

## APPENDICES

### Appendix 1 Syllabus of First Grade Class

#### SILABUS PEMBELAJARAN

Sekolah : \_\_\_\_\_

Kelas : V (Lima)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : **Mendengarkan**

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator or Pencapaian Kompetensi	Penilaian		Alokasi Waktu	Sumber Belajar	
				Teknik	Bentuk Instrumen			
1.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah	Contoh:  Kaset/CD: <i>It's ten o'clock.</i>  Siswa: (melingkari gambar jam 10)  Kaset/CD: <i>It's wednesday.</i>  Siswa: (melingkari nama hari)	Siswa merespon dengan melakukan tindakan secara berterima	Merespon dengan melakukan tindakan secara berterima	Unjuk kerja	<i>Responding</i>	<i>Listen and circle the correct time.</i> Kaset/CD: <i>It's half past three.</i> Siswa: (melingkari gambar jam 3.30)	2 x 35 menit	<ul style="list-style-type: none"> <li>• Rekaman kaset/CD</li> <li>• Buku teks</li> </ul>

Kompetensi Dasar	Materi pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.2 Merеспон instruksi sang at sederhana secara verbal	Contoh: Kaset/CD: <i>Listen and repeat the dialogues</i> .  Siswa: (mengulang dialog)  Kaset/CD: <i>Listen and answer orally</i> .  Siswa: (menjawab secara lisan)	<ul style="list-style-type: none"> <li>▪ Siswa bersama-sama mengulang dengan suara lantang apa yang didengar dari kaset/CD</li> <li>▪ Masing-masing siswa mengulang dengan suara lantang apa yang didengar dari kaset/CD</li> <li>▪ Siswa bersama-sama merеспон apa yang didengar dari kaset/CD secara lisan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Merеспон dengan mengulang apa yang didengar dari kaset/CD dengan suara lantang</li> <li>▪ Merеспон dengan mengulang apa yang didengar dari kaset/CD dengan penguapan bahasa Inggris yang benar</li> <li>▪ Merеспон apa yang</li> </ul>	<ul style="list-style-type: none"> <li>• Unjuk kerja</li> <li>• Tes lisan</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Responding</i></li> <li>• Merеспон dengan menjawab secara lisan</li> </ul>	Listen to the dialogues and repeat. (rekaman kaset/CD): <i>How many months are there in a week?</i> Siswa: (mengulang)  <i>Listen and answer orally.</i> (rekaman kaset/CD): <i>Tomorrow is Wednesday. What day was it yesterday?</i>	2 x 35 menit	<ul style="list-style-type: none"> <li>• Rekam kaset/CD</li> <li>• Buku teks</li> <li>• <i>Script</i> percakapan</li> </ul>

			dieng r dari kaset/ CD secara lisan			<i>Siswa: Monday (menja wab secara lisan)</i>		
❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> ) Rasa hormat dan perhatian ( <i>respect</i> ) Tekun ( <i>diligence</i> ) Tanggung jawab ( <i>responsibility</i> ) Berani ( <i>courage</i> )								

## SILABUS PEMBELAJARAN

Sekolah : \_\_\_\_\_

Kelas : V (Lima)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : **Berbicara**

2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
2.1 Bercakap-cakap untuk menyetujui tindakan secara bertepatan tindakan tutur: memberi contoh	Contoh: <i>A: What time is it?</i> <i>B: It is a quarter past ten.</i>  <i>A: Touch your leg.</i>  <i>B: Point to your ears.</i>	<ul style="list-style-type: none"> <li>▪ Tanya jawab yang berkaitan dengan materi</li> <li>▪ Meniru pertanyaan-pertanyaan dan respon pertanyaan</li> <li>▪ Memahas kosakata dan struktur percakapan sesuai materi</li> <li>▪ Latihan percakapan dalam bentuk dialog</li> </ul>	<p>Mengungkapkan berbagai tindakan tutur:</p> <ul style="list-style-type: none"> <li>▪ Memberi contoh melakukan sesuatu</li> <li>▪ Memberi aba-aba</li> <li>▪ Memberi petunjuk</li> </ul>	<ul style="list-style-type: none"> <li>• Tes lisan</li> <li>• Unjuk kerja</li> </ul>	<ul style="list-style-type: none"> <li>• Pertanyaan</li> <li>• <i>Performance</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Answer the questions orally!</i></li> <li>• <i>Act out the dialogues in front of the class!</i></li> </ul>	4 x 35 menit	<ul style="list-style-type: none"> <li>• <i>Script</i> percakapan</li> <li>• Buku teks</li> <li>• Alat peraga</li> </ul>

mela kuka n sesua tu, mem beri aba- aba, dan mem beri petu njuk		<ul style="list-style-type: none"> <li>▪ Mengg unakan ungkap an- ungkap an percaka pan sesuai materi dalam situasi nyata</li> </ul>						
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Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
2.2 Bercakap-cakap untuk meminta /memberi jasa/barang secara berterima yang melibatkan tindakan tutur: meminta bantuan, memberi bantuan,	Contoh: <i>A: Can I help you?</i> <i>B: Yes, I want cabbage, please.</i>  (Lihat BUKU KLS 3 HLM. 42)	<ul style="list-style-type: none"> <li>▪ Tanya jawab yang berkaitan dengan materi</li> <li>▪ Meniru pertanyaan-pertanyaan dan respon pertanyaan</li> <li>▪ Membahas kosakata dan</li> </ul>	<p>Mengungkapkan berbagai tindakan tutur:</p> <ul style="list-style-type: none"> <li>▪ Meminta bantuan</li> <li>▪ Memberi bantuan</li> <li>▪ Meminta barang</li> <li>▪ Memberi barang</li> </ul>	Tes lisan	Pertanyaan	<i>Answer the questions orally!</i>	4 x 35 menit	<ul style="list-style-type: none"> <li>• Script percakapan</li> <li>• Buku teks berisi percakapan</li> <li>• Alat peraga</li> </ul>

