

Appendix 1: List of interview guide

No	Pertanyaan
1.	Bagaimana pengajaran Bahasa Inggris di situasi School From Home (SFH) and platform apa yang digunakan?
2.	Bagaimanakah peranan media saat School From Home (SFH)?
3.	Bahasa apa yang digunakan dalam pembuatan media?
4.	Apa kendala Ibu saat membuat media pembelajaran?



Appendix 2: The transcript of Interview

Mahasiswa : Bagaimana pengajaran Bahasa Inggris di situasi School From Home (SFH)?

Guru : Seperti yang sudah kita ketahui kita menggunakan virtual meeting, video yang kami buatkan untuk anak-anak, google form untuk memberikan soal, google classroom untuk memposting tugas-tugas dan materi.

Mahasiswa : Jadi aktif ya, bu untuk peranan medianya?

Guru : Ia lumayan, dikarenakan kita sebagai guru harus kreatif agar anak-anak tidak bosan. Tidak harus setiap hari meeting karena takut anak-anak bosan juga. Berusaha juga belajar untuk membuat video. Ibu lihat-lihat di youtube saja.

Mahasiswa : Jadi platform yang digunakan seperti yang ibu sudah sebutkan seperti zoom, google classroom, google form untuk soal ya, bu?

Guru : Untuk membuat video saya menggunakan kine master, kadang memakai yang powerpoint untuk dijadikan video. Dan kemarin saya sempat mengikuti pelatihan menggunakan zoom untuk record dan videonya itu bisa dibagikan ke anak-anak

Mahasiswa : Jadi siswa sudah terbiasa menggunakan HP dan laptop?

Guru : Kalau untuk kelas tinggi bisa, mereka sudah terbiasa. Dan mungkin mereka juga sudah memiliki hp masing-masing. Dan untuk kelas kecil, mereka hanya mengetahui bahwa hp hanya untuk bermain game, jadi harus dibantu oleh orang tua.

Mahasiswa : Jadi mereka dibimbing orang tuanya?

Guru : Ia, harus dibimbing. Kalau masih kecil, mereka hp orang tuanya dan biasanya pagi-pagi orang tuanya kerja. Kemungkinan sore baru bisa mengerjakan tugas-tugas yang diberikan dan diberikan batasan waktu pengerjaan yang cukup lama.

Mahasiswa : Melihat situasinya, apakah anak-anak tertarik saat pembelajaran daring seperti saat ini, bu?

Guru : Lumayan tertarik tetapi tetap harus didampingi oleh orang tua untuk kelas kecil. Dan untuk kelas tinggi baru bisa diberikan secara mandiri .

Mahasiswa : Seperti yang ibu katakana tadi, ibu membuatkan video sebagi media untuk siswa, untuk videonya itu menggunakan bahasa apa, bu?

Guru : Saya menggunakan Bahasa Inggris dan Bahasa Indonesia, ibu campur. Karena dikelas kecil mereka baru mengenal atau bahkan ada yang sama sekali belum makanya saya menggunakan 2 bahasa. Kadang Bahasa Indonesia dulu baru ke Bahasa Inggris dulu dan juga kadang sebaliknya. Kalau kelas tinggi masih bisa tetapi jika ada istilah-istilah yang susah saya isi terjemahannya. Tidak bisa juga cuma Bahasa Inggris saja, karena jika kemampuan siswa yang dibawah juga sulit

Mahasiswa : Kira-kira keterbatasan ibu dalam membuat media, apa saja ya? Misalnya dalam membuat video, mungkin ada kekurangan?

Guru : Kalau dalam membuat video, itu kendalanya waktu. Karena kita harus mengejar waktu saat kita akan memberikan materi baru. Kadang sampai bergadang untuk membuatnya agar medianya bagus. Di youtube ada banyak video, kadang saya ambil dari sana juga kalau saya tidak sempat untuk membuatkan video. Untuk pengambilan video di youtube saya juga menyesuaikan agar sesuai dengan materi yang saya akan ajarkan. Jika tidak sesuai, ibu harus membuatnya sendiri juga. Dan untuk soal, ibu harus membuatnya sendiri.

Mahasiswa : Sekiranya, ibu pernah mendengar istilah autonomous learning?

Guru : Belum dik,

Mahasiswa : Jadi, siswanya bisa belajar sendiri tanpa atau ada bimbingan dari guru. Jadi, lebih mandiri. Seperti situasi sekarang bu, siswa belajar sendiri dirumah dan guru tidak bisa memantau terus menerus juga. Dan medianya lebih interaktif kalau autonomous learning.

Guru : Jadi, itu bisa diterapkan untuk kelas besar mungkin. Jadi, menggunakan aplikasi untuk pengajarannya?

Mahasiswa : Tidak bu, misalnya dari medianya itu, kita menyuruh siswa untuk menghitung sendiri.

Guru : Jadi, untuk pengecekannya itu, siswa harus membuat video agar kita tahu siswa sudah menghitung atau belum begitu?

Mahasiswa : Itu bisa diterapkan. Misalnya guru menyuruh untuk merekam video boleh, tidak juga boleh yang terpenting medianya interaktif terlebih dahulu.

Guru : Ya, bagus juga. Jadi, untuk kalian ingin membuat media yang seperti apa?

Mahasiswa : Kami rencananya membuat Powtoon, bu tetapi harus menerapkan autonomous leraning. Jadi, medianya harus interaktif bukan hanya video pembelajaran dan kuis. Untuk kuisnya kami berikan paparan materi terlebih dahulu baru kuis begitu, bu.

Guru : Nah, untuk kuisinya bagimana? Anak-anak tidak bisa menjawab langsung, jadi bagaimana?

Mahasiswa : Jadi, untuk itu guru yang menyesuaikan. Dalam video akan ada instruksi seperti apa pengerjaannya, begitu bu.

Guru : Jadi, kalian berenam berbeda untuk masing-masing jenjang ya?

Mahasiswa : Ia bu, benar

Guru : Jadi bagaimana ini, kalian membuat langsung video begitu?

Mahasiswa : Ia, kami membuatkan video sesuai dengan silabus dan topik yang sudah dibagi, bu. Sebelumnya apakah ibu sudah pernah menggunakan Powtoon sebagai media?

Guru : Belum, Powtoon belum pernah. Saya baru mencoba kine master, powerpoint yang dijadikan vide dan merekam suara sendiri dan zoom dengan merekam presentasinya. Setelah itu, videonya ibu berikan ke anak-anak.

Mahasiswa : Sekiranya, jika kami membuat Powtoon untuk semester ini, apakah ibu setuju?

Guru : Bisa, tetapi karena kita sudah beranjak diakhir semester ini. Kalau bisa agar secepatnya, dikarenakan materi sudah hampir habis. Jadi bagaimana nanti sistemnya? Kalian yang membuatnya setelah itu memberikannya ke saya atau memberikan link dan saya yang membagikannya dikelas, begitu?

Mahasiswa : Ia bu, kami hanya membuatkan setelah itu videonya akan diberikan ke ibu. Jadi, ibu yang mengimplementasikannya dikelas.

Guru : Baik, bagus begitu.

Mahasiswa : Terima kasih, bu atas waktunya

Guru : Sama-sama dik



Appendix 3: Summary of Autonomous Learners Theory

Many definitions of autonomy have been put forward by a number of experts. Dickinson (1987) as cited in Benson (2001: 13) defines autonomy as a situation in which students are fully responsible for all decisions relating to the learning and implementation of these decisions. Besides, Kohonen (1992) as cited in Benson (2001) said autonomy means learners are able to collaborate and solve the problem. Holec (1981) describes this definition as the ability to have and be responsible for all decisions related to all aspects of learning, such as: "determining objectives, determining content and progress, selecting methods and techniques to be used, monitoring acquisition procedures, and evaluating what has been obtained." In short, they refer to the capacity to make decisions at successive stages of the learning process.

Crome et all (2009) view autonomy as "the ability to think and act critically and independently, to regulate learning and learning on their own, and realistically to assess one's strengths and weaknesses as a learner". In this case, they explain that autonomous learning is the ability to search, read and understand the primary material. And secondary materials are able to explain the problem in the form of spoken and written, demonstrate the materials that have learned. From explanation above, it can defines that autonomy as learners' behavior in the learning process and have responsibility for their own learning.

According to Thanasoulas (2000), there are some characteristics of autonomous language learners:

- 1. Learners have perception about strategy and learning styles.
- 2. Learners take an active approach to the learning task at hand.
- 3. Learners are willing to take risks.
- 4. Learners are good guessers.
- 5. Learners fill the form and content.
- 6. Learners develop the target language into a separate reference system and they are willing to revise and reject the rules that not apply.
- 7. Learners have tolerant and outgoing to the target language.

Appendix 4: Blueprint of Students' Questionnaire Before Implementation

No	Theory	Items
1.	Thanasoulas (2000):	
	- The teacher more to be a facilitator than an instructor.	5,7
	- The teacher not the main source of knowledge.	9,10,11,12
	- Students are independent and willing to learn by themselves.	8 4
	- Students have their own learning styles.	
	- Students are encouraged to develop their own learning strategies.	1,2,3



Appendix 5: Questionnaire before using the media

No	Pertanyaan		Jawaban
1.	Apakah kalian suka belajar	0	Ya
	Bahasa Inggris?	0	Tidak
2.	Jika "Ya", berilah	0	Bahasa Inggris adalah pelajaran yang
	alasannya!		mudah
		0	Permbelajaran yang dilakukan
			menyenangkan
		0	Guru yang menyenangkan
		0	Lain-lain
		END	ID7,
	SITA	4	(tulislah pada titik-tit <mark>ik</mark> diatas)
3.	Jika "Tidak", berilah	5(0)	Bahasa Inggris adalah pelajaran yang
	alas <mark>a</mark> nnya!		sulit
	B	0	Pembelajaran yang dilak <mark>u</mark> kan tidak
	7/	1	menyenangkan
		0	Tidak menyukai gurunya
	7 000	0	Lain-lain Control Control
			<u></u>
	N.	DIT	(tulislah pada titik- <mark>ti</mark> tik diatas)
4.	Dalam bela <mark>jar Bahasa</mark>	0	Rumah (bisa belajar sendiri dan lebih
	Inggris lebih suka belajar		santai)
	dirumah atau disekolah?	0	Sekolah (bisa belajar dengan guru dan
			berdiskusi dengan teman yang lain)
5.	Apakah setiap pertemuan	0	Sangat sering
	guru kalian menggunakan	0	Sering
	virtual meeting? (zoom	0	Kadang-kadang
	atau google meet)	0	Pernah
		0	Tidak pernah

6.	Jika sering, apakah	0	Ya
	kegiatan saat virtual	0	Tidak
	meeting membuat kalian		
	lebih bersemangat dalam		
	belajar Bahasa Inggris?		
7.	Apakah guru kalian sering	0	Selalu
	menggunakan media seperti	0	Sering
	video, gambar, atau audio	0	Kadang-kadang
	dalam pembelaran daring?	0	Pernah
		0	Tidak pernah
8.	Pembelajaran seperti apa	0	Belajar menggunakan media yang ada
	yang kalian ingin <mark>k</mark> an saat	TND	permainan
	daring?	0	Diskusi tanya jawab
	1000	0	Menjawab soal-soal lathian
		0	Lain-lain
			// (\$\frac{1}{2} \dots \
	\ \/		
			(tulislah di titik-titik diatas)
9.	Apakah kalian sering	0	Selalu
	menggu <mark>n</mark> akan	0	Sering
	laptop/handpone?	0	Kadang-kadang
10.	Kegiatan a <mark>pa</mark> yang kalian	0	Sosial media
	lakukan saat menggunakan	0	YouTube
	handphone/laptop?	0	Game
		0	Chatting
		0	Lain-lain
			(tulislah di titik-titik diatas)
11.	Apakah kalian pernah	0	Ya
	berpikir bahwa akan	0	Tidak
	menggunakan		

	laptop/handphone untuk	
	belajar?	
12.	Apakah kalian tertarik jika	o Ya
	ada materi pembelajaran	o Tidak
	yang dikemas bergambar/	
	video dan bisa dibuka	
	melalui laptop/handphone?	



