

APPENDICES



Appendix 1: Interview Guide for Need Analysis

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)? Apakah bisa membuat siswa aktif dalam pembelajaran?
3.	Bahasa apa yang digunakan dalam pembuatan media?
4.	Apa kendala Ibu saat membuat media pembelajaran?
5.	Apakah siswa sudah terbiasa dalam menggunakan smartphone atau laptop?
6.	Apakah ibu pernah mendengar istilah “autonomous learning”?
7.	Apakah ibu pernah menggunakan Powtoon dalam pembelajaran?



Appendix 2: Transcript of The Teacher's 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 : Melihat suasanya, 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 : 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 : Seperti yang ibu katakan tadi, ibu membuatkan 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 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 : 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. Jadi, 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 : 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 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 : 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: Grand Theory of Autonomous Learning on The Blueprint of Students' Questionnaire Before Evaluation

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 Evaluation

No	Theory	Items
1.	Thanasoulas (2000): <ul style="list-style-type: none"> - The teacher more to be a facilitator than an instructor. - The teacher not the main source of knowledge. - Students are independent and willing to learn by themselves. - Students have their own learning styles. - Students are encouraged to develop their own learning strategies. 	5,7 9,10,11,12 8 4 1,2,3



Appendix 5: Students' Questionnaire Before Evaluation

KUESIONER

Nama :

Kelas :

Umur :

Berilah tanda centang (✓) pada jawaban yang sesuai dengan keseharian kalian pada saat pembelajaran di sekolah!

No	Pertanyaan	Jawaban
1.	Apakah kalian senang 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
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
4.	Dalam belajar Bahasa Inggris lebih senang 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 permainan <input type="radio"/> Diskusi tanya jawab <input type="radio"/> Menjawab soal-soal latihan
9.	Apakah kalian sering menggunakan laptop/handphone?	<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
11.	Apakah kalian pernah berpikir bahwa akan menggunakan laptop/handphone untuk belajar?	<input type="radio"/> Ya <input type="radio"/> Tidak
12.	Apakah kalian tertarik jika ada materi pembelajaran yang dikemas bergambar/video dan bisa dibuka melalui laptop/handphone?	<input type="radio"/> Ya <input type="radio"/> Tidak

TERIMA KASIH ☺

Appendix 6: The Result of Students Questionnaire Before Evaluation

KUESIONER

Nama :

Kelas :

Umur :

Berilah tanda centang (✓) pada jawaban yang sesuai dengan keseharian kalian pada saat pembelajaran di sekolah!

No	Pertanyaan	Jawaban
1.	Apakah kalian senang belajar Bahasa Inggris?	<input type="radio"/> Ya (70%) <input type="radio"/> Tidak (30%)
2.	Jika “Ya”, berilah alasannya!	<input type="radio"/> Bahasa Inggris adalah pelajaran yang mudah (57,1%) <input type="radio"/> Pembelajaran yang dilakukan menyenangkan (42,9%) <input type="radio"/> Guru yang menyenangkan
3.	Jika “Tidak”, berilah alasannya!	<input type="radio"/> Bahasa Inggris adalah pelajaran yang sulit (33,3%) <input type="radio"/> Pembelajaran yang dilakukan tidak menyenangkan <input type="radio"/> Tidak menyukai gurunya (66,7%) <input type="radio"/> Lain-lain
4.	Dalam belajar Bahasa Inggris lebih senang belajar dirumah atau disekolah?	<input type="radio"/> Rumah (bisa belajar sendiri dan lebih santai) (20%) <input type="radio"/> Sekolah (bisa belajar dengan guru dan berdiskusi dengan teman yang lain) (80%)
5.	Apakah setiap pertemuan guru kalian menggunakan virtual meeting? (zoom)	<input type="radio"/> Sangat sering <input type="radio"/> Sering (40%) <input type="radio"/> Kadang-kadang (60%)

	atau google meet)	<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 (30%) <input type="radio"/> Tidak (70%)
7.	Apakah guru kalian sering menggunakan media seperti video, gambar, atau audio dalam pembelajaran daring?	<input type="radio"/> Selalu <input type="radio"/> Sering (10%) <input type="radio"/> Kadang-kadang (80%) <input type="radio"/> Pernah (10%) <input type="radio"/> Tidak pernah
8.	Pembelajaran seperti apa yang kalian inginkan saat daring?	<input type="radio"/> Belajar menggunakan media yang ada permainan (50%) <input type="radio"/> Diskusi tanya jawab (30%) <input type="radio"/> Menjawab soal-soal latihan (20%)
9.	Apakah kalian sering menggunakan laptop/handphone?	<input type="radio"/> Selalu (50%) <input type="radio"/> Sering (30%) <input type="radio"/> Kadang-kadang (20%)
10.	Kegiatan apa yang kalian lakukan saat menggunakan handphone/laptop?	<input type="radio"/> Sosial media (10%) <input type="radio"/> YouTube (30%) <input type="radio"/> Game (40%) <input type="radio"/> Chatting (20%)
11.	Apakah kalian pernah berpikir bahwa akan menggunakan laptop/handphone untuk belajar?	<input type="radio"/> Ya (30%) <input type="radio"/> Tidak (70%)
12.	Apakah kalian tertarik jika ada materi pembelajaran yang dikemas bergambar/video dan bisa dibuka melalui laptop/handphone?	<input type="radio"/> Ya (100%) <input type="radio"/> Tidak

Questionnaire Before Evaluation

Isilah kuisisioner di bawah ini berdasarkan keseharian kalian pada saat pembelajaran dalam jaringan (online) selama pandemi Covid-19. Terima kasih

Nama *

Anak Agung Ramakanta Parameswara

No Absen

1

Kelas *

3

Apakah kalian senang belajar Bahasa Inggris? *

Ya

Tidak



Jika "Ya" berilah alasannya!

- Bahasa Inggris adalah pelajaran yang mudah
- Pembelajaran yang dilakukan menyenangkan
- Guru yang menyenangkan

Jika "Tidak" berilah alasannya!

- Bahasa Inggris adalah pelajaran yang sulit
- Pembelajaran yang dilakukan tidak menyenangkan
- Tidak menyukai gurunya
- lain-lain

Dalam belajar Bahasa Inggris lebih senang belajar dirumah atau disekolah? *

- Rumah (bisa belajar sendiri dan lebih santai)
- Sekolah (bisa belajar dengan guru dan berdiskusi dengan teman yang lain)

Apakah setiap pertemuan guru kalian menggunakan virtual meeting? (zoom atau google meet) *

- Sangat sering
- Sering
- Kadang-kadang
- Pernah
- Tidak pernah

Jika sering, apakah kegiatan saat virtual meeting membuat kalian lebih bersemangat dalam belajar Bahasa Inggris? *

- Ya
- Tidak

Apakah guru kalian sering menggunakan media seperti video, gambar, atau audio dalam pembelajaran daring? *

- Selalu
- Sering
- Kadang-kadang
- Pernah
- Tidak Pernah



Pembelajaran seperti apa yang kalian inginkan saat daring? *

- Belajar menggunakan media yang ada permainan
- Diskusi tanya jawab
- Menjawab soal-soal latihan

Apakah kalian sering menggunakan Laptop/handphone? *

- Selalu
- Sering
- Kadang-kadang

Kegiatan apa yang kalian lakukan saat menggunakan handphone/Laptop? *

- Sosial media
- YouTube
- Game
- Chatting

Apakah kalian pernah berpikir bahwa akan menggunakan laptop/handphone untuk belajar? *

- Ya
- Tidak



Apakah kalian tertarik jika ada materi pembelajaran yang dikemas bergambar / video dan bisa dibuka melalui laptop/handphone? *

- Ya
- Tidak

Questionnaire Before Evaluation

Isilah kuisioner di bawah ini berdasarkan keseharian kalian pada saat pembelajaran dalam jaringan (online) selama pandemi Covid-19. Terima kasih

Nama *

Bagus Deino Hara Kayana

No Absen

2

Kelas *

3

Apakah kalian senang belajar Bahasa Inggris? *

Ya

Tidak

Jika "Ya" berilah alasannya!

- Bahasa Inggris adalah pelajaran yang mudah
- Pembelajaran yang dilakukan menyenangkan
- Guru yang menyenangkan

Jika "Tidak" berilah alasannya!

- Bahasa Inggris adalah pelajaran yang sulit
- Pembelajaran yang dilakukan tidak menyenangkan
- Tidak menyukai gurunya
- lain-lain

Dalam belajar Bahasa Inggris lebih senang belajar dirumah atau disekolah? *

- Rumah (bisa belajar sendiri dan lebih santai)
- Sekolah (bisa belajar dengan guru dan berdiskusi dengan teman yang lain)

Apakah setiap pertemuan guru kalian menggunakan virtual meeting? (zoom atau google meet) *

- Sangat sering
- Sering
- Kadang-kadang
- Pernah
- Tidak pernah

Jika sering, apakah kegiatan saat virtual meeting membuat kalian lebih bersemangat dalam belajar Bahasa Inggris? *

- Ya
- Tidak

Apakah guru kalian sering menggunkan media seperti video, gambar, atau audio dalam pembelajaran daring? *

- Selalu
- Sering
- Kadang-kadang
- Pernah
- Tidak Pernah


Pembelajaran seperti apa yang kalian inginkan saat daring? *

- Belajar menggunakan media yang ada permainan
- Diskusi tanya jawab
- Menjawab soal-soal latihan

Apakah kalian sering menggunakan laptop/handphone? *

- Selalu
- Sering
- Kadang-kadang

Kegiatan apa yang kalian lakukan saat menggunakan handphone/laptop? *

- Sosial media
- YouTube
- Game
- Chatting

Apakah kalian pernah berpikir bahwa akan menggunakan laptop/handphone untuk belajar? *

Ya

Tidak

https://docs.google.com/forms/d/1ouGnrQ0u7c6KeE0ell50kVOOOKKrPw_Az7_Xo9DiFJE/edit#response=ACYDBNjVindLaq05JcDuc2gx1hpzBEZnC...