<p>meminta barang, dan memberi barang</p>		<p>struktur percakapan sesuai materi</p> <ul style="list-style-type: none"> <li>▪ Latihan percakapan dalam bentuk dialog</li> <li>▪ Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata</li> </ul>					
<p>2.3 Bercakap-cakap untuk meminta /memberi informasi secara berterima yang melibatkan tindakan tutur: mengenalkan diri, mengajak, meminta ijin,</p>	<p>Contoh: A: <i>Duan is my brother. Alya is my sister. Come and visit my family.</i></p>	<ul style="list-style-type: none"> <li>▪ Tanya jawab yang berkaitan dengan materi</li> <li>▪ Meniru pertanyaan-pertanyaan dan respon pertanyaan</li> <li>▪ Membahas kosakata dan struktur</li> </ul>	<p>Mengungkapkan berbagai tindakan tutur:</p> <ul style="list-style-type: none"> <li>▪ Mengemukakan diri</li> <li>▪ Mengajak</li> <li>▪ Meminta ijin</li> <li>▪ Memberi ijin</li> <li>▪ Menyetujui</li> <li>▪ Tidak menyetujui</li> </ul>	<p>Tes lisan</p>	<p><i>Performance</i></p>	<p><i>Act out the dialogues in front of the class!</i></p>	<p>4 x 35 menit</p> <ul style="list-style-type: none"> <li>• Script percakapan</li> <li>• Buku teks berisi percakapan</li> <li>• Alat peraga</li> </ul>

memberi ijin, menyetujui, tidak menyetujui, dan melarang		<ul style="list-style-type: none"> <li>▪ Melarang percakapan sesuai materi</li> <li>▪ Latihan percakapan dalam bentuk dialog</li> <li>▪ Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata</li> </ul>						
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Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
2.4 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: <i>Do you mind...</i>	Contoh: <i>A: Do you mind giving me some food?</i> <i>B: Sure.</i>  <i>A: We cannot enter this</i>	<ul style="list-style-type: none"> <li>▪ Tanya jawab yang berkaitan dengan materi</li> <li>▪ Meniru pertanyaan-pertanyaan dan respon pertanyaan</li> </ul>	Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan : <ul style="list-style-type: none"> <li>▪ <i>Do you mind...</i></li> <li>▪ <i>Shall we ...</i></li> </ul>	Tes lisan	<i>Performance</i>	<i>Act out the dialogues in front of the class!</i>	4 x 35 menit	<ul style="list-style-type: none"> <li>• <i>Script</i> percakapan</li> <li>• Buku teks berisi percakapan</li> <li>• Alat peraga</li> </ul>

<p>dan <i>Shall we...</i></p>	<p><i>door. Shall we find another one?</i> <i>B: Ok.</i></p>	<ul style="list-style-type: none"> <li>▪ Memahas kosakata dan struktur percakapan sesuai materi</li> <li>▪ Latihan percakapan dalam bentuk dialog</li> <li>▪ Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata</li> </ul>					
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )  Berani ( <i>courage</i> )</p>							



## SILABUS PEMBELAJARAN

Sekolah : \_\_\_\_\_

Kelas : V (Lima)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : **Membaca**

3. Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator or Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1. Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sederhana	Ucapan, tekanan, dan intonasi kata, frasa, dan kalimat yang dipelajari	<ul style="list-style-type: none"> <li>▪ Mendengarkan dan merespon hal-hal yang perlu diperhatikan dalam kegiatan membaca nyaring: ucapan, tekanan, dan intonasi</li> <li>▪ Mendengarkan contoh membaca nyaring yang dilakukan guru</li> <li>▪ Menirukan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Melafalkan kata, frasa, dan kalimat dengan baik dan benar</li> <li>▪ Membaca kata, frasa, dan kalimat dengan tekanan dan intonasi yang benar</li> <li>▪ Membaca nyaring</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tes unjuk kerja</li> <li>▪ Observasi</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uji petik membaca nyaring</li> <li>▪ Lembar observasi</li> </ul>	<p><i>Read the time aloud.</i></p> <p><i>Read all parts of the body loudly and carefully.</i></p>	2 x 35 menit	<ul style="list-style-type: none"> <li>• Buku teks</li> <li>• Alat peraga</li> </ul>

		<p>membaca nyaring dengan intonasi dan jeda sesuai model</p> <ul style="list-style-type: none"> <li>▪ Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar</li> </ul>	<p>dengan baik dan benar</p>					
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Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.2. Memahami kalimat, pesan tertulis, dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima	<ul style="list-style-type: none"> <li>• Kalimat-kalimat sangat sederhana</li> <li>• Pesan tertulis sangat sederhana</li> <li>• Teks deskriptif bergambar sangat sederhana</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mengidentifikasi informasi dalam kalimat-kalimat sangat sederhana</li> <li>▪ Mengidentifikasi informasi yang terdapat dalam pesan tertulis sangat sederhana</li> <li>▪ Mengidentifikasi teks deskriptif bergambar sangat sederhana</li> <li>▪ Tanya jawab yang terkait dengan materi</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mengidentifikasi berbagai informasi dalam kalimat-kalimat sangat sederhana</li> <li>▪ Mengidentifikasi berbagai informasi dalam pesan tertulis sangat sederhana</li> <li>▪ Mengidentifikasi teks deskriptif bergambar sangat sederhana</li> </ul>	Tes unjuk kerja	Tes identifikasi informasi yang ada dalam kalimat-kalimat sangat sederhana dalam teks	<i>Read the text and fill in the timetable according to the text.</i>	2 x 35 menit	Buku teks
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthiness</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )  Berani ( <i>courage</i> )</p>								

Mengetahui,  
Kepala SD .....

.....  
Guru Bahasa Inggris

( \_\_\_\_\_ )

NIP : .....

( \_\_\_\_\_ )

NIP : .....



## SILABUS PEMBELAJARAN

Sekolah : \_\_\_\_\_

Kelas : V (Lima)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : **Menulis**

4. Mengeja dan menyalin kalimat sangat sederhana dalam konteks kelas

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator or Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1. Mengeja kalimat sangat sederhana secara tepat dan berima	Kalimat bahasa Inggris sangat sederhana	Mengeja kalimat bahasa Inggris sangat sederhana	Mengeja kalimat bahasa Inggris dengan ejaan yang benar	Tes tulis	Menyusun kata-kata bahasa Inggris menjadi kalimat yang benar	<i>Rearrange the words into good sentences.</i>	4 x 35 menit	<ul style="list-style-type: none"> <li>• Buku teks</li> <li>• Alat peraga</li> </ul>
4.2. Menyalin dan menulis kalimat sangat sederhana secara tepat	Kalimat bahasa Inggris sangat sederhana	Menyalin dan menulis kalimat bahasa Inggris sangat sederhana	Menyalin dan menulis kalimat bahasa Inggris sangat sederhana dengan benar	Tes tulis	Menulis kalimat sangat sederhana	<i>Write your own family.</i>	4 x 35 menit	<ul style="list-style-type: none"> <li>• Buku teks</li> <li>• Alat peraga</li> </ul>

<p>dan berte rima seper ti: ucap an sela mat, ucap an terim a kasih , dan unda ngan</p>								
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthines</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )  Tanggung jawab ( <i>responsibility</i> )  Berani ( <i>courage</i> )</p>								



**Mengetahui,**  
**Kepala SD .....**

( \_\_\_\_\_ )  
**NIP : .....**

.....  
**Guru Bahasa Inggris**

( \_\_\_\_\_ )  
**NIP : .....**



## Appendix 2 Students' Questionnaire Before Implementation

The image shows two screenshots of a Google Forms questionnaire. The top screenshot displays the beginning of the form, and the bottom screenshot shows the continuation of the questions.

