



**Appendix 1: List of interview guide**

<b>No</b>	<b>Pertanyaan</b>
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 buat 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 katakan tadi, ibu membuat video sebagai 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 mediana bagus. Di youtube ada banyak video, kadang saya ambil dari sana juga kalau saya tidak sempat untuk membuat 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 mediana 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 learning. 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 kuisnya bagaimana? 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 : Iya bu, benar

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

Mahasiswa : Iya, kami membuat 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 video 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?

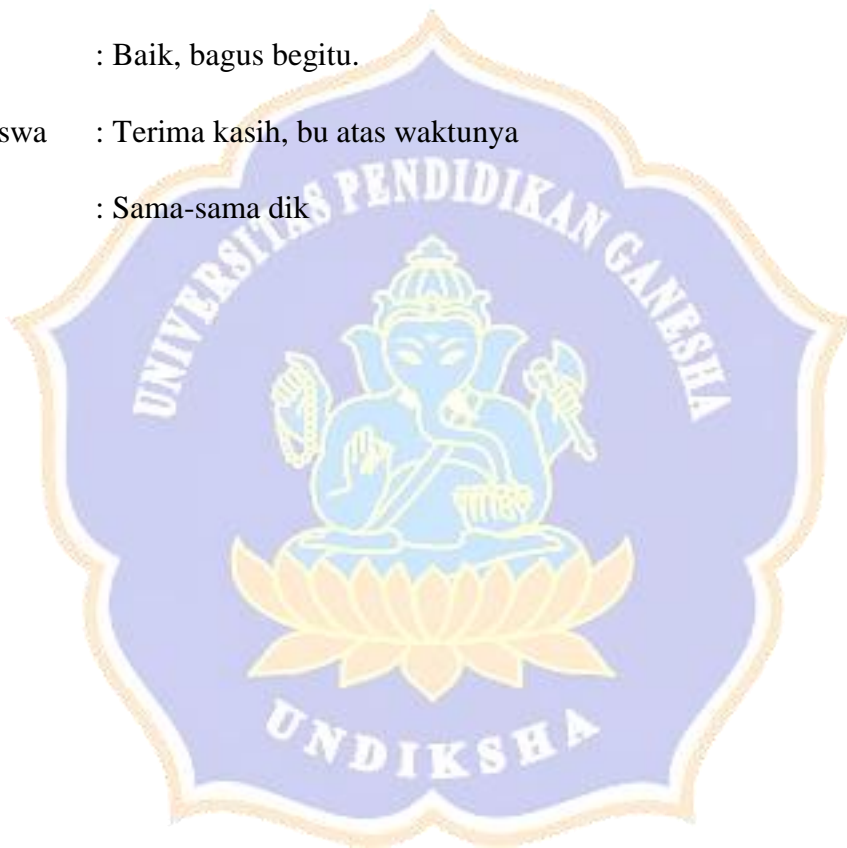
Guru : Bisa, tetapi karena kita sudah beranjak diakhir semester ini. Kalau bisa agar secepatnya, dikarenakan materi sudah hampir habis. Jadi bagaimana nanti sistemnya? Kalian yang membuatnya setelah itu memberikannya ke saya atau memberikan link dan saya yang membagikannya dikelas, begitu?

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.

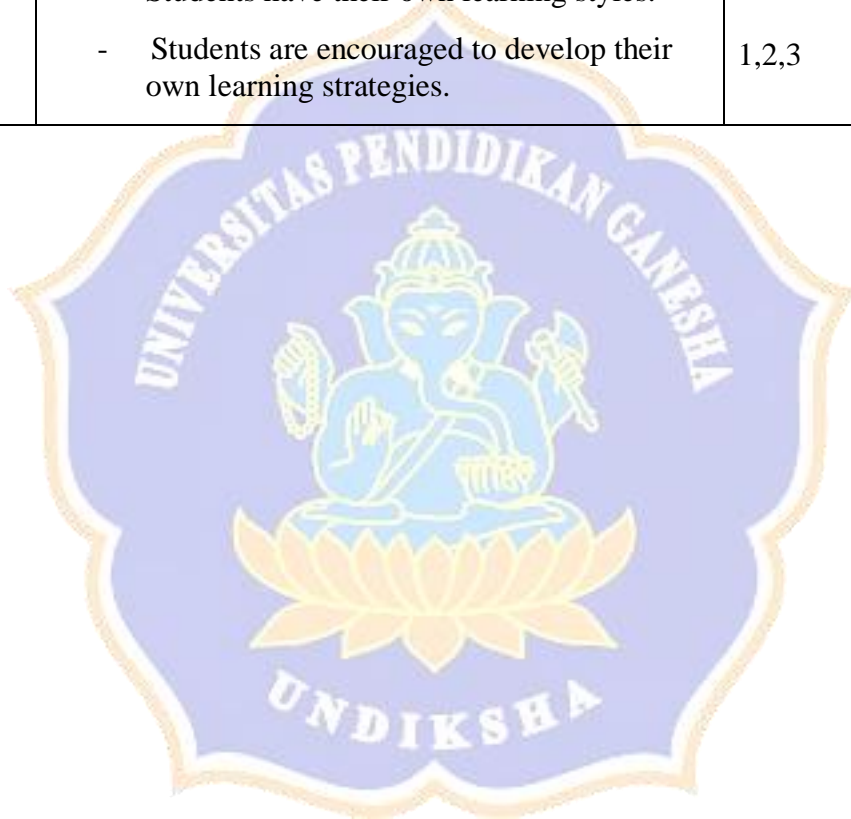
Crome et al (2009) view autonomy as "the ability to think and act critically and independently, to regulate learning and learning on their own, and realistically to assess one's strengths and weaknesses as a learner". In this case, they explain that autonomous learning is the ability to search, read 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 define 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): <ul style="list-style-type: none"> <li>- The teacher more to be a facilitator than an instructor.</li> <li>- The teacher not the main source of knowledge.</li> <li>- Students are independent and willing to learn by themselves.</li> <li>- Students have their own learning styles.</li> <li>- Students are encouraged to develop their own learning strategies.</li> </ul>	5,7  9,10,11,12  8 4  1,2,3