Appendix 6. Blueprint of Rubric for the Material Aspect Blueprint of Rubric for the Material Aspect

No	Theory	Item
1.	Thanasoulas (2000):	
	 Learners have perception about strategy and learning styles. 	7
	 Learners take an active approach to the learning task at hand. 	1,6
	 Learners are willing to take risks. 	4
	 Learners are good guessers. 	3 5 8
	 Learners fill the form and content. 	5
	• Learners develop the target language into a separate	8
	reference system and they are willing to revise and reject the	
	rules that not apply.	2
	• Learners have tolerant and outgoing to the target language.	2
2.	Marpanaji, Mahali, & Putra (2018) state that the use of	9
	learning media could help learners in achieving learning	
	objectives and in improving their competence in learning	
	process. Therefore, the teaching process should be started	
	from the simplest to the hardest one in order to avoid	
	students being stress.	
	Cairncross & Mannion (2001: 56) state that interactive	7 10
	multimedia has the potential to create important standard	
	learning environment which actively employ the learner,	
	thereby promoting deep learning.	1.1
	Thanasoulas (2000) mentions one of the characteristic of	11
	autonomous language learners is that learners fill the form and content.	
		12
	Wahono (2006) argues that the implementation of audio very effective when combined with other media, especially for	12
	some learning purposes that emphasize the original sound	
	component.	
	Arsyad (1997) argues that lines, shapes, colors, and textures	13
	make up the visual media's elements, which follow the	15
	principles of simplicity, focus, and integration.	

Appendix 7: The Expert Judgment Material Rubric

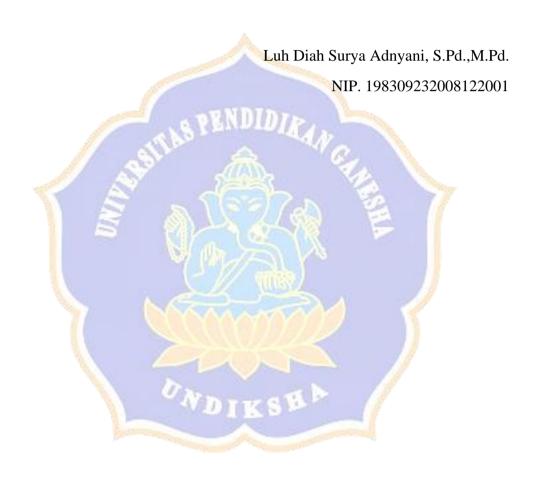
Rubric for Judging Material Aspects

Class : Topic :

No	Descriptor		F	Ratin	g		Note
		1	2	3	4	5	
Mat	terial suitability	•					
1.	The learning task helps students in taking an active approach.	À					
2.	The video allows students to use appropriate and suitable word in the target language.	ND	ID.	TR			
3.	The video contains some exercises which train students become good guessers.	Ê	Ì		No	1	
4.	Answering the exercise with limited amount of time lead the students dare to take a risk.					A	
5.	The materials and the exercise are systematically arranged.	<u>ځ</u> ۲			Y		1
6.	The material gives suitable examples or model to the topic or subtopic which makes students easy to learn by themselves.		S	7 8 1			
7.	The materials are focused to enhance students' learning styles.						
8.	The scope of the material is in accordance with the basic competencies to be achieved.						
Phy	sical Design Suitability						
9.	The material is mapped from the easiest to the hardest based on each grade.						

	10.	The video uses clear							
		material mapping in							
		describing the limitations							
		of the material.							
-	11.	The materials are							
	11.	presented systematically							
		to make students easier to							
-		understand by themselves.							
	12.	The materials are							
		presented in interesting							
		way by using various							
		pictures and animation							
		characters' voice dubbing							
		(give pronunciation model							
		for students).		1	Star.				
-	13.	The materials are				2			
	10.	presented using proper							
		text with various colors	5781	TO	1		1		
		A STATE OF THE PARTY OF THE PAR		ш.	10				
		based on the topics mentioned in the				11	3		
			Pier	1			P. A.V.		
_ [curriculum. Poor 2. Fair 3. Aver	STEE OF	47	Goo		1910	. Excellence	
		nt/Suggestion:		No.					
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	Ahli Materi



Appendix 8: Expert Judgment Material Before Revision From The First Expert $(1^{st} Topic)$

Rubric for Judging Material Aspects

Class: 5

Topic : Daily Activity

No	Descriptor		Rating				Note
		1	2	3	4	5	
Mat	erial suitability						
1.	The learning task helps		No. of Lot	V			
	students in taking an active						
	approach.	NI	In				
2.	The video allows students			V	N.		
	to use appropriate and	ans	7			2	
	suitable word in the target			> 1		4	77
	l <mark>an</mark> guage.	S	41	9		1	X A
3.	The video contains some		17	V	1		
	exercises which train		enni:				
	students become good			\Rightarrow			
	guessers.						
4.	Answering the exercise			V	7		
	with limited amount of	No. of	200		3	1	
	time lead the students dare		3				
	to take a risk.	of the same			7,000	-	
5.	The materials and the			$\sqrt{}$			
	exercise are systematically						
	arranged.						
6.	The material gives suitable						
	examples or model to the						
	topic or sub-topic which						
	makes students easy to						
	learn by themselves.						

to enhance students' learning styles.	
0 The second of the material	
8. The scope of the material $\sqrt{}$	
is in accordance with the	
basic competencies to be	
achieved.	
Physical Design Suitability	
9. The material is mapped √	
from the easiest to the	
hardest based on each	
grade.	
10. The video uses clear √	
material mapping in	
describing the limitations	
of the material.	
11. The materials are √	
presented systematically to	
make students easier to	
understand by themselves.	
12. The materials are √	
presented in interesting	
way by using various	
pictures and animation	
characters' voice dubbing	
(give pronunciation model	
for students).	
13. The materials are $\sqrt{}$	
presented using proper text	
with various colors based	
on the topics mentioned in	
the curriculum.	

Note: 1. Poor 2. Fair 3. Average 4. Good 5. Excellence Comment/ Suggestion:

- Grammar check: "Don't forget to wash your hand and social distancing!" diganti "Don't forget to wash your hand and do social distancing!" (Please check lagi grammarnya)
- Konsisten dalam menggunakan verb dalam daily activities, jika memilih menggunakan verb 1, konsisten menggunakan verb 1 (masih ada yang menggunakan V-ing)
- Mistyping dalam teks daily activities
- Dalam Question and Answer, ada soal True False yang menggunakan tanda tanya
- Sebaiknya soal True False dibahas satu per satu (tidak hanya didisplay jawaban True False). Jika salah, bisa tunjukkan frase mana yang salah

Strengths :	
1	
2	
DNDIKSEL	
Weaknesses :	
1.	
	•••••
2	

Ahli Materi

G.A.P. Suprianti, S.Pd.,M.Pd.

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Appendix 9: Expert Judgment Material Before Revision From The First Expert (2^{nd} Topic)

Rubric for Judging Material Aspects

Class: 5

Topic: Telling Hobby

No	Descriptor		Rating			Note	
		1	2	3	4	5	
Mat	erial suitability		Name of the last				
1.	The learning task helps	250		V			
	students in taking an active approach.	ND	ID.	R.			
2.	The video allows students	6	8		1	1	
	to use appropriate and		¥3.	S .		4	
	suitable word in the target			(A)		Ė	a //
	la <mark>n</mark> guage.				Š	13.1	
3.	The video contains some				√		78
	exercises which train	<u> </u>				V.	
	students become good	96			D		
	guessers.	1					
4.	Answering the exercise			1	8		
	with limited amount of	LJ.	9				
	time lead the students dare	The state of			7		
	to take a risk.				, ,		
5.	The materials and the						
	exercise are systematically						
	arranged.				,		
6.	The material gives						
	suitable examples or						
	model to the topic or sub-						
	topic which makes						

	students easy to learn by themselves.					
7.	The materials are focused		√			
	to enhance students'					
	learning styles.					
8.	The scope of the material		√			
	is in accordance with the					
	basic competencies to be					
	achieved.					
Phy	sical Design Suitability			No.		
9.	The material is mapped		1		<u> </u>	
	from the easiest to the	KDH	DIR			
	hardest based on each	4		No		
	grade.	400	·		1	
10.	The video uses clear	80	1	N.	3	2 7/
	material mapping in	<u>ک</u> (ف	47	1	III.	
	describing the limitations	WE	$\Omega \cup Y$	N.		
	of the material.	4 70	TI SV	ŧ., ,	y.	
11.	The materials are	1	PVY	1	ļ	
	presented systematically	37/2		\leq		
	to make students easier to					
	understand by themselves.	and a	SI	2	7	
12.	The materials are			V		
	presented in interesting	100	-			
	way by using various					
	pictures and animation					
	characters' voice dubbing					
	(give pronunciation model					
	for students).					
13.	The materials are			V		
	presented using proper					

text with various	colors				
based on the	topics				
mentioned in	the				
curriculum.					

Note: 1. Poor 2. Fair 3. Average 4. Good 5. Excellence Comment/ Suggestion:

- Grammar check: "Hobby is special pleasures ...", diganti "Hobby is a special pleasure ..." atau "Hobbies are special pleasures ..."
- Punctuation, tanda titik setelah kalimat. Please cek secara detail dan teliti di semua video
- Penggunaan huruf capital, misal untuk mengawali kalimat, dll
- Konsistensi jenis-jenis hobby yang disebutkan dengan menggunakan capital letters
- Pastikan gambar-gambar yang digunakan dalam video adalah free copy right
- Grammar check: "Now, do you want to help me to guess my friends's hobbies? Please" diganti "Now, do you want to help me to guess my friends' hobbies, please?"
- Descripsi hobby yang harus ditebak dibuat jelas. Dalam video hobby archery kurang terlihat kontras
- Grammar check: "I usually participates ..." diganti "I usually participate
 ...". Untuk grammar saya ingin kalian pelajari dan cek dengan baik,
 jangan mengulangi kesalahan-kesalahan kecil yang sudah pernah dibahas.
- Saat memberikan pujian, seperti well done, you are amazing, bisa ditambahkan tanda seru (misal, well done!, you are amazing!)

