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

Elementary School Teacher Interview Regarding the Use of Learning Media During the Pandemic.

The teacher is requested to answer the questions below honestly.
The results of this interview will help researchers to develop learning media in elementary schools.

Name

Teks jawaban singkat

School

Teks jawaban singkat

1. Have you ever used learning media in the classroom? *

1. Have you ever used learning media in the classroom? *

○ Yes

○ No

2. How is the learning media implementation at the classroom? *

○ Had been efficient

○ Had not been efficient

3. What kind of learning media have you implemented in the classroom? *

☐ Video

☐ Pictures

☐ Text Book

☐ Songs

☐ Power Point Slides

4. Have you ever implemented video as the learning media? *

○ Yes

○ No

5. What are the criteria for learning videos that match the characteristics of students? *

☐ Using many pictures

☐ Using character animation

☐ Using simple yet understandable explanation

☐ Using interesting sound

Using interesting sound

Using colorful animation

6. How was the ice-breaker implementation at class? *

Using related video

Using songs

Using some pictures

7. How often do you deliver homework to the students? *

Frequently

Occasionally

Using some pictures

7. How often do you deliver homework to the students? *

Frequently

Occasionally

8. What types of homework are usually given to students? *

Make simple sentences

Make dialogue

Answer the textbook

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 karakter animasi (100%) • Menggunakan penjelasan yang singkat dan jelas (100%) • Menggunakan suara yang menarik (90%) • Menggunakan animasi berwarna (90%)
6.	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%)

Appendix 4 Interview Guide For Students

No	Questions
1.	Apakah kalian pernah bernyanyi atau bermain sebelum memulai pembelajaran?
2.	Bagaimana guru memulai pembelajaran di kelas?
3.	Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas?
4.	Apakah guru memberikan penjelasan materi sebelum memberikan PR (pekerjaan rumah)?
5.	Apakah guru membahas ulang aktivitas pembelajaran yang telah berlangsung di akhir pembelajaran?
6.	Apakah guru menggunakan media (gambar/video) saat menjelaskan materi?
7.	Jenis media seperti apa yang paling kamu sukai selama belajar daring? Apakah menggunakan Power Point, Video, Gambar, atau Buku?
8.	Video pembelajaran seperti apakah yang kamu sukai? Menggunakan video animasi saja / video penjelasan guru / kombinasi antara keduanya?

Appendix 5 Interview Guide For Students in the Google Form

Interviews with Elementary School Students Regarding the Use of Learning Media During the Pandemic

Deskripsi formulir

Name

Teks jawaban singkat

Class

Teks jawaban singkat

1. Have you ever played or sang before the learning started?

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1. Have you ever played or sang before the learning started?
- ○ Yes
- ○ No

2. How does the teacher begin the class?
- ○ Deliver the learning material first
- ○ Give the assignment first

3. Does the teacher give you the opportunity to ask and answer questions in class?
- ○ Yes
- ○ No

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4. Does the teacher deliver the material before giving the homework?
- ○ Yes
- ○ No

5. Does the teacher discuss the learning activities done before?
- ○ Yes
- ○ No

6. What type of media used by the teacher in explaining the material?
- ☐ Video
- ☐ Power Point Slides
- ☐ Pictures

7. What kind of media that you mostly enjoyed during the study from home? *

- [ ] Video
- [ ] Text Book
- [ ] Power Point Slides
- [ ] Picture

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%) • Tidak (0%)
4.	Apakah guru memberikan penjelasan materi sebelum memberikan PR (pekerjaan rumah)? • Ya (80%) • Tidak (20%)
5.	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 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 Topic Clothes for 6th 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.
	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".