**Appendix 5: Questionnaire before using the media**

No	Pertanyaan	Jawaban
1.	Apakah kalian suka belajar Bahasa Inggris?	<input type="radio"/> Ya <input type="radio"/> Tidak
2.	Jika “Ya”, berilah alasannya!	<input type="radio"/> Bahasa Inggris adalah pelajaran yang mudah <input type="radio"/> Pembelajaran yang dilakukan menyenangkan <input type="radio"/> Guru yang menyenangkan <input type="radio"/> Lain-lain ..... ..... (tulislah pada titik-titik diatas)
3.	Jika “Tidak”, berilah alasannya!	<input type="radio"/> Bahasa Inggris adalah pelajaran yang sulit <input type="radio"/> Pembelajaran yang dilakukan tidak menyenangkan <input type="radio"/> Tidak menyukai gurunya <input type="radio"/> Lain-lain ..... ..... (tulislah pada titik-titik diatas)
4.	Dalam belajar Bahasa Inggris lebih suka belajar dirumah atau disekolah?	<input type="radio"/> Rumah (bisa belajar sendiri dan lebih santai) <input type="radio"/> Sekolah (bisa belajar dengan guru dan berdiskusi dengan teman yang lain)
5.	Apakah setiap pertemuan guru kalian menggunakan virtual meeting? (zoom atau google meet)	<input type="radio"/> Sangat sering <input type="radio"/> Sering <input type="radio"/> Kadang-kadang <input type="radio"/> Pernah <input type="radio"/> Tidak pernah

6.	Jika sering, apakah kegiatan saat virtual meeting membuat kalian lebih bersemangat dalam belajar Bahasa Inggris?	<input type="radio"/> Ya <input type="radio"/> Tidak
7.	Apakah guru kalian sering menggunakan media seperti video, gambar, atau audio dalam pembelajaran daring?	<input type="radio"/> Selalu <input type="radio"/> Sering <input type="radio"/> Kadang-kadang <input type="radio"/> Pernah <input type="radio"/> Tidak pernah
8.	Pembelajaran seperti apa yang kalian inginkan saat daring?	<input type="radio"/> Belajar menggunakan media yang ada <input type="radio"/> permainan <input type="radio"/> Diskusi tanya jawab <input type="radio"/> Menjawab soal-soal latihan <input type="radio"/> Lain-lain ..... ..... (tulislah di titik-titik diatas)
9.	Apakah kalian sering menggunakan laptop/handpone?	<input type="radio"/> Selalu <input type="radio"/> Sering <input type="radio"/> Kadang-kadang
10.	Kegiatan apa yang kalian lakukan saat menggunakan handphone/laptop?	<input type="radio"/> Sosial media <input type="radio"/> YouTube <input type="radio"/> Game <input type="radio"/> Chatting <input type="radio"/> Lain-lain ..... ..... (tulislah di titik-titik diatas)
11.	Apakah kalian pernah berpikir bahwa akan menggunakan	<input type="radio"/> Ya <input type="radio"/> Tidak

	laptop/handphone untuk belajar?	
12.	Apakah kalian tertarik jika ada materi pembelajaran yang dikemas bergambar/video dan bisa dibuka melalui laptop/handphone?	<ul style="list-style-type: none"><li>○ Ya</li><li>○ Tidak</li></ul>



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

### Blueprint of Rubric for the Material Aspect

No	Theory	Item
1.	Thanasoulas (2000): <ul style="list-style-type: none"> <li>● Learners have perception about strategy and learning styles.</li> <li>● Learners take an active approach to the learning task at hand.</li> <li>● Learners are willing to take risks.</li> <li>● Learners are good guessers.</li> <li>● Learners fill the form and content.</li> <li>● Learners develop the target language into a separate reference system and they are willing to revise and reject the rules that not apply.</li> <li>● Learners have tolerant and outgoing to the target language.</li> </ul>	7 1,6 4 3 5 8 2
2.	<ul style="list-style-type: none"> <li>➤ Marpanaji, Mahali, &amp; Putra (2018) state that the use of 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.</li> <li>➤ Cairncross &amp; Mannion (2001: 56) state that interactive multimedia has the potential to create important standard learning environment which actively employ the learner, thereby promoting deep learning.</li> <li>➤ Thanasoulas (2000) mentions one of the characteristic of autonomous language learners is that learners fill the form and content.</li> <li>➤ Wahono (2006) argues that the implementation of audio very effective when combined with other media, especially for some learning purposes that emphasize the original sound component.</li> <li>➤ Arsyad (1997) argues that lines, shapes, colors, and textures make up the visual media's elements, which follow the principles of simplicity, focus, and integration.</li> </ul>	9 10 11 12 13

## Appendix 7: The Expert Judgment Material Rubric

### Rubric for Judging Material Aspects

Class :

Topic :

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.						
2.	The video allows students to use appropriate and suitable word in the target language.						
3.	The video contains some exercises which train students become good guessers.						
4.	Answering the exercise with limited amount of time lead the students dare 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.						
<b>Physical Design Suitability</b>							
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 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:

.....

.....

.....

.....

Strengths :

1.....

.....

2.....

.....

3.....

.....

Weaknesses :

1.....

.....

2.....

.....



3.....  
.....