5/20/2021

Questionnaire before implementation

Apakah kalian tertarik jika ada materi pembelajaran yang dikemas bergambar/ video dan bisa dibuka melalui laptop/handphone? *

Ya

Tidak



Appendix 7: Blueprint of Rubric for Judging the Material Aspect

No	Theory	Item
1.	<p>Thanasoulas (2000):</p> <ul style="list-style-type: none"> • Learners have perception about strategy and learning styles. • Learners take an active approach to the learning task at hand. • Learners are willing to take risks. • Learners are good guessers. • Learners fill the form and content. • Learners develop the target language into a separate reference system and they are willing to revise and reject the rules that not apply. • Learners have tolerant and outgoing to the target language. 	7 1,6 4 3 5 8 2
2.	<p>➤ Marpanaji, Mahali, & 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.</p> <p>➤ Cairncross & 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.</p> <p>➤ Thanasoulas (2000) mentions one of the characteristic of autonomous language learners is that learners fill the form and content.</p> <p>➤ 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.</p> <p>➤ 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.</p>	9 10 11 12 13

Appendix 8: The Expert Judgment Material Rubric

Rubric for Judging Material Aspects

Class :

Topic :

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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.						
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 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



Appendix 9: The Expert Judgment Material Before Revision From The First Expert (1st Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : Self Introduction

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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.		✓				
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 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. Tidak ada Introducing Self yang ada Introducing oneself, or yourself. Pakai saja "Self Introduction". Menit 1.58: Hallo.... (tanda titik2 ini seperti ada bagian yang harus diisi, begitu pola di pertanyaan lainnya, jadi tanda titik-titik dihapus saja.) Menit 2.25 bubble kosong lebih tinggi dari bubble jawabanya agar terlihat mana yang duluan dibaca. Apakah akan ada rekaman suara? Untuk memberi contoh siswa membaca? Jika iya, bagus.
2. Musiknya terlalu keras.
3. Saat siswa praktek masih cepat sekali slidenya, kasi waktu siswa mebaca teks perlahan.
4. Pengucapan “Dialogue 1” “Dialogue 2” yang suara cowok itu terlalu lambat 1.29, 1.50.
5. Jangan ada caption karena sudah ada tulisan di buble. Caption text yang di bawah slide itu kadang salah. Coba cek.
6. Quiz terlalu cepat. Kasi siswa waktu berpikir.
7. Ucapan di awal “Self Introduction” dan pria yang ngomong dialogue 1,2 itu seperti menguap. Boleh dipercepat sesuai ucapan normal.

Strengths : 1.
 2.

	3.
Weaknesses	: 1.
	2.
	3.

Singaraja, 05 April 2021

Mengetahui,
Ahli Materi



Appendix 10: The Expert Judgment Material Before Revision From The First Expert (2nd Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : Places and Objects at School

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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.			√			
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 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. 1.17: tambahkan “What is this place?”
 2. Tambahkan slide baru dengan kata “classroom”, lalu lanjut ke slide kalimat lengkap seperti di menit 0.23.
 3. Next slide kasi kata “exercise” agar siswa siap2 menjawab.
 4. Canteen tidak ada disini, pertanyaan unk jawaban menit 1.09.
 5. Kasi waktu yang cukup panjang untuk siswa membaca kalimat dan berpikir. Kasi 15 detik misalnya unk tiap slide pertanyaan.
 6. Ingat isi “What is this place/ What is it?” agar interaktif.
 7. Waktu unk membaca 1 slide dengan kalimat panjang juga disesuaikan ya. Agar siswa nyaman belajar.
 8. 2.47: I will go
 9. Jangan ada caption lagi, tulisan di slide tidak kelihatan karena subtitle menutupi slide.
- Semua subtitle di Powtoon hapus.

Strengths : 1.
 2.
 3.

- Weaknesses : 1.
2.
3.

Singaraja, 05 April 2021

Mengetahui,

Ahli Materi



Appendix 11: The Expert Judgment Material Before Revision From The First Expert (3rd Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : House

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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.		√				
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 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. Kenapa ada kata review? Hilangkan itu. Kan belum ada materi apa untuk direview.
 2. Kenapa satu2 bendanya muncul? Tidak cocok dengan kalimat many things here.
 3. Please revise, muncul plate, tetep ada gambar plate, di slide berikutnya, muncul benda lain di sebelahnya, next begitu, jadi di meja persegi itu ada banyak benda tidak apa.
 4. Kasi waktu yang sesuai untuk siswa berpikir.
 5. Kasi rekaman suara unk slide pemaparan materi sebelum true false.
 6. 2.29: jangan ada wanita baju hitam, tidak sopan. Dialog diucapkan sama cowok yang sedang mandi itu.
 7. True or false: 1.50: kasi waktu berpikir sebelum menampilkan “the answer is....”

Strengths : 1.

2.....

3.....

Weaknesses : 1.....

2.

3.

Singaraja, 05 April 2021

Mengetahui,

Ahli Materi

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

NIP. 198309232008122001



Appendix 12: The Expert Judgment Material Before Revision From The First Expert (4th topic)

Rubric for Judging Material Aspects

Class : 3

Topic : Days and Months

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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.			√			
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 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. Beri suara cara pengucapan.
2. Pakai tanggal 1 semua bisa? Untuk fokus ke bulan.
3. Indonesian independence.
4. Kasi waktu berpikir 10 detik sebelum jawaban diberikan.
5. Lebih banyak latihan karena ini autonomous untuk siswa sendiri yang belajar.
6. 2.00 kasi waktu berpikir sebelum jawabannya.
7. Monday and Tuesday terlihat kabur, silahkan dicek lagi.
8. Perbaiki December pengucapannya menjadi disember.
9. Tanggal yang diubah menjadi tanggal 1 ada yang terlihat bagian yg tertutupi kotak putih. Rapikan sesuaikan dengan lipatan di ujung kanan bawah.
10. Kasi waktu lebih lama berpikir untuk kuis Q&A.

Strengths : 1.

 2.

 3.

Weaknesses : 1.

 2.

3.

Singaraja, 05 April 2021

Mengetahui,

Ahli Materi

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

NIP. 198309232008122001



Appendix 13: The Expert Judgment Material Before Revision From The Second Expert (1st Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : Self Introduction

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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				√		

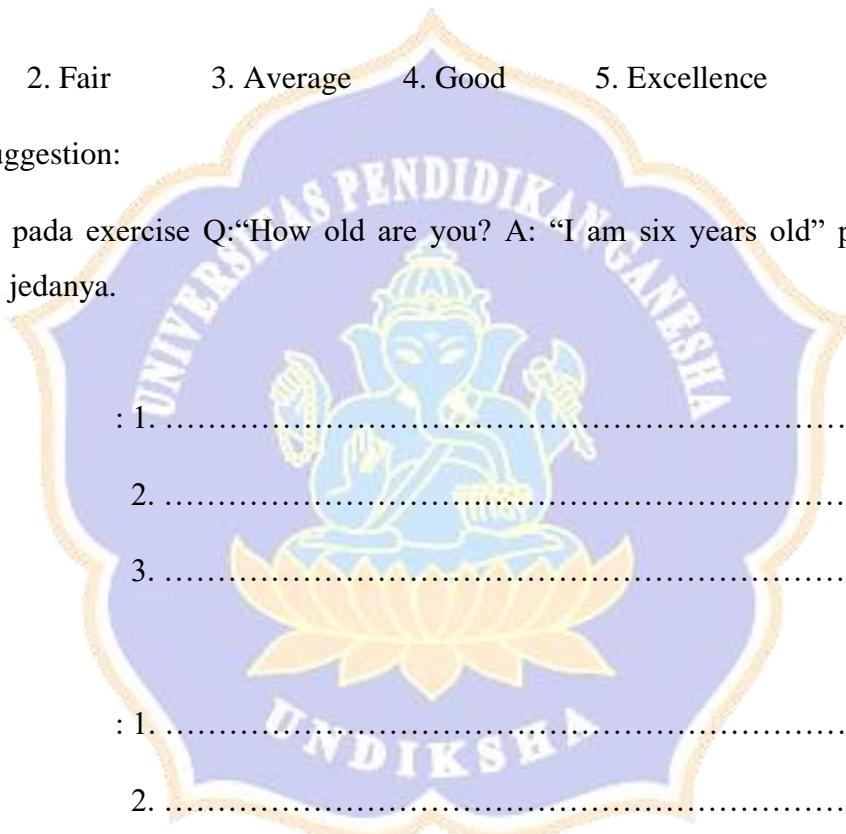
	model to the topic or sub-topic which makes students easy to learn by themselves.						
7.	The materials are focused to enhance students' learning styles.			√			
8.	The scope of the material is in accordance with the basic competencies to be achieved.		√				
Physical Design Suitability							
9.	The 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 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. Scene pada exercise Q: "How old are you? A: "I am six years old" perlu ditambah durasi jedanya.



Strengths : 1.....

2.....

3.

Weaknesses : 1.....

Singaraja, 05 April 2021

I
Mengetahui,
Abdi Materi

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

NIP 199002242014042001

Appendix 14: The Expert Judgment Material Before Revision From The Second Expert (2nd Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : Places and Objects at School

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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.			√			
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 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. Jika ada suara dubbing, backsound diperkecil volumenya atau disamarkan agar tidak mengganggu dubbing (terutama pelafalannya).
 2. Jeda pertanyaan dan jawaban sudah pas.

Strengths : 1.....

2.

3.

Weaknesses : 1.

: 1.....

2.

3.

Singaraja, 05 April 2021

Mengetahui,

Ahli Materi

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

NIP. 199002242014042001



Appendix 15: The Expert Judgment Material Before Revision From The Second Expert (3rd Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : House

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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.		√				
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 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. Grammar check: “There is bathtub in the living room” seharusnya“There is a bathtub in the living room”

Strengths : 1.