Strengths	:		
1	•••••	 •	
•••••			

2.
Weaknesses :
1.
2
2
Singaraja, 1 April 2021
Singaraja, 1 April 2021
Mengetahui.
Ahli Materi
G.A.P. Supria <mark>nt</mark> i, S.Pd.,M.Pd.
NIP. 19900 <mark>2</mark> 242014042001
NDIKSHA

Appendix 10: Expert Judgment Material Before Revision From The First Expert (3^{rd} Topic)

Rubric for Judging Material Aspects

Class: 5

Topic: Telling Time

No	Descriptor		I	Ratin	g		Note
		1	2	3	4	5	
Mat	erial suitability						
1.	The learning task helps	×000	1	1			
	students in taking an active approach.	ND	lD)	R.	1		
2.	The video allows students	A	8		$\sqrt{}$	Service Control	
	to use appropriate and		¥3_			4	
	suitable word in the target		11	(d)		Ť	3
	language.			15			
3.	The video contains some	7/		<u>. (</u>	$\sqrt{}$		7/8
	exercises which train	-			1		
	students become good				\mathcal{D}		
	guessers.	4					
4.	Answering the exercise			1	5	1	
	with limited amount of		20		322		
	time lead the students dare	A STATE OF	1	No. of Lot	7,		
	to take a risk.				,		
5.	The materials and the				$\sqrt{}$		
	exercise are systematically						
	arranged.				,		
6.	The material gives suitable				$\sqrt{}$		
	examples or model to the						
	topic or sub-topic which						
	makes students easy to						

	learn by themselves.						
7.	The materials are focused			√ √			
/.				V			
	to enhance students'						
	learning styles.						
8.	The scope of the material			1			
	is in accordance with the						
	basic competencies to be						
	achieved.						
Phy	sical Design Suitability	À					
9.	The material is mapped		700	1			
	from the easiest to the						
	hardest based on each	ND	m				
	grade.			4	N.		
10.	The video uses clear	(II)	D-	V		1	
	material mapping in			مے		3	x 77
	describing the limitations	À.	41	45	V	M:	
	of the material.		S	V	6	140	
11.	The materials are		THE	V.	V		
	presented systematically to			\Rightarrow	M		
	make students easier to	N		1/4	/)
	understand by themselves.						
12.	The materials are	No.	-271	- 80	V	-/	
	presented in interesting		20				,
	way by using various	and the same			7,	-	
	pictures and animation						
	characters' voice dubbing						
	(give pronunciation model						
	for students).						
13.	The materials are				√		
	presented using proper text						
	with various colors based						
	various colors suscu						

on the topics mentioned in			
the curriculum.			

Note: 1. Poor 2. Fair

3. Average 4. Good

5. Excellence

Comment/ Suggestion:

- Saat meminta siswa "look at the picture" di awal video, durasi menunjukkan gambar perlu ditambah
- A half atau half?
- Jeda setelah menjawab "It is ..." perlu diperpanjang
- Pronunciation am
- Penggunaan punctuation seperti koma, tanda tanya, titik dll perlu diperhatikan, misal "Andy do you know how to say 02.15 pm?" semestinya "Andy, do you know how to say 02.15 pm?". Selain itu, kalimat tersebut sebaiknya diganti menjadi "Andy, do you know another way to say 02.15 pm?"

Strengths :			
1		YVYYY)	<u>.</u>
	>	444	
2			
	······	KSH.	
Weaknesses :			
1			
2			

Mengetahui, Ahli Materi

G.A.P. Suprianti, S.Pd.,M.Pd.

NIP. 199002242014042001



Appendix 11: Expert Judgment Material Before Revision From The First Expert (4th Topic)

Rubric for Judging Material Aspects

Class: 5

Topic: Family Tree

No	Descriptor		F	Ratin	g		Note
		1	2	3	4	5	
Mat	terial suitability		No.				
1.	The learning task helps	0	1	1			
	students in taking an active approach.	ND	ID	R.	1		
2.	The video allows students	A	8.		$\sqrt{}$		
	to use appropriate and		\$_	٠.	. 1		
	suitable word in the target		11	S		Ĭ.	2 //
	la <mark>n</mark> guage.		16			1100	
3.	The video contains some	77	citie	$\sqrt{}$			7/
	exercises which train				1		
	students become good				\mathcal{I}		
	guessers.						7/
4.	Answering the exercise			V	S	1	
	with limited amount of		20			-//	
	time lead the students dare	1100			-	-	
	to take a risk.						
5.	The materials and the						
	exercise are systematically						
	arranged.				,		
6.	The material gives suitable				$\sqrt{}$		
	examples or model to the						
	topic or sub-topic which						
	makes students easy to						

	learn by themselves.						
7.	The materials are focused						
/.					V		
	to enhance students'						
	learning styles.						
8.	The scope of the material			$\sqrt{}$			
	is in accordance with the						
	basic competencies to be						
	achieved.						
Phy	sical Design Suitability	A					
9.	The material is mapped		7000	1			
	from the easiest to the						
	hardest based on each	ND	m	ь.			
	grade.			44.	No		
10.	The video uses clear	an))-		V	1	
	material mapping in			مے		3	x 77
	describing the limitations	8	41	4	V	M:	
	of the material.		3	\mathcal{V}	6	14	
11.	The materials are		enii:	V			
	presented systematically to	AA		\approx	1		
	make students easier to	NV		The same	/		
	understand by themselves.				7		
12.	The materials are	WOLL.	-721	1	3	7	
	presented in interesting		3				
	way by using various	A STATE OF	30	No.	7,	-	
	pictures and animation						
	characters' voice dubbing						
	(give pronunciation model						
	for students).						
13.	The materials are						
	presented using proper text						
	with various colors based						

	on the topics mentioned in			
	the curriculum.			
		<u> </u>		
Note:	e: 1. Poor 2. Fair 3. Average 4. G	lood	5.	Excellence
Comm	nment/ Suggestion:			
•	• Grammar check: "They are my parent" di	ganti "T	hev a	re my narents"
•	Masih ada punctuation yang kurang tepat	_	•	re my parents
•				la choice type tes
•	 Durasi waktu yang diberikan saat menj sudah pas 	jawao n	iuiup	he choice type tes
•	Grammar check: "I have a father and mot	her" a	pa le	tak kesalahannya?
•	• Ada mistyping dalam soal	S. 1		
•	• Apakah memang tidak ada dubbing d	li akhir	quis	(saat "how many
	score")?	~ ?	4	
	\$ 5 S	۸.	7	77
Streng	ngths :		T,	
1	· · · · · · · · · · · · · · · · · · ·			
•••••				
2			,	<u> </u>
	- NDIKSE	. .		
3				
Weakr	knesses :			

.....

2	 	
• • • • • • • •		
3	 	

Singaraja, 1 April 2021 Mengetahui, Ahli Materi

G.A.P. Suprianti, S.Pd.,M.Pd.
NIP. 199002242014042001

Appendix 12: Expert Judgment Material Before Revision From The Second Expert (1st Topic)

Rubric for Judging Material Aspects

Class: 5

Topic: Daily Activity

No	Descriptor	Rating				Note	
		1	2	3	4	5	
Mat	Material suitability		The same of				
1.	The learning task helps			V	100		
	students in taking an	NII	Th				
	active approach.		3	18	N		
2.	The video allows students	an	1		$\sqrt{}$		
	to use appropriate and		i Y	> .		19	377
	suitable word in the target		4	, Gi		A	2 //
	language.			ap			
3.	The video contains some		111		V		
	exercises which train				1		
	students become good	96			\mathcal{P}		(18)
	guessers.	4					
4.	Answering the exercise			1	3		
	with limited amount of	LJ.	3		355		7
	time lead the students dare	1100		1000	Decem	7	
	to take a risk.						
5.	The materials and the				V		
	exercise are systematically						
	arranged.			,			
6.	The material gives			V			
	suitable examples or						
	model to the topic or sub-						
	topic which makes						

	students easy to learn by						
	themselves.			,			
7.	The materials are focused			√			
	to enhance students'						
	learning styles.						
8.	The scope of the material				$\sqrt{}$		
	is in accordance with the						
	basic competencies to be						
	achieved.	A					
Phy	sical Design Suitability	A		No.	No.	I	
9.	The material is mapped			V		A	
	from the easiest to the	KU	H)	IR			
	hardest based on each				No		
	grade.	a	$\mathcal{L}_{\underline{\mathcal{L}}}$			1	
10.	The video uses clear	SV.	30	1	N.	3	3 7/
	material mapping in		·	17	1	II)	
	describing the limitations			Y	16		
	of the material.	4	KUU	1			
11.	The materials are	1	10		1	Į.	
	presented systematically		12		<		
	to make students easier to			B			
	understand by themselves.		2 6	1		1	
12.	The materials are				V		
	presented in interesting	1		1000			
	way by using various						
	pictures and animation						
	characters' voice dubbing						
	(give pronunciation model						
	for students).						
13.	The materials are			V			
	presented using proper						

text with various	colors			
based on the	topics			
mentioned in	the			
curriculum.				

Note: 1. Poor 2. Fair

3. Average 4. Good

5. Excellence

Comment/ Suggestion:

- Bagus ada rekaman suaramu
- Lebih baik setiap activity dibaca juga agar siswa tau bagaimana pengucapannya. Boleh hide dulu dan muncul satu persatu sambil dibacakan.
- Menit 1.21 musiknya dikecilkan agar siswa konsentrasi membaca. Ini paragrap sangat mepet, kesan pertama sudah susah. After+finishing
- Instruksinya T or F, kenapa ada pertanyaan di no 3?
- Waktunya sangat cepat, siswa tidak sempat membaca semuanya.
- No 2 grammar perbaiki, to+v1
- Menit 0:41 :..... that people usually do.
- Menit 0:45-1:10 sangat tidak konsisten karena ada yang menggunakan
 "Ing" ada juga yang tidak menggunakan "Ing"
- Menit 1.35 tidak ada instruksi. Isikan True or False? Pertanyaan kedua dst juga, agar siswa tau harus apa.
- Menit 1:28 terlalu cepat untuk anak SD, berikan waktu atau tanda "you can pause"
- Menit 2:30 terlalu cepat
- Pertanyaanya bias ditambahkan lagi? Rasanya kurang. Tambah 2 pertanyaan lagi.
- Berikan jeda lebih lama lagi, karena siswa belajar tanpa pengawasan guru.
- Cek spelling and spasi
- Hapus subtitle

Strengths	
-----------	--

1	
2	
3	
Weaknesses :	
1	
2	
3	C. T.
	1 1 1 1 1 1 1 1 1 1
	Singaraja, 1 April 2021
Aug.	Mengetahui,
	Ahli Materi
Luh Diah	Surya <mark>A</mark> dnyani, S.Pd.,M.Pd.
Lun Dian	
	NIP. 198309232008122001