**Questionnaire Header:**

- Title:** Questionnaire before implement
- Introduction:** Isilah kuisisioner di bawah ini berdasarkan keseharian kalian pada saat pembelajaran dalam jaringan (online) selama pandemi Covid-19. Terima kasih

**Question 1:**

- Label:** Nama
- Response Type:** Teks jawaban singkat

**Question 2:**

- Label:** Kelas
- Response Type:** List box with options: 1. 1, 2. 2, 3. 4, 4. 5, 5. 6, 6. TK



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Kuisisioner Before Implement 1st Grade skripsi

Pertanyaan Jawaban 10

Wajib diisi

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

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Kuisisioner Before Implement 1st Grade skripsi

Pertanyaan Jawaban 10

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) \*

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Kuisisioner Before Implement 1st Grade skripsi

Pertanyaan Jawaban 10

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

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Kuisisioner Before Implement 1st Grade skripsi

Pertanyaan Jawaban 10

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

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Kuisisioner Before Implement 1st Grade skripsi

Pertanyaan Jawaban 10

Apakah kalian sering menggunakan laptop/handphone? \*

- Selalu
- Sering
- Kadang-kadang

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

- Sosial media
- YouTube
- Game
- Chatting

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Kuisisioner Before Implement 1st Grade skripsi

Pertanyaan Jawaban 10

Wajib diisi

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

- Ya
- Tidak

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

- Ya
- Tidak

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## Appendix 3 Students' Questionnaire After Implementation

The image shows two screenshots of a Google Forms questionnaire. The top screenshot displays the title 'Questionnaire after implement' and an introductory paragraph: 'Isilah kuisisioner di bawah ini berdasarkan keseharian kalian pada saat pembelajaran dalam jaringan (online) selama pandemi Covid-19. Terima kasih'. Below this, there are two short-answer questions. The first question is labeled 'Nama' and has a dropdown menu set to 'Jawaban singkat'. The second question is labeled 'No Absen' and also has a dropdown menu set to 'Jawaban singkat'. The bottom screenshot shows a list of class names under the heading 'Kelas': 1. 1, 2. 2, 3. 4, 4. 5, 5. 6, and 6. TK. Below the list is a multiple-choice question: 'Apakah kalian merasa senang dan kemampuan Bahasa Inggris menjadi meningkat dengan menggunakan video Powtoon? \*'. The options are 'Ya' and 'Tidak'.

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After Implementation skripsi ☆ Semua perubahan disimpan di Drive Kirim

Pertanyaan Jawaban 10

### Questionnaire after implement

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

Nama  Jawaban singkat

Teks jawaban singkat

Wajib diisi

No Absen

Teks jawaban singkat

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After Implementation skripsi ☆ Semua perubahan disimpan di Drive Kirim

Pertanyaan Jawaban 10

Kelas

- 1
- 2
- 4
- 5
- 6
- TK

Apakah kalian merasa senang dan kemampuan Bahasa Inggris menjadi meningkat dengan menggunakan video Powtoon? \*

Ya

Tidak

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After Implementation skripsi ☆ Semua perubahan disimpan di Drive Kirim

Pertanyaan Jawaban 10

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

- Sangat bersemangat
- Biasa saja
- Tidak bersemangat

Menurut kalian, apakah video Powtoon menarik? \*

- Sangat menarik
- Biasa saja
- Tidak menarik

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

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After Implementation skripsi ☆ Semua perubahan disimpan di Drive Kirim

Pertanyaan Jawaban 10

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

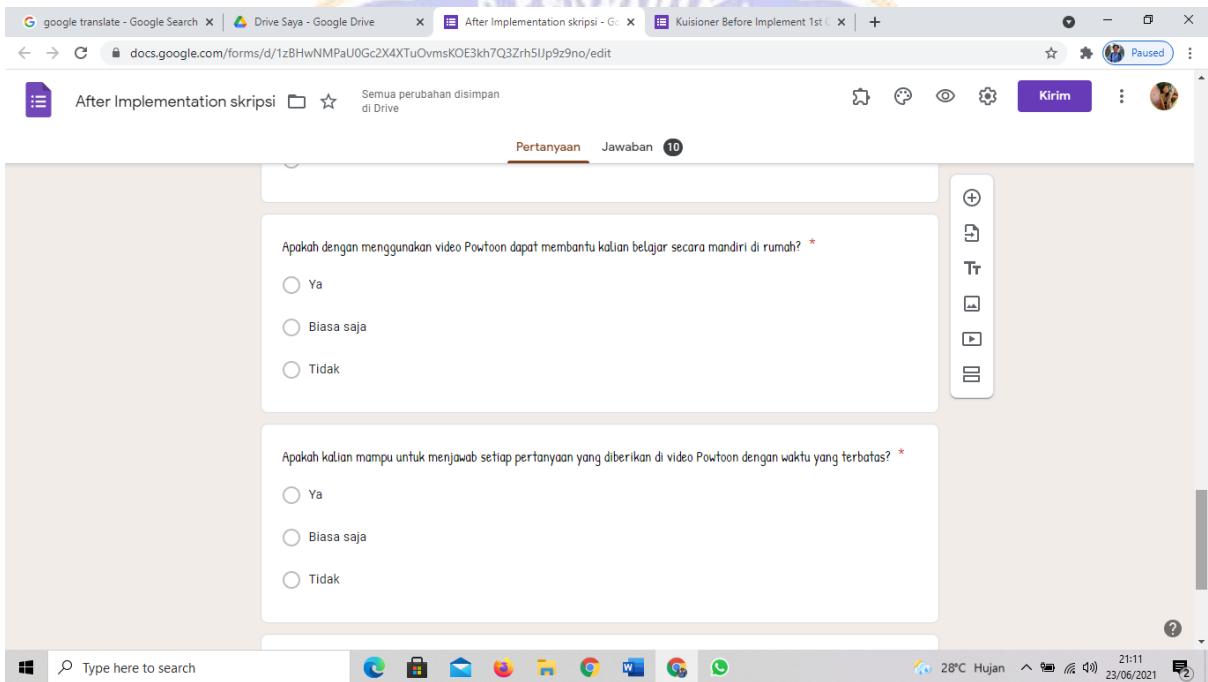
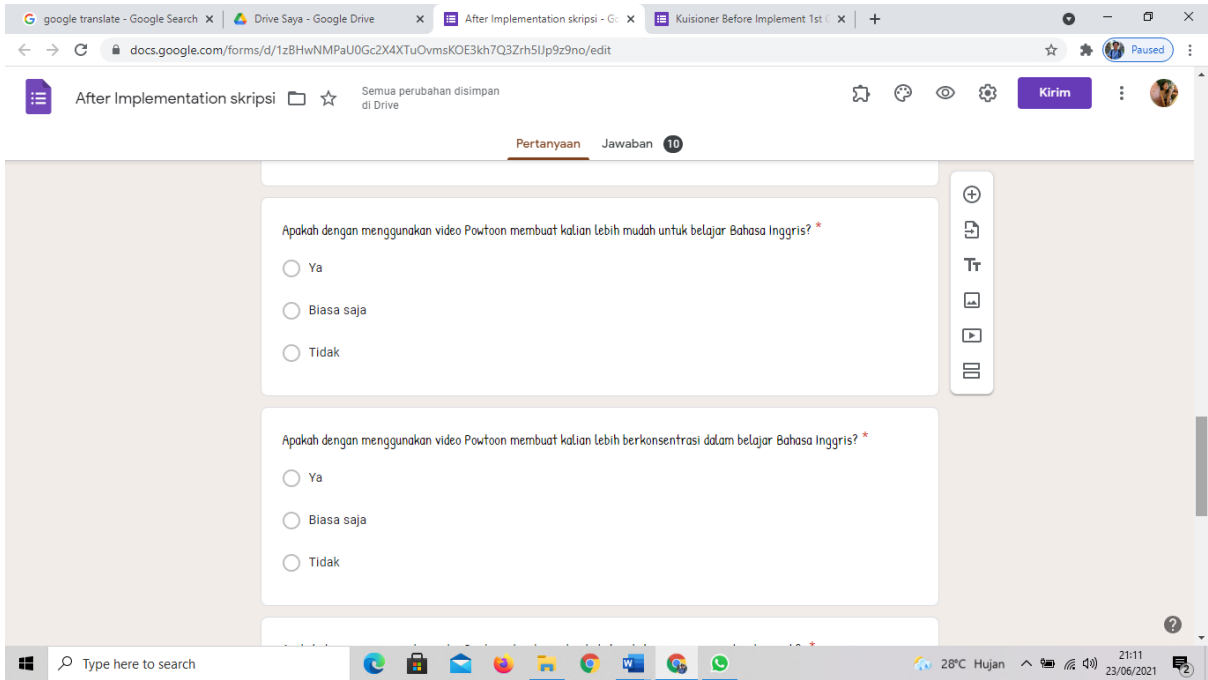
- Ya
- Biasa saja
- Tidak