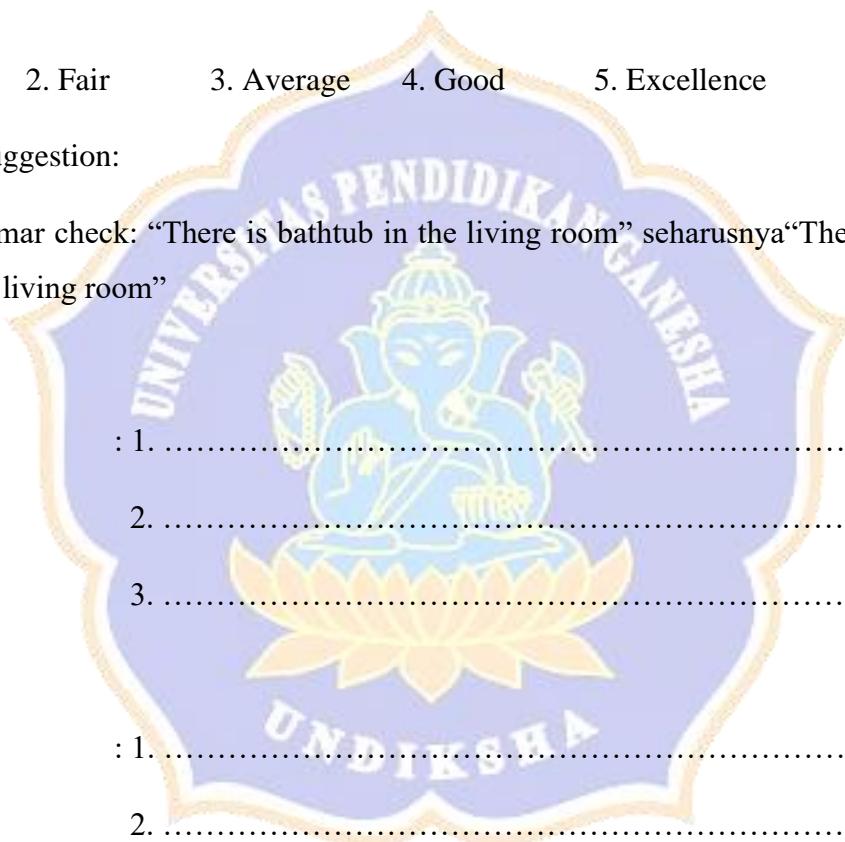
2.

3.

Weaknesses : 1.

2.

3.



Singaraja, 05 April 2021

Mengetahui,

Ahli Materi

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

NIP. 199002242014042001



Appendix 16: The Expert Judgment Material Before Revision From The Second Expert (4th Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : Days and Months

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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.			√			
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 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. Perhatikan pemenggalan judul video di awal (pada frase days and months)
2. Grammar check: “The day after Friday...” seharusnya “The day after Friday is...”
3. Setelah memberikan contoh latihan “The fifth months is...” “May”, sebaiknya ada scene yang menunjukkan exercise akan segera dimulai, misal “Let’s do the exercise now!”

Strengths : 1.

 2.

 3.

Weaknesses : 1.

 2.

 3.

Singaraja, 05 April 2021

Mengetahui,

Ahli Materi

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

NIP. 199002242014042001



Appendix 17: The Expert Judgment Material After Revision From The First Expert (1st Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : Self Introduction

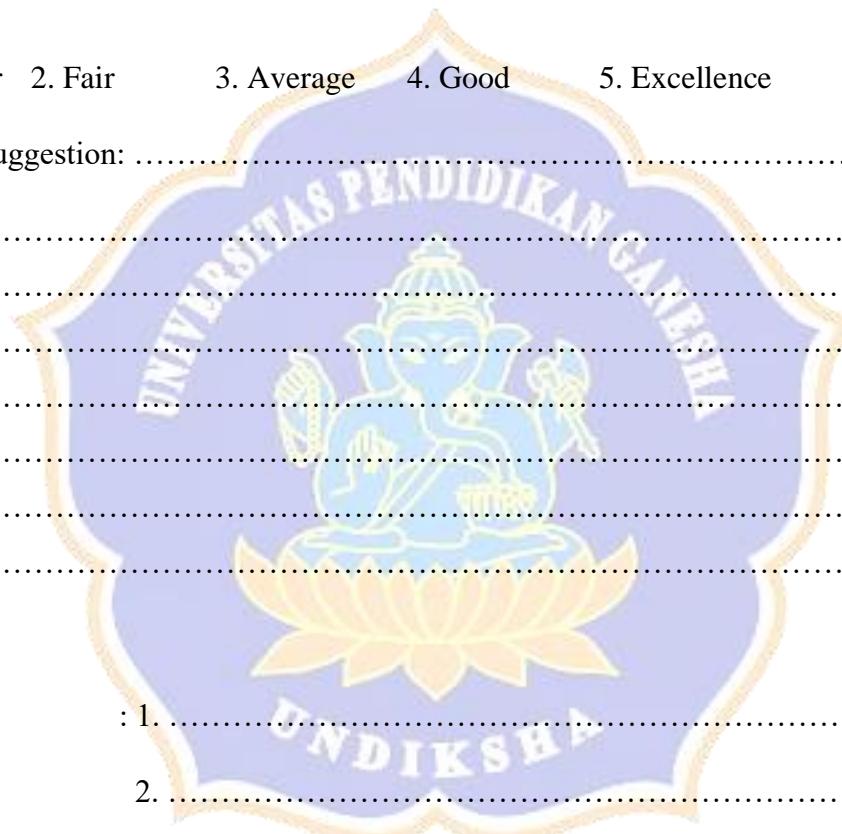
No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
1.	The learning task helps students in taking an active approach.					✓	
2.	The video allows students to use appropriate and suitable word in the target language.					✓	
3.	The video contains some exercises which train students become 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.				√		
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 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, 12 April 2021

Mengetahui,

Ahli Materi

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

NIP. 198309232008122001



Appendix 18: The Expert Judgment Material After Revision From The First Expert (2nd Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : Places and Objects at School

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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					√	

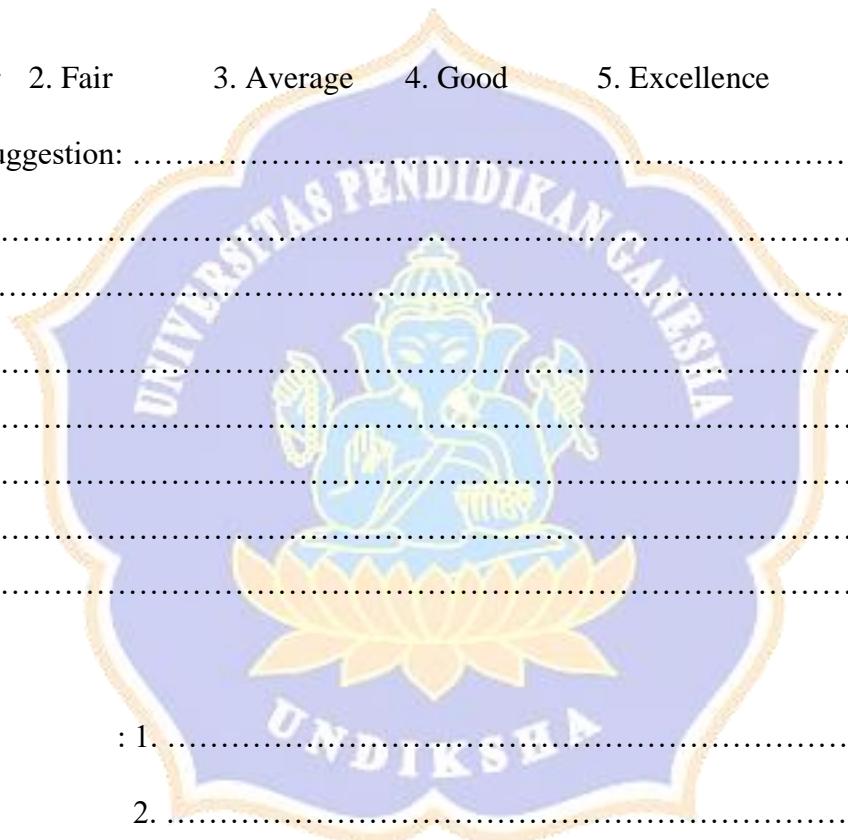
	model to the topic or sub-topic which makes students easy to learn by themselves.						
7.	The materials are focused to enhance students' learning styles.				√		
8.	The scope of the material is in accordance with the basic competencies to be achieved.			√			
Physical Design Suitability							
9.	The 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 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, 12 April 2021

Mengetahui,

Ahli Materi

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

NIP. 198309232008122001



Appendix 19: The Expert Judgment Material After Revision From The First Expert (3rd Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : House

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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				√		

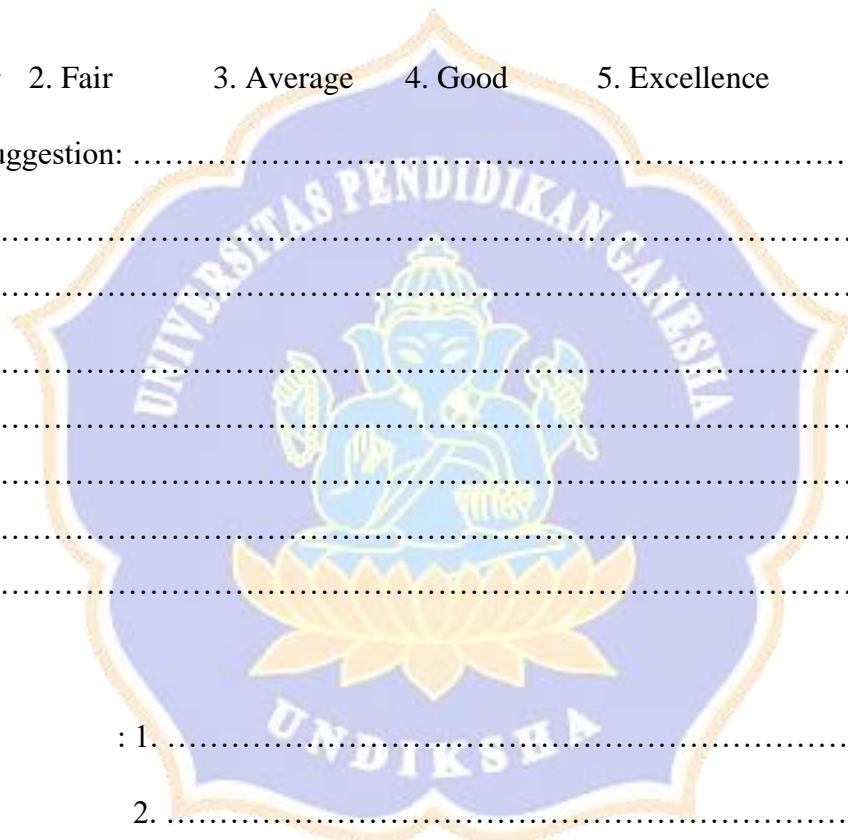
	model to the topic or sub-topic which makes students easy to learn by themselves.					
7.	The materials are focused to enhance students' learning styles.				√	
8.	The scope of the material is in accordance with the basic competencies to be achieved.				√	
Physical Design Suitability						
9.	The material 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 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, 12 April 2021

Mengetahui,

Ahli Materi

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

NIP. 198309232008122001



Appendix 20: The Expert Judgment Material After Revision From The First Expert (4th Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : Days and Months

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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.				√		
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				√		