Appendix 13: Expert Judgment Material Before Revision From The Second Expert (2^{nd} Topic)

Rubric for Judging Material Aspects

Class: 5

Topic: Telling Hobby

No	Descriptor		F	Ratin	g	Note	
		1	2	3	4	5	
Mat	erial suitability						
1.	The learning task helps			1	200		
	students in taking an active approach.	ND	ID)	IR.			
2.	The video allows students	£	36		V	4	
	to use appropriate and		S.	٠.		1	
	suitable word in the target	1		(4)		Ť	
	language.		Ж		Ž.		
3.	The video contains some		-		V		1 1
	exercises which train	5_			N/	Y	
	students become good					ř.	
	guessers.			7/			
4.	Answering the exercise			1			
	with limited amount of	Ŋ,					<i>[</i>
	time lead the students	The state of	18		10,000		
	dare to take a risk.				,		
5.	The materials and the				$\sqrt{}$		
	exercise are						
	systematically arranged.						
6.	The material gives						
	suitable examples or						
	model to the topic or sub-						
	topic which makes						

	students easy to learn by						
	themselves.						
7.	The materials are focused			V			
	to enhance students'						
	learning styles.						
8.	The scope of the material				V		
	is in accordance with the						
	basic competencies to be						
	achieved.	À					
Phy	sical Design Suitability	A	770	No.	No.		
9.	The material is mapped			V			
	from the easiest to the	AND	II)	le:		Paring.	
	hardest based on each	_			N		
	grade.	at	\mathcal{L}			1	
10.	The video uses clear	S		V			2 //
	material mapping in			1	1	A	
	describing the limitations	W		U	16		
	of the material.	4	3	30/			
11.	The materials are	1	40		V		
	presented systematically	7//	3		\leq		
	to make students easier to		A	The same			
	understand by themselves.	7	2 6	胍	22	1	
12.	The materials are	30		3	√		
	presented in interesting	The same of		-			
	way by using various						
	pictures and animation						
	characters' voice dubbing						
	(give pronunciation model						
	for students).						
13.	The materials are			V			
	presented using proper						

text with various	colors				
based on the	topics				
mentioned in	the				
curriculum.					

3. Average 4. G

4. Good

5. Excellence

Comment/ Suggestion:

- 1.05 people usually have
- 1.25: ini terlihat selfie, bukan traveling. Isi background agar terlihat jalan2
- 1.42 please
- Too fast to read and think
- 2.26 participates?
- 2.45 cek grammar
- "Do you know what is hobby" or ".... what hobby is?"
- Menit 0:41 "... is cooking, right?" jangan lupa berikan koma (,) pada kata sebelum right.
- Menit 1.03 " can you guess....." cari apa harusnya. Sebelum 3:06, berikan waktu lebih lama.
- Menit 2.40 "my shot" cek gimana pronunciationnya.

Strengths			
1	 		
•••••			
2	 		
3	 	• • • • • • • • • • • • • • • • • • • •	

Weaknesses :	
1	
2	
3	
	Singaraja, 1 April 2021
	Mengetahui,
W P & LEWIN	Ahli Materi
£ 189	T. C.
	Luh Diah Surya Adnyani, S.Pd.,M.Pd.
	NIP. 198309 <mark>2</mark> 32008122001
DNDI	SHA

Appendix 14: Expert Judgment Material Before Revision From The Second Expert $(3^{rd}\ Topic)$

Rubric for Judging Material Aspects

Class: 5

Topic: Telling Time

No	Descriptor		I	Ratin	g		Note
		1	2	3	4	5	
Mat	erial suitability		Daniel Control				
1.	The learning task helps	es n		1			
	students in taking an active approach.	ND	ID,	R.	1		
2.	The video allows students	A	8		1	A.	
4	to use appropriate and	4	常.				
	suitable word in the target	2	1	(d)			
	language.		4	75		10	
3.	The video contains some	7/		a)	V		77
	exercises which train	<u> </u>				1	
	students become good				D		
	guessers.	7					
4.	Answering the exercise			V	3		
	with limited amount of	LÓ.	88		/81 _555==		7
	time lead the students dare	THE P			D	-	
	to take a risk.						
5.	The materials and the				$\sqrt{}$		
	exercise are systematically						
	arranged.						
6.	The material gives			$\sqrt{}$			
	suitable examples or						
	model to the topic or sub-						
	topic which makes						

	students easy to learn by						
	themselves.						
7.	The materials are focused			V			
	to enhance students'						
	learning styles.						
8.	The scope of the material				V		
	is in accordance with the						
	basic competencies to be						
	achieved.	À					
Phy	sical Design Suitability		-	No.			
9.	The material is mapped			V			
	from the easiest to the	ND	(11)	P			
	hardest based on each	۵			No		
	grade.	a	2			1	
10.	The video uses clear		31	V	1	9	2 7/
	material mapping in	4	Ŷ,	77		II);	2 1
	describing the limitations	1		QY.	23		
	of the material.	ζ_				į.	
11.	The materials are	40	1	ry	$\sqrt{}$		
	presented systematically				\leq		
	to make students easier to	1	1	227			
	understand by themselves.		3	ij.	20	1	
12.	The materials are				V		
	presented in interesting						
	way by using various						
	pictures and animation						
	characters' voice dubbing						
	(give pronunciation model						
12	for students).			ء ا			
13.	The materials are			V			
	presented using proper						

text with various	colors
based on the	topics
mentioned in	the
curriculum.	

3. Average 4. C

4. Good 5. Excellence

Comment/ Suggestion:

- Hapus subtitle (Hour-our), menutupi slide.
- Slidenya terlalu cepat, beri waktu lebih lama lagi. Berikan waktu untuk membaca
- Untuk kuis sebelum slide answer berikan waktu lebih lama juga.
- Menit (02:01-01-30pm) jawabannya? Pada menit 2.24 mestinya sangat lama. Kenapa 12.30 dan 12.15 muncul lagi di soal? Itu sudah muncul di explanation sebelumnya.
- Cek AM, PM ya
- Menit 1.43 Salah
- Kasi waktu menjawab
- Kunci jawaban belum ada.
- Sudahkah exercise mewakili o'clock, half, a quarter?

Strengths		
1	 	
2	 	
3	 	

Weaknesses :
1
2
3
Singaraja, 1 April 2021
Mengetahui, Ahli Materi
Ann Materi
E WILLIAM E
Luh Diah Surya Adnyani, S.Pd.,M.Pd.
NIP. 198309232008122001
DARRERA
The state of the s

Appendix 15: Expert Judgment Material Before Revision From The Second Expert (4th Topic)

Rubric for Judging Material Aspects

Class: 5

Topic: Family Tree

No	Descriptor		Rating			Note
	1	2	3	4	5	
Mat	erial suitability			·		
1.	The learning task helps		1			
	students in taking an active approach.	18	(II)	DI		
2.	The video allows				2.17	
۷.		3	(A)	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		The state of the s
	students to use appropriate and	1	1	17	مہ	E 7
	suitable word in the	1	16	74	18	
	target language.	1	7	ď	Y	
3.	The video contains			1	5	A
	some exercises which	W	1	FV		
	train students become					
	good guessers.		V			
4.	Answering the exercise	21)	1	S		
	with limited amount of				1000000	
	time lead the students					
	dare to take a risk.					
5.	The materials and the			V		
	exercise are					
	systematically					
	arranged.					
6.	The material gives		√			
	suitable examples or					

	model to the topic or						
	sub-topic which makes						
	students easy to learn						
	by themselves.						
7.	The materials are			√			
	focused to enhance						
	students' learning						
	styles.						
0	•			-	. /		
8.	The scope of the		and the same of		√		
	material is in			7.000			
	accordance with the			100			
	basic competencies to	o,	F577		Щ		
	be achieved.		3	$^{\wedge}$			C,
	sical Design Suitability		1		3_		
9.	The material is mapped			1	\mathcal{U}		
	from the easiest to the		ll.	<u>_</u>		12	
	hardest based on each		1/2				
	grade.		\preceq			3	
10.	The video uses clear			1	7)		
	material mapping in						
	describing the						
	limitations of the		I)	K	8		
	material.		3	A		100	
11.	The materials are				$\sqrt{}$		
	presented						
	systematically to make						
	students easier to						
	understand by						
	themselves.						
12.	The materials are				$\sqrt{}$		
	presented in interesting						

	way by using various						
	pictures and animation						
	characters' voice						
	dubbing (give						
	pronunciation model						
	for students).						
13.	The materials are			$\sqrt{}$			
	presented using proper						
	text with various colors			_			
	based on the topics		and the same of				
	mentioned in the		E			Service of the least	
	curriculum.	. 1	E/N	10)	Dr	V.	

Note: 1. Poor 2. Fair 3. Average 4. Good 5. Excellence

Comment/ Suggestion:

- Berikan rekaman suaramu
- Menit 0.57: Ganti gambarnya, kok elder brother sama dengan si Justin?
- Kasi waktu yang lebih lama unk 1 slide
- Menit 2.08: Hapus "They live in Bali", "is" my... -> "are"
- Konsisten pakai capital letter or tidak pada kata di option a,b,c nya
- Menit 2.29: oh no, ini no 5 tidak ada jawabannya. Bu guru yang tidak paham materi? Pelajari lagi! Ini berkaitan dengan Menit 1.08
- "These are my family" sudah benarkah?
- Menit 0.20 berikan waktu lebih lama untuk mencermati family tree. Slide selanjutnya sangat ngebut.
- Menit 1:03 Elder-Younger-Youngest
- Menit 1:14 anaknya uncle bukanlah
- Aunt, uncle, cousins. Mereka bukan keponakan Justin, akan tetapi sepupu. Ini sudah pernah saya komentari.
- Jawaban sudah benar C Cousin, akan tetapi di materinya di slide

Relative Menit 1.15 nephew and niece, kan Justin yang memperkenalkan. Itu bukan ponakannya tapi sepupunya.

Mengetahui	Strengths :		
3	1		
3			
Weaknesses : 1	2		
Weaknesses : 1			
1	3		
1			
1	Weaknesses :	TAS PENDIDIKAN	
3	1		
3			1
Singaraja, 1 April 202			
Managarhui	3		
Mengetahui Ahli Mater			Singaraja, 1 April 2021
Ahli Mater			Mengetahui
		NDIKSHA	Ahli Mater

Luh Diah Surya Adnyani, S.Pd.,M.Pd.