Singaraja, ..... 2021  
Mengetahui,  
Ahli Materi

Luh Diah Surya Adnyani, S.Pd.,M.Pd.  
NIP. 198309232008122001



**Appendix 8: Expert Judgment Material Before Revision From The First Expert (1<sup>st</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic : Daily Activity

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.			√			
2.	The video allows students to use appropriate and suitable word in the target language.			√			
3.	The video contains some exercises which train students become good guessers.				√		
4.	Answering the exercise with limited amount of time lead the students dare 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.			√			
<b>Physical Design Suitability</b>							
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 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.....
- .....

Weaknesses :

- 1.....
- .....
- 2.....
- .....

Singaraja, 1 April 2021  
Mengetahui,

Ahli Materi

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

NIP. 199002242014042001



**Appendix 9: Expert Judgment Material Before Revision From The First Expert (2<sup>nd</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic : Telling Hobby

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.			√			
2.	The video allows students to use appropriate and suitable word in the target language.				√		
3.	The video contains some exercises which train students become good guessers.				√		
4.	Answering the exercise with limited amount of time lead the students dare 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.			√			
<b>Physical Design Suitability</b>							
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 presented using proper				√		

<p>text with various colors based on the topics mentioned in the curriculum.</p>						
----------------------------------------------------------------------------------	--	--	--	--	--	--

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?”
- Deskripsi 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.

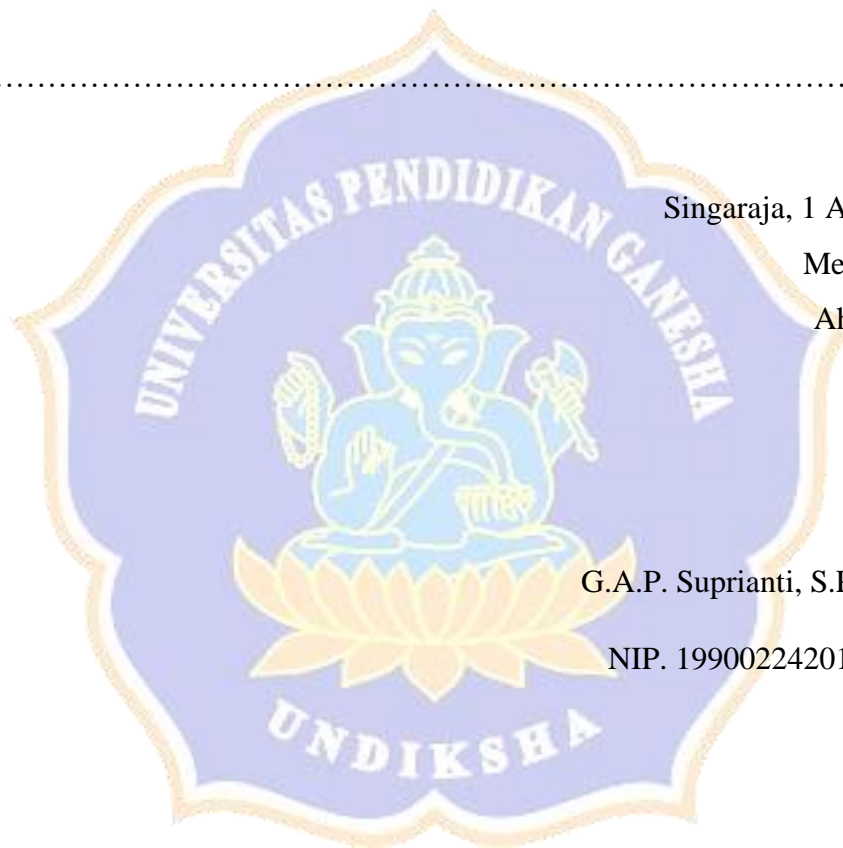
.....

.....

2.

.....

.....



Singaraja, 1 April 2021

Mengetahui,

Ahli Materi

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

NIP. 199002242014042001

**Appendix 10: Expert Judgment Material Before Revision From The First Expert (3<sup>rd</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic : Telling Time

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.			√			
2.	The video allows students to use appropriate and suitable word in the target language.				√		
3.	The video contains some exercises which train students become good guessers.				√		
4.	Answering the exercise with limited amount of time lead the students dare 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.			√			
<b>Physical Design Suitability</b>							
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 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:

- 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.....
- 2.....

Weaknesses :

- 1.....
- 2.....

Singaraja, 1 April 2021



Mengetahui,  
Ahli Materi

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

NIP. 199002242014042001



**Appendix 11: Expert Judgment Material Before Revision From The First Expert (4<sup>th</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic : Family Tree

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.			√			
2.	The video allows students to use appropriate and suitable word in the target language.				√		
3.	The video contains some exercises which train students become good guessers.			√			
4.	Answering the exercise with limited amount of time lead the students dare 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.			√			
<b>Physical Design Suitability</b>							
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 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: “They are my parent” diganti “They are my parents”
- Masih ada punctuation yang kurang tepat dalam video
- Durasi waktu yang diberikan saat menjawab multiple choice type test sudah pas
- Grammar check: “I have a father and mother...” apa letak kesalahannya?
- Ada mistyping dalam soal
- Apakah memang tidak ada dubbing di akhir quis (saat “how many score...”)?

Strengths :

- 1.....  
.....
- 2.....  
.....
- 3.....  
.....

Weaknesses :

- 1.....  
.....



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	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.			√			
2.	The video allows students to use appropriate and suitable word in the target language.				√		
3.	The video contains some exercises which train students become good guessers.				√		
4.	Answering the exercise with limited amount of time lead the students dare 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.				√		
<b>Physical Design Suitability</b>							
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 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 paragraf 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.....  
.....

