

APPENDICES



Appendix 1: First Interview Guide Before Try Out the Product

List of question of Interview Guide for teacher at TK Lab Undiksha:

No	List Pertanyaan
1.	Bagaimana system pembelajaran Bahasa Inggris dalam situasi SFH di TK Lab Undiksha?
2.	Flat form apakah yang digunakan dalam pembelajaran daring?
3.	Ada berapa siswa yang sudah terbiasa dengan gadget (laptop, hp, dll.)
4.	Apakah siswa sudah mampu beradaptasi dengan pembelajaran daring?
5.	Apakah siswa memakai hp pribadi atau orang tua saat pembelajaran daring?
6.	Apakah Ibu pernah mendengar istilah autonomous learning?
7.	Media apakah yang digunakan dalam pembelajaran daring? Jika mediana berbentuk video, dari manakah sumber video tersebut?
8.	Apakah media tersebut membuat siswa tertarik dan memudahkan siswa untuk memahami materi yang diberikan?
9.	Jika media dalam bentuk video, apakah video tersebut menggunakan bahasa Indonesia atau Bahasa Inggris? Apabila video menggunakan bahasa inggris, apakah siswa mengerti dengan bahasa inggris tersebut?
10.	Apakah bapak//ibu guru pernah menggunakan media Powtoon animated video? Jika pernah bagaimana pendapat ibu/bapak guru tentang media Powtoon animated video?
11.	Apakah Bapak/ Ibu guru setuju jika kami melakukan penelitian tentang Powtoon animated video sebagi media pembelajaran untuk mata pelajaran bahasa Inggris?

Appendix 2: Transcript of Teacher's Interview Before Try Out the Product

Hasil Interview dengan Guru TK

Mahasiswa: Bagaimana system pembelajaran Bahasa Inggris dalam situasi SFH di TK Lab Undiksha?

Guru : Sistem pembelajaran menyesuaikan situasi saat ini, yaitu dilakukan secara online/ daring.

Mahasiswa: Flat form apakah yang digunakan dalam pembelajaran daring?

Guru : Ada Zoom, Kahoot dan WhatsApp.

Mahasiswa: Ada berapa siswa yang sudah terbiasa dengan gadget (laptop, hp, dll.)?

Guru : Semua siswa sudah terbiasa dengan gadget, karena di rumah orang tua memfasilitasi gadget kepada anak-anaknya untuk belajar.

Mahasiswa: Apakah siswa sudah mampu beradaptasi dengan pembelajaran daring?

Guru : Awalnya masih ada kesulitan ,dikarenakan orang tuanya masih sibuk bekerja sehingga anaknya tidak ada yang mendampingi. Namun, karena pembelajaran sudah berjalan hampir 1 tahun, siswa sudah terbiasa. Pembelajaran daring dilakukan sore hari ketika orang tua sudah pulang dari bekerja.

Mahasiswa: Apakah siswa memakai hp pribadi atau orang tua saat pembelajaran daring?

Guru : Saat saya datang ke rumah siswa, beliau menemukan bahwa sebagian siswa memakai HP pribadi dan sebagian memakai HP orang tua.

Mahasiswa: Apakah Ibu pernah mendengar istilah autonomous learning?

Guru : Saya belum pernah mendengar istilah autonomous learning,

Mahasiswa: Autonomous learning mengacu pada pembelajaran mandiri Miss. Siswa belajar secara mandiri dari rumah, mencari tahu informasi dan berusaha untuk memahami materi dengan sendiri.

Guru : Namun, karena anak-anak masih TK dan masih sangat perlu dibimbing, kita sebagai guru yang memfasilitasi siswa untuk memberikan materi dalam jenjang TK.

Mahasiswa: Media apakah yang digunakan dalam pembelajaran daring?

Guru : Mediana ada gambar, video, dongeng video, ada juga video yang dibuat oleh guru.

Mahasiswa: Jika mediana berbentuk video, dari manakah sumber video tersebut?

Guru : Videonya kadang guru disini mengambil dari youtube dan kadang guru juga membuat langsung video pembelajaran untuk anak-anak.

Mahasiswa: Apakah media tersebut membuat siswa tertarik dan memudahkan siswa untuk memahami materi yang diberikan?

Guru : Iyaaa...Iya media video membuat lebih tertarik, karena jika cuman

dikasi tugas saja bikin cepet bosan anak-anak juga dia menjadi sulit mengerti. Jadi kita harus membuat video supaya lebih jelas anak-anak untuk mengerti materi. Namun alangkah baiknya jika ada media yang bisa memfasilitasi siswa untuk autonomous learning.

Mahasiswa: Jika media dalam bentuk video, apakah video tersebut menggunakan

bahasa Indonesia atau Bahasa Inggris? Apabila video menggunakan bahasa Inggris, apakah siswa mengerti dengan bahasa Inggris tersebut?

Guru : Kita disini bilingual, videonya ada bahasa Inggris ada bahasa Indonesia.

Jika ada kata-kata sulit dalam bahasa Inggris kita akan terjemahkan ke dalam bahasa Indonesia.

Mahasiswa: Apakah bapak//ibu guru pernah menggunakan media Powtoon animated video? Jika pernah bagaimana pendapat ibu/bapak guru tentang media Powtoon animated video?

Guru : Oo, belum pernah kalau Powtoon.

Mahasiswa: Apakah Bapak/ Ibu guru setuju jika kami melakukan penelitian tentang Powtoon animated video sebagai media pembelajaran untuk mata pelajaran bahasa Inggris?

Guru : Ohhh.., Iya, bersedia.

Teacher's 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?

The Result of Teacher's Interview Guide of Media Evaluation Transcript of Interview Guide

Mahasiswa: Selamat pagi Miss. Saya ingin melakukan interview kepada Miss terkait tentang menggunakan video Powtoon setelah implementasi.

Guru : Iya, pagi. Silakan dik.

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

Guru : Ohh, tentu saja. Video powtoon kamu lumayan bagus dan levelnya sudah sesuai untuk anak TK. Anak-anak juga terlihat senang tadi ketika belajar dengan video powtoon kamu. Jadi menurut saya video tadi bisa untuk membantu saya ketika mengajar dalam pembelajaran daring ini.

Mahasiswa: Lalu apakah dengan menggunakan video dapat Powtoon mempermudah Miss dalam menyampaikan konsep-konsep materi dalam pembelajaran daring?

Guru : Lumayan mempermudah soalnya di video powtoon kamu itu sudah berisikan vocab-vocab yang jelas, contoh simple sentences, audio how to pronounce the vocab, latihan-latihan. Yaaa cukup membantu. tetapi untuk menyampaikan materi dengan baik itu tetap balik ke guru masin-masing karena setiap guru pasti punya cara dalam menyampaikan materi, namun jika medianya hanya video saja mungkin agak kurang, harus dikombinasikan dengan media-media yang lain.

Mahasiswa: Menurut Miss, apakah video Powtoon dapat meningkatkan kemampuan Bahasa Inggris siswa saat belajar sendiri di rumah?

Guru : Sepertinya iya. Seperti yang saya bilang tadi media kamu sudah bagus, di dalam video berisikan vocab-vocab yang jelas, kalimat yang mana mudah untuk dimengerti dan ada

latihan juga untuk siswa mencoba sendiri. Yaa, menurut saya video ini bisa untuk meningkatkan kemampuan bahasa Inggris siswa saat belajar dari rumah sendiri. Namun semua balik ke siswanya masing-masing, jika mereka serius ingin belajar kemampuan bahasa Inggrisnya akan meningkat, tapi kalau tidak serius yaa pasti tidak ada peningkatan.