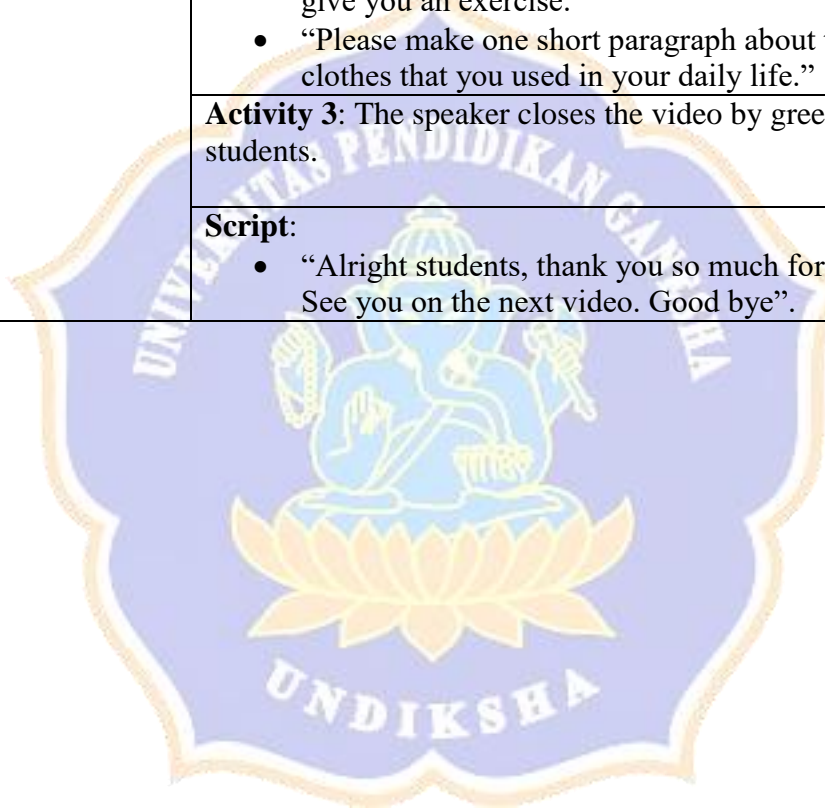**Appendix 8 The Blueprint after revision of "Clothes" topic**

Blueprint Topic Clothes for 6th 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 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
	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 second to let the students 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." • "Is this a red hat?" • "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 Topic Animals for 6th 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 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 Zoo.
	Script: • "Now, we are in the Zoo. There are a lot of animals."
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 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.
	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 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.

Script:
- "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.
	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 10 The Blueprint after revision of "Animals" topic

Blueprint Topic Animals for 6th 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 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?" • "Good students. It is the sound of an owl."
	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 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."

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.
	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 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.
	Script: • "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

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber
4.3 Membaca • Memahami isi teks deskriptif • Membaca nyaring 4.4 Menulis Menulis paragraph tentang keluarga	family • Identifikasi makna arti family C. Teks deskriptif tentang hal yang berkaitan dengan keluarga D. Kosa kata Kata-kata tentang keluarga (husband, wife, son, daughter, brother, sister, uncle, aunt, nephew, niece, cousin, children, grandmother, grandfather) Adjective: old, young, tall, short, weak, small, big, fat, thin, handsome, beautiful E. Tata Bahasa yang digunakan: • kalimat perbandingan • kalimat Tanya dengan kata Tanya "How"	tentang kegiatan di sekolah • siswa membuat dialog singkat tentang keluarga • Siswa dapat membaca dengan intonasi dan lafal yang benar • Siswa menjawab pertanyaan bacaan atau wacana • Siswa menyalin paragraf • siswa menulis paragraf sederhana tentang keluarga	anggota keluarga • Memberi pendapat tentang jumlah keluarga 4.3 Membaca • Membaca teks tentang keluarga dengan keterampilan • Menemukan informasi rinci • Membaca nyaring 4.4 Menulis • Menyalin paragraf pendek tentang keluarga • Menulis paragraf berdasarkan identitas keluarga	Tes tulis Portfolio	Tes-tsah, tes pilihan ganda Dokumen kerja siswa	Answer the following questions Choose the best answer a, b, c, or d. Copy the paragraph to your exercise book Make a short paragraph about your family		
5. pakaian 5.1 Mendengarkan kata-kata dalam kalimat yang berkaitan dngan pakaian 5.2 Berbicara Bercakap-cakap dalam situasi membeli pakaian 5.3 Membaca • Memahami isi teks tentang pakaian • Membaca	A. Ungkapan Guru: a. Wich one is a shirt? b. wich shirt is size 35 c. What size is that shirt? B. Ungkapan Guru dan Siswa Can I help you? I'd like T shirt, please What size do you wear? size 34 Would you like this shirt? no, thank you It would be nice	• siswa mendengarkan ungkapan-ungkapan yang dibacakan guru • siswa merespon instruksi yang diberikan guru di dalam kelas • siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa membuat dialog singkat bersama kelompoknya dan memperagakan di depan kelas	5.1 Mendengarkan Mengidentifikasi seseorang berdasarkan penjelasan tentang pakaian yang dikenakan 5.2 Berbicara - Menanyakan harga - Menyatakan harga - Menanyakan rupa sesuatu - Menyatakan keinginan - Menanyakan ukuran - Menyatakan ukuran - Menyatakan keinginan	Tes unjuk kerja Tes unjuk kerja	Tes simulasi, Tes identifikasi Tes simulasi, uji petik prosedur	Fill in the blank spaces Give response orally. Make a dialog and practice it in front of the class	4 JP	a. Grow with English b. Sumber-sumber lain yang relevan