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

- Ya
- Tidak

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

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docs.google.com/forms/d/1z8HwNMPaU0Gc2X4XTuOvmsKOE3kh7Q3Zrh5Uj9z9no/edit

After Implementation skripsi ☆ Semua perubahan disimpan di Drive Kirim

Pertanyaan Jawaban 10

- Biasa saja
- Tidak
- Tambahkan opsi atau [tambahkan "Lainnya"](#)

Wajib diisi

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

- Ya
- Biasa saja
- Tidak

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## Appendix 4 The Result of Students' Questionnaire Before Implementation

	B	C	D	E	F	G	H	I	J	K	L	M
1	Nama	No Absen	Kelas	Apakah jika "Ya" berilah alasan	Jika "Tidak" berilah alasan	Dalam belajar Bahasa Ing	Apakah setiap pertemuan	Jika s	Apakah guru kalian sering	Pembelajaran seperti apa	Apakah kalian sering mer	Ke
2	Joyce Gabriella Vanessa	9		1 Ya	Pembelajaran yang dilak	Rumah (bisa belajar send	Sering	Ya	Selalu	Belajar menggunakan me	Sering	Ke
3	Gede dimas satrta wikant	5		1 Ya	Pembelajaran yang dilak	Rumah (bisa belajar send	Sering	Ya	Selalu	Belajar menggunakan me	Kadang-kadang	Ya
4	I gede anantha	6		1 Ya	Pembelajaran yang dilak	Rumah (bisa belajar send	Kadang-kadang	Ya	Selalu	Menjawab soal-soal latih	Sering	Ya
5	Nickolas Clauben Timothy	17		1 Ya	Bahasa Inggris adalah pe	Sekolah (bisa belajar den	Pernah	Ya	Sering	Diskus tanya jawab	Sering	Ya
6	Gede Ganendra Dhanisw	6		1 Ya	Pembelajaran yang dilak	Sekolah (bisa belajar den	Sering	Ya	Sering	Belajar menggunakan me	Sering	Ke
7	Paramahansa Agung Ma	18		1 Ya	Pembelajaran yang dilak	Sekolah (bisa belajar den	Kadang-kadang	Ya	Sering	Belajar menggunakan me	Sering	Ya
8	tiffany chintya sunyoto	25		1 Ya	Pembelajaran yang dilak	Sekolah (bisa belajar den	Sering	Ya	Sering	Belajar menggunakan me	Kadang-kadang	Ya
9	Vidhya Ellena A. Y.	26		1 Ya	Bahasa Inggris adalah pe	Sekolah (bisa belajar den	Sering	Ya	Sering	Belajar menggunakan me	Sering	Ya
10	Chelsea Alandra	2		1 Ya	Guru yang menyenangka	Bahasa Inggris adalah pe	Sekolah (bisa belajar den	Sangat sering	Ya	Sering	Diskus tanya jawab	Selalu
11	Made Nararya Adibrata	1		1 Ya	Bahasa Inggris adalah pe	Pembelajaran yang dilak	Sekolah (bisa belajar den	Kadang-kadang	Ya	Selalu	Menjawab soal-soal latih	Kadang-kadang