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

Guru : Iyaaa, dari yang saya lihat anak-anak sangat senang belajar dengan video tadi. Mereka juga nampak bersemangat saat menjawab soal-soal quiz dalam bahasa Inggris.

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

Guru : Menurut saya video Powtoon sudah bagus, karena ada quiz dan game siswa jadi lebih aktif berpartisipasi untuk menjawab soal-soal dalam bahasa Inggris ketika zoom meeting. Saya lihat ada banyak siswa yang aktif ingin menjawab soal-soal quiz yang ada di video. Namun ada beberapa siswa yang kurang bisa berpartisipasi karena terhalang koneksi internet yang tidak stabil di rumahnya.

Mahasiswa: Selanjutnya, apakah menurut Miss dengan menggunakan video Powtoon siswa jadi lebih bersemangat untuk belajar Bahasa Inggris dalam pembelajaran daring?

Guru : Yaa! Saya lihat siswa sangat bersemangat dan lumayan banyak yang aktif menjawab quiz yang ada di video. Siswa cenderung suka belajar dengan video apalagi kalo berisi game-game. Jadi siswa sangat senang dan bersemangat untuk belajar.

Mahasiswa: Baik, Bu. Apakah menurut Miss dengan menggunakan video Powtoon dapat membantu siswa untuk belajar Bahasa Inggris secara mandiri dirumah?

Guru : Menurut saya sih lumayan membantu ya.. karena videonya sudah isi penjelasan lengkap dan latihan soal untuk siswa untuk belajar secara mandiri sesuai dengan kondisi saat ini. Namun karena siswanya masih TK jadi masih perlu dampingan orang tua saat belajar. Videonya sudah sesuai kok dengan level anak TK.

Mahasiswa: Baiklah Miss, untuk pembelajaran selanjutnya apakah Miss akan menggunakan video Powtoon untuk mengajar Bahasa Inggris?

Guru : Tentu saja, tapi karena ini sudah semester genap sedangkan videonya untuk semester ganjil mungkin saya akan gunakan untuk semester depan.

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

Guru : Videonya sudah bagus, lumayan memudahkan dalam menyampaikan konsep-konsep materi. Namun tetap semua balik ke setiap guru masing-masing untuk menggunakan ataupun membuat media atau mendesain RPP yang kreatif dalam pembelajaran. Kita ketahui guru-guru harus pintar dalam menggunakan atau membuat media yang kreatif dalam pembelajaran khususnya seperti situasi saat ini agar siswa tidak gampang bosan. Guru harus pintar untuk bervariasi kegiatan pembelajaran agar siswa tertarik untuk belajar dan bersemangat dalam pembelajaran daring.

Mahasiswa : Oke, Miss. Jadi untuk sekarang, apakah miss sudah bisa menggunakan aplikasi Powtoon?

Guru : Untuk sekarang sih belum bisa, saya masih agak bingung. Tapi seiring berjalannya waktu dan jika terus dilatih dengan tutorial yang adik berikan, saya kira saya akan bisa menggunakannya dengan baik.

Mahasiswa: Baik Miss, Terimakasih atas waktunya.



Appendix 5 Grand Theory of Autonomous Learning Questionnaire Before Try Out the Powtoon Video

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, 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 6 Blueprint of Students' Questionnaire Before Try Out the Powtoon Video

No	Theory	Items
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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
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Appendix 7 Students' Questionnaire before Tried Out the Product for the Need Analysis

KUESIONER

Nama :

Kelas :

Umur :

Berilah tanda centang (\checkmark) 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	<input type="radio"/> Selalu <input type="radio"/> Sering

	dalam pembelajaran daring?	<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



Appendix 8 Result of Students' Questionnaire

KUESIONER

Nama :

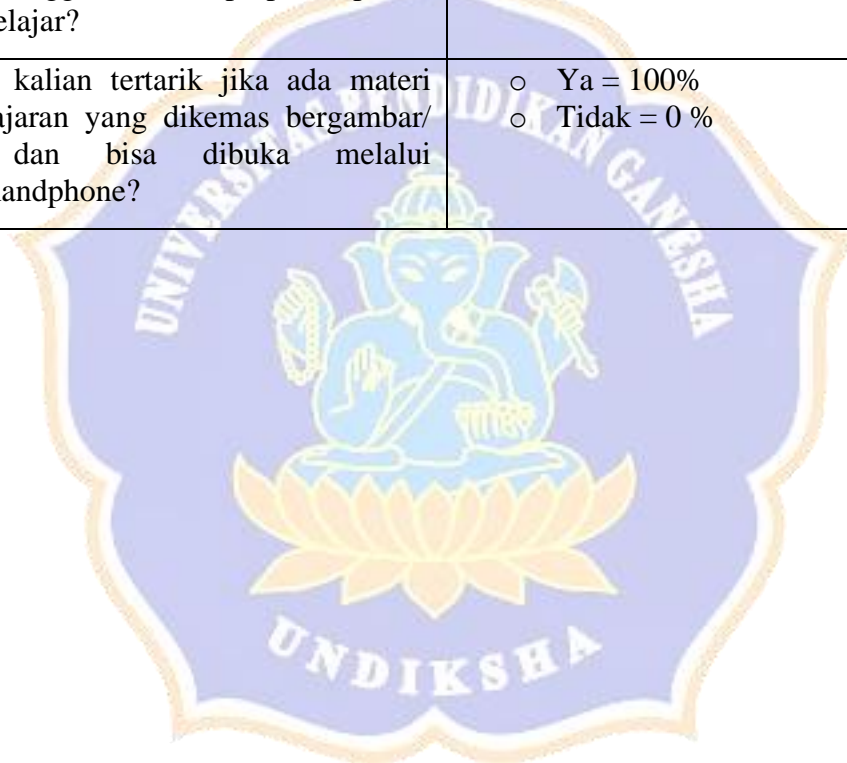
Kelas :

Umur :

Berilah tanda centang (\checkmark) 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 = 100% <input type="radio"/> Tidak = 0%
2.	Jika “Ya”, berilah alasannya!	<input type="radio"/> Bahasa Inggris adalah pelajaran yang mudah = 0% <input type="radio"/> Pembelajaran yang dilakukan menyenangkan = 40% <input type="radio"/> Guru yang menyenangkan = 60%
3.	Jika “Tidak”, berilah alasannya!	<input type="radio"/> Bahasa Inggris adalah pelajaran yang sulit = 0% <input type="radio"/> Pembelajaran yang dilakukan tidak menyenangkan = 0% <input type="radio"/> Tidak menyukai gurunya = 0% <input type="radio"/> Lain-lain = 0%
4.	Dalam belajar Bahasa Inggris lebih senang belajar dirumah atau disekolah?	<input type="radio"/> Rumah (bisa belajar sendiri dan lebih santai) = 40% <input type="radio"/> Sekolah (bisa belajar dengan guru dan berdiskusi dengan teman yang lain) = 60%
5.	Apakah setiap pertemuan guru kalian menggunakan virtual meeting? (zoom atau google meet)	<input type="radio"/> Sangat sering = 0 % <input type="radio"/> Sering = 70% <input type="radio"/> Kadang-kadang = 30 % <input type="radio"/> Pernah = 0% <input type="radio"/> Tidak pernah = 0 %
6.	Jika sering, apakah kegiatan saat virtual meeting membuat kalian lebih bersemangat dalam belajar Bahasa Inggris?	<input type="radio"/> Ya = 80% <input type="radio"/> Tidak = 20%
7.	Apakah guru kalian sering menggunakan media seperti video, gambar, atau audio dalam pembelajaran daring?	<input type="radio"/> Selalu = 0 % <input type="radio"/> Sering = 70% <input type="radio"/> Kadang-kadang = 30 % <input type="radio"/> Pernah = 0 %