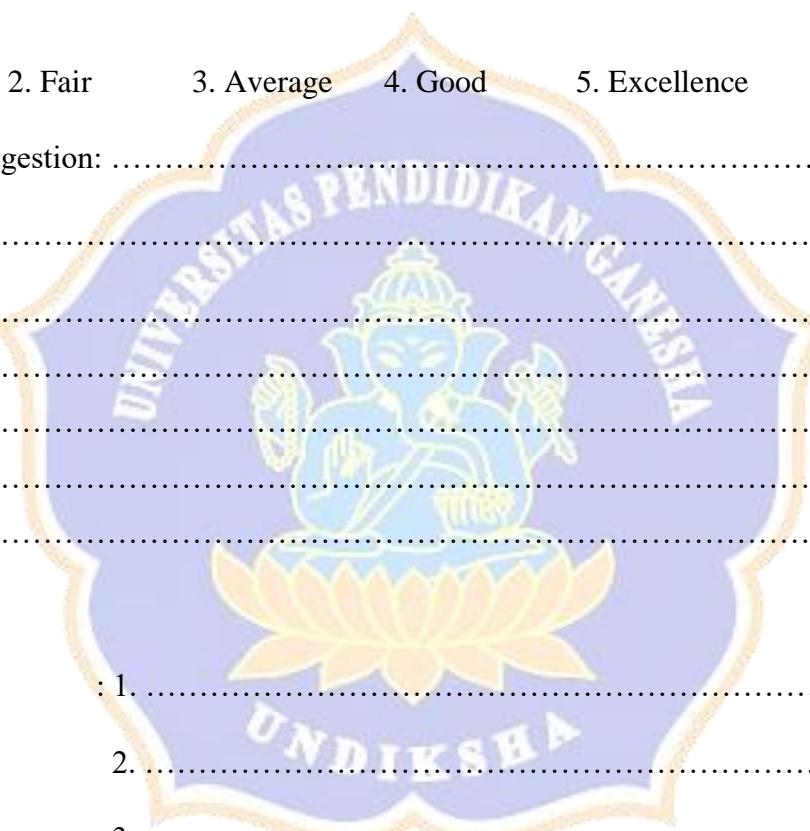
	(give pronunciation model for students).					
13.	The materials are presented using proper text with various colors based on the topics mentioned in the curriculum.			√		

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

Comment/ Suggestion:

.....
.....
.....
.....
.....
.....
.....

Strengths : 1.
2.
3.



Weaknesses : 1.
2.
3.

Singaraja, 12 April 2021

Mengetahui,

Ahli Materi

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

NIP. 198309232008122001



Appendix 21: The Expert Judgment Material After Revision From The Second Expert (1st Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : Self Introduction

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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.			√		
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				√	

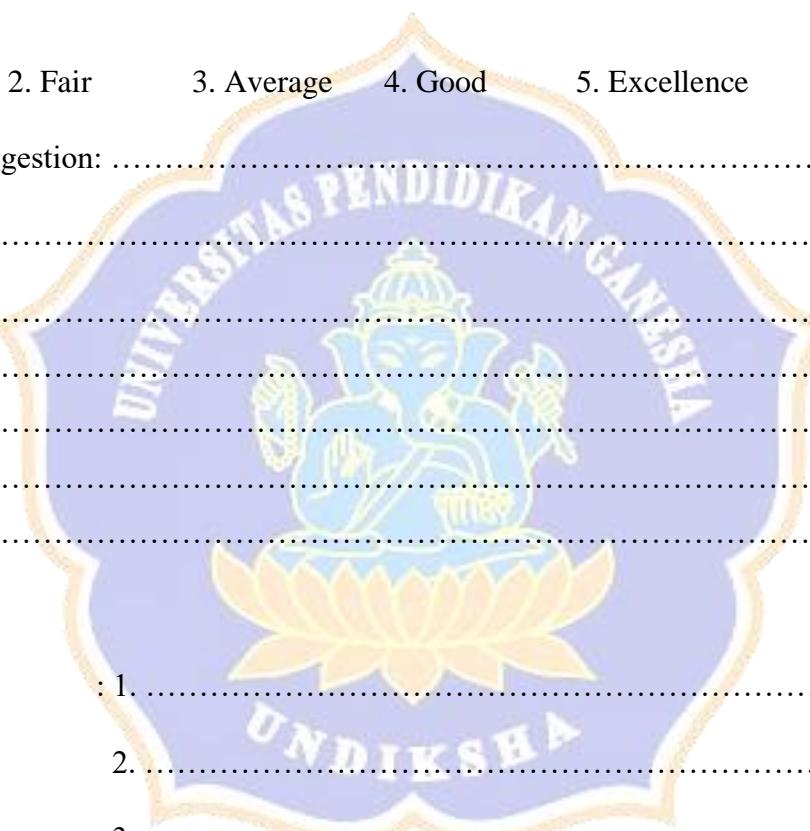
	(give pronunciation model for students).					
13.	The materials are presented using proper text with various colors based on the topics mentioned in the curriculum.				✓	

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

Comment/ Suggestion:

.....
.....
.....
.....
.....
.....
.....

Strengths : 1.
2.
3.



Weaknesses : 1.
2.
3.

Singaraja, 12 April 2021

Mengetahui,

Ahli Materi

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

NIP. 199002242014042001



Appendix 22: The Expert Judgment Material After Revision From The Second Expert (2nd Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : Places and Objects at School

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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.				✓	
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				✓	

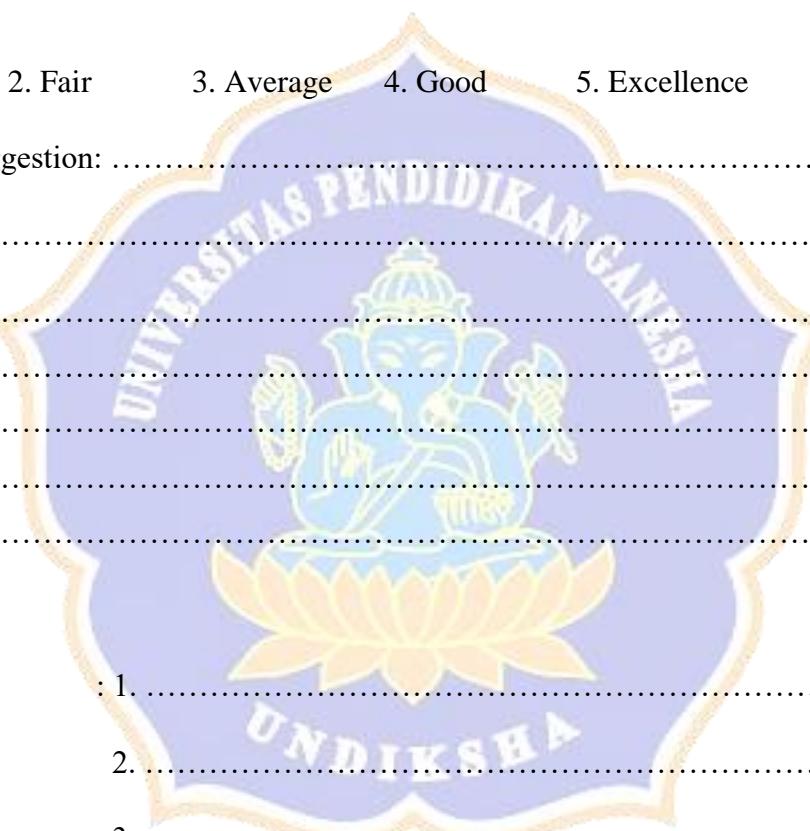
	(give pronunciation model for students).					
13.	The materials are presented using proper text with various colors based on the topics mentioned in the curriculum.				✓	

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

Comment/ Suggestion:

.....
.....
.....
.....
.....
.....
.....

Strengths : 1.
2.
3.



Weaknesses : 1.
2.
3.

Singaraja, 12 April 2021

Mengetahui,

Ahli Materi

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

NIP. 199002242014042001



Appendix 23: The Expert Judgment Material After Revision From The Second Expert (3rd Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : House

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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.			√		
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				√	

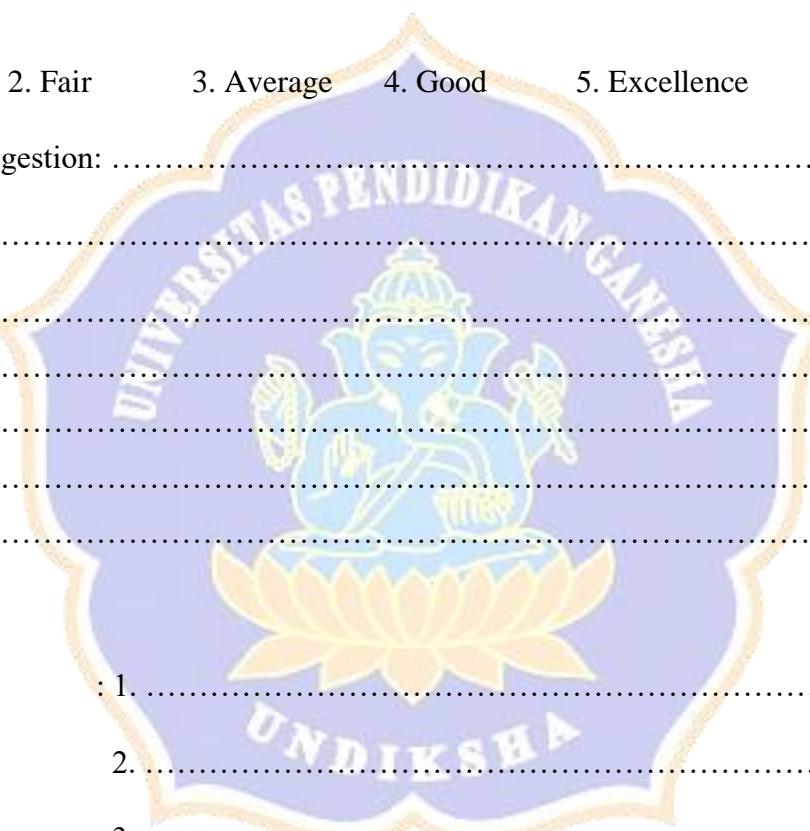
	(give pronunciation model for students).					
13.	The materials are presented using proper text with various colors based on the topics mentioned in the curriculum.			✓		

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

Comment/ Suggestion:

.....
.....
.....
.....
.....
.....
.....

Strengths : 1.
2.
3.



Weaknesses : 1.
2.
3.