## Appendix 5 The Result of Students' Questionnaire After Implementation

	B	C	D	E	F	G	H	I	J	K
1	Nama	No Absen	Kelas	Apakah kalian merasa	Apakah kalian lebih ber	Menurut kalian, apakah	Apakah video Powtoon r	Apakah dengan menggu	Apakah dengan menggu	Apakah dengan mer
2	I Gede Anantha	8		1 Ya	Sangat bersemangat	Sangat menarik	Ya	Ya	Ya	Ya
3	Gede Dimas Satria Wik	5		1 Ya	Sangat bersemangat	Sangat menarik	Ya	Ya	Ya	Ya
4	Joyce Gabriella Vanessa	9		1 Ya	Sangat bersemangat	Sangat menarik	Ya	Ya	Ya	Ya
5	Tiffany Chintya Sunyoto	25		1 Ya	Sangat bersemangat	Sangat menarik	Ya	Ya	Ya	Ya
6	Parahansa Agung Madi	18		1 Ya	Sangat bersemangat	Sangat menarik	Ya	Ya	Ya	Ya
7	Vidhya Ellena A.Y	26		1 Ya	Sangat bersemangat	Sangat menarik	Ya	Ya	Ya	Ya
8	Made Nararya Adibrata	13		1 Ya	Sangat bersemangat	Sangat menarik	Ya	Ya	Ya	Ya
9	Chelsea Alandra	2		1 Ya	Sangat bersemangat	Sangat menarik	Ya	Ya	Ya	Ya
10	Nickolas	17		1 Ya	Sangat bersemangat	Sangat menarik	Ya	Tidak	Ya	Ya
11	Made Naraarya Adibrata	12		1 Ya	Sangat bersemangat	Sangat menarik	Ya	Ya	Ya	Ya



## Appendix 6 Blue Print of The Video

### Blueprint of Supporting Materials

Theme	Materials
Things In the Classroom	Book, Pencil, Pen, Eraser, Table, Chair
Greeting and Parting	Hello, How are You? I'm Fine, Thank You, Good Morning, Good Bye, See You
Family	Grand Father, Grand Mother, Father, Mother, Brother, Sister
Personal Identity	Name, Nickname, Age, Origin

### Blueprint of Powtoon

No.	Topic	Basic Competence	Indicator	Focus	Type	Items
1.	Things In the Classroom	1.1 Responding by repeating to a simple utterance in English simple which states the names of things in the classroom	- Students can identify items in the classroom correctly	Vocabulary and pronunciation	Explanation video and Multiple Choice	1. <u>Intro: Slide 2</u> ● Today is Monday. It's time to go to school! ● Let's Go!  2. <u>Slide 3</u> ● Wow, there are several
		1.2 Responding by taking action according to the instructions acceptably	- Students are able to follow the instructions to pronounce the name of things in the classroom			

					<p>things in my classroom.</p> <ul style="list-style-type: none"> <li>● Let's check it!</li> </ul> <p>3. <u>Slide 4</u></p> <ul style="list-style-type: none"> <li>● Can you help me to guess the name of these things in English?</li> <li>● Picture of pen, pencil, book, eraser, chair and table.</li> </ul> <p>4. <u>Slide 5</u></p> <ul style="list-style-type: none"> <li>● What is this?</li> <li>● This is a pen</li> <li>● Repeat it!</li> <li>● This is a pen</li> <li>● Good Job</li> </ul> <p>5. <u>Slide 6</u></p> <ul style="list-style-type: none"> <li>● How about this one?</li> <li>● This is a pencil</li> <li>● Repeat it!</li> <li>● This is a pencil</li> <li>● Great Job</li> </ul>
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5. Slide 6

- How do you say this one?
- This is an eraser
- Repeat it!
- This is an eraser
- Good!

6. Slide 7

- What is this?
- This is a table
- Repeat it!
- This is a table
- Good Job

7. Slide 8

- What is this?
- This is a chair
- Repeat it!
- This is a chair
- Great Job

8. Slide 9

What is this?  
This is a book  
Repeat it!

					<p>This is a book Excellent!</p> <p>9. <u>Slide 10</u></p> <ul style="list-style-type: none"> <li>● Now we are going to play a game!</li> <li>● Are you ready?</li> <li>● Let's Go!</li> </ul> <p>10. <u>Slide 11</u></p> <ul style="list-style-type: none"> <li>● What is this?</li> <li>● A. Pen</li>   <li>● How do you say this one?</li> <li>● B. Book</li>   <li>● What is this?</li> <li>● A. Table</li>   <li>● How do you say this one?</li> <li>● B. Pencil</li> </ul> <p>11. <u>Slide 12</u></p> <ul style="list-style-type: none"> <li>● Excellent work!</li> <li>● Thank You</li> </ul>
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2.	Greeting and Parting	2.1 Responding by repeating to expressions of greeting and parting	- Students are able to identify the expressions of greeting and parting	Vocabulary and language function	Explanation Video/ Question and Answer	<ul style="list-style-type: none"> <li>● Intro: <u>Slide 2</u></li> <li>● Hello!</li> <li>● We will play a game and you have to guess, what will you say?</li> <li>● Are you ready?</li> <li>● Let's Go!</li> <li>2. <u>Slide 3</u></li> <li>● Hello!</li> <li>● ...</li> <li>● What will you say?</li> <li>● Hello!</li> <li>● When someone say hello, you answer by hello</li> <li>3. <u>Slide 4</u></li> <li>● Picture of Sunrise</li> <li>● Good Morning</li> <li>● ...</li> <li>● What will you say?</li> <li>● Good Morning</li> </ul>
		2.2 Having a simple conversation which stated expressions of greeting and parting	- Students are able to use expression of greeting and parting in real situation			





- When someone say Good Morning, you say Good morning. Someone say good afternoon, you say Good afternoon.

#### 4. Slide 5

- How are you?
- What will you say?
- ....
- I'm Good, I'm Tired, I'm Fine, I'm Great.
- When someone ask you, how are you? You can answer, I'm Fine, Great, Good, Tired

#### 5. Slide 6

- Good Bye
- ....



- What will you say?
- Good Bye
- When someone say good bye, you answer by good bye

8. Slide 7

- See you
- ....
- What will you say?
- See you
- When someone say see you, you answer by see you


7. Slide 8

- Great Job, guys!
- Now, it's time for quiz.
- Let's do it!

8. Slide 9

- True or False

9. Slide 10

						<ul style="list-style-type: none"> <li>● How are you?</li> <li>● I'm Tired</li> <li>● True or False</li> <li>● True</li> <li>● Good</li> <li>10. <u>Slide 11</u></li> <li>● Hello</li> <li>● I'm Fine</li> <li>● True or False</li> <li>● False</li> <li>● Great</li> <li>11. <u>Slide 12</u></li> <li>● How are you?</li> <li>● See You</li> <li>● True or False</li> <li>● False</li> <li>● Great</li> <li>12. <u>Slide 13</u></li> <li>● See You</li> <li>● See You</li> <li>● True or False</li> <li>● True</li> <li>● Good</li> <li>13. <u>Slide 14</u></li> <li>● Great Job guys!</li> <li>● Thank you,</li> <li>● Good Bye</li> </ul>
3.	Family	3.1 Responding by repeating to a simple utterance in English simple which state the names of family members	- Students are able to identify the names of family members in correct way	Vocabulary and language function	Explanation Video/ Multiple Choices by picking the line	1. <u>Intro: Slide 2</u> <ul style="list-style-type: none"> <li>● Hey, Let me show you my family</li> </ul>