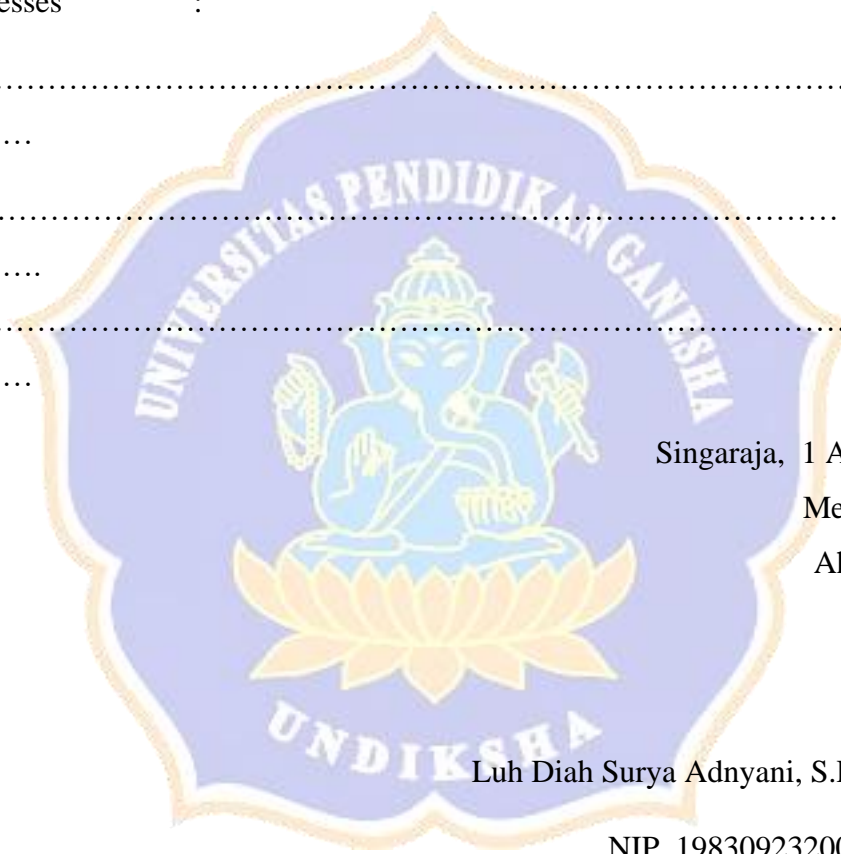
3.....  
.....

Weaknesses :

1.....  
.....

2.....  
.....

3.....  
.....



Singaraja, 1 April 2021  
Mengetahui,  
Ahli Materi

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

NIP. 198309232008122001

**Appendix 13: Expert Judgment Material Before Revision From The Second Expert (2<sup>nd</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic : Telling Hobby

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.			√			
2.	The video allows students to use appropriate and suitable word in the target language.				√		
3.	The video contains some exercises which train students become good guessers.				√		
4.	Answering the exercise with limited amount of time lead the students dare 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.				√		
<b>Physical Design Suitability</b>							
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 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:

- 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 pronounciationnya.

Strengths :

- 1.....
- .....
- 2.....
- .....
- 3.....
- .....



Weaknesses :

- 1.....  
.....
- 2.....  
.....
- 3.....  
.....

Singaraja, 1 April 2021

Mengetahui,

Ahli Materi



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

NIP. 198309232008122001

**Appendix 14: Expert Judgment Material Before Revision From The Second Expert (3<sup>rd</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic : Telling Time

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.			√			
2.	The video allows students to use appropriate and suitable word in the target language.				√		
3.	The video contains some exercises which train students become good guessers.				√		
4.	Answering the exercise with limited amount of time lead the students dare 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.				√		
<b>Physical Design Suitability</b>							
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 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:

- 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

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

NIP. 198309232008122001

**Appendix 15: Expert Judgment Material Before Revision From The Second Expert (4<sup>th</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic : Family Tree

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.			√			
2.	The video allows students to use appropriate and suitable word in the target language.				√		
3.	The video contains some exercises which train students become good guessers.				√		
4.	Answering the exercise with limited amount of time lead the students dare 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.				√	
<b>Physical Design Suitability</b>						
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 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:

- Berikan rekaman suaramu
- Menit 0.57: Ganti gambarnya, kok elder brother sama dengan si Justin?
- Kasi waktu yang lebih lama untk 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

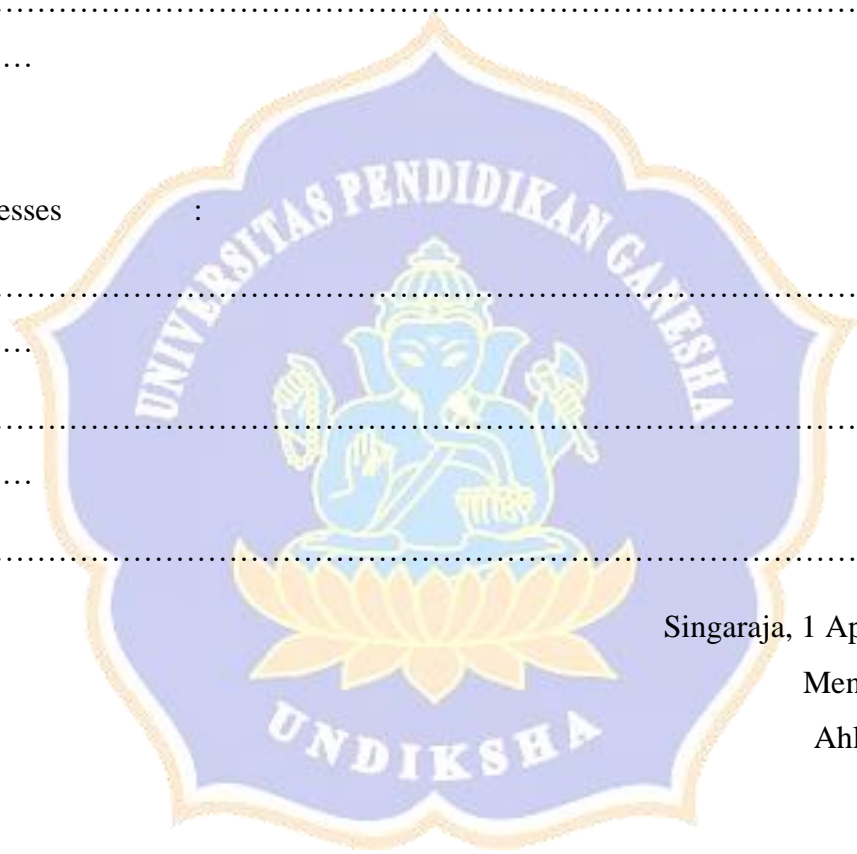
Relative Menit 1.15 nephew and niece, kan Justin yang memperkenalkan. Itu bukan ponakannya tapi sepupunya.