		<ul style="list-style-type: none"> ○ Tidak pernah = 0 %
8.	Pembelajaran seperti apa yang kalian inginkan saat daring?	<ul style="list-style-type: none"> ○ Belajar menggunakan media yang ada permainan = 70% ○ Diskusi tanya jawab = 30 % ○ Menjawab soal-soal latihan = 0 %
9.	Apakah kalian sering menggunakan laptop/handphone?	<ul style="list-style-type: none"> ○ Selalu = 0 % ○ Sering = 70% ○ Kadang-kadang = 30 %
10.	Kegiatan apa yang kalian lakukan saat menggunakan handphone/laptop?	<ul style="list-style-type: none"> ○ Sosial media = 20 % ○ YouTube = 20 % ○ Game = 60% ○ Chatting = 0 %
11.	Apakah kalian pernah berpikir bahwa akan menggunakan laptop/handphone untuk belajar?	<ul style="list-style-type: none"> ○ Ya = 30 % ○ Tidak = 70%
12.	Apakah kalian tertarik jika ada materi pembelajaran yang dikemas bergambar/video dan bisa dibuka melalui laptop/handphone?	<ul style="list-style-type: none"> ○ Ya = 100% ○ Tidak = 0 %



Appendix 9 Sample of Students' Questionnaire before Using the Video

5/24/2021 Questionnaire before implement

Questionnaire before

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

Nama *

Putu Justin Putra Armando

No Absen

3


Kelas *

TK

Apakah kalian senang belajar Bahasa Inggris? *

Ya

Tidak



5/24/2021

Questionnaire before implement

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 di rumah atau disekolah? *

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



5/31/2021

Questionnaire before implement

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

5/31/2021

Questionnaire before implement

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? *



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

- Ya
- Tidak

https://docs.google.com/forms/d/1hXzi-LFD64ESoiH-gz5caSxQXJt9J5uyD0PTf_yKdBo/edit#response=ACYDBNixUm3spBYafIZrYfPbgx6b9jSkknJ0... 4/5

5/31/2021

Questionnaire before implement

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

- Ya
- Tidak

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

Questionnaire before

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

Nama *

Jevin Tanamal

No Absen

4

Kelas *

TK

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

5/31/2021

Questionnaire before implement

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

- Ya
 Tidak

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir



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 delivered in						

	interesting way which includes voice dubbing of each animation character in Powtoon (give pronunciation model for students).						
13.	The materials are presented by using various pictures and animation characters' voice dubbing.						
14.	The materials are presented using proper text based on the topics mentioned in the curriculum.						
15.	Overall, the materials are presented by using various colors, sounds and animations.						

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



Appendix 11 Expert Judgment Material Before Revision for The First Expert (1st Topic)

Rubric for Judging Material Aspects

Class : TK

Topic : 5 Senses

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. Kasi rekaman suaramu

2. Kasi waktu agar tidak terlalu cepat
3. Ini ini untuk TK lo
4. Sangaaat ngebut.
5. Hapus semua caption subtitle di Powtoonmu. Contoh: taste with my thumb (oh no!)
6. Kasi waktu ya antara kunci jawaban dan soal selanjutnya, biar siswa ada kesempatan mengucapkan jawaban sesuaai kunci.

Strengths : 1.
 2.
 3.

Weaknesses : 1.
 2.
 3.



Singaraja, 5 April 2021
 Mengetahui,
 Ahli Materi

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

Class : TK

Topic : 5 Senses

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.				√		

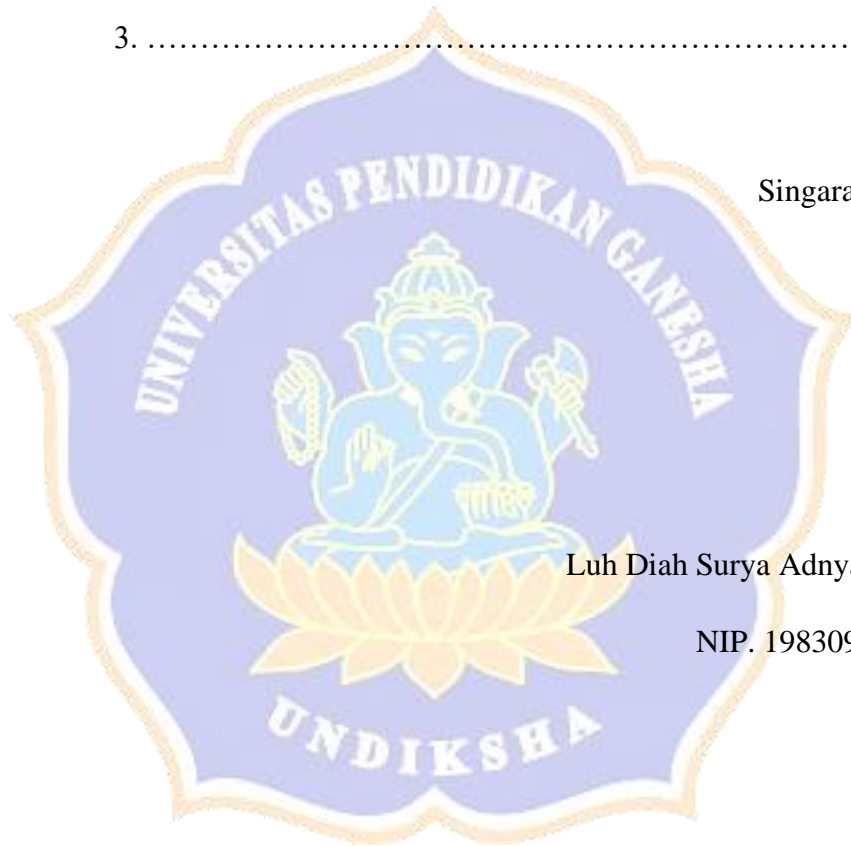
Note: 1. Poor 2. Fair 3. Average 4. Good 5. Excellence

Comment/ Suggestion:

7. Kasi rekaman suaramu
8. Kasi waktu agar tidak terlalu cepat
9. Ini ini untuk TK lo
10. Sangaaat ngebut.
11. Hapus semua caption subtitle di Powtoonmu. Contoh: taste with my thumb (oh no!)
12. Kasi waktu ya antara kunci jawaban dan soal selanjutnya, biar siswa ada kesempatan mengucapkan jawaban sesuaai kunci.

Strengths : 1.
2.
3.

Weaknesses : 1.
2.
3.