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

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

Dasar	Pembelajaran		Indikator	Tes tulis			4 JP	
	Kosa Kata Noun : soup, chicken, wafer fish, prawn, sausages, sandwich, chicken, grated pig, cake, milk, noodle, appetizer, main course, dessert, butter, salt, sugar, flour, eggs, oil, a cup of coffee, a slice of bread, a bowl of rice, a dish of cheese. Verb : eat, drink, have, try, give, take, pass, cook, buy, sell, cut, taste Adjective : nice, delicious, tasteful, tasteless, sweet, sour, hot, better. E. Tata Bahasa - penggunaan do dan does - penggunaan auxiliary "Could".	Siswa dapat membaca dengan intonasi dan lafal yang benar - Siswa menjawab pertanyaan bacaan atau wacana - Siswa menyimpulkan isis wacana - Siswa menyalin paragraf - siswa menulis paragraf sederhana tentang kegiatan di sekolah	1.3 Membaca teks tentang makanan dan minuman - Menemukan informasi tertentu - Menemukan informasi rinci - Membaca nyaring 1.4 Menulis - Menyalin paragraf pendek tentang hal yang berkaitan dengan makanan dan minuman - Menulis pernyataan sesuai dengan gambar tentang makanan dan minuman	Tugas individu	Tugas rumah	Answer the following questions Match the following pictures with the name Copy the sentences to your exercise book Write about your favorite food.		

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

Sekolah :
Kelas :
Mata Pelajaran : Bahasa Inggris
Semester : II
Standar Kompetensi : Berkomunikasi lisan dan tulis, yakni mendengarkan, berbicara, membaca dan menulis yang digunakan untuk berinteraksi sederhana dalam kelas melalui tema yang disarankan: identitas (jati diri), kehidupan sekolah, kegiatan di rumah, keluarga, pakaian, dan binatang dengan melibatkan konsep pekerjaan, penampilan (appearance), present continuous, modal, present tense, time, perbandingan, countable noun dan uncountable noun, location, preposition, dan gerund (verb + ing).