Singaraja, 12 April 2021

Mengetahui,

Ahli Materi

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

NIP. 199002242014042001



Appendix 24: The Expert Judgment Material After Revision From The Second Expert (4th Topic)

Rubric for Judging Material Aspects

Class : 3

Topic : Days and Months

No	Descriptor	Rating					Note
		1	2	3	4	5	
Material suitability							
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.				√		
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			√			

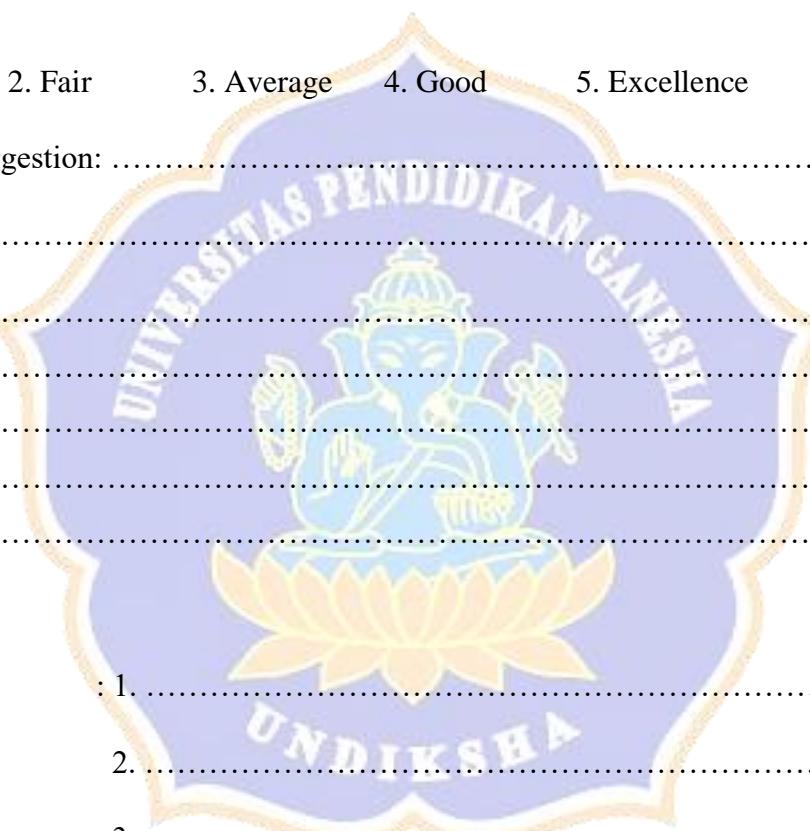
	(give pronunciation model for students).					
13.	The materials are presented using proper text with various colors based on the topics mentioned in the curriculum.				✓	

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

Comment/ Suggestion:

.....
.....
.....
.....
.....
.....
.....

Strengths : 1.
2.
3.



Weaknesses : 1.
2.
3.

Singaraja, 12 April 2021

Mengetahui,

Ahli Materi

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

NIP. 199002242014042001



Appendix 25: Blueprint of Rubric for Judging the Media Aspect

No.	Indicator	Theory	Items
1.	Graphic	Arsyad (2003) & Wahono (2006) state that The specifications for multimedia elements include dynamic graphics, since using graphics to accompany text saves time in understanding it compared to using just text.	1, 3, 4
		Oyesola (2003) & Wahono (2006) argue that The media must be put in a visible location where it can be used effectively.	2, 5
		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.	6, 7, 8, 9, 10
2.	Technique of Presentation	Arsyad (1997) & Oyesola (2003) argue that Color elements in visual media in color aspects offer the appearance of focus, increase attractiveness, and improve realism. The rest of the integration refers to the relationships that exist between visual element elements that, when viewed together, work together and must be interconnected and integrated. The frequency at which visual media is used must also be considered.	11, 13, 15
		Oyesola (2003) argues visual media must be used to accomplish learning goals. Therefore, an appropriate media that is suitable with the learning activities must be used.	12, 14
3.	Audio	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.	16, 17
4.	Interactive function	Pujawan (2018) argues that the importance of interactive multimedia use is to encourage the feedback of learners and providing feedback responses. Moreover, interactive multimedia is supposed to be developed to make the learning process to be more interesting, more interactive, more	18, 19, 20

		effective amount of teaching time, more effective learning quality, and more improvement in students' attitude in learning. Furthermore, it is supposed to provide the possibility of teaching and learning process that can be done anywhere and anytime.	
--	--	--	--



Appendix 26: The Expert Judgment Media

Rubric for Judging Media Aspects

Class :

Topic :

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.						

Note: 1. Poor

2. Fair

3. Average

4. Good

5. Excellence



Appendix 27: The Expert Judgment Media Before Revision (1st Topic)

Rubric for Judging Media Aspects

Class : 3

Topic : Self Introduction

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				✓		There are some parts in the video that needs color adjustment to make the video more interesting to watch.
		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			✓		The voice was clear, but I personally don't think it suitable for grade 3 of elementary. In order to make the video gained students' interest,	

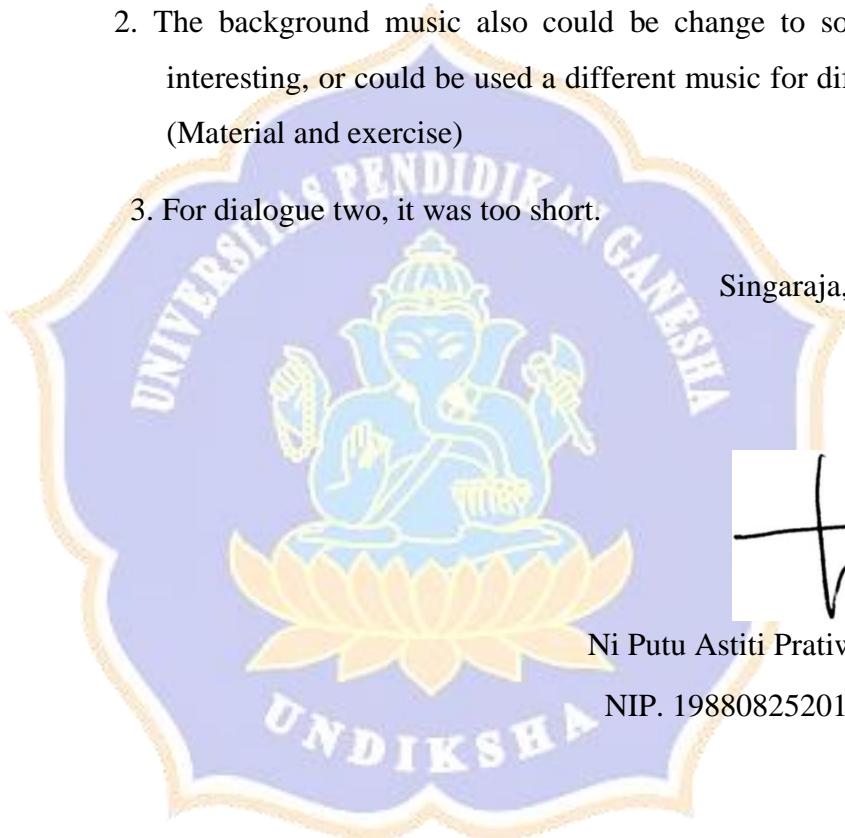
		narration (voice) plays an important role. It will be better if the video has a “happy” voice so they would also happy when watching and listening to the video.					
		17. Compatibility of music with themes			✓		
4.	Interactive function	18. Sufficient time for students to mention the vocabulary learned 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. Since the beginning of the video, the voice of narrator needs to be revised. I specifically point to the intonation.
2. The picture for dialogue 1, both Leo and Jessica, their hands are on their hips. It looks like that for me. I don't think that is a good example for 3rd grade kids when doing introduction to anyone.
3. For dialogue 2, Mika and Chiko, the dialogue is too short and not authentic.
4. You should add explanation for the exercise. The narrator keep saying the answer is... Meanwhile some of them are actually ask the students to fill in the question.

- Strengths : 1. The image, background, and text are well organized in a frame
 2. The video suitable with material
 3.

- Weaknesses : 1. The voice of narator. The intonation, to be specific. It should be interesting to listen to, because it is for kids.
 2. The background music also could be change to something more interesting, or could be used a different music for different section.
 (Material and exercise)
 3. For dialogue two, it was too short.



Appendix 28: The Expert Judgment Media Before Revision (2nd Topic)

Rubric for Judging Media Aspects

Class : 3

Topic : Places and Objects at School

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:

5. The question “ This thing is use by students to write down the materials”. Please check the grammar (passive voice).
6. The question “ Students use this thing to write down on the book.”. It could be pen as well.

Strengths

- : 1. The pictures and background are perfectly matched.
- 2. The sound is clear.
- 3.

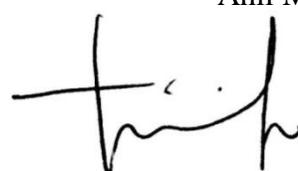
Weaknesses

- : 1. Grammar
- 2. Ambiguity
- 3.

Singaraja, 26 April 2021

Mengetahui,

Ahli Media



Ni Putu Astiti Pratiwi, S.Pd.,M.Pd

NIP. 198808252015042002

Appendix 29: The Expert Judgment Media Before Revision (3rd Topic)

Rubric for Judging Media Aspects

Class : 3

Topic :House

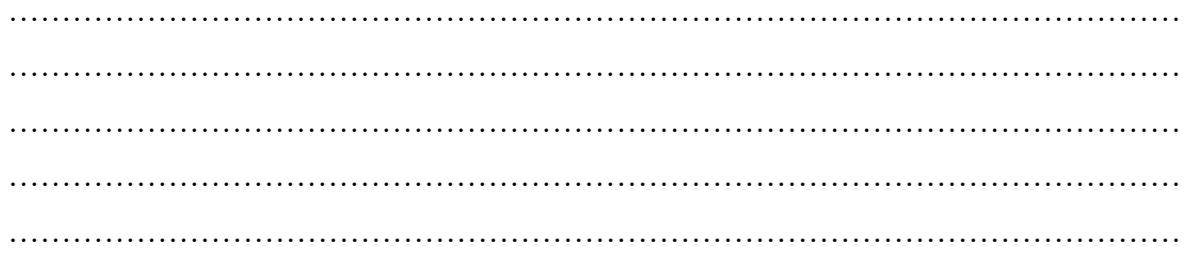
No.	Indicator	Assessment Criteria	Scoring Scale					Note
			1	2	3	4	5	
1.	Graphic	1. Image quality.					✓	
		2. Images size.					✓	
		3. Images are adjusted with the original objects in the Powtoon.					✓	
		4. Images suitability with the material.					✓	
		5. Image layouts on the media.					✓	
		6. 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				✓	The voice was clear, but I personally don't think it suitable for grade 3 of elementary. In order to make the video gained

		students' interest, narration (voice) plays an important role. It will be better if the video has a "happy" voice so they would also happy when watching and listening to the video.					
		17. Compatibility of music with themes			✓		
4.	Interactive function	18. Sufficient time for students to mention the vocabulary learned correctly.		✓		You may add few seconds more for students to answer, since you provide the answer right after.	
		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.			✓		

