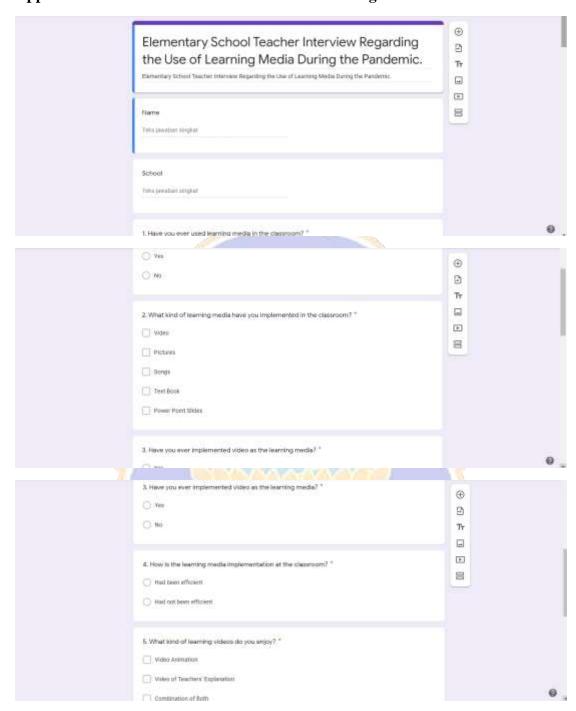
# **APPENDICES**

# **Appendix 1 Interview Guide**

No	Questions
1.	Apakah Bapak/Ibu pernah menggunakan media pembelajaran di kelas?
2.	Bagaimana penerapan media pembelajaran di kelas?
3.	Media pembelajaran seperti apa saja yang pernah Bapak/Ibu gunakan di kelas?
	(Dipersilahkan untuk memilih lebih dari satu pilihan)
4.	Apakah Bapak/Ibu pernah menggunakan video sebagai media
	pembelajaran?
5.	Bagaimana kriteria video pembelajaran yang sesuai dengan
	karakteristik sisw <mark>a</mark> ?
	(Dipersilahkan untuk memilih lebih dari satu pilihan)
6.	Bagaimana penerapan penggunaan ice breaker di dalam kelas?
	(Dipersilahkan untuk memilih lebih dari satu pilihan)
7.	Seberapa sering Bapak/Ibu memberikan pekerjaan rumah?
8.	Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa?
	(Dipersilahkan untuk memilih lebih dari satu pilihan)

# Appendix 2 Interview Guide for Teacher in the Google Form



Uldeo of Teachers Explanation	•	
Combination of Both	Ð	
	Tr	
6. How was the low-breaker implementation at class? *		
Using songs		
	8	
Using some pictures		
Using related video		
7. How often do you deliver homework to the students? "		
○ Frequently		
Occasionally		
		Ψ.
Using some pictures	(12)	
Unding related video	0	
	9	
	Tr	
2. How aften do you deliver homework to the students? *		
○ Frequently	<b>▶</b>	
Occasionally	書	
6. What types of homework are usually given to students? *		
Answering worksheet		
Making dialogue		
Making a Rot of new vocabulacies		
		0
PADIKSHA	7 7	
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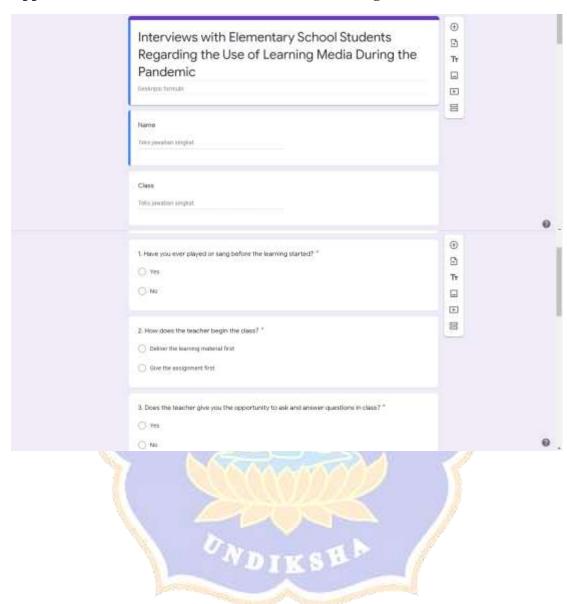
# Appendix 3 Results of Interview Guide for Teacher

No	Questions
1.	Apakah Bapak/Ibu pernah menggunakan media pembelajaran di kelas?
	• Ya
	• Tidak
2.	Bagaimana penerapan media pembelajaran di kelas?
	Sudah Optimal
	Belum Optimal
3.	Media pembelajaran seperti apa saja yang pernah Bapak/Ibu gunakan
	di kelas?
	(Dipersilahkan untuk memilih lebih dari satu pilihan)
	• Video
	Gambar
	• Teks
	• Lagu
	Power Point
4.	Apakah Bapak/Ibu pernah menggunakan video sebagai media
	pembelajaran?
	• Ya
	• Tidak
5.	Bagaimana kriteria video pembelajaran yang sesuai dengan
	karakteristik siswa?
	(Dipersilahkan untuk memilih lebih dari satu pilihan)  • Menggunakan banyak gambar
	Menggunakan banyak gambai     Menggunakan karakter animasi
	Menggunakan penjelasan yang singkat dan jelas
	Menggunakan suara yang menarik
	Menggunakan animasi berwarna
6.	Bagaimana penerapan penggunaan ice breaker di dalam kelas?
0.	(Dipersilahkan untuk memilih lebih dari satu pilihan)
	Menggunakan video
	Menggunakan lagu
	Menggunakan beberapa gambar
7.	Seberapa sering Bapak/Ibu memberikan pekerjaan rumah?
	• Sering
	• Jarang
8.	Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa?
	(Dipersilahkan untuk memilih lebih dari satu pilihan)
	Membuat kalimat sederhana
	Membuat dialog
	Menjawab lembar kerja siswa

# **Appendix 4 Interview Guide For Students**

No	Questions
1.	Apakah kalian pernah bernyanyi atau bermain sebelum memulai pembelajaran?
2.	Bagaimana guru memulai pembelajaran di kelas?
3.	Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas?
4.	Apakah guru memberikan penjelasan materi sebelum memberikan PR (pekerjaan rumah)?
5.	Apakah guru membahas ulang aktivitas pembelajaran yang telah berlangsung di akhir pembelajaran?
6.	Apakah guru menggunakan media (gambar/video) saat menjelaskan materi?
7.	Jenis media seperti apa yang paling kamu sukai selama belajar daring? Apakah menggunakan Power Point, Video, Gambar, atau Buku?
8.	Video pembelajaran seperti apakah yang kamu sukai? Menggunakan video animasi saja / video penjelasan guru / kombinasi antara keduanya?

# **Appendix 5 Interview Guide For Students in the Google Form**



<ol> <li>Does the beacher deliver the material before giving the homework?</li> </ol>	•	
○ Yes	9	
○ No	Ττ	
	E	1
<ol> <li>Does the teacher discuss the learning activities done before?</li> </ol>	目	
○ yes		
○ No		
<ol> <li>What type of media used by the teacher in explaining the material?</li> </ol>		
☐ Video		
Power Point Wides		0
The Property of the Property o	Fact	
Process	•	
	2	
7. What kind of media that you mostly enjoyed during the study from home? "	Tr	
Videa		
Power Point Uides	E	
Pictures	日	
Yest book		i
Value of the second control of the second co		
II. What kind of learning videos do you empty? *		
☐ Video Assimutton		
Video of Teacher Explanation		0
A CONTRACTOR OF THE PARTY OF TH	1	
7. What kind of roedle that you mostly enjoyed during the study from home?		
Video	Θ	
Power Point tildes	9	
Pictures	Tr	
Text Book	E)	
	8	
II. What kind of learning videos do you enjoy? *		
☐ Video Archetion		
☐ Video of Yeacher Explanation		
Combination of both		

# Appendix 6 Result of Interview Guide for Students

No	Questions
1.	Apakah kalian pernah bernyanyi atau bermain sebelum memulai
	pembelajaran?
	• Ya
	Tidak
2.	Bagaimana guru memulai pembelajaran di kelas?
	Menyampaikan materi pelajaran dahulu
	Memberikan tugas dahulu
3.	Apakah guru memberikan kalian kesempatan untuk bertanya dan
	menjawab pertanyaan di kelas?
	• Ya
4	• Tidak
4.	Apakah guru memberikan penjelasan materi sebelum memberikan PR
	(pekerjaan rumah)?  • Ya
	• Tidak
5.	Apakah guru membahas ulang aktivitas pembelajaran yang telah
٥.	berlangsung di akhir pembelajaran?
	• Ya
	• Tidak
6.	Apakah guru menggunakan media (gambar/video) saat menjelaskan
	materi?
	Menggunakan video
	<ul> <li>Menggunakan power point</li> </ul>
	<ul> <li>Menggunakan beberapa gambar</li> </ul>
7.	Jenis media seperti apa yang paling kamu sukai selama belajar daring?
	Apakah menggunakan Power Point, Video, Gambar, atau Buku?
	Menggunakan video
	Menggunakan teks
	Menggunakan power point
	Menggunakan beberapa gambar  A
8.	Video pembelajaran seperti apakah yang kamu sukai?
	Menggunakan video animasi saja / video penjelasan guru / kombinasi
	antara keduanya?  Managunakan yidao animasi
	Menggunakan video panjalasan guru
	Menggunakan video penjelasan guru     Menggunakan kombinasi keduanya
	Menggunakan kombinasi keduanya

Appendix 7 The Blueprint before revision of "School Activities" topic

Blueprint School Activities for 6 <sup>th</sup> Grade Elementary Students					
	Method: Problem-based Learning				
Activities	Syntax: Orientation to the problem				
Opening	Activity 1: The speaker greets the students.				
	<ul> <li>"Hello, good morning students. How are you today? Good? Alright students, I hope that all of you are in a good condition."</li> <li>"Let me introduce myself first. My name is Miss Sonia, here we will learn English together!"</li> <li>"Are you excited?"</li> <li>"Very good, students! Because learning English is very</li> </ul>				
	fun!"  Activity 2: The speaker tells the students about the topic.				
	<ul> <li>"Okay students, today we are going to learn an interesting material. Are you excited?"</li> <li>"Very good! Today we are going to learn about School Activities!"</li> <li>"What is in your mind when I say School Activities?"</li> <li>"Studying? Playing? Singing? Dancing?"</li> <li>"Okay, very good students! There are a lot of Activities at School!"</li> </ul>				
Main	<b>Activity 1</b> : The speaker starts to introduce the first character namely				
Activity	John and introduce some activities at school.				
	<ul> <li>Script:</li> <li>"So, here I have a friend. His name is John."</li> <li>"John has a lot of activities at school!"</li> </ul>				

- "Let's take a look of the first picture! Can anyone guess what is John doing?"
- "Very good! John is studying"
- "How about the second picture? What is John doing?"
- "Very good! John is cleaning the whiteboard!"
- "How about the third picture? What is John doing?"
- "Very good! John is sweeping the floor!"

**Activity 2**: The speaker gives some pictures to guide the students to do something.

#### Script:

- "Now, let's take a look at the picture here."
- "As you can see on the picture, the window in the classroom is opened."
- "What should John do? Let's ask John to close the window."
- "Say, John please close the window!"
- "Please repeat after me, John please close the door!"
- "Very good!"
- "Now, let's take a look at the next picture."
- "As you can see on the picture, the teacher enters the classroom and John still playing with his friends."
- "What should John do? Let's ask John to sit down to your seat."
- "Say, John please sit down to your seat!"
- "Please repeat after me, John please sit down to your seat!"

#### **Syntax: Orientation to the Problem**

**Activity 3**: The speaker shows the condition of John's classroom that really messy.

#### Script:

• "Okay students, so here the condition of John's classroom. In the classroom, John has a lot of friends. Some of them are very dirty. They drop the rubbish on the floor, so that the classroom looks so dirty. Some of them are very noisy. The whiteboard also full of texts. It makes the board markers empty. Meanwhile, the teacher is going to come into the class. What should John do to fix the classroom's problem?"

#### **Syntax: Organize Students**

Activity 3: The speaker asks the students to help John, to fix the classroom's condition.

### Script:

 "Let's help John to fix the classroom's condition to be better."

#### Syntax: Individual and Group Research

Activity 4: The speaker gives problem in form of some questions to the students to be solved.

#### Script:

- "Okay then, for the first problem which is the classroom is very dirty because of his friends."
- "What should John say to fix the first problem?"
  - a. Please clean the classroom!
  - b. Please close the window!
  - c. Please do not be noisy!

\*give a second to think\*

- "Are you sure? Okay very good students. John should tell his friends to clean the classroom, by saying: "Please clean the classroom!"
- "Now, for the second problem which is his friends are so

noisy."

- "What should John say to fix the second problem?"
  - a. Don't throw the rubbish!
  - b. Please be quiet!
  - c. Please clean the classroom!

#### \*give a second to think\*

- "Very good! John should tell his friends to stop making noisy by saying: "Please be quite!"
- "For the next problem which is the white board is full of texts."
- "What should John say to fix the third problem?"
  - a. Please clean the white board!
  - b. Please be quiet!
  - c. Please close the window!"

# \*give a second to think\*

- "Okay very good! John should tell his friend to clean the white board by saying: "Please clean the white board!"
- "For the last problem which is the empty board marker."
- "What should John say to fix the last problem?"
  - a. Please close the window!
  - b. Please clean the white board!
  - c. Please take some of board markers!

#### \*give a second to think\*

 "Okay very good! John should tell his friend to take some board markers by saying: "Please take some of board markers!" • "Okay students, thank you so much for helping John to fix his problem in the classroom. Now the situation of John's classroom is good. The teacher will happy to see that the classroom is clean and the all of the items are ready to use. John and his friend are ready to learn together!"

#### **Closing**

#### Syntax: Analyze and Evaluate the Problem-Solving Process

**Activity 1**: The speaker tells the students about what they have learned.

#### Script:

- "Okay students, we have learned about school activities, right?"
- "We also have done some exercise to help John in fixing his classroom's problems."
- "So, here is the conclusion of John's story.