Singaraja, 5 April 2021
Mengetahui,
Ahli Materi

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

NIP. 198309232008122001

Appendix 13 Expert Judgment Material Before Revision from The First Expert (2nd Topic)

Rubric for Judging Material Aspects

Class : TK

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

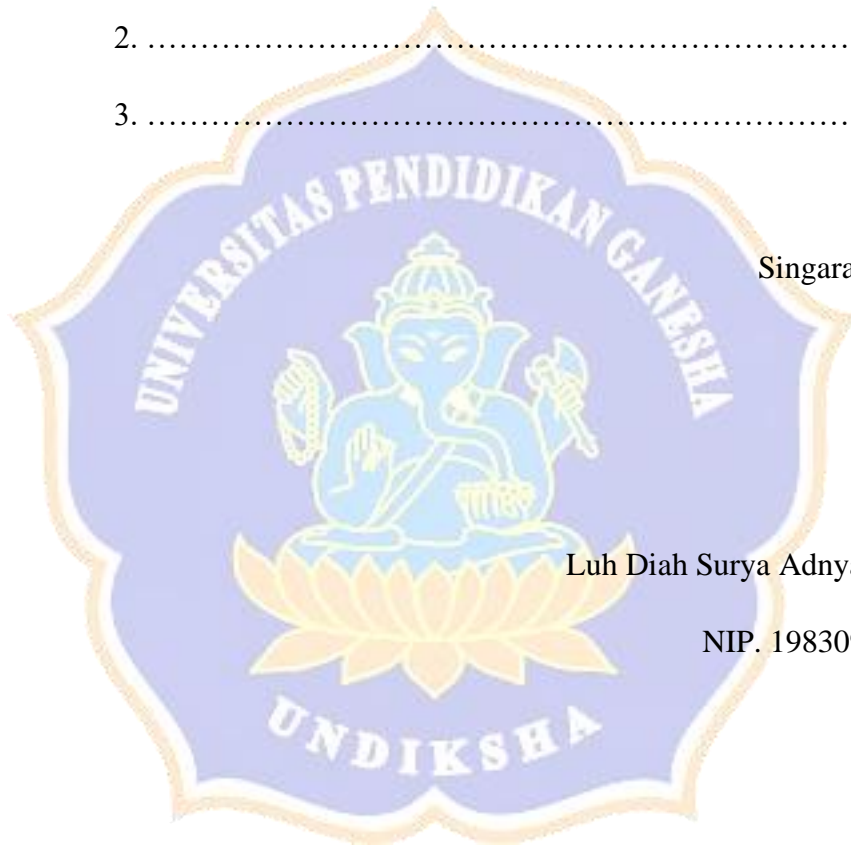
Comment/ Suggestion:

1. 1.24: terlalu panjang instruksinya "Please choose" saja
2. Qusetion ganti. Jangan panjang gitu untuk TK. Tulis saja Living room.
3. Gambar yang dibesarkan.
4. Kasi waktu 10 detik berpikir sebelum slide jawaban muncul.
5. Semuanya kasi rekaman suara ya !

6. Semua “this” cek cara bacanya ! Jangan keliru dengan “these”

Strengths : 1.
2.
3.

Weaknesses : 1.
2.
3.



Singaraja, 5 April 2021

Mengetahui,
Ahli Materi

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

NIP. 198309232008122001

Appendix 14 Expert Judgment Material Before Revision from The First Expert (3rd Topic)

Rubric for Judging Material Aspects

Class : TK

Topic : Clothes

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 T-shirt no A di atas? Buat sejajar A B dan C atau atur posisi seperti slide berikutnya
2. Kasi waktu lebih lama untuk slide yang ada kalimat untuk siswa meniru.
3. Kasi waktu lebih lama untuk exercise.

Strengths : 1.
2.

3.

Weaknesses

: 1.

2.

3.

Singaraja, 5 April 2021
Mengetahui,
Ahli Materi



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

Appendix 15 Expert Judgment Material Before Revision from The First Expert (4th Topic)

Rubric for Judging Material Aspects

Class : TK

Topic : Animals

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

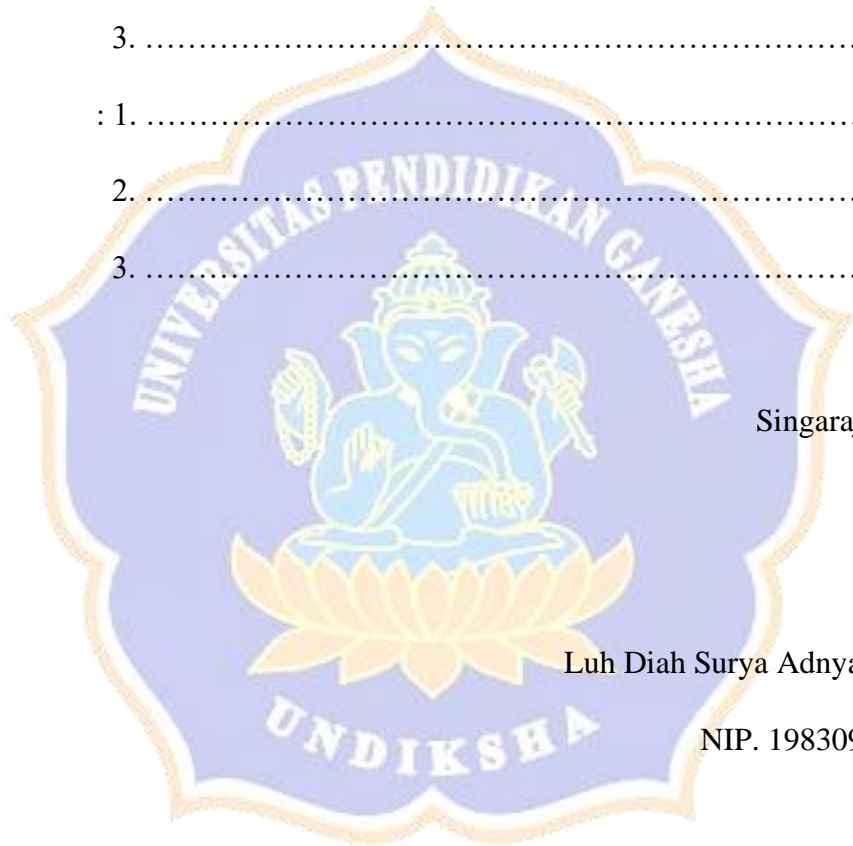
Comment/ Suggestion:

1. Bagus ada suara kucing dll
2. Kurang suaramu saja cara pengucapan kata
3. Tidak perlu review lagi karena hanya vocab . jadi terlihat sama dengan sebelumnya.
4. Kasi waktu 10 detik berpikir itu suara animal apa
5. Hapus subtitle!
6. Pola kalimat pelajari yang mana yang benar :

- “Can you guess what animal is this?” atau
- “Can you guess what animal this is?”
- “Please guess what animal it is?”

Strengths : 1.
 2.
 3.

Weaknesses : 1.
 2.
 3.



