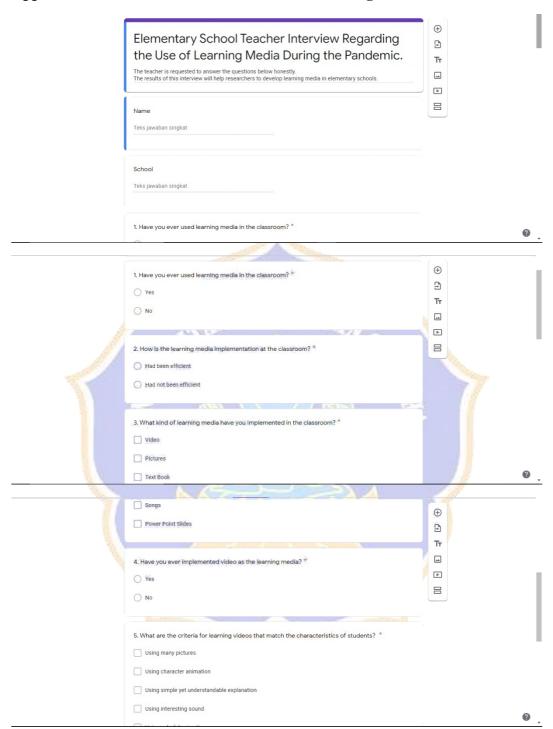
APPENDICES

Appendix 1 Interview Guide For Teachers

No	Questions
1.	Apakah Bapak/Ibu pernah menggunakan media pembelajaran di kelas?
2.	Bagaimana penerapan media pembelajaran di kelas?
3.	Media pembelajaran seperti apa saja yang pernah Bapak/Ibu gunakan
	di kelas?
	(Dipersilahkan untuk memilih lebih dari satu pilihan)
4.	Apakah Bapak/Ibu 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 Bapak/Ibu 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



Using interesting sound	⊕	
Using colorful animation	Ð	
	Тт	
6. How was the ice-breaker implementation at class? *	<u></u>	
	Þ	
Using related video	吕	
Using songs		
Using some pictures		
		- 1
7. How often do you deliver homework to the students? *		- 1
○ Frequently		- 1
Occasionally		
		•
voing vongo	· (=1)	
Using some pictures	⊕	
	9	
7. How often do you deliver homework to the students? *	T _T	
Frequently	•	
Occasionally		
8. What types of homework are usually given to students? *		
Make simple sentences		
Make dialogue		- 1
Answer the textbook		- 1
ONDIKSRA		

Appendix 3 Results of Interview Guide for Teacher

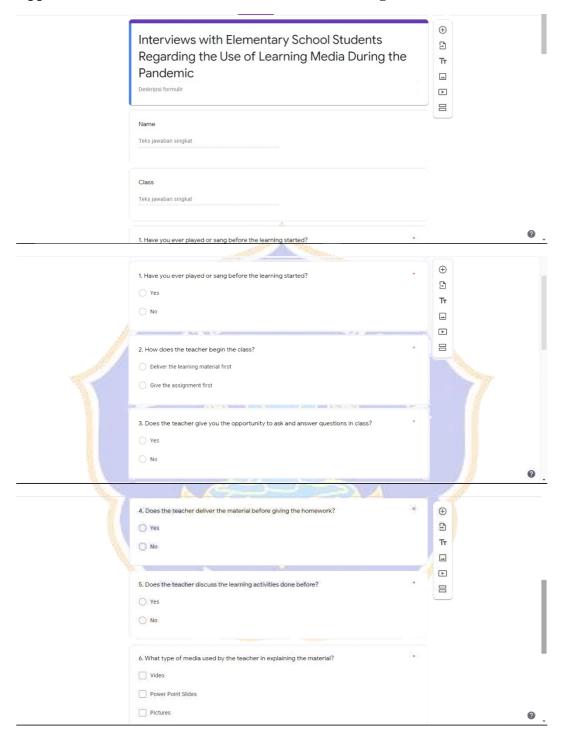
No	Questions
1.	Apakah Bapak/Ibu pernah menggunakan media pembelajaran di kelas?
	• Ya (100%)
	• Tidak (0%)
2.	Bagaimana penerapan media pembelajaran di kelas?
	• Sudah Optimal (20%)
	Belum Optimal (80%)
3.	Media pembelajaran seperti apa saja yang pernah Bapak/Ibu gunakan
	di kelas?
	(Dipersilahkan untuk memilih lebih dari satu pilihan)
	• Video (100%)
	• Gambar (70%)
	• Teks (30%)
	• Lagu (60%)
	• Power Point (80%)
4.	Apakah Bapak/Ibu pernah menggunakan video sebagai media
	pembelajaran?
	• Ya (100%)
	• Tidak (0%)
5.	Bagaimana kriteria video pembelajaran yang sesuai dengan
	karakteristik siswa?
	(Dipersilahkan untuk memilih lebih dari satu pilihan)
	Menggunakan banyak gambar (60%) Menggunakan karaktar arimasi (100%)
	Menggunakan karakter animasi (100%) Menggunakan karakter animasi (100%)
	Menggunakan penjelasan yang singkat dan jelas (100%) Managunakan guna yang singkat dan jelas (100%)
	• Menggunakan suara yang menarik (90%)
6.	Menggunakan animasi berwarna (90%) Ragaimana panaranan panagunan iaa braskar di dalam kalas?
0.	Bagaimana penerapan penggunaan ice breaker di dalam kelas? (Dipersilahkan untuk memilih lebih dari satu pilihan)
	Menggunakan video (100%)
	Menggunakan lagu (60%)
	 Menggunakan beberapa gambar (60%
7.	Seberapa sering Bapak/Ibu memberikan pekerjaan rumah?
'.	• Sering (90%)
	• Jarang (10%)
8.	Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa?
	(Dipersilahkan untuk memilih lebih dari satu pilihan)
	Membuat kalimat sederhana (100%)
	Membuat dialog (50%)
	Menjawab lembar kerja siswa (60%)
L	Julius Survey

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 pembelaj <mark>a</mark> ran seperti apakah yang kamu sukai?
	Menggunakan video animasi saja / video penjelasan guru / kombinasi
	antara k <mark>ed</mark> uanya?



Appendix 5 Interview Guide For Students in the Google Form



7. What kind of media that you mostly enjoyed during the study from home?	*	⊕
Video		€
Text Book		Tr
LEXI BOOK		
Power Point Slides		Þ
Picture		8
8. What kind of learning videos do you enjoy?	*	
☐ Video Animation		
☐ Video of Teacher Explanation		
Combination of both		



Appendix 6 Result of Interview Guide for Students

No	Questions
1.	Apakah kalian pernah bernyanyi atau bermain sebelum memulai
	pembelajaran?
	• Ya (30%)
_	• Tidak (70%)
2.	Bagaimana guru memulai pembelajaran di kelas?
	Menyampaikan materi pelajaran dahulu (80%)
	Memberikan tugas dahulu (20%)
3.	Apakah guru memberikan kalian kesempatan untuk bertanya dan
	menjawab pertanyaan di kelas?
	• Ya (100%)
4	• Tidak (0%)
4.	Apakah guru memberikan penjelasan materi sebelum memberikan PR
	(pekerjaan rumah)?
	• Ya (80%)
5.	• Tidak (20%)
3.	Apakah guru membahas ulang aktivitas pembelajaran yang telah berlangsung di akhir pembelajaran?
	• Ya (75%)
,	• Tidak (25%)
6.	Apakah guru menggunakan media (gambar/video) saat menjelaskan
0.	materi?
	Menggunakan video (100%)
	Menggunakan power point (75%)
	Menggunakan beberapa gambar (65%)
7.	Jenis media seperti apa yang paling kamu sukai selama belajar daring?
	Apakah menggunakan Power Point, Video, Gambar, atau Buku?
	 Menggunakan video (100%)
	 Menggunakan teks (50%)
	 Menggunakan power point (65%)
	 Menggunakan beberapa gambar (65%)
8.	Video pembelajaran seperti apakah yang kamu sukai?
	Menggunakan video animasi saja / video penjelasan guru / kombinasi
	antara keduanya?
	Menggunakan video animasi (0%)
	 Menggunakan video penjelasan guru (0%)
	Menggunakan kombinasi keduanya (100%)

Appendix 7 The Blueprint before revision of "Clothes" topic

Blueprint 7	Fopic Clothes for 6 th Grade Elementary Students Method : Discovery-based Learning
Activities	Syntax: Stimulation
Opening	Activity 1: The speaker greets the students.
	Script:
	"Hello, good morning students. How are you
	today? Good? Alright students, I hope that all of
	you are in a good condition."
	Activity 2: The speaker starts the learning with delivering related things about the clothes. The speaker shows two characters, a boy and a girl, who are using school uniform.
	 Script: "Okay students, today we are going to learn an interesting materials." "Let's take a look at the characters here. He is Eka, and she is Sinta." "When you are going to school, do you wear school uniform like Eka and Sinta? Yes? Okay students." "So, for the boys, do you wear pants? Are you sure? Yes that is correct." "Besides, for the girls, do you wear skirt? Are you sure? Yes that is correct." "Well students, can you guess our topic today?" *give a seconds to think* Activity 3: The speaker tells the students about the topic. Script: "Yes, you are right. Our topic today is Clothes."
Main Activity	Activity 1: The speaker starts to show some pictures
	about clothes. Script: "Okay students, now, please take a look at the pictures here." *choose a picture* Syntax: Problem Identification

Activity 2: The speaker asks the students to guess what kind of clothes that the speaker point at.

Script:

• "Can you guess the name of the clothes?"

Syntax: Data Collection & Data Processing

Activity 3: The speaker gives a seconds to let the students think and guess.

Script:

- "Let's have a look at the pictures and guess the name of the clothes."
- "Is it a t-shirt? No?"

Syntax: Verification

Activity 4: The speaker gives the correct answers about the clothes' name.

Script:

• "Yes, you are correct. The clothes is a jacket."

Syntax: Problem Identification

Activity 5: The speaker asks the students to guess what kind of clothes that the speaker point at.

Script:

- "And then, how about this?"
- *choose a picture*

Syntax: Data Collection & Data Processing

Activity 6: The speaker gives a seconds to let the students think and guess.

Script:

- Is it a pants? Are you sure?"
- *give a seconds to think*

Syntax: Verification

Activity 7: The speaker gives the correct answers about the clothes' name.

Script:

- "Yes, you are correct. It is a pants."
- "Good job students."

-Exercise-

Syntax: Problem Identification

Activity 1: The speaker continues to delivers a situation where the characters are going to buy clothes.

Script:

- "Alright students, now, let us go back to Eka and Sinta."
- "After Eka and Sinta go to school, they are going to buy some clothes in the Clandys Supermarket."
- "They are going to buy the blue pants, the pink skirt, the red hat, and the yellow shoes."
- "Let's help them to choose the correct clothes."

Syntax: Data Collection & Data Processing

Activity 2:

- The speaker chooses one of the random clothes in the picture, and asks the students which one is the clothes that will be bought.
- The speaker gives a seconds to let the students think and guess.

Script:

- "Is this a blue pants?"
- *give a seconds to think*
- "Yes, you are correct. This is a blue pants"
- "How about this?"
- *give a seconds to think*
- "Very good students. This is a red hat."

Syntax: Verification

Activity 3: The speaker gives the correct answers about the related clothes.

Script:

• "Good Job everyone. We have finished helping Eka to buy a blue pants and a red hat."

Syntax: Data Collection & Data Processing

Activity 4:

- The speaker chooses one of the random clothes in the picture, and asks the students which one is the clothes that will be bought.
- The speaker gives a seconds to let the students think and guess.

Script:

- "Now, let's help Sinta to buy the pink skirt and the yellow shoes."
- "Is this a pink skirt?"
- *give a seconds to think*
- "Are you sure?" Yes, you are correct. This is a pink skirt."
- "How about this?"
- *give a seconds to think*
- "Very good students. This is the yellow shoes."

Syntax: Verification

Activity 5: The speaker gives the correct answers about the related clothes, in the form of short paragraph.

Script:

- "Good Job everyone. We have finished helping Sinta to buy a pink skirt and the yellow shoes."
- "Alright students, so here are the conclusion of Eka and Sinta's story."
- Eka and Sinta are going to school. They are wearing pants and skirt. After Eka and Sinta go to school, they are going to Clandys Supermarket to buy some clothes. Eka is going to buy a blue pants and a red hat. Besides, Sinta is going to buy a pink skirt and the yellow shoes. Finally, Eka and Sinta can buy the correct clothes in the Clandys Supermarket."

Closing

Syntax: Generalization

Activity 1: The speaker tells the students about what they have learned, by showing some pictures about clothes, complete with the name of the clothes.

Script:

- "Okay, students. Today, we already learned about Clothes, right?"
- "We also have done some exercise to choose the name of the clothes".

Activity 2: The speaker gives a follow up exercise to the students, which is to make one short paragraph about the clothes that they used in daily activity.

- "I hope that you can understand the name of the clothes that you used in your daily activities."
- "To help you learn more about Clothes, I will give you an exercise."
- "Please make one short paragraph about the clothes that you used in your daily life."

Activity 3: The speaker closes the video by greeting the students.

Script:

• "Alright students, thank you so much for today. See you on the next video. Good bye".



Appendix 8 The Blueprint after revision of "Clothes" topic

Blueprint T	Topic Clothes for 6th Grade Elementary Students
Activities	Method : Discovery-based Learning
Opening	Syntax: Stimulation Activity 1: The speaker greets the students.
Opening	Activity 1. The speaker greets the students.
	Script:
	"Hello, good morning students. How are you
	today? Good? Alright students, I hope that all of
	you are in a good condition."
	Activity 2: The speaker starts the learning with delivering related things about the clothes. The speaker shows two characters, a boy and a girl, who are using school uniform.
The state of the s	 Script: "Okay students, today we are going to learn an interesting material." "Let's take a look at the characters here. He is Eka, and she is Sinta." "When you are going to school, do you wear school uniform like Eka and Sinta? Yes? Okay students." "So, for the boys, do you wear pants? Are you sure? Yes, that is correct." "Besides, for the girls, do you wear skirt? Are you sure? Yes, that is correct." "Well students, can you guess our topic today?" *give a second to think* Activity 3: The speaker tells the students about the topic. Script: "Yes, you are right. Our topic today is Clothes."
Main Activity	Activity 1 : The speaker starts to show some pictures about clothes.
	Script: "Okay students, now, please take a look at the pictures here." *choose a picture* Syntax: Problem Identification

Activity 2: The speaker asks the students to guess what kind of clothes that the speaker point at.

Script:

• "Can you guess the name of the clothes?"

Syntax: Data Collection & Data Processing

Activity 3: The speaker gives a second to let the students think and guess.

Script:

- "Let's have a look at the pictures and guess the name of the clothes."
- "Is it a black t-shirt? No?"