In the school, John is studying, cleaning the whiteboard and sweeping the floor. On the next day, suddenly John's friends are doing bad things. His friends make the classroom dirty, make some noisy, make the whiteboard looks messy, and also make the board markers empty. After telling his friends, finally John can make the classroom looks better, and they are ready to join the classroom."

• "I hope that all of you can understand how to manage the classroom to be better."

#### **Syntax: Develop and Present the Work**

**Activity 2**: The speaker gives a follow up exercise to the students, which is to make one short paragraph about the activities at school.

#### Script:

• "To help you learn more about the activities at school, I will

give you an exercise."

- "Now, it is your turn to make one short paragraph about activities at school."
- "After you are finish make the short paragraph about your activities at school, please submit it to your teacher."
- "Do you get it?"

**Activity 3**: The speaker closes the video by greeting the students.

# Script:

"Alright students, thank you so much for today. I hope you enjoyed learn with me. See you on the next video. Good bye.
 Have a nice day!"



Appendix 8 The Blueprint after revision with the topic "School Activities"

Blueprint School Activities for 6th Grade Elementary Students				
	Method: Problem-based Learning			
Activities	Syntax: Orientation to the problem			
Opening	Activity 1: The speaker greets the students.			
Opening	Script:  "Hello, good morning students. How are you today? Good? Alright students, I hope that all of you are in a good condition."  "Let me introduce myself first. My name is Miss Sonia and how about you? What is your name?"  "Wonderful! Here we will learn English together!"  "Are you excited?"  "Very good, students! Because learning English is very fun!"  Activity 2: The speaker tells the students about the topic.  Script:  "Okay students, today we are going to learn an interesting material. Are you excited?"  "Very good! Today we are going to learn about School Activities!"  "What is in your mind when I say School Activities?"  "Studying? Playing? Singing? Dancing?"  "Okay, very good students! There are a lot of Activities at School!"			
Main	Activity 1: The speaker starts to introduce the first character namely			
Activity	Trisna and introduce some activities at school.			
	Script:			

- "So, here I have a friend. Her name is Trisna, she studies at SD N 2 Singaraja and she is in a 6<sup>th</sup> grade class. She is a good student and it makes her become the leader of the class"
- "As a student Trisna has a lot of activities at school!"
- "Do you want to know what Trisna's activities at school are?"
- "Very good! Let's take a look of the first picture. This picture shows about the condition of the school before the learning starts"
- "Look at the picture, can anyone tell me where is Trisna?"
- "Very good! Trisna and her friends are in the field ceremony."
- "Do you know what are they doing there?"
- "Very good! They are doing the flag ceremony before the learning starts."
- "Now let's take a look of the second picture! Do you know what Trisna doing after the flag ceremony?"
- "Very good! She is reading the book in the library before the learning starts"
- "Trisna is a good student in her class. Do you want to be a smart student like Trisna? If you want to be like Trisna, you should study and practice more. Do you get my point?"
- "Okay, good students!"

**Activity 2**: The speaker gives some pictures that show about the activities in the classroom.

#### Script:

- "Now please look at the picture, Trisna and her friends are going to the classroom. In front of the class Trisna is asking for help to her friend to open the door."
- "Trisna will say: Open the door, please."
- "Ups, Her friend cannot hear Trisna's request. Can you help Trisna to ask her friend?"
- "Good. Please say: "Open the door please". Once again. "Open the door please."
- "Very good students!"
- "Let's take a look at the next picture."
- "The teacher comes to the classroom and the teacher asks the students read the book."
- "The teacher will say: Students, please read the book!"
- "Please repeat after me! Students, please read the book!"
- "Very good students!"
- "Let's take a look at the next picture."
- "In the classroom, Trisna's friend forgets to bring his pencil to the school and he wants to borrow Trisna's pencil."
- "What should he say to Trisna?"
- "He will say: Trisna, may I borrow your pencil?"
- "Please repeat after me! Trisna, may I borrow your pencil?"
- "Very good students!"
- "Let's take a look at the next picture."
- "Students in the classroom are making noisy and it makes the teacher angry."
- "So, the teacher will say: Students, could you please be quiet?"
- "Please repeat after me! Students, could you please be quiet?"

- "Very good students!"
- "After the learning process, Trisna and her friend are going to the canteen to have their lunch"

#### **Syntax: Orientation to the Problem**

**Activity 3**: The speaker shows the condition of Trisna's classroom that really messy after the class.

#### Script:

• "After Trisna and her friend have a lunch, they come back to the classroom. Surprisingly, the condition of the classroom is very messy. Let's take a look of the picture! The picture shows about the condition of Trisna's classroom. In the classroom, as you know Trisna has a lot of friends in the classroom. Some of them are very dirty. They drop the rubbish on the floor, so that the classroom looks so dirty. Some of them are very noisy. The whiteboard also full of texts. It makes the board markers empty. Meanwhile, the teacher is going to come into the class. As the leader of the class, what should Trisna do to fix the classroom's problem?"

#### **Syntax: Organize Students**

**Activity 4**: The speaker asks the students to help Trisna, to fix the classroom's problem become well before the teacher come.

#### Script:

- "Okay students, to make all the problems become well, let's help Trisna to fix the classroom's condition to be better before the teacher come to the classroom."
- "Are you ready students?"
- "Very good! Let's help Trisna to fix the problem!"

#### Syntax: Individual and Group Research

**Activity 5**: The speaker gives problem in form of some questions to the students to be solved.

#### Script:

- "Okay then, for the first problem which is the classroom is very dirty because of her friends."
- "What should Trisna say to fix the first problem?"
  - a. Please clean the classroom!
  - b. Please close the window!
  - c. Please do not be noisy!

### \*give a second to think\*

- "Are you sure? Okay very good students. Trisna should tell her friends to clean the classroom, by saying: "Please clean the classroom!"
- "Now, for the second problem which is her friends are so noisy."
- "What should Trisna say to fix the second problem?"
  - a. Don't throw the rubbish!
  - b. Please be quiet!
  - c. Please clean the classroom!

# \*give a second to think\*

- "Very good! Trisna should tell her friends to stop making noisy by saying: "Please be quite!"
- "For the next problem which is the white board is full of texts."
- "What should Trisna say to fix the third problem?"
  - a. Please clean the white board!
  - b. Please be quiet!

	c. Please close the window!"
	*give a second to think*
	"Okay very good! Trisna should tell her friend to clean the
	white board by saying: "Please clean the white board!"
	• "For the last problem which is the empty board marker."
	<ul><li>"What should Trisna say to fix the last problem?"</li></ul>
	a. Please close the window!
	b. Please clean the white board!
	c. Please take some of board markers!
	*give a second to think*
	"Okay very good! Trisna should tell her friend to take some
A. Carrier and Car	board markers by saying: "Please take some of board
	markers!"
	"Okay students, thank you so much for helping Trisna to fix
	her problem in the classroom. Now the situation of Trisna's
1	classroom is good. The teacher will be happy to see that the
	classroom is clean and the all of the items are ready to use.
,	Trisna and her friend are ready to learn together! "
Closing	Syntax: Analyze and Evaluate the Problem-Solving Process
	Activity 1: The speaker tells the students about what they have
	learned.
	Script:
	"Okay students, we have learned about school activities,
	right?"
	• "We also have done some exercise to help Trisna in fixing
	his classroom's problems."
	• "So, here is the conclusion of Trisna's story.

In the school, Trisna is starting the day by doing flag ceremony with her friends and also the teacher in the field ceremony. After the flag ceremony Trisna is reading book in the Library before the learning start. In the classroom, Trisna and her friend are studying together and after that they are going to Canteen to have their lunch. After that, Trisna and her friend go back to the classroom. Surprisingly, Trisna's friends are doing bad things. Her friends make the classroom dirty, make some noisy, make the whiteboard looks messy, and also make the board markers empty. After telling her friends, finally Trisna can make the classroom looks better, and they are ready to join the classroom."

• "I hope that all of you can understand how to manage the classroom to be better."

#### **Syntax: Develop and Present the Work**

**Activity 2**: The speaker gives a follow up exercise to the students, which is to make one short paragraph about the activities at school.

#### Script:

- "How about you students? What are you usually doing at school?"
- "Please share your activities at school by making one short paragraph about activities at school. It will make you learn more about the activities at school"
- "After you are finish make the short paragraph about your activities at school, please submit it to your teacher."
- "Do you get it?"

**Activity 3**: The speaker closes the video by greeting the students.

#### Script:

• "Alright students, thank you so much for today. I hope you

enjoyed learn with me. See you on the next video. Good bye. Have a nice day!"



Appendix 9 The Blueprint before revision with the topic "Daily Activities"

Blueprint Topic Daily Activities at Home for 6th Grade Elementary Students				
	Method: Problem-based Learning			
Activities	Syntax: Orientation to the problem			
Opening	Activity 1: The speaker greets the students.			
	Script:			
	• "Hello, good morning students. How are you today? Good?			
	Alright students, I hope that all of you are in a good			
	condition."			
	Activity 2: The speaker starts the learning with sing a song that related to the material.			
1	Script:			
	"Okay students, today we are going to learn an interesting			
	material. But, before that let's sing a song together."			
	• "Do you like sing a song? Really?"			
	"Okay, good students. Let's sing a song together."			
	Link video: <a href="https://www.youtube.com/watch?v=CkKJWK1hRk0">https://www.youtube.com/watch?v=CkKJWK1hRk0</a>			
	Activity 3: The speaker tells the students about the topic.			
	Script:			
	"Okay students, after we are sing a song together. Can anyone			
	guess what we are going to learn today?"			
	• "Yes, you are right! We are going to learn about Daily			
	Activities at Home! Give big applause for us"			
	"Before go to the material, I want to ask you two questions"			
	"So for the first question, what time do you wake up in the			
	morning?"			
	• "Wow, very good! I usually wake up at 06.00 a.m. in the			
	morning. How about time do you sleep in the evening?"			
	• "Good! I usually sleep at 09.00 p.m. in the evening."			

# Main Activity

**Activity 1**: The speaker starts to introduce the first character namely John.

#### Script:

- "So, here I have a friend. His name is John! Now he will share about his daily activities at home. Let's take a look of his daily activities at home!"
- "Hello everyone! My name is John, nice to meet you. Here I will share my daily activities at home. So, in the morning I usually wake up at 06.00 a.m. After that I take shower at 06.15 a.m. and then I get dressed at 06.30 a.m. I have a breakfast at 06.45 a.m. and I go to school at 07.00 a.m. At school I study and play with my friends at 08.00 a.m. until 01.00 p.m. After finish study and play with my friends I go to home at 01.15 p.m. After I arrived at home, I go change and have a lunch at 01.30 p.m. After that, I take a nap at 02.00 p.m. I wake up at 04.00 p.m. and then take a shower. I start to study and do my homework at 07.00 p.m. After that I watch my favorite cartoon until 09.00 p.m. I go to sleep at 09.00 p.m. So, that's all about my daily activities at home. Thank you!"

#### Syntax: Orientation to the Problem

Activity 2: The speaker introduce the second character namely Budi who has messy daily activities at home.

#### Script:

• "Okay students, so that's all about John's daily activities at home! In other hand, John has a friend at school, his name is Budi. Budi often late to go to school, and he always forget to do his homework. In the classroom he always looks sleepy. What caused him to be like that?"

- "Let's see Budi's daily activities at home."
- "Look! Budi always plays game all day long. Sometimes, he
  also forgets to take a shower and never take a nap after school.
  He also always sleeps over at 09.00 p.m. Budi really has a
  messy daily activities at home. I think it is not really good for
  everybody."

#### **Syntax: Organize Students**

**Activity 3**: The speaker asked the students to help Budi to arrange his daily activities at home become good daily activities.

#### Script:

- Could you please to help Budi to arrange his daily activities become good daily activities? So he will never late to go to school again and never look sleepy again in the classroom."
- "Are you ready, students?"

#### Syntax: Individual and Group Research

Activity 4: The speaker gives problem in form of some questions to the students to be solved.

#### Script:

- "Okay good students, for the first activity. What should Budi do at 06.00 a.m.?"
- a. Play game
- b. Wake up
- c. Sleep
- "Okay students, which one is the best activity that Budi should do at 06.00 a.m.?"

\*give a second to think\*

• "Are you sure? Okay very good students. Budi should wake up at 06.00 a.m. so he will never late again to go to school."

- "Now, what should Budi do after he finished his school?"
- a. Play with his friends
- b. Take a shower
- c. Take a nap
- "Okay students, which one is the best activity that Budi should do after he finished his school?"

#### \*give a second to think\*

- "Very good! He should take a nap after he finished his school, so he will have energy to do his homework."
- "For the next activity, what should Budi do at 07.00 p.m.?"
- a. Do his homework
- b. Watch a cartoon
- c. Sleep
- "Okay students, which one is the best activity that Budi should do at 07.00 p.m.?

#### \*give a second to think\*

- "Are you sure? Okay very good! Budi should do his homework at 07.00 p.m., so he will never do the same mistake again."
- "For the last, what is the good time that Budi should sleep every night?"
- a. At 12.00 p.m.
- b. At 07.00 p.m.
- c. At 09.00 p.m.
- "Okay students, which one is the good time to sleep at night?"

#### \*give a second to think\*

• "Okay very good! Budi should sleep at 09.00 p.m., so he will never late again to go to school.

"Okay students, thank you so much for helping Budi to arrange his daily activities. Now, he is already has a good daily activities. I hope Budi will never do the same mistakes again. I also hope that all of you have good daily activities, so you will never be like Budi." **Syntax: Analyze and Evaluate the Problem-Solving Process** 

#### **Closing**

**Activity 1**: The speaker tells the students about what they have learned, by showing some pictures about daily activities complete with the time of each activity.

#### Script:

- "Okay students, we are already learned about Daily Activities at Home, right?"
- "Here, there are some pictures about daily activities at home complete with the time of each activity."
- "For the first picture shows about daily activity which is wake up at 06.00 a.m."
- "For the second picture shows about daily activity which is go to school at 07.00 a.m."
- "For the third picture shows about daily activity which is take a nap at 01.00 p.m."
- "For the fourth picture shows about daily activity which is sleep at 09.00 p.m."
- "We also have done to help Budi to arrange his daily activities become good"
- "I hope that all of you can understand the way how to choose the correct time of your activities at home."

**Syntax: Develop and Present the Work** 

**Activity 2**: The speaker gives a follow up exercise to the students, which is to make one short paragraph about their daily activities at home.