Singaraja, 5 April 2021

Mengetahui,
 Ahli Materi

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

NIP. 198309232008122001

Appendix 16 Expert Judgment Material Before Revision from The Second Expert (1st Topic)

Rubric for Judging Material Aspects

Class : TK

Topic : 5 Senses

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.					√	

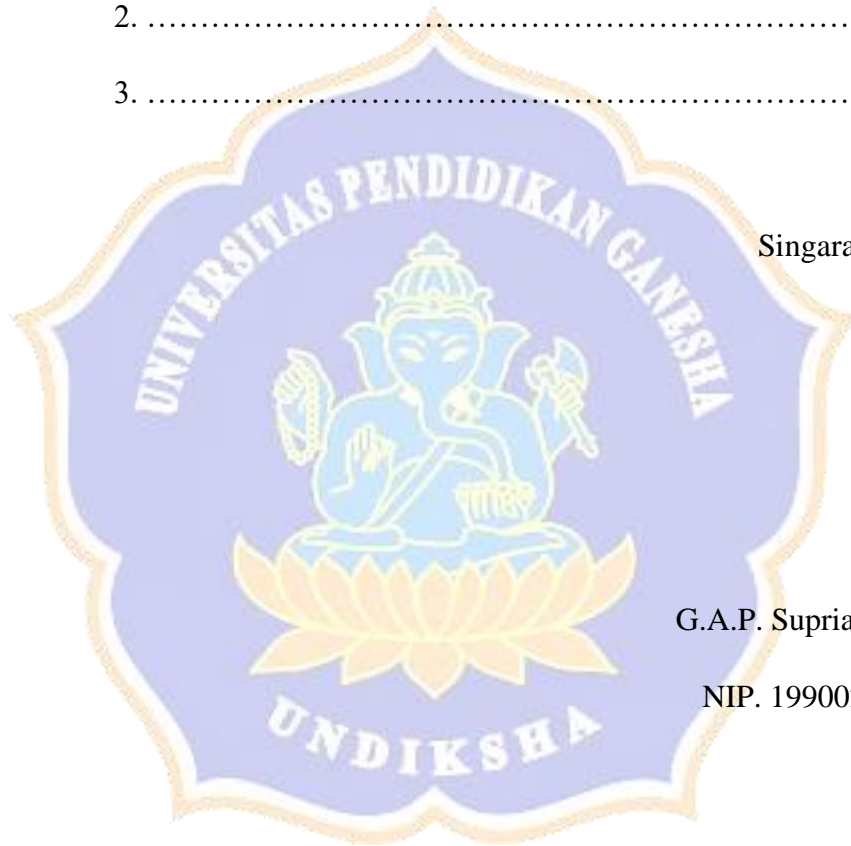
Note: 1. Poor 2. Fair 3. Average 4. Good 5. Excellence

Comment/ Suggestion:

1. Pengulangan senses sudah diperkenalkan bertahap dan diberikan contoh kalimat
2. Scene ini bagus untuk merangkum five senses, durasi displaynya bisa diperpanjang dan caption di bawah gambar dipindah saja ke atas agar semua wording terlihat
3. Punctuation check: Pada exercise “I can see the rainbow with?” sebaiknya tanpa tanda tanya “I can see the rainbow with ...”. Cek juga pertanyaan selanjutnya. Untuk jawabannya tidak perlu ditambahkan tanda petik pada eyes, lebih baik jika dibuat capital “I can see the rainbow with EYES
4. Grammar check: “This cake so yummy!” seharusnya “This cake is so yummy!”

Strengths : 1.
2.
3.

Weaknesses : 1.
2.
3.



Singaraja, 5 April 2021

Mengetahui,
Ahli Materi

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

NIP. 199002242014042001

Appendix 17 Expert Judgment Material Before Revision from The Second Expert (2nd Topic)

Rubric for Judging Material Aspects

Class : TK

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. Jeda antara pertanyaan dan jawaban sudah pas
2. Untuk anak TK, gunakan kalimat sesederhana mungkin. Misal pada gambar ini, "Please choose! Which one is the kitchen?" Cek pertanyaan selanjutnya
3. Ada beberapa kalimat yang semestinya diakhiri dengan tanda baca titik. Silakan dicermati dengan lebih teliti lagi.

Strengths : 1.
 2.
 3.

Weaknesses : 1.
 2.
 3.

Singaraja, 5 April 2021
Mengetahui,
Ahli Materi

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

NIP. 199002242014042001



Appendix 18 Expert Judgment Material Before Revision from The Second Expert (3rd Topic)

Rubric for Judging Material Aspects

Class : TK

Topic : Clothes

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. Jeda antara memperkenalkan satu jenis clothes dengan clothes lainnya (misal skirt dan penggunaannya dalam kalimat) perlu ditambah. Saat memperkenalkan penggunaan raincoat dalam kalimat, scene sudah berganti ke scen berikutnya sebelum kalimat selesai didubbing.
2. Pada scene ini masih ada ketidaktepatan penggunaan punctuation. Seharusnya "I need to buy some clothes. Would you like to help me to choose it?"

Strengths : 1.
 2.
 3.

Weaknesses : 1.
2.
3.

Singaraja, 5 April 2021

Mengetahui,

Ahli Materi



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

NIP. 199002242014042001

Appendix 19 Expert Judgment Material Before Revision from The Second Expert (4th Topic)

Rubric for Judging Material Aspects

Class : TK

Topic : Animals

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. Suara binatang dan pelafalannya jangan bersamaan, agar masig-masing suara jelas
2. Scene ini terlalu cepat digantikan oleh scen berikutnya, scene sudah berlalu ketika dubbing sedang berlangsung
3. Sederhanakan kalimat dalam scene ini menjadi “What animal is this?” karena jawaban yang diharapkan adalah CHICKEN, bukan yes, I can atau no, I cannot. Variasikan juga cara bertanya.
4. Grammar check: Please guess what animal it is? seharusnya “Please guess. What animal is it?”

Strengths : 1.

2.

3.

Weaknesses

: 1.

2.

3.

Singaraja, 5 April 2021

Mengetahui,

Ahli Materi



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

NIP. 199002242014042001

Appendix 20 Expert Judgment Material After Revision from The First Expert (1st Topic)

Rubric for Judging Material Aspects

Class : TK

Topic : 5 Senses

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.					√	

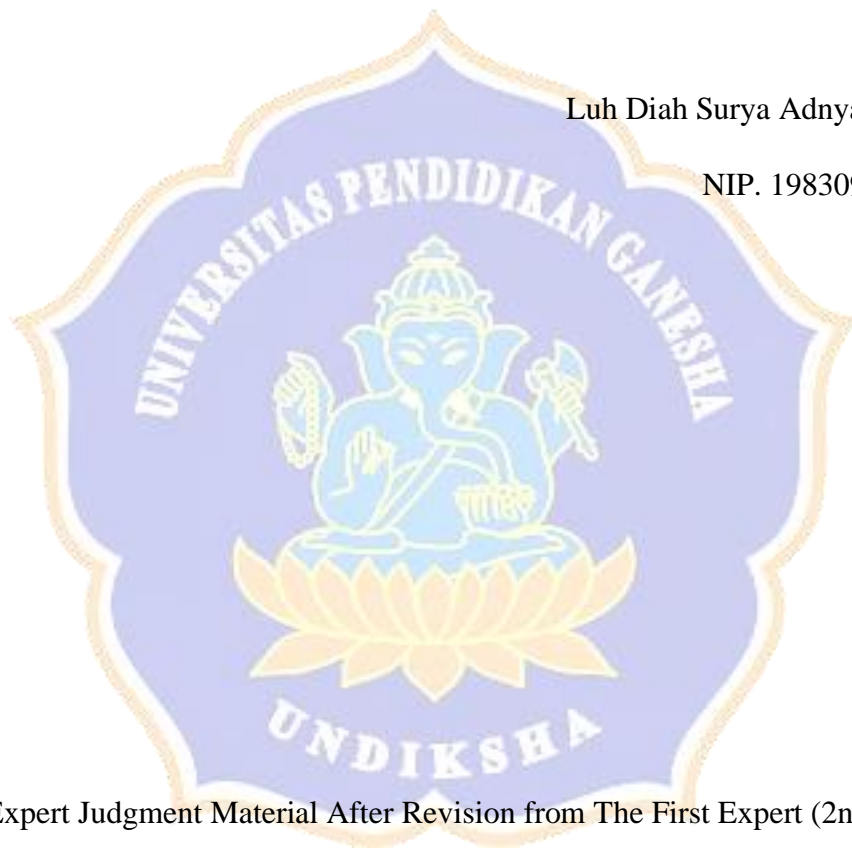
Singaraja, 12 April 2021

Mengetahui,

Ahli Materi

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

NIP. 198309232008122001



Appendix 21 Expert Judgment Material After Revision from The First Expert (2nd Topic)

Rubric for Judging Material Aspects

Class : TK

Topic : House

No	Descriptor	Rating	Note
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		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.					√	
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'					√	

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:

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.....