Syntax: Verification

Activity 4: The speaker gives the correct answers about the clothes' name.

Script:

• "Yes, you are correct. It is a green t-shirt."

Syntax: Problem Identification

Activity 5: The speaker asks the students to guess what kind of clothes that the speaker point at.

Script:

- "And then, how about this?"
- *choose a picture*

Syntax: Data Collection & Data Processing

Activity 6: The speaker gives a second to let the students think and guess.

Script:

- Is it a red pants? Are you sure?"
- *give a second to think*

Syntax: Verification

Activity 7: The speaker gives the correct answers about the clothes' name.

Script:

• "Yes, you are correct. It is a red pants."

	• "Good job students."
-Exercise-	Syntax: Problem Identification
	Activity 1: The speaker continues to delivers a situation
	where the characters are going to buy clothes.
	Script:
	• "Alright students, now, let us go back to Eka and
	Sinta."
	• "After Eka and Sinta go to school, they are going
	to buy some clothes in the Clandys Supermarket."
	• "They are going to buy the blue pants, the pink
	skirt, the red hat, and the yellow shoes."
	"Let's help them to choose the correct clothes."
	Syntax: Data Collection & Data Processing
	Syntax. Data Conection & Data 1 rocessing
	Activity 2:
	• The speaker chooses one of the random clothes in
///	the picture, and asks the students which one is the
	clothes that will be bought.
N S	The speaker gives a second to let the students
S	think and guess.
	Script:
	• "Is this a blue pants?"
	give a second to think
	• "Oh no, it is a black pants."
	• "How about this?"
	• *give a second to think*
	• "Yes, you are correct. This is a blue pants."
	• "Now, let's find the red hat."
1	• "Is this a red hat?"
JB	• "Oh it is not a red hat."
	• "How about this?"
	"Very good students. This is a red hat."
	Syntax: Verification
	·
	Activity 3 : The speaker gives the correct answers about
	the related clothes.
	Script:
	• "Good Job everyone. We have finished helping
	Eka to buy a blue pants and a red hat."
	Syntax: Data Collection & Data Processing

Activity 4:

- The speaker chooses one of the random clothes in the picture, and asks the students which one is the clothes that will be bought.
- The speaker gives a second to let the students think and guess.

Script:

- "Now, let's help Sinta to buy the pink skirt and the yellow shoes."
- "Is this a pink skirt?"
- *give a second to think*
- "Oh no, it is a white skirt."
- "How about this?"
- *give a second to think*
- "Excellent students. It is a pink skirt."
- "Now, let's find the yellow shoes."
- "Is this the yellow shoes?"
- "Are you sure?"
- "Very good students. This is the yellow shoes."

Syntax: Verification

Activity 5: The speaker gives the correct answers about the related clothes, in the form of short paragraph.

Script:

- "Good Job everyone. We have finished helping Sinta to buy a pink skirt and the yellow shoes."
- "Alright students, so here are the conclusion of Eka and Sinta's story."
- Eka and Sinta are going to school. They are wearing pants and skirt. After Eka and Sinta go to school, they are going to Clandys Supermarket to buy some clothes. Eka is going to buy a blue pants and a red hat. Besides, Sinta is going to buy a pink skirt and the yellow shoes. Finally, Eka and Sinta can buy the correct clothes in the Clandys Supermarket."

Closing

Syntax: Generalization

Activity 1: The speaker tells the students about what they have learned, by showing some pictures about clothes, complete with the name of the clothes.

Script:

- "Okay, students. Today, we already learned about Clothes, right?"
- "We also have done some exercise to choose the name of the clothes".

Activity 2: The speaker gives a follow up exercise to the students, which is to make one short paragraph about the clothes that they used in daily activity.

Script:

- "I hope that you can understand the name of the clothes that you used in your daily activities."
- "To help you learn more about Clothes, I will give you an exercise."
- "Please make one short paragraph about the clothes that you used in your daily life."

Activity 3: The speaker closes the video by greeting the students.

Script:

• "Alright students, thank you so much for today. See you on the next video. Good bye".

Appendix 9 The Blueprint before revision of "Animals" topic

Blueprint T	Topic Animals for 6 th Grade Elementary Students Method : Discovery-based Learning
Activities	Syntax: Stimulation
	Activity 1: The speaker greets the students.
Opening	Activity 1. The speaker greets the students.
	Script:
	"Hello, good morning students. How are you
	today? Good? Alright students, I hope that all of
	you are in a good condition."
	Activity 2: The speaker starts the learning with
	delivering related things about the animal.
	Script:
	"Okay students, today we are going to the Zoo."
	 "We are going to learn about animals."
	• "Have you ever gone to the Zoo?"
	 give a seconds to think
	 "Alright students, let's go to the Zoo."
	Activity 3 : The speaker shows a situation in the Z oo.
	Script:
	• "Now, we are in the Zoo. There are a lot of
	animals."
Main <mark>A</mark> ctivity	Activity 1: The speaker starts to introduce a character
	that will guide the students during the learning activity."
	MANAMANA
	Script:
	• "Okay students, now, let me introduce you to my
	friend. She is Kiara"
	Syntax: Problem Identification
	A stivity 2. The speaker asks the students to help the
	Activity 2: The speaker asks the students to help the
	character in guessing the characteristic of an animal.
	Script:
	• "Unfortunately, Kiara cannot guess what a tiger
	looks like."
	 "Let's help Kiara to guess what a tiger looks
	like."
	Syntax: Data Collection & Data Processing
	Activity 3: The speaker asks the students about the
	characteristics of an animal.
	Script:

- "Hello, I am Kiara. Do you know about tiger?"
- "What does a tiger look like?"
- *showing a picture about the characteristic of tiger*
- "Does the tiger has stripes?"

Syntax: Verification

Activity 4: The speaker gives the correct answers about the animal's characteristic.

Script:

• "Yes, you are correct. The tiger has stripes on their body."

Syntax: Problem Identification

Activity 5: The speaker asks the students to guess another characteristic of an animal.

Script:

- "And then, how about a tail?"
- * showing a picture about the characteristic of tiger*

Syntax: Data Collection & Data Processing

Activity 6: The speaker gives a seconds to let the students think and guess.

Script:

- "Does the tiger have a tail?"
- *give a seconds to think*
- "Are you sure?"

Syntax: Verification

Activity 7: The speaker gives the correct answers about the animal's characteristic.

Script:

- "Yes, you are correct. The tiger has a tail."
- "Good job students."

-Exercise-

Syntax: Problem Identification

Activity 1: The speaker continues to delivers a situation where the character are going to see some animals in the Zoo.

- "Alright students. We have finished in helping Kiara to guess the characteristics of a tiger."
- "Now, Kiara has a school project. The project is to find out what an elephant and a monkey looks like.
- "Let's help Kiara to guess what an elephant and monkey looks like.

Syntax: Data Collection & Data Processing

Activity 2:

- The speaker asks the students to help the character in guessing the characteristics of animals.
- The speaker gives a seconds to let the students think and guess.

Script:

- "Do you know about an elephant? Yes?"
- "Does the elephant sounds like this?"
- *playing the sound of an animal*
- "Yes, you are correct. The sound of the elephant is like this."
- *playing the correct sound of the elephant*
- "And then, does the elephant has a trunk?
- *give a seconds to think*
- "You are right. An elephant has a trunk."

Syntax: Verification

Activity 3: The speaker gives the correct answers about the animal's characteristics.

Script:

• "Good Job everyone. We have finished helping Kiara to guess the characteristics of an elephant."

Syntax: Data Collection & Data Processing

Activity 4:

- The speaker asks the students to help the character in guessing the characteristics of animals.
- The speaker gives a seconds to let the students think and guess.

- "Now, let's help Kiara to guess the characteristics of a monkey."
- "Do you know about a monkey? Yes?"

- "Does the monkey sounds like this?"
- *playing the sound of an animal*
- "Yes, you are correct. The sound of a monkey is like this."
- *playing the correct sound of the monkey*
- "And then, does the monkey has a tail?"
- *give a seconds to think*
- "You are right. A monkey has a tail."

Syntax: Verification

Activity 5: The speaker gives the correct answers about the related characteristics of the animals, in the form of short paragraph.

Script:

- "Good Job everyone. We have finished helping Kiara to guess the characteristics of an elephant, and also a monkey."
- "Alright students, so here are the conclusion of Kiara's story."
- "One day, Kiara is going to the Zoo. She is going to find the elephant and the monkey. Unfortunately, Kiara does not know what he elephant and the monkey look like. So, she wants to guess the characteristics of an elephant and also a monkey. Finally, she finds that the elephant has a trunk, and it sounds like this: *playing the correct sound of the elephant*. Besides, she also finds that the monkey has a tail, and it sounds like this: *playing the correct sound of the monkey*."

Closing

Syntax: Generalization

Activity 1: The speaker tells the students about what they have learned.

Script:

- "Okay, students. Today, we already learned about Animals, right?"
- "We also have done some exercises to choose the characteristics of the animals."

Activity 2: The speaker gives a follow up exercise to the students, which is to make one short paragraph about the favorite animal.

- "I hope that you can understand the characteristics of each animals."
- "To help you learn more about Animals, I will give you an exercise."
- "Please make one short paragraph about your favorite animals."

Activity 3: The speaker closes the video by greeting the students.

Script:

• "Alright students, thank you so much for today. See you on the next video. Good bye."



Appendix 10 The Blueprint after revision of "Animals" topic

Blueprint T	Copic Animals for 6 th Grade Elementary Students
A ativities	Method : Discovery-based Learning
Activities	Syntax: Stimulation
Opening	Activity 1: The speaker greets the students.
	Carte
	Script:
	"Hello, good morning students. How are you
	today? Good? Alright students, I hope that all of
	you are in a good condition."
	Activity 2: The speaker starts the learning with delivering related things about the animal.
	Script:
	"Okay students, let's start our lesson today with listening practice. I will give you some random sound, and you have to guess what kind of sound it is."
	 playing the sound of elephant "What kind of sound is it?"
	• "Yes, you are right. It is the sound of an elephant."
	• "And then, how about this?"
	 playing the sound of an owl
	"What kind of sound is it?"
77	• "Good students. It is the sound of an owl."
1.0	Activity 3: The speaker indirectly tells the students about
	the learning topic.
	Script:
	• *playing all of the sounds before*
	"Well students, based on the sounds that you
JB	heard before, where can we find the sounds like
	that?"
	 showing a picture about school
	• "Is it in the school? No?"
	 showing a picture about zoo
	• "How about in the Zoo?"
	• "Are you sure?"
	"Yes, you are correct. We can find the sounds in
	the Zoo."
	 *showing some pictures about the animals, and
	the situation in the zoo*
	 Alright students. Our topic today is about Animals."
L	- 1111111111111111111111111111111111111

Main Activity

Activity 1: The speaker starts to introduce a character that will guide the students during the learning activity."

Script:

• "Okay students, now, let me introduce you to my friend. She is Kiara"

Syntax: Problem Identification

Activity 2: The speaker asks the students to help the character in guessing the characteristic of an animal.

Script:

- "Unfortunately, Kiara cannot guess what a tiger looks like."
- "Let's help Kiara to guess what a tiger looks like."

Syntax: Data Collection & Data Processing

Activity 3: The speaker asks the students about the characteristics of an animal.

Script:

- "Hello, I am Kiara. Do you know about tiger?"
- "What does a tiger look like?"
- *showing a picture about the characteristic of tiger*
- "Does the tiger have stripes?"

Syntax: Verification

Activity 4: The speaker gives the correct answers about the animal's characteristic.

Script:

• "Yes, you are correct. The tiger has stripes on their body."

Syntax: Problem Identification

Activity 5: The speaker asks the students to guess another characteristic of an animal.

Script:

- "And then, how about a tail?"
- * showing a picture about the characteristic of tiger*

Syntax: Data Collection & Data Processing

Activity 6: The speaker gives a second to let the students think and guess.

Script:

- "Does the tiger have a tail?"
- *give a second to think*
- "Are you sure?"

Syntax: Verification

Activity 7: The speaker gives the correct answers about the animal's characteristic.

Script:

- "Yes, you are correct. The tiger has a tail."
- "Good job students."

-Exercise-

Syntax: Problem Identification

Activity 1: The speaker continues to delivers a situation where the character is going to see some animals in the Zoo.

Script:

- "Alright students. We have finished in helping Kiara to guess the characteristics of a tiger."
- "Now, Kiara has a school project. The project is to find out what an elephant and a monkey looks like
- "Let's help Kiara to guess what an elephant and monkey looks like.

Syntax: Data Collection & Data Processing

Activity 2:

- The speaker asks the students to help the character in guessing the characteristics of animals.
- The speaker gives a second to let the students think and guess.

Script:

- "Do you know about an elephant? Yes?"
- "Does the elephant have two ivories?"
- *give a second to think*
- "Yes, you are correct. The elephant has two ivories."
- "And then, does the elephant have trunk?
- *give a second to think*
- "You are right. An elephant has a trunk."

Syntax: Verification

Activity 3: The speaker gives the correct answers about the animal's characteristics.

Script:

• "Good Job everyone. We have finished helping Kiara to guess the characteristics of an elephant."

Syntax: Data Collection & Data Processing

Activity 4:

- The speaker asks the students to help the character in guessing the characteristics of animals.
- The speaker gives a second to let the students think and guess.

Script:

- "Now, let's help Kiara to guess the characteristics of a monkey."
- "Do you know about a monkey? Yes?"
- "Does the monkey have two hands?"
- *give a second to think*
- "Yes, you are correct. The monkey has two hands."
- "And then, does the monkey have a tail?"
- *give a second to think*
- "You are right. A monkey has a tail."

Syntax: Verification

Activity 5: The speaker gives the correct answers about the related characteristics of the animals, in the form of short paragraph.

- "Good Job everyone. We have finished helping Kiara to guess the characteristics of an elephant, and also a monkey."
- "Alright students, so here are the conclusion of Kiara's story."
- "One day, Kiara is going to the Zoo. She is going to find the elephant and the monkey. Unfortunately, Kiara does not know what the elephant and the monkey look like. So, she wants to guess the characteristics of an elephant and also a monkey. Finally, she finds that the elephant has two ivories, and a trunk. Besides, she also finds that the monkey has two hands, and a tail."

Syntax: Problem Identification

Activity 6: The speaker continues to engage the viewers in the next exercise, which is to discover the name of the animal by using the clue of its habitat and its characteristics.

Script:

- "Okay students, now, let's continue our exercise with discovery time."
- "I will give you some clues about an animal, and you have to figure out what is the name of the animals."
- "Are you ready?"
- "Alright, let's start."

Syntax: Data Collection & Data Processing

Activity 7:

- The speaker delivers the clues related to the animals.
- The speaker gives a second to let the students think and guess.