#### Script:

- "To help you learn more about the activities at home, I will give you an exercise."
- "Now, it is your turn to make one short paragraph about your daily activities at home."
- "After you are finish make the short paragraph about your daily activities, please submit it to your teacher."
- "Do you get it?"
- "Okay students, to conclude the lesson. At the end of the video I will give you tables that consist of expression about Activities at Home and also the time of each activity."

**Activity 3**: The speaker closes the video by greeting the students.

#### Script:

"Alright students, thank you so much for today. I hope you
enjoyed learn with me. See you on the next video. Good bye.
Have a nice day!"

Appendix 10 The Blueprint after revision with the topic "Daily Activities"

Blueprint Topic Daily Activities at Home for 6th Grade Elementary Students				
	Method: Problem-based Learning			
Activities	Syntax: Orientation to the problem			
Opening	Activity 1: The speaker greets the students.			
	Script:			
	• "Hello, good morning students. How are you today? Good?			
	Alright students, I hope that all of you are in a good			
	condition."			
	Activity 2: The speaker starts the learning with sing a song that			
	related to the material.			
	Script:			
	"Okay students, today we are going to learn an interesting			
	material. But, before that let's sing a song together."			
	"Do you like sing a song? Really?"			
1	• "Okay, good students. Let's sing a song together."			
	Link video: <a href="https://www.youtube.com/watch?v=CkKJWK1hRk0">https://www.youtube.com/watch?v=CkKJWK1hRk0</a>			
	Activity 3: The speaker tells the students about the topic.			
	Script:			
	"Okay students, after we are sing a song together. Can anyone			
	guess what we are going to learn today?"			
	• "Yes, you are right! We are going to learn about Daily			
	Activities at Home! Give big applause for us"			
	"Before go to the material, I want to ask you two questions"			
	"So for the first question, what time do you wake up in the			
	morning?"			
	• "Wow, very good! I usually wake up at 06.00 a.m. in the			
	morning. How about time do you sleep in the evening?"			
	• "Good! I usually sleep at 09.00 p.m. in the evening."			

# Main Activity

**Activity 1**: The speaker starts to introduce the first character namely John.

#### Script:

- "So, here I have a friend. His name is John! Now he will share about his daily activities at home. Let's take a look of his daily activities at home!"
- "Hello everyone! My name is John, nice to meet you. Here I will share my daily activities at home. So, in the morning I usually wake up at 06.00 a.m. After that I take shower at 06.15 a.m. and then I get dressed at 06.30 a.m. I have a breakfast at 06.45 a.m. and I go to school at 07.00 a.m. At school I study and play with my friends at 08.00 a.m. until 01.00 p.m. After finish study and play with my friends I go to home at 01.15 p.m. After I arrived at home, I go change and have a lunch at 01.30 p.m. After that, I take a nap at 02.00 p.m. I wake up at 04.00 p.m. and then take a shower. I start to study and do my homework at 07.00 p.m. After that I watch my favorite cartoon until 09.00 p.m. I go to sleep at 09.00 p.m. So, that's all about my daily activities at home. Thank you!"

#### Syntax: Orientation to the Problem

Activity 2: The speaker introduce the second character namely Budi who has messy daily activities at home.

#### Script:

• "Okay students, so that's all about John's daily activities at home! In other hand, John has a friend at school, his name is Budi. Budi often late to go to school, and he always forget to do his homework. In the classroom he always looks sleepy. What caused him to be like that?"

- "Let's see Budi's daily activities at home."
- "Look! Budi always plays game all day long. Sometimes, he
  also forgets to take a shower and never take a nap after school.
  He also always sleeps over at 09.00 p.m. Budi really has a
  messy daily activities at home. I think it is not really good for
  everybody."

#### **Syntax: Organize Students**

**Activity 3**: The speaker asked the students to help Budi to arrange his daily activities at home become good daily activities.

#### Script:

- Could you please to help Budi to arrange his daily activities become good daily activities? So he will never late to go to school again and never look sleepy again in the classroom."
- "Are you ready, students?"

#### Syntax: Individual and Group Research

Activity 4: The speaker gives problem in form of some questions to the students to be solved.

#### Script:

- "Okay good students, for the first activity. What should Budi do at 06.00 a.m.?"
- d. Play game
- e. Wake up
- f. Sleep
- "Okay students, which one is the best activity that Budi should do at 06.00 a.m.?"

\*give a second to think\*

• "Are you sure? Okay very good students. Budi should wake up at 06.00 a.m. so he will never late again to go to school."

- "Now, what should Budi do after he finished his school?"
- d. Play with his friends
- e. Take a shower
- f. Take a nap
- "Okay students, which one is the best activity that Budi should do after he finished his school?"

#### \*give a second to think\*

- "Very good! He should take a nap after he finished his school, so he will have energy to do his homework."
- "For the next activity, what should Budi do at 07.00 p.m.?"
- d. Do his homework
- e. Watch a cartoon
- f. Sleep
- "Okay students, which one is the best activity that Budi should do at 07.00 p.m.?

#### \*give a second to think\*

- "Are you sure? Okay very good! Budi should do his homework at 07.00 p.m., so he will never do the same mistake again."
- "For the last, what is the good time that Budi should sleep every night?"
- d. At 12.00 p.m.
- e. At 07.00 p.m.
- f. At 09.00 p.m.
- "Okay students, which one is the good time to sleep at night?"

#### \*give a second to think\*

• "Okay very good! Budi should sleep at 09.00 p.m., so he will never late again to go to school.

"Okay students, thank you so much for helping Budi to arrange his daily activities. Now, he is already has a good daily activities. I hope Budi will never do the same mistakes again. I also hope that all of you have good daily activities, so you will never be like Budi."

#### **Closing**

#### **Syntax: Analyze and Evaluate the Problem-Solving Process**

**Activity 1**: The speaker tells the students about what they have learned, by showing some pictures about daily activities complete with the time of each activity.

#### Script:

- "Okay students, we are already learned about Daily Activities at Home, right?"
- "Here, there are some pictures about daily activities at home complete with the time of each activity."
- "For the first picture shows about daily activity which is wake up at 06.00 a.m."
- "For the second picture shows about daily activity which is go to school at 07.00 a.m."
- "For the third picture shows about daily activity which is take a nap at 01.00 p.m."
- "For the fourth picture shows about daily activity which is sleep at 09.00 p.m."
- "We also have done to help Budi to arrange his daily activities become good"
- "I hope that all of you can understand the way how to choose the correct time of your activities at home."

**Syntax: Develop and Present the Work** 

**Activity 2**: The speaker gives a follow up exercise to the students, which is to make one short paragraph about their daily activities at home.

#### Script:

- "To help you learn more about the activities at home, I will give you an exercise."
- "Now, it is your turn to make one short paragraph about your daily activities at home."
- "After you are finish make the short paragraph about your daily activities, please submit it to your teacher."
- "Do you get it?"
- "Okay students, to conclude the lesson. At the end of the video I will give you tables that consist of expression about Activities at Home and also the time of each activity."

**Activity 3**: The speaker closes the video by greeting the students.

#### Script:

 "Alright students, thank you so much for today. I hope you enjoyed learn with me. See you on the next video. Good bye. Have a nice day!"

# Appendix 11 Syllabus of the Sixth Grade Elementary School in Buleleng

Allocat Participation

Standar Nompotional

Standar

Management	Materi		Indikalor		Pentaian		Altikasi	Symber
Kompetensi Dasar	Pentolajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumer	Contah	Waktu	
Identica Dri     Sendengakan     Mendengakan     dentica     dentica     sesecting	Ungiapan Guru dan     Sand     Jane a se artist She in     lai, bezuthil, and young     Bod, cha in forn Nice to     meet you.     What do you do? I am a	siswa-mendengarkan ideritas seserang yang dibacakan guru     siswa-mengorah perlanyakh dengan sepat dan benar yang diberikan guru	1.1 Vendengakan Abrigident likasi kata-kata yang berkatan dengan icentias ortina lain palanyaan, nomer laikpon, dan penampilan	Pes unjuk kerja, tos tulis	Tes islan, tos dentificasi	Fill in the plank spaces	4.16	a Grow exh Englis b Sumbs funder lain yang
1.2 Serticara bercakap-cakad terdang identita	student. A. What does Budi do? He is	xarq benar	2 Berbicara  Nampaskenakan olang lam Henanyakan pekenjaan Hananyakan kagentaran  Nonyaskan kegertaran	erje	uji petik	Give response orally.		relevan
1.3 Members a Mamahami ai teksibahg yang berkatah dangan dantia tesechang b Membara nyang	"Adjective laik short.	Siska dopat membaca dengan etonasi dan latal pang benar Sisuka mendal makna katal atau kalimat yang ada dahan bacian atau wasana Sisuka menjakah peranyaan bacian atau wasana	Membada     A Memmatan Informer and     Membada nyaring dangan ucapan yang betarasa	NEEDS.	pertanysan	Read the following categoraph and answer the questions	7	7

	fembaca Memuhami isi seks tertang kegiatan da serotah Dambaca nyaring	American more file designing and a second more file designing administration of the file o	Sawa dopol membaca dengan intonsi dan lahiji pang berair Sawa melajarab petanyani badan ada wacana Sawa menyempukan sa wacana	hereson permutan, awar hangar, secar sertis:  1 Membade  Unenerskan gerbara urum pada ikis terang jegiatan di aksisten di kangar kenangan permutan di kangar kenangan di kangar kenangan pekitah di Amerikah kyanga di	Tes tate	Tes wan te			
1	Mendis Vendis paragraf pendak tentang kegiatan di sekolah	penggunian model austray (could, would, shall, may)	sipwa memula paragraf sederhana tentang kegiasan di sekolah	dengan ocapan yang bertarma 24 Manulis deskripsi tangang kepistan di sakibah sesuai dengan gambar	Tugas prayel Tugas Individu		Write a simple paragraph about the activities at school		
3.1	Kagalan di rumbh. Mandangarkan aktivitas seseorang di rumah	Ungkepan Genz.     Point to the clock.     Which clock shows 05.00?     who gets up at 06.00 what does Bold do at or on.	yang dibucakan gura dan melolat gambar yang dibugsakan • slawa merespini indhukal yang diberikan gura di dalam ketas	di ruhub sesual dengah waidt dan bahkuan ganbal.  • Uterespon instruksi sederhane secara fisik.	Tes unjuk	Teo conditicasi Teo simulasi, s		e io	a. Grow with English b. Sumber c. sumber dan yang
3.2	Berbicare Bertange javob (bertakap-cakap) tentang keglatan sehan-hari	Unphapan Sisma dan para what time do you get up (take a bath, get disuscet, etc) at five o'slock, at five thing, at five filtren, etc what do you do at	yang dajakun dengan lelisi yang benar sisus beranya jawab dengan temannya menggunakan.	3.2 Berbicara  • Blanaryuklar wekto kegutan.  • Manyatukan kegutan pada wakto tertentu e Nameria.  • Maneria hameria.  • Manberi pendapat.			esponse rafy		rgieca

Alternature or Association of A	rine of clock, etc.  Figo to achout from Figo to achout flave breadlast, etc)  That's great!  You work hosts  I think that's a good Taks betong hallyang berkstan dengan kegsatan escorrang schara-bail Kosa kata Clock, a quarker, half, past, taks a both, get up, have. Bendallus, shaw home, study, slaw, ge home, uska a nap, de watch, after, before, and visit, brush, and cook.  Taka Behasa ying digmistion:  — greatert sense  Kata kespa - ing seletah kuta after and before.	Commence of the second commence of the commenc	Manamakan orderitasis belanda.     Manamakan informasi andi     Meramakan informasi andi     Meramakan inguning dengan subpan pang     Meramakan supang sang dengan subpan pang     Menyalan pangsal singkat bertang tegitata sehanhan     Menula paragsal singkat sesual dengan garebar.	Porticio	Dokumen kelja sawa	Choose the best enses a, b, c, or d	
Kerbanga      Tiberdengarkan  tiberdengarkan  penyataan tentan  kebunga      Kebungan  Kebungan  Kebungan   Kebungan	A. Utoplaquan Guru:  • Who is shrin's father?  • What is the name of Johns mother?  3. Ucapan Guru dan Sane shrin's name?  • Do you have shry bother?  • Now many brothers do you have?  • I when that is a small of the shrin's name?	<ul> <li>s.o.vá menjavab pedanyskní yang diberkan guru di dálam kelas</li> </ul>	Mangdontificasi makna kata tentang keluarga yang disampakan secara tean	Tee unjuk aarja, Tee unjuk Aarja	Tes dettificasi Tes simulasi Lij pelik	Fill in the stank spaces  Sive response coulty	a Gow with Explain 5 Sunder 10 14/100* Ign 14/10 Interval