		<p>3.2 Conversing pictures is accurate and acceptable of family members</p>	<p>- Students are able to restate the names of family members correctly</p>		<ul style="list-style-type: none"> <li>● I will introduce one by one</li> <li>● Let's start!</li> </ul> <p>2. <u>Slide 3</u></p> <ul style="list-style-type: none"> <li>● Repeat after me!</li> <li>● He is my father</li> <li>● He is my father</li> </ul> <p>3. <u>Slide 4</u></p> <ul style="list-style-type: none"> <li>● Repeat after me!</li> <li>● She is my mother</li> <li>● She is my mother</li> </ul> <p>4. <u>Slide 5</u></p> <ul style="list-style-type: none"> <li>● Repeat after me!</li> <li>● He is my brother</li> <li>● He is my brother</li> </ul> <p>5. <u>Slide 6</u></p> <ul style="list-style-type: none"> <li>● Repeat after me!</li> </ul>
--	--	-----------------------------------------------------------------------------	-----------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



						<ul style="list-style-type: none"> <li>● She is my sister</li> <li>● She is my sister</li> </ul> <p>6. <u>Slide 7</u></p> <ul style="list-style-type: none"> <li>● Repeat after me!</li> <li>● He my is grandfather</li> <li>● He my is grandfather</li> </ul> <p>7. <u>Slide 8</u></p> <ul style="list-style-type: none"> <li>● Repeat after me!</li> <li>● She my is grandmother</li> <li>● She my is grandmother</li> </ul> <p>8. <u>Slide 9</u></p> <ul style="list-style-type: none"> <li>● Good Job guys, you already know the names of family members in English.</li> <li>● Now, we will play a game.</li> </ul>
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- Please, choose the correct one!
- Let's Go!

9. Slide 10

- Who is she?
- (Picture of grandmother)
- grandmother
- grandfather
- grandmother
- Good Job!

10. Slide 11

- Who is he?
- mother
- brother
- brother
- Great Job!

11. Slide 12

- Who is she?
- sister
- mother
- sister
- Great Job!

12. Slide 13

- Who is he?
- grandmother
- grandfather
- grandfather
- Good Job!

						<p>13. <u>Slide 14</u></p> <ul style="list-style-type: none"> <li>● Excellent work!</li> <li>● Thank you!</li> <li>● Good bye</li> </ul>
4.	Personal Identity	<p>4.1 Responding to utterance in English is simple which state of the personal identity</p> <p>4.2 Conversing expressions is very simple, accurate and acceptable about personal identity</p>	<p>- Students are able to identify the expressions of personal identity</p> <p>- students are able to make conversation by using the expression of personal identity</p>	Vocabulary and language function	Explanation Video/ True and False	<p>1. Intro: <u>Slide 2</u></p> <ul style="list-style-type: none"> <li>● Hello everyone</li> <li>● My name is Bella Robinson</li> <li>● What is your name?</li> <li>● You can call me Bella</li> <li>● How can I call you?</li> </ul> <p>2. <u>Slide 3</u></p> <ul style="list-style-type: none"> <li>● Now, I am seven years old</li> <li>● How old are you?</li> </ul> <p>3. <u>Slide 4</u></p> <ul style="list-style-type: none"> <li>● I come from England</li> <li>● Where do you come from?</li> </ul>



3. Slide 4

- My name is Indonesia
- True or False
- False
- Great Job!

4. Slide 5

- I come from Indonesia
- True or False
- True
- Good Job!

4. Slide 5

- You can call me Irina
- True or False
- True
- Excellent!

5. Slide 6

- I come from Annisa
- True or False
- False
- Good Job!

6. Slide 7

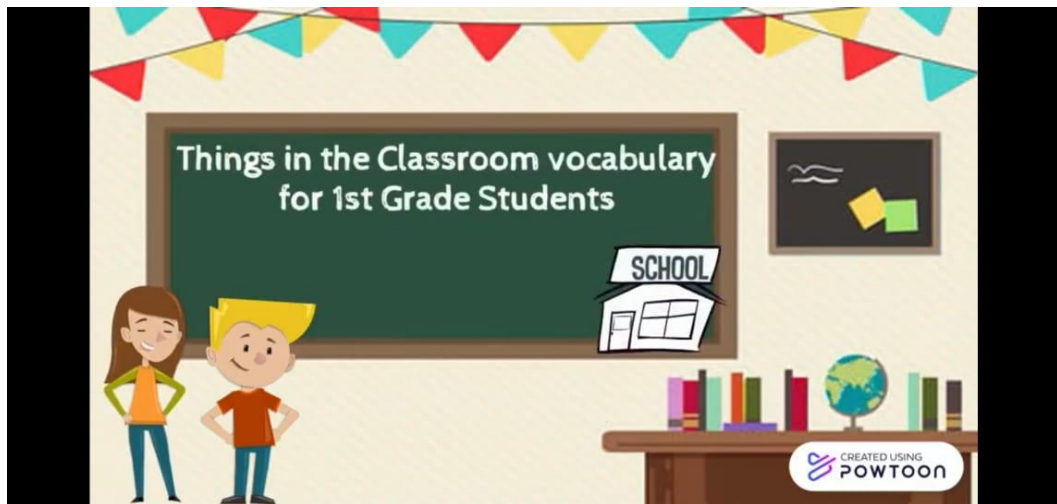
- I come from Malaysia
- True or False

						<ul style="list-style-type: none"> <li>● True</li> <li>● Good Job!</li> </ul> <p>7. <u>Slide 8</u></p> <ul style="list-style-type: none"> <li>● I am 55 years old</li> <li>● True or False</li> <li>● True</li> <li>● Excellent!</li> </ul> <p>8. <u>Slide 9</u></p> <ul style="list-style-type: none"> <li>● Good Job guys</li> <li>● You are awesome.</li> <li>● See you, next time.</li> <li>● Good Bye!</li> </ul>
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## Appendix 7 Sample of Video

### 1<sup>st</sup> Video



### 2<sup>nd</sup> Video



### 3<sup>rd</sup> Video



4<sup>th</sup> Video





## Appendix 8 Blueprint & Rubric Expert Judgement Material

### Evaluation Sheet

#### PowToon Based Learning Media

By Expert Material

Class:

Topic:

NO	Descriptor	Rating					Notes
		1	2	3	4	5	
<b>Material Suitability</b>							
1	The learning task helps students in taking an active approach.						
2	The video allows students to use appropriate and suitable word in the target language.						
3	The video contains some exercises which train students become good guessers.						
4	Answering the exercise with limited amount of time lead the students dare to take a risk.						
5	The materials as well as the exercise are systematically arranged and systematic.						
6	The material gives suitable examples or model to the topic or sub-topic which makes students easy to learn by themselves.						
7	The material prioritizes the student's participation and strategy and style in learning.						

