APPENDICES



PEMERINTAH PROVINSI BALI DINAS PENDIDIKAN KEPEMUDAAN DAN OLAH RAGA SMA NEGERI 1 KUBU

Alamat: Desa Sukadana, Kec. Kubu, Kab. Karangasem
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SURAT IJIN PENELITIAN

Nomor: 045.2 / 1259 / SMAN 1 KUBU / 2021

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Kubu memberikan ijin kepada :

Nama : Ni Kadek Ari Okta Yudani

NIM : 1712021222 Jurusan : Bahasa Asing

Program Studi : Pendidikan Bahasa Asing

Jenjang : S1

Tahun Akademik : 2020/2021

Untuk melakukan Penelitian / Observasi di SMA Negeri 1 Kubu sesuai Surat Permohonan Nomor: 310/UN48.7.1/DT/2021 tanggal 8 Februari 2021. Penelitian / Observasi dapat dilakukan dengan ketentuan: tidak melakukan pertemuan Tatap Muka Langsung dengan Peserta Didik selama masa Pandemi Covid 19.

Demikian surat ijin ini diberikan, untuk dapat dilaksanakan sebagaimana mestinya.

16 Pebruari 2021

SMA Negeri 1 Kubu

SOIK! Suba, S.Pd., M.Pd

Pendina TK 1

NIP. 19680417 199002 1 002

Appendix 2 Validation of Expert Judgement

Validation for Expert Judgement Sheet

Validator : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

Institution : Ganesha University of Education

1. Content Aspect

| No | Description | Relevant | Irrelevant | Comment |
|------|--------------------------|-------------|------------|---------|
| Mate | rial Suitability | - N. M | ANA | |
| 1 | The topic is relevant to | | | 2 |
| | the students' daily life | | | 5 |
| 2 | The video uses | | | |
| | appropriate words and | | | |
| | suitable with the topic | . 54 | | |
| 3 | The video uses | \\\\ | YYYYY | |
| | appropriate phase and | | | |
| | suitable with the topic | <i>b</i> . | | |
| 4 | The new material is | √ V D I | KSHP | |
| | well and | | | |
| | systematically | | | |
| | arranged (graded and | | | |
| | trace) | | | |
| 5 | The new material | V | | |
| | gives examples or | | | |
| | model that is suitable | | | |
| | to the topic | | | |
| 6 | The new material | V | | |
| | overall prioritizes the | | | |

| | students' participation | | | |
|--------|-------------------------|-----------|-----------------|--|
| 7 | The scope of the | V | | |
| | material is in | | | |
| | accordance with the | | | |
| | basic competencies | | | |
| | that is want to be | | | |
| | achieved | | | |
| Physic | cal Design Suitability | | | |
| 1 | The video uses | 1 | | |
| | consistent writing type | | | |
| 2 | The video uses space, | V DEN | DIDIA. | |
| | such as writing title | TADI | MANO | |
| | space with the first | 54 | | |
| | row, title space to the | 20 0 | 72 | |
| | main text | | | |
| 3 | The video uses layout | | | |
| | and consistent or | | Alling | |
| | similar typing, from | CON W | $\forall yyyyy$ | |
| | typing pattern to | | | |
| | typing margin | Da. | - A D | |
| 4 | The material is | $\sqrt{}$ | KSB | |
| | mapped from the | | | |
| | easiest to the hardest | | | |
| 5 | The video uses clear | $\sqrt{}$ | | |
| | material mapping in | | | |
| | describing limitation | | | |
| | of the material | | | |
| 6 | The materials are | $\sqrt{}$ | | |
| | presented | | | |
| | systematically to make | | | |
| | students easier to | | | |

| | understand | | | |
|----|--------------------------|-------|--------|-----|
| 7 | The materials are | V | | |
| | delivered in interesting | | | |
| | way | | | |
| 8 | The materials are | V | | |
| | presented by using | | | |
| | various pictures | | | |
| 9 | The materials are | V | | |
| | presented by using | | | |
| | various colors | | | |
| 10 | The video uses font | V DEN | DIDI». | |
| | type that is easy to be | TASIL | MAN | |
| | read | 1 5 A | | |
| 11 | The font size is | N 76 | 5/7d | E 7 |
| | enough | | | |

2. IT Aspect

| No | Description | Relevant | Irrelevant | Comment |
|-------|--------------------------------|-----------|------------|---------|
| Face | to Face | _ NDI | KSH | |
| 1 | Serves interesting front cover | V | | |
| 2 | The media is easy to operate | V | | |
| 3 | The audio is clearly audible | V | | |
| 4 | The font usage is appropriate | V | | |
| 5 | Beautiful display | $\sqrt{}$ | | |
| Multi | media | | | |

| 1 | The use of | $\sqrt{}$ | | |
|---|-------------------------|-----------|-------|----|
| | multimedia's element | | | |
| | is suitable | | | |
| 2 | The combination | V | | |
| | between each | | | |
| | multimedia's elements | | | |
| | can be understood | | | |
| 3 | The multimedia | V | | |
| | presentation is well | | | |
| | arranged | | | |
| 4 | The multimedia | V DEN | DIDIR | |
| | selection is consistent | STABILL | ANO | |
| 5 | The use of multimedia | y √ √ | | |
| | is not excessive | . A 16 | 372 | 85 |

Dosen Pembimbing 1

Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

NIP. 196203191987031001

Validation for Expert Judgement Sheet

Validator : Kadek Sintya Dewi, S.Pd., M.Pd.

Institution : Ganesha University of Education

1. Content Aspect

| No | Description | Relevant | Irrelevant | Comment |
|------|--------------------------|------------|------------|---------|
| Mate | rial Suitability | V | | |
| 1 | The topic is relevant to | V | | |
| | the students' daily life | DEN | DIDE | |
| 2 | The video uses | 1 | MAN | |
| | appropriate words and | | | |
| | suitable with the topic | 1 | | 5. |
| 3 | The video uses | | | |
| | appropriate phase and | W (M) | AV. | |
| | suitable with the topic | . 54 | | |
| 4 | The new material is | V | YYYYY | |
| | well and | | 444 | |
| | systematically | D . | | |
| | arranged (graded and | NDI | KSHA | |
| | trace) | | | |
| 5 | The new material | $\sqrt{}$ | | |
| | gives examples or | | | |
| | model that is suitable | | | |
| | to the topic | | | |
| 6 | The new material | √ | | |
| | overall prioritizes the | | | |
| | students' participation | | | |
| 7 | The scope of the | V | | |
| | material is in | | | |

| | accordance with the | | | |
|--------|--------------------------|---------------|-------|-----|
| | basic competencies | | | |
| | that is want to be | | | |
| | achieved | | | |
| Physic | cal Design Suitability | | | |
| | | 2 | | |
| 1 | The video uses | V | | |
| | consistent writing type | | | |
| 2 | The video uses space, | $\sqrt{}$ | | |
| | such as writing title | | | |
| | space with the first | | | |
| | row, title space to the | OFN | DIDIR | |
| | main text | TASIE | MAN | |
| 3 | The video uses layout | P 1 1 | W A | 4 |
| | and consistent or | | | E 7 |
| | similar typing, from | | | |
| | typing pattern to | | | |
| | typing margin | | | |
| 4 | The material is | | MYYYY | |
| | mapped from the | | | |
| | easiest to the hardest | 7 | | |
| 5 | The video uses clear | √ 10 I | KSB | |
| | material mapping in | | | |
| | describing limitation | | | |
| | of the material | | | |
| 6 | The materials are | | | |
| | presented | | | |
| | systematically to make | | | |
| | students easier to | | | |
| | understand | | | |
| 7 | The materials are | | | |
| , | delivered in interesting | * | | |
| | denvered in interesting | | | |

| | way | | | |
|----|-------------------------|---------|--------|--|
| 8 | The materials are | √ | | |
| | presented by using | | | |
| | various pictures | | | |
| 9 | The materials are | V | | |
| | presented by using | | | |
| | various colors | | | |
| 10 | The video uses font | √ | | |
| | type that is easy to be | | | |
| | read | | | |
| 11 | The font size is | V DEN | DIDIA. | |
| | enough | CITADIA | ANO | |

2. IT Aspect

| No | Descri <mark>p</mark> tion | Relevant | Irrelevant | Comment |
|-------|----------------------------|-------------|------------|---------|
| Face | to Face | CONT. | YYYYY | |
| 1 | Serves interesting | √ | | |
| | front cover | <i>b</i> . | | |
| 2 | The media is easy to | \sqrt{DI} | KSH | |
| | operate | | | |
| 3 | The audio is clearly | $\sqrt{}$ | | |
| | audible | | | |
| 4 | The font usage is | $\sqrt{}$ | | |
| | appropriate | | | |
| 5 | Beautiful display | V | | |
| Multi | media | | | |
| 1 | The use of | V | | |
| | multimedia's element | | | |
| | is suitable | | | |

| 2 | The combination | V | | |
|---|-------------------------|---------|--------|--|
| | between each | | | |
| | multimedia's elements | | | |
| | can be understood | | | |
| 3 | The multimedia | V | | |
| | presentation is well | | | |
| | arranged | | | |
| 4 | The multimedia | V | | |
| | selection is consistent | | | |
| 5 | The use of multimedia | V | | |
| | is not excessive | . o PEN | DIDIR. | |

Dosen Pembimbing 2

Kadek Sintya Dewi, S.Pd., M.Pd

NIP. 198803232015042004

CHECKLIST ANALYSIS FORM

Instruksi

- 1. Checklist analysis form ini menggunakan indikator yang terdapat pada syllabus.
- 2. Terdapat dua pilihan jawaban, yakni ada dan tidak ada.
- 3. Pilihlah sesuai dengan apa yang terdapat dalam video. Apakah sesuai dengan silabus atau tidak.
- 4. Pilih centang (√) pada kolom sesuai dengan pilihan anda.