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Monte Patrial Samoster Standar Kon Mompeter Debat  C Walness Montes In 11 Residence In Inc. Inc.	in a comment of the c	mani baan dan lulis, yaan sederhana dalam kesa menja, pulasien, dan strata modal, shisalam tense, smej, + ing).  Kegistan Pentelajaran  * Sisa menjangakan yang dasakan yang atasakan pentelajaran yang darakan pentelajaran pente	i mendengarkan, biebica lakil lema yang disarankan ki gi dengan melibalkan ki perbandingan, countable i Indikator I.I. Mandengalkas kita lestang mikina kita lestang mikina kita lestang mikina pang di	ra, mwmt an identi onsep per noun dan	paca, dun r as got only expans, per uncountable Percean Banga instrumen	Conton Instrumen	Alokasi	Sumber Setajar A Grown English Sumber sumber
Kompean  Asia Patria Samester Standar Kon  Kompean  Dasar  Ulaman  1.1 Redenga	Ann Bahasa Ing Berhama Ing Ber	pore mani Issan dan Julis, yaan eederhana dalam keusi me orga: pakaian, dan bingtar modal, prasani tense, ome, o-ing).  Kegotan Pembelaparan  assa mendangakar ungsabangapan yan dasalangah sasa mengon ramka yan basa mengon ramka yan basa mengon ramka yan basa mengon ramka yan	mendengarkan, berbica fafai lama yang disaranka ng dengan melibalkan ka perbandingan, cauntable Indikator II Mandengarkan Mengemitikan mana Mandengan mana Mandengan mana Mandengan mana Mandengan mana Mandengan mana	ra, Trumt an identi nasap per noun dan Tekna	paca, dan e aggo arri, nerjaan, persanna Benga Inskumen Det smulai a sec	Contoh Instrument	Alokasi	Sumber Setajar A Grown English Sumber sumber
Montes Patrial Sermoster drandar Koor Montes Patrial Sermoster Character Cha	in i	mani baan dan lulis, yaan sederhana dalam kesa menja, pulasien, dan strata modal, shisalam tense, smej, + ing).  Kegistan Pentelajaran  * Sisa menjangakan yang dasakan yang atasakan pentelajaran yang darakan pentelajaran pente	i mendengarkan, biebica lakil lema yang disarankan ki gi dengan melibalkan ki perbandingan, countable i Indikator I.I. Mandengalkas kita lestang mikina kita lestang mikina kita lestang mikina pang di	ra, Trumt an identi nasap per noun dan Tekna	paca, dan e aggo arri, nerjaan, persanna Benga Inskumen Det smulai a sec	Contoh Instrument	Alokasi	Sumbe Setaja A Grown English Sumber sumber Sen jung
Momorton Photos Patrick Standard Momorton Colonia Colo	Ann Bahasa Ing Salahana Ing Sal	pore mani Issan dan Julis, yaan eederhana dalam keusi me orga: pakaian, dan bingtar modal, prasani tense, ome, o-ing).  Kegotan Pembelaparan  assa mendangakar ungsabangapan yan dasalangah sasa mengon ramka yan basa mengon ramka yan basa mengon ramka yan basa mengon ramka yan	i mendengarkan, berbica lakai lema yang disaranka gi dengan melibatkan ke perbandingan, countable i Indikator I.I. Mandengatan kenganatkan mana kita lestang malawa dan minima yang di sampakan tecashasa - Istolekan pendih yang behalan dangan malama dan mengan dangan malama dan mengan dangan dan melama dan mengan dangan dan melama	ra, Trumt an identi nasap per noun dan Tekna	paca, dan e aggo arri, nerjaan, persanna Benga Inskumen Det smulai a sec	Contoh Instrument	Alokasi	Sumbe Setaja A Grown English Sumber sumber Sen jung
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Kompelum  Kompel	Ann Derkoman Ing.  - Performan Derkinstragen	pore mani Issan dan Julis, yaan eederhana dalam keusi me orga: pakaian, dan bingtar modal, prasani tense, ome, o-ing).  Kegotan Pembelaparan  assa mendangakar ungsabangapan yan dasalangah sasa mengon ramka yan basa mengon ramka yan basa mengon ramka yan basa mengon ramka yan	i mendengarkan, berbica fakul tema yang disaranka gi dengan melibatkan ke perbandingan, countable i Indikator I.E. Mandengatias — Mengemblasa makna Ada senang maknas dan sampiskan secakasa - Mengemblasa — Mengemblasa - Melibatka dangan salama da menusa - Menmulan atompi berkeli dari carta tasa	ra, Trumt an identi nasap per noun dan Tekna	paca, dan e aggo originan, persanan Benga Itskumen Det smulai a sec	Contoh Instrument	Alokasi	Sumbe Setaja A Grown English Sumber sumber Sen jung
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Kompelum  Kompel	Ann Derkoman Ing.  De	Does meat hain dan hain, yakn sedarhana dalam kosa me onga. Balawa, dan shatas modal, prasa mengang balawa, dan shatas modal, prasa mengangahan untah mengangahan untah mengangahan prasa dalam pengangan sana mengan nonan yang dalam pengangan dan pengangan pengangan dan pengangan pengangan dan pengangan dan pengangan pengangan dan pengangan pengangan pengangan dan pengangan pengangan pengangan dan pengangan pen	i mendengarkan, barbica lakai tema yang disarankan al- gi dengan melibaikan al- perbarkingan, countable - Indikator  Indikator  Indi	ria, mwint an idensita noun dan Tekna Tesunja heja	Detamuso.	Conton Tocal Conton Treatment of Conton Cont	Alokasi	Sumber Setaja A Grown English Sumber sumber Sen jung
Kompelum  Kompel	Ann Derhama Ing.   Burkoman Ing.  Bu	power ment been den luis, yean sederhana dalam kelas melaya, pakalam, dan bingtar modal, prasa, dan bingtar modal, prasa prasa tense, sme, i- engl, sedera personaganan modal-englas prasa personaganan pengalam pengalam pengalam dan pengalam pengalam dan	i mendengarkan, barbica fakai tema yang disarankan algebarankan algebarahan keperbarkan keperbarkan keperbarkan keperbarkan keperbarkan kelalangangan kelalan kelalangan kelalan kelalangan kelalan kelalangan kelalan kelalangan kelalan kelalangan kelalan kelalangan kelalan kelala	ra, mwata an stendthan Trakep pen ngun dari Trakna Trakna Trakna	Description	Conton Co	Alokasi	Sumber Setaja A Grown English Sumber sumber Sen jung
Montpolium  Montpolium  Montpolium  Montpolium  Dasad  Ularana dan  11 Nendengan  pengalan dan  Peng	Ann Bahana Ing Berhama Ing Ber	Doke  medic hash dan halis, yakin sedarhana dalam kosa me hada propositi tense, smit,  sasa menjangaha tasa mujukan perlanjan lasa menjan perlanjan dangan sasa menjan dalam leba  sasa menjan dalam leba  sasa menjan dalam leba  sasa menjan dalam leba	i mendengarkan, berbica fakul tema yang disarankan dengan melibatkan ki perbandingan, countable-lindikator  Indikator  I Mandengarkan - Amerikan kida terbang nakanan dan minaha sing di angalahan terbankan dan minaha sing di angalahan terbankan bergambalahan dan minaha sing di angalahan dan minahan sing di angalahan dan minahan sing di angalahan dan sing di angalahan sing di angalaha	ria, mwint an idensita noun dan Tekna Tesunja heja	Detamuso.	Conton Tocal Conton Treatment of Conton Cont	Alokasi	Sumber Setaja A Grown English Sumber sumber Sen jung
Kompelum  Kompel	Ann Development De	mean team dan hala, yakin sedarhana dalam kosa me sedarhana dalam kosa me sedarhana dalam kosa me sedarhana dalam kosa me sedarhana dalam kosa mengala, program Pembelajaran basa mengangahan unjuah mengahan perlayan dalam perlayan d	i mendengarkan, berbica lakai lema yang disarankan diperbandingan, countable i bergan melibalkan di perbandingan, countable i Indikator  I. I Mandengarkas maksa kita lemang maksa dan memban penda yang berkalan dangan melatan dan memban pendahan dan memban pendahan dan memban Mempahan dan melatan dan melatan Mempahan dan melatan dan melatan Mempahan dan melatan Mempahan dan melatan Mempahan dan Mempahan Mempahan dan dan dan dan dan dan dan dan dan d	ria, mwint an idensita noun dan Tekna Tesunja heja	Det amuso de procesor	Conton Co	Alokasi	Sumber Setaja A Grown English Sumber sumber Sen jung
Montpolium  Montpolium  Montpolium  Montpolium  Dasad  Ularana dan  11 Nendengan  pengalan dan  Peng	peternal Estatus in Es	power ment bash dan luis, yaan sederhana dalam kelas melanja pakaiwa, dan bingta modal, prasa, sense, sense	mendengarkan, barbica faliki lama yang disaraniki ng dengan melibalikan ka perbandingan, countable indikator  II Mandengarkan Mengemuthan makna Mala serang maknas dan katal serang melahasa dan sampakan tecahikan tangak melangan melanan tangak sebagai melangan dan merusan Menerukan dan melangan selentyi dal serasian dan menyasan 2 Serbada Mendela sebagai Mendela sebagai	ria, mwint an idensita noun dan Tekna Tesunja heja	Det amuso de procesor	Conton Co	Alokasi	Sumber Setaja A Grown English Sumber sumber Sen jung
Montpolium  Montpolium  Montpolium  Montpolium  Dasad  Ularana dan  11 Nendengan  pengalan dan  Peng	Ann Bahana Ing Berhama Ing Berhama Ing Berhama Ing Berhaman Ing Berham	mean team dan hala, yakin sedarhana dalam kosa me sedarhana dalam kosa me sedarhana dalam kosa me sedarhana dalam kosa me sedarhana dalam kosa mengala, program Pembelajaran basa mengangahan unjuah mengahan perlayan dalam perlayan d	I mendengarkan, barbica fakai lama yang disarankan digelerangan, neuhbalkan si perbandingan, ceuntable in disarankan digelerangan, ceuntable in disarankan disarankan disarankan pendengangan seriaman pendengangan disarankan pendengan pendengan disarankan pendengan pendengan pendengan disarankan pendengan disarankan dis	ria, mwint an idensita noun dan Tekna Tesunja heja	Det amuso de procesor	Conton Co	Alokasi	Sumber Setaja A Grown English Sumber sumber Sen jung
Montpolium  Montpolium  Montpolium  Montpolium  Dasad  Ularana dan  11 Nendengan  pengalan dan  Peng	Ann Debense II. Se considerate II. Se considerate II. Se considerate II. Se considerate III. Se considerat	power ment bash dan luis, yaan sederhana dalam kelas melanja pakaiwa, dan bingta modal, prasa, sense, sense	i mendengarkan, berbica lakai lema yang disarankan digi dengan melibalkan ai perbandingan, countable i Indikator  Indikat	ria, mwint an idensita noun dan Tekna Tesunja heja	Det amuso de procesor	Conton Co	Alokasi	Sumber Setajar A Grown English Sumber sumber Sen pang
Mompetium Protein Parties Anterior Political P	peternal Estatus in Es	power ment bash dan luis, yaan sederhana dalam kelas melanja pakaiwa, dan bingta modal, prasa, sense, sense	I mendengarkan, barbica fakai lama yang disarankan digelerangan, neuhbalkan si perbandingan, ceuntable in disarankan digelerangan, ceuntable in disarankan disarankan disarankan pendengangan seriaman pendengangan disarankan pendengan pendengan disarankan pendengan pendengan pendengan disarankan pendengan disarankan dis	ria, mwint an idensita noun dan Tekna Tesunja heja	Det amuso de procesor	Conton Conton Institutes Artiset the Questions Drafty	Alokasi	Sumber Setajar A Grown English Sumber sumber Sen pang
Montpolium  Montpolium  Montpolium  Montpolium  Dasad  Ularana dan  11 Nendengan  pengalan dan  Peng	Ann I Blahana Ing I Blahana I Bl	power ment bash dan luis, yaan sederhana dalam kelas melanja pakaiwa, dan bingta modal, prasa, sense, sense	i mendengarkan, berbica lakai lema yang disarankan digi dengan melibalkan ai perbandingan, countable i Indikator  Indikat	ria, mwint an idensita noun dan Tekna Tesunja heja	Det amuso de procesor	Conton Conton Institutes Artiset the Questions Drafty	Alokasi	Sumber Setala A Grown English Sumper sumper Sen pan

femoral enterior de la femoral enterior de la femoral enterior de la femoral enterior de la femoral ente	n in sevine principi or perma, bahnnd, descele) in the school. Thank you Thank you Teks deskriptif yang bankaltan dengan tempel- tempat umum Wasa kata	Steine dispel membace dengan promote dan lefel yang beker Sisiwa menjawah pertanyaan bacaan atau wacana	Merricana     Merricana informaci     Merricana enjaing	144 1000	and the same of th	PERSON WA			1
	Noor lobury, potrol station, educarian, a supermaint, verification, a supermaint, verification, a supermaint, verification, and supermaint, street, soo, park, police station, port, amoust, flower, sport, amoust, flower, sport, amoust, flower, sport, service, amount, flower, regency - Proposito-Behind, socials, in front of, behinder, beside - Verdrige, getts, turn right, rum intell, amount, flower, sport, turn right, rum intelligence. This ballware General surface presents	Siswa menyalin puraysal alawa menule paragosi sederihara tensorg kegualan di sekeluh	Menyalin paragnaph pendidi tentang hali yang behasian dengan tengap	Rugas Individu, tugas proyek	Tugas sumai	City the semantes to your exects book. Write about the location (pour jacked, lample, etc.)	1		
A Transportation A Transportation Mendengskan Mendengskan Mendengskan Mendengskan Deskriften Mendengskan Deskriften Mendengskan Deskriften Mendengskan	A. Ungkapan siske dan guru   Nibe could light to  Nibe could get to  Nibe and the to  Nibe and the to  Nibe and the to  Nibe and the to  Denote the to  Denote to  Nibe and  Denote to  Nibe and  Ni	sisua mendangarkan ungkapan-ungkapan yang dibasakan guru sawa mikriagan instruksi yang dibasakan guru di dulam lalas.	Mendengarkae     Mengeorefikaai maksa, kiris berthang nama, mam a kiril bernaportasi     Menegon penekah yang berkatan dengan tandipertasi     Menesukaan dengan bertarda dan dantal Anturan genilahanan yang dikampakan sesalah Saan	herja	i petk	vicum tre sestors saly		Grow with English Switzen- sumber sumber talk yang reservan	

Z	Aumoniteral Extent	Pontal on	Magazini dia managarana		Name of Street	V COMPANY	Name of the last	Ç-residenti
2.8	Ante-harie Membarie Manufis Manufis Manufis perindah dan pempatkan yang berkatan dengan transportasi	No invest engil     Nou invest engil     Nous invest on our writinker     I doubt it.     Nichard on jou mean?  It Takes youg berkadam cengan lake instea days affectal transportasi     Moon moloscycic, tak leep, bus, motorcar, oil lanner, komp, betycie ambulance, saving ship, dhy, leen; baskin, crans, saving, boat, plase, bushaw, heliooper, faild, patific light     Prepor, in by, on, in Tale bastone     Modal awalary foolid and must!     Preporso for Kata Taraya how (now fat, how long)     Kata Taraya how (now	Bowa dapal membaca dengan isaha bardanya menggunakan salaha bardanya jemab dengan lambanya menggunakan sanjaban seriangkapat seria	2 Intervene a Memoryanan sied transportas a Memoryanan sied transportas a Newson and transportas a Newson and transportas and	Tes tols		ps linswer this statewing special pro- parations placed the following political with the name	
279	Clah Raga dan Kaponarah Mendangarkan Mendangarkan perlantah, perlanyaan da pernyakan lantang dan raga dan kegenarah Berbasara	- Shellheppy (Cath	Soka mendangakan unjagan-replapan yang disakkan perjakab pertanjaan yang diserikan gera saka perjang diserikan gera diserikan gera diserikan gera diserikan gera diserikan gera di Galam kelan	Mendengerkan     mengebentiksai makas kara harbang rama- nama caha raga harban alamasa heriana dengan menjawah pelamasa secara benjadi o menegon peretah	Securpit kerja	Tes simulaes se petit prosedur	Answer the questions arealy	



## **Appendix 12 Expert Judgment Rubric for Educational Experts**

# "Evaluation Sheet for Learning Videos based on Problem-Based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

**Research Title** : "Developing Learning Video for Teaching English using

Problem-Based for 6th Grade Elemmentary School Students

at Buleleng Regency"

Researcher : Made Sonia Handayani

Evaluator :

Occupation / Position :

Topic : School Activities

## **Description:**

This evaluation sheet is used to assess the media quality of videos based on *Problem-based Learning* for 6<sup>th</sup> grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandemic, for the students to learn from home. Based on that, your willingness to assess and judge the media is valued highly.