NIP. 198309232008122001

Appendix 16: Expert Judgment Material After Revision from The First Expert (1st Topic)

Rubric for Judging Material Aspects

Class: 5

Topic: Telling hobby

No	Descriptor		F	Ratin	g		Note
		1	2	3	4	5	
Mat	erial suitability						
1.	The learning task helps	_			1		
	students in taking an	EAN)	1876	-		1	lb.
	active approach.	3171	17 01	44	40		
2.	The video allows	ħ	in.		1	4	
	students to use			0	4.0		
	appropriate and suitable	7	2	[4			
	w <mark>o</mark> rd in the target		=		X		
	la <mark>n</mark> guage.	11		100			
3.	The video contains some				$\sqrt{}$	N	
	exerc <mark>i</mark> ses whic <mark>h train</mark>	XX	m			1	
	students become good	7				Ų.	
	guessers.						
4.	Answering the exercise		19	1	VI AR	1	No.
	with limited amount of		200		A STORY		4
	time lead the students						
	dare to take a risk.						
5.	The materials and the					$\sqrt{}$	
	exercise are						
	systematically arranged.						
6.	The material gives					$\sqrt{}$	
	suitable examples or						
	model to the topic or						

	sub-topic which makes						
	students easy to learn by						
	themselves.						
7.	The materials are						
7.						V	
	focused to enhance						
	students' learning styles.						
8.	The scope of the material				$\sqrt{}$		
	is in accordance with the						
	basic competencies to be	d					
	achieved.			Sec.			
Phy	sical Design Suitability	-111					
9.	The material is mapped		1)11	IR	Ž.,	V	
	from the easiest to the		3	100	7		
	hardest based on each	501	\widehat{m}			1	
	grade.			7.	4		2 7
10.	The video uses clear			7	R	$\sqrt{}$	-
	m <mark>a</mark> terial mapping in	1	F		8		
	describing the limitations	4	N.U.	EV.		-	
	of the material.	VV	V	∇		9	
11.	The materials are		1//2	4	1		
	presented systematically	4		7		A	
	to make students easier to	7	72	ı T	4		
	understand by		-		22		
	themselves.		1000	-			
12.	The materials are						
	presented in interesting						
	way by using various						
	pictures and animation						
	characters' voice dubbing						
	(give pronunciation						
	model for students).						
	<u> </u>	1					<u> </u>

13.	The materials are		$\sqrt{}$	
	presented using proper			
	text with various colors			
	based on the topics			
	mentioned in the			
	curriculum.			

3. Average 4. Good

5. Excellence

Singaraja, 10 April 2021 Mengetahui, Ahli Materi G.A.P. Suprianti, S.Pd.,M.Pd. NIP. 199002242014042001

Appendix 17: Expert Judgment Material After Revision From The First Expert (2^{nd} Topic)

Rubric for Judging Material Aspects

Class: 5

Topic: Telling time

No	Descriptor		I	Ratin	g		Note
		1	2	3	4	5	
Mat	terial suitability						
1.	The learning task helps	-670				V	
	students in taking an	a Ni	M			1	
	active approach.			44	10		
2.	The video allows	Á	in.		5560	\checkmark	
	students to use						
	appropriate and suitable	7	2	4		7	
	word in the target			\mathcal{N}	1		
	la <mark>n</mark> guage.						
3.	The video contains some				1	4	
	exercises which train	XX	77)			/	
	students become good	2					
	guessers.						
4.	Answering the exercise	2	1	1	yl dir	1	
	with limited amount of		1000		STORE STORE	1000	
	time lead the students						
	dare to take a risk.						
5.	The materials and the					$\sqrt{}$	
	exercise are						
	systematically arranged.						
6.	The material gives					$\sqrt{}$	
	suitable examples or						
	model to the topic or						

	sub-topic which makes						
	students easy to learn by						
	themselves.						
7.	The materials are					V	
	focused to enhance						
	students' learning styles.						
8.	The scope of the material					V	
	is in accordance with the						
	basic competencies to be						
	achieved.			-			
Phy	sical Design Suitability						
9.	The material is mapped	W	1311	IR	1	V	
	from the easiest to the	4	1	180	37		
	hardest based on each	5^{a}	\bar{p}_{i}			19	
	grade.	13		7.e			2 7
10.	The video uses clear		1	X	8	1	-
	m <mark>a</mark> terial mapping in	1		\mathcal{L}_{l}	~		
	describing the limitations	4	N.M.	EV.			
	of the material.	W	44	Y		9	
11.	The materials are	-3/4		\ll	1		1/
	presented systematically		1			1	
	to make students easier to	7	14	, T			
	understand by		1		-		
	themselves.		-	1			
12.	The materials are					V	
	presented in interesting						
	way by using various						
	pictures and animation						
	characters' voice dubbing						
	(give pronunciation						
	model for students).						

13.	The materials are			$\sqrt{}$	
	presented using proper				
	text with various colors				
	based on the topics				
	mentioned in the				
	curriculum.				

3. Average 4. Good

5. Excellence

Singaraja, 10 April 2021 Mengetahui, Ahli Materi G.A.P. Suprianti, S.Pd.,M.Pd. NIP. 199002242014042001

Appendix 18: Expert Judgment Material After Revision From The First Expert (3^{rd} Topic)

Rubric for Judging Material Aspects

Class: 5

Topic: Telling time

No	Descriptor		F	Ratin	g		Note
		1	2	3	4	5	
Mat	terial suitability						
1.	The learning task helps	-67 m				$\sqrt{}$	
	students in taking an active approach.	M)10	IR.	10	_	
2.	The video allows students	É	36		M/	1	
	to use appropriate and		=3	5			
	suitable word in the target		Z	(g			
	la <mark>n</mark> guage.	, }	=		K	181	
3.	The video contains some	77		20	$\sqrt{}$		
	exercises which train	<u> </u>			S	4	
	students become good	XX				/	
	guessers.	1					
4.	Answering the exercise			-3			
	with limited amount of		19	2	1000		1
	time lead the students	1, 111		7,07	S. David		
	dare to take a risk.						
5.	The materials and the					√	
	exercise are						
	systematically arranged.					,	
6.	The material gives					$\sqrt{}$	
	suitable examples or						
	model to the topic or						
	sub-topic which makes						

	students easy to learn by						
	themselves.					,	
7.	The materials are focused					$\sqrt{}$	
	to enhance students'						
	learning styles.						
8.	The scope of the material					$\sqrt{}$	
	is in accordance with the						
	basic competencies to be						
	achieved.	J					
Phy	sical Design Suitability		100				
9.	The material is mapped					V	
	from the easiest to the	M	M	I.P			
	hardest based on each				W	6	
	grade.	ga	\bar{p}^{2}			1	
10.	The video uses clear	6		7.		V	2
	material mapping in	-	de-	4	8	7	
	describing the limitations	W	A	N	1/2		
	of the material.	W.	TU	(V)			7)
11.	The materials are	W	Ç.F		1		
	presented systematically	7//	74	194	<		
	to make students easier to	1					
	understand by		12.6	A	>	7	
	themselves.	6	-3	A.	333		
12.	The materials are	-		1		$\sqrt{}$	
	presented in interesting						
	way by using various						
	pictures and animation						
	characters' voice dubbing						
	(give pronunciation						
	model for students).						
13.	The materials are					√	

presented using proper		
text with various colors		
based on the topics		
mentioned in the		
curriculum.		

Note: 1. Poor 2. Fair 3. Average 4. Good 5. Excellence

Singaraja, 10 April 2021
Mengetahui,
Ahli Materi

G.A.P. Suprianti, S.Pd.,M.Pd.
NIP. 199002242014042001

Appendix 19: Expert Judgment Material After Revision From The First Expert (4th Topic)

Rubric for Judging Material Aspects

Class: 5

Topic: Family Tree

No	Descriptor		I	Ratin	g		Note
		1	2	3	4	5	
Mat	erial suitability		Name of the last				
1.	The learning task helps	200			Salar.	1	
	students in taking an active approach.	ND	ID.	R.			
2.	The video allows students	2	8		10	1	
	to use appropriate and		<u>\$</u> 3_				
	suitable word in the target		1	(S)		Ĭ.	4 //
	la <mark>n</mark> guage.		*		1		
3.	The video contains some				V		
	exercises which train	5_			She	Y	
	students become good	96			2		
	guessers.	1		7/			7/
4.	Answering the exercise			-	8	1	
	with limited amount of		9				<i>y</i>
	time lead the students dare	THE REAL PROPERTY.		1000	10000		
	to take a risk.						
5.	The materials and the					$\sqrt{}$	
	exercise are systematically						
	arranged.					,	
6.	The material gives					$\sqrt{}$	
	suitable examples or						
	model to the topic or sub-						
	topic which makes						

	students easy to learn by						
	themselves.						
7.	The materials are focused					V	
	to enhance students'						
	learning styles.						
8.	The scope of the material					V	
	is in accordance with the						
	basic competencies to be						
	achieved.	À	,				
Phy	sical Design Suitability	A	7700	No.	No.		
9.	The material is mapped					V	
	from the easiest to the	AND	ID)	IR			
	hardest based on each				No		
	grade.	a	\mathcal{L}			1	
10.	The video uses clear	SV.		72	N.	1	2 7/
	material mapping in		r i	7	1		
	describing the limitations	1			13		
	of the material.	K.					
11.	The materials are	1	10	1	1		
	presented systematically				\leq		
	to make students easier to	1	A	<u> </u>			
	understand by themselves.	7	2 5	1		1	
12.	The materials are		W		V		
	presented in interesting	1					
	way by using various						
	pictures and animation						
	characters' voice dubbing						
	(give pronunciation model						
	for students).						
13.	The materials are				V		
	presented using proper						

text with various	colors			
based on the	topics			
mentioned in	the			
curriculum.				

Note: 1. Poor 2. Fair 3. Average 4. Good 5. Excellence

Singaraja, 10 April 2021 Mengetahui,

Ahli Materi

G.A.P. Suprianti, S.Pd.,M.Pd.

NIP. 19900224<mark>20</mark>14042001

Appendix 20: Expert Judgment Material After Revision From The second Expert ($\mathbf{1}^{st}$ Topic)

Rubric for Judging Material Aspects

Class: 5

Topic: Daily Activity

No	Descriptor	Rating					Note
		1	2	3	4	5	
Mat	terial suitability	1					
1.	The learning task helps students in taking an active approach.	ND	ID	IR.	1	1	
2.	The video allows students to use appropriate and suitable word in the target language.				i all	7	A THE STATE OF THE
3.	The video contains some exercises which train students become good guessers.		制之工	71 SJE	→)	
4.	Answering the exercise with limited amount of time lead the students dare to take a risk.		Z S	H	A	V	
5.	The materials and the exercise are systematically arranged.				1		
6.	The material gives suitable examples or model to the topic or subtopic which makes					√	

	students easy to learn by						
	themselves.						
7.	The materials are focused					V	
	to enhance students'						
	learning styles.						
8.	The scope of the material				$\sqrt{}$		
	is in accordance with the						
	basic competencies to be						
	achieved.	À					
Phy	sical Design Suitability	A	7	No.	No.	I	
9.	The material is mapped				1	L	
	from the easiest to the	2	II)	IR		Sec. 1	
	hardest based on each	4		Á	11		
	grade.	4	\mathcal{L}		24	1	
10.	The video uses clear			74		1	2 /
	material mapping in		Q'	7	3	- III	2 1
	describing the limitations	W		Ì	3		
	of the material.	K_	VIII.		Š.,		
11.	The materials are	1	A.	M	7	V	
	presented systematically		14		\leq		
	to make students easier to	1					
	understand by themselves.		ra S	T.	18	1	A CONTRACTOR OF THE PROPERTY O
12.	The materials are			X	1000	1	
	presented in interesting	14.50		1900			
	way by using various						
	pictures and animation						
	characters' voice dubbing						
	(give pronunciation model						
	for students).						
13.	The materials are					V	
	presented using proper						

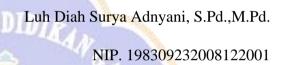
text with var	rious	colors
based on	the	topics
mentioned	in	the
curriculum.		