Strengths :

- 1.....
- .....
- 2.....
- .....
- 3.....
- .....

Weaknesses :

- 1.....
- .....
- 2.....
- .....
- 3.....
- .....



Singaraja, 1 April 2021  
Mengetahui,  
Ahli Materi

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	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.				√		
2.	The video allows students to use appropriate and suitable word in the target language.				√		
3.	The video contains some exercises which train students become good guessers.				√		
4.	Answering the exercise with limited amount of time lead the students dare 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.			√			
<b>Physical Design Suitability</b>							
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 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 17: Expert Judgment Material After Revision From The First Expert (2<sup>nd</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic : Telling time

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.					√	
2.	The video allows students to use appropriate and suitable word in the target language.					√	
3.	The video contains some exercises which train students become good guessers.				√		
4.	Answering the exercise with limited amount of time lead the students dare 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.					√	
<b>Physical Design Suitability</b>							
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 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 18: Expert Judgment Material After Revision From The First Expert (3<sup>rd</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic : Telling time

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.					√	
2.	The video allows students to use appropriate and suitable word in the target language.					√	
3.	The video contains some exercises which train students become good guessers.				√		
4.	Answering the exercise with limited amount of time lead the students dare 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					√	

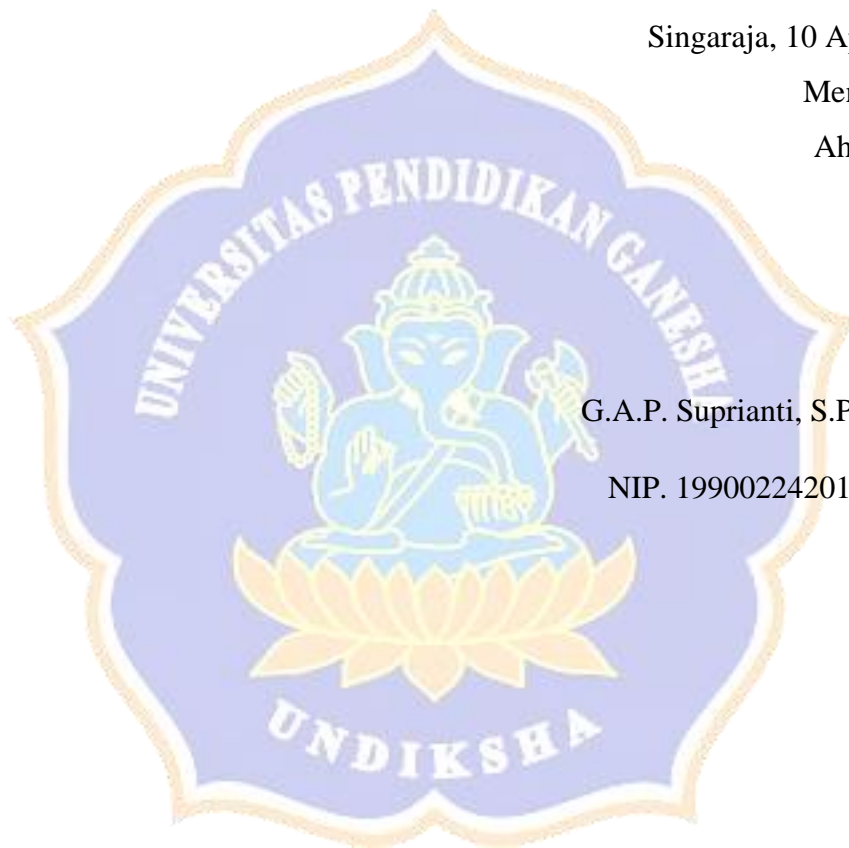
	students easy to learn by themselves.						
7.	The materials are focused to enhance students' learning styles.					√	
8.	The scope of the material is in accordance with the basic competencies to be achieved.					√	
<b>Physical Design Suitability</b>							
9.	The material is mapped from the easiest to 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					√	

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 (4<sup>th</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic : Family Tree

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.					√	
2.	The video allows students to use appropriate and suitable word in the target language.					√	
3.	The video contains some exercises which train students become good guessers.				√		
4.	Answering the exercise with limited amount of time lead the students dare 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.					√	
<b>Physical Design Suitability</b>							
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 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 20: Expert Judgment Material After Revision From The second Expert (1<sup>st</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic : Daily Activity

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.					√	
2.	The video allows students to use appropriate and suitable word in the target language.					√	
3.	The video contains some exercises which train students become good guessers.				√		
4.	Answering the exercise with limited amount of time lead the students dare 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.			√			
<b>Physical Design Suitability</b>							
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 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



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

NIP. 198309232008122001

**Appendix 21: Expert Judgment Material After Revision From The second Expert (2<sup>nd</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic :Telling hobby

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.					√	
2.	The video allows students to use appropriate and suitable word in the target language.					√	
3.	The video contains some exercises which train students become good guessers.				√		
4.	Answering the exercise with limited amount of time lead the students dare 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.			√			
<b>Physical Design Suitability</b>							
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 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