.....

.....

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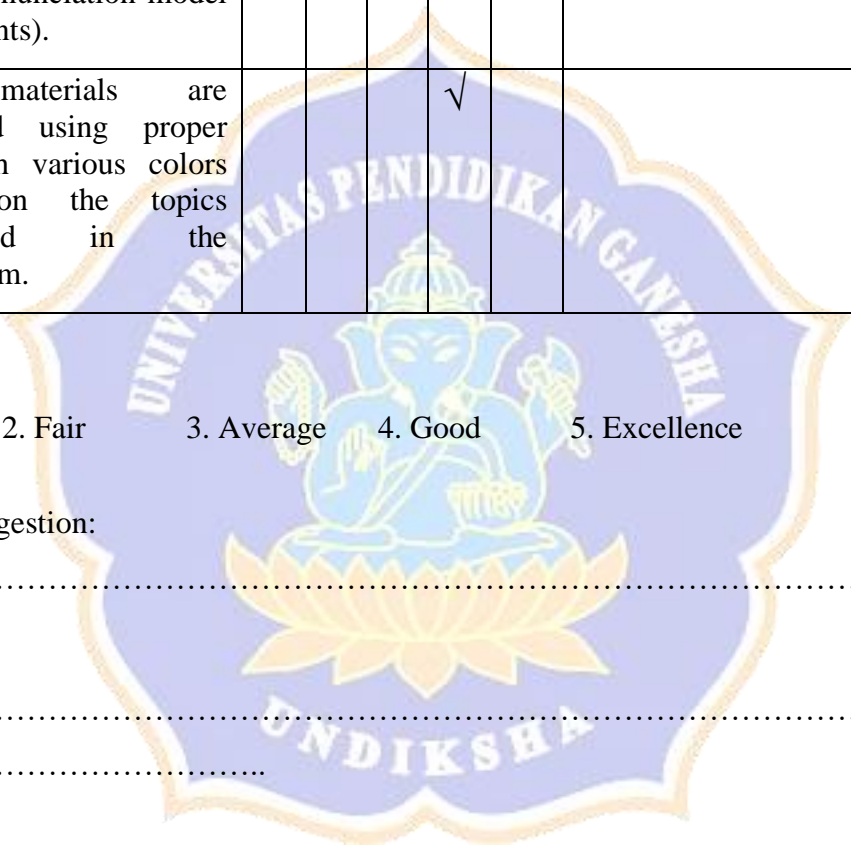
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Singaraja, 12 April 2021
Mengetahui,
Ahli Materi

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

NIP. 198309232008122001



Appendix 23 Expert Judgment Material After Revision from The First Expert (4th Topic)

Rubric for Judging Material Aspects

Class : TK

Topic : Animals

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:

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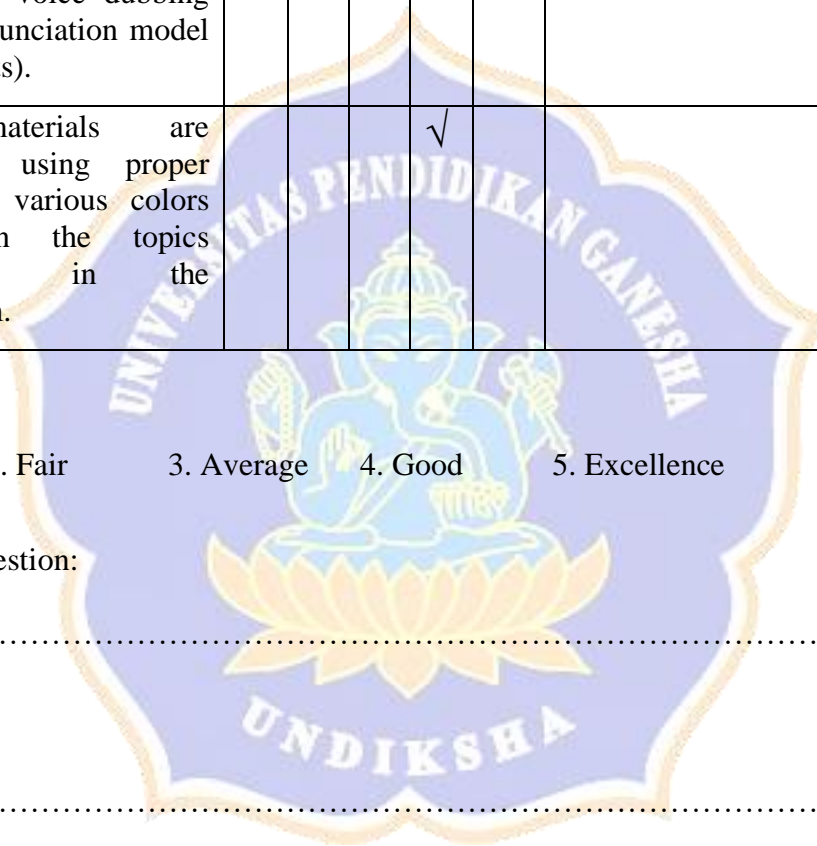
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Singaraja, 12 April 2021

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Ahli Materi



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

NIP. 198309232008122001

Appendix 24 Expert Judgment Material After Revision from The Second Expert (1st Topic)

Rubric for Judging Material Aspects

Class : TK

Topic : 5 Senses

No	Descriptor	Rating	Note
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		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.					√	

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

NIP. 199002242014042001

Appendix 25 Expert Judgment Material After Revision from The Second Expert (2nd Topic)

Rubric for Judging Material Aspects

Class : TK

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.					√	
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:

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NIP. 199002242014042001



Appendix 26 Expert Judgment Material After Revision from The Second Expert (3rd Topic)

Rubric for Judging Material Aspects

Class : TK

Topic : Clothes

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					√	

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Appendix 27 Expert Judgment Material After Revision from The Second Expert (4th Topic)

Rubric for Judging Material Aspects

Class : TK

Topic : Animals

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:

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Singaraja, 12 April 2021

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

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Appendix 28 Blueprint of Expert Judgment Media

Blueprint of Rubric for 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	1, 3, 4

		understanding it compared to using just text.	
		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) argue 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) argue 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) argue that the implementation of audio very effective when combined with other media, especially for some learning purposes that emphasize the	16, 17

		original sound component.	
4.	Interactive function	Pujawan (2018) argue 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 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.	18, 19, 20

Appendix 29 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.					

Comment/ Suggestion:

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Strengths

- : 1.
2.
3.

Weaknesses

- : 1.
2.
3.