#### **Instructions:**

- 1. This evaluation sheet is filled out by an educational expert.
- 2. In the response range, there are 5 (five) levels.
  - 3. Put a check mark  $[\sqrt{\ }]$  in the column according to your opinion according to the actual situation.
- 4. Answers are given in the rating scale column provided with the rating scale:

		Scores		
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

				Scale	5		Notes
Num	Descriptors	5	4	3	2	1	
A. V	video as media for teaching and learning	proce	ess				
1.	Video as teaching media helps teacher to						
	deliver high quality materials for the						
	students during the pandemic.						
2.	Video helps the learners to learn						
	independently						
3.	Video helps the learner to be enthusiastic						
	and motivated to learn English at home						
	nstructional Design Attributes						
	ustification of need, target audience, entry	-		-			
	nd context of learning, instructional strateg						ire of content,
	xamples, practice, feedback, evaluation of le	<u>earnii</u>	ng, ini	ernai	augn	ment)	T
4.	The scope of the material is made in accordance with the curriculum	$m_{\ell}$	20.	1	The same of		
5.	The materials are suitable for the	DOS.	3			8.	
3.	students' need		207	62		1	
6.	The topic is relevant to the students'	5			34		lba.
0.	daily life.	1	19	100			7
7.	The learning objectives are suitable	W.R.			1		100
/٠	and attainable for the learners		1		15		1
		- W	$\mathcal{J}_{\lambda_{i}}$				
8.	The learning method used in the video is						li .
	suitable for the learners to learn English	HISY				- 7	W.
9.	The important ideas are emphasized		3	21		1	
10	correctly to draw the learners' attention	7		/			
10.	Video shows the lesson's summary						
11.	Video provides appropriate examples to			3	19	100	
10	the learners based on the <i>topics</i>		733 3				
12.	Learners get opportunity to practice the	GW	انظ		1		
	desired learning outcome(s) through				1		
13.	exercises or questions  The material contains instruction on how		1310				
13.	to make the tasks/exercises.						
14.	The material is well arranged and						
14.	systematic.						
15.	The material is mapped from the easiest						
15.	to the hardest.						
16.	The materials are presented						
10.	systematically to make students easier to						
	understand.						
17.	The video uses clear material mapping in						
	describing limitation of the material.						

			;	Scales	S		Notes
Num	Descriptors	5	4	3	2	1	
18.	Learners get useful reinforcement from the video						
C	anguage attributes (complexity of sentence hoice of vocabulary, complexity or sentenconsistency, clarity, conciseness, and approp	e stru	cture,	verb	s, redi	undan	
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.						
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.						
21.	The language use to elaborate the materials is clear	Di		18-			
22.	The video is using the simple and easy to be understood language for the learners		1	C,			
23.	The video is using the correct spelling for each word	5	is	X	À	9	7
24.	The video is using the correct pronunciation for each word	X			F		1
25.	The material is delivered briefly and straight to the point	3)	7				1
(S il:	resentation attributes  Space, typeface, titles, heading, and sub-healustrations and visuals, audio/music, color, blumns, technical quality, highlighting, and	prese	entatio	ons si	ze and		
26.	The materials are delivered in interesting way.	7		Š	1		
27.	The animations are presented by using various pictures.	52			The second		
28.	The animations in the video are interesting		9,375.79		×		
29.	The animations in the video are suitable for the topic and the target audience						
30.	The illustration is similar as it is found in everyday use						
31.	The size of animations is appropriate						
32.	The placement of the animations is appropriate						
33.	The materials are presented by using various and appropriate colors						

<b>3</b> .7	D 11		;	Scales	6		Notes
Num	Descriptors	5	4	3	2	1	
34.	The important concepts/ideas are marked by interesting color/illustration						
35.	The background use is suitable with the topic						
36.	The color of the text is suitable with the background						
37.	The placement of the text is appropriate						
38.	The font use and its size are appropriate						
39.	The use of animations, background, and text are not exaggerated						
40.	The background of the music is appropriate for young learners	n r		Sept.			
41.	The teacher is delivering the material in interesting and communicative way		4)	c.			
42.	The teacher is expressive and enjoyable to be listened	3	10	X	A	1	
43.	The voice of the teacher is clear	W.K.	38		1		1
(N p)	ubject matter attributes Value of content, content accuracy, compre resentation/bias, recency)	hensi	veness	s, inte	gratic	on, obj	iective
44.	The content of the video is accurate	TI STATE	Ś	A.			
45.	The elements of the video are integrated properly			1		1	
46.	The video is objective and unbiased			V.		39	
	NPIK	s i					

# "Evaluation Sheet for Learning Videos based on Problem-Based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

**Research Title** : "Developing Learning Video for Teaching English using

Problem-Based for 6th Grade Elemmentary School Students

at Buleleng Regency"

Researcher : Made Sonia Handayani

Occupation / Position :

**Topic** : Daily Activities at Home

### **Description:**

This evaluation sheet is used to assess the media quality of videos based on *Problem-based Learning* for 6<sup>th</sup> grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandemic, for the students to learn from home. Based on that, your willingness to assess and judge the media is valued highly.

#### **Instructions:**

- 1. This evaluation sheet is filled out by an educational expert.
- 2. In the response range, there are 5 (five) levels.
  - 3. Put a check mark  $\lceil \sqrt{\rceil}$  in the column according to your opinion according to the actual situation.
- 4. Answers are given in the rating scale column provided with the rating scale:

		Scores		
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

<b>N</b> .	D 11		;	Scales	5		Notes
Num	Descriptors	5	4	3	2	1	
F. V	ideo as media for teaching and learning	proce	ess				
47.	Video as teaching media helps teacher to						
	deliver high quality materials for the						
	students during the pandemic.						
48.	Video helps the learners to learn						
	independently						
49.	Video helps the learner to be enthusiastic						
	and motivated to learn English at home						
	nstructional Design Attributes						
	ustification of need, target audience, entry	-	-				
	nd context of learning, instructional strateg		_				ire of content,
	camples, practice, feedback, evaluation of l	earnı	ıg, ınt	ernal	align	ment)	
50.	The scope of the material is made in	1111	300	1	-		
<i>7</i> 1	accordance with the curriculum	DOS.	5.47	>-		O.	
51.	The materials are suitable for the		-366	C,		1	
<i></i>	students' need			8	No.		Day.
52.	The topic is relevant to the students'	1	150	10			1
52	daily life.	$-\mu$			Table 1		100
53.	The learning objectives are suitable and attainable for the learners		TO THE				
		SV.	$\mathcal{A}_{i}$				
54.	The learning method used in the video is						li .
	suitable for the learners to learn English	HIGH					ll .
55.	The important ideas are emphasized			21		1	
	correctly to draw the learners' attention						
56.	Video shows the lesson's summary						
57.	Video provides appropriate examples to			3		100	
	the learners based on the topics				1/1	7	
58.	Learners get opportunity to practice the	6.1	Birth Street		1		
	desired learning outcome(s) through	S - A-		-	1		
	exercises or que <mark>stions</mark>				-14		
59.	The material contains instruction on how	-					
	to make the tasks/exercises.						
60.	The material is well arranged and						
	systematic.						
61.	The material is mapped from the easiest						
	to the hardest.						
62.	The materials are presented						
	systematically to make students easier to						
	understand.						
63.	The video uses clear material mapping in						
	describing limitation of the material.						

			;	Scales	6		Notes		
Num	Descriptors	5	4	3	2	1			
64.	Learners get useful reinforcement from the video								
H. Language attributes (complexity of sentence structure and vocabulary)  Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transconsistency, clarity, conciseness, and appropriateness of the audience.									
		oriate.	ness c	f the	audiei	nce.			
65.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.								
66.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.								
67.	The language use to elaborate the materials is clear	$D_{L}$		1					
68.	The video is using the simple and easy to be understood language for the learners		1	C,					
69.	The video is using the correct spelling for each word	1	8	X	À	1	7		
70.	The video is using the correct pronunciation for each word	Y			F		· ·		
71.	The material is delivered briefly and straight to the point	1	1				ı		
(S il co	resentation attributes  Space, typeface, titles, heading, and sub-hea  lustrations and visuals, audio/music, color,  plumns, technical quality, highlighting, and	prese	entatio	ons si	ze and	-			
72.	The materials are delivered in interesting way.			2	1	and the same of th			
73.	The animations are presented by using various pictures.	\$1			The second				
74.	The animations in the video are interesting		9.3°58		×				
75.	The animations in the video are suitable for the topic and the target audience								
76.	The illustration is similar as it is found in everyday use								
77.	The size of animations is appropriate								
78.	The placement of the animations is appropriate								
79.	The materials are presented by using various and appropriate colors								

Num	Descriptors		;	Scales	S		Notes
Num	Descriptors	5	4	3	2	1	
80.	The important concepts/ideas are marked by interesting color/illustration						
81.	The background use is suitable with the topic						
82.	The color of the text is suitable with the background						
83.	The placement of the text is appropriate						
84.	The font use and its size are appropriate						
85.	The use of animations, background, and text are not exaggerated	Control of the Contro					
86.	The background of the music is appropriate for young learners	nr.		1			
87.	The teacher is delivering the material in interesting and communicative way	Section 1	4)	C			
88.	The teacher is expressive and enjoyable to be listened	2	is	1	A	7	
89.	The voice of the teacher is clear				1		1
1)	ubject matter attributes Value of content, content accuracy, compre resentation/bias, recency)	hensi	veness	s, inte	gratio	on, obj	iective
90.	The content of the video is accurate	men.	Ś	28			/
91.	The elements of the video are integrated properly			2		1	
92.	The video is objective and unbiased			3	19	199	

# Appendix 13 Expert Judgment Rubric for School Activities Video by 1st Expert

# "Evaluation Sheet for Learning Videos based on Problem-Based Learning for 6th Grade Students By Educational Experts"

Target : Hementary School Students

Research Title : "Developing Learning Video for Teaching English

using Problem-Based for 6th Grade Elemmentary School

Students at Buleleng Regency

Researcher : Made Sonia Handayani

Evaluator : Prof. Dr. Putu Kerti Nitiasih, M.A.

Occupation / Position : Supervisor

Topie : School Activities

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Problem-based Learning for 6<sup>th</sup> grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandemic, for the students to learn from home. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

- I. This evaluation sheet is filled out by an educational expert.
- 2. In the response range, there are 5 (five) levels.
- Put a check mark [√] in the column according to your opinion according to the actual situation.
- 4. Answers are given in the rating scale column provided with the rating scale:

4	3	2	1
ood	Acceptable	Poor	Very Poor
	ood	ood Acceptable	ood Acceptable Poor

				scale	s.		Notes
Num	Descriptors	5	1	3	2	1	
A. V	ideo as media for teaching and learn	ing p	roces	S			
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.		V				
2.	Video helps the learners to learn independently		V				
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	V	31			-	
131 103 34	nstructional Design Attributes ustification of need, target audience, en utivation and comeat of learning, instru ructure of content, examples, practice, j	ection	ial str	ategi	ex. 01	ganiz	ration and
4.	ternal alignment) The scope of the material is made in accordance with the carriculum	V	Ţ			3	7
5.	The materials are suitable for the students' need	V	76				
6.	The topic is relevant to the students' daily life.	V	V	d			
7.	The learning objectives are suitable and attainable for the learners	V	5	ورا			31
8.	The learning method used in the video is suitable for the learners to learn English	Y	V		Ì		
9.	The important ideas are emphasized correctly to draw the learners' attention	V					7/
10,	Video shows the lesson's summary Video provides appropriate examples to the learners based on the topics	V	~			100	
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	V		-			
13.	The material contains instruction on how to make the tasks/exercises.		7				
14.	The material is well arranged and systematic.	V					
15.	The material is mapped from the easiest to the hardest.	11	1	-	1	-	

**					Notes		
Num	Descriptors	5	4	3	2	1	
16.	The materials are presented	_					
	systematically to make students	1	1/		i		
	easier to understand.		4				
17.	The video uses clear material						
	mapping in describing limitation of	1				1	
	the material.						
18.	Learners get useful reinforcement		1/				
No.	from the video		V				
C. L	anguage attributes (complexity of sen	tence	Mette	ture:	and v	ocabu	lary)
	holce of vocabulary, complexity or sen						
11	unsitions, emissiones, clarite, concisci	iness.	and a	opiny	miute	raesor es	file
	udience						
19.	The video is using appropriate and	11.8	- 1			1	
1	suitable word to the topic, sub-topic,	K.C.	V				
4	and the grade of the students			1.0			
20,	The video is using appropriate and						100
	Snitable		V		0		
	phrase clause sentence to the topic or				30	200	
	Sub-topic.					July 1	
21,	The language use to elaborate the	11/	P. D.			1	
- programa	materials is clear	1	1			2-	
22	The video is using the simple and	100	1				
	easy to be understood language for		V			100	
	the learners	3.1	100				
23.	The video is using the correct	13.7	1				
	spelling for each word	100	Y				
24.	The video is using the correct		1	1000		-	1
	pronunciation for each word		V ,				1 11
25.	The material is delivered briefly and	1	1/	N/Amaran		-	
	straight to the point		-				
D. Pr	resentation attributes	-			-	L	
68	pace, typeface, titles, heading, and sub- astrations and visuals, andio music of	-heu	linere	District	of man		y .w.
ill	ustrations and visuals, andwaysic, co	dor.	With the same	Postin	g nun	nocra,	graphics,
1934	argins, columns, technical quality, hig.	hliefu	lmer o	mercus mil di	real dead	e ana	style,
26.	The materials are delivered in		/	184 740	r mun	ama te	(rout)
	interesting way.		V			100	
27.	The animations are presented by	1	To the last		- Indian	W	
	using various pictures.	V	-				
28.	The animations in the video are	. /		-	-	774	
645	interesting	V					
29.	The animations in the video are	-	1	-	-		
	suitable for the topic and the target		~	1			
	summire for the topic and the target						

			5	Notes			
kum	Descriptors		4	3	2	1	
	andience						
30.	The illustration is similar as it is found in everyday use	V					
31.	The size of animations is appropriate	V		-	1		
32.	The placement of the animations is appropriate	V	1		T		
33.	The materials are presented by using various and appropriate colors	V					
34.	The important concepts/ideas are marked by interesting color/illustration	V	k	į,			
35	the topic	V			Ŕ	70	
36	the background	V	5				
37	appropriate	V	6		-	1	
38	appropriate and its size are	V		Ä	-		
_	The use of animations, background, and text are not exaggerated	V		r	-	-	
4	The background of the music is appropriate for young learners	V	/			-	91
	The teacher is delivering the material in interesting and communicative way	d	V				
3	The teacher is expressive and enjoyable to be listened	V	-		-	+-	79
- L	13. The voice of the teacher is clear	V	+	-	-	-	
	E. Subject matter attributes (Value of content, content accuracy, coperation/bias, recency)	ompre	hens	iven	ess, le	teorai	no of the
	44. The content of the video is accurate	- 1-	7	-		Se rest	on, objective
	45. The elements of the video are integrated properly	2	1	300	-		
	<ol> <li>The video is objective and unbiased</li> </ol>	d	1	-	-		

/1/h.