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

NIP. 198309232008122001

**Appendix 22: Expert Judgment Material After Revision From The second Expert (3<sup>rd</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic :Telling time

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.				√		
2.	The video allows students to use appropriate and suitable word in the target language.					√	
3.	The video contains some exercises which train students become good guessers.					√	
4.	Answering the exercise with limited amount of time lead the students dare 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.				√		
<b>Physical Design Suitability</b>							
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				√		

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

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

NIP. 198309232008122001



**Appendix 23: Expert Judgment Material After Revision From The second Expert (4<sup>th</sup> Topic)**

**Rubric for Judging Material Aspects**

Class : 5

Topic :Family tree

No	Descriptor	Rating					Note
		1	2	3	4	5	
<b>Material suitability</b>							
1.	The learning task helps students in taking an active approach.				√		
2.	The video allows students to use appropriate and suitable word in the target language.					√	
3.	The video contains some exercises which train students become good guessers.					√	
4.	Answering the exercise with limited amount of time lead the students dare 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.					√	
<b>Physical Design Suitability</b>							
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 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

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

NIP. 198309232008122001





### Appendix 24: Expert Judgment based Media

No.	Indicator	Assessment Criteria	Scoring Scale					Note
			1	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.						
		5. Image layouts on the media.						
		6. Composition of color in the media						
		7. The suitability of colors and background designs with themes.						
		8. The adjustment of color of the text to the background used.						
		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						
		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:

.....

.....

.....

.....

.....

.....

.....

.....

.....

Strengths :

1.....

.....

2.....  
.....

3.....  
.....

Weaknesses :

1.....  
.....

2.....  
.....

3.....  
.....



Singaraja, 26<sup>th</sup> April 2021  
Mengetahui,  
Ahli Media

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

NIP. 199309192018032001

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

#### Rubric for Judging Media Aspects

Class : 5

Topic : Daily Activity

No.	Indicator	Assessment Criteria	Scoring Scale					Note
			1	2	3	4	5	
1.	Graphic	1. Image quality.					√	
		2. Images size.					√	
		3. Images are adjusted with the original objects in the Powtoon.				√		The picture of having breakfast, lunch and dinner, it should be better if we can give another clue not only eating but also you can give clue about the time or situation.
		4. Images suitability with the material.					√	
		5. Image layouts on the media.					√	
		6. Composition of color in the media					√	
		7. The suitability of colors and background designs with themes.					√	
		8. The adjustment of color of the text to the background used.					√	

		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					√	
		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: The video is good. This video give clearer explanation this topic used for 5<sup>th</sup> 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 duration 1.21 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 : 1. Need to be more consistent in typing the text in the video  
2. Give clear instruction (type the instruction in the video) to make sure they understand about it

Singaraja, 26<sup>th</sup> April 2021



Mengetahui,  
Ahli Media

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

NIP. 199309192018032001





## Appendix 26: Expert Judgment Media (Before revision) (2<sup>nd</sup> Topic)

### Rubric for Judging Media Aspects

Class : 5

Topic : Telling Hobby

No.	Indicator	Assessment Criteria	Scoring Scale					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.					√	
		4. Images suitability with the material.					√	
		5. Image layouts on the media.					√	
		6. Composition of color in the media					√	
		7. The suitability of colors and background designs with themes.					√	
		8. The adjustment of color of the text to the background used.				√		
		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					√	

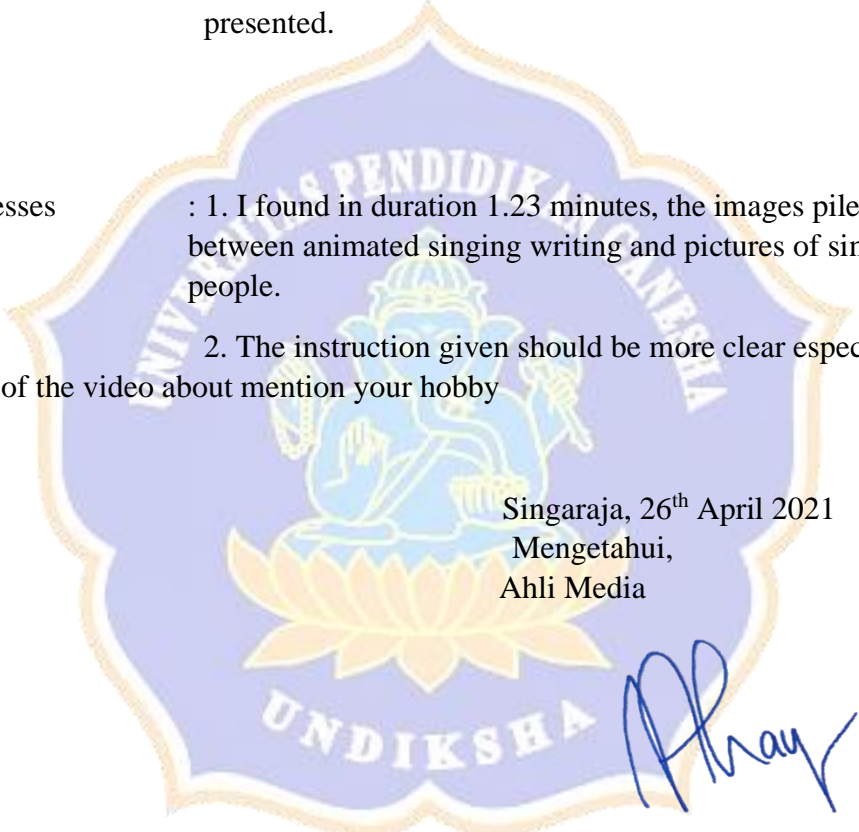
		13. Text, animation, images and sounds combination help students to understand the material presented.				√	
		14. The accuracy of multimedia content used in delivering information				√	
		15. Not excessively using the text, images, animations, and sounds on one layout.	√				
3.	Audio	16. Clarity of 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, 26<sup>th</sup> April 2021  
Mengetahui,  
Ahli Media