8	The scope of the material is in accordance with the basic competencies to be achieved.						
	<b>Physical Design Suitability</b>						
9	The material is mapped from the easiest to the hardest based on each grade.						
10	The video uses clear material mapping in describing the limitations of the material.						
11	The materials are presented systematically to make students easier to understand by themselves.						
12	The materials are presented in interesting way which includes voice dubbing of each animation character in PowToon (give pronunciation model for students).						
13	The materials are presented using proper text based on the topics mentioned in the curriculum.						

Table 3. 4 Rubric for Expert Judgement (Material)

Note: 1. Poor 2. Not Appropriate 3. Less Appropriate 4. appropriate

5. Appropriate

No	Theory	Item
----	--------	------

1.	<p>Thanasoulas (2000):</p> <ul style="list-style-type: none"> <li>• Learners have perception about strategy and learning styles.</li> <li>• Learners take an active approach to the learning task at hand.</li> <li>• Learners are willing to take risks.</li> <li>• Learners are good guessers.</li> <li>• Learners fill the form and content.</li> <li>• Learners develop the target language into a separate reference system and they are willing to revise and reject the rules that not apply.</li> <li>• Learners have tolerant and outgoing to the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• 7</li> <li>• 1,6</li> <li>• 4</li> <li>• 3</li> <li>• 5</li> <li>• 8</li> <li>• 2</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Marpanaji, Mahali, &amp; Putra (2018) state that the use of learning media could help learners in achieving learning objectives and in improving their competence in learning process. Therefore, the teaching process should be started from the simplest to the hardest one in order to avoid students being stress.</li> <li>➤ Cairncross &amp; Mannion (2001: 56) state that interactive multimedia has the potential to create important standard learning environment which actively employ the learner, thereby promoting deep learning.</li> <li>➤ Thanasoulas (2000) mentions one of the characteristics of autonomous language learners is that learners fill the form and content.</li> <li>➤ Wahono (2006) argues that the implementation of audio very effective when combined with other media, especially for some learning purposes that emphasize the original sound component.</li> <li>➤ syad (1997) argues that lines, shapes, colors, and</li> </ul>	<ul style="list-style-type: none"> <li>• 9</li> <li>• 10</li> <li>• 11</li> <li>• 12</li> </ul>

textures make up the visual media's elements, which follow the principles of simplicity, focus, and integration.

• 13



## Appendix 9 Blueprint & Rubric Expert Judgement Media

### Evaluation Sheet

#### PowToon Based Learning Media

By Media Experts

No.	Indicator	Assessment Criteria	Scoring Scale					Note
			1	2	3	4	5	
1.	Graphic	21. Image quality.						
		22. Images size.						
		23. Images are adjusted with the original objects in the PowToon.						
		24. Images suitability with the material.						
		25. Image layouts on the media.						
		26. Composition of color in the media						
		27. The suitability of colors and background designs with themes.						
		28. The adjustment of color of the text to the background used.						
		29. Writing layout suitability.						
2.	Technique of Presentation	30. Images used are attractive.						
		31. Consistency of size and font type.						
		32. Use learning activity that are						

		suitable with the media						
		33. Text, animation, images and sounds combination help students to understand the material presented.						
		34. The accuracy of multimedia content used in delivering information						
		35. Not excessively using the text, images, animations, and sounds on one layout.						
3.	Audio	36. Clarity of narration used in the media						
		37. Compatibility of music with themes						
4.	Interactive function	38. Sufficient time for students to mention the vocabulary learned correctly.						
		39. Providing the opportunity for students to give feedback and						

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

Table 3. 5 Expert Judgement Rubric for Media Aspect

Note: 1. Poor 2. Not Appropriate 3. Less Appropriate 4. appropriate

No.	Indicator	Theory	Items
1.	Graphic	Arsyad (2003) & Wahono (2006) state that The specifications for multimedia elements include dynamic graphics, since using graphics to accompany text saves time in understanding it compared to using just text.	1, 3, 4
		Oyesola (2003) & Wahono (2006) argue that The media must be put in a visible location where it can be used effectively.	2, 5
		Arsyad (1997) argues that lines, shapes, colors, and textures make up the visual media's elements, which follow the principles of simplicity, focus, and integration.	6, 7, 8, 9, 10
2.	Technique of Presentation	Arsyad (1997) & Oyesola (2003) argue that Color elements in visual media in color aspects offer the appearance of focus, increase attractiveness, and improve realism. The rest of the integration refers to the relationships that exist between visual element elements that, when viewed together, work together and must be interconnected and integrated. The frequency at which	11, 13, 15

		visual media is used must also be considered.	
		Oyesola (2003) argues visual media must be used to accomplish learning goals. Therefore, an appropriate media that is suitable with the learning activities must be used.	12, 14
3.	Audio	Wahono (2006) argues that the implementation of audio very effective when combined with other media, especially for some learning purposes that emphasize the original sound component.	16, 17
4.	Interactive function	Pujawan (2018) argues that the importance of interactive multimedia use is to encourage the feedback of learners and providing feedback responses. Moreover, interactive multimedia is supposed to be developed to make the learning process to be more interesting, more interactive, more 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 10 Result of Rubric Expert Judgement Material (Before Revision)

Expert judgment from the 1st material expert

NO	Descriptor	Rating					Notes
		1	2	3	4	5	
<b>Material Suitability</b>							
1	The learning task helps students in taking an active approach.					√	
2	The video allows students to use appropriate and suitable word in the target language.				√		
3	The video contains some exercises which train students become good guessers.					√	
4	Answering the exercise with limited amount of time lead the students dare to take a risk.					√	
5	The materials as well as the exercise are systematically arranged and systematic.		√				
6	The material gives suitable examples or model to the topic or sub-topic which makes students easy to learn by themselves.					√	
7	The material prioritizes the student's participation and strategy and style in learning.				√		
8	The scope of the material is in accordance with the basic competencies to be achieved.				√		
<b>Physical Design Suitability</b>							
1	The material is mapped from the easiest to the hardest based on each grade.					√	
2	The video uses clear material mapping in describing the limitations of the material.					√	
3	The materials are presented systematically to make students easier to understand by themselves.		√				

4	The materials are presented in interesting way which includes voice dubbing of each animation character in PowToon (give pronunciation model for students).		√				
5	The materials are presented using proper text based on the topics mentioned in the curriculum.					√	