| Basic Competency | Indicator | Exist | Not Exist |
|----------------------------------|----------------------|-------|-----------|
| Descriptive Text | 3.4.1 Understanding | 4 | |
| | the utterances of | | |
| 3.5 Differentiating the | asking and giving | | |
| social function, generic | information about | | |
| structure, and language | popular destination. | | |
| features of several descriptive | DIKSHA | | |
| texts oral and written by giving | 3.4.2 Understanding | 1 | |
| and asking information about | the utterances of | · | |
| popular destinations and | asking and giving | | |
| historical places, short and | information about | | |
| simple based on the context | historical places. | | |
| | | | |

| used. | ✓ |
|---------------------------------|------------------------|
| | 3.4.3 Understanding |
| 4.4 Descriptive Text | the use of descriptive |
| 4.4.1 Understanding the | text. |
| meaning contextually related | |
| to the social function, generic | |
| structure, and language | utterances of asking |
| features of descriptive text, | and giving |
| oral and written, short and | information about the |
| simple about the popular | popular destination. |
| destination and historical | TO E |
| places | 4.4.2 Using the |
| | utterances of asking |
| 4.4.2 Creating descriptive text | and giving |
| in oral and written, short and | information about the |
| simple, relating to the popular | historical places. |
| destinations and historical | |
| places based on the social | |
| function, generic structure and | |
| its language features correctly | |
| and contextually. | |

| Recount Text | 3.7.1 Understanding ✓ |
|----------------------------------|--------------------------|
| 3.7 Differentiating the social | the use of recount text. |
| function, generic structure, and | |
| language features of several | 3.7.2 Differentiating |
| recount text, oral and written | |
| | |
| by giving and asking | |
| information about historical | language features of |
| events based ont the context | recount text. |
| used. | PENDIDIKAN - |
| a Rallin | 1.1.1.1.1 Creating |
| 4.7 Recount Text – Historical | the recount |
| events | text about |
| 4.7.1 Understanding the | historical 🗸 |
| meaning contextually related | events. |
| to the social function, generic | |
| D _A | 4.7.2 Presenting the |
| | |
| features of recount text, oral | recount text that has |
| and written about historical | been written. |
| events. | |
| | |
| 4.7.2 Creating descriptive text | |
| in oral and written, short and | |
| simple, relating to the | |
| | |

| historical events based on the | |
|-----------------------------------|------------------------|
| social function, generic | |
| structure, and the language | |
| features correctly and | |
| contextually. | |
| Narrative Text | 3.8.1 Understanding ✓ |
| 3.8 Differentiating the social | the use of narrative |
| function, generic structure, and | text correctly. |
| language features of several | RENDIDIKAN |
| narrative texts, oral and written | 3.8.2 Differentiating |
| by giving and asking | the kinds of narrative |
| information about legend, | text. |
| simple and based on the | |
| context. | |
| | 3.8.3 Differentiating |
| 4.8 Creating the narrative text | the social function, |

| especially the legend based on | generic structure, and ✓ |
|-----------------------------------|---------------------------------------|
| its social function, generic | language features of |
| structure, and language | narrative text. |
| features, oral and written, short | |
| and simple based on the | 4.8.1 Creating one of |
| context. | the narrative text by |
| | using simple |
| | sentences. |
| ARSITA'S | 4.8.2 Presenting the |
| | narrative text that has been created. |

ONDIKSHA

Title of Product : Teaching Recount Text by Using Sparkol Videoscribe

Author : i Kadek Ari Okta Yudani

Expert :Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

.Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of one video existing in the study "THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL VIDEO USING SPARKOL VIDEOSCRIBE APPLICATION FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU". One of the videos is used for teaching Recount Text. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

Instruction

- 1. The expert judgement sheet is filled by the expert.
- 2. There are five scope of scoring for every description.
- 3. Give checklist mark on the scoring column with the following information:
 - 5 : Strongly Agree
 - 4 : Agree
 - 3: Neutral
 - 2: Disagree
 - 1: Strongly Disagree

| No | Description | Scope of Scoring | | | | |
|----------------------|--|-------------------|-------|---------|----------|----------------------|
| | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| Material Suitability | | | | | | |
| 1 | The topic is relevant to the students' daily life | / | | | | |
| 2 | The video uses appropriate words and suitable with the topic | ✓ | | | | |

| | T | | | 1 | | 1 |
|--------|-----------------------------|---------------|----------|------------|---|---|
| 3 | The video uses | | | | | |
| | appropriate phase and | | | | | |
| | suitable with the topic | | | | | |
| 4 | The new material is well | | | | | |
| | and systematically | / | | | | |
| | arranged (graded and | $\overline{}$ | | | | |
| | trace) | | | | | |
| 5 | The new material gives | | | | | |
| | examples or model that is | . / | | | | |
| | suitable to the topic | | | | | |
| 6 | The new material overall | | | | | |
| | prioritizes the students' | | | | | |
| | participation | | | | | |
| 7 | The scope of the material | | | | | |
| ' | is in accordance with the | , | | | | |
| | basic competencies that is | / | | | | |
| | want to be achieved | | DLDIR. | | | |
| Physic | cal Design Suitability | A | 44 | | | |
| 1 | The video uses consistent | FT | M | 4 | | |
| 1 | writing type | | 当 | 1 | | |
| 2 | The video uses space, | 6 16 | 27 J | ~ | | |
| | such as writing title space | | 4450 | | | |
| | with the first row, title | J. m. J | X Y X | | | |
| | space to the main text | | OI Y | | | |
| 3 | - | | (Fifting | | | |
| 3 | The video uses layout and | | | A . | | |
| | consistent or similar | | ALLA | | 1 | |
| | typing, from typing | | 11114 | |) | |
| 4 | pattern to typing margin | | | | | |
| 4 | The material is mapped | | | | | |
| | from the easiest to the | 10/ | CHA | | | |
| | hardest | | V > _ | | | |
| 5 | The video uses clear | | | | | |
| | material mapping in | \ \ / | | | | |
| | describing limitation of | | | | | |
| | the material | | | | | |
| 6 | The materials are | | | | | |
| | presented systematically | | | | | |
| | to make students easier to | \ \ \ | | | | |
| | understand | | | | | |
| 7 | The materials are | | | | | |
| | delivered in interesting | / | | | | |
| | way | <u> </u> | | | | |
| 8 | The materials are | | | | | |
| | presented by using various | | | | | |
| | pictures | | | | | |
| 9 | The materials are | | | | | |
| | • | | • | • | • | |

Ϊ.

| | presented by using various colors | | | |
|----|-----------------------------------|-----|--|--|
| 10 | The video uses font type | , | | |
| | that is easy to be read | . / | | |
| 11 | The font size is enough |) | | |

1. Video sudah bagus, tetapi ketika menyangkan contoh text durasi waktunya cukup cepat sehingga bisa disiasati ketika menggunakan video ini untuk mengajar bs dipause dibagian contoh text nya.



Title of Product : Teaching Narrative Text by Using Sparkol Videoscribe

Author : Ni Kadek Ari Okta Yudani

Expert : Kadek Sintya Dewi, S.Pd., M.Pd.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of one video existing in the study "THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL VIDEO USING SPARKOL VIDEOSCRIBE APPLICATION FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU". One of the videos is used for teaching Narrative Text. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

Instruction

- 1. The expert judgement sheet is filled by the expert.
- 2. There are five scope of scoring for every description.
- 3. Give checklist mark on the scoring column with the following information:

ONDIKSHE

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2 : Disagree
- 1: Strongly Disagree

| No | Description | | Scope of Scoring | | | | |
|----------------------|---|----------|------------------|---------|----------|----------|--|
| | | Strongly | Agree | Neutral | Disagree | Strongly | |
| | | Agree | | | | Disagree | |
| Material Suitability | | | | | | | |
| 1 | The topic is relevant to the students' daily life | > | | | | | |
| 2 | The video uses appropriate words and | , | | | | | |
| | suitable with the topic | | | | | | |
| 3 | The video uses appropriate phase and | | | | | | |

| | 5 1 1 51 11 1 2 | | <u> </u> | | | |
|---------|-----------------------------|--------------------|---|----|----|--|
| | suitable with the topic | | | | | |
| 4 | The new material is well | | | | | |
| | and systematically | , | | | | |
| | arranged (graded and | \ / | | | | |
| | trace) | V | | | | |
| 5 | The new material gives | | | | | |
| | examples or model that is | / | | | | |
| | suitable to the topic | | | | | |
| 6 | The new material overall | | | | | |
| | prioritizes the students' | / | | | | |
| | participation | | | | | |
| 7 | The scope of the material | • | | | | |
| | is in accordance with the | | | | | |
| | basic competencies that is | | | | | |
| | want to be achieved | | | | | |
| Physic | al Design Suitability | | 175 | | | |
| 1 Hysic | The video uses consistent | C 7 1/1 |)107k, | | | |
| 1 | writing type | | TAN | | | |
| 2 | <u> </u> | | À ' | | | |
| 2 | The video uses space, | 744 | 些 | 1 | | |
| | such as writing title space | × 1/5 | | S. | 77 | |
| | with the first row, title | | 11 600 | | | |
| | space to the main text | | | | | |
| 3 | The video uses layout and | 1 (Pr. | \sim | | | |
| | consistent or similar | | वार्तिले | | | |
| | typing, from typing | | | A | | |
| | pattern to typing margin | | YVV | | | |
| 4 | The material is mapped | DDD | 111112 | |) | |
| | from the easiest to the | | | | | |
| | hardest | V | | | | |
| 5 | The video uses clear | $\sigma_{N_{D-1}}$ | 0 H A | | | |
| | material mapping in | / | KS | | | |
| | describing limitation of | | | | | |
| | the material | | | | | |
| 6 | The materials are | | | | | |
| | presented systematically | / | | | | |
| | to make students easier to | | | | | |
| | understand | | | | | |
| 7 | The materials are | | ł | | | |
| | delivered in interesting | | | | | |
| | way | | | | | |
| 8 | The materials are | | | | | |
|] | presented by using various | / | | | | |
| | pictures | | | | | |
| 9 | The materials are | <u> </u> | | | | |
| | presented by using various | / | | | | |
| | colors | | | | | |
| | COIOI2 | | | | | |

| 10 | The video uses font type that is easy to be read | , | | |
|----|--|----------|--|--|
| 11 | The font size is enough | V | | |