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

NIP. 199309192018032001


### Appendix 27: Expert Judgment Media (Before revision) (3<sup>rd</sup> Topic)

#### Rubric for Judging Media Aspects

Class : 5

Topic : Telling Time

No.	Indicator	Assessment Criteria	Scoring Scale					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.					√	
		4. Images suitability with the material.					√	
		5. Image layouts on the media.					√	
		6. Composition of color in the media					√	
		7. The suitability of colors and background designs with themes.				√		
		8. The adjustment of color of the text to the background used.					√	
		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						
		13. Text, animation, images and sounds combination help students to understand the material presented.				√		In duration 2.08 the picture is not suitable with  the narration, it makes confusion
		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: 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) (4<sup>th</sup> Topic)

### Rubric for Judging Media Aspects

Class : 5

Topic : Family Tree

No.	Indicator	Assessment Criteria	Scoring Scale					Note
			1	2	3	4	5	
1.	Graphic	a. 1. Image quality.					√	
		2. Images size.				√		
		3. Images are adjusted with the original objects in the Powtoon.				√		
		4. Images suitability with the material.					√	
		5. Image layouts on the media.				√		
		6. Composition of color in the media					√	
		7. The suitability of colors and background designs with themes.					√	
		8. The adjustment of color of the text to the background used.					√	
		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					
		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:

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 menunjukkan score terlalu cepat sehingga tidak terbaca (yg 25/1 correct)
6. Kemudian diakhir, kenpaa tidak memberikan kesempatan 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.

Singaraja, 26<sup>th</sup> April 2021

Mengetahui,  
Ahli Media



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

NIP. 199309192018032001

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

#### Rubric for Judging Media Aspects

Class : 5

Topic : Daily Activity

No.	Indicator	Assessment Criteria	Scoring Scale					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.				√		
		4. Images suitability with the material.					√	
		5. Image layouts on the media.					√	
		6. Composition of color in the media					√	
		7. The suitability of colors and background designs with themes.					√	
		8. The adjustment of color of the text to the background used.					√	
		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					√	

		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.					√	

Singaraja, 30<sup>th</sup> April 2021  
Mengetahui,  
Ahli Media



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

NIP. 199309192018032001



### Appendix 30: Expert Judgment Media (After revision) (2<sup>nd</sup> Topic)

#### Rubric for Judging Media Aspects

Class : 5

Topic : Telling Hobby

No.	Indicator	Assessment Criteria	Scoring Scale					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.					√	
		4. Images suitability with the material.					√	
		5. Image layouts on the media.					√	
		6. Composition of color in the media					√	
		7. The suitability of colors and background designs with themes.					√	
		8. The adjustment of color of the text to the background used.					√	
		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						
		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.				√	

Singaraja, 30<sup>th</sup>

April 2021

Mengetahui,  
Ahli Media



*Luh Gd Rahayu*

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

NIP. 199309192018032001

### Appendix 31: Expert Judgment Media (After revision) (3<sup>rd</sup> Topic)

#### Rubric for Judging Media Aspects

Class : 5

Topic : Telling Time

No.	Indicator	Assessment Criteria	Scoring Scale					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.					√	
		4. Images suitability with the material.					√	
		5. Image layouts on the media.					√	
		6. Composition of color in the media					√	
		7. The suitability of colors and background designs with themes.				√		
		8. The adjustment of color of the text to the background used.					√	
		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					
		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.				√	

Singaraja, 30<sup>th</sup> April 2021  
Mengetahui,  
Ahli Media



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

NIP. 199309192018032001



**Appendix 32: Expert Judgment Media (After revision) (4<sup>th</sup> Topic)**

No.	Indicator	Assessment Criteria	Scoring Scale					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.				√		
		4. Images suitability with the material.					√	
		5. Image layouts on the media.				√		
		6. Composition of color in the media					√	
		7. The suitability of colors and background designs with themes.					√	
		8. The adjustment of color of the text to the background used.					√	
		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			√			
		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.				√		

Singaraja, 30<sup>th</sup> April 2021  
Mengetahui,  
Ahli Media



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

NIP. 199309192018032001





### Appendix 33: RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### RENCANA PELAKSANAAN PEMBELAJARAN

**Class** : 5<sup>th</sup> Grade of Elementary School  
**Subject** : English  
**Material** : Telling Hobby  
**Time Allotment** : 30 minutes  
**Date** : 6<sup>th</sup> 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	<ul style="list-style-type: none"> <li>• Students answer teacher’s greeting</li> <li>• Students pray together</li> <li>• Students’ attendance are checked by teacher</li> </ul>	<b>10 minutes</b>
Main activity	<ul style="list-style-type: none"> <li>• Students are given video related to the topic then analyze new vocabularies which is telling hobby</li> </ul>	<b>15 minutes</b>

	<ul style="list-style-type: none"> <li>• Students watched the video given.</li> <li>• Students play “guessing game” together.</li> <li>• Students listen the instructions of the game.</li> <li>• Students guess “hobbies” related to the clue that given on the video.</li> </ul>	
Post - Activity	<ul style="list-style-type: none"> <li>• Students are asked to mention their hobbies.</li> <li>• Students and teacher say “goodbye” and then end the class.</li> </ul>	<b>5 minutes</b>