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Sumber
tentang suatu tempat umum di Bali b. Membaca nyaring 2.4 Menulis Pernyataan tentang tempat umum	- It is behind (in front of, across, behind, beside) the school. - Thank you C. Teks deskriptif yang berkaitan dengan tempat-tempat umum D. Kosa kata - Noun: library, petrol station, restaurant, supermarket, workshop, village, market, supermarket, stadium, museum, forest, zoo, park, police station, port, airport, temple, town, mount, lake, regency - Preposisi: behind, across, in front of, between, beside - Verb: go, get to, turn right, turn left, arrive E. Tata bahasa Gerund, kalimat perintah	• Siswa dapat membaca dengan intonasi dan lafal yang benar • Siswa menjawab pertanyaan bacaan atau wacana • Siswa menyalin paragraf • siswa menulis paragraf sederhana tentang kegiatan di sekolah	2.3 Membaca a. Menemukan informasi rinci b. Membaca nyaring 2.4 Menulis a. Menyalin paragraph pendek tentang hal yang berkaitan dengan tempat umum b. Menulis kalimat pernyataan positif/negatif tentang tempat-tempat umum	Tes tulis Tugas individu, tugas proyek	Tes isian, tes menjodohkan Tugas rumah	Answer this following questions. Match the following pictures with the name Copy the sentences to your exercise book. Write about the location of your (school, temple, etc)		
3. Transportasi Mendengarkan Mendengarkan pernyataan, perintah, dan deskripsi singkat transportasi Berbicara Bercakap-cakap dalam konteks transportasi Membaca a. Memahami	A. Ungkapan siswa dan guru - How could I get to Negara? By bus. - You could go by bus - How far is it from Denpasar to Negara? It is 90 kilometers from Denpasar to Negara - What time does the bus leave from Denpasar? - What time does the bus get to Negara?	• siswa mendengarkan ungkapan-ungkapan yang dibacakan guru • siswa merespon instruksi yang diberikan guru di dalam kelas	3.1 Mendengarkan a. Mengidentifikasi makna kata tentang nama-nama alat transportasi b. Merespon perintah yang berkaitan dengan transportasi Menemukan informasi tertentu dari cerita tentang penjalanan yang disampaikan secara lisan	Tes unjuk kerja	Tes simulasi uji petik prosedur	Answer the questions orally	4 JP	A. Grow with English B. Sumber-sumber lain yang relevan

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

Appendix 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 [√] in the column according to your opinion according to the actual situation.

4. Answers are given in the rating scale column provided with the rating scale:

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

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

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

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

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

…………………,

Have been acknowledged 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   : 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 [√] in the column according to your opinion according to the
   actual situation.

4. Answers are given in the rating scale column provided with the rating scale:

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

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

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

Num	Descriptors	Scales					Notes
		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		√				

C. Language attributes (complexity of sentence structure and vocabulary)
Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.

		5	4	3	2	1	
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	√					
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	√					
21.	The language use to elaborate the materials is clear		√				
22.	The video is using the simple and easy to be understood language for the learners		√				
23.	The video is using the correct spelling for each word		√				
24.	The video is using the correct pronunciation for each word	√					
25.	The material is delivered briefly and straight to the point	√					

D. Presentation attributes
(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)

		5	4	3	2	1	
26.	The materials are delivered in 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	√					

Num	Descriptors	Scales					Notes
		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	✓					
35.	The background use is suitable with the topic		✓				
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animations, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					

E. Subject matter attributes
(Value of content, content accuracy, comprehensiveness, integration, objective presentation bias, recency)

Num	Descriptors	5	4	3	2	1	Notes
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Have been acknowledged by.

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

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 : I Kadek Wahyu Widana

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

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.

3. Put a check mark [√] in the column according to your opinion according to the actual situation.

4. Answers are given in the rating scale column provided with the rating scale:

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	

A. Video as media for teaching and learning process

1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic		√				
2.	Video helps the learners to learn independently		√				
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	√					

B. Instructional Design Attributes

justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment

4.	The scope of the material is made in accordance with the curriculum		√				
5.	The materials are suitable for the students' need		√				
6.	The topic is relevant to the students' daily life.		√				
7.	The learning objectives are suitable and attainable for the learners		√				
8.	The learning method used in the video is suitable for the learners to learn English		√				
9.	The important ideas are emphasized correctly to draw the learners' attention		√				
10.	Video shows the lesson's summary		√				
11.	Video provides appropriate examples to the learners based on the *topics*		√				
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions		√				
13.	The material contains instruction on how to make the tasks/exercises.		√				
14.	The material is well arranged and systematic						
15.	The material is mapped from the easiest to the hardest.		√				

