓					

.....  
I have been acknowledged by,

Ni Luh Ayu Supriyasi S. Pd.

## Appendix 20 Result of Teachers' Judgment for House Video

### "Evaluation Sheet for Educational Videos based on Problem-based Learning for 5<sup>th</sup> 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 School Students at Balileng Regency"  
**Researcher** : I Gusti Ayu Dwi Pradnyandari Pinatih  
**Evaluator** : Ni Luh Ayu Supriasisri S.Pd.  
**Occupation / Position** : Teacher at SDN 3 Banjar Jawa

#### 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.

Topic : House

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



Num	Descriptors	Scales					Notes
		5	4	3	2	1	
15.	The material is mapped from the easiest to the hardest.		✓				
16.	The materials are presented systematically to make students easier to understand.	✓					
17.	The video uses clear material mapping in describing limitation of the material.		✓				
18.	Learners get useful reinforcement from the video	✓					
<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 to what 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 Supriyasi S.Pd.

### 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

docs.google.com/forms/d/1HwZ25-3WNEcksWH8-cllIDKyxa2EGs9QIHGbnG3Wgq4/edit?ts=601e1e1f&gxids=7628

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

Halo adik-adik, setelah kalian selesai menonton video tadi, ayo isi kuisiонер ini yuk. Caranya 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 :)

Nama \*

Sekolah \*

Teks Jawaban singkat

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

...

5. Animasi yang digunakan memudahkan saya belajar

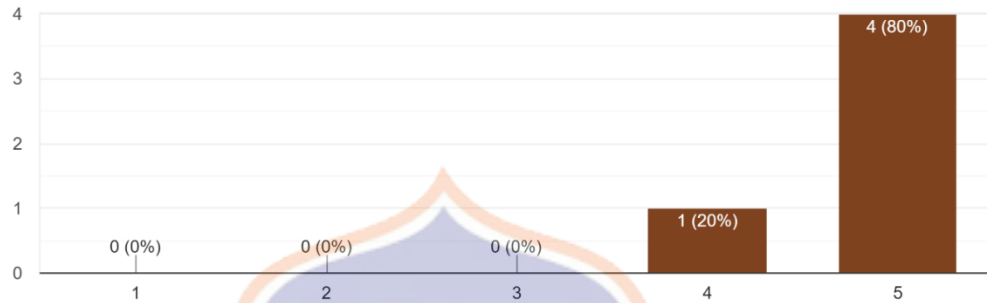
1 2 3 4 5

Sangat Tidak Setuju      Sangat Setuju

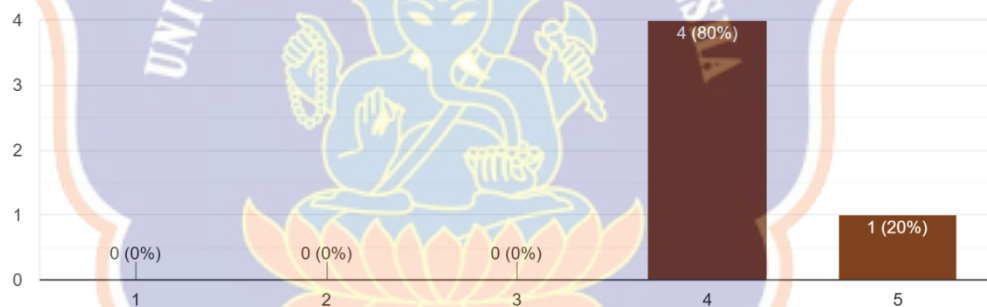
Activate Windows  
Go to Settings to activate Windows.

## Appendix 23 Results of Students' Questionnaire

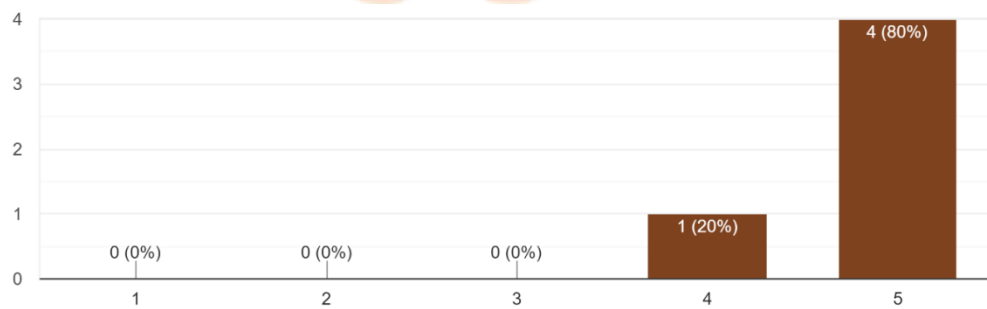
1. Saya senang menonton video pembelajaran Bahasa Inggris  
5 tanggapan



2. Penjelasan yang disampaikan mudah dimengerti  
5 tanggapan

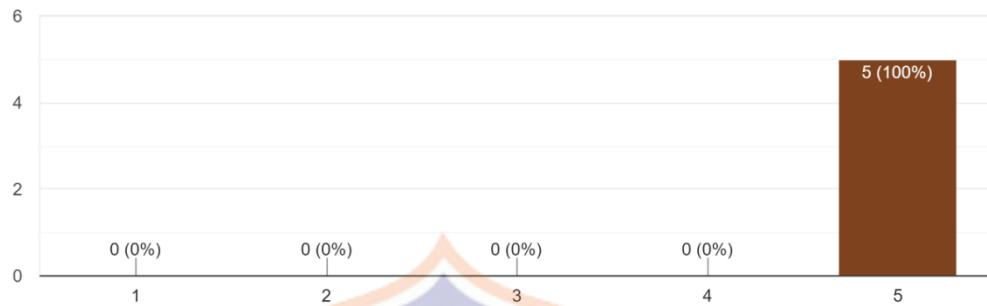


3. Suara pada video pembelajaran jelas  
5 tanggapan

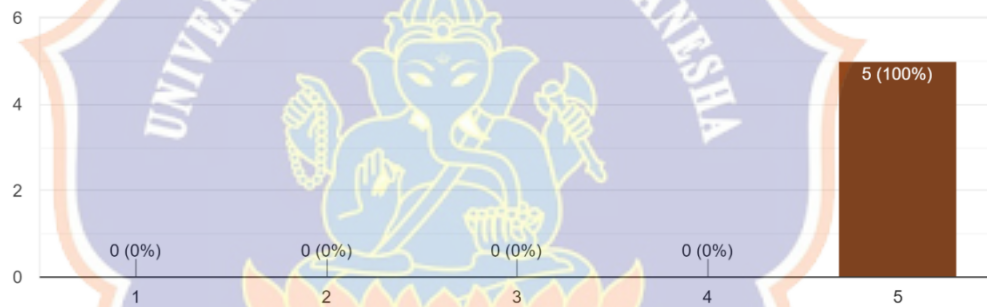




4. Gambar-gambar yang ada di dalam video menarik  
5 tanggapan



5. Animasi yang digunakan memudahkan saya belajar  
5 tanggapan



**Appendix 24 The Documentation**