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Appendix 30 Expert Judgment Media Before Revision

Rubric for Judging Media Aspects

Class : TK

Topic : 5 Senses

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				√		Sense with my SKIN not only HAND. I can see the

							rainbow with MY... You can hear the bell with YOUR ... (So students need to think on the part of body to sense)
		15. Not excessively using the text, images, animations, and sounds on one layout.				√	
3.	Audio	16. Clarity of narration used in the media				√	Sense with my SKIN not only HAND. I can see the rainbow with MY... You can hear the bell with YOUR ... (So students need to think on the part of body to sense)

		17. Compatibility of music with themes						
4.	Interactive function	18. Sufficient time for students to mention the vocabulary learned correctly.						
		19. Providing the opportunity for students to give feedback and response to the learning activity.						
		20. Providing accessibility for students to access the media in anytime and anywhere.						

Comment/ Suggestion: Overall, the media is appropriate for students' level and very attractive as it provides nice animated pictures, appropriate sounds, and clear expression. The interactive mode is also explicitly presented by inviting students to practice and providing time for them to react. Good job

Strengths

: 1. Attractive

2. Interactive

3. Suit the students' level and characteristics (digital native)

4. Clear and concrete examples on the parts of body to sense and the functions

Weaknesses : 1. Sense of touch is not only with hand, but skin

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Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

NIP. 198805172012122002

Appendix 31 Expert Judgment Media Before Revision

Rubric for Judging Media Aspects

Class : TK

Topic : House

No.	Indicator	Assessment Criteria	Scoring Scale	Note
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			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				√		Pattern of 'This is MY bedroom' is not consistent as the other sentences, which is using THE. It will make kindly students confuse.

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

Comment/ Suggestion: Overall, the media is appropriate for students' level and very attractive as it provides nice animated pictures, appropriate sounds, and clear expression. The interactive mode is also explicitly presented by inviting students to practice and providing time for them to react. Good job

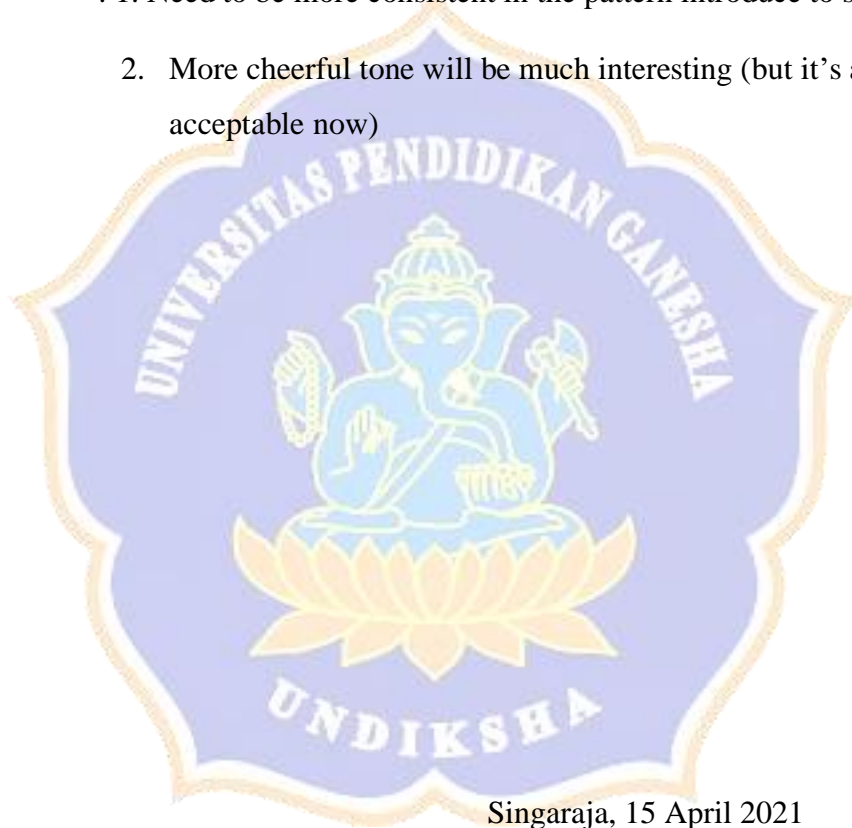
Strengths : 1. Attractive

2. Interactive

3. Suit the students' level and characteristics (digital native)

Weaknesses : 1. Need to be more consistent in the pattern introduce to students

2. More cheerful tone will be much interesting (but it's already acceptable now)



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A handwritten signature in blue ink, consisting of several overlapping loops and lines, positioned at the bottom right of the page.

Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

NIP. 198805172012122002



Appendix 32 Expert Judgment Media Before Revision

Rubric for Judging Media Aspects

Class : TK

Topic : Clothes

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.				√		It's quite too fast in expressing sentences after introducing the vocabs. Make it a little bit slower and clearer since it's for kindly students.
		14. The accuracy of multimedia content used in delivering information				√		Pattern of sentences should be consistent. In dress and raincoat you

							provide complement (to the party/because it's raining outside) but not for the other vocabs like t- shirt, skirt, etc.
		15. Not excessively using the text, images, animations, and sounds on one layout.				√	
3.	Audio	16. Clarity of narration used in the media				√	Make it a little bit slower and clearer since it's for kindly students.
		17. Compatibility of music with themes				√	
4.	Interactive function	18. Sufficient time for students to mention the vocabulary learned correctly.				√	
		19. Providing the opportunity for students to give feedback and response to the learning activity.				√	
		20. Providing accessibility for students to access the media in				√	

		anytime and anywhere.					
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Comment/ Suggestion: Overall, the media is appropriate for students' level and very attractive as it provides nice animated pictures, appropriate sounds, and clear expression. The interactive mode is also explicitly presented by inviting students to practice and providing time for them to react. It will be much better if the using of vocab in context (sentences) can be slower and clearer, so students can catch it better. Good job.

Strengths

- : 1. Attractive
- 2. Interactive
- 3. Suit the students' level and characteristics (digital native)
- 4. The tone is very cheerful

Weaknesses

- : 1. Need to be more consistent in the pattern introduce to students
- 2. More slower in using vocab in context (sentences)

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Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

NIP. 198805172012122002



Appendix 33 Expert Judgment Media Before Revision

Rubric for Judging Media Aspects

Class : TK

Topic : Animals

No.	Indicator	Assessment Criteria	Scoring Scale	Note
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			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: Overall, the media is appropriate for students' level and very attractive as it provides nice animated pictures, appropriate sounds, and clear expression. The interactive mode is also explicitly presented by inviting students to practice and providing time for them to react. Adding the authentic sounds of the animals make the media perfect. Great!

Strengths : 1. Attractive
2. Interactive
3. Suit the students' level and characteristics (digital native)
4. Authentic sounds of the animals

Weaknesses : 1. The sound of dog in guessing game is a little overlap with the human voice (but not disturbing)



Appendix 34 Expert Judgment Media After Revision

Rubric for Judging Media Aspects

Class : TK

Topic : 5 Senses

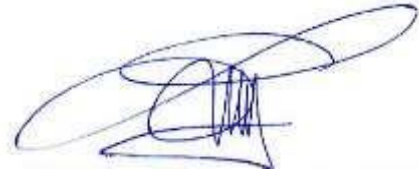
No.	Indicator	Assessment Criteria	Scoring Scale					Note
			1	2	3	4	5	
1.	Graphic	1. Image quality.					√	
		2. Images size.					√	
		3. Images are adjusted with the original objects in the Powtoon.					√	
		4. Images suitability with the material.					√	
		5. Image layouts on the media.					√	
		6. 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.				√	