### 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	<p>7. Listening and understand the definition of</p> <p>8. Listening to some vocabularies related to daily activity.</p> <p>9. Reading comprehends the contents of the text about daily activities.</p>	Vocabulary and language function.	True or false	<p>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.</p> <p>1. Erina usually wakes up in the morning <b>True</b></p> <p>2. She usually takes bath and never forget to brush her teeth four times a day <b>False</b></p> <p>3. She likes to spend her time with her friends two hours on weekend only. <b>True</b></p>
2. Telling time	<p>2.1 Reading and understanding the text content on pictures about time.</p> <p>2.2 Listen to some vocabularies based on telling times.</p>	Vocabulary and language function.	Questions & Answers	<p>Showing some pictures related to time. The question and answer as follows.</p> <p>1. What time is it? It is (02.30)</p> <p>2. What time is it? It is (11.00)</p> <p>3. What time is it? It is (12.30)</p>

	2.3 Listening and understanding to several conversations based on telling time.			<p>4. What time is it? It is (08.30)</p> <p>5. What time is it? It is (06.15)</p> <p>6. What time is it? It is (07.30)</p>
3. Hobby	<p>3.1 Listening and understanding the definition of hobby.</p> <p>3.2 Listening and understanding several conversations based on telling hobby.</p> <p>3.3 Reading and knowing some vocabularies about hobby.</p> <p>3.4 Writing another vocabularies related to hobby.</p>	Vocabulary	Guessing game.	<p>1. Charlie likes to aim at targets with a bow.</p> <p>Charlie focuses his aim on one point to get a point.</p> <p>Guess Charlie's hobby? Answer: Charlie's hobby is archery</p> <p>2. Hailey has a beautiful voice.</p> <p>Hailey usually participates in singing competitions at school.</p> <p>Hailey often practices vocals with the teacher.</p> <p>Guess Hailey' hobby? Answer: Hailey's hobby is singing.</p> <p>3. Jeremy likes to take pictures around her</p> <p>Jeremy likes to edit her shots</p> <p>Jeremy spends time taking care of her camera</p> <p>Guess Jeremy's hobby? Answer: Jeremy's hobby is singing.</p>

4. Family tree	4.1 Listening to statement about the family structure (Family tree)	Vocabulary	Multiple choice	<p>1. Father, Mother, Brother, and Sister are my..</p> <ol style="list-style-type: none"> <li>Parents</li> <li>Children</li> <li>Family</li> <li>Grandparents</li> </ol> <p>Answer : C, Family</p> <p>2. I have father and mother named Mr. and Mrs. Bieber. They are my...</p> <ol style="list-style-type: none"> <li>Family</li> <li>Parents</li> <li>Children</li> <li>Grandparents</li> </ol> <p>Answer: B, Parents</p> <p>3. My mother's brother is my...</p> <ol style="list-style-type: none"> <li>Brother</li> <li>Father</li> <li>Uncle</li> <li>Boy</li> </ol> <p>Answer : C, Uncle</p> <p>4. My uncle's son is my...</p> <ol style="list-style-type: none"> <li>Brother</li> <li>Niece</li> <li>Cousin</li> <li>Sister</li> </ol> <p>Answer: C, Cousin</p>

### Appendix 35. The Students' Questionnaire after using the media

#### The Students' Questionnaire after using the media

No	Theory	Item
1	Pais et al (2017): <ul style="list-style-type: none"> <li>- Powtoon allows individuals to display or present interesting topics and be able to share with others.</li> <li>- Powtoon is interactive that can attract viewers if the presentation is well designed.</li> <li>- Powtoon can achieve a greater understanding of the information displayed and make it easier to remember.</li> <li>- Powtoon is able to integrate various types of formats and media, enhancing the ability of visual integration, hearing and motion resources.</li> <li>- Powtoon can be used to teach a small or big group that makes students focus on the learning process.</li> <li>- Powtoon can increase students' skills in English.</li> </ul>	5 3 6 2, 4 7 1
2	Thanasoulas (2000): <ul style="list-style-type: none"> <li>- Learners have perception about strategy and learning styles.</li> <li>- Learners take an active approach to the learning task at hand.</li> <li>- Learners are willing to take risks.</li> <li>- Learners are good guessers.</li> <li>- Learners fill the form and content.</li> <li>- Learners develop the target language into a separate reference system and they are willing to revise and reject the rules that not apply.</li> <li>- Learners have tolerant and outgoing to the target language.</li> </ul>	1, 2, 3 8 10 9 7 4, 6 5



### Appendix 36: Students' Questionnaire for the Need Analysis

#### Questionnaire after using the media

No	Pertanyaan	Jawaban
1.	Apakah kalian seang menggunakan video Powtoon saat belajar Bahasa Inggris?	<input type="radio"/> Ya <input type="radio"/> Tidak
2.	Apakah kalian lebih bersemangat saat belajar Bahasa Inggris menggunakan Powtoon?	<input type="radio"/> Sangat bersemangat <input type="radio"/> Biasa saja <input type="radio"/> Tidak bersemangat
3.	Menurut kalian, apakah video Powtoon menarik?	<input type="radio"/> Sangat menarik <input type="radio"/> Biasa saja <input type="radio"/> Tidak menarik
4.	Apakah video Powtoon membuat kalian ingin belajar Bahasa Inggris lagi?	<input type="radio"/> Ya <input type="radio"/> Biasa saja <input type="radio"/> Tidak
5.	Apakah dengan menggunakan video Powtoon bisa membuat kalian berdiskusi dengan teman?	<input type="radio"/> Ya <input type="radio"/> Tidak
6.	Apakah dengan kalian menggunakan video Powtoon membuat kalian lebih mudah untuk belajar Bahasa Inggris?	<input type="radio"/> Ya <input type="radio"/> Biasa saja <input type="radio"/> Tidak
7.	Apakah dengan menggunakan video Powtoon membuat kalian lebih berkonsentrasi dalam belajar Bahasa Inggris?	<input type="radio"/> Ya <input type="radio"/> Biasa saja <input type="radio"/> Tidak