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Prof. Dr. Putu Kerti Nitiasih, M.A.

## Appendix 14 Expert Judgment Rubric for Daily Activities Video by 1st Expert

# "Evaluation Sheet for Learning Videos based on Problem-Based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Learning Video for Teaching English

using Problem-Based for 6th Grade Elemmentary School

Students at Buicleng Regency'

Researcher : Made Sonia Handayani

Evaluator : Prof. Dr. Potu Kerti Nitiasin, M.A.

Occupation (Position : Supervisor

Topie : Daily Activities at Home

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Problem-based Learning for 6° grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandemic, for the students to learn from home. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

- 1. This evaluation sheet is filled out by an educational expert.
- 2. In the response range, there are 5 (five) levels.
- 3. Put a check mark [v] in the column according to your opinion according to the actual situation.
- 4. Answers are given in the rating scale column provided with the rating scale:

-		Scores		the second secon
5	4	3	2 1	
Very good	Good	Acceptable	Poor	Very Poor

				Notes			
Num	Descriptors		4	3	2	1	
A. V	ideo as media for teaching and learni	ng pi	roces	S	k.,,,	-	
1,	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	V					
2.	Video helps the learners to learn independently	V					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home		V	1			
(ja mi	nstructional Design Attributes instification of need, target audience, en ofivation and context of learning, instru ructure of content, examples, practice, j ternal alignment)	ction	al su	rateg	ies, o	rgani:	ation and
4.	The scope of the material is made in accordance with the curriculum	V		m	1	ė.	
5.	The materials are suitable for the students' need	V				3	1/1
6.	The topic is relevant to the students' daily life.	V	1			E	
7.	The learning objectives are suitable and attainable for the learners	V	٢	3			
8,	The learning method used in the video is suitable for the learners to learn English	V	-	10			- Jahr
9.	The important ideas are emphasized correctly to draw the learners' attention	V					
10.	Video shows the lesson's summary Video provides appropriate examples		1		-	1	
12.	to the learners based on the topics  Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	V				100	
13.	The material contains instruction on how to make the tasks/exercises.	V			-	-	
14.	The material is well arranged and systematic.	V	1		+	-	
15.	The material is mapped from the easiest to the hardest.	V	1		1	-	

•

Num				Notes			
NILIB	Descriptors	5	4	3	2	1	
16.	The materials are presented						
	systematically to make students	. /					
	easier to understand.	V					
17.	The video uses clear material	7					
	mapping in describing limitation of	V					
	the material.						
18.	Learners get useful reinforcement	1	ette e				
	from the video	V	-	Ban.			
C. I	anguage attributes (complexity of sem	tence	struc	ture	and v	ocabi	dary)
	notice of vocabulary, complexity or sen	tence	struc	ture.	verb	c redi	mdanev.
	ransitions, consistency, clarity, convised	IPAN.	anita	ppro	orion	ness	of the
1	manance.	38	10	1		-	, r
19.		1	100	17	-		100
1	suitable word to the topic, sub-topic		1/	41	8.2		
20	and the grade of the students.		~		50	W	
20.	the common appropriate and		-	-	17	-	
	suitable	1			l K	-	
17	phrase/clause/sentence to the topic or	V	140			350	
21.	sub-topic.	VAC	3	ļ		1-	3 / 6
-	The language use to elaborate the materials is clear		1		1-	100	
22.	The sile of		1		1	1.0	
		1	103	3	-	-	-
	easy to be understood language for the learners		V	10			
23.	The video is using the correct	100	VA				
	spelling for each word	V		-	1	+	
24.	The video is using the correct			V			11
1	pronunciation for each word	100	1/		-	-	
25.	The material is delined to	1	1	1	1		
	The material is delivered briefly and straight to the point		V	1	-	+	-
D.	Proventation attelled		-	1			17 37
100	(Space populario dat. t a			chemon.	-	L	
18	illustrations and visuals, audiomusic, a margins, columns, technical quality, hi	h-hee	uling	S. Mile	eret no		
1 3	nurvins column to t	olor.	prese	What.	гуу на Ганго о	interce.	s graphics.
26.	margins, columns, technical quality, hi The materials are delivered in	ghlig)	ting.	and	Kerene.	e an	d style,
	interesting way.	1	1	1	The state of	T. EFFICE	lavout)
27.	The animations	V	1		1		
-/-	The animations are presented by using various pictures.	V	100	1	-	+	-
28.	The primaries	-					
40.	The animations in the video are interesting	V	1	-	+	-	
29.		1					
44.	The animations in the video are			7	+-	-	-
	suitable for the topic and the target		-1	-			

y				Scale	8		Notes		
Num	Descriptors	5	4	3	2	1			
	audience								
30.	The illustration is similar as it is found in everyday use	V							
31.	The size of animations is appropriate	V							
32.	The placement of the animations is appropriate	V	Ele.						
33.	The materials are presented by using various and appropriate colors	V		3					
34.	The important concepts/ideas are marked by interesting color/illustration	V	7		10-				
35.	The background use is suitable with the topic	V		14	2				
36.	The color of the text is suitable with the background	V			V	À	A STATE OF		
37.	The placement of the text is appropriate	/	4			3	1/18		
38.	The font use and its size are appropriate	V							
39.	The use of animations, background, and text are not exaggerated		V	lo.					
40.	The background of the music is appropriate for young learners	V	4						
41.	The teacher is delivering the material in interesting and communicative way	V	Y				1		
42.	The teacher is expressive and enjoyable to be listened	V					y 29		
43.	The voice of the teacher is clear	V					19		
()	ubject matter attributes Value of content, content accuracy, con resentation/bias, recency)	npreh	ensiv	enes:	s, inte	gratic	on, objective		
44.	The content of the video is accurate	1	V						
45.	The elements of the video are integrated properly	V	-		-				
46.	The video is objective and unbiased	V			1				

11/1/2

Prof. Dr. Putu Kerti Nitiasih, M.A.

# Appendix 15 Expert Judgment Rubric for School Activities Video by 2nd Expert

# "Evaluation Sheet for Learning Videos based on Problem-Based Learning for 6th Grade Students By Educational Experts"

Target

: Elementary School Students

Research Title

: "Developing Learning Video for Teaching English

using Problem-Based for 6th Grade Elemmentary School

Students at Buleleng Regency"

Researcher

: Made Sonia Handayani

Evaluator

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

Occupation / Position

: Supervisor

Topic

: School Activities

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Problem-based Learning for 6th grade elementary schools' students. The video would be used as the learning media during Co-Vid-19 pandemic, for the students to learn from home. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

- 1. This evaluation sheet is filled out by an educational expert,
- 2. In the response range, there are 5 (five) levels.
- 3. Put a check mark [√] in the column according to your opinion according to the actual situation.
- 4. Answers are given in the rating scale column provided with the rating scale:

	7777	Scores		
5	4	3	2	
Very good	Good	Acceptable	Poor V- P	
			Very Poor	

Num			5	Notes			
vum	Descriptors	5	4	3	2	1	
A. V	ideo as media for teaching and learni	ng pi	roces	s			
1.	Video as teaching media helps						
	teacher to deliver high quality				1		
	materials for the students during the	1/					
2.	pandemic.	-					
4.	Video helps the learners to learn	1/					
3.	independently	~					
٥.	Video helps the learner to be		Sta.				
	enthusiastic and motivated to learn English at home	VI		-			
R I	nstructional Design Attributes			10	-		
0	ustification of and toward and				10	80. I.	
100	ustification of need, target audience, en	ryte	vet pi	rereq	uisite	s, obje	ectives,
81	ofivation and context of learning, instru	con	at str	aleg	ies, o	rgani2	ation and
/ in	ructure of content, examples, practice, j sternal alignment)	ream	uck, e	evalu	alion	of lea	rning,
4.	The scope of the material is made in	7			34	7	1.0
	accordance with the curriculum	V			10	N.	
5.	The materials are suitable for the		-	-	17/	1	
	students' need	V				177	17
6,	The topic is relevant to the students'	3 (0)		-	-	100	
1	daily life.	V	30	J),	1	1000	
7.	The learning objectives are	-		-		100	
	suitable and attainable for the			30			
	learners	V	W	d			
8.	The learning method used in the	11/2	-	-	-	-	
	video is suitable for the learners to	11/					9.3
	learn English	V	5	100	1		1
9.	The important ideas are emphasized	W	7		-	-	
	correctly to draw the learners'	W			1		1
1.0	attention	-		1			
10.	Video shows the lesson's summary	V		1	-	-	7 0
11.	Video provides appropriate examples				-	-	100
-	to the learners based on the topics		V				100
12.	Learners get opportunity to practice	1	-	1	+	1	
9	the desired learning outcome(s)	11/	1 1	10		1 7	
1.0	through exercises or questions	1		-		1	
13.	The material contains instruction on		1	1	-		
	how to make the tasks/exercises.		-	1	-	N.	
14.	The material is well arranged and	1/			-	+	
	systematic.	1		1	1		
15.	The material is mapped from the easiest to the hardest.		1/		+	-	-

٠,

	Descriptors		- 5		Notes		
Num	Descriptors	5	4	3	2	1	
16.	The materials are presented						
	systematically to make students		1/				
	easier to understand.						
17.	The video uses clear material						
	mapping in describing limitation of	W					
	the material.					{	
18.	Learners get useful reinforcement from the video	V					
C. <i>L</i>	anguage attributes (complexity of sem	tence	struc	ture :	and s	ocabi	dary)
(	hoice of vocabulary, complexity or sen	tence	struc	ture.	verb.	s, redi	mdancy.
11	ansitions, consistency, clarity, concises	ness, i	and a	npiro	oriate	enessi e	of the
a	udience.	Tr	-	1			*
19.	The video is using appropriate and	EF.	0	-		7	
	suitable word to the topic, sub-topic,		V	10			Mr.
	and the grade of the students.			11/			176
20.	The video is using appropriate and			26	-0	ii l	
	suitable		. /		V.	2	100
	phrase/clause/sentence to the topic or		V		100	الانو	
21	sub-topic.	1/6				754	
21.	The language use to elaborate the	VAC	1/			1-1	
	materials is clear	3	10				
22.	The video is using the simple and		1			100	
	easy to be understood language for		1/				
22	the learners		Υ.,		_		
23.	The video is using the correct	100	V				
	spelling for each word						
24.	The video is using the correct	V	-2				1
_	pronunciation for each word	1		d			100
25.	The material is delivered briefly and		V				3.
W.	straight to the point				L.,		3
	Presentation attributes						7.00
. (	Space, typeface, titles, heading, and sul	h-hea	dings.	use	of nu	mbers	graphics,
i	lustrations and visuals, audio/music, ca	olar, j	preser	statio	me si	ze emi	Lynda
	nargins, columns, technical quality, hig	hligh	ting, s	md fe	эгта	t, and	layout)
26.	The materials are delivered in	V				18	
	interesting way.					100	
27.	The animations are presented by	V	-		100		
	using various pictures.		130			100	
28.	The animations in the video are	W					
	interesting	-					
29.	The animations in the video are	W	1				
	suitable for the topic and the target	1			1		

Num	Descriptors		5	Notes			
vuin	Descriptors	5	4	3	2	1	
	audience						
30.	The illustration is similar as it is found in everyday use		V				
31.	The size of animations is appropriate	V					
32.	The placement of the animations is appropriate	V					
33.	The materials are presented by using various and appropriate colors	V		1	6		
34.	The important concepts/ideas are marked by interesting color/illustration	V					
35.	The background use is suitable with the topic	V	1	10	Ž,		
36.	The color of the text is suitable with the background	V			Ý.	Δ	
37.	The placement of the text is appropriate	V	*				
38.	The font use and its size are appropriate	V				Le	
39,	The use of animations, background, and text are not exaggerated	V	Y	d			
40.	The background of the music is appropriate for young learners	V			-		71
41.	The teacher is delivering the material in interesting and communicative way	V					
42.	The teacher is expressive and enjoyable to be listened	V		1	-		77
43.	The voice of the teacher is clear	V			-	1	0
(	Subject matter attributes (Value of content, content accuracy, con presentation/bias, recency)	npreh	ensiv	eness	s, inte	gratio	on, objective
44.	The content of the video is accurate	V		-	T	188	
45.	The elements of the video are integrated properly	V		-	-	-	
46.	The video is objective and unbiased	V	1	1	+	+	

Luh GD Rahayu Budarta, S.Pd., M.Pd.