Singaraja, 20 April 2021

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NIP. 198805172012122002



Rubric for Judging Media Aspects

Class : TK

Topic : House

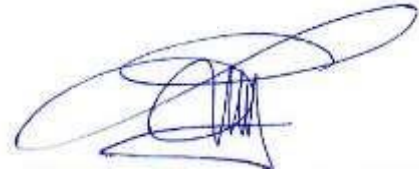
No.	Indicator	Assessment Criteria	Scoring Scale					Note
			1	2	3	4	5	
1.	Graphic	1. Image quality.					√	
		2. Images size.					√	
		3. Images are adjusted with the original objects in the Powtoon.					√	
		4. Images suitability with the material.					√	
		5. Image layouts on the media.					√	
		6. 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.					√	
		20. Providing accessibility for students to access the media in anytime and anywhere.					√	

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Rubric for Judging Media Aspects

Class : TK

Topic : Clothes

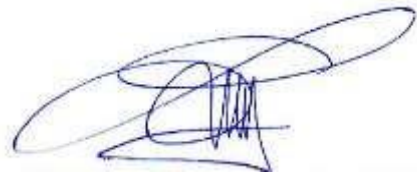
No.	Indicator	Assessment Criteria	Scoring Scale					Note
			1	2	3	4	5	
1.	Graphic	1. Image quality.					√	
		2. Images size.					√	
		3. Images are adjusted with the original objects in the Powtoon.					√	
		4. Images suitability with the material.					√	
		5. Image layouts on the media.					√	
		6. 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.					√	

Singaraja, 20 April 2021

Mengetahui,

Ahli Media



Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

NIP. 198805172012122002



Appendix 37 Expert Judgment Media After Revision

Rubric for Judging Media Aspects

Class : TK

Topic : Animals

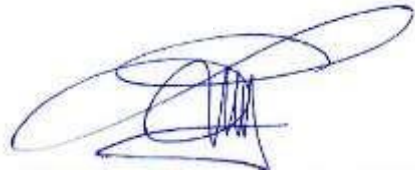
No.	Indicator	Assessment Criteria	Scoring Scale					Note
			1	2	3	4	5	
1.	Graphic	1. Image quality.					√	
		2. Images size.					√	
		3. Images are adjusted with the original objects in the Powtoon.					√	
		4. Images suitability with the material.					√	
		5. Image layouts on the media.					√	
		6. 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.					√	

Singaraja, 20 April 2021

Mengetahui,

Ahli Media



Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

NIP. 198805172012122002



Appendix 38 Grand Theory of Questionnaire After Try Out The Product

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, 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 39 Blueprint of Questionnaire After Try Out The Product

Blueprint of Students Questionnaire after Implementation

No	Theory	Item
1	Pais et al (2017): <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. 	5 3 6 2, 4 7 1
2	Thanasoulas (2000): <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. 	1, 2, 3 8 10 9 7 4, 6 5



Appendix 40 Result of Students' Questionnaire After Try Out the Powtoon Video

KUESIONER

Nama :

Kelas :

Umur :

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

No	Pertanyaan	Jawaban
1.	Apakah kalian merasa senang dan kemampuan Bahasa Inggris menjadi meningkat dengan menggunakan video Powtoon?	<input type="radio"/> Ya = 80% <input type="radio"/> Tidak = 20%
2.	Apakah kalian lebih bersemangat saat belajar Bahasa Inggris menggunakan video Powtoon?	<input type="radio"/> Sangat bersemangat = 70% <input type="radio"/> Biasa saja = 30% <input type="radio"/> Tidak bersemangat <input type="radio"/> Lainnya
3.	Menurut kalian, apakah video Powtoon menarik?	<input type="radio"/> Sangat menarik= 70% <input type="radio"/> Biasa saja= 30% <input type="radio"/> Tidak menarik
4.	Apakah video Powtoon membuat kalian ingin belajar Bahasa Inggris lagi?	<input type="radio"/> Ya = 70% <input type="radio"/> Biasa saja= 30% <input type="radio"/> Tidak
5.	Apakah dengan menggunakan video Powtoon bisa membuat kalian berdiskusi dengan teman?	<input type="radio"/> Ya= 60% <input type="radio"/> Tidak = 40%
6.	Apakah dengan 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 berkonsentrasi dalam belajar Bahasa Inggris?	<input type="radio"/> Ya= 70% <input type="radio"/> Biasa saja= 30% <input type="radio"/> Tidak
8.	Apakah dengan menggunakan video Powtoon dapat membantu kalian belajar secara mandiri di rumah?	<input type="radio"/> Ya= 60% <input type="radio"/> Biasa saja= 40% <input type="radio"/> Tidak
9.	Apakah kalian mampu untuk menjawab setiap pertanyaan yang diberikan di video	<input type="radio"/> Ya= 70% <input type="radio"/> Biasa saja= 30%

	Powtoon dengan waktu yang terbatas?	Tidak
10.	Apakah dengan menggunakan video Powtoon mampu membuat kalian berani untuk mencoba dan memahami materi secara mandiri?	<input type="radio"/> Ya= 70% <input type="radio"/> Biasa saja= 30% <input type="radio"/> Tidak

TERIMA KASIH ☺



Appendix 41 Sample Result Students' Questionnaire after Using the Powtoon Video

Questionnaire after

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

Nama *

Putu Justin Putra Armando

No Absen

3

Kelas *

TK

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

- Ya
 Tidak



6/2/2021

Questionnaire after implementation

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

6/2/2021

Questionnaire after implementation

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/1DN5odiAqGakdj2XkxkqEPTAgk0qczBW7C-nX0UM2WGs/edit#response=ACYDBNIEylu0CXj7RPDEQndlocKx0a...> 3/4

6/2/2021

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

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

Appendix 42 Sample Result Students' Questionnaire after Using the Powtoon Video

6/2/2021 Questionnaire after implementation

Questionnaire after

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

Nama *
Jevin Tanamal

No Absen
4

Kelas *
TK

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

Ya
 Tidak

6/2/2021 Questionnaire after implementation

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

6/2/2021

Questionnaire after implementation

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

6/2/2021

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

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

Appendix 43 The Documentation.



A video player interface for a YouTube video titled "Head, Shoulders, Knees & Toes - Exercise Song For Kids". The video content shows colorful cartoon children in a park-like setting with buildings in the background. The word "HEAD" is displayed in the center of the scene. On the right side of the video player, there is a vertical grid of six video thumbnails showing participants from the virtual meeting, including the woman with long dark hair, the young boy with black hair, the young girl in the red shirt, the woman in the pink sweater, and the young boy in the green shirt. The video player includes a progress bar at the bottom showing 0:28 / 2:10 and a subtitle "Scroll untuk mengetahui detailnya".

5 Senses (Kindergarten) fix

5 SENSES

CREATED USING POWTOON

0:03 / 3:02

Scroll untuk mengetahui detailnya

UNIVERSITAS PENDIDIKAN GANESHA

I can see

CREATED USING POWTOON

Smell

CREATED USING POWTOON



UNIVERSITAS PENDIDIKAN GANESHA

5 Senses (Kindergarten) fix

I can see the rainbow with MY...

CREATED USING POWTOON

1:49 / 3:02

Scroll untuk mengetahui detailnya



5 Senses (Kindergarten) fix

I can touch the cactus. I touch it with MY...

2:29 / 3:02

Scroll untuk mengetahui detailnya

CREATED USING POWTOON

UNIVERSITAS MESHA

5 Senses (Kindergarten) fix

You hear the bell rings with YOUR...

2:06 / 3:02

Scroll untuk mengetahui detailnya

CREATED USING POWTOON