- "Okay students, listen carefully."
- "I live in the water. I have a big body. I used my lungs to breathe."
- "Who am I?"
- *give a second to think*
- "Is it a turtle?"
- "Oh, it doesn't look like a turtle."
- "Is it a whale?" Are you sure?"
- "Yes, you are correct. The animal is a whale."
- "The whale lives in the water, but the whale breathes using its lungs."
- "For the next clues, listen carefully."
- "I have scales, and a long body. I also eat meat from the animals, like the rats."
- "Who am I?"
- *give a second to think*
- "Is it a giraffe?"
- "Oh, it doesn't look like a giraffe."
- "Is it a snake? Are you sure?"
- "Excellent students. It is a snake."
- "A snake has scales all around its body, and a snake lives in the land, such as in the forest."

- "For the last clues, listen carefully."
- "I have a big body, with a thick fur. The color of my fur is white and black. I also eat bamboo."
- "Who I am?"
- *give a second to think*
- "Is it a bear?"
- "Oh, the bear is not eating bamboo."
- "So, is it a panda?"
- "Are you sure?"
- "Well done students. It is a panda. Panda loves eating bamboo, and the color of its fur is white and black."

Syntax: Verification

Activity 8: The speaker concludes the second exercise about discovering animals.

Script:

- "Alright students. So, we have learned how to discover the name of the animal, by using its characteristics, and its habitat."
- "We found that whale is using the lungs to breathe, even if they are live in the sea."
- "Also, we discovered that a snake has scales, a long body, and they eat meat from the smaller animals like rat."
- "Besides, we also found that Panda loves eating bamboo, and the color of its fur is white and black."

Closing

Syntax: Generalization

Activity 1: The speaker tells the students about what they have learned.

Script:

- "Okay, students. Today, we already learned about Animals, right?"
- "We also have done some exercises to choose the characteristics of the animals."

Activity 2: The speaker gives a follow up exercise to the students, which is to make one short paragraph about the favorite animals.

Script:

• "I hope that you can understand the characteristics of each animals."

- "To help you learn more about Animals, I will give you an exercise."
- "Please make one short paragraph about your favorite animals."

Activity 3: The speaker closes the video by greeting the students.

Script:

• "Alright students, thank you so much for today. See you on the next video. Good bye."



Appendix 11 Syllabus of the Sixth Grade Elementary School in Buleleng

SD No 1,2,6 Bar VI Bahasa Inggris Berkomunikasi lisan dan tulis, yakni mendengarkan, berbicara, <u>membaca, dan</u> menulis yang digunakan untuk berniteraksi sederhana dalam kelas melalui tema yang disarankan (dentias (jati diri) kehidupan sekolah, kegiatan di rumah, keluarga, pakaian, dan binatang dengan melibatkan konsep pekerjaan, penampilan (appearance), present continuous, modal, present tense, time, perbandingan, countable noun dan uncountable noun, location, preposition, dan gerund (verb + ing). Mater Penilaian Bentuk Instrumen Sumber Belajar Indikator Teknik Kegiatan Pembelajaran Ungkapan Guru dan Siswa Jane is an artist. She is fall, beautful, and young Budi, this is Tom. Nice to meet you What do you do? I am a student. What does Budi do? He is a leacher. What your hobby? I like Mendengarkan Mengidentifikasi kata-kata yang berkaitan dengan identitas antara lain: pekerjaan, nomor telepon, dan penampilan siswa mendengarkan identitas seseorang yang dibacakan guru siswa menjawab pertanyaan dengan tepat dan benar yang diberikan guru siswa mengucapkan ungkapan yang diajarkan dengan lalal yang benar siswa memperkenalkan temannya dan menanyakan hal-hal yang berkaitan dengan identitas Berbicara Tes unjuk

Memperkenalkan orang kerja iji petik rosedur esponse rally What does suid do? he is a feacher. What is your hobby? I like playing footbal. Kosa kata Job teacher suidents, doctor, nurse, farmer, carpenter driver, toxer, mechanic cook, headmaster, gardener. Adjective tail, short, strong, weak, fat, tim, nandssome, ugy, beaufful Vero + ing jogging, playing, hiking (radang singing, collecting). Memperkenaikan orang lain
 Menanyakan pekerjaan
 Menanyakan
 kegemaran
 Menyatakan kegemaran Membaca
 a Meneihukan informasi rino
b Membaca nyaning dengan ucapan yang berterima Siswa dapat membaca dengan intonasi dan lafai yang benar Siswa mencan makria kata atau kalimat yang ada dalam bacaan atau wacana a Membada a Memahami isi teksidialog yang berkaitan dengan identitas sesebrang b Membada nyaring uraian, daftar following pertanyaan paragrapi he question Siswa menjawah pertanyaan bacaan atau wacana pond to fract draw jo-pond to fract draw jo-pond to fract draw jo-tod ask bornow, per up-trow. house chak, paper, brown blackbard foot-mbels, spade and frate and particular tense. kal mat permittan penggunaan modal auwakily foot di, would, shall, may) Morespon permutaan ayaan tarangan karangan Awenda Awenda Awenda Membada Awenda Membada Awenda Membada Awenda Siswa dapat membaca denga intonasi dan lafal yang benar Siswa menjawab pertanyaan bacaan atau wacana Siswa menyimpulkan isi wacana he questions 4 Menulis Menulis paragraf pendek tentang kegiatan di sekolal Tugas proyek, Tugas ruma Tugas Individu Menulis
 Menulis deskripsi
 tentang keg atan di
 sekolah sesuai dengan siswa menulis paragraf sederhana tentang kegiatan di sekolah Kegiatan di rumah. Mendengarkan aktivitas seseorang di rumah Ungkapan Guru:

Point to the clock.

Which clock shows
05.307

who gets up at 05.00

what does Bobl do at
07.00

Ungkapan Siswa dan
guru

what time do you get
up (take a bath, get
diessed, etc)
at five clock, at five
thry, at five fifteen,
etc Mendengarkan
 Mengidentifikasi aktifitas di rumah sesuai dengan waktu dan bantuan gambar
 Merespon instruksi sederhana secara fisik.
 Rethicara. siswa mendengarkan aktivitas yang dibacakan guru dan melihat gambar yang ditunjukkan siswa merespon instruksi yang diberikan guru di dalam kelas es unjuk erja, Tes simulasi, Tes identifikasi Give response orally. yang releva siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar siswa bertanya jawab dengan temannya menggunakan ungkapan-ungkapan tersebut tentang kegiatan di sekolah Berbicara

Menanyakan waktu kegiatan

Menyatakan kegiatan pada waktu tertentu.

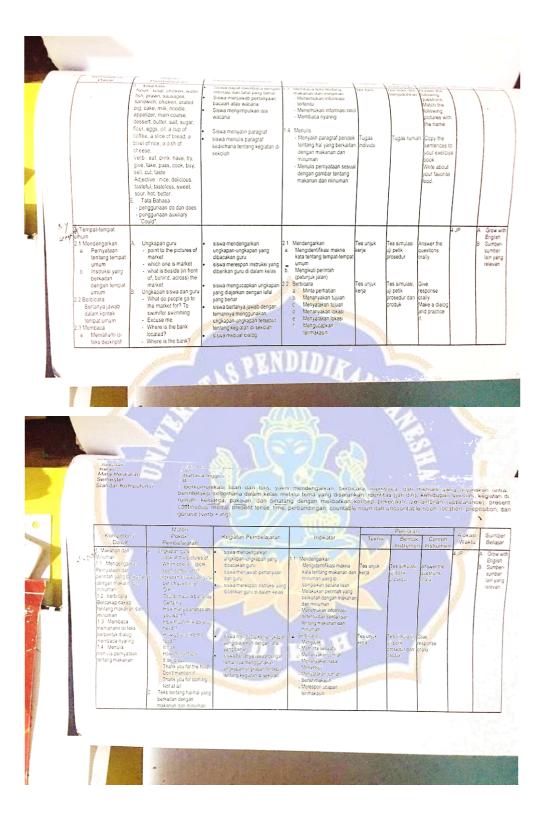
Memberi komentar-komentar.

Memberi pendapat. 3.2 Berbicara Bertanya jawab (bercakap-cakap) tentang keglatan sehari-hari

teks kegi	mahami isi tentang atan ni-hari baca ng B sragraf nlang C	seven croises, car new orcose, etc) I go to school (have breakfast, etc) I flat to school (have breakfast, etc) I flats great! You work hard! I flats great! You work hard I flats great breakfast, and breakfast I flats great breakfast great I flats great breakfast great Breakfast, leave hard Kosa kala (Chock, a quarter, half, past, take a bath, get up, have. Breakfast, leave home, study, glar, go home, take anap, do wards, after, before, and vist, brush, and cook Tata Bahsas yang digunakan present tense Kata kerja * ng seetain kata after and before	Sinva dapat reembaca dengue intonasi dan tala yang berar Sinva menjawab pertanyaan bacaan atau wacana Siawa menjawab pertanyaan bacaan atau wacana Siawa menjumpulkan isi wacana siswa menulis paragraf sederhana tentang sehari-hari siawa menulis paragraf sederhana berdasarkan gambar	Montenana informasi tertentu. Menemukan informasi inci Memenukan informasi inci Membaca nyaring dengan ucapan yang bertentan akan dengan ucapan yang bertentan akan dengan pagraf singkat tentang kegiatan seharihan Menulis paragraf singkat sesuai dengan gambar.	Portfolio	Dokumen kerja siswa	Write a short paragraph about your saily activities		
Mende	dengarkan A ngarkan taan tentang jan ia. B	Ungkapan Guru: Who is John's father? What's the name of John's mother? Ucapan Guru dan Siswa What's your mother's name?	siswa mendengarkan kata-kata yang dibacakan guru siswa menjawab pertanyaan yang dibenkan guru di dalam kelas siswa mengucapkan ungkapan yang diajarkan dengan lafai	Mengidentifikasi makna kata tentang keluarga yang disampalikan secara lisan 2 Berbuara	Tes unjuk kerja, Tes unjuk kerja	Tes identifikasi	Fill in the 4 blank spaces. Give response	JP	a. Grow with English b. Sumbe r- sumber lain

Kompeteras Dasar	Pombelinavan	Assignation Continuisparam	Indicator	T me con-	Victoria	V. Cramos N		
Membaca Membaca Membaca Mess deskript Membaca nyaring Menulis Menulis paragraph tentang keluarga	f Relianga O Kosa kata Kata tentang keluarga (husband, wife, son, daughter, brother, sister, uncle, cunt, nephew, niece, cousin, children,	Siswa dapat membaca dengan intonasi dan tafat yang benar Siswa menjawab pertanyaan badaan atau wacana Siswa menyakin paragraf siswa menulis paragraf santanana dapat santanananananananananananananananananan	Membaca keusurga Membaca teks tentang umfan keluarga Membaca teks tentang keluarga dengan kelerampilan Menbaca nyaning Menbaca nyaning Menbaca nyaning Menusurga dengan keluarga Menusurga dengan keluarga Menusurgangangangangangangangangangangangangang	Tes tulis	Tes sian. pilihan gar Dokumen kerja siswa	les Answer the		The designation of the second
Mendengarkan kata-kata dalam kalimat yang berkaitan dingar pakaian Berbicara Bercakap-cakap dalam situasi membeli pakaian Membaca Mesa tentang pakaian Membaca Membaca Membaca	b. wich shirt is size 35 c. What size is that shirt is size 35 d. Shirt is shirt is size is that shirt is size is that shirt is size is that shirt is size is shirt is size is size is size in the size in the size in the size in the size is size in the	ungkapan-ungkapan yang dibacakan guru siswa merespon instruksi yang dibenkan guru di dalam kelas	berdasarkan penjelasan tentang pakaian yang dikenakan. 5.2 Berbicara	Tes unjuk kerja. Tes unjuk Kerja	Tes dentifikasi Tes simulasi, uji petik prosedur	Fill in the blank spaces. Give response orally. Make a dialog and practice it in front of the class.	JP	a. Grow with English b. Sumbe r- sumber lain yang relevan

	npeterial Dasar nyaring Ho	Pokok/ Pembelajaran w much is this bag?	Kegialan Pembelajaran	tridikator - Menawarkan bantuan	Taris relia	Instrumen)	Instrumen Year	· Janan
5.4 Mei	nuis It is C. D.	Feks tentang hal-hal yang berkaitan dengan pakaian Kosa kata Noum hat, shirt, jacket, be, bell, trousers, suit, short, blouse, skirt, umbrella, socks, T shirt, things, singlet, slippers, jeans,	bacaan atau wacana Siswa menyimpulkan isis wacana	Menyetujui Menolak tawaran Membaca teks dengan keterampilan Memerukan informasi rinc pada teks tentang pakaian Membaca nyaring tentang pakaian		Tes isian, tes pilihan gandi		
	Ε	umbreelas, shoes, belt, cap, umform. Adjechves cheap, cap, expensive, large, smail, medim, expensive, large, smail, medim, verb cuy, sell, pay, try, wear, get on, and take off. Tata Bahsas yang digunakan: Kalimat Tarya dengan modal auxiliary can dan would Kalimat Tanya dengan kata Tanya how much. Kalimat perbandingan	Siwa menyain paragraph siswa menujais paragraf sederhana tentang pakaian yang dikenakan seseorang	5.4 Menuis Menguipt paragraph pendek tentang pakalan Menulis paragraf pendek untuk mendeskripsikan pakalan yang dikenakan seseorang.	Portfolio	Dokumen kerja siswa	Copy the paragraph to your exercise book. Make a short paragraph about someone's clothes.	
. Meni perm binat 6.2 Berti Berti tenta bina	dengarkan A dengarkan yataan tentang ang iicara anya jawab B ang kehidupan	"comparative". Ungkapan guru Look at the pictures of animals Which one is a monkey? Ungkapan siswa dan gurul let me tell you abou!(dogs, cats, monkeys etc)	siswa mendengarkan kata-kata yang dibacakan guru saswa menjawab pertanyan yang obenkan guru di dalam kelas	6 1- mendengarkan Mengidentifikasi nama binatang sesual dengan pernyataan yang didengarkan	Tes unjuk kerja	uji petik	Answer the questions or ally.	A. Grow in English Sumbe sumbe lain ya relevar
b.5 Men	rudud		MIGO	DIDIE.	18			
			110%					
Kom	Date in the second	\$		172				
a. Me tak b. Me	omahami (si s deskript) mbaca nng h pendek	On you know about dog? Could you tell me about car? what thesia figer look like it looks like a man it is bigger than a cat	siswa mengucapkan ungkapan yang dajarkan dengan lafat yang benar siswa bertanya jawab dengan temannya menggunakan ungkapan-ungkapan tersebut tentang binatang	8 2 berbicara dengan menanyakan intermasi memberikan intermasi menanyakan rupa menyatakan rupa minta perhaban meminta mengulang	toria mojus encia	reservices New Artist pelik prosedurda produk	Construction of Construction o	
	7/	its has got a tail excuse me pardon me Teks yang berkaitan dengan binatang kosa kata Noun i buffalo, cock	Siswa dapat membaca dengan intonasi dan lafal yang benar Siswa menjawab pertanyaan bacaan atau wacana	Membaca Membaca teks tentang bhatang dengan keterampitan menemukan informasi rin membaca nyaring tentang binatang		Tes islan, t imenjodotik	es Answer the following questions. Match the following pictures with the name.	
		monkey, goase, kon, spider, hen, goat, deer, rabbit, duck, bird, ant, butterfly, bee, grasshopper, horns, net, feather, tait, wing, peak, honey, pet, egg Verb, live, tun, sleep, eat,	siswa menulis paragraf sederhana tentang kegiatan di sekolah	menulis menyalin paragraf pendek tentang binatang menulis paragraf (deknpsi tentang binagraf (deknpsi tentang binatang berdasarkan data yang dibenkan	1	Tugas ruma	h Write down a paragraph about your favonte pet/animal.	
		wik, fly, lay, feed, look, after, bark, sing, Adjective : big, small, fall,	NDI	KSIL				
	D.	strong, beautiful, colourful Tata bahasa yang digunakan kalimat perbandingan kata sifat "Like"						