Num	Descriptors	Scales					Notes
		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						

C. Language attributes (complexity of sentence structure and vocabulary)
Choice of vocabulary, complexity of sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience

Num	Descriptors	5	4	3	2	1	Notes
19	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students						
20	The video is using appropriate and suitable phrases/clause/sentence to the topic or sub-topic						
21	The language use to elaborate the material is clear						
22	The video is using the simple and easy to be understood language for the learners						
23	The video is using the correct spelling for each word						
24	The video is using the correct pronunciation for each word						
25	The material is delivered briefly and straight to the point						

D. Presentation attributes
(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustration, and visuals, audio music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)

Num	Descriptors	5	4	3	2	1	Notes
26	The materials are delivered in 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						

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

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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 Budiarta, 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 [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

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

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

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

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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.

3. Put a check mark [√] in the column according to your opinion according to the
actual situation.

4. Answers are given in the rating scale column provided with the rating scale:

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

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

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

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

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

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Have been acknowledged by,

Luh GD Rahayu Budiarta, 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 [√] in the column according to your opinion according to the actual situation.

4. Answers are given in the rating scale column provided with the rating scale:

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

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	indicator						
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	✓					
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animations, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
E.	**Subject matter attributes** *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*						
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

...................,

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.

3. Put a check mark [√] in the column according to your opinion according to the actual situation.

4. Answers are given in the rating scale column provided with the rating scale:

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

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

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

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

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

....

Have been acknowledged by,

Ni Luh 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 : Osulinah Hasinuddin S.Pd.I

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.

3. Put a check mark [√] in the column according to your opinion according to the actual situation.

4. Answers are given in the rating scale column provided with the rating scale:

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

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

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

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

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

...................,

Have been acknowledged by,

Dalimah Hasanuddin S.Pd.I

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   : I Kadek Wahyu Widana

Evaluator   : Dalimah Hasanuddin, S.Pd.I

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:

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

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

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

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

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

...................,

Have been acknowledged by,

Dalimah Hasanuddin S.Pd. I

Appendix 21 Students' Questionnaire

No	Statement	Scale				
		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 video pembelajaran menarik					
5.	Animasi yang digunakan memudahkan saya belajar					

Appendix 22 Students' Questionnaire on Google Form

Scientific-Based Learning Video Evaluation
Questionnaire for Elementary School Students

After watching the learning animation video, fill out the questionnaire below honestly.
Information on filling out student questionnaires
1 = Strongly disagree
2 = Disagree
3 = Enough
4 = Agree
5 = Strongly agree

Name

Short answer text

Class

Short answer text

School

Short answer text

1. I enjoy watching English learning video

1. Strongly Disagree

2. Disagree

3. Enough

4. Agree

5. Strongly Agree

2. The explanation showed was easy to understand

1. Strongly Disagree

2. Disagree

3. Enough

4. Agree

5. Strongly Agree

3. The sounds used was obvious

1. Strongly Disagree

2. Disagree

3. Enough

4. Agree

5. Strongly Agree

4. The pictures used in the educational video were engaging *

   1. Strongly Disagree

   2. Disagree

   3. Enough

   4. Agree

   5. Strongly Agree
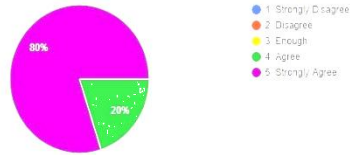
5.The animations applied in the video cause my learning process easier *