Title of Product : Teaching Descriptive Text by Using Sparkol Videoscribe

Author : Ni Kadek Ari Okta Yudani

Expert : Kadek Sintya Dewi, S.Pd., M.Pd.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of one video existing in the study "THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL VIDEO USING SPARKOL VIDEOSCRIBE APPLICATION FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU". One of the videos is used for teaching Descriptive Text. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

Instruction

- 1. The expert judgement sheet is filled by the expert.
- 2. There are five scope of scoring for every description.
- 3. Give checklist mark on the scoring column with the following information:
- 5 : Strongly Agree
- 4 : Agree
- 3: Neutral
- 2: Disagree
- 1 : Strongly Disagree

| No | Description | | Scope of Scoring | | | | |
|-------|--------------------------|----------|------------------|---------|----------|----------|--|
| | | Strongly | Agree | Neutral | Disagree | Strongly | |
| | | Agree | | | | Disagree | |
| Mater | ial Suitability | | | | | | |
| 1 | The topic is relevant to | | | | | | |
| | the students' daily life | | | | | | |
| 2 | The video uses | | | | | | |
| | appropriate words and | | | | | | |
| | suitable with the topic | | | | | | |
| 3 | The video uses | / | | | | | |
| | appropriate phase and | | | | | | |
| | suitable with the topic | ν | | | | | |
| 4 | The new material is well | | | | | | |
| | and systematically | | | | | | |

| | | | 1 | | <u> </u> | |
|--------|-----------------------------|-------------------|------------------------------------|------------|----------|---|
| | arranged (graded and | | | | | |
| | trace) | | | | | |
| 5 | The new material gives | \ / | | | | |
| | examples or model that is | V | | | | |
| | suitable to the topic | | | | | |
| 6 | The new material overall | | | | | |
| | prioritizes the students' | \setminus | | | | |
| | participation | · | | | | |
| 7 | The scope of the material | / | | | | |
| | is in accordance with the | | | | | |
| | basic competencies that is | | | | | |
| | want to be achieved | V | | | | |
| Physic | al Design Suitability | | | | | |
| 1 | The video uses consistent | / | | | | |
| | writing type | • | | | | |
| 2 | The video uses space, | | A | | | |
| | such as writing title space | | | | | |
| | with the first row, title | | | | | |
| | space to the main text | V | | | | |
| 3 | The video uses layout and | OPEN | DIDID. | | | |
| | consistent or similar | (Y2) | InA | V | | |
| | typing, from typing | | \Rightarrow | C, | | |
| | pattern to typing margin | V ₅ (1 | <i>₩</i> | The second | | |
| 4 | The material is mapped | ~ 1 | | E. | | |
| | from the easiest to the | (A) (B) | 2/60 | | | |
| | hardest | | | | | |
| 5 | The video uses clear | | \nearrow | | | |
| | material mapping in | | THE PARTY | | | |
| | describing limitation of | | | 1 | | |
| | the material | | $\forall \forall \forall \forall $ | | 1 | |
| 6 | The materials are | | 11/1/4 | | " | |
| | presented systematically | | | | | |
| | to make students easier to | | | | | |
| | understand | NDI | VCHP | | | |
| 7 | The materials are | , | K S | | | |
| | delivered in interesting | | | | | |
| | way | | | | | |
| 8 | The materials are | \ / | | | | |
| | presented by using | | | | | |
| | various pictures | | | | | |
| 9 | The materials are | | | | | |
| | presented by using | | | | | |
| | various colors | \bigvee | | | | |
| 10 | The video uses font type | \ / | | | | |
| | that is easy to be read | | | | | |
| 11 | The font size is enough | | | | | |
| | | 1 | 1 | I | l | 1 |

1. Video sudah bagus, tetapi ketika menyangkan contoh text durasi waktunya cukup cepat sehingga bisa disiasati ketika menggunakan video ini untuk mengajar bs dipause dibagian contoh text nya.



Title of Product : Teaching Recount Text by Using Sparkol Videoscribe

Author : Ni Kadek Ari Okta Yudani

Expert : Kadek Sintya Dewi, S.Pd., M.Pd.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of one video existing in the study "THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL VIDEO USING SPARKOL VIDEOSCRIBE APPLICATION FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU". One of the videos is used for teaching Recount Text. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

Instruction

- 4. The expert judgement sheet is filled by the expert.
- 5. There are five scope of scoring for every description.
- 6. Give checklist mark on the scoring column with the following information:
 - 5: Strongly Agree
 - 4: Agree
 - 3: Neutral
 - 2 : Disagree
 - 1: Strongly Disagree

| No | Description | | Scope of Scoring | | | |
|-------|------------------------------|----------|------------------|---------|----------|----------|
| | | Strongly | Agree | Neutral | Disagree | Strongly |
| | | Agree | | | | Disagree |
| Mater | ial Suitability | | | | | |
| 1 | The topic is relevant to the | | | | | |
| | students' daily life | | | | | |
| 2 | The video uses | | | | | |
| | appropriate words and | | | | | |
| | suitable with the topic | |) | | | |
| 3 | The video uses | | , | | | |

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| | appropriate phase and | | | | | |
|--------|---|-----------|----------------|----------|----|--|
| | suitable with the topic | | | | | |
| 4 | The new material is well | | | | | |
| | and systematically | / | | | | |
| | arranged (graded and | $\sqrt{}$ | | | | |
| | trace) | | | | | |
| 5 | The new material gives |] | | | | |
| | examples or model that is | \ / | | | | |
| 6 | suitable to the topic The new material overall | | | | | |
| 0 | prioritizes the students' | | | | | |
| | participation | | \ \ \ | | | |
| 7 | The scope of the material | | V | | | |
| ^ | is in accordance with the | | | | | |
| | basic competencies that is | | | | | |
| | want to be achieved | -FM | \sim | | | |
| Physic | al Design Suitability | " SAFT. | $MM(K_A)$ | | | |
| 1 | The video uses consistent | / / 4 | 3 | a. | | |
| | writing type | | \mathcal{L} | V. | | |
| 2 | The video uses space, | | | 60 | 77 | |
| | such as writing title space | D 1/2 | 2/60 | | | |
| | with the first row, title | | OF VIEW | | | |
| 2 | space to the main text | | | | | |
| 3 | The video uses layout and | 1 / W | THE? | | | |
| | consistent or similar | | | <i>A</i> | | |
| | typing, from typing pattern to typing margin | | $\forall YYYY$ | | Y | |
| 4 | The material is mapped | | 444 | | , | |
| | from the easiest to the | | | | | |
| | hardest | DA | - A D | | | |
| 5 | The video uses clear | 1 | KSB | | | |
| | material mapping in | | | | | |
| | describing limitation of | | | | | |
| | the material | | | | | |
| 6 | The materials are | , | | | | |
| | presented systematically | | | | | |
| | to make students easier to | | | | | |
| 7 | understand The materials are | 1 | | | | |
| ' | delivered in interesting | | | | | |
| | way | \ | | | | |
| 8 | The materials are | | | | | |
| | presented by using various | \ / | | | | |
| | pictures pictures | | | | | |
| 9 | The materials are | | | | | |
| | presented by using various | / | | | | |
| | | | | | | |

| | colors | | | |
|----|--|----|--|--|
| 10 | The video uses font type that is easy to be read | // | | |
| 11 | The font size is enough | | | |

 $2. \quad {\sf Video}\, {\sf sudah}\, {\sf bagus}, {\sf tetapi}\, {\sf ketika}\, {\sf menyang} {\sf kan}\, {\sf contoh}\, {\sf text}\, {\sf durasi}\, \, {\sf waktunya}\, {\sf cukup}\, {\sf cepat}.$



Title of Product : Teaching Narrative Text by Using Sparkol Videoscribe

Author : Ni Kadek Ari Okta Yudani

Expert : Kadek Sintya Dewi, S.Pd., M.Pd.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of one video existing in the study "THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL VIDEO USING SPARKOL VIDEOSCRIBE APPLICATION FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU". One of the videos is used for teaching Narrative Text. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

Instruction

- 1. The expert judgement sheet is filled by the expert.
- 2. There are five scope of scoring for every description.
- 3. Give checklist mark on the scoring column with the following information:

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- 5 : Strongly Agree
- 4: Agree
- 3: Neutral
- 2 : Disagree
- 1: Strongly Disagree

| No | Description | | Scope of Scoring | | | | |
|-------|------------------------------|----------|------------------|---------|----------|----------|--|
| | | Strongly | Agree | Neutral | Disagree | Strongly | |
| | | Agree | | | | disagree | |
| Mater | ial Suitability | | | | | | |
| 1 | The topic is relevant to the | | \vee | | | | |
| | students' daily life | | | | | | |
| 2 | The video uses | | , | | | | |
| | appropriate words and | | \cup | | | | |
| | suitable with the topic | | | | | | |
| 3 | The video uses | | | | | | |

| appropriate phase and suitable with the topic 4 The new material is well and systematically arranged (graded and trace) 5 The new material gives examples or model that is suitable to the topic 6 The new material overall prioritizes the students' participation 7 The scope of the material is in accordance with the basic competencies that is want to be achieved Physical Design Suitability 1 The video uses consistent writing type 2 The video uses space, such as writing title space with the first row, title space to the main text 3 The video uses layout and consistent or similar typing, from typing pattern to typing margin 4 The material is mapped from the easiest to the hardest 5 The video uses clear material mapping in describing limitation of the material 6 The materials are presented systematically to make students easier to understand 7 The materials are delivered in interesting way 8 The materials are presented by using various pictures 9 The materials are presented by using various present | | | | 1 | I | 1 | |
|--|--------|--|------------------------------|--|----------|----------|--|
| 4 The new material is well and systematically arranged (graded and trace) 5 The new material gives examples or model that is suitable to the topic 6 The new material overall prioritizes the students' participation 7 The scope of the material is in accordance with the basic competencies that is want to be achieved Physical Design Suitability 1 The video uses consistent writing type 2 The video uses space, such as writing title space with the first row, title space to the main text 3 The video uses layout and consistent or similar typing, from typing pattern to typing margin 4 The material is mapped from the easiest to the hardest 5 The video uses clear material mapping in describing limitation of the material 6 The materials are presented systematically to make students easier to understand 7 The materials are delivered in interesting way 8 The materials are presented by using various pictures 9 The materials are | | | | | | | |
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| way 8 The materials are presented by using various pictures 9 The materials are | ' | | / | | | | |
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| presented by using various pictures 9 The materials are | 8 | | | | | | |
| pictures 9 The materials are | | | / | | | | |
| 9 The materials are | | 1 2 | | | | | |
| | 0 | 1 | - | | | | |
| presented by using various |) | | / | | | | |
| | | presented by using various | $ldsymbol{ldsymbol{lambda}}$ | [| <u> </u> | <u> </u> | |

| | colors | | | |
|----|--|--------|--|--|
| 10 | The video uses font type that is easy to be read | | | |
| 11 | The font size is enough | \vee | | |