Kompatanai	Pombolajaran	Kegatan Pembebijaran	tridinator	Toknik	Stanton C	man / man	married Late
lembara suatu lempat umum di Bali b. Membaca nyaring C 2.4 Menulis Pernyataan tentang tempat umum D.	Thank you	Siswa dapat membaca dengan intonasi dan lafal yang benar Siswa menjawab pertanyaan bacaan atau wacana	Membaca Menemukan informatinci Membaca nyaring	Tas tulis	Ma foi pi	tiver the lowing sessions, latch the silowing ictures with the name.	-
	supermarket, workshop, sulfage, market, sulfage, s	Siswa menyalin paragraf siswa menjulis paragraf sederiana tentang kegadan di sekoluh	Menulis Menyain paragraph pendek tentang hal yang bekatan den, tempat umum Menuls kalimat pernyatan pestimpat umum tempat umum tempat umum tempat umum tempat umum	gan proyek	yo bo Wr the you	opy the entences to bur exercise bok. rite about in leading of lecation of ur (school, nple, etc)	
A - T Menongaran Manenggaran A Menonggaran A penyadaa, pentah, dan dari dari dari dari dari dari dari dari	Ungkapan siswa dan guru - How could I get to Negara? By bus You could go by bus	siswa mendengarkan ungkapan-ungkapan yang dibacakan guru siswa merespon instruksi yang diberikan guru di dalam kelas	3.1 Mendengarkan a. Mengdentifikasi mak kata tentang nama- nama aiat transportas berkatan dengan transportas Menemukan nforma- tertertu dari certa tentang perpiahran w osarraj kan secara.	kerja uj si pr gang		4 JP wer the stions y.	Grow wit English Sumber- sumber lain yang relevan
						11 1 7 7 1 10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	The state of
Acompaniation (Laborator Laborator L	Providence You must not overtake! - Toodth! - What do you mean?	 yang benar siswa bertanya jawab 	ungkapan 3.2 Berbicara an lafat a Menan- transpo dengan b Membe	yakan alat ortasi eri saran	0		pone (ap)
b Membaca nyaring	You must stop: You must not overtake! I doubt! I doubt! What do you mean? Tess yang berkatan dengan lau inntas atau alat-ala! transportas! C. Kosa kata Noun motorcycle, tax; jeep, bus, motorcar, oil tarker, larry, bloyde, ambulance, sading shore.	stwa mengucapkan c yang dajarkan denga yang benar siswa bertanya jawa temannya menggunal ungkapan-ungkapan t tentang kegiatan di se	ung-apan 3.2 tentricara minatati a Menan kan c Menan tersebut d Menya ekolah kebera f Menya g Menya h Menya	yakan alat ortasi ari saran yakan jarak takan jarak yakan waktu ngkatan takan waktu ngkatan takan ragu rejelasan	enja (v	produk	
b Membara nyaring Menulis Menulis perintah dan pernyataan yang berkaitan dengan	You must stopy. You must not overtake! I doubt it. What do you mean? I kes yang berkatan dengan labu intas stau a'at-a'at transportasi. C. Kosa kata. Noun motorcycle, tax, jeep, bus, motorcar, of tarker, lorry, birylde, ambulance, saling ship, stop, terry, terkifit. crane, saling, boat, plane, theshaw, helicopper, traffic, traffic, light. Preput, sh. by, on, in. Tata bahasa. Modal aux-lary 'could.	sawa mengucapkan yang diapkan denga yang benar sawa bertanya jawab temannya menggunala ungkapan diapkapan diapk	ungagapa 3.2 Mentakan in lafut a Menan transpo dengan benan kan c Menan transpo dekolah e Menan kebera f Menya kebera f Menya kebera g Menya a Menan kan atanyaan 3.3 Menbaca a Menen tertenuk dementakan dementa	yakan aiat yirtasi an saran yakan jarak takan jarak yakan waktu ngkatan takan waktu ngkatan takan ragu ejelasan jukan informasi ukan informasi ukan informasi ukan informasi	enta (a)	Fesisian, les Amenjodokkan fo	inswer the allowing uestions atch the lowing tures with name.
Menulis Menulis Menulis Menulis perintah dan pernyataan yang berkaitan dengan	- Mour must stopy - You must not overtake! - You must not overtake! - You have to you mean? - Tess yang berkatan dengan lau intas atau atau at al-ata transportas! - Kosa kata - Noun motorcycle, tax, leep, bus, motorcan, leep, bus, motorcan, ambulance, saling ship stip, ferry, fetkilt, crane, saling, boat, plane, trehaw, helicopter, traffic, traffic, light - Prept, ship, you, in - Tata bahasa	Siswa mengucapkan yang diapkan dengayang benar siswa bertanya jawab temannya menggunian diapkapan tentang kegialan di selamanya menggunian sengan diapkapan tentang kegialan di selaman yang selaman di selaman	unga papa 3.2 I bertiesan in Stati a Menan Iranspo o dengan b Membekan C Menan Iranspo o dengan b Menbekan C Menan Kabera f Menya kebera f Menya kebera g Menya kebera g Menya kebera g Menya kebera a Menen Islai b Menon Islai defenik dengan a Menus apan a Menus a Mengan apan a Menus a Mengan apan a Menus a Mengan apan a Menus a Menya a Menus	rwaan aad rifasa si saran aad rifasa si saran si	enta (a)	tes isian, tes A menjodohkan to ne ne menjodohkan to ne ne menjodohkan to ne	unswer the placement of

Kompetensi Dasar	Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indicator	10000	(nemunan)	mercinen) "
Berdialog dengan teman tentang olah raga dan kegemaran Membaca c. Memahami isi teks	tennis What is your hobby? Ilika cycling I think that is a good hobby. Teks yang Berkaltan dengan Hobby atau Olah Raga Kosa Kata Noun: judo, gymnastic, wrestling, shooting, archery, football, volleyball, table tennis, running, boxing, badminton, cycling, canoling, scoping, hiking, collecting stamp Adjective: happy, sad, angry, cold, well, hot, cool Verto: catch, walk, run, kick, hit, feel, like, think Tata Bahasa yang Digunakan Present Tense Penggunaan kata 'fee Penggunaan kata 'fee Penggunaan kata 'fenggunaan frasa 'good at' Penggunaan frasa 'good at' Penggunaan frasa 'good at' Penggunaan frasa 'good at' Penggunaan frasa 'good at'	Siswa dapat membaca dengali intonasi dan lafal yang benar Siswa menjawab pertanyaan bacaan atau wacana Siswa menyimpulkan isis wacana Siswa menyain paragraf	kata b. Menemukan informasi terlentu c. Menemukan informasi rinci d. Membaca nyaring 3.3 Membaca a Mergariaf b. Menulis paragraf b. Menulis paragraf sesual	Tes tulis	Tes islan, tes menjodokkan Tugas rumah	Presponse orally Make a dialog and practice it in front of the class.



Appendix 12 Expert Judgment Rubric for Educational Experts

"Evaluation Sheet for Learning Videos based on Discovery-based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Discovery-Based Learning

Educational Video For 6th Grade Students In

Elementary School As English Learning Media At

Buleleng Regency"

Researcher :

Evaluator / :

Occupation / Position :

Description:

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

Instructions:

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

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

N T			5	Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
A. V	ideo as media for teaching and lear	ning	proc	cess			
1.	Video as teaching media helps						
	teacher to deliver high quality						
	materials for the students during the						
2	pandemic.						
2.	Video helps the learners to learn						
3.	independently						
٥.	Video helps the learner to be enthusiastic and motivated to learn						
	English at home						
B. I	nstructional Design Attributes						
	ustification of need, target audience, e	entry	level	prer	eguis	sites,	objectives,
	otivation and context of learning, inst	•		-	-		•
	ructure of content, examples, practice				_	_	
in	ternal alignment)						
4.	The scope of the material is made in		2.17			1	
	accordance with the curriculum		1356	100	1.0	10	
5.	The materials are suitable for the	7					
_	students' need				196		
6.	The topic is relevant to the		1		N-	ţ	
7	students' daily life.		R		m.	4	
7.	The learning objectives are	6	V)			
	suitable and attainable for the learners						
8.		(11/2)		100			8
0.	The learning method used in the video is suitable for the learners to	EV.				N.	
	learn English			1			
9.	The important ideas are emphasized			V		78	
, .	correctly to draw the learners'	b					
	attention	200			14	7	
10.	Video shows the lesson's summary	1 X			118		
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)						
10	through exercises or questions						
13.	The material contains instruction on						
1.4	how to make the tasks/exercises.					<u> </u>	
14.	The material is well arranged and						
15.	systematic. The material is mapped from the					 	
13.	easiest to the hardest.						
16.	The materials are presented					 	
10.	systematically to make students						
	systematically to make students		<u> </u>		<u> </u>	1	

			5	Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
	easier to understand.						
17.	The video uses clear material						
	mapping in describing limitation of the material.						
18.	Learners get useful reinforcement						
10.	from the video						
	anguage attributes (complexity of se						- ·
	Choice of vocabulary, complexity or se						
	ransitions, consistency, clarity, concis udience.	eness	s, and	l app	roprı	atene	ess of the
19.	The video is using appropriate and	b.,					
	suitable word to the topic, sub-		Service .				
	topic, and the grade of the students.			No.			
20.	The video is using appropriate and	100		18	-		
	suitable phrase/clause/sentence to the topic	4	2.0	-		W	
	or sub-topic.			6			
21.	The language use to elaborate the	7		3			
	materials is clear				50		77
22.	The video is using the simple and		3		1	9	
	easy to be understood language for the learners		M				
23.	The video is using the correct	3)	Y	1			18
23.	spelling for each word	Illis	1				1
24.	The video is using the correct		$\langle \cdot \rangle$	21			*
	pronunciation for each word			1			
25.	The material is delivered briefly					11/1	
D D	and straight to the point					139	
	resentation attributes Space, typeface, titles, heading, and si	uh_ha	adin	ac 111	sa of	numh	oors
	raphics, illustrations and visuals, and		•	_			
	tyle, margins, columns, technical qual				•		
	ayout)	T		T	T	T	
26.	The materials are delivered in						
27	interesting way.						
27.	The animations are presented by using various pictures.						
28.	The animations in the video are						
	interesting						
29.	The animations in the video are						
	suitable for the topic and the target						
30.	audience The illustration is similar as it is						
50.	found in everyday use						
		<u> </u>		l	<u> </u>	l	1

Num	Dogovintova		,	Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
31.	The size of animations is						
	appropriate						
32.	The placement of the animations 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	Para .					
36.	The color of the text is suitable with the background						
37.	The placement of the text is appropriate	DI	2			b.,	
38.	The font use and its size are appropriate			C,			
39.	The use of animations, background, and text are not exaggerated	5	مہ		6		77
40.	The background of the music is appropriate for young learners		N.		N.E	i i	
41.	The teacher is delivering the material in interesting and communicative way	III		1)
42.	The teacher is expressive and enjoyable to be listened	7)		Z			
43.	The voice of the teacher is clear			V		78	
(1	ubject matter attributes Value of content, content accuracy, co bjective presentation/bias, recency)	mpre	ehens	sivene	ess, ir	ıtegr	ation,
44.	The content of the video is accurate		1000000				
45.	The elements of the video are integrated properly						
46.	The video is objective and unbiased						

٠.	• •	• •	• •	• •	• • •	• •	• •	•	•••,			
Н	[a	ve	e t	oe	en	a	cŀ	Κſ	ow	led	ged	by,

Appendix 13 Expert Judgment Rubric for Clothes Video by 1st Expert

"Evaluation Sheet for Learning Videos based on Discovery-based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Discovery-Based Learning Educational

Video For 6th Grade Students In Elementary School As

English Learning Media At Buleleng Regency"

Researcher : I Kadek Wahyu Widana

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

Occupation / Position : Sup

Topic : Clothes

Description:

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

Instructions:

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

Scores	7
3 2	-
Very good Good Acceptable Poor Very Poor	1

		Scales		Notes		
Num	Descriptors	5	4	3	2	1
Α. Δ	ideo as media for teaching and learn	ing p	roces	S		
1.	Video as teaching media helps teacher to deliver high quality		1/			
	materials for the students during the pandemic.					
2.	Video helps the learners to learn independently		V			
3.	Video helps the learner to be enthusiastic and motivated to learn	V				
	English at home					
	nstructional Design Attributes	to				
	ustification of need, target audience, en					
111	notivation and context of learning, instru	uction	ral str	alegi	es, or	ganization and
31	ructure of content, examples, practice, prectice,	teedh	ack, e	valu	ttion (of learning,
4.	The scope of the material is made in				-	
T.	accordance with the curriculum	V	73.		10	
5.4	The materials are suitable for the		10			100
	students' need	V	256.7	W		
6.	The topic is relevant to the students			4	36	-
7	daily life.				10	A STATE OF
	The learning objectives are	1				
	suitable and attainable for the learners	V				77
8.	The learning wethod used in the					
1	video is suitable for the learners to	1	100			1
	learn English	V	TEK			
9.	The important ideas are emphasized		112	-		
	correctly to draw the learners'	1/				
	attention					
10.	Video shows the lesson's summary	V	1			
11.	Video provides appropriate examples	1				
	to the learners based on the topics	V				
12.	Learners get opportunity to practice					
	the desired learning outcome(s)		V			
1.3	through exercises or questions					
13.	The material contains instruction on	-	1			78
1.1	how to make the tasks/exercises.					18
14.	The material is well arranged and		5			7 8
15	systematic.	3	1			
15.	The material is mapped from the	V	-			
	easiest to the hardest.			-		