Singaraja, ..... 2021

Mengetahui,  
Ahli Material

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

Expert judgement from the 2nd material expert

NO	Descriptor	Rating					Notes
		1	2	3	4	5	
<b>Material Suitability</b>							
1	The learning task helps students in taking an active approach.					√	
2	The video allows students to use appropriate and suitable word in the target language.					√	
3	The video contains some exercises which train students become good guessers.					√	
4	Answering the exercise with limited amount of time lead the students dare to take a risk.					√	
5	The materials as well as the exercise are systematically arranged and systematic.				√		
6	The material gives suitable examples or model to the topic or sub-topic which makes					√	

	students easy to learn by themselves.						
7	The material prioritizes the student's participation and strategy and style in learning.					√	
8	The scope of the material is in accordance with the basic competencies to be achieved.					√	
<b>Physical Design Suitability</b>							
1	The material is mapped from the easiest to the hardest based on each grade.					√	
2	The video uses clear material mapping in describing the limitations of the material.					√	
3	The materials are presented systematically to make students easier to understand by themselves.		√				
4	The materials are presented in interesting way which includes voice dubbing of each animation character in PowToon (give pronunciation model for students).		√				
5	The materials are presented using proper text based on the topics mentioned in the curriculum.					√	

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

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## Appendix 11 Result of Rubric Expert Judgement Material (After Revision)

Expert judgment from the 1st material expert

NO	Descriptor	Rating					Notes
		1	2	3	4	5	
<b>Material Suitability</b>							
1	The learning task helps students in taking an active approach.					√	
2	The video allows students to use appropriate and suitable word in the target language.					√	
3	The video contains some exercises which train students become good guessers.					√	
4	Answering the exercise with limited amount of time lead the students to dare to take a risk.					√	
5	The materials as well as the exercise are systematically arranged and systematic.					√	
6	The material gives suitable examples or model to the topic or sub-topic which makes students easy to learn by themselves.					√	
7	The material prioritizes the student's participation and strategy and style in learning.					√	
8	The scope of the material is in accordance with the basic competencies to be achieved.					√	
<b>Physical Design Suitability</b>							
1	The material is mapped from the easiest to the hardest based on each grade.					√	
2	The video uses clear material mapping in describing the limitations of the material.					√	
3	The materials are presented systematically to make students easier to understand by themselves.					√	
4	The materials are presented in interesting way which includes voice dubbing of each animation					√	

	character in PowToon (give pronunciation model for students).						
5	The materials are presented using proper text based on the topics mentioned in the curriculum.					√	

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

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Mengetahui,

Ahli Material

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Expert judgment from the 2nd material expert

NO	Descriptor	Rating					Notes
		1	2	3	4	5	
<b>Material Suitability</b>							
1	The learning task helps students in taking an active approach.					√	
2	The video allows students to use appropriate and suitable word in the target language.					√	
3	The video contains some exercises which train students become good guessers.					√	
4	Answering the exercise with limited amount of time lead the students dare to take a risk.					√	
5	The materials as well as the exercise are systematically arranged and systematic.					√	
6	The material gives suitable examples or model to the topic or sub-topic which makes					√	

	students easy to learn by themselves.						
7	The material prioritizes the student's participation and strategy and style in learning.					√	
8	The scope of the material is in accordance with the basic competencies to be achieved.					√	
<b>Physical Design Suitability</b>							
1	The material is mapped from the easiest to the hardest based on each grade.					√	
2	The video uses clear material mapping in describing the limitations of the material.					√	
3	The materials are presented systematically to make students easier to understand by themselves.				√		
4	The materials are presented in interesting way which includes voice dubbing of each animation character in PowToon (give pronunciation model for students).					√	
5	The materials are presented using proper text based on the topics mentioned in the curriculum.					√	

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

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## Appendix 12 Result of Rubric Expert Judgement Media (Before Revision)

The Rubric Table of PowToon animation based-video

No.	Indicator	Assessment Criteria	Scoring Scale					Note
			1	2	3	4	5	
1.	Graphic	41. Image quality.					√	
		42. Images size.					√	
		43. Images are adjusted with the original objects in the PowToon.					√	
		44. Images suitability with the material.					√	
		45. Image layouts on the media.					√	
		46. Composition of color in the media					√	
		47. The suitability of colors and background designs with themes.					√	
		48. The adjustment of color of the text to the background used.					√	
		49. Writing layout suitability.					√	
2.	Technique of Presentation	50. Images used are attractive.					√	
		51. Consistency of size and font type.					√	
		52. Use learning activity that are suitable with the media				√		
		53. Text, animation, images and sounds combination help					√	

		students to understand the material presented.						
		54. The accuracy of multimedia content used in delivering information					√	
		55. Not excessively using the text, images, animations, and sounds on one layout.					√	
3.	Audio	56. Clarity of narration used in the media					√	
		57. Compatibility of music with themes					√	
4.	Interactive function	58. Sufficient time for students to mention the vocabulary learned correctly.					√	
		59. Providing the opportunity for students to give feedback and response to the learning activity.					√	
		60. Providing accessibility for students to access					√	



		the media in anytime and anywhere.						
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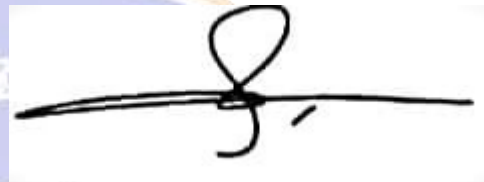
(Adapted from: Putra (2019))

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

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**Appendix 13 Result of Rubric Expert Judgement Media (After Revision)**

The Rubric Table of PowToon animation based-video

No.	Indicator	Assessment Criteria	Scoring Scale					Note
			1	2	3	4	5	
1.	Graphic	21. Image quality.					√	
		22. Images size.					√	
		23. Images are adjusted with the original objects in the PowToon.					√	
		24. Images suitability with the material.					√	
		25. Image layouts on the media.					√	
		26. Composition of color in the media					√	
		27. The suitability of colors and background designs with themes.					√	
		28. The adjustment of color of the text to the background used.					√	
		29. Writing layout suitability.					√	
2.	Technique of Presentation	30. Images used are attractive.					√	
		31. Consistency of size and font type.					√	
		32. Use learning activity that are suitable with the media					√	
		33. Text, animation, images and sounds combination help students to understand the material presented.					√	

		34. The accuracy of multimedia content used in delivering information					√	
		35. Not excessively using the text, images, animations, and sounds on one layout.					√	
3.	Audio	36. Clarity of narration used in the media					√	
		37. Compatibility of music with themes					√	
4.	Interactive function	38. Sufficient time for students to mention the vocabulary learned correctly.					√	
		39. Providing the opportunity for students to give feedback and response to the learning activity.					√	
		40. Providing accessibility for students to access the media in anytime and anywhere.					√	

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