Title of Product : Teaching Descriptive Text by Using Sparkol Videoscribe

Author : Ni Kadek Ari Okta Yudani

Expert : Kadek Sintya Dewi, S.Pd., M.Pd.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of one video existing in the study "THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL VIDEO USING SPARKOL VIDEOSCRIBE APPLICATION FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU". One of the videos is used for teaching Descriptive Text. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

Instruction

- 1. The expert judgement sheet is filled by the expert.
- 2. There are five scope of scoring for every description.
- 3. Give checklist mark on the scoring column with the following information:
 - 5 : Strongly Agree
 - 4 : Agree
 - 3: Neutral
 - 2 : Disagree
 - 1 : Strongly Disagree

| No | Description | | Scope of Scoring | | | | | |
|-------|--|--------------|------------------|---------|----------|----------|--|--|
| | | Strongly | Agree | Neutral | Disagree | Strongly | | |
| | | Agree | | | | Disagree | | |
| Mater | rial Suitability | | | | | | | |
| 1 | The topic is relevant to the students' daily life | | J | | | | | |
| 2 | The video uses appropriate words and suitable with the topic | \checkmark | | | | | | |
| 3 | The video uses appropriate phase and suitable with the topic | | | | | | | |
| 4 | The new material is well | | | | | | | |

| | 1 , | I | 1 | | 1 | 1 |
|--------|-----------------------------|---------------------------------|----------------------------|----|---|---|
| | and systematically | | | | | |
| | arranged (graded and | | | | | |
| | trace) | | | | | |
| 5 | The new material gives | | | | | |
| | examples or model that is | | | | | |
| | suitable to the topic | | | | | |
| 6 | The new material overall | | | | | |
| | prioritizes the students' | | | | | |
| | participation | | | | | |
| 7 | The scope of the material | | | | | |
| | is in accordance with the | , | | | | |
| | basic competencies that is | | | | | |
| | want to be achieved | <u> </u> | | | | |
| Physic | cal Design Suitability | | | | | |
| 1 | The video uses consistent | _ | | | | |
| | writing type | <i>-</i> | | | | |
| 2 | The video uses space, | | | | | |
| | such as writing title space | 1 | | | | |
| | with the first row, title | | | | | |
| | space to the main text | OPEN | DIDIE. | | | |
| 3 | The video uses layout and | (yo | | | | |
| | consistent or similar | , s | A | G. | | |
| | typing, from typing | 154 | 977/S | 1 | | |
| | pattern to typing margin | _ (6 | | C. | | |
| 4 | The material is mapped | | 77 629 | | | |
| | from the easiest to the | | OX Y K | | | |
| | hardest | 97 M | $A \setminus V$ | | | |
| 5 | The video uses clear | | (शासि | | | |
| | material mapping in | | | 1 | | |
| | describing limitation of | $\chi \chi \chi \chi \chi \chi$ | $\gamma\gamma\gamma\gamma$ | | 1 | |
| | the material | | 37774 | | | |
| 6 | The materials are | | | | | |
| | presented systematically | 7 | | | · | |
| | to make students easier to | | KSH | | | |
| | understand | | A . | | | |
| 7 | The materials are | | | | | |
| | delivered in interesting | | | | | |
| | way | | | | | |
| 8 | The materials are | / | | | | |
| | presented by using | . / | | | | |
| | various pictures | | | | | |
| 9 | The materials are | | | | | |
| | presented by using | \/ | | | | |
| | various colors | | | | | |
| 10 | The video uses font type | | | | | |
| | that is easy to be read | | \int | | | |
| 11 | The font size is enough | | | | | |
| | | | | | | |

3. Tulisannya ada yang sedikit kecil



Title of Product : Teaching Recount Text by Using Sparkol Videoscribe

Author : Ni Kadek Ari Okta Yudani

Expert : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of one video existing in the study "THE DEVELOPMENT OF ENGLISH INSTRUCTIONALVIDEO USING SPARKOL VIDEOSCRIBE APPLICATION FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU". One of the videos is used for teaching Recount Text. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

Instruction

- 1. The expert judgement sheet is filled by the expert.
- 2. There are five scope of scoring for every description.
- 3. Give checklist mark on the scoring column with the following information:
 - 5 : Strongly Agree
 - 4: Agree
 - 3: Neutral
 - 2 : Disagree
 - 1: Strongly Disagree

| No | Description | Scope of Scoring | | | | |
|-------|---|------------------|-------|---------|----------|----------|
| | | Strongly | Agree | Neutral | Disagree | Strongly |
| | | Agree | | | | Disagree |
| Mater | ial Suitability | | | | | |
| 1 | The topic is relevant to the students' daily life | √ | | | | |
| 2 | The video uses | ✓ | | | | |
| | appropriate words and | | | | | |

| | suitable with the topic | | | | | |
|---|---|-------------------------------------|-----------|-----------------------------|----|--|
| 3 | The video uses | √ | | | | |
| | appropriate phase and | | | | | |
| | suitable with the topic | | | | | |
| 4 | The new material is well | ✓ | | | | |
| | and systematically | | | | | |
| | arranged (graded and | | | | | |
| | trace) | | | | | |
| 5 | The new material gives | ✓ | | | | |
| | examples or model that is | | | | | |
| | suitable to the topic | | | | | |
| 6 | The new material overall | ✓ | | | | |
| | prioritizes the students' | | | | | |
| | participation | | | | | |
| 7 | The scope of the material | √ | | | | |
| | is in accordance with the | CDEN |)IDID | | | |
| | basic competencies that is | 1810 | THE AN | | | |
| | want to be achieved | 5 | 2 | $\mathcal{C}_{\mathcal{C}}$ | | |
| | al Design Suitability | 5(1) | <u> </u> | V | | |
| 1 | The video uses consistent | _ 16 | | E. | 77 | |
| | writing type | .6 | 77 68 | == | | |
| 2 | The video uses space, | | OX YK | | | |
| | such as writing title space with the first row, title | 37 (P) | OLY" | | | |
| | space to the main text | | (Setting) | | | |
| 3 | The video uses layout and | | | | | |
| | consistent or similar | XXXX | YYYJJ | | 1 | |
| | typing, from typing | $\rightarrow\rightarrow\rightarrow$ | | | / | |
| | pattern to typing margin | | | ` | 7 | |
| 4 | The material is mapped | O N. | - 11 6 | | | |
| | from the easiest to the | ADI | KSD | | | |
| | hardest | | | | | |
| 5 | The video uses clear | ✓ | | | | |
| | material mapping in | | | | | |
| | describing limitation of | | | | | |
| | the material | | | | | |
| 6 | The materials are | ✓ | | | | |
| | presented systematically | | | | | |
| | to make students easier to | | | | | |
| _ | understand | | | | | |
| 7 | The materials are | ✓ | | | | |
| | delivered in interesting | | | | | |
| | way | | | | | |
| 8 | The materials are | ~ | | | | |
| | presented by using various | | | | | |
| | pictures | | | | | |

| 9 | The materials are presented by using various colors | ✓ | | |
|----|---|---|--|--|
| 10 | The video uses font type | ✓ | | |
| | that is easy to be read | | | |
| 11 | The font size is enough | ✓ | | |



Rubric for Judging the Quality of the Video (After Revision)

Title of Product : Teaching Narrative Text by Using Sparkol Videoscribe

Author : Ni Kadek Ari Okta Yudani

Expert : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of one video existing in the study "THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL VIDEO USING SPARKOL VIDEOSCRIBE APPLICATION FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU". One of the videos is used for teaching Narrative Text. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

Instruction

- 1. The expert judgement sheet is filled by the expert.
- 2. There are five scope of scoring for every description.
- 3. Give checklist mark on the scoring column with the following information:

ONDIKSHE

- 5 : Strongly Agree
- 4: Agree
- 3: Neutral
- 2 : Disagree
- 1: Strongly Disagree

| No | Description | Scope of Scoring | | | | |
|-------|--|------------------|-------|---------|----------|----------|
| | | Strongly | Agree | Neutral | Disagree | Strongly |
| | | Agree | | | | Agree |
| Mater | ial Suitability | | | | | |
| 1 | The topic is relevant to the students' daily life | > | | | | |
| 2 | The video uses appropriate words and suitable with the topic | √ | | | | |
| 3 | The video uses appropriate phase and | √ | | | | |

| | suitable with the topic | | | | | |
|---------|-----------------------------|------------|----------------------------|---|---|---|
| 4 | The new material is well | ✓ | | | | |
| • | and systematically | | | | | |
| | arranged (graded and | | | | | |
| | trace) | | | | | |
| 5 | The new material gives | ✓ | | | | |
| | examples or model that is | | | | | |
| | suitable to the topic | | | | | |
| 6 | The new material overall | √ | | | | |
| | prioritizes the students' | | | | | |
| | participation | | | | | |
| 7 | The scope of the material | ✓ | | | | |
| , | is in accordance with the | | | | | |
| | basic competencies that is | | | | | |
| | want to be achieved | | | | | |
| Physic | cal Design Suitability | - 31 | 175 | | | |
| 1 Hysic | The video uses consistent | | $MIMI_{KA}$ | | | |
| 1 | writing type | As | -AA | 0 | | |
| 2 | The video uses space, | 1 | M. | 4 | | |
| 2 | such as writing title space | | | | | |
| | with the first row, title | 5 16 | =17a | 2 | | |
| | space to the main text | | AL 98 | | | |
| 3 | The video uses layout and | | X / E | | | |
| 3 | consistent or similar | | | | | |
| | typing, from typing | | ALLIES | | | |
| | pattern to typing margin | | | 4 | | |
| 4 | The material is mapped | ✓ | $\gamma \gamma \gamma j j$ | | | |
| • | from the easiest to the | | 444 | | / | |
| | hardest | 1 | | | | |
| 5 | The video uses clear | <i>O</i> ✓ | - A D | | | |
| | material mapping in | ADI. | KSH | | | |
| | describing limitation of | | | | | |
| | the material | | | | | |
| 6 | The materials are | ✓ | | | | |
| | presented systematically | | | | | |
| | to make students easier to | | | | | |
| | understand | | | | | |
| 7 | The materials are | √ | | | | |
| | delivered in interesting | | | | | |
| | way | | | | | |
| 8 | The materials are | √ | | | | |
| | presented by using various | | | | | |
| | pictures | | | | | |
| 9 | The materials are | ✓ | | | | |
| | presented by using various | | | | | |
| | colors | | | | | |
| | 702010 | l | 1 | l | l | 1 |

| 10 | The video uses font type that is easy to be read | ✓ | | |
|----|--|---|--|--|
| 11 | The font size is enough | ✓ | | |

Comment and Suggestion:



Rubric for Judging the Quality of the Video (After Revision)

Title of Product : Teaching Descriptive Text by Using Sparkol Videoscribe

Author : Ni Kadek Ari Okta Yudani

Expert : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of one video existing in the study "THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL VIDEO USING SPARKOL VIDEOSCRIBE APPLICATION FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU". One of the videos is used for teaching Descriptive Text. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

Instruction

- 1. The expert judgement sheet is filled by the expert.
- 2. There are five scope of scoring for every description.
- 3. Give checklist mark on the scoring column with the following information:

NDIKSHA

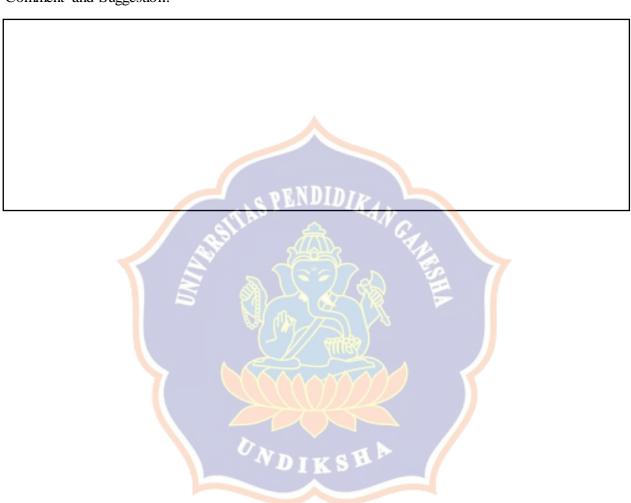
- 5 : Strongly Agree
- 4: Agree
- 3: Neutral
- 2 : Disagree
- 1 : Strongly Disagree

| No | Description | Scope of Scoring | | | | |
|-------|--|------------------|-------|---------|----------|----------|
| | | Strongly | Agree | Neutral | Disagree | Strongly |
| | | Agree | | | | Disagree |
| Mater | ial Suitability | | | | | |
| 1 | The topic is relevant to the students' daily life | ✓ | | | | |
| 2 | The video uses appropriate words and suitable with the topic | ✓ | | | | |
| 3 | The video uses appropriate phase and | √ | | | | |

| | suitable with the topic | | | | | |
|---------|-----------------------------|----------|---------|---|---|---|
| 4 | The new material is well | ✓ | | | | |
| • | and systematically | | | | | |
| | arranged (graded and | | | | | |
| | trace) | | | | | |
| 5 | The new material gives | | | | | |
| | examples or model that is | ✓ | | | | |
| | suitable to the topic | | | | | |
| 6 | The new material overall | √ | | | | |
| | prioritizes the students' | | | | | |
| | participation | | | | | |
| 7 | The scope of the material | ✓ | | | | |
| , | is in accordance with the | | | | | |
| | basic competencies that is | | | | | |
| | want to be achieved | | | | | |
| Physic | eal Design Suitability | - 31 | | | | |
| 1 Hysic | The video uses consistent | | JIDIKAS | | | |
| 1 | writing type | A | TAN | 0 | | |
| 2 | The video uses space, | 1 | M. | 4 | | |
| | such as writing title space | | | | | |
| | with the first row, title | 5 16 | =17a | 2 | | |
| | space to the main text | | A 700 | | | |
| 3 | The video uses layout and | | X1 2 | | | |
| 3 | consistent or similar | 75/ | | | | |
| | typing, from typing | | ALLIES | | | |
| | pattern to typing margin | | | 4 | | |
| 4 | The material is mapped | ✓ | TYYYJ | | | |
| • | from the easiest to the | | 444 | | / | |
| | hardest | | | | | |
| 5 | The video uses clear | 0.1 | - A D | | | |
| | material mapping in | ADI. | KSH | | | |
| | describing limitation of | | | | | |
| | the material | | | | | |
| 6 | The materials are | ✓ | | | | |
| | presented systematically | | | | | |
| | to make students easier to | | | | | |
| | understand | | | | | |
| 7 | The materials are | ✓ | | | | |
| | delivered in interesting | | | | | |
| | way | | | | | |
| 8 | The materials are | √ | | | | |
| | presented by using various | | | | | |
| | pictures | | | | | |
| 9 | The materials are | √ | | | | |
| _ | presented by using various | | | | | |
| | colors | | | | | |
| L | 101010 | I . | 1 | l | l | 1 |

| 10 | The video uses font type that is easy to be read | ✓ | | |
|----|--|---|--|--|
| 11 | The font size is enough | ✓ | | |

Comment and Suggestion:



Rubric for Judging the Quality of the Video (After Revision)

Title of Product : Teaching Recount Text by Using Sparkol Videoscribe

Author : Ni Kadek Ari Okta Yudani

Expert : Kadek Sintya Dewi, S.Pd., M.Pd.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of one video existing in the study "THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL VIDEO USING SPARKOL VIDEOSCRIBE APPLICATION FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU". One of the videos is used for teaching Recount Text. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

Instruction

- 1. The expert judgement sheet is filled by the expert.
- 2. There are five scope of scoring for every description.
- 3. Give checklist mark on the scoring column with the following information:

ONDIKSHE

- 5 : Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

| No | Description | Scope of Scoring | | | | |
|----------------------|--|------------------|-------|---------|----------|----------|
| | | Strongly | Agree | Neutral | Disagree | Strongly |
| | | Agree | | | | Disagree |
| Material Suitability | | , | | | | |
| 1 | The topic is relevant to the students' daily life | | | | | |
| 2 | The video uses appropriate words and suitable with the topic | > | | | | |
| 3 | The video uses | | | | | |

| suitable with the topic 4 The new material is well and systematically arranged (graded and trace) 5 The new material gives examples or model that is suitable to the topic 6 The new material overall prioritizes the students' participation 7 The scope of the material is in accordance with the basic competencies that is want to be achieved Physical Design Suitability 1 The video uses consistent writing type 2 The video uses space, such as writing title space with the first row, title space to the main text 3 The video uses layout and consistent or similar typing, from typing pattern to typing margin 4 The material is mapped from the easiest to the hardest 5 The video uses clear material mapping in describing limitation of the material 6 The materials are presented systematically to make students easier to understand 7 The materials are delivered in interesting way 8 The materials are presented by using various pictures 9 The materials are | | appropriate phase and | | | | | |
|---|---|---------------------------------------|---------------|-----------------------------|-----|----|--|
| 4 The new material is well and systematically arranged (graded and trace) 5 The new material gives examples or model that is suitable to the topic 6 The new material overall prioritizes the students' participation 7 The scope of the material is in accordance with the basic competencies that is want to be achieved Physical Design Suitability 1 The video uses consistent writing type 2 The video uses space, such as writing title space with the first row, title space to the main text 3 The video uses layout and consistent or similar typing, from typing pattern to typing margin 4 The material is mapped from the easiest to the hardest 5 The video uses clear material mapping in describing limitation of the material 6 The materials are presented systematically to make students easier to understand 7 The materials are delivered in interesting way 8 The materials are presented by using various pictures 9 The materials are | | appropriate phase and | | | | | |
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| presented by using various / | | presented by using various | / | | | | |
| V | | | | | | | |

| | colors | | | |
|----|--|--|--|--|
| 10 | The video uses font type that is easy to be read | | | |
| 11 | The font size is enough | | | |

Comment and Suggestion:

1. Video sudah bagus, tetapi ketika menyangkan contoh text durasi waktunya cukup cepat sehingga bisa disiasati ketika menggunakan video ini untuk mengajar bs dipause dibagian contoh text nya.