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			- 5		Notes		
Num	Descriptors	5	4	3	2	1	
10.	The materials are presented						
	systematically to make students	17					
	easier to understand.	V					
17.	The video uses clear material						
	mapping in describing limitation of	W					
	the material.						
18.	Learners get useful reinforcement		1/				
	from the video						
C. L	anguage attributes (complexity of sent	ence	struc	ture	and v	ocabi	ulary)
(hoice of vocabulary, complexity or yen,	tence	struc	ture.	verbs	i, redi	ındancy.
11	ransitions, consistency, clarity, conviser	ICSS. T	and a	pproj	oriate	He'SS	of the
	ndience.						
19,	The video is using appropriate and						
	suitable word to the topic, sub-topic,						
200	and the grade of the students.	7.5				Page	
20.	The video is using appropriate and	F.		70			
	suitable	V	20				
	phrase clause sentence to the topic or sub-topic.			149			
					1		
	The language use to elaborate the materials is clear				10	13	
22.	The video is using the simple and				10		
	easy to be understood language for					1	
Pes	the learners		10			-00	
23.	The video is using the correct					100	
	spelling for each word		V				
24.	The video is using the correct	1 7		1			
	pronunciation for each word	V					
25.	The material is delivered briefly and		6				
	straight to the point	V	•				
D. <i>P</i>	Presentation attributes	Y					1
6	Space, typeface, titles, heading, and su- fustrations and visuals, audio/music.	b-hen	linas				
il	fustrations and visuals, audio music, e	olar	neave	use	oj na	mber	s. graphics,
	targins, columns, technical quality, his	hlioh	dina	ment.	OHN(S)	ize an	d style.
26.	The materials are delivered in		17773	CITRE!]	orma	I. and	(layout)
	interesting way.	V					1
27.	The animations are presented by	. /		-		100	
	using various pictures.	V				1	
28.	The animations in the video are	-			-	-	
	interesting		V				
29.	The animations in the video are	100	-		-		
	suitable for the topic and the target						

				Sca	es		Notes
Num	Descriptors	5	4	3	2	1	
	audience						
30.	The illustration is similar as it is found in everyday use	J					
31.	The size of animations is appropriate			_		-	
32.	The placement of the animations is appropriate		/		-		
33.	The materials are presented by using various and appropriate colors	V					
34.	The important concepts/ideas are marked by interesting color/illustration	V	See.	94			
35.	The background use is suitable with the topic		V		N.		
36.	The color of the text is suitable with the background	V	8		100		
37.	The placement of the text is appropriate		Ň	4	0		
38.	The font use and its size are appropriate	V.			1		
39,	The use of animations, background, and text are not exaggerated	V	S.			3	
40.	The background of the music is appropriate for young learners	V	Ø,			F	3 //
41.	The teacher is delivering the material in interesting and communicative way	V	V	P			
42.	The teacher is expressive and enjoyable to be listened	V					71
43.	The voice of the teacher is clear	V			M		
el pr	ubject matter attributes falue of content, content accuracy, com exentation bias, recency)	preh	ensivo	eness	, integ	gratio	m. objective
44.	The content of the video is accurate	V					18
45.	The elements of the video are integrated properly						
46.	The video is objective and unbiased	31	V	26		10	

Have been acknowledged by,

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

Appendix 14 Expert Judgment Rubric for Animals Video by 1st Expert

"Evaluation Sheet for Learning Videos based on Discovery-based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Discovery-Based Learning Educational

Video For 6th Grade Students In Elementary School As

English Learning Media At Buleleng Regency"

Researcher : 1 Kadek Wahyu Widana

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

Occupation / Position : Supervise

Topie : Animals

Description;

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

Instructions:

- 1. This evaluation sheet is filled out by an educational expert.
- 2. In the response range, there are 5 (five) levels.
- 3. Put a check mark $\lceil \vec{v} \rceil$ in the column according to your opinion according to the actual situation.
- 4. Answers are given in the rating scale column provided with the rating scale:

X . V	5.70	Scores		1.11
5	4	3	2	1 10
Very good	Good	Acceptable	Poor	Very Poor

				scales		Notes
\ 11111	Descriptors	5	1	3	2	t
٧. ١	ideo as media for teaching and learn	ing pi	nner.			
	Video as teachine media helps teacher to deliver high quality materials for the students during the pandemic					
2	Video helps the learners to learn independently					
,	Video helps the learner to be enthusiastic and motivated to learn. English at home	\checkmark				
B. Ii	astructional Design Attributes					
	untities it in most a ment and in an income of	nry le	rely	rereqi	usiles.	objectives
	OllVallion and vanious at a serious austr		RHMM	rences	CA. 1913	LIFF THE THE TANK
57	ructure of content, examples, practice.	feeelh	inck.	evalu	ition o	t learning.
in	ternal alignmenti				M	
4.	The scope of the material is made in	11/				
	accordance with the curriculum	7.1	1			
5	The materials are suitable for the			1 10		
	students' need	W		1647	(4)	
60.	The topic is relevant to the students	7			1	
	daily life.	20			1	
	The learning objectives are	14				
	suitable and attainable for the	1,7				
	learners	V	æ			
.,			1			A COLUMN
8. =	The learning method used in the					
	video is suitable for the learners to			1		
	learn English			///		
9,	The important ideas are emphasized	1. /				
	correctly to draw the learners'	V				111
	attention		192			
	Video shows the lesson's summary	V		-		
11.	Video provides appropriate example to the learners based on the topics	SU	1			
12.	Learners get opportunity to practice					
	the desired learning outcome(s)	1/				
	through exercises or questions					
13.	The material contains instruction on					
150	how to make the tasks exercises.					
	The material is well arranged and		1	0 5		
14.	72 Table 1 Tab	V	1 5			
	systematic.					
15.	The material is mapped from the					
	easiest to the hardest.			3000		7.00

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Num	The state of the s			Scale	`		20102
SIIII	Descriptors	5	-4	.3	2	1	
13	The materials are presented						
	systematically to make students						
	easier to understand						
	The video uses clear material						
	mapping in describing limitation of						
	the material.						
1.8	Learners get useful reinforcement						
	from the video						
C. 1	anguage attributes (complexity of sen	House	strin	ture.	and v	ocabulo	rri)
(hoice of vocabulary, complex to or wi	th one	carrie	Ture.	iver/is	redim	
f.	ransitions, consistency clarity convince	VIII C	ando	01001707	winte	ness of	
	udience		1000	14			
19.	The video is using appropriate and						
	suitable word to the topic, sub-topic,						
	and the grade of the widents.						
20.	The video is using appropriate and	111					
	Sublable	4.5	1	100			
	phrase clausessemence to the topic or			W			100
	sub-topic						
	The language use to elaborate the				30		
	materials is clear					100	
	The video is using the simple and	6				100	
7.	easy to be understood language for					26	
	the learners					1	
23-	The video is using the correct						
	spelling for each word						
	The video is using the correct						
	pronunciation for each word						
25.	The material is delivered briefly and						
	straight to the point						
D. P	resentation attributes						
	Space, typetace, titles, heading, and su	h-hea	dings,	HSC 6	of man		raphics
	fustrations and visuals, andro music, c	alter.	preser	ntertio	my vie		
11	sargins, columns, technical quality, his	ghligh	ting, e	und to			1311111
26.	The materials are delivered in	1.7					7
	interesting way.						
27.	The animations are presented by						
	using various pictures.		73	33			
28.	The animations in the video are		1.35			1.12	
	interesting						
29.	The animations in the video are						
	suitable for the topic and the target		-				

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		Scales			Notes		
Num	Descriptors	5	4	3	2	1	
	audience						
30.	The illustration is similar as it is found in everyday use	V					
31.	The size of animations is appropriate	V					
32.	The placement of the animations is appropriate	V					
33.	The materials are presented by using various and appropriate colors	V					
34.	The important concepts/ideas are marked by interesting color/illustration	J	Ser.	200			
35.	The background use is suitable with the topic	V			A		
36.	The color of the text is suitable with the background	11	4				
37.	The placement of the text is appropriate		V	10			
38.	The font use and its size are appropriate		V		1	Ž,	
39.	The use of animations, background, and text are not exaggerated	V					X 7.
40.	The background of the music is appropriate for young learners	W	1			1	
41.	The teacher is delivering the material in interesting and communicative way	Ţ	V	6			
42.	The teacher is expressive and enjoyable to be listened	V	<u>L</u>				
43.	The voice of the teacher is clear		V	Y			The state of the s
0	ubject matter attributes Value of content, content accuracy, con resentation/bias, recency)	npreh	ensive	eness	, integ	gratio	n, objective
44.	The content of the video is accurate	V					
45.	The elements of the video are integrated properly	V	7			1	
46.	The video is objective and unbiased	4	5.7			110	7

Have been acknowledged by,

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

Appendix 15 Expert Judgment Rubric for Clothes Video by 2nd Expert

"Evaluation Sheet for Learning Videos based on Discovery-based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Discovery-Based Learning Educational

Video For 6th Grade Students In Elementary School As

English Learning Media At Buleleng Regency"

Researcher : I Kadek Wahyu Widana

Evaluator : Luh GD Rahayu Budarta, 8 Pd., M.Pd.

Occupation / Position : Supervisor

Topic : Clothes

Description:

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

Instructions:

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

Seores
7
Very good Good Accordable
Acceptable b.
100r Very Poor

		Scales			Notes		
Num	Descriptors	5	4	3	2	1	
A. V	ideo as media for teaching and learni	ng p	roces	S			
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	V					
2.	Video helps the learners to learn independently		/				
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	/					
В. 1	Instructional Design Attributes	-	Mary				
	justification of need, target andience, en motivation and context of learning, instr structure of content, examples, practice, internal alignment)	uctio feed	127/11 V	tratar	rian .		antion and
1	The scope of the material is made in accordance with the curriculum	V	1	13			No.
5. 6.	The materials are suitable for the students' need The topic is relevant to the students' daily life.	V		40	4		
7.	The learning objectives are suitable and attainable for the learners		4			7	
8.	The learning method used in the video is suitable for the learners to learn English	V		Š,			
9.	The important ideas are emphasized correctly to draw the learners' attention						7/
10	The reason of Sultingly	V					10
11	 Video provides appropriate example to the learners based on the topics 	es	1		1		
12	. Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	1	1				1/1
13	 The material contains instruction o how to make the tasks/exercises. 	n	- 1	4		1	S. Service
14	The material is well arranged and systematic.		1			18	
15	The material is mapped from the		V	507-			

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7. . . .

				scal	es			Notes
Num	Descriptors	5	4	3	2		1	
10	The materials are presented							
	systematically to make students							
	casier to understand							
17	The video uses clear material							
	mapping in describing limitation of							
	the material.							
18	Learners get useful reinforcement	V						
	from the video							
C,	Language attributes (complexity of sen	tence	stru	ctur	e and	Lvo	cabi	ilary)
	enotee of vocabulary, complexity or sen	tence	stru	clur	e. vei	·bs.	redi	indanev.
	transitions, consistency, clarity, concise	ness.	and i	аррі	roprie	aten	iess e	of the
	andrence.							,
19.	The state of the first state of the state of			-	b.			
	suitable word to the topic, sub-topic,				3			
20	and the grade of the students.		\ V		N A			
20.	appropriate and	A Trans			10		Sec.	
1	suitable	14.1		4 .				
	phrase/clause/sentence to the topic of sub-topic.	r	V					
21	. The language use to elaborate the	-		511	Y 40			
	materials is clear				الزكا			
22	The video is using the simple and	-	I V			9		100
	easy to be understood language for					(d	-1	100
	the learners	V				74	30	7
2.3		16	4	-				1/8
- Pe	spelling for each word	-40	V				1	
2.	The video is using the correct							
	pronunciation for each word	30	1					
2:	The material is delivered briefly and	1	-14	7				
	straight to the point		1					
D.	Presentation attributes	TIN	2/	_				
	(Space, typeface, titles, heading, and s	nh-h	endin	ore .				
	illustrations and visuals, audio/music,	colo	r Dra	ga, i	ation	mu	nher	's. graphies,
	margins, columns, technical quality. h	iohli	ahtin	or cu	allon	S SI	te an	id style,
26	The materials are delivered in	5	/	S. Ur	ice jest	mai	. and	l layout)
	interesting way.	1		-				
2								4
1	using various pictures.		1	/	3			19
25	3. The animations in the video are		1					100
-	interesting	-)	V				1	
20		-	1	1			1	
1 2	suitable for the topic and the target	- 16		V			18	
	suitable for the topic and the target							

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				Scale	š		Notes
Num	Descriptors	5	4	3	2	1	
	audience						
30.	The illustration is similar as it is found in everyday use	V					
31.	The size of animations is appropriate	V					
32.	The placement of the animations is appropriate	V					
33.	The materials are presented by using various and appropriate colors	V					
34.	The important concepts/ideas are marked by interesting color/illustration	V					
35.	the topic		V	D.			
36.	the background	V	9	1			No.
37.	appropriate	V,		16			A TOP
	appropriate	V			10		
39.	and text are not exaggerated	V	D			24	18
40.	appropriate for young learners	V	K			100	
41.	in interesting and communicative way	V	r	ì			
42.	enjoyable to be listened	V		(1)	1		
43.	The state of the s		1				
	Subject matter attributes (Value of content, content accuracy, cor presentation bias, recency)	mpreh	ensiv	eness,	integ	gratio	n, objective
44.	The content of the video is accurate		1/				
45.	The elements of the video are integrated properly	V		3		7,4	7
46.	The video is objective and unbiased	V				VIE .	

Have been acknowledged by,

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

Appendix 16 Expert Judgment Rubric for Animals Video by 2nd Expert

"Evaluation Sheet for Learning Videos based on Discovery-based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Discovery-Based Learning Educational

Video For 6th Grade Students In Elementary School As

English Learning Media At Buleleng Regency"

Researcher : I Kadek Wahyu Widana

Evaluator : Luh GD Rahayu Budiarta, S.Pd., M.Pd.