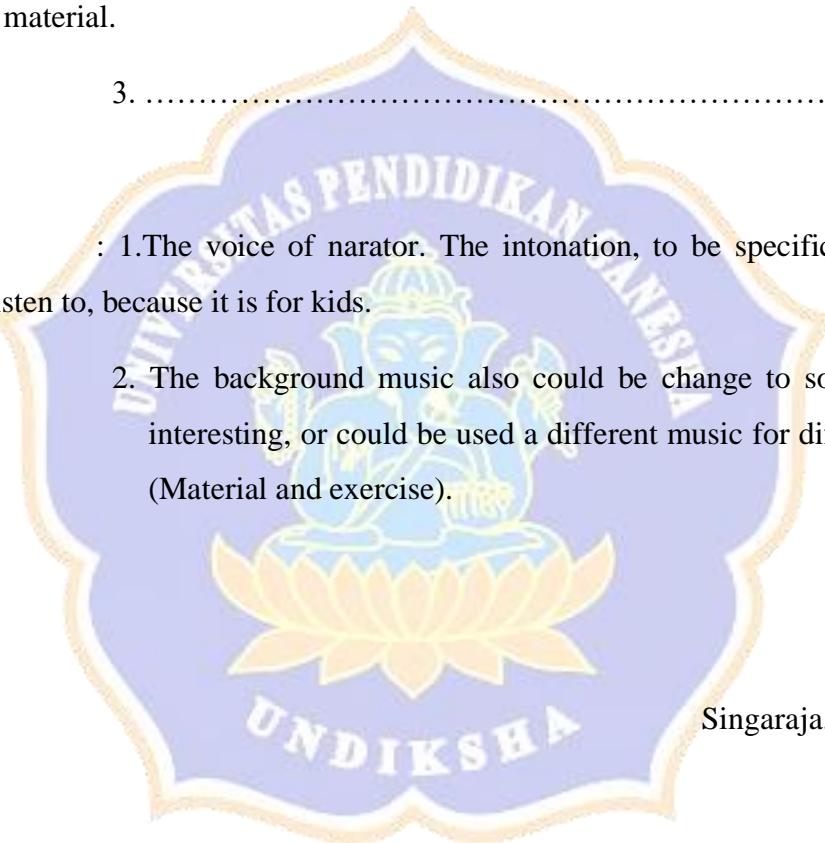
Comment/ Suggestion:

.....



- Strengths : 1. The object that represent each vocabulary are perfect.
2. Each of the frame has good composition of object to help student understand the material.
3.

- Weaknesses : 1. The voice of narrator. The intonation, to be specific. It should be interesting to listen to, because it is for kids.
2. The background music also could be change to something more interesting, or could be used a different music for different section. (Material and exercise).



Singaraja, 26 April 2021
Mengetahui,
Ahli Media

Ni Putu Astiti Pratiwi, S.Pd.,M.Pd

NIP. 198808252015042002

Appendix 30: The Expert Judgment Media Before Revision (4th Topic)

Rubric for Judging Media Aspects

Class : 3

Topic : Days and Months

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.				✓		For months, better to write the number of the months together with the name. It is because in the exercise, you use the the number as well. Like “ The eighth month is....?” So the students need to be aware of the number of the month.
		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. The order of the days are following the usual order by Indonesian. Why don't you follow English order?
2. Months need to come together with the number, instead of number 1 that shows the first date of the month.

Strengths : 1. The object that represent each vocabulary are perfect.
 2. Each of the frame has good composition of object to help student understand the material.

3.

Weaknesses : 1. Intonation of the narrator.
 2.

3.

Singaraja, 26 April 2021

Mengetahui,

Ahli Media



Ni Putu Astiti Pratiwi, S.Pd.,M.Pd

NIP. 198808252015042002



Appendix 31: The Expert Judgment Media After Revision (1st Topic)

Rubric for Judging Media Aspects

Class : 3

Topic : Self Introduction

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, 03 Mei 2021

Mengetahui,

Ahli Media



Ni Putu Astiti Pratiwi, S.Pd.,M.Pd.

NIP. 198808252015042002



Appendix 32: The Expert Judgment Media After Revision (2nd Topic)

Rubric for Judging Media Aspects

Class : 3

Topic : Places and Objects at School

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:

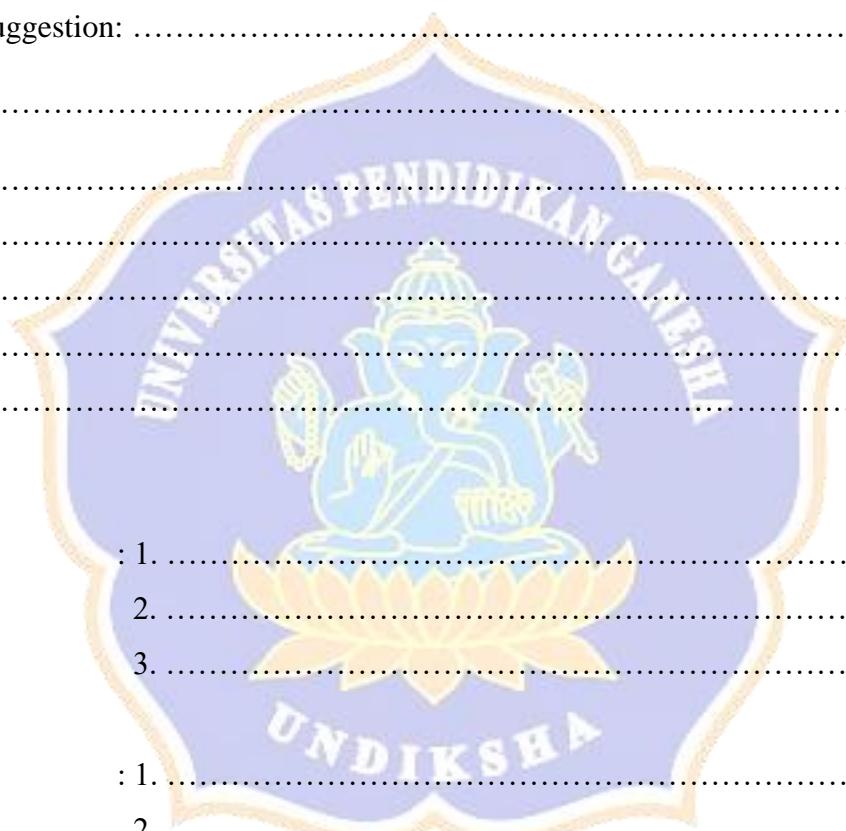
.....

.....

.....

.....

.....



Strengths : 1.

2.

3.

Weaknesses : 1.

2.

3.

Singaraja, 03 Mei 2021

Mengetahui,

Ahli Media



Ni Putu Astiti Pratiwi, S.Pd.,M.Pd.

NIP. 198808252015042002



Appendix 33: The Expert Judgment Media After Revision (3rd Topic)

Rubric for Judging Media Aspects

Class : 3

Topic :House

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.					✓	
		10. Providing accessibility for students to access the media in anytime and anywhere.					✓	

Comment/ Suggestion:

.....

.....

.....

.....

.....

.....



Strengths : 1.

2.

3.

Weaknesses : 1.

2.

3.

Singaraja, 03 Mei 2021

Mengetahui,

Ahli Media



Ni Putu Astiti Pratiwi, S.Pd.,M.Pd

NIP. 198808252015042002



Appendix 34: The Expert Judgment Media After Revision (4th Topic)

Rubric for Judging Media Aspects

Class : 3

Topic : Days and Months

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, 03 Mei 2021

Mengetahui,

Ahli Media



Ni Putu Astiti Pratiwi, S.Pd.,M.Pd

NIP. 198808252015042002



Appendix 35: The Complete Blueprint of All The Powtoon Based-Video

Topic	Basic Competence	Indicators	Focus	Type	Items
Self Introduction	<p>Listen and repeat to the dialogue about Self Introduction.</p> <p>Reading dialogue and recognize how to Self Introduction.</p>	<ul style="list-style-type: none"> Students are able to identify the expression of introducing self. Students are able to introduce themselves. 	Vocabulary and language function.	Dialogue and fill in blank conversation.	<p>Intro:</p> <p>Conversation 1</p> <p>Repeat 2X</p> <p>Leo: Hello...</p> <p>Jessica: Hello...</p> <p>Leo: What is your name?</p> <p>Jessica: My name is Jessica. And how about you?</p> <p>Leo: I am Leo. How old are you?</p> <p>Jessica: I am seven years old.</p> <p>Leo: Nice to meet you.</p> <p>Jessica: Nice to meet you too.</p> <p>Conversation 2</p> <p>Repeat 2X</p> <p>Chiko: Hi, Mika...</p> <p>Mika: Hi, Chiko...</p> <p>Chiko: Where do you live?</p> <p>Mika: I live in Singaraja city.</p> <p>Chiko: See you, Mika.</p> <p>Mika: See you, good bye...</p>

					Exercise: Please fill in the blank the question below! Note: Q: Question A: Answer Example: Q: ... A: Hello The answer is "Hello" 1. Q: ... A: My name is Jenny The answer is "What is your name?" 2. Q: ... A: I am six years old. The answer is "How old are you?" 3. Q: ... A: I live in Denpasar city. The answer is "Where do you live?" Closing: Great job. Thank you.
--	--	--	--	--	---

School (places and objects)	<p>Listen and repeat the statements related to places and objects at school.</p> <p>Recognize the statement related to places and objects at school</p>	<ul style="list-style-type: none"> Students are able to listen and repeat words about places and objects at school correctly. Students are able to recognize statement about places and objects at school correctly. 	Vocabulary and language function.	Guessing game and explanation video.	<p>Guessing Game: Example</p> <p>1. Teachers and students are in this place to study. What is this place? (Show the picture of classroom)</p> <p>The answer is classroom. Teacher and students study in the classroom.</p> <p>Exercise:</p> <p>Now it's your time to guess.</p> <p>1. At the school, teachers and students can buy some foods in this place. What kind of place is that? (Show the picture of canteen).</p> <p>The answer is canteen. At the school, teacher and students can buy some foods in canteen.</p> <p>2. Teachers and students can read some books in this place. What is this place? (Show the picture of</p>
--------------------------------------	---	--	-----------------------------------	--------------------------------------	--

				library)
				The answer is library . Teacher and students can read some books in the library .
				3. This thing is use by students to write down the materials. What is it? (Show the picture of book)
				The answer is book . Book is use by students to write down the materials.
				4. Teacher and students sit on this thing . What is it? (Show the picture of chair)
				The answer is chair . Teachers and students sit on the chair .
				5. Students use these things to write down on the book. What are those things? (Show the picture of pencil and pen)
				The answer is pencil and pen . Students use pencil and pen to write down on the book.