Rubric for Judging the Quality of the Video (After Revision)

Title of Product : Teaching Narrative Text by Using Sparkol Videoscribe

Author : Ni Kadek Ari Okta Yudani

: Kadek Sintya Dewi, S.Pd., M.Pd. **Expert**

Institution : Ganesha University of Education

Description

This rubric judgment is used to judge the quality of one video existing in the study "THE INSTRUCTIONAL DEVELOPMENT OF **ENGLISH** VIDEO **USING SPARKOL** VIDEOSCRIBE APPLICATION FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU". One of the videos is used for teaching Narrative Text. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

Instruction

- 1. The expert judgement sheet is filled by the expert.
- 2. There are five scope of scoring for eStrongly description.
- 3. Give checklist mark on the scoring column with the following information:

NDIKSHE

- 5 : Strongly Agree
- 4: Agree
- 3: Neutral
- 2 : Disagree
- 1 : Strongly Disagree

| No | |
|----|--|

| No | Description | Scope of Scoring | | | | |
|----------------------|--|------------------|-------|---------|----------|----------|
| | | Strongly | Agree | Neutral | Disagree | Strongly |
| | | Agree | | | | Disagree |
| Material Suitability | | | | | | |
| 1 | The topic is relevant to the students' daily life | / | | | | |
| 2 | The video uses appropriate words and suitable with the topic | <i></i> | | | | |
| 3 | The video uses | | | | | |

| | | T | T | | T | T |
|----------|--|----------|--------------|-----|----|---|
| | appropriate phase and | | | | | |
| | suitable with the topic | | | | | |
| 4 | The new material is well | | | | | |
| | and systematically | , | | | | |
| | arranged (graded and | \ / | | | | |
| | trace) | | | | | |
| 5 | The new material gives | | | | | |
| | examples or model that is | / | | | | |
| | suitable to the topic | | | | | |
| 6 | The new material overall | | | | | |
| | prioritizes the students' | , | | | | |
| | participation | | | | | |
| 7 | The scope of the material | | | | | |
| ' | is in accordance with the | | | | | |
| | | 1 | | | | |
| | basic competencies that is want to be achieved | | | | | |
| Dh-rai- | | |)ID/2 | | | |
| - | al Design Suitability | 191- | | | | |
| 1 | The video uses consistent | 9 | 1 | | | |
| | writing type | 1/ | <u>Ψ</u> | V/ | | |
| 2 | The video uses space, | | | - C | 77 | |
| | such as writing title space | 21 B | 2/85 | | | |
| | with the first row, title | | | - | | |
| | space to the main text | | | | | |
| 3 | The video uses layout and | | entrata) | | | |
| | consistent or similar | | IIIa | A | | |
| | typing, from typing | | VVVV | | | |
| | pattern to typing margin | | 111111 | |) | |
| 4 | The material is mapped | | \leftarrow | 7 | / | |
| | from the easiest to the | | | ` | * | |
| | hardest | | | | | |
| 5 | The video uses clear | ADI | KSP | | | |
| | material mapping in | | | | | |
| | describing limitation of | | | | | |
| | the material | | | | | |
| 6 | The materials are | | | | | |
| | presented systematically | , | | | | |
| | to make students easier to | / | | | | |
| | understand | | | | | |
| 7 | The materials are | | , | | | |
| ' | delivered in interesting | / |] | | | |
| | _ | | | | | |
| 0 | Way | | | | | |
| 8 | The materials are | / | | | | |
| | presented by using various | | | | | |
| | pictures | <u> </u> | | | | |
| 9 | The materials are | , | | | | |
| | presented by using various | | | | | |
| | | \vee | | | | |

| | colors | | | | |
|----|--|---|----|--|--|
| 10 | The video uses font type that is easy to be read | | | | |
| 11 | The font size is enough | V | ./ | | |

Comment and Suggestion:

1. Video sudah bagus, tetapi ketika menyangkan contoh text durasi waktunya cukup cepat sehingga bisa disiasati ketika menggunakan video ini untuk mengajar bs dipause dibagian contoh text nya.



Rubric for Judging the Quality of the Video (After Revision)

Title of Product : Teaching Descriptive Text by Using Sparkol Videoscribe

Author : Ni Kadek Ari Okta Yudani

Expert : Kadek Sintya Dewi, S.Pd., M.Pd.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of one video existing in the study "THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL VIDEO USING SPARKOL VIDEOSCRIBE APPLICATION FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU". One of the videos is used for teaching Descriptive Text. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

Instruction

- 1. The expert judgement sheet is filled by the expert.
- 2. There are five scope of scoring for every description.
- 3. Give checklist mark on the scoring column with the following information:
 - 5: Strongly Agree
 - 4 : Agree
 - 3: Neutral
 - 2 : Disagree
 - 1: Strongly Disagree

| No | Description | Scope of Scoring | | | | |
|-------|--------------------------|------------------|-------|---------|----------|----------|
| | | Strongly | Agree | Neutral | Disagree | Strongly |
| | | Agree | | | | Disagree |
| Mater | ial Suitability | | | | | |
| 1 | The topic is relevant to | . / | | | | |
| | the students' daily life | | | | | |
| 2 | The video uses | | | | | |
| | appropriate words and | | | | | |
| | suitable with the topic | | | | | |
| 3 | The video uses | , | | | | |
| | appropriate phase and | \ | | | | |
| | suitable with the topic | \ | | | | |
| 4 | The new material is well | \ / | | | | |

| | | I | I | | ı | I |
|--------|-----------------------------|----------|-----------------|--------------|----|---|
| | and systematically | | | | | |
| | arranged (graded and | | | | | |
| | trace) | | | | | |
| 5 | The new material gives | . / | | | | |
| | examples or model that is | | | | | |
| | suitable to the topic | V | | | | |
| 6 | The new material overall | , | | | | |
| | prioritizes the students' | \ / | | | | |
| | participation | V | | | | |
| 7 | The scope of the material | | | | | |
| | is in accordance with the | / | | | | |
| | basic competencies that is | / | | | | |
| | want to be achieved | \vee | | | | |
| Physic | al Design Suitability | | | | | |
| 1 | The video uses consistent | | | | | |
| | writing type | v | | | | |
| 2 | The video uses space, | | | | | |
| | such as writing title space | | | | | |
| | with the first row, title | | | | | |
| | space to the main text | V | DIDIE. | | | |
| 3 | The video uses layout and | (yo | A | | | |
| | consistent or similar | ş | | 6 | | |
| | typing, from typing | | <i>₩</i> 3 | 1 | | |
| | pattern to typing margin | V | | of. | | |
| 4 | The material is mapped | 4 (18) | 17 600 | | | |
| | from the easiest to the | | OX Y K | | | |
| | hardest | | $A \setminus V$ | | | |
| 5 | The video uses clear | | THE | | | |
| | material mapping in | | | \checkmark | | |
| | describing limitation of | | $\forall YY)$ | | N. | |
| | the material | | 11/1/ | | 1 | |
| 6 | The materials are | | | | | |
| | presented systematically | | | | | |
| | to make students easier to | AD I | KSH | | | |
| | understand | | | | | |
| 7 | The materials are | | | | | |
| | delivered in interesting | | | | | |
| | way | | | | | |
| 8 | The materials are | V | | | | |
| | presented by using | | | | | |
| | various pictures | | | | | |
| 9 | The materials are | | | | | |
| | presented by using | | | | | |
| | various colors | , | | | | |
| 10 | The video uses font type | \ | | | | |
| | that is easy to be read | | , | | | |
| 11 | The font size is enough | | | | | |

1. Video sudah bagus, tetapi ketika menyangkan contoh text durasi waktunya cukup cepat sehingga bisa disiasati ketika menggunakan video ini untuk mengajar bs dipause dibagian contoh text nya.

2nd Expert Jugde

Kadek Sintya Dewi, S.Pd., M.Pd.

NIP 198803232015042004

Rubric for Judging the Quality of the Video

Title of Product : Developing English Instructional Video Using Sparkol Videoscribe

Author : Ni Kadek Ari Okta Yudani

Expert : Krisna Mahendra

Institution : SMAN 1 Kubu

Description :

Penilaian rubrik ini digunakan untuk menilai kualitas suatu video yang ada dalam penelitian yang berjudul "THE DEVELOPMENT OF ENGLISH INSTRUCTIONAL VIDEO USING SPARKOL VIDEOSCRIBE APPLICATION FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU". Mengenai hal ini, saya membutuhkan tanggapan dan saran Anda terhadap aspek TI dari video tersebut

Instruction

- 1. Lembar penilaian ahli diisi oleh ahli Lembar penilaian ahli diisi oleh ahli
- 2. Ada lima ruang lingkup penilaian untuk setiap deskripsi.
- 3. Beri tanda checklist pada kolom penilaian dengan keterangan sebagai berikut
- 5 : sangat setuju
- 4 : setuju
- 3 : biasa saja
- 2 : tidak setuju
- 1 : sangat tidak setuju

| No | Description | Scope of Scoring | | | | |
|--------|--------------------------------|------------------|--------|---------------|-----------------|---------------------------|
| | | Sangat Setuju | Setuju | Biasa saja | Tidak Setuju | Sangat Tidak Setuju |
| Face t | o Face | | | | | |
| 1 | Sajian sampul depan menarik | ✓ | | | | |
| 2 | Media mudah | ✓ | | | | |

| | T | | | | |
|--------|---|----------|---|--|--|
| | dioperasikan | | | | |
| 3 | Audio terdengar jelas | ✓ | | | |
| 4 | Penggunaan font sesuai | ✓ | | | |
| 5 | Tampilan yang indah | ✓ | | | |
| Multir | nedia | | | | |
| 1 | Penggunaan elemen multimedia cocok | | ✓ | | |
| 2 | Kombinasi antara masing- masing elemen multimedia dapat dipahami | √ | | | |
| 3 | Presentasi multimedia tersusun dengan baik | √ | | | |
| 4 | Pemilihan multimedia konsisten | ✓ | | | |
| 5 | Penggunaan multimedia tidak berlebihan | * | | | |

(Adopted from Rifai in Fatmawan, 2018)

Saran:

Aplikasi yang digunakan simple dan mudah dioperasikan , video media pembelajaranny juga mudah dipahami. Sudah sangat bagus

Appendix 7 The Interview Guide and The Results of the Interview

Interview Guide for English Teachers (After teaching English by using the video)

| 1 | How the students' response toward the videos designed by using Sparkol |
|---|--|
| | Videoscribe? |
| 2 | When you were teaching by using the video, did you find any difficulties? |
| 3 | What are the strengths of videos designed by using Sparkol Videoscribe rather than |
| | another application? |
| 4 | How about the weakness of the video? |
| 5 | What is your feeling when you taught the materials by using the videos? |
| 6 | Do you have any suggestion to make the videos become better? |