Occupation / Position : Supervisor

Topic : Animals

Description:

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

Instructions:

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

			rided with the	rating scale:
7		Scores		
	4	3	1	1/1/1/
Very good	Good	Acceptable	D	
Thank	26.727	receptable	Poor	Very Poor

٠,	ď			17
	Ÿ	Ĭ,		

	-		. 5	Notes			
Num	Descriptors	5	4	3	2	1	
A. Vi	ideo as media for teaching and learni	ng p	roces	S		-	
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.		V				
2.	Video helps the learners to learn independently	V					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home		V				
В.	Instructional Design Attributes		Sec.		1		
	(justification of need, target audience, et motivation and context of learning, instr structure of content, examples, practice, internal alignment)	uctio.	nal et	rateo	iov o	wani	zation and
5.	The scope of the material is made in accordance with the curriculum	V	li,	10			
6.	The materials are suitable for the students' need	V					
4	The topic is relevant to the students' daily life.	V				10	1
7.	The learning objectives are suitable and attainable for the learners	V		e			2
9,	The learning method used in the video is suitable for the learners to learn English	V		K			
10.	The important ideas are emphasized correctly to draw the learners' attention	V					J
11.	Video provides appropriate example to the learners based on the topics	V					
12.	the desired learning outcome(s) through exercises or questions	V	/	K	1		7)
13.	how to make the tasks/exercises.	1					18
14.	The material is well arranged and systematic.		1	g _i			
15.	The material is mapped from the	31-		1			

lum	um Descriptors		8		Notes		
	OVSCHIMULS	5	4	3	2	1	
16.	The materials are presented systematically to make students easier to understand.						
17.	The video uses clear material mapping in describing limitation of	· /					
18.	the material. 1.carners get useful reinforcement from the video	V					
C. 1	anguage attributes (complexity of sent	4					
(hoice of vocabulary, complexity or sem ransitions, consistency, clarity, consistency, consistency	енсе	SIFUC	ture i	and v	ocabi	tlary)
1	ransitions, consistency, clarity, concises, addience.	ence	Struc	ture,	verbs	, redu	ındancy,
	udience.	icas, c	ma aj	pproj	riate	ness e	of the
19,	The video is using appropriate and				A.		
	suitable word to the topic and						
20.	and the glade of the chidage	117	V				
20.	The video is using appropriate and suitable		10	10.7			100
	Surrence Comments of the Comme			20%			
81	phrase/clause/sentence to the topic or sub-topic.	V			195		
21.					10	2	
	The language use to elaborate the materials is clear		7				
22.	The video is using the simple and		V			1	
	easy to be understood language for	11/1					4
	the learners		V			M-	
23.	The video is using the	175	36			- 10,7	
	Permis 101 Cach Word	.7	3.17	7/			
24.	The video is using the	V		433			
	_ From the latter Or each word	23	3/				
25.	The material is delivered to a						
		1					
D. ,	Presentation attack			$\geq \lambda_{\nu}$			
	Space typofam est	70			7		
1	Hustrations and visuals, audio/music, connergins, columns, technical quality, high	-head	lings,	use	of nun	ohono	
1	nargins, columns, technical and the	olor, p	preser	natio	ns si-	noers, nomel	graphics,
26.	materials are delivored in	hligh	ing, c	ind fe	rmat	and i	siyle,
	way,	1				timer t	avour)
27.	The animations are proved to	V					
	danig various pictures	1/	78	12			100
28.	The animations in the video		1			7.18	
	THE COUNTY	1/					
29.	The animations in the video are	V _			-		
	suitable for the topic and the target	1/	-	- 17.00		-	
	the topic and the target	V	-				

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	45		5	Notes			
Num	Descriptors	5	4	3	2	1	
	audience						
30.	The illustration is similar as it is found in everyday use	V					
31.	The size of animations is appropriate	V					
32.	The placement of the animations is appropriate	V					
33.	The materials are presented by using various and appropriate colors	V					
34.	The important concepts/ideas are marked by interesting color/illustration	V					
35.	The background use is suitable with the topic		V		1		
36.	The color of the text is suitable with the background	V	-		1	The same	le.
37.	appropriate	V	Z.	10	H		
38.	appropriate		V		4		13
39.	and text are not exaggerated		V		N	4	
40.	The background of the music is appropriate for young learners	V	d			P	4
41.	The teacher is delivering the materia in interesting and communicative way	ıl V				N.	
42.	. The teacher is expressive and enjoyable to be listened	V					
43.		V	1				78
E.	Subject matter attributes (Value of content, content accuracy, ed presentation/bias, recency)	ompre	hens	ivene	ss, in	tegrati	on, objective
44	0.1 11 1			7	1		
45	. The elements of the video are integrated properly	V			5		19
46		d V		1		1	0

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Have been acknowledged by,

Luh GD Rahayu Badiarta, S.Pd., M.Pd.

Appendix 17 Expert Judgment Rubric for Clothes Video by 3rd Expert

"Evaluation Sheet for Learning Videos based on Discovery-based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Discovery-Based Learning Educational

Video For 6th Grade Students In Elementary School As

English Learning Media At Buleleng Regency"

Researcher : I Kadek Wahyu Widana

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

Occupation / Position : Supervisor

Topic : Clothes

Description:

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

Instructions:

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

-C101	Scores	ylasti /	III
4	3	2	
Good	Acceptable	Poor	Very Poor
	4 Good	4 3	4 3 2

1	um	Descriptors 5	
	۱. N	Video as media for teaching and learning	process
		Video as teaching media helps teacher to deliver high quality materials for the students during the [18] pandemic	
	2.	Video helps the learners to learn	
	3	video helps the learner to be enthusiastic and motivated to learn	
	13 1	Instructional Design Attributes	
		(inviffication of part) based as	
	i i	(justification of need, target audience, entry	level prerequisites, objectives,
	5	motivation and context of learning, instructs structure of content, examples, practice, fee	ional strategies, organization and
	i	internal olignment)	ander, evaluation of learning.
ľ	10	The scope of the material is made in	TIP BY
		accordance with the curriculum	
	5.	The materials are suitable for the	
		students' need	
	6.	The topic is relevant to the students	
		daily life.	
	7.0	The learning objectives are	
	H	suitable and attainable for the	
	0	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'	
	10.	attention	
		The state of the s	
	11.	to the learners based on the topics	-
1	12.		
		the desired learning outcome(s)	1
-	13	through exercises or questions	
	13.		
-	1.4	how to make the tasks/exercises.	
	14.	and material is well alranged and	
		systematic.	
	15.	the material is mapped from the	
		aggingt to the howlant	

ч .

Num	Descriptors			Scale	Notes		
	Ocserificits	5	-4	3	2	1	
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	\ \cdot					
C. 1	Language attributes (complexity of sen	f.111.00	and man				
(Choice of vocabulary, complexity or ser	rence	Stru	cture	ana	vocat	tutary)
1	ransitions, consistency, clarity, concise	nence	SIFU	cture	, vero	s, rea	шпаапсу,
	nidience.	then,	ana	appre	priai	eness	oj ine
19.	The video is using appropriate and		-		_		
	suitable word to the topic, sub-topic.			1			
	and the grade of the students.				18		
20,	The video is using appropriate and				1	1000	
1	suitable	IIII	1	1			a.
1	phrase/clause/sentence to the topic of	154	10	10.3			170
21:1	sub-topic.			282			
21.	The language use to elaborate the		-		135		
	materials is clear	-	1		30	20	
22.			+				
	easy to be understood language for		3			1	
	the learners		79	9		1	
23.					-	-	-
-	spelling for each word		36			-0.	
24.	The video is using the correct		-	7	_		
	pronunciation for each word	211	- 1	/			
25.	The material is delivered briefly and			_	-	_	
	straight to the point		- 7/	1			
D.	Presentation attributes		-				
	(Space, typeface titles beading and		1.				
10	(Space, typeface, titles, heading, and sillustrations and visuals, audio/pusis	uo-n	eadn	igs, u	se of	numb	ers, graphics,
26.	gate, commis, reconnecti quarity, r	ughli	ghtir	ig, an	d fori	nat, c	ind layout)
-0.							19:13
27.	interesting way.						19
41.			,				1 19
-	using various pictures.			13		1	188
28.			11.	130		7.	7
	interesting	-	./				F .
	interesting						
29.							

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		Scales	Notes
Num	Descriptors	5 4 3 2 1	
	andrew c		
30 S	The illustration is similar as it is found in everyday use		
	The size of animations is appropriate. The placement of the animations is	9	
1.1	appropriate The materials are presented by using various and appropriate colors The important		
35.	The important concepts ideas are marked by interesting color illustration.		
36.	The background use is suitable with the topic. The color of the text is suitable with		
37.	the background The placement of the text is appropriate		
38,	The font use and its size are appropriate	V	
40.	The use of animations, background, and text are not exaggerated the background of the music is	M 12	17
41.	appropriate for young learners The teacher is delivering the material		
	way	V	
42.	The teacher is expressive and enjoyable to be listened		78
43.	The voice of the teacher is clear		
f	Subject matter attributes Value of content, content accuracy, corresentation/bias, recency)	mprehensiveness, integra	tion, objective
44.	The content of the video is accurate	TUTT	
45.	The elements of the video are integrated properly	V	
46.	The video is objective and unbiased		

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Have been acknowledged by,

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

Appendix 18 Expert Judgment Rubric for Animals Video by 3rd Expert

"Evaluation Sheet for Learning Videos based on Discovery-based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Discovery-Based Learning Educational

Video For 6th Grade Students In Elementary School As

English Learning Media At Buleleng Regency"

Researcher : I Kadek Wahyu Widana

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

Occupation / Position : Supervisor

Topic : Animals

Description:

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

Instructions:

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

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

5 8

				scal	es		Notes
Num	Descriptors	5	4	3	2	1	
A. Vi	ideo as media for teaching and learni	ng p	roces	S			
L.	Video as teaching media helps teacher to deliver high quality		/				
	materials for the students during the	V					
	pandemic.		_				
2.	Video helps the learners to learn						
	independently	_					
3.	Video helps the learner to be	L	/				1
	enthusiastic and motivated to learn						
B. 1	English at home nstructional Design Attributes	-	luke.	_			
G	ustification of need, target audience, en	tru li	wal r	ran	ivit	or of	iantivae
m	otivation and context of learning, instru	iry ii ictioi	nal si	rate	gine d	roan	ization and
st	ructure of content, examples, practice, j	feedl	ack.	eva	uation	ı of le	varnina
in	iternal alignment)	11	-			0,10	a.
4.	The scope of the material is made in		/		A		100
100	accordance with the curriculum			10			
5.	The materials are suitable for the	_		11	1/30		78
6.	Students' need		1		3	20	100
U.	The topic is relevant to the students' daily life.	1	\vee			1	The state of the s
7.	The learning objectives are		-	+		1	
17.	suitable and attainable for the	1	/				100
	learners	4					addi - I
8.	The learning method used in the		/	-	-	-	
	video is suitable for the learners to	1	1	4			
0	learn English		-111				
9.	The important ideas are emphasized	1123	1			+	-
	correctly to draw the learners'	1		3			
10.			1		21		
11.	Video provides appropriate example	1					
	to the learners based on the topics	S	1		1		
12.	Learners get opportunity to practice	-	4				
	the desired learning outcome(s)		1/				10
1	through exercises or questione	-	4				100
13.	The material contains instruction on		. /	-		_ /	100
- 6	how to make the tasks/exercises	38	4	20			F
14.	and and	-	. /	-			
	systematic.		1	-			
15.			. /	-	-	-	
	easiest to the hardest.		4				

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			5	scales			Notes
Num	Descriptors	5	4	3	2	1	
16.	The materials are presented						
	systematically to make students	U	/				
	easier to understand.						
17.	The video uses clear material		/				
	mapping in describing limitation of	(
1.0	the material.						
18.	Learners get useful reinforcement from the video	1	/				
C. L	anguage attributes (complexity of sent	:	struc	ture	and ve	ocabi	(larv)
	noice of vocabulary, complexity or sen	tence	struc	ture.	verbs.	. redi	indanev.
II.	ransitions, consistency, clarity, conciser	iess.	and a	ipproi	oriate	ness (of the
	udience.			777			7
19.	The video is using appropriate and						
	suitable word to the topic, sub-topic	1	/		b.		
20.	and the grade of the students.	-			7		
20.	The video is using appropriate and suitable	171		,		100	
1		6.5	L				1
1.1	phrase/clause/sentence to the topic or sub-topic.		200	1120			
21.	The language use to claborate the						10
	materials is clear	1			30		100
22.	The video is using the simple and				27	1	100
	casy to be understood language for	6	1			-30	
	the learners	1				2	7.8
23.	The video is using the correct	1/6		-		1	3
-	spelling for each word		-	/		1	
24,	The video is using the correct	+		1	-		
	pronunciation for each word	31					
25.	The material is delivered briefly and	-					
	straight to the point	1	1				
D. 1	Presentation attributes		4	1	_		
1	Space, typeface titles begyling	h-ho	adino	r ban			
i	Hustrations and visuals, audio/music, a nargins, columns, technical anality ki	color	rwan	s, use	of nu	mher,	s, graphics,
1		ahlia	hima	entan	ons si	ze an	d style,
26.		Sinis	mung.	cinci j	orma	l, and	layout)
1	interesting way.	L					7 6
27.	The animations are presented by		1	-		-	1 10
The same	using various pictures.	1					137
28.	The animations in the video are		1	-		1	
1	interesting	344				1	
29.	The animations in the video are	-		-		100	
	suitable for the topic and the target	1	/				
	topic and the target			The same		746	

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Num				Scale	5		Notes
Num	Descriptors	5	4	3	2	1	
	audience						
30,	The illustration is similar as it is found in everyday use		-				
31.	The size of animations is appropriate		/-				
32.	The placement of the animations is appropriate						
33.	The materials are presented by using various and appropriate colors	_					
34.	The important concepts/ideas are marked by interesting color/illustration	U	/				
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			1	ů.		
38.	The font use and its size are appropriate		/		3	Å.	1
39.	The use of animations, background, and text are not exaggerated	2	/			P	7.8
40.	The background of the music is appropriate for young learners	-	/	V			
41.	The teacher is delivering the material in interesting and communicative way	1		ā			
42.	The teacher is expressive and enjoyable to be listened	(/				7/
43.	The voice of the teacher is clear	-	/	P	+		
E. 5	Subject matter attributes Value of content, content accuracy, con	unre	honsis	2021000	inte		
W F	resentation/bias, recency)	7	Termi I	740.30	. rene	grane	m. objective
44.	The content of the video is accurate	0	1				70
45.	The elements of the video are integrated properly		1			7	
46.	The video is objective and unbiased		/			1	

Have been acknowledged by.