3. Average

4. Good

5. Excellence

Singaraja, 10 April 2021 Mengetahui, Ahli Materi



Appendix 21: Expert Judgment Material After Revision From The second Expert (2^{nd} Topic)

Rubric for Judging Material Aspects

Class: 5

Topic :Telling hobby

No	Descriptor		F	Ratin	g		Note
		1	2	3	4	5	
Mat	terial suitability			0-			
1.	The learning task helps	-50		-		$\sqrt{}$	
	students in taking an	ANI.	m	1 b			
	active approach.			4.00	N.		
2.	The video allows students	at.	3			7	
	to use appropriate and						2
	suitable word in the target		4	4		A	
	la <mark>n</mark> guage.	د.	\mathbb{R}		X,		
3.	The video contains some		1		V		7
	exercises which train	2-				١	
	students become good				D	A	
	guessers.	1		1/4	\angle		
4.	Answering the exercise			100			
	with limited amount of	إرا	19		10000 13000		P
	time lead the students				E Davis		
	dare to take a risk.						
5.	The materials and the				$\sqrt{}$		
	exercise are						
	systematically arranged.						
6.	The material gives					$\sqrt{}$	
	suitable examples or						
	model to the topic or sub-						
	topic which makes						

	students easy to learn by						
	themselves.						
7.	The materials are focused					$\sqrt{}$	
	to enhance students'						
	learning styles.						
8.	The scope of the material				V		
	is in accordance with the						
	basic competencies to be						
	achieved.	À					
Phy	sical Design Suitability						
9.	The material is mapped				1		
	from the easiest to the	ALL	M	I.P		1	
	hardest based on each				W	8	
	grade.	at.	\bar{p}^{s}			1	
10.	The video uses clear		31	72		1	2 7
	m <mark>a</mark> terial mapping in		1	1	1	m	
	describing the limitations	W		V	16		
	of the material.	ų.	NU.				
11.	The materials are	M	Y F			V	
	presented systematically		1/2	194	\leq		
	to make students easier to	1		The second	_		
	understand by themselves.	7 7	10 G	E		1	
12.	The materials are					1	
	presented in interesting	-,,	100	100			
	way by using various						
	pictures and animation						
	characters' voice dubbing						
	(give pronunciation model						
	for students).						
13.	The materials are					$\sqrt{}$	
	presented using proper						

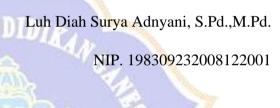
text with various	colors			
based on the	topics			
mentioned in	the			
curriculum.				

3. Average 4.

4. Good

5. Excellence

Singaraja, 10 April 2021 Mengetahui, Ahli Materi



Appendix 22: Expert Judgment Material After Revision From The second Expert $(3^{rd} \quad Topic)$

Rubric for Judging Material Aspects

Class: 5

Topic :Telling time

No	Descriptor		F	Ratin	g		Note
		1	2	3	4	5	
Mat	terial suitability						
1.	The learning task helps students in taking an active approach.	M		I K	4		
2.	The video allows students to use appropriate and suitable word in the target language.			7 (35)		√	S O HA
3.	The video contains some exercises which train students become good guessers.		をなる		~	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
4.	Answering the exercise with limited amount of time lead the students dare to take a risk.	J		E	A	√ ————————————————————————————————————	
5.	The materials and the exercise are systematically arranged.					V	
6.	The material gives suitable examples or model to the topic or sub-topic which makes					V	

	students easy to learn by						
	themselves.						
7.	The materials are focused				√		
	to enhance students'						
	learning styles.						
8.	The scope of the material					V	
	is in accordance with the						
	basic competencies to be						
	achieved.	J					
Phy	sical Design Suitability	1	-	Sec.			l
9.	The material is mapped					V	
	from the easiest to the	M	10	1 _R		Barrie	
	hardest based on each				W	8	
	grade.	$5^{(l)}$	\bar{p}^{2}		- 20	4	
10.	The video uses clear	0		70		1	2 //
	material mapping in		Ø.		8	- 11	
	describing the limitations	1			A		
	of the material.	K.	VIII.	186	S		
11.	The materials are	VAV	4 6	V		V	
	presented systematically		100		\leq		
	to make students easier to	1		Je			
	understand by	Y	70.5	15		1	
	themselves.				-		
12.	The materials are	1900	-	340		1	
	presented in interesting						
	way by using various						
	pictures and animation						
	characters' voice dubbing						
	(give pronunciation						
	model for students).						
13.	The materials are					V	
	-						

presented using	proper			
text with various	colors			
based on the	topics			
mentioned in	the			
curriculum.				

3. Average

4. Good

5. Excellence

Singaraja, 10 April 2021 Mengetahui, Ahli Materi

Luh Diah Surya Adnyani, S.Pd., M.Pd.

NIP. 198309232008122001



Appendix 23: Expert Judgment Material After Revision From The second Expert (4th Topic)

Rubric for Judging Material Aspects

Class: 5

Topic :Family tree

No	Descriptor		I	Ratin	g		Note
		1	2	3	4	5	
Mat	terial suitability		Day of the last of				
1.	The learning task helps				V		
	students in taking an active approach.	ND	ID.	R.	,		
2.	The video allows students		À.		16	V	
	to use appropriate and		¥3_	S .			
	suitable word in the target			3		Ť	2 //
	la <mark>n</mark> guage.						
3.	The video contains some					1	7/8
	exercises which train	<u></u>			100		
	students become good				17		(10)
	guessers.	4					7/
4.	Answering the exercise		-7-1	-	35	1	
	with limited amount of		3				
	time lead the students dare	of the same		10000	77,000		
	to take a risk.					,	
5.	The materials and the					√	
	exercise are systematically						
	arranged.					,	
6.	The material gives suitable					1	
	examples or model to the						
	topic or sub-topic which						
	makes students easy to						

	learn by themselves.						
7.	The materials are focused				V		
	to enhance students'						
	learning styles.						
8.	The scope of the material					V	
	is in accordance with the						
	basic competencies to be						
	achieved.						
Phy	sical Design Suitability	A					
9.	The material is mapped		7	No.			
	from the easiest to the						
	hardest based on each	ND	(1)	IP.			
	grade.				No		
10.	The video uses clear		7			1	
	material mapping in	SV.	30	کے			3 7/
	describing the limitations	4	Ý.	77		11	
	o <mark>f t</mark> he material.	1	5	X	6		
11.	The materials are	<u> </u>	S. C.	W/		1	91
	presented systematically to	1	1	M	Y		
	make students easier to	NV.			\leq		
	understand by themselves.		4	III.			
12.	The materials are		c S	g.	22	1	
	presented in interesting				0		
	way by using various	100		1000			
	pictures and animation						
	characters' voice dubbing						
	(give pronunciation model						
	for students).					,	
13.	The materials are						
	presented using proper text						
	with various colors based						

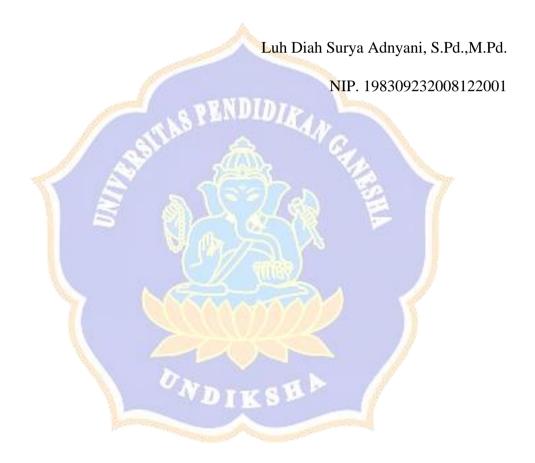
on the topics mentioned in			
the curriculum.			

3. Average

4. Good

5. Excellence

Singaraja, 10 April 2021 Mengetahui, Ahli Materi



Appendix 24: Expert Judgment based Media

No.	Indicator	Assessment Criteria		Scor	ing	Note		
				2	3	4	5	
1.	Graphic	1. Image quality.						
		2. Images size.						
		3. Images are adjusted with the original objects in the Powtoon.						
		4. Images suitability with the material.						
		 Image layouts on the media. 						
		6. Composition of color in the media						
		 The suitability of colors and background designs with themes. 		SHA		7		
		 The adjustment of color of the text to the background used. 	1					
		9. Writing layout suitability.						
2.	Presentation	10. Images used are attractive.		1	A STATE OF THE PARTY OF THE PAR			
		11. Consistency of size and font type.		and the second				
		12. Use learning activity that are suitable with the media						
		13. Text, animation, images and sounds combination help students to understand the material presented.						
		14. The accuracy of multimedia content used in delivering information						

		15. Not excessively using the text, images, animations, and sounds on one layout.
3.	Audio	16. Clarity of narration used in the media
		17. Compatibility of music with themes
4.	Interactive function	18. Sufficient time for students to mention the vocabulary learned correctly.
		19. Providing the opportunity for students to give feedback and response to the learning activity.
	Ma	20. Providing accessibility for students to access the media in anytime and anywhere.
Com	ment/ Suggestion:	
	······································	
		ONDIKSE A
Strer	ngths :	
1		
	••••	

2	
3	
Weaknesses :	
1	
,	
, S PENDIDIA	
3	
	- C. C.
	Singaraja, 26 th April 2021
	Mengetahui,
	Ahli Media
The state of the s	
	Luh Gd Rahayu
D _N	Budiarta, <mark>S.P</mark> d.,M.Pd.
Antist	NIP. 199309192018032001
	1(11, 17)307172010032001

Appendix 25: Expert Judgment Media (Before revision) (1st Topic)

Rubric for Judging Media Aspects

Class: 5

Topic: Daily Activity

No.	No. Indicator		Assessment Criteria		corin	ıg Sc		Note	
				1	2	3	4	5	
1.	Graphic	1.	Image quality.					$\sqrt{}$	
		2.	Images size.						
		3.	Images are						The picture of
			adjusted with the						having
			original objects						breakfast,
			in the Powtoon.		1.				lunch and
					1				dinner, it
			G BRUNID!	2000		No.			should be better if we
		25		247					can give
		43°	(IAV)		1				another clue
									not only
	\\ ≥			1	1			18	eating but also
	A			R	Ti i				you can give clue about the
				1					time or
)			11		situation.
		4.	Images	3)	1		1	V	
	7/4		suitability with	77	1		13		
			the material.	\prec			IJ		
		5.	Image layouts on			17.	No.		
			the media.	. 15		18			
			Carrier idian af	VI.28		100		ء ا	
	1	0.	Composition of color in the	-					
			media	1					
		7.	The suitability of						
			colors and						
			background						
			designs with themes.						
			memes.						
		8.	The adjustment						
			of color of the						
			text to the						
			background used.						
<u> </u>	I			1	l	l		l	1