Interview Guide for English Teacher (After teaching English by using the video)

| 1 | How the students' response toward the videos designed by using Sparkol | | | | | |
|---|--|--|--|--|--|--|
| | Videoscribe? | | | | | |
| | | | | | | |
| | Respon siswa cukup baik, mereka lebih nyaman dan sangat tertarik dengan video | | | | | |
| | yang di deisgn oleh aplikasi sparkol videoscribe siswa lebih pahan dan menegrti | | | | | |
| | karena dalam video itu ada s <mark>udionya cara bacanya dan ke</mark> tika memberikan contoh itu | | | | | |
| | sangat simple dan mudah ditangkap oleh siswa dan videonya terdapat music dan | | | | | |
| | animasi yang membuat siswa lebih bersemangat untuk menontonnya | | | | | |
| 2 | When you were teaching by using the video, did you find any difficulties? | | | | | |
| | | | | | | |
| | | | | | | |
| | Ada, salah satunya itu koneksi internet karena mengunduh video memperlukan | | | | | |
| | konenksi yang kuat dan membuatnya juga cukup membuthkan waktu yang lama | | | | | |
| | untuk mensinkronkan antara animasi , audio dan juga music | | | | | |
| 3 | What are the strengths of videos designed by using Sparkol Videoscribe rather than | | | | | |
| | another application? | | | | | |
| | | | | | | |
| | Lebih mudah cara mengeditnya dan sangat simple ketika digunakan untuk medesain | | | | | |
| | media pembelajaran | | | | | |

| 4 | How about the weakness of the video? |
|---|---|
| | Muungkin durasi teralalu cepat sehingga siswa bias salah paham mengenai penjelasan yang dijelaskan dan ketika menjelaskan contohnya bias diapause agar siswa bias |
| | memahami contohnya lebih jelas untuk music dan auidonya sudah pas |
| 5 | What is your feeling when you taught the materials by using the videos? |
| | Perasaanya senang dan sangat yakinjika siswa belajarnya juga akan lebih efektif dan bersemangat |
| 6 | Do you have any suggestion to make the videos become better? |
| | Lebih dipanjangin lagi durasinya dan memberikan contoh lebih banyak lagi |

Interview Guide for Students (After giving the video)

| 1 | What is your impression when you watch the | | | | |
|---|--|--|--|--|--|
| | Kesan pertama yang dirasakan oleh siswa sangat senang dan merasa terhibur dengan | | | | |
| | video media p <mark>e</mark> mbelajaran tersebut | | | | |
| 2 | Did you find any difficulties in understanding the material through the videos | | | | |
| | | | | | |
| | Semua siswa mengatakan tidak ada justru mereka sangat memhami penjelasan dari | | | | |
| | video tersebut | | | | |
| 3 | Which one do you like, learning by using the videos or traditional learning? | | | | |
| | Sebagian besar siswa lebih memilih menggunakan video karena merasa terhibur dan | | | | |
| | tidak cepat bosan dan lebih bias memehami materi yang dijelaskan | | | | |
| | Sebagian kecil siswa mengatakan lebih suka traditional learning dikarenakan mereka | | | | |
| | bias bertanya secara langsung jika ada materi yang tidak dimengerti | | | | |
| 4 | What is your opinion toward the appearance and explanation of the videos? | | | | |
| | | | | | |
| | Semua siswa berpendaptvideo tersebut sangat menarik dan mudah dipahami apa lagi | | | | |
| | terdapat music dan animasi yang membuat mereka merasa terhibur dan bersemangat | | | | |
| | untuk menontonnya | | | | |
| 5 | Do you have any suggestion to improve the quality of the videos? | | | | |

Semua sisawa mengatakan video sudah cukup bagus hanya saja contohnya lebih diperbanyak agar bias memahami lebihh dalam lagi



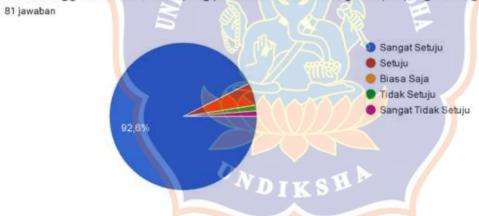
Appendix 8 The Results of Questionnaire

Questionnaire of Instructional Video for Teaching Descriptive Text

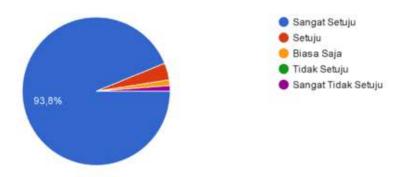
Topik yang diberikan pada media, memiliki keterkaitan dengan kehidupan sehari-hari kalian. 81 jawaban



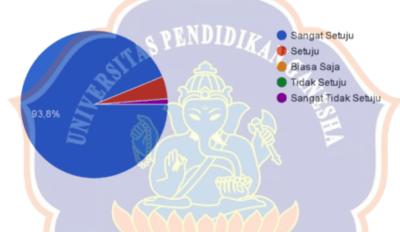
Video meggunakan kata-kata yang pantas dan cocok dengan topik yang sedang diajar



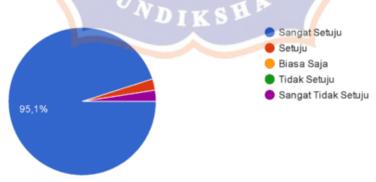
Video memiliki urutan pembahasan yang tepat sesuai dengan topik yang diajar 81 jawaban



Materi yang dibahas tersusun secara baik dan sistematis 81 jawaban

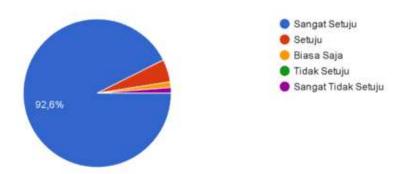


Pada video, tercantum contoh- contoh yang terakait dengan topik yang dibahas 81 jawaban



Siswa dapat berpartisipasi secara aktif dengan mengikuti instruksi pada video (Prioritas media pembelajaran)

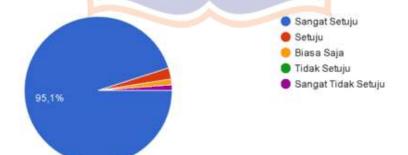
81 jawaban



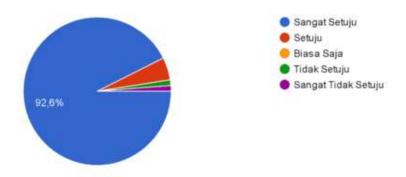
Lingkup yang dibahas pada video sesuai dengan kompetensi dasar yang ingin dicapai 81 jawaban



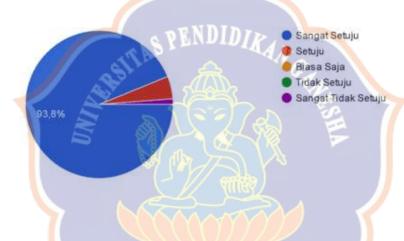
Video menggunakan kata-kata yang konsisten 81 jawaban



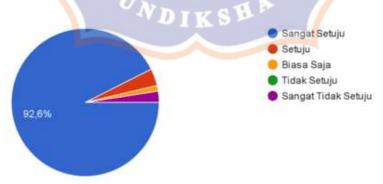
Video menggunakan spasi/sela, yakni memiliki jarak yang cukup antara judul dan baris pertama 81 jawaban



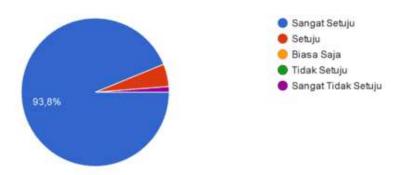
Tata letak pada video konsisten atau sama, yakni dari pola dan margin 81 jawaban



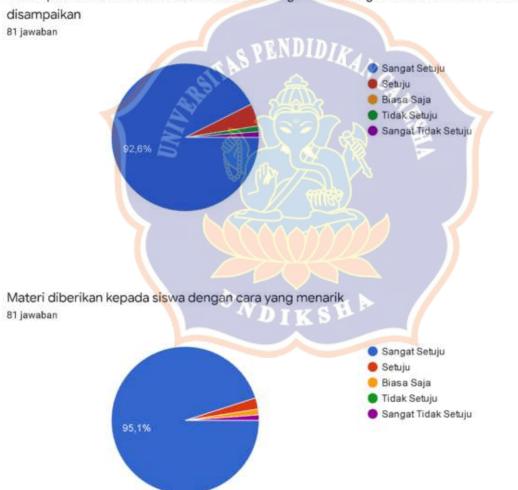
Materi pada video disu<mark>s</mark>un dari yang termudah ke yang tersulit 81 jawaban



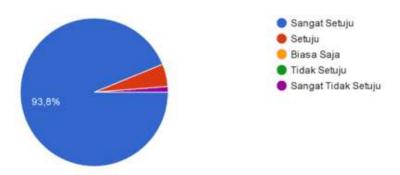
Materi yang dibuat pada video jelas dan memiliki batasan pembahasan agar tidak keluar dari topik 81 jawaban



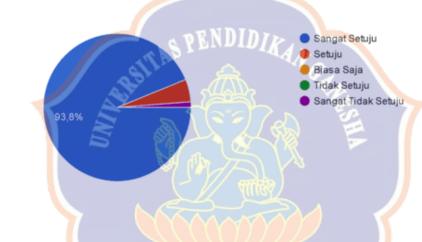
Materi pada video diselaskan secara sistematis agar siswa dengan mudah memahami materi yang



Materi dijelaskan dengan bantuan gambar-gambar yang menarik 81 jawaban



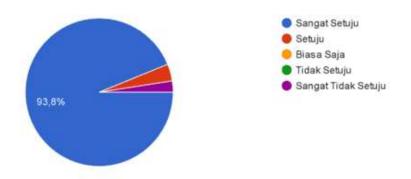
Materi dijelaskan dengan berbagai warna-warna yang menarik 81 jawaban



Video menggunakan jenis huruf yang mudah dibaca 81 jawaban



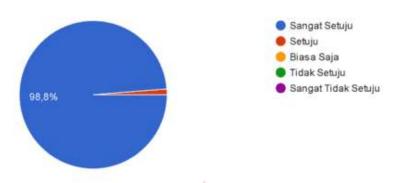
Ukuran huruf pada video cukup (tidak terlalu besar maupun terlalu kecil 81 jawaban