## Appendix 16 Expert Judgment Rubric for Daily Activities Video by 2nd Expert

# "Evaluation Sheet for Learning Videos based on Problem-Based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Learning Video for Teaching English

using Problem-Based for 6th Grade Elemmentary School

Students at Buleleng Regency'

Researcher : Made Sonia Handayani

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

Occupation / Position : Supervisor

Topic : Daily Activities at Home

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Problem-based Learning for 6th grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandemic, for the students to learn from home. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

- 1. This evaluation sheet is filled out by an educational expert.
- 2. In the response range, there are 5 (five) levels.
- 3. Put a check mark [v] in the column according to your opinion according to the actual situation.
- 4. Answers are given in the rating scale column provided with the rating scale:

300		Scores	37-7	
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

			-	Notes.			
Num	Descriptors	5	4	3	2	1	
A. V	ideo as media for teaching and learni	ng p	roce	SS		dan en	
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the	V					
2.	pandemic. Video helps the learners to learn independently	V			1		
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	V					
G: m st	nstructional Design Attributes ustification of need, turget audience, en otivation and context of learning, instru- ructure of content, examples, practice, j ucroal alignment)	iction	tal st	rates	rics, o	reuniz	ation and
4.	The scope of the material is made in accordance with the curriculum	/	È				2
5.	The materials are suitable for the students' need	V	9/	7.			9
7.	The topic is relevant to the students' daily life.	V	2		1		
	The learning objectives are suitable and attainable for the learners	V					
8.	The learning method used in the video is suitable for the learners to learn English	V	U	E		M	1
9,	The important ideas are emphasized correctly to draw the learners' attention	V				d	-
10.	Video shows the lesson's summary Video provides appropriate examples	V	E	þ	=		
12,	to the learners based on the topics  Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	V	1				
13.	The material contains instruction on how to make the tasks/exercises.	V					
14.	The material is well arranged and systematic.	V	1	1	+	+	
15.	The material is mapped from the easiest to the hardest.		V	1	1		

k .

Num	D				Notes		
cum	Descriptors	5	4	3	2	Ī	
16.	The materials are presented		7				
	systematically to make students	ì	1/				
	easier to understand.						
17.	The video uses clear material					-	
	mapping in describing limitation of	10/	1				
	the material.						
18.	Learners get useful reinforcement		17			-	
	from the video		1				
C. L	anguage attributes (complexity of sen	tence	struc	ture	and v	ocahu	(larv)
	mence of vocabulary, complexity or ser	испск	strne	dame.	2502754	reach	motormore.
11	ransitions, consistency, clarity, concise	ness.	and a	mm	ruriento	more z	ef tha
- 61	nanence,	ile.		ppo o	for tenso	mesa e	y me
19.	The video is using appropriate and		Par		-		
	suitable word to the tonic, sub-tonic	17	-	-			
	and the grade of the students	V			1		
20,	The video is using appropriate and		-	-	1		
	suitable	N P	1		180	Section .	
1	phrase/clause/sentence to the topic of	W	10				
1	sub-topic.		100	17/2			
21.		-	1.7	60	47		
1	materials is clear		V		15		
22.	The video is using the simple and		-	-	100	0	100
	easy to be understood language for	1	V		I I I	1	
-	the learners	107	85	k.		15	
23.		777	1	+	-		- Land
-	spelling for each word	1 4	W	M			
24.	The video is using the correct		-	-	-	-	
V-CTS inventor	pronunciation for each word	V	100	Na			
25.	The material is delivered briefly and	+	-	Drd.	-		
-	straight to the point	100	V	l			
D. /	Presentation attributes	نسال	A Line	1	-		
0 1	Space typefore title beats.		-				37 37
i	Hustrations and visuals, audio/music, on margins, columns, technical quality bi	m-nec	utings	s use	of nu	mbers	graphics.
1	nargins, columns, technical quality, hi The materials are delivered in	votor,	prese	mati	ons si	se ana	l style.
26.	The materials are delivered in	garre	tting,	and;	forma	l, and	lavour
L.W	interesting way.		1	1	1		
27.							1 39
100	using various pictures.	V	1			-	-
28.	The enimations is the 12			4			
40.	The animations in the video are interesting	V	1 18	1	- dalay	100	-
29.		P.C.Y	1			180	
49.	The animations in the video are	1	12	1	- Comment	-	PROPERTY CAMPAGE TO STREET
	suitable for the topic and the target		-		1-3		

4 >

Descriptors audience	5	4	-		-	
	7		3	2	1	
TL - 111	V					
The illustration is similar as it is found in everyday use	$\checkmark$					
The size of animations is appropriate	V					
The placement of the animations is appropriate	V					
The materials are presented by using various and appropriate colors	V	China Control				
The important concepts/ideas are marked by interesting color/illustration	V			N.		
the topic	V	A .	1			7
the background	1			8	M	7
appropriate	V					- 7.3
appropriate	V	d			4	7
and text are not exaggerated	V		Ì		n d	
The background of the music is appropriate for young learners	V	Y	1	-		
The teacher is delivering the material in interesting and communicative way	ile.	V		~		
The teacher is expressive and enjoyable to be listened	V		Z.V	-		-17
The voice of the teacher is clear	1	-	-			
Subject matter attributes Value of content, content accuracy, con wesentation/bias, recency)	npreh	ensiv	eness	i, inte	eratio	on objects
The content of the video is accurate	11/	-	1		-	objectiv
The elements of the video are	V		1	-	1	
	1	-	-	-		
	appropriate The materials are presented by using various and appropriate colors The important concepts/ideas are marked by interesting color/illustration The background use is suitable with the topic The color of the text is suitable with the background The placement of the text is appropriate The font use and its size are appropriate The use of animations, background, and text are not exaggerated The background of the music is appropriate for young learners The teacher is delivering the material in interesting and communicative way The teacher is expressive and enjoyable to be listened The voice of the teacher is clear subject matter attributes Value of content, content accuracy, convexentation/bias, recency) The content of the video is accurate	appropriate The materials are presented by using various and appropriate colors The important concepts/ideas are marked by interesting color/illustration The background use is suitable with the topic The color of the text is suitable with the background The placement of the text is appropriate The font use and its size are appropriate The use of animations, background, and text are not exaggerated The background of the music is appropriate for young learners The teacher is delivering the material in interesting and communicative way The teacher is expressive and enjoyable to be listened The voice of the teacher is clear Subject matter attributes Value of content, content accuracy, comprehenses and content of the video is accurate The clements of the video are integrated properly	appropriate The materials are presented by using various and appropriate colors The important concepts/ideas are marked by interesting color/illustration The background use is suitable with the topic The color of the text is suitable with the background The placement of the text is appropriate The font use and its size are appropriate The use of animations, background, and text are not exaggerated The background of the music is appropriate for young learners The teacher is delivering the material in interesting and communicative way The teacher is expressive and enjoyable to be listened The voice of the teacher is clear integrated for content, content accuracy, comprehensive resentation/bias, recency) The content of the video is accurate The clements of the video are integrated properly	appropriate The materials are presented by using various and appropriate colors The important concepts/ideas are marked by interesting color/illustration The background use is suitable with the topic The color of the text is suitable with the background The placement of the text is appropriate The font use and its size are appropriate The use of animations, background, and text are not exaggerated The background of the music is appropriate for young learners The teacher is delivering the material in interesting and communicative way The teacher is expressive and enjoyable to be listened The voice of the teacher is clear integrated of the video is accurate The content of the video is accurate The clements of the video are integrated properly	appropriate The materials are presented by using various and appropriate colors The important concepts/ideas are marked by interesting color/illustration The background use is suitable with the topic The color of the text is suitable with the background The placement of the text is appropriate The font use and its size are appropriate The use of animations, background, and text are not exaggerated The background of the music is appropriate for young learners The teacher is delivering the material in interesting and communicative way The teacher is expressive and enjoyable to be listened The voice of the teacher is clear subject matter attributes Value of content, content accuracy, comprehensiveness, integreesentation/bias, recency) The content of the video is accurate The clements of the video are integrated properly	appropriate The materials are presented by using various and appropriate colors The important concepts/ideas are marked by interesting color/illustration The background use is suitable with the topic The color of the text is suitable with the background The placement of the text is appropriate The font use and its size are appropriate The use of animations, background, and text are not exaggerated The background of the music is appropriate for young learners The teacher is delivering the material in interesting and communicative way The teacher is expressive and enjoyable to be listened The voice of the teacher is clear Subject matter attributes Value of content, content accuracy, comprehensiveness, integration resentation/bias, recency) The content of the video is accurate The elements of the video are integrated properly

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Luh GD Rahayu Iyodiarta, S.Pd., M.Pd.

# Appendix 17 Expert Judgment Rubric for School Activities Video by 3rd Expert

## "Evaluation Sheet for Learning Videos based on Problem-Based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Learning Video for Teaching English

using Problem-Based for 6th Grade Elemmentary School

Students at Buleleng Regency"

Researcher : Made Sonia Handayani

Evaluator : Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

Occupation / Position : Supervisor

Topic : School Activities

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Problem-based Learning for 6th grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandemic, for the students to learn from home. Based on that, your willingness to assess and judge the media is valued highly.

## Instructions:

- 1. This evaluation sheet is filled out by an educational expert.
- 2. In the response range, there are 5 (five) levels.
- Put a check mark [√] in the column according to your opinion according to the actual situation.
- 4. Answers are given in the rating scale column provided with the rating scale:

		Scores	
5	4	3	2
Very good	Good	Acceptable	Poor
Thouls you for	vous willingson	to fill out this	Very Poor

			5	Notes			
Num	Descriptors	5	4	3	2	1.	
A. V	ideo as media for teaching and learni	ng p	roces	s			
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.		/				
2.	Video helps the learners to learn independently	V					
3,	Video helps the learner to be enthusiastic and motivated to learn English at home	V	Carrier or				
	nstructional Design Attributes				8		
st in	ustification of need, target andience, em otivation and context of learning, instru fracture of content, examples, practice, f sternal alignment)	ction	al str	utegi	CS, 01	gani.	tation and
4.	The scope of the material is made in accordance with the curriculum	/			1		
5.	The materials are suitable for the students' need	v			1		
6.	The topic is relevant to the students' daily life.	U				15	
7.	The learning objectives are suitable and attainable for the learners	U		8		le c	
8.	The learning method used in the video is suitable for the learners to learn English	·	3	0			91
9.	The important ideas are emphasized correctly to draw the learners' attention	~	/			-	1
10.	Video shows the lesson's summary	-		3		*********	7 10
1	Video provides appropriate examples to the learners based on the topics	,	/				
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	L	/			1	7
13.	The material contains instruction on how to make the tasks/exercises.	L	/				
14.	The material is well arranged and systematic.	-	U				
15.	The material is mapped from the easiest to the hardest.		V				

				Notes			
Num	Descriptors	5	4	3	2	1	
16.	The materials are presented						
	systematically to make students		$\cup$	/		1	
	easier to understand.						
17.	The video uses clear material			/			
	mapping in describing limitation of		$\vee$				
	the material.						
18.	Learners get useful reinforcement	Sea.					
	from the video	V	Mary.				
C. L	anguage attributes (complexity of sent	ence	struc	ture	and v	ocabi	dary)
C	hoice of vocabulary, complexity or sent	ence	struc	ture,	verb:	s, redi	ındanev.
11	ansitions, consistency, clarity, concises	ess, a	md a	ppro	priate	eness e	of the
ct	udience.	17			1920		W
19.	The video is using appropriate and	4	10	1124			%.
	suitable word to the tonic, sub-tonic		1	11			100
4	and the grade of the students.		_	bidi	197		
20,	The video is using appropriate and			1	50	-	1 10.
	Stitable	-	L	/	100	10.	0.75
	phrase/clause/sentence to the topic or	<u> </u>			1	1	
21	sub-topic,	107		N		15	
21.	The language use to elaborate the	11/1		1	-	10-	
22.	materials is clear	7.4	-			10.00	
42,	The Fidely is using the simple and		1	1	-	-	
	easy to be understood language for the learners	3	1	/			
23.	The learners	231	81	10	1		
42.	The video is using the correct	11/2	17.11	1	+	-	
24.	spelling for each word	1	1	-			
24.	The video is using the correct		-	1	-	-	13
02	pronunciation for each word	1	-	1			
25.	The material is delivered briefly and	-	1	-	-	-	
-	straight to the point	0	1	1		1	
D. I	resentation attributes	-	-	1	-	-	-
A 10	Space, typeface, titles, heading, and sui llustrations and visuals, audio/music, c	Nelson	Alum.		3		18
i	lustrations and visuals, audio/music. c	alae	unig:	s use	of nu	mbers	graphics.
	Instructions and visuals, audio/music, co pargins, columns, technical quality, hig The materials are delivered in	dilini	presi	ntan	ons s	ize and	Istyle,
26.	The materials are delivered in	L	string,	and j	orma	it, and	layout)
	interesting way,	1	/		1	1 0	
27.	The animations are presented by	-	-	-			ł
	using various pictures.	1	/	180		-14	
28.	The animations in the video are	-	1	-			
	interesting	1	X			-	
29.	The animations in the video are	+	-	-			
	suitable for the topic and the target	al .					