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

Appendix 19 Result of Teachers' Judgment for Clothes Video

"Evaluation Sheet for Learning Videos based on Discovery-based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Discovery-Based Learning Educational

Video For 6th Grade Students In Elementary School As

English Learning Media At Buleleng Regency"

Researcher : I Kadek Wahyu Widana

Evaluator : Ordinah Hasanvaldin S.Pd. 1

Occupation / Position : Teacher

Topic : Clothes

Description:

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

Instructions:

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

Scores		7.8
Very good Good A	1 2	1
Cloud Acceptable	Poor	Very Poor

-				Scale	4		Notes
Num	Descriptors	5	4	3	2	1	
Λ. 1	ideo as media for teaching and learn	ing P	roces	88			
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	V					
2.	Video helps the learners to learn independently	V					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	\vee					
B. 1					sivitas	. obi	ectives.
		my in	ucl pi	eregi	HAHE.	oanis	ation and
111	ustification of need torget makeyer et otivation and context of learning, loster	WHEN COLUMN	ell VII	THERD	itient i	of lea	rning.
SI	ructure of consent, ехонірых, распечена	tesevitti	N. A. C	1111111	1		4.7
111	ternal alignment)	H_{I}					
400	The scope of the material is made in	10	10	0.3			
27: 1	accordance with the curriculum			30			1
5.	The materials are suitable for the students need				4		1 1
6.	The topic is relevant to the students' daily life.	V			M.		
7.	The learning objectives are					1	
A-,	suitable and attainable for the	V	6			1	- 11
	Jearners	4	110			m -	100
S.	The learning method used in the						
	video is suitable for the learners to	V		(A)			
	Jearn English						
9.	The important ideas are emphasized						
	correctly to draw the learners'	V					
1.71	Video shows the lesson's summary				4		
10.	Video provides appropriate examples	V					
11.	to the learners based on the <i>topics</i>	V					
12.	Learners get opportunity to practice						1 10
	the desired learning outcome(s)	V					
100	through exercises or questions						
13.	The material contains instruction on how to make the tasks exercises.		7	33		.,7	
14.	The material is well arranged and		1.3			7 1	M**
1-4.	systematic.	1			_		
15.	The material is mapped from the						
	easiest to the hardest.			Day		-46	

		Scales No.					
Num	Descriptors			3	2	1	
	rescriptors	5	-1	.,	-	·	
16.	The materials are presented						
	systematically to make students		V				
	easier to understand.						
17.	The video uses clear material	1.7					
	mapping in describing limitation of	V					
18.	the material.						
	Learners get useful reinforcement from the video		V				dami
C. 1	anguage attributes (complexity of sent	ence	SIFHC	ture i	ana v	neuni 	andanev.
1	ransitions, consistency, clarity, conciscs	ICSS, C	and a	pproj	n nine	776.1.1	17 ****
	nalience.			-			
19,	The video is using appropriate and				0		
	suitable word to the topic, sub-topic, and the grade of the students.				The		
20.	The video is using appropriate and	71	-3				
1	suitable		1	0.3			
	phrase/clause/sentence to the topic or			34	23		
	sub-topic.				630		100
21.	The language use to elaborate the				10		
	materials is clear					1	
22.	The video is using the simple and					7	3. 7
	easy to be understood language for		V			1	2
	the learners	-4				-	eriti
23.	The video is using the correct spelling for each word						
	The video is using the correct		11	à			
24.	pronunciation for each word		V				
	The material is delivered briefly and	100	. /				
25.	straight to the point		V				
D D	" " autation attributes						11
100	Source typeface titles, heading, and sub-	-head	lings.	use c	of mun	abers.	graphics,
14	to the continue and visuals, audio/music, co	tor. p	reser	<i>Italio</i>	HS S12	e and	Myle.
	arrains columns, technical quality, high	ilight	ing, a	mel to	rmat,	and:	lavout)
26.	The materials are delivered in	1/					TUF
200	interesting WilV.	V					
27.	The animations are presented by						
8	using various pictures.		1 1	52		9	
28.	The animations in the video are	V	-			7:0	
	interesting						
29.	The animations in the video are		1/				
	suitable for the topic and the target		V				

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Num				Scale	8		Notes
· viiiii	Descriptors	5	4	3	2	1	
	audience	V					
30.	The illustration is similar as it is found in everyday use	V					
31,	The size of animations is appropriate	17					
32.	The placement of the animations is appropriate						
33.	The materials are presented by using various and appropriate colors	V					
34.	The important concepts/ideas are marked by interesting color/illustration	V					
35.	The background use is suitable with the topic	V	30		The second		
36.	The color of the text is suitable with the background	V		V,			
37.	The placement of the text is appropriate	V			7	N.	
38.	The font use and its size are appropriate	V				9,	
39.	The use of animations, background, and text are not exaggerated	V				F	
40, -	The background of the music is appropriate for young learners		V				
41.	The teacher is delivering the material in interesting and communicative way	V					
42.	The teacher is expressive and enjoyable to be listened	V					
43.	The voice of the teacher is clear	V					
E. S	ubject matter attributes						7 6
1	Falue of cont <mark>ent, coment accuracy, com</mark> resentation/bias, reconcy)	ргене	TINIT	HCSS.	тиер	(Faliot	v. objective
44.	The content of the video is accurate	V	31			7	7
45.	The elements of the video are integrated properly	/				1	
46.	The video is objective and unbiased	V		0,44			

Have been acknowledged by,

Dalimeh Kasanvoldin S.Pd. 1

Appendix 20 Result of Teachers' Judgment for Animals Video

"Evaluation Sheet for Learning Videos based on Discovery-based Learning for 6th Grade Students By Educational Experts"

Target

: Elementary School Students

Research Title

: "Developing Discovery-Based Learning Educational

Video For 6th Grade Students In Elementary School As

English Learning Media At Buleleng Regency"

Researcher

A Kadak Wakon Widawa

Evaluator

Delinah Macanaddin S. Pd.

Occupation / Position

: Teacher

Topic

: Animals

Description:

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

Instructions:

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

100	ALCO A SECOND	Scores	10 52	11 11
5	4 // //	3	2	
Very good	Good	Acceptable	Poor	Very Poor

Num	Daniel I	Scales					Nates
	Descriptors	5	1	- 3	2	- 1	
.1. 1	lideo as media for teaching and learn				_		
1.	Vidoo a reacting and learn	mg þ	roce	44			
	Video as teaching media helps						
	teacher to deliver high quality						
	materials for the students during the pandemic.	V					
2.	Video helps that						
	Video helps the learners to learn independently		1/				
3.	Video helps the learner to be						
	The state of the s	/					
-	English at home	\vee					
в. Г	Istructional Design VIII		State of the last				
			w.il.			. ah	icatives
777	otivation and context of learning, instri ructure of coment, events	Try Ic	rer p	#CTCE	HINTE	s, oo	eation and
		RTION.		raneg	Tex. Of	gam.	umina
		icem	CIL'A.	CHIM	WHIOH	cy-ici	mung.
4.	The scope of the mutorial is much in		9	D.C			
20.1	occordance with the curriculum		200	64			
5.	The materials are suitable for the			H	135		100
-	students need				80	7.8	
6.	The topic is relevant to the students'					1	
-	darry me.	V				-	1
7.	The learning objectives are		7			1	
- 7-	suitable and attainable for the	V				M.	end -
	learners						
8.	The learning method used in the		MP	15			
	video is suitable for the learners to	V					
	learn English	Ğ.,					
9.	The important ideas are emphasized	Liy	W.				
	correctly to draw the learners'	1					
- 70	attention						
10.	Video shows the lesson's summary	V					
11.	Video provides appropriate examples	1/	1				
	to the learners based on the topics	V					
12.	Learners get opportunity to practice	1					
38	the desired learning outcome(s)	V					
78	through exercises or questions		7	196			100
13.	The material contains instruction on	1/	1 39	20			7
	how to make the tasks/exercises.	-		-	-		
14.	The material is well arranged and		V	-			
	systematic.	,	-	0,00		-4	
15.	The material is mapped from the	V					
	easiest to the hardest	-					

4 -

		Scales					Notes		
Num	Descriptors	-	1 1	3	2	1			
		5	-4						
16.	The materials are presented		. /						
	systematically to make students		V						
1.7	easier to understand.								
17.	The video uses clear material	/							
	mapping in describing limitation of	1							
1.0	the material.		,						
18.	Learners get useful reinforcement		W						
C 1	from the video				and r	acub	ulary)		
C. L	anguage attributes (complexity of sem	ence	STPHC	fiire	ana s	roch	indancy.		
Choice of vacabulant annual with an instance structure, veros, returned									
transitions, consistency, clarity, conviseness, and appropriate the second									
<i>a</i>	udience.			-					
19,	The video is using appropriate and								
	suitable word to the topic, sub-topic,								
20.	and the grade of the students.	14	3			- 13	0		
701	The video is using appropriate and suitable		7. 1	Br					
	phrase/clause/sentence to the topic or			10	33				
	sub-tupic.			M. C	300				
21.	The language use to elaborate the				30	75	100		
	materials is clear		1		D. La	£.5			
22.	The video is using the simple and					72	J. F.		
M.	easy to be understood language for	1 /	EQ.						
123	the learners	A				1			
23.	The video is using the correct		1						
	spelling for each word								
24.	The video is using the correct	1/	11						
	pronunciation for each word	V							
25.	The material is delivered briefly and	11	40				17 15		
	straight to the point	V					1		
D. Presentation attributes									
7.5	page, typefage, titles, heading, and sub	-head	dings.	use e	g'mua	thers.	graphics.		
377	astronious and visuals, audio/music. co	lor. I	preser	Hellier	HS SIZ	e and	style.		
1171	argins, columns, technical quality, high	ilighi	ting, 6	mel to	тини,	imilis	lavout)		
26.	The materials are delivered in						10		
	interesting way.								
27.	The animations are presented by	1/	30			1			
21.	using various pictures.	V	35			18			
20	The animations in the video are	. 7				17			
28.	interesting	V	_						
29.	The animations in the video are	1/	1	Jane 1		746			
29.	suitable for the topic and the target	0							
	Sultable for the topic and the								

		Scales					
Num	Descriptors	5	4	3	2	1	
	andience	V					
30.	The illustration is similar as it is found in everyday use	V					
31.	The size of animations is appropriate	V		_			
32.	The placement of the animations is appropriate	V					
33.	The materials are presented by using various and appropriate colors	V					
34.	The important concepts/ideas are marked by interesting color/illustration	V					
35.	The background use is suitable with the topic	,		7			
36.	The color of the text is suitable with the background	V	9	b.			
37.	The placement of the text is appropriate	V		15		X	10
38.	The font use and its size are appropriate	V			Y		
39.	The use of animations, background, and text are not exaggerated	M				į.	
	The background of the music is appropriate for young learners	V				t	
	The teacher is delivering the material in interesting and communicative way	V					J.B
12.	The teacher is expressive and enjoyable to be listened	1		W	Y.		
43.	The voice of the teacher is clear	V		U)			
· (Fe	bject matter attributes due of content, content accuracy, comp	orehei	isiven	ess, h	ntegr	ation,	objective
<i>pre</i> 14.	sentation bias, recency) The content of the video is accurate	1				7/2	No.
15.	The elements of the video are integrated properly		3	Ŕ		No.	
16.	The video is objective and unbiased	V	-				

Have been acknowledged by,

Dalimah Hasanvoldin S.Pd. 1

Appendix 21 Students' Questionnaire

No	o Statement			Scale		
110	Statement	1	2	3	4	5
1.	Saya senang menonton video					
	pembelajaran Bahasa Inggris.					
2.	Penjelasan yang diberikan mudah					
	dimengerti.					
3.	Suara yang digunakan pada video					
	pembelajaran jelas.					
4.	Gambar-gambar yang digunakan pada	Marine.				
	video pembelajaran menarik					
5.	Animasi y <mark>ang dig</mark> unakan	20	Samuel Control	b		
	memudahkan saya belajar	41	2			



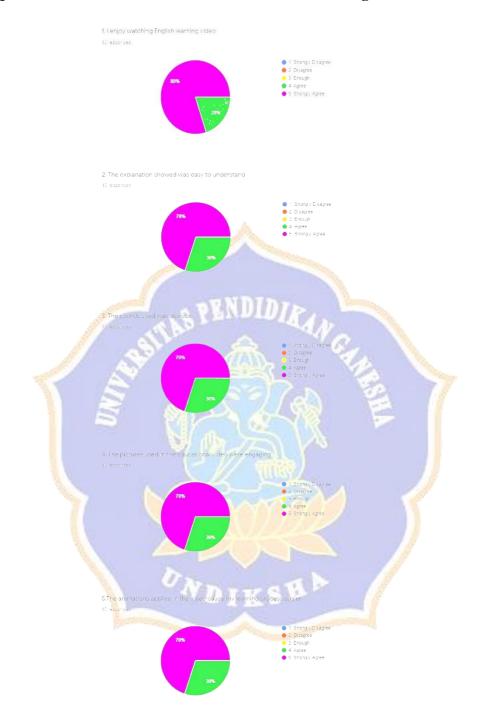
Appendix 22 Students' Questionnaire on Google Form



4. Th	e pictures used in the educational video were engaging ^	
		\oplus
		3
	2. Disagree	Тт
	5 Enough	ank
	4. Agree	Þ
	5. Strongly Agree	=
5.The	e animations applied in the video cause my learning process easier "	
	1. Strongly Disagree	
:	7. Disagree	
;	2. Enough	
4	4. Agree	
	5 Strangly Agree	



Appendix 23 Results of Students' Questionnaire on Google Form



CURRICULUM VITAE OF EXPERT 1

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LAPORAN PENELITIAN

No.	Judul	Jenis Penelitian	Tahun Ajaran	Semester
1	Status Kekerabatan Bahasa Sawu Di Antara Bahasa-Bahasa DiNTB Dan NTT: Analisis Kuantitatif Dan Kualitatif	Desentralisasi	2013/2014	Ganjil
2	Pengembangan Big Book Berbasis Pendidikan Karakter UntukProgram Literasi di Sekolah Dasar	DIPA	2016/2017	Ganjil
3	Penelusuran Alumni Fakultas Bahasa dan Seni yang LulusTahun 2014 Sampai Tahun 2016	DIPA	2017/2018	Genap
4	Pengaruh Bigbook Berbasis Pendidikan Karakter terhadap Pemahaman Membaca Siswa SD di Provinsi Bali	Desentralisasi	2017/2018	Genap
5	Pengembangan Buku Panduan Dan Instrumen Penilaian Keaktifan Mahasiswa Dalam Kegiatan Ekstakurikuler	Desentralisasi	2017/2018	Genap

	SebagaiPrasyarat Ujian Akhir Di Fakultas Bahasa Dan Seni			
6	Pengembangan Bigbook Berbasis Pendidikan Karakter UntukProgram Literasi Di Sekolah Dasar	Desentralisasi	2017/2018	Genap
7	IMPLEMENTASI KONSEP TRI HITA KARANA DALAM BIDANG AKADEMIK DI FAKULTAS BAHASA DAN SENI UNIVERSITAS PENDIDIKAN GANESHA	DIPA NDIDIA	2017/2018	Genap
8	Pengembangan Materi Ajar Untuk Mata Kuliah Penciri Fakultas Bahasa Dan Seni dengan Pendekatan Blended Learning	DIPA	2017/2018	Genap
9	Pengembangan Model Pembelajaran Creative Writing diFakultas Bahasa dan Seni	DIPA	2018/2019	Ganjil
10	BIMBINGAN BELAJAR BAHASA INGGRIS GRATIS UNTUK SISWADI DESA PEMARON, BULELENG	DIPA	2018/2019	Genap
11	PENGEMBANGAN GAMIFIKASI UNTUK SISWA SEKOLAH DASAR DALAM PEMBELAJARAN DI ERA REVOLUSI INDUSTRI 4.0	DIPA	2018/2019	Genap