					Closing: Good job. Thank you.
House	<p>Listen to the statement related to house.</p> <p>Understand how to pronounce the statement related to house.</p>	<ul style="list-style-type: none"> Students are able to listen and recognize things in the house. Students are able to mention things in the house. 	Vocabulary and language functions.	Explanation video and true or false	<p>Intro: “House, this is my house.”</p> <p>Part 1: Hello, this is my kitchen. The things in the kitchen such as spoon, glass, plate, and stove.</p> <p>Part 2: Hello, this is my living room. The things in the living room are table, sofa, carpet, and window.</p> <p>Part 3: Hello, I am Laura. This is my bedroom. The things in the bedroom, for example bed, pillow, wardrobe, and bookshelf.</p> <p>Part 4: Hello, I am Chika. This is my bathroom. The things in the bathroom, for instance mirror, sink, bathtub,</p>

					and towel.
					True or False
					Example:
					There is a pillow in the kitchen. True or false?
					False
					1. There is a bathtub in the living room. True or False?
					The answer is false
					2. There is a bed in the bedroom. The answer is true
					3. There are plate, spoon, and glass in the bathroom. True or false? The answer is false.
					4. There are sofa and carpet in the living room. True or false. The answer is true.
					5. There is a towel in the bathroom The answer is true.
					Closing:
					Good job. Thank you.

Days and Months	<p>Listen to the statements related to days and months.</p>	<ul style="list-style-type: none"> Students are able to listen and recognize words about days and months correctly. 	<p>Vocabulary and language functions</p>	<p>Explanation video and simple question and answer</p>	<p>Intro: Days Hello... There are seven days in a week. (Mentioning days and show the picture of calendar)</p>
	<p>Understand how to pronounce the text related to the days and months.</p>	<ul style="list-style-type: none"> Students are able to mention days and months. 			<p>Repeat 2X 1. Sunday. 2. Monday 3. Tuesday 4. Wednesday 5. Thursday 6. Friday 7. Saturday Months Now, move to the months. There are twelve months in a year. (Mentioning months and show the picture of calendar) Repeat 2X 1. January 2. February 3. March 4. April 5. May 6. June 7. July 8. August 9. September 10. October 11. November December Simple Question and Answer.</p>

					Example: The fifth month is... Answer: may. Exercise: Let's do the exercise now! 1. The day after Sunday is... Answer: Monday. 2. The first month is... Answer: January. 3. The day before Thursday is... Answer: Wednesday. 4. The eighth month is... Answer: August. 5. The day after Friday is... Answer: Saturday Closing: Thanks. Great job.
--	--	--	--	--	---

Appendix 36: Grand Theory of Autonomous Learning and Powtoon on The Blueprint of Students' Questionnaire After Evaluation

Theory of Powtoon

Powtoon is an application with many features such as animation, handwriting, cartoons, effects, and music that can make the material more interesting (Afkar, 2019). The features of Powtoon have many categories such as education, business, marketing and others (Oktaviani & Mandasari, 2020). In line with (Adnyani et al., 2020), Powtoon has all the tools and objects needed for the planned video material with a wide selection of animated characters, cartoons, objects, backgrounds, pictures, music, sounds. Also, Powtoon has two versions namely free and premium version. It can visit website of Powtoon to make a good learning media or presentation on <https://www.powtoon.com>.

Furthermore, (Pais et al., 2017) said there are some advantages of using Powtoon as learning media.

1. Powtoon allows individuals to display or present interesting topics and be able to share with others.
2. 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.
4. Powtoon is able to integrate various types of formats and media, enhancing the ability of visual integration, hearing and motion resources.
5. Powtoon can be used to teach a small or big group that makes students focus on the learning process.
6. Powtoon can increase students' skills in English.

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:

8. Learners have perception about strategy and learning styles.
9. Learners take an active approach to the learning task at hand.
10. Learners are willing to take risks.
11. Learners are good guessers.
12. Learners fill the form and content.
13. Learners develop the target language into a separate reference system and they are willing to revise and reject the rules that not apply.
14. Learners have tolerant and outgoing to the target language.

Appendix 37: Blueprint of Students' Questionnaire After Evaluation

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

Appendix 38: Students' Questionnaire After Evaluation

KUESIONER

Nama :

Kelas :

Umur :

Berilah tanda centang (✓) pada jawaban yang sesuai dengan keseharian kalian saat pembelajaran daring!

No	Pertanyaan	Jawaban
1.	Apakah dengan menggunakan video Powtoon kalian merasa senang dan meningkatkan kemampuan 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	<input type="radio"/> Ya <input type="radio"/> Biasa saja

	berkonsentrasi dalam belajar Bahasa Inggris?	<input type="radio"/> Tidak
8.	Apakah dengan menggunakan video Powtoon dapat membantu kalian belajar secara mandiri di rumah?	<input type="radio"/> Ya <input type="radio"/> Biasa saja <input type="radio"/> Tidak
9.	Apakah kalian mampu untuk menjawab setiap pertanyaan yang diberikan di video Powtoon dengan waktu yang terbatas?	<input type="radio"/> Ya <input type="radio"/> Biasa saja <input type="radio"/> Tidak
10.	Apakah dengan menggunakan video Powtoon mampu membuat kalian berani untuk mencoba dan memahami materi secara mandiri?	<input type="radio"/> Ya <input type="radio"/> Biasa saja <input type="radio"/> Tidak



Appendix 39: The Result of Students' Questionnaire After Evaluation

KUESIONER

Nama :

Kelas :

Umur :

Berilah tanda centang (✓) pada jawaban yang sesuai dengan keseharian kalian saat pembelajaran daring!

No	Pertanyaan	Jawaban
1.	Apakah dengan menggunakan video Powtoon kalian merasa senang dan meningkatkan kemampuan Bahasa Inggris?	<input type="radio"/> Ya (100%) <input type="radio"/> Tidak
2.	Apakah kalian lebih bersemangat saat belajar Bahasa Inggris menggunakan Powtoon?	<input type="radio"/> Sangat bersemangat (90%) <input type="radio"/> Biasa saja (10%) <input type="radio"/> Tidak bersemangat
3.	Menurut kalian, apakah video Powtoon menarik?	<input type="radio"/> Sangat menarik (80%) <input type="radio"/> Biasa saja (10%) <input type="radio"/> Tidak menarik (10%)
4.	Apakah video Powtoon membuat kalian ingin belajar Bahasa Inggris lagi?	<input type="radio"/> Ya (90%) <input type="radio"/> Biasa saja (10%) <input type="radio"/> Tidak
5.	Apakah dengan menggunakan video Powtoon bisa membuat kalian berdiskusi dengan teman?	<input type="radio"/> Ya (90%) <input type="radio"/> Tidak (10%)
6.	Apakah dengan kalian menggunakan video Powtoon membuat kalian lebih mudah untuk belajar Bahasa Inggris?	<input type="radio"/> Ya (80%) <input type="radio"/> Biasa saja (20%) <input type="radio"/> Tidak
7.	Apakah dengan menggunakan video Powtoon membuat kalian lebih	<input type="radio"/> Ya (70%) <input type="radio"/> Biasa saja (20%)

	berkonsentrasi dalam belajar Bahasa Inggris?	<input type="radio"/> Tidak (10%)
8.	Apakah dengan menggunakan video Powtoon dapat membantu kalian belajar secara mandiri di rumah?	<input type="radio"/> Ya (90%) <input type="radio"/> Biasa saja (10%) <input type="radio"/> Tidak
9.	Apakah kalian mampu untuk menjawab setiap pertanyaan yang diberikan di video Powtoon dengan waktu yang terbatas?	<input type="radio"/> Ya (70%) <input type="radio"/> Biasa saja <input type="radio"/> Tidak (30%)
10.	Apakah dengan menggunakan video Powtoon mampu membuat kalian berani untuk mencoba dan memahami materi secara mandiri?	<input type="radio"/> Ya (80%) <input type="radio"/> Biasa saja (10%) <input type="radio"/> Tidak (10%)



Questionnaire After Evaluation

Isilah kuisioner di bawah ini berdasarkan keseharian kalian pada saat pembelajaran dalam jaringan (online) selama pandemi Covid-19. Terima kasih

Nama *

Dewa Ayu Putu Samhita Wangi

No Absen

3

Kelas *

3

Apakah dengan menggunakan video Powtoon kalian merasa senang dan meningkatkan kemampuan Bahasa Inggris? *

Ya

Tidak

Apakah kalian lebih bersemangat saat belajar Bahasa Inggris menggunakan Powtoon? *

- Sangat Bersemangat
- Biasa saja
- Tidak bersemangat
- Lainnya

Menurut kalian, apakah video Powtoon menarik? *

- Sangat Menarik
- Biasa saja
- Tidak Menarik
- lain-lain

Apakah video Powtoon membuat kalian ingin belajar Bahasa Inggris lagi? *

- Ya
- Biasa saja
- Tidak

Apakah dengan menggunakan video Powtoon bisa membuat kalian berdiskusi dengan teman? *

- Ya
- Tidak

Apakah dengan kalian menggunakan video Powtoon membuat kalian lebih mudah untuk belajar Bahasa Inggris? *

- Ya
- Biasa saja
- Tidak

Apakah dengan menggunakan video Powtoon membuat kalian lebih berkonsentrasi dalam belajar Bahasa Inggris? *

- Ya
- Biasa saja
- Tidak

Apakah dengan menggunakan video Powtoon dapat membantu kalian belajar secara mandiri di rumah? *

- Ya
- Biasa saja
- Tidak

https://docs.google.com/forms/d/1B22GrWg_2f59GfpEm9Gaq98TuyPjkEwGGv6xVw_QxQk/edit#response=ACYDBNj7Yi7h8YFJo5NY14Q8JNHy-D3... 3/4