   1. Strongly Disagree

   2. Disagree

   3. Enough

   4. Agree

   5. Strongly Agree

Appendix 23 Results of Students' Questionnaire on Google Form

1. I enjoy watching English learning video

10 responses

- 1. Strongly Disagree
- 2. Disagree
- 3. Enough
- 4. Agree
- 5. Strongly Agree

80%

20%

2. The explanation showed was easy to understand

10 responses

- 1. Strongly Disagree
- 2. Disagree
- 3. Enough
- 4. Agree
- 5. Strongly Agree

70%

30%

3. The sounds used was obvious

10 responses

- 1. Strongly Disagree
- 2. Disagree
- 3. Enough
- 4. Agree
- 5. Strongly Agree

70%

30%

4. The pictures used in the educational video were engaging

10 responses

- 1. Strongly Disagree
- 2. Disagree
- 3. Enough
- 4. Agree
- 5. Strongly Agree

70%

30%
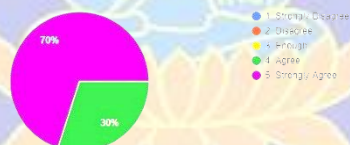
5. The animations applied in the video cause my learning process easier

10 responses

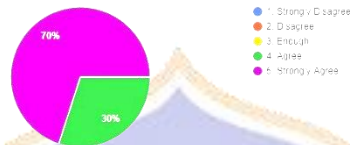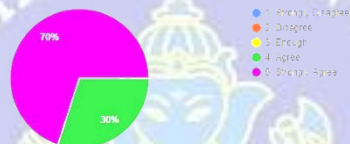- 1. Strongly Disagree
- 2. Disagree
- 3. Enough
- 4. Agree
- 5. Strongly Agree

70%

30%
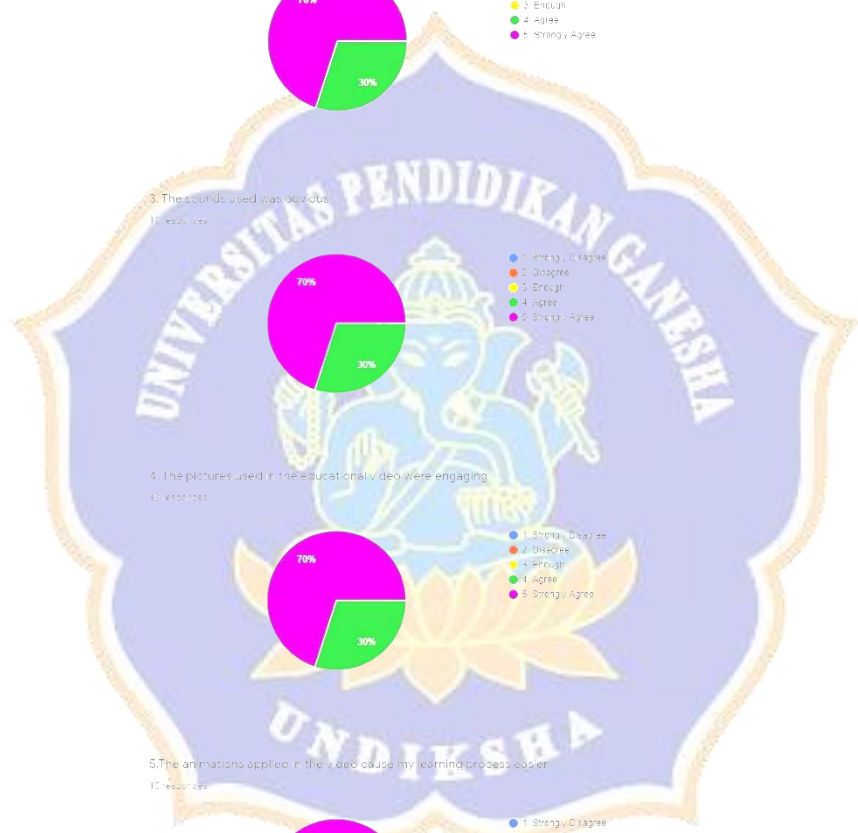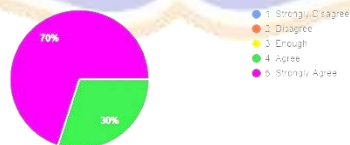
CURRICULUM VITAE OF EXPERT 1

Nama	Prof.Dr. Putu Kerti Nitiasih, M.A.
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H-Index	0