12	BIMBINGAN	DIPA	2018/2019	Genap
	BELAJAR BAHASA			_
	INGGRIS GRATIS			
	UNTUK SISWADI			
	SD NEGERI 2			
	PEMARON,			
	BULELENG			
13	Analisis Pembelajaran	Desentralisasi	2018/2019	Genap
	Menulis di Jurusan			_
	Pendidikan Bahasa			
	Inggris Berbantuan			
	Schoology			

LAPORAN PENGABDIAN

No.	Judul VENDIDIA	Tahun Ajaran	Semester
1	IbM Big Book bagi Guru SD di Kecamatan Karangasem	2018/2019	Genap
2	PELATIHAN DAN PENDAMPINGAN PENELITIAN TINDAKAN SEKOLAH MELALUI IMPLEMENTASI 'REFLECTIVE MODEL' PADA PENGAWAS DAN KEPALA SEKOLAHMENENGAH ATAS NEGERI DAN SEKOLAH MENENGAH KEJURUAN NEGERI KABUPATEN BANYUWANGI	2018/2019	Genap
3	BIMBINGAN BELAJAR BAHASA INGGRIS GRATIS UNTUK SISWA DI SD NEGERI 2 PEMARON, BULELENG	2019/2020	Ganjil
4	PELATIHAN DAN PENDAMPINGAN PENYUSUNAN PROPOSAL PENELITIAN TINDAKAN KELAS BAGI GURU-GURU SMA/SMK SE-KABUPATEN BIMA-NTB	2019/2020	Ganjil

ARTIKEL JURNAL

No.	Judul	Nama Jurnal	Tahun Ajaran	Semester
1	Pengembangan Model Pembelajaran Bahasa Inggris Untuk Percepatan Pendidikan Di Sekolah Menengah Pertama (SMP) di PropinsiBali	Prosiding Seminar Nasional Riset Inovatif	2013/ 2014	Ganjil
2	International conference on English across Culture Proceddings	Conference Proceedings	2016/ 2017	Ganjil
3	Penyiapan Alumni Jurusan Pendidikan Bahasa Inggris Menjadi Wirausahawan Kursus	Jurnal Inovasi dan Aplikasi Teknologi (INOTEK), UNY	2016/ 2017	Ganjil
4	Literasi Siswa dan Keterlibatan Orang Tua	Jurnal Ilmu Sosial dan Humani ora	2016/ 2017	Genap
5	Developing Differentianted Electronic Supplementary Reading Exercise for the Slow leaerners of seventh years Students at SMPN 2Singaraja	International Journal of Language and Literature	2017/2018	Genap
6	Project-based learning Activities and EFL Students' Productive Skills and English	Journal of Language Teachingand Research	2017/ 2018	Ganjil
7	Self-Regulated Learning Implemented by the Students of Elementary School in Bulling Sub- District	International Journal of Language and Literature	2017/ 2018	Ganjil

		1		1
8	An Analysis on	Global	2017/	Ganjil
	Communication	Conference	2018	
	strategies Employed	on Teaching,		
	by Indonesian	Assessment,		
	English as Foreign	andLearning		
	Language Adult	in Education		
	Students	(GC-TALE		
		2017)		
9	Integrating tri hita	Global	2017/	Ganjil
	karana values in	Conference	2018	
	teachingreading:	on Teaching,		
	students' and teachers'	Assessment,		
	opinions	andLearning		
		in Education		
		(GC-TALE		
	I A	2017)		
10	Do Learners Like Project	Global	2017/	Ganjil
	in Their English	Conference	2018	
	Classes?: Impact of PBL	on Teaching,		
	on Students' Attitudes	Assessment,		Salar Salar
		andLearning	72	7.6
		in Education		1/1
	- (1/-	(GC-TALE		
	V (1)	2017)		
11	36 1 1 1	T 1	2018/	Ganjil
1 1	Memberdayakan // // // // // // // // // // // // //	Jurnal	2018/	Ganjii
11	Kterlibatan Orang Tua	Ilmu	2018/	Ganjii
11	Kterlibatan Orang Tua dalamPembelajaran	Ilmu Sosial		danjii
11	Kterlibatan Orang Tua	Ilmu Sosial dan		Gunjii
11	Kterlibatan Orang Tua dalamPembelajaran	Ilmu Sosial		Ganjii

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No.	Judul	Jenis Paten	Tahun	Semester
110.	Judui	Jems I atem	Ajaran	Semester
1	Current Issues in English Education Linguistics andLiterature	HAK CIPTA	2017/2018	Genap
2	Little Dog "Doggy"	HAK CIPTA	2017/2018	Ganjil
3	I Can Be Fit	HAK CIPTA	2017/2018	Ganjil
4	Alphabet World	HAK CIPTA	2018/2019	Ganjil

5	Buku Bergambar berjudul 'Little Dog 'Doggy'	HAK CIPTA	2018/2019	Ganjil
6	Cerita Bergambar berjudul 'Alphabet World	HAK CIPTA	2018/2019	Ganjil
7	Cerita Bergambar Berjudul 'I Can Be Fit'	HAK CIPTA	2018/2019	Ganjil
8	Gamifikasi I Sugih and I Tiwas	HAK CIPTA	2019/2020	Genap
9	Gamifikasi I Cupak Lan I Gerantang	HAK CIPTA	2019/2020	Genap

ARTIKEL PROSIDING

No.	Judul	Nama Seminar	Tahun Ajaran	Semester
1	AND	Pengelolaan dan rencana implementasi program Forum Dekan Fakultas Bahasa dan Seni Indonesia	2015/2016	Genap
2	Reflective Teaching: Persepsi Mahasiswa dalam Pengembangan Profesi Guru Melalui Pre-Service Teacher Training	KONASPI	2016/2017	Ganjil
3		Seminar Nasinal Pengabdia nKepada Masyarak at Ke-1	2016/2017	Ganjil
4	Techniques for Building Character andLiteracy for 21st Century Education	ICEI 2017	2017/2018	Ganjil
5		Revitalisasi Kurikulum KKNI	2017/2018	Genap

		Integrasi		
		Academic		
		Achievement		
6		International	2017/2018	Genap
		Seminar Cum		1
		Literary and		
		Cultural		
		exchange by		
		Bodo Writer		
		Academy		
7		Kegiatan	2017/2018	Genap
		Orientasi		_
		penyusunan		
		Rencana		
		Pelaksanaan	lo.	
		Pembelajara		
	(0)	n Kegiatan I		
	CAPLE	di		
	100	Lingkungan		
		Kementrian		No.
		Agama	2017/2010	
8		workshop	2017/2018	Genap
		penyusunan modul short		
	7	course bahasa		.
		inggris, BIPA,		
		dan Bahasa		Siller
	(4.00)	Jepang berbasis		
		Green Tourism		
9		The Asia Pasific	2017/2018	Genap
	D_{λ}	Network For		1
		MoralEducation		
10		SENARI	2017/2018	Ganjil
		SENADIMAS		J
11		ICEI 2017	2017/2018	Ganjil
12		ASIA TELF	2017/2018	Ganjil
13		Asian	2017/2018	Ganjil
		Education		
		Symposium		
14		15th ASIA	2017/2018	Ganjil
		TEFL & 64th		
		TEFLIN		
		International		
		Conference		

	T	<u> </u>		
15		Internatio nal Conferen ce on Interprofe sional Education	2017/2018	Ganjil
16	Tecnnique for building character and literacy for 21st century Education	1st International Conference onEducation Innovation	2017/2018	Genap
17	metode pembelajaran untuk siswagenerasi milenia	Workshop Peningkatan Mutu Guru	2018/2019	Genap
18	A BAITAS	The 1 st International ASEAN-English Language Teaching Conference	2018/2019	Genap
19	penyusunan rencana pelaksanaan pembelajaran (RPP) I	Workshop Penyusunan RPP	2018/2019	Genap
20	Workshop Penyusunan Pedoman Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Dharma Acarya IHDN	Workshop Penyusunan Pedoman Skripsi	2018/2019	Genap
21	Semangat Kartini dalam Balutan Perempuan Masa Kini at Indonesia Tourism School (ITS)	Seminar Woman Empowerme ntand Beauty Class	2018/2019	Genap
22	Indexed Journal Paper Writing	Workshop Internasional	2018/2019	Genap
23	For Sharing Her Valuable Knowledge andInsight in English Language Teaching Method Seminar	Facing The Challenge Of Z AndAlpha Generation	2018/2019	Genap

24	BIMBINGAN BELAJAR BAHASA INGGRISGRATIS	Seminar Nasional Pengabdian	2018/2019	Genap
	UNTUK SISWA DI SD NEGERI 2 PEMARON, BULELENG	Pada Masyarakat 4		
25	Creative Writing Workshop for Primary School Teachers: An Effort for Successful Literacy Program in English as a Foreign Language	International Conference onEnglish Across Cultures	2018/2019	Ganjil
26	A PAITAS	MOU between Undiksha and Ohkagauen University	2018/2019	Genap
27	Thus of the second seco	Standarisasi Buku Ajar Bahasa Di Perguruan Tinggi Vokasi Politeknik Negeri Bali	2018/2019	Genap
28	O.N.	Peningkatan keprofesional ismeguru dalam pengembanga n keprofesian lanjutan	2018/2019	Genap
29		Pengembang an pembelajaran keunggulan lokal	2018/2019	Ganjil
30		Teachers Goal Setting to FaceFuture Trends In Education	2018/2019	Ganjil

31		In International Seminar WorkshopOn Creative Writing 2018	2018/2019	Ganjil
32	BIMBINGAN BELAJAR BAHASA INGGRIS GRATIS UNTUK SISWA DI DESA PEMARON, BULELENG	Seminar Nasinal Pengabdian Masyarakat Ke-3	2018/2019	Ganjil
33	Pelatihan dan Pendampingan PenggunaanMedia Big Book Bagi Guru SD di Kecamatan Karangasem	Senadimas 2019	2019/2020	Ganjil
34	Pelatihan dan Pendampingan PenyusunanProposal Penelitian Tindakan Kelas Bagi Guru- Guru SMA/SMK/Madrasa h Se- Kabupaten Bima-NTB	Senadimas 2019	2019/2020	Ganjil

CURRICULUM VITAE OF EXPERT 2

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LAPORAN PENELITIAN

No.	Judul	Jenis Penelitian	Tahun Ajaran	Semester
1	PENGEMBANGAN	DIPA	2018/2019	Genap
	GAMIFIKASI UNTUK	DIDID.	1	
	SISWA <mark>SE</mark> KOLAH	11.11		
	DASARDALAM		C.	
	PEMBELAJARAN DI ERA	A11)-7		1990
	REVOLUSI INDUSTRI 4.0			

LAPORAN PENGABDIAN

No.	Judul	Tahun Ajaran	Semester
1	IbM Big Book ba <mark>gi Guru SD di</mark>	2018/2019	Genap
	Kecamatan Karangasem		,

ARTIKEL JURNAL

No.	Judul	Nama Jurnal	Ta <mark>h</mark> un Ajaran	Semester
1	AN ANALYSIS OF GRAMMATICAL ERRORS ON NARRATIVE WRITING COMMITTED BY THE NINTH GRADE STUDENTS OFJUNIOR HIGH SCHOOL	International Journal of Language and Literature	2018/2019	Ganjil

2	STRATEGI	Jurnal	2018/2019	Genap
	CONTEXTUAL	Aplikasi		
	TEACHING AND	Akuntansi		
	LEARNING	(JAA)		
	PENGELOLAAN			
	KEUANGAN			
	BERBASIS TRI HITA			
	KARANADAN CATUR			
	PURUSA ARTHA			
	MELALUI PROGRAM			
	KERJASEKAA			
3	A DESCRIPTIVE	International	2019/2020	Genap
	STUDY OF THE	Journal of		
	TEACHER'S	Language and		
	TECHNIQUE ON	Literature		
	CONTROLLING THE			
	STUDENTS'MISBEHA	NDIDIE	1	
	VIOR IN SMPN 1	14.4		
	SUKASADA	A	B	

HKI

No.	Judul	Jenis Paten	Tahun Ajaran	Semester
1	STUDENTS' WORKSHEET LITERACY BASED ACTIVITIES 4th Grade Elementary school/1st semester	HAK CIPTA	2019/2020	Ganjil
2	STUDENT'S WORKSHEET Literacy Based Activities, 6th GradeElementary Students, 1st semester	HAK CIPTA	2019/2020	Ganjil
3	STUDENTS' WORKSHEET Literacy Based Activities, 5th GradeElementary School, 2nd semester	HAK CIPTA	2019/2020	Ganjil
4	STUDENT'S WORKSHEET Literacy Based Activities, 5th GradeElementary School/1st semester	HAK CIPTA	2019/2020	Ganjil
5	STUDENTS' WORKSHEET Literacy Based Activities, 4th GradeElementary	HAK CIPTA	2019/2020	Ganjil

School, 2nd semester		

ARTIKEL PROSIDING

No.	Judul	Nama Seminar	Tahun Ajaran	Semester
1	How consistent is teachers' planning, implementation, and assessment in character education?	Global Conference on Teaching, Assessment, andLearning in Education (GC-TALE)	2017/ 2018	Ganjil
2	Strategi Contextual Teaching And Learning Pengelolaan Keuangan Berbasis Tri Hita Karana Dan Catur Purusa Artha Melalui Program Kerja Sekaa	Warmadewa National Conference Of Economic (WNCE) 1st	2018/ 2019	Ganjil
3	Ideology in Translation: The Culture Terms Appear in Mahluk Di Belakang Rumah and ItsTranslation Creatures behind Houses	International Conference on English across Culture	2018/ 2019	Ganjil

CURRICULUM VITAE OF EXPERT 3

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H-Index	0		

ARTIKEL PROSIDING

No.	Judul	Nama Seminar	Tahun Ajaran	Semester
1	Development of 4C	The 4th	2018/	Ganjil
	Skills on TEFLCourse:	International	2019	
	A Need Analysis	Conference		
		onEnglish		
	5	Across		19
		Culture	100	



CURRICULUM VITAE



I Kadek Wahyu Widana was born in Denpasar, 02 of September 1999. He is 21 years old right now. In 2004 he started the first stage of education, it was kindergarten in Denpasar namely TK Kristen Harapan. He joined the elementary school namely SD Kristen Harapan in 2005 and graduated in 2011. He joined the junior high school namely SMP N 6 Denpasar and

graduated in 2015 and continued to the next education stage at SMA Kristen Harapan, especially in Social class. After graduated from senior high school in 2017, he decided to join the best university in Bali, UNDIKSHA. He was accepted in English Language Education in 2017 as well. He joined in D class as known as Delight class with many new friends. He finished the undergraduate degree program by written the research entitled *Developing Discovery-Based Learning Educational Vide for 6th Grade Students in Elementary School as English Learning Media at Buleleng Regency*.