5/20/2021

Questionnaire after implementation

Apakah kalian mampu untuk menjawab setiap pertanyaan yang diberikan di video Powtoon dengan waktu yang terbatas? *

- Ya
- Biasa saja
- Tidak

Apakah dengan menggunakan video Powtoon mampu membuat kalian berani untuk mencoba dan memahami materi secara mandiri? *

- Ya
- Biasa saja
- Tidak

Questionnaire After Evaluation

Isilah kuisioner di bawah ini berdasarkan keseharian kalian pada saat pembelajaran dalam jaringan (online) selama pandemi Covid-19. Terima kasih

Nama *

Gede Davin Satria Gunawan

No Absen

5

Kelas *

3

Apakah dengan menggunakan video Powtoon kalian merasa senang dan meningkatkan kemampuan Bahasa Inggris? *

Ya

Tidak



Apakah kalian lebih bersemangat saat belajar Bahasa Inggris menggunakan Powtoon? *

Sangat Bersemangat

Biasa saja

Tidak bersemangat

Lainnya

Menurut kalian, apakah video Powtoon menarik? *

Sangat Menarik

Biasa saja

Tidak Menarik

lain-lain

Apakah video Powtoon membuat kalian ingin belajar Bahasa Inggris lagi? *

Ya

Biasa saja

Tidak

Apakah dengan menggunakan video Powtoon bisa membuat kalian berdiskusi dengan teman? *

- Ya
- Tidak

Apakah dengan kalian menggunakan video Powtoon membuat kalian lebih mudah untuk belajar Bahasa Inggris? *

- Ya
- Biasa saja
- Tidak

Apakah dengan menggunakan video Powtoon membuat kalian lebih berkonsentrasi dalam belajar Bahasa Inggris? *

- Ya
- Biasa saja
- Tidak



Apakah dengan menggunakan video Powtoon dapat membantu kalian belajar secara mandiri di rumah? *

- Ya
- Biasa saja
- Tidak

https://docs.google.com/forms/d/1B22GrWg_2f59GfpEm9Gaqq8TuyPjkEwGGv6xVw_QxQk/edit#response=ACYDBNg5ALgRli6P4uDqAqU66I32v0tY... 3

5/20/2021

Questionnaire after implementation

Apakah kalian mampu untuk menjawab setiap pertanyaan yang diberikan di video Powtoon dengan waktu yang terbatas? *

- Ya
- Biasa saja
- Tidak

Apakah dengan menggunakan video Powtoon mampu membuat kalian berani untuk mencoba dan memahami materi secara mandiri? *

- Ya
- Biasa saja
- Tidak

Appendix 40: Interview Guide of Media Evaluation

NO	PERTANYAAN
1.	Apakah dengan menggunakan video Powtoon dapat membantu Ibu untuk mengajar Bahasa Inggris dalam pembelajaran daring?
2.	Apakah dengan menggunakan video Powtoon mempermudah Ibu dalam menyampaikan konsep-konsep materi dalam pembelajaran daring?
3.	Menurut Ibu, apakah video Powtoon dapat meningkatkan kemampuan Bahasa Inggris siswa saat belajar sendiri di rumah?
4.	Sekarang, apakah ibu bisa menggunakan aplikasi Powtoon?
5.	Untuk pembelajaran selanjutnya, apakah Ibu akan menggunakan video Powtoon untuk mengajar Bahasa Inggris?
6.	Menurut Ibu, apakah dengan menggunakan video Powtoon dapat membuat media yang kreatif dalam pembelajaran daring?
7.	Menurut ibu, apakah video Powtoon dapat menarik minat siswa untuk belajar Bahasa Inggris dalam pembelajaran daring?
8.	Menurut Ibu, apakah dengan menggunakan video Powtoon dapat membuat siswa lebih aktif dalam zoom meeting?
9.	Apakah menurut Ibu dengan menggunakan video Powtoon siswa jadi lebih bersemangat untuk belajar Bahasa Inggris dalam pembelajaran daring?
10.	Apakah menurut Ibu dengan menggunakan video Powtoon dapat membantu siswa untuk belajar Bahasa Inggris secara mandiri dirumah?

Appendix 41: The Transcript of Teacher's Interview of Media Evaluation

Mahasiswa : Selamat pagi, bu.

Guru : Pagi dik

Mahasiswa : Terima kasih banyak bu, ibu sudah bersedia meluangkan waktunya untuk mengikuti wawancara ini. Jadi langsung saja saya mulai ya bu.

Guru : Silahkan dik

Mahasiswa : Apakah dengan menggunakan video Powtoon dapat membantu Ibu untuk mengajar Bahasa Inggris dalam pembelajaran daring?

Guru : Iya, saya merasa terbantu dengan adanya video Powtoon. Karena saat pembelajaran daring susah untuk menemukan media yang pas untuk siswa. Kebanyakan siswa cepat bosan saat pembelajaran daring seperti ini.

Mahasiswa : Apakah dengan menggunakan video Powtoon mempermudah Ibu dalam menyampaikan konsep-konsep materi dalam pembelajaran daring?

Guru : Iya, saya rasa begitu. Cukup mudah untuk menyampaikan konsep-konsep materinya tetapi tetap harus dibarengi dengan penjelasan juga karena durasi videonya hanya 3 menit. Jadi, saya rasa tidak bisa detail penjelasannya.

Mahasiswa : Iya bu, itu salah satu kekurangan dari video Powtoon yang kami kembangkan. Menurut Ibu, apakah video Powtoon dapat meningkatkan kemampuan Bahasa Inggris siswa saat belajar sendiri di rumah?

Guru : Menurut saya bisa. Tetapi seperti yang saya katakan tadi durasinya sangat pendek begitu. Mungkin kemampuan siswa dalam listening, speaking bisa meningkat seiring dengan berjalannya waktu. Dan dalam video Powtoon juga vocabulary nya gampang untuk di ingat oleh siswa dan ada cara membacanya. Itu yang saya suka dari video Powtoon.

Mahasiswa : Nah, tadi kan saya sudah sempat saya jelaskan sedikit proses pembuatan video Powtoonnya. Menurut ibu, apakah aplikasi Powtoon ini mudah digunakan?

Guru : Untuk sekarang belum terlalu mengerti saya untuk mengoperasikannya. Tetapi dari penjelasan adik tadi terlihat mudah dan videonya bisa disesuaikan dengan standar kompetensi yang ingin dicapai. Mungkin untuk selanjutnya saya akan coba belajar untuk mengoperasikan aplikasinya.

Mahasiswa : Oh begitu bu. Untuk pembelajaran selanjutnya, apakah Ibu akan menggunakan video Powtoon untuk mengajar Bahasa Inggris?

Guru : Saya belum tau juga dik. Seperti yang saya katakan tadi, karena saya belum terbiasa dengan aplikasinya mungkin saya akan menggunakan video adik-adik dulu sambil saya belajar untuk membuat video Powtoon sendiri. Mungkin saya akan download juga beberapa video Powtoon yang tersedia di YouTube sebagai media saya kedepannya.

Mahasiswa : Menurut Ibu, apakah dengan menggunakan video Powtoon dapat membuat media yang kreatif dalam pembelajaran daring?

Guru : Iya, video Powtoon itu kreatif menurut saya. Karena dengan durasi yang singkat adik-adik bisa menyusun videonya dengan baik, ada penjelasan singkat dan kuis juga untuk siswa. Media seperti ini sangat diperlukan saat pembelajaran daring.

Mahasiswa : Menurut ibu, apakah video Powtoon dapat menarik minat siswa untuk belajar Bahasa Inggris dalam pembelajaran daring?

Guru : Cukup bisa menurut saya. Karena siswa bisa sama-sama berpartisipasi dalam menjawab kuis yang disediakan.

Mahasiswa : Menurut Ibu, apakah dengan menggunakan video Powtoon dapat membuat siswa lebih aktif dalam zoom meeting?

Guru : Iya bisa. Tadi sudah sempat saya sampaikan juga, siswa bisa ikut partisipasi karena ada kuis dalam setiap video sesudah penjelasan singkatnya.

Mahasiswa : Apakah menurut Ibu dengan menggunakan video Powtoon siswa jadi lebih bersemangat untuk belajar Bahasa Inggris dalam pembelajaran daring?

Guru : Iya, mereka lebih bersemangat karena pembawaan video Powtoon yang menarik.

Mahasiswa : Apakah menurut Ibu dengan menggunakan video Powtoon dapat membantu siswa untuk belajar Bahasa Inggris secara mandiri dirumah?

Guru : Menurut saya bisa, dalam situasi yang sulit ini. Siswa bisa belajar sendiri dulu dirumah sebelum ada penjelasan dari guru. Jadi, tetap harus ada pengawasan dari orang tua.

Mahasiswa : Baik ibu, terima kasih atas waktunya. Sampai ketemu lagi dilain kesempatan.

Guru : Nggih, sama-sama dik. Semoga dilancarkan sampai akhir.



Appendix 42: Lesson Plan of Product Evaluation

RENCANA PELAKSANAAN PEMBELAJARAN

Class : 3rd Grade of Elementary School

Subject : English

Material : Places and Objects at School;

Time Allotment : 30 minutes

Date : 04th May 2021

A. Learning Objective

1. Students are able to recognize vocabularies about places and objects at school in the Powtoon video given.
2. Students are able to mention vocabularies about places and objects at school in the Powtoon video given.

B. Learning activity

Phase	Activities	Time Allocation
Pre – Activity	<ul style="list-style-type: none"> • Students answer teacher's greeting • Students pray together • Students' attendance are checked by teacher • Students given stimulus about places and object at school 	10 minutes
Main activity	<ul style="list-style-type: none"> • Students given Powtoon video that contains several vocabularies which is about places and objects at school from the Powtoon video given. • The teacher play the Powtoon 	20 minutes

	<p>video at the second time</p> <ul style="list-style-type: none"> • Students try to guess the places and objects at school and memorize it. • Students are asked to mention all places and objects at school in the Powtoon video given. • Students are asked to follow the teacher and practice how to pronounce the vocabulary. 	
Post - Activity	<ul style="list-style-type: none"> • Students and teacher sing “Hello song” together to end the session. • Students are asked how many places and objects at school that they have learned for today's material. • Students and teacher pray together to end the class. 	10 minutes
TOTAL TIME ALLOCATION		30 Minutes



Appendix 43: The Documentation of Evaluation