Questionnaire of Instructional Video for Teaching Recount Text

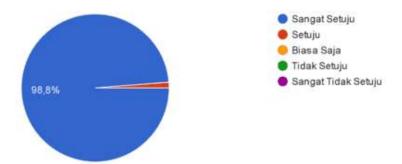
Topik yang diberikan pada media, memiliki keterkaitan dengan kehidupan sehari-hari kalian. 81 jawaban



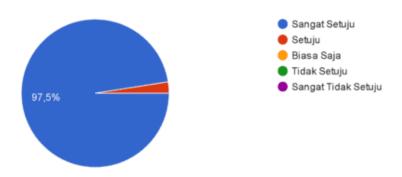
Video meggunakan kata-kata yang pantas dan cocok dengan topik yang sedang diajar 81 jawaban



Video memiliki urutan pemb<mark>ahasan yang tepat sesuai dengan topik ya</mark>ng diajar ⁸¹ jawaban



Materi yang dibahas tersusun secara baik dan sistematis 81 jawaban

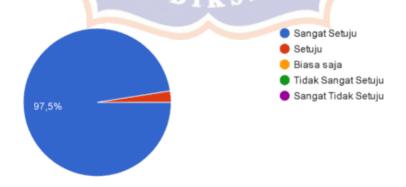


Pada video, tercantum contoh- contoh yang terakait dengan topik yang dibahas 81 jawaban

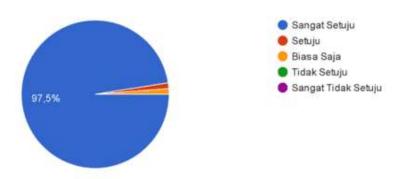


Siswa dapat berpartisipasi secara aktif dengan mengikuti instruksi pada video (Prioritas media pembelajaran)





Lingkup yang dibahas pada video sesuai dengan kompetensi dasar yang ingin dicapai 81 jawaban



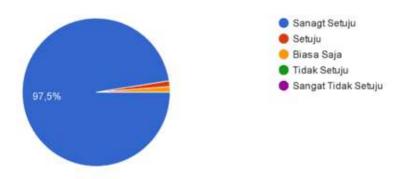
Video menggunakan kata-kata yang konsisten 81 jawaban



Video menggunakan spasi/sela, yakni memiliki jarak yang cukup antara judul dan baris pertama 81 jawaban



Tata letak pada video konsisten atau sama, yakni dari pola dan margin 81 jawaban



Materi pada video disusun dari yang termudah ke yang tersulit 81 jawaban

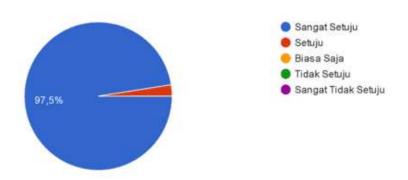


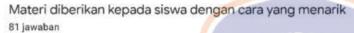
Materi yang dibuat pad<mark>a video jelas dan memiliki batasan pembahasan agar ti</mark>dak keluar dari topik 81 jawaban



Materi pada video diselaskan secara sistematis agar siswa dengan mudah memahami materi yang disampaikan

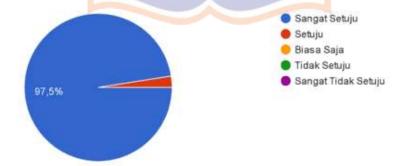
81 jawaban



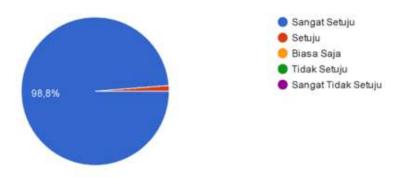




Materi dijelaskan dengan bantuan gambar-gambar yang menarik 81 jawaban



Materi dijelaskan dengan berbagai warna-warna yang menarik 81 jawaban



Video menggunakan jenis huruf yang mudah dibaca



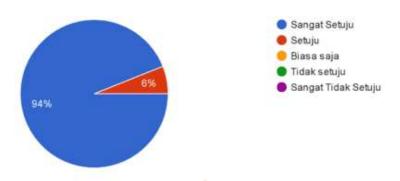


Ukuran huruf pada video cukup (tidak terlalu besar maupun terlalu kecil 79 jawaban



Questionnaire of Instructional Video for Teaching Narrative Text

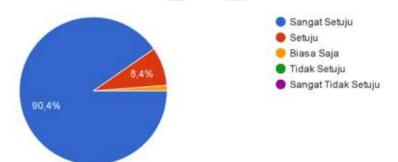
Topik yang diberikan pada media, memiliki keterkaitan dengan kehidupan sehari-hari kalian. 83 jawaban



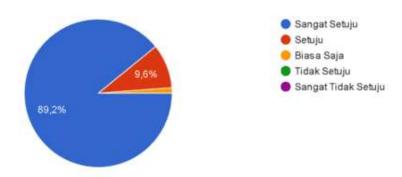
Video meggunakan kata-kata yang pantas dan cocok dengan topik yang sedang diajar 83 jawaban



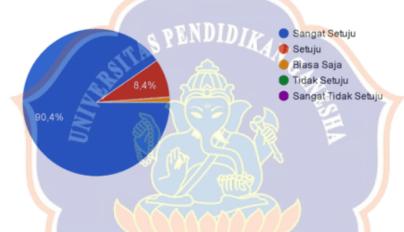
Video memiliki urutan pembahasan yang tepat sesuai dengan topik yang diajar 83 jawaban



Materi yang dibahas tersusun secara baik dan sistematis 83 jawaban

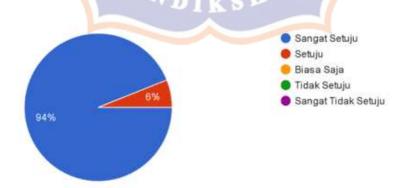


Pada video, tercantum contoh- contoh yang terakait dengan topik yang dibahas 83 jawaban

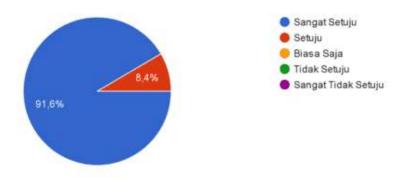


Siswa dapat berpartisipasi secara aktif dengan mengikuti instruksi pada video (Prioritas media pembelajaran)

83 jawaban



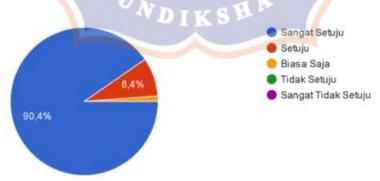
Lingkup yang dibahas pada video sesuai dengan kompetensi dasar yang ingin dicapai 83 jawaban



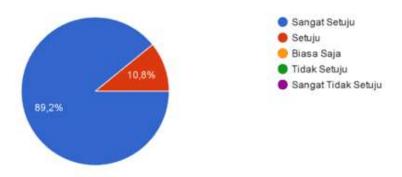
Video menggunakan kata-kata yang konsisten 83 jawaban



Video menggunakan spasi/sela, yakni memiliki jarak yang cukup antara judul dan baris pertama 83 jawaban



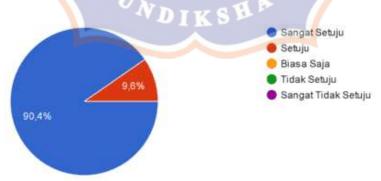
Tata letak pada video konsisten atau sama, yakni dari pola dan margin 83 jawaban



Materi pada video disusun dari yang termudah ke yang tersulit

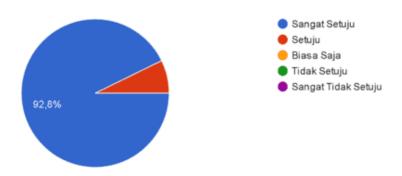


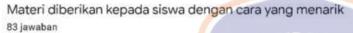
Materi yang dibuat pad<mark>a video jelas dan memiliki batasan pembahasan agar ti</mark>dak keluar dari topik 83 jawaban



Materi pada video diselaskan secara sistematis agar siswa dengan mudah memahami materi yang disampaikan

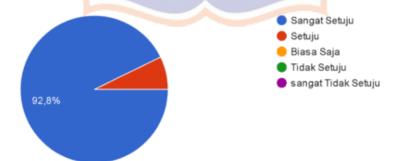
83 jawaban



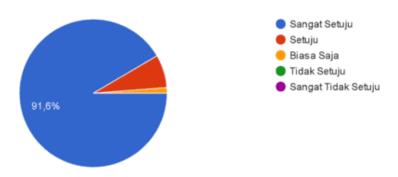




Materi dijelaskan dengan bantuan gambar-gambar yang menarik 83 jawaban



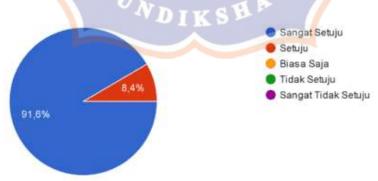
Materi dijelaskan dengan berbagai warna-warna yang menarik 83 jawaban



Video menggunakan jenis huruf yang mudah dibaca 83 jawaban



Ukuran huruf pada video cukup (tidak terlalu besar maupun terlalu kecil 83 jawaban



RIWAYAT HIDUP



Ni Kadek Ari Okta Yudani lahir di Tegal Panti pada tanggal 01 Oktober 1998. Penulis lahir dari pasangan suami istri Bapak I Made Surata dan Ibu Ni Luh Suastini. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Desa Tulamben , Kecamatan Kubu, Kabupaten Karangasem, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 1 Tulamben dan lulus pada tahun 2011 kemudian penulis melanjutkan di SMP Negeri 1 Kubu dan lulus pada tahun 2014. Kemudian, penulis lulus dari SMA Negeri 1 Kubu dengan jurusan IPA pada tahun 2017 dan melanjutkan ke S1 Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2021 penulis telah menyelesaikan Skripsi yang berjudul "DEVELOPING ENGLISH INSTRUCTIONAL VIDEO USING SPARKOL VIDEOSCRIBE FOR 10TH GRADE STUDENTS IN SMAN 1 KUBU".