		9. Writing layout suitability.
2.	Technique of Presentation	10. Images used are attractive.
		11. Consistency of size and font type. √
		12. Use learning activity that are suitable with the media 12. Use learning √
		13. Text, animation, images and sounds combination help students to understand the material presented. √
		14. The accuracy of multimedia content used in delivering information
		15. Not excessively vising the text, images, animations, and sounds on one layout. 15. Not excessively visit in the sounds of the text, images, animations, and sounds on one layout.
3.	Audio	16. Clarity of narration used in the media
		17. Compatibility of music with themes
4.	Interactive function	18. Sufficient time for students to mention the vocabulary

learned correctly.			
19. Providing the opportunity for students to give feedback and response to the learning activity.		√	
20. Providing accessibility for students to access the media in anytime and anywhere.		√	

Comment/ Suggestion: The video is good. This video give clearer explanation this topic used for 5th grade (not like another video). You need to give a consistency in introducing the character in the video. From example, in introduction, you have Desti that helps us to learn about daily activity, but in duration1.21 minutes, you mentioned another character Erika to tell about her activities. I suggest if you need consistency, you can use or tell about Desti's daily activities, so it can be relate and you don't need to mention another character again. In giving exercise, in duration 1.34 minutes, it could be better if you mention or type again the instruction about what the students should do. They need to answer whether the statement true or false, so when they see the text in the video they know what they should do. You need to put the consistency of text "You can pause" because in statement 3 there is no word type there. After they are practicing answer the activities of Erika, why you don't give chance to student to practice write their daily activities in their book (just my suggestion).

Strengths : 1. Good voice

2. Clear animation

Weaknesses video

: 1. Need to be more consistent in typing the text in the

2. Give clear instruction (type the instruction in the video) to make sure they understand about it

Singaraja, 26th April 2021

May

Mengetahui, Ahli Media

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



Appendix 26: Expert Judgment Media (Before revision) (2nd Topic)

Rubric for Judging Media Aspects

Class: 5

Topic: Telling Hobby

No.	Indicator	Assessment Criteria	S		ing S		Note	
			1	2	3	4	5	
1.	Graphic	1. 1. Image quality.						
		2. Images size.						
		3. Images are adjusted						
		with the original						
		objects in the Powtoon.	Sec. Sec.	0.				
		A STATE OF THE STA		W.				
		4. Images suitability	100					
	///	with the material.	Š	Ø.				
		5. Image layouts on		1	么		V	
		the media.			3	¥-	17	
		6. Composition of	ð		M:	ď		1
		color in the media	Ŋ					
		7. The suitability of						9
		colors and	S)	N		7		
		background designs with themes.		P			V	
						J	, B	
		8. The adjustment of				1		
		color of the text to the background			13			
		used.	133					
	J	9. Writing layout	- CON-		~			
		suitability.				٧		
	T. 1	•					./	
2.	Technique of Presentation	10. Images used are attractive.					V	
						1		
		11. Consistency of size and font type.						
							,	
		12. Use learning						
		activity that are suitable with the						
		media						

		13. Text, animation, images and sounds combination help students to understand the material presented.
		14. The accuracy of multimedia content used in delivering information
		15. Not excessively √ using the text, images, animations, and sounds on one layout.
3.	Audio	16. Clarity of narration used in the media √
		17. Compatibility of music with themes
4.	Interactive function	18. Sufficient time for students to mention the vocabulary learned correctly. √
		19. Providing the opportunity for students to give feedback and response to the learning activity.
		20. Providing accessibility for students to access the media in anytime and anywhere.

Comment/ Suggestion: Overall the video is good. It is simple but meaningful. My advice, the narration quite talks too fast, I suggest to give a few second when you are going to continue to the next slide. For exercise, when you asked the student

to guess what their friends' hobbies are, it could be better after they are mentioning their hobbies, you guide the student to guess or give the answer about their hobbies. You can check the student's understanding. So in the end, the students know what they should do to mention their hobbies and ask everyone to guess it.

Strengths

- : 1. The images are colorful and adjusted based on the topic
- 2. Text, animation, images and sounds provided in video can help the viewer (the student) understand the material presented.

Weaknesses

- : 1. I found in duration 1.23 minutes, the images piled up, between animated singing writing and pictures of singing people.
- 2. The instruction given should be more clear especially in the end of the video about mention your hobby

Singaraja, 26th April 20<mark>2</mark>1 Mengetahui, Ahli Media

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NIP. 199309192018032001

Appendix 27: Expert Judgment Media (Before revision) (3rd Topic)

Rubric for Judging Media Aspects

Class: 5

Topic: Telling Time

No.	Indicator	Assessment Criteria	S	Scoring Scale			le	Note
			1	2	3	4	5	
1.	Graphic	1. 1. Image quality.					1	
		2. Images size.				V		
		3. Images are	5					
		adjusted with the		-	State			
		original objects in the Powtoon.						
		4. Images suitability	11	77	a)		1	
		with the material.				1	2	
		5. Image layouts on	17				1	
		the media.		7	D			2
	1	6. Composition of		10	Š	Ý.		
		color in the		W	V	3		
		media						
		7. The suitability of			3)	V	1	
		co <mark>lors and</mark> back <mark>ground</mark>						
		designs with						
		themes.		리				
		8. The adjustment	3		3	9	1	7
		of color of the						
		text to the		1,4	A STATE OF	,		
		background used.						
		9. Writing layout				1		
		suitability.						
2.	Technique	10. Images used are					1	
	of Presentation	attractive.						
	1 rescritation	11. Consistency of			1			
		size and font						
		type.						
		12. Use learning	1				V	

		activity that are suitable with the media 13. Text, animation, images and sounds combination help students to understand the material presented. In duration 2.08 the picture is not suitable with Ves. It is 01.30 pm (Half past two) The narration, it makes confusion
	A	14. The accuracy of multimedia content used in delivering information √
		15. Not excessively using the text, images, animations, and sounds on one layout. 15. Not excessively √
3.	Audio	16. Clarity of narration used in the media 17. Compatibility of
		music with themes
4.	Interactive function	18. Sufficient time for students to mention the vocabulary learned correctly.
		19. Providing the opportunity for students to give feedback and response to the

learning activity.				
20. Providing accessibility for students to access the media in anytime and anywhere.			1	

Comment/ Suggestion: The video is good. You need to give a consistency of size and font type. For example in duration 0.29 minutes the fonts are small, then continue in duration 0.35 minutes the fonts are little bit bigger than before. In typing (give text in video) please arrange in tidy.



In duration 1.52 minutes, when kevin and his friend are doing conversation, asking about what time it is now, it could be better if Kevin answers it, rather than his friend asked to Kevin and she answer it by herself.

In the end, when you give exercise to the student, you ask the students to pause the video, but you don't give clear instruction about where they should write the answer. My suggestion, after the students know the answer, you can ask them to mention what is that, it is good to practice their pronunciation.

Strengths

: 1. Clear voice

2. Nice animation

Weaknesses

: 1. Check again the tidiness of writing the text

Appendix 28: Expert Judgment Media (Before revision) (4th Topic) Rubric for Judging Media Aspects

Class: 5

Topic: Family Tree

No.	Indicator	Assessment Criteria	S	Scor	Note			
			1	2	3	4	5	
1.	Graphic	a. 1. Image quality.					V	
		2. Images size.				1		
		3. Images are adjusted with the original objects in the Powtoon.				√		
	8	4. Images suitability with the material.	S.	4			1	
		5. Image layouts on the media.		3		1	1	
		6. Composition of color in the media					٧	
		7. The suitability of colors and background designs with themes.	2	7			V	
		8. The adjustment of color of the text to the background used.		4			V	
		9. Writing layout suitability.					V	
2.	Technique of Presentation	10. Images used are attractive.				1		
		11. Consistency of size and font type.				V		
		12. Use learning			$\sqrt{}$			

		activity that are suitable with the media
		13. Text, animation, images and sounds combination help students to understand the material presented. √
		14. The accuracy of multimedia content used in delivering information 14. The accuracy of with the second value of the sec
	THE STATE OF THE S	15. Not excessively using the text, images, animations, and sounds on one layout.
3.	Audio	16. Clarity of narration used in the media √
		17. Compatibility of music with themes
4.	Interactive function	18. Sufficient time for students to mention the vocabulary learned correctly. √
		19. Providing the

students to give feedback and response to the learning activity.			
20. Providing accessibility for students to access the media in anytime and anywhere.		V	

Comment/ Suggestion:

- 1. Penjelasan terlalu cepat
- 2. Pengenalan nama karakter Justin bieber, alangkah baiknya pakai local genius nama lokal, kayak putu
- 3. Dalam penjabaran materi kamu tidak menjelaskan detail aunt itu siapa, uncle itu siapa, tapi dalam exercise kamu bertanya my mother's brother is.
- 4. Kemudian pertanyaan selanjutnya kamu bertanya my uncle's son, kamu tidak menjelaskan cousin itu apa (membuat ambigu)
- 5. Kemudian ketika menunjukan score terlalu cepat sehingga tidak terbaca (yg 25/1 correct)
- 6. Kemudian diakhir, ken<mark>paa tidak memberikan kesemp</mark>atan pada siswa untuk menjelaskan tentang familynya.

Strengths : 1. The animation is Okay

Weaknesses : 1. Perpindahan slide terlalu cepat, ada pronoun yg tdk terlalu jelas antara youngest and younger.

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Appendix 29: Expert Judgment Media (After revision) (1st Topic)

Rubric for Judging Media Aspects

Class: 5

Topic : Daily Activity

No.	Indicator	Assessment Criteria	,	Scor	ing	Scal	.e	Note
			1	2	3	4	5	
1.	Graphic	1. 1.Image quality.						
		2. Images size.					V	
		3. Images are adjusted						
		with the origina	100					
	and the same of th	objects in the Powtoon.		100				
		- A P					ļ ,	
		4. Images suitability		Ŋ.	A	1		
		with the material.	37				St. Sp.	
		5. Image layouts on the	,		3		V	
	B .	media.		N.	7			
		6. Composition of color					V	
		in the media				7.	and a	
		7. The suitability of				September 1	1	
		colors and				3		
	1/	background designs			W,	7		
		with themes.						
		8. The adjustment of		12			$\sqrt{}$	
	1	color of the text to						
		the background used.						
		9. Writing layou	:				$\sqrt{}$	
		suitability.						
2.	Technique of	10. Images used are	;				√	
	Presentation	attractive.						
		11. Consistency of size	;					
		and font type.					•	
		12. Use learning activity	,				$\sqrt{}$	
		that are suitable with	1					
		the media						

		13. Text, animation, images and sounds combination help students to understand the material presented.
		14. The accuracy of multimedia content used in delivering information
		15. Not excessively vising the text, images, animations, and sounds on one layout. 15. Not excessively √ using the text, images, animations, and sounds on one layout.
3.	Audio	16. Clarity of narration used in the media √
		17. Compatibility of music with themes
4.	Interactive function	18. Sufficient time for students to mention the vocabulary learned correctly.
		19. Providing the opportunity for students to give feedback and response to the learning activity. 19. Providing the opportunity for students to give feedback and response to the learning activity. 19. Providing the opportunity for students for st
		20. Providing accessibility for students to access the media in anytime and anywhere.