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	2017/2018	Genap
8	Pengembangan Materi Ajar Untuk Mata Kuliah Penciri FakultasBahasa 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 BELAJAR BAHASA INGGRIS GRATIS UNTUK SISWADI SD NEGERI 2 PEMARON, BULELENG	DIPA	2018/2019	Genap
13	Analisis Pembelajaran Menulis di Jurusan Pendidikan Bahasa Inggris Berbantuan Schoology	Desentralisasi	2018/2019	Genap

LAPORAN PENGABDIAN

No.	Judul	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 1	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 Humaniora	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

8	An Analysis on Communication strategies Employed by Indonesian English as Foreign Language Adult Students	Global Conference on Teaching, Assessment, andLearning in Education (GC-TALE 2017)	2017/ 2018	Ganjil
9	Integrating tri hita karana values in teachingreading: students' and teachers' opinions	Global Conference on Teaching, Assessment, andLearning in Education (GC-TALE 2017)	2017/ 2018	Ganjil
10	Do Learners Like Project in Their English Classes?: Impact of PBL on Students' Attitudes	Global Conference on Teaching, Assessment, andLearning in Education (GC-TALE 2017)	2017/ 2018	Ganjil
11	Memberdayakan Kterlibatan Orang Tua dalamPembelajaran literasi di Sekolah	Jurnal Ilmu Sosial dan Humani ora	2018/ 2019	Ganjil

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No.	Judul	Jenis Paten	Tahun 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		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 Seminar Cum Literary and Cultural exchange by Bodo Writer Academy	2017/2018	Genap
7		Kegiatan Orientasi penyusunan Rencana Pelaksanaan Pembelajaran Kegiatan I di Lingkungan Kementrian Agama	2017/2018	Genap
8		workshop penyusunan modul short course bahasa inggris , BIPA, dan Bahasa Jepang berbasis Green Tourism	2017/2018	Genap
9		The Asia Pasific Network For MoralEducation	2017/2018	Genap
10		SENARI SENADIMAS	2017/2018	Ganjil
11		ICEI 2017	2017/2018	Ganjil
12		ASIA TELF	2017/2018	Ganjil
13		Asian Education Symposium	2017/2018	Ganjil
14		15th ASIA TEFL & 64th TEFLIN International Conference	2017/2018	Ganjil

15		International Conference on Interprofesional 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		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 Empowermentand 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 UNTUK SISWA DI SD NEGERI 2 PEMARON, BULELENG	Seminar Nasional Pengabdian Pada Masyarakat 4	2018/2019	Genap
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		MOU between Undiksha and Ohkagauen University	2018/2019	Genap
27		Standarisasi Buku Ajar Bahasa Di Perguruan Tinggi Vokasi Politeknik Negeri Bali	2018/2019	Genap
28		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 GAMIFIKASI UNTUK SISWA SEKOLAH DASARDALAM PEMBELAJARAN DI ERA REVOLUSI INDUSTRI 4.0	DIPA	2018/2019	Genap

LAPORAN PENGABDIAN

No.	Judul	Tahun Ajaran	Semester
1	IbM Big Book bagi Guru SD di Kecamatan Karangasem	2018/2019	Genap

ARTIKEL JURNAL

No.	Judul	Nama Jurnal	Tahun 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 CONTEXTUAL TEACHING AND LEARNING PENGELOLAAN KEUANGAN BERBASIS TRI HITA KARANADAN CATUR PURUSA ARTHA MELALUI PROGRAM KERJASEKAA | Jurnal Aplikasi Akuntansi (JAA) | 2018/2019 | Genap |
| 3 | A DESCRIPTIVE STUDY OF THE TEACHER'S TECHNIQUE ON CONTROLLING THE STUDENTS'MISBEHA VIOR IN SMPN 1 SUKASADA | International Journal of Language and Literature | 2019/2020 | Genap |

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

Nama	Ni Luh Putu Era Adnyayanti, S.Pd.,M.Pd.
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ARTIKEL PROSIDING

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

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.*