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Appendix 30: Expert Judgment Media (After revision) (2nd Topic)

Rubric for Judging Media Aspects

Class: 5

Topic: Telling Hobby

No.	Indicator	Assessment Criteria				Scal		Note
1.	Graphic	1. 1.Image quality.	1	2	3	4	5 √	
		2. Images size.				√		
		3. Images are adjusted with the original objects in the Powtoon.					1	
		4. Images suitability with the material.	C				V	
		5. Image layouts on the media.						
		6. Composition of color in the media					V	
		7. The suitability of colors and background designs with themes.	1					
		8. The adjustment of color of the text to the background used.		4			~	
		9. Writing layout suitability.					1	
2.	Technique of Presentation	10. Images used are attractive.					√	
		11. Consistency of size and font type.				1		
		12. Use learning activity that are suitable with the					V	

		media						
		13. Text, animation, images and sounds combination help students to understand the material presented.					V	
		14. The accuracy of multimedia content used in delivering information					V	
	DINTIES	15. Not excessively using the text, images, animations, and sounds on one layout.	7	- Agam	N BANK		7	
)				the state of the s	
3.	Audio	16. Clarity of narration used in the media		1			√	
		17. Compatibility of music with themes						
4.	Interactive function	18. Sufficient time for students to mention the vocabulary learned correctly.					V	
		19. Providing the opportunity for students to give				1		

feedback and response to the learning activity.	
20. Providing accessibility for students to access the media in anytime and anywhere.	

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April 2021
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Appendix 31: Expert Judgment Media (After revision) (3rd Topic)

Rubric for Judging Media Aspects

Class: 5

Topic: Telling Time

No.	Indicator	Assessment Criteria	S	Scor	ing	Scal	e	Note
			1	2	3	4	5	
1.	Graphic	1. 1.Image quality.						
		2. Images size.						
		3. Images are					V	
		adjusted with the	A	inia.				
		original objects in the Powtoon.	Ì					
		4. Images suitability	G,	ďχ		N	1	
		with the material.	3)4				1	
	\\ <u>₹</u>	5. Image layouts on		T:			V	
		the media.						
		6. Composition of				,,	V	
		color in the media	A				9	
	7/4	7. The suitability of	1			V		
	1/	colors and background			y	No.		
		designs with		J.				
		themes.		1				
	A CONTRACTOR OF THE PARTY OF TH	8. The adjustment of						
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	color of the text to						
		the background used.						
						. 1		
		9. Writing layout suitability.						
2.	Technique of	10. Images used are					1	
	Presentation	attractive.						
		11. Consistency of			V			
		size and font type.						
		12. Use learning						

		activity that are suitable with the media
		13. Text, animation, images and sounds combination help students to understand the material presented. √
		14. The accuracy of multimedia content used in delivering information
		15. Not excessively using the text, images, animations, and sounds on one layout.
3.	Audio	16. Clarity of narration used in the media
		17. Compatibility of music with themes
4.	Interactive function	18. Sufficient time for students to mention the vocabulary learned correctly.
		19. Providing the opportunity for students to give feedback and response to the learning activity. √
		20. Providing accessibility for students to access the media in anytime and anywhere.

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Appendix 32: Expert Judgment Media (After revision) (4th Topic)

No.	Indicator	Assessment Criteria	1	Scor 2	ing i	Scal 4	le 5	Note
1.	Graphic	1. 1.Image quality.	1	2	3	7	1	
		2. Images size.				1		
		3. Images are adjusted with the original objects in the Powtoon.				1		
		4. Images suitability with the material.					1	
		5. Image layouts on the media.	10			V		
		6. Composition of color in the media	C				1	
	NAME OF THE PARTY	7. The suitability of colors and background designs with themes.		A.O.			1	<i>y</i>
		8. The adjustment of color of the text to the background used.	2		3		N	
		9. Writing layout suitability.		1	A STATE OF THE PARTY OF THE PAR		1	
2.	Technique of Presentation	10. Images used are attractive.	1000			V		
		11. Consistency of size and font type.				1		
		12. Use learning activity that are suitable with the media			1			
		13. Text, animation, images and sounds combination help					1	

		students to understand the material presented.
		14. The accuracy of multimedia content used in delivering information
		15. Not excessively using the text, images, animations, and sounds on one layout.
3.	Audio	16. Clarity of narration used in the media
		17. Compatibility of music with themes √
4.	Interactive function	18. Sufficient time for students to mention the vocabulary learned correctly. 18. Sufficient time for students to mention the vocabulary learned correctly.
		19. Providing the opportunity for students to give feedback and response to the learning activity.
		20. Providing accessibility for students to access the media in anytime and anywhere.

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Appendix 33: RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN

Class : 5th Grade of Elementary School

Subject : English

Material : Telling Hobby

Time Allotment : 30 minutes

Date :6th May 2020

A. Learning Objective

1. Students are able to understand the definition of "Hobby"

2. Students are able to recognize vocabularies about "Telling hobby"

3. Students are able to guess the hobbies related to the video given.

4. Students are able to mention their hobbies.

B. Learning activity

Phase	Activities	Time Allotment
Pre – Activity	Students answer teacher's greeting	
	Students pray togetherStudents' attendance are checked by teacher	10 minutes
Main activity	• Students are given video related to the topic then analyze new vocabularies which is telling hobby	15 minutes

	 Students watched the video given. Students play "guessing game" together.
	• Students listen the instructions of the game.
	Students guess "hobbies" related to the clue that given on the video.
Post - Activity	• Students are asked to mention their hobbies. 5 minutes
	• Students and teacher say "goodbye" and then end the class.

Appendix 34. The complete blueprint of Powtoon Based-video for fifth-grade

The complete blueprint of Powtoon Based-video for fifth-grade

Topic	Basic Competence	Focus	Type	Items
1.Daily activity	7. Listening and understand the definition of 8. Listening to some vocabularie s related to daily activity. 9. Reading comprehen ds the contents of the text about daily activities.	Vocabulary and language function.	True or false	Hello, I am Erika. I would like to tell you about my daily activities. I usually get up at 05.00 am. Then, I usually take bath and never forget to brush my teeth. I always have breakfast with my family at 06.00 am. My mother takes me to school at 06.30. I study at school from 07.00 am to 14.00 pm.I usually play with my friends for two hours in the weekend only. 1. Erina usually wakes up in the morning True 2. She usually takes bath and never forget to brush her teeth four times a day False 3. She likes to spend her time with her friends two hours on weekend only. True
2. Telling time	2.1 Reading and understanding the text content on pictures about time. 2.2 Listen to some vocabularies based ontelling times.	Vocabulary and language function.	Questions & Answers	Showing some pictures related to time. The question and answer as follows. 1. What time is it? It is (02.30) 2. What time is it? It is (11.00) 3. What time is it? It is (12.30)

	2.3 Listening and understanding to several conversations based on telling time.			 4. What time is it? It is (08.30) 5. What time is it? It is (06.15) 6. What time is it? It is (07.30)
3. Hobby	3.1 Listening and understanding the definition of hobby. 3.2 Listening and understanding several conversations based on telling hobby. 3.3 Reading and knowing some vocabularies about hobby. 3.4 Writing another vocabularies related to hobby.	Vocabulary	Guessing game.	 Charlie likes to aim at targets with a bow. Charlie focuses his aim on one point to get a point. Guess Charlie's hobby? Answer: Charlie's hobby is archery Hailey has a beautiful voice. Hailey usually participates in singing competitions at school. Hailey often practices vocals with the teacher. Guess Hailey' hobby? Answer: Hailey's hobby is singing. Jeremy likes to take pictures around her Jeremy spends time taking care of her camera Guess Jeremy's hobby? Answer: Jeremy's hobby is singing.

4.Family tree	4.1 Listening to statement about the family structure (Family tree)	Vocabulary	Multiple choice	1. Father, Mother, Brother, and Sister are my a. Parents b. Children c. Family d. Grandparents Answer: C, Family
	THE PARTY OF THE P	NO IK	IKAN GAT	2. I have father amd mother named Mr. and Mrs. Bieber. They are my a. Family b. Parents c. Children d. Grandparents Answer: B, Parents 3. My mother's brother is my a. Brother b. Father c. Uncle d. Boy Answer: C, Uncle 4. My uncle's son is my a. Brother b. Niece c. Cousin d. Sister Answer: C, Cousin

Appendix 35. The Students' Questionnaire after using the media

The Students' Questionnaire after using the media

N o	Theory	Item
1	Pais et al (2017):	
	- Powtoon allows individuals to display or present interesting topics and be able to share with others.	5
	- Powtoon is interactive that can attract viewers if the presentation is well designed.	3
	- Powtoon can achieve a greater understanding of the information displayed and make it easier to remember.	6
	- Powtoon is able to integrate various types of formats and media, enhancing the ability of visual integration, hearing and motion resources.	2, 4
	- Powtoon can be used to teach a small or big group that makes students focus on the learning process.	7
	- Powtoon can increase students' skills in English.	
2	Thanasoulas (2000):	
	- Learners have perception about strategy and learning styles.	1, 2, 3
	- Learners take an active approach to the learning task at hand.	10
	- Learners are willing to take risks.	9
	- Learners are good guessers.	7
	- Learners fill the form and content.	4, 6
	- Learners develop the target language into a separate reference system and they are willing to revise and reject the rules that not apply.	5
	- Learners have tolerant and outgoing to the target language.	

Appendix 36: Students' Questionnaire for the Need Analysis

Questionnaire after using the media

No	Pertanyaan		Jawaban
1.	Apakah kalian seang	0	Ya
	menggunakan video Powtoon saat	0	Tidak
	belajar Bahasa Inggris?		
2.	Apakah kalian lebih bersemangat	0	Sangat bersemangat
	saat belajar Bahasa Inggris	0	Biasa saja
	menggunakan Powtoon?	0	Tidak bersemangat
3.	Menurut kalian, apakah video	0	Sangat menarik
	Powtoon menarik?	0	Biasa saja
		0	Tidak menarik
4.	Apakah video Powtoon membuat	0	Ya
	kalian ingin belajar Bahasa Inggris	0	Biasa saja
	lagi?	0	Tid <mark>a</mark> k
5.	Apakah dengan menggunakan	0	Ya
	video Powtoon bisa membuat	0	Tidak
	kalian berdiskusi dengan teman?		
6.	Apakah dengan kalian	0	Ya
	menggunakan video Powtoon	0	Biasa saja
	membuat kalian lebih mudah untuk	0	Tidak
	belajar Bahasa Inggris?		R
7.	Apakah dengan menggunakan		Ya
	video Powtoon membuat kalian		Biasa saja
	lebih berkonsentrasi dalam belajar	0	Tidak
	Bahasa Inggris?	MA	