Num	Donatator		5	Notes			
Sum	Descriptors	5	4	3	2	1	
	audience						
30.	The illustration is similar as it is found in everyday use		7				
31.	The size of animations is appropriate		/				
32.	The placement of the animations is appropriate	-	/				
33.	The materials are presented by using various and appropriate colors	1	1	1			
34.	The important concepts/ideas are marked by interesting color/illustration	1	6		8_	-	
35.	The background use is suitable with the topic			11	Q.		130
36.	The color of the text is suitable with the background	V	7		8		
37.	The placement of the text is appropriate		1			er.	18
38.	The font use and its size are appropriate	V	18		-	N.	
39.	The use of animations, background, and text are not exaggerated	-	1	1	1		
40.	The background of the music is appropriate for young learners		/	1	-	-	
41.	The teacher is delivering the material in interesting and communicative way	V		Y			
42.	The teacher is expressive and enjoyable to be listened	1	/	1	-	-	7
43.	The voice of the teacher is clear	,	1	-	-	-	100
1	Subject matter attributes Value of content, content accuracy, con presentation/bias, recency)	npre	hensi	venes	s, int	egrati	on, objective
44.	The content of the video is accurate	L	1	T		T	
45.	The elements of the video are integrated properly	1	1	-			
46.	The video is objective and unbiased	1	4		+	+-	

Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

## Appendix 18 Expert Judgment Rubric for Daily Activities Video by 3rd Expert

## "Evaluation Sheet for Learning Videos based on Problem-Based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Learning Video for Teaching English

using Problem-Based for 6th Grade Elemmentary School

Students at Buleleng Regency"

Researcher : Made Sonia Handayani

Evaluator : Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

Occupation / Position : Supervisor

Topic : Daily Activities at Home

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Problem-based Learning for 6th grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandemic, for the students to learn from home. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

- 1. This evaluation sheet is filled out by an educational expert.
- 2. In the response range, there are 5 (five) levels.
- Put a check mark [√] in the column according to your opinion according to the actual situation.
- 4. Answers are given in the rating scale column provided with the rating scale:

-	THE REAL PROPERTY.	Scores	100	The same of the sa
5	4	3	2	
Very good	Good	Acceptable	Poor	1
			1001	Very Poor

Num			:	Notes			
vum	Descriptors	5	4	3	2	1	
A. V	ideo as media for teaching and learn	ing p	roces	88			
L.	Video as teaching media helps						
	teacher to deliver high quality	ا	/				
	materials for the students during the	$\sim$					
	pandemic.						
2.	Video helps the learners to learn		_	_			
	independently	~					
3.	Video helps the learner to be		1	_	-	-	
	enthusiastic and motivated to learn			Ban			
	English at home			10			
B. Iı	nstructional Design Attributes			-	160		
(j)	ustification of need, target audience, en	tro le	rel n	rence	nivite	s. obi	ectives.
m	otivation and context of learning, instra	erien	al st	raten	lev. n	roani	ation and
SI	ructure of content, examples, practice,	firm He	wek.	cools	ation	of le	waitua
in	ternal alignment)	A11/7	4.774		SHOW	Sylver	Thing:
4.	The scope of the material is made in		7		100		
	accordance with the curriculum				887	0.	
5.	The materials are suitable for the		/-	-	-		
	students' need	_			1	50	W .
6.	The topic is relevant to the students'	1/4	1	-		-	4
- T	daily life.	V		Mr.		100	<b>E</b> (
7.	The learning objectives are		7		-	-	
	suitable and attainable for the	V		A.			
	learners		M	ld			
8.	The learning method used in the	1		-	-	ļ	
494	video is suitable for the learners to	V					9.3
	learn English		5	h.,	N.		1 11
9.	The important ideas are emphasized	-	-	1		-	1
7.	correctly to draw the learners'	V		127	V		10.
	attention		100				100
10.	Video shows the lesson's summary	-	1-	1	-		
and the last of		_	1	100	1	1	1 37
	Midney was it does not not be a second of	_	1	-	-	-	
11.	Video provides appropriate examples	J	1				35
A	to the learners based on the topies	7	/			1	No.
12.	to the learners based on the topics  Learners get opportunity to practice	7	1			7	
10	to the learners based on the topics  Learners get opportunity to practice the desired learning outcome(s)	)	/				
12.	to the learners based on the topics  Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	)	/				
10	to the learners based on the topics  Learners get opportunity to practice the desired learning outcome(s) through exercises or questions The material contains instruction on		1				
12.	to the learners based on the topics  Learners get opportunity to practice the desired learning outcome(s) through exercises or questions  The material contains instruction on how to make the tasks/exercises.		/				
12.	to the learners based on the topics  Learners get opportunity to practice the desired learning outcome(s) through exercises or questions The material contains instruction on						
12.	to the learners based on the topics  Learners get opportunity to practice the desired learning outcome(s) through exercises or questions  The material contains instruction on how to make the tasks/exercises.  The material is well arranged and systematic.						
12.	to the learners based on the topics  Learners get opportunity to practice the desired learning outcome(s) through exercises or questions  The material contains instruction on how to make the tasks/exercises.  The material is well arranged and						

			Scale	4	Notes
Num	Descriptors	5 4	1 3	2 1 1	
ie.	The materials are presented systematically to make students casier to understand.	V			
17.	The video uses clear material mapping in describing limitation of	/			
18.	the material.  I carners get useful reinforcement from the video	/			hulary)
- E	I nom the video anguage attributes (complexity of sem holes of vocabulary, complexity or sen constitions, consistency, clarity, conciser	IN ADD N. WELL	SEA STOP SOL	Language of the	
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	774			
200	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.			7	
21.	The language use to elaborate the materials is clear	V		1	
22.	The video is using the simple and easy to be understood language for the learners	4			
23.	The video is using the correct spelling for each word	no.	/		7/
24.	The video is using the correct pronunciation for each word			A	1
25.	The material is delivered briefly and straight to the point	/			
i	resentation attributes Space, typeface, fitles, heading, and sub Hustrations and visuals, andio music, co nargins, columns, technical quality, hig	Mor. my	Controller	no selven ou	A . A . I .
26.	The materials are delivered in interesting way.  The animations are presented by	~			
28.	using various pictures.  The animations in the video are	4			
29.	The animations in the video are suitable for the topic and the target	1			
And in column 2 is not to					d-contract

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	audience						
30.	The illustration is similar as it is found in everyday use	J				-	
31.	The size of animations is appropriate	4	/				
32.	The placement of the animations is appropriate	U	/				
33.	The materials are presented by using various and appropriate colors	V	4				
34,	The important concepts/ideas are marked by interesting color/illustration	V			1	and the second	
35.	The background use is suitable with the topic	V	/	17	7		
36.	The color of the text is suitable with the background	J	/		3	Ž.	A Prince
37.	The placement of the text is appropriate	V			1	1	1
38.	The font use and its size are appropriate	ンン	1	V		100	
39.	The use of animations, background, and text are not exaggerated	V		k.			
40.	The background of the music is appropriate for young learners	V					7,7
41.	The teacher is delivering the material in interesting and communicative way	)		10	7		R. A.
42.	The teacher is expressive and enjoyable to be listened	V		1			
43.	The voice of the teacher is clear	U	1				7.57
E. 5	The voice of the teacher is clear  Subject matter attributes  Value of content, content accuracy, con presentation/bias, recency)	preh	ensiv	eness	, inte;	gratio	n, objectiv
44.	The content of the video is accurate	0		-21			
45.	The elements of the video are integrated properly	V					
46.	The video is objective and unbiased	1	1		1		100000

Ni uh Patu Fra Adnyayanti, S.Pd., M.Pd.

Have been acknowledged by,

#### Appendix 19 Result of Teachers' Judgment for School Activities Video

#### "Evaluation Sheet for Learning Videos based on Problem-Based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Learning Video for Teaching English

using Problem-Based for 6th Grade Elemmentary School

Students at Buleleng Regency"

Researcher : Made Sonia Handayani

Evaluator : Luk hito Si Wedan S. Rd

Occupation / Position : Teacher

Topic : School Activities

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Problem-based Learning for 6th grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandemic, for the students to learn from home. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

- 1. This evaluation sheet is filled out by an educational expert.
- 2. In the response range, there are 5 (five) levels.
- Put a check mark [v] in the column according to your opinion according to the actual situation.
- 4. Answers are given in the rating scale column provided with the rating scale:

		Scores		
5	4	3	2	
Very good	Good	Acceptable	Poor	Very Poer

Thank you for your willingness to fill out this evaluation sheet.

Num	Descriptors			Notes			
, sum	Descriptors	5	4	3	2	1	
16.	The materials are presented systematically to make students easier to understand.	V					
17.	The video uses clear material mapping in describing limitation of the material.	1					
18.	Learners get useful reinforcement from the video	200	/				
C tr	anguage attributes (complexity of sent hoice of vocabulary, complexity or sen amoutions, consistency, clarity, concises adience	tence	Mruc	ture,	verb	, redu	ndancy,
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	d.	7	d	0		
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	5	/		7		
21.	The language use to elaborate the materials is clear	V	7	1		7	
22.	The video is using the simple and easy to be understood language for the learners	1	Y	Ŋ			
23,	The video is using the correct spelling for each word	113	1				1/1
24.	The video is using the correct pronunciation for each word	FAV	V		1		MI
25.	The material is delivered briefly and straight to the point	1		1			V.
t:	resentation attributes Space, typeface, titles, heading, and sul lustrations and visuals, audio music, co argus, columns, technical quality, hig	olor.	preses	ntatie	ms si	ce ama	style.
26.	The materials are delivered in interesting way.	J	4.	1		ceraca	ing out)
27.	The animations are presented by using various pictures.	V		2700	-		
28.	The animations in the video are interesting	V					
29.	The animations in the video are suitable for the topic and the target	J					

Num	Descriptors				Notes		
· um			4	3	2	1	
A. V	ideo as media for teaching and learn	ing p	roces	s			1.4
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	1					
2.	Video helps the learners to learn independently						
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	/			la.		
a m st	nstructional Design Attributes ustification of need, target audience, en otivation and context of learning, instri ructure of content, examples, practice,	ection	al str	ategr	es, or	ganiza	tion and
	ternal alignment)				54		
4.	The scope of the material is made in accordance with the curriculum	V			V	À	
5.	The materials are suitable for the students' need	V	e l				17
6.	The topic is relevant to the students' daily life.	1	To the	4		E	
7.	The learning objectives are suitable and attainable for the learners	V	Y	10			
8.	The learning method used in the video is suitable for the learners to learn English	/		VP.	I		
9.	The important ideas are emphasized correctly to draw the learners' attention	1	4				y d
10.	Video shows the lesson's summary	V					
11:	Video provides appropriate examples to the learners based on the topics	1	71	3			
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	1					
	The material contains instruction on	1	18.5	100			
13.	how to make the tasks/exercises.	· *					
13.		1	1				

14.75				Notes			
Num	Descriptors	5	4	3	2	1	
	audience	V					
30.	The illustration is similar as it is found in everyday use	$\checkmark$					
31.	The size of animations is appropriate						
32.	The placement of the animations is appropriate	1					
33.	The materials are presented by using various and appropriate colors	1	-				
34.	The important concepts/ideas are marked by interesting color/illustration	1			1		
35.	The background use is suitable with the topic	$\checkmark$	1	h			1
36.	The color of the text is suitable with the background	$\checkmark$		64	3/	A)	
37.	The placement of the text is appropriate	V			N		100
38.	The font use and its size are appropriate	V	d			6	Y /
39.	The use of animations, background, and text are not exaggerated	~				B.E.	
40	The background of the music is appropriate for young learners	V		Ye.			
41.	The teacher is delivering the material in interesting and communicative way	1		W			
42.	The teacher is expressive and enjoyable to be listened	V					
43	The voice of the teacher is clear	1		-0			11 13
1	ubject matter attributes Value of content, content accuracy, con resentation has, recency)	ipreh	ensiv	oness.	inte	gratio	n, objective
44.	The content of the video is accurate	V	1	56		73	
45.	The elements of the video are integrated properly	7	j				
46.	The video is objective and unbiased	V		-	-		

Have been acknowledged by,

Luh Putu Gri Wedari S.Pd.

## Appendix 20 Result of Teachers' Judgment for Daily Activities Video

#### "Evaluation Sheet for Learning Videos based on Problem-Based Learning for 6th Grade Students By Educational Experts"

Target : Elementary School Students

Research Title : "Developing Learning Video for Teaching English

using Problem-Based for 60 Grade Hemmentary School

Students at Buleleng Regency

Researcher ; Made Sonia Handayara

Evaluator : Lak Res C. Veder & Pa

Occupation / Position : Teacher

Topic : Daily Activities at Home

#### Description:

This evaluation sheet is used to assess the media quality of videos based on Problem-based Learning for 6° grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandenne, for the students to learn from home. Based on that, your willingness to assess and judge the media is valued highly.

#### Instructions:

- 1. This evaluation sheet is filled out by an educational expert
- 2. In the response range, there are 5 (five) levels.
- Put a check mark [x] in the column according to your opinion according to the actual situation.
- 4. Answers are given in the rating scale column provided with the rating scale

		Scores		
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

Thank you for your willingness to fill out this evaluation sheet.

		Scales					Notes
Num	Descriptors		4	3	2	1	20,525
A. V	ideo as media for teaching and learn	ing p	roces	ss			
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	V					
2.	Video helps the learners to learn independently	V					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	1					
O Mi	nstructional Design Attributes ustification of need, target andience, en oftwation and context of learning, instri tructure of content, examples, practice, iternal alignment)	uction.	al sti	ralegi	CS, 01	rgantiza	ition and
4.	The scope of the material is made in accordance with the curriculum	1			50	24	1
5.	The materials are suitable for the students' need	1	J			1	
6.	The topic is relevant to the students' daily life.	1	1	7			
7.	The learning objectives are suitable and attainable for the learners	V	Y	V			
8.	The learning method used in the video is suitable for the learners to learn English	1		À,	A i		
9.	The important ideas are emphasized correctly to draw the learners' attention	1		4			
10.	Video shows the lesson's summary	V					1 187
11.	Video provides appropriate examples to the learners based on the topics	1	21	3			1
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	V				100	
13.	The material contains instruction on how to make the tasks/exercises.	V	, A.S.	-		-	
14.	The material is well arranged and systematic.	V					
15.	The material is mapped from the easiest to the hardest.	1					

Num	D		3	Notes			
Num	Descriptors	5	4	3	2	1	
16.	The materials are presented systematically to make students easier to understand.	/					
17.	The video uses clear material mapping in describing limitation of the material.	V					
18.	Learners get useful reinforcement from the video	V		1	Vien	The last	
u	anguage attributes (complexity of semi- hoice of vocabulary, complexity or sem- ansitions, consistency, clarity, conciser udience.  The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	tence	struc	ture.	verb.	s, redi	mdancy.
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		1				
21.	The language use to elaborate the materials is clear	V	1//				y.,
22.	The video is using the simple and easy to be understood language for the learners	V	7	N.			To the same of the
23.	The video is using the correct spelling for each word		V	4			
24.	The video is using the correct pronunciation for each word		4	H			1
25.	The material is delivered briefly and straight to the point	13	V	3		130	
G il	resentation attributes  Space, typeface, titles, heading, and sul lustrations and visuals, audio music, co pargins, columns, technical quality, hig	olor.	prese	ntatio	ons si	ze ano	l style,
26.	The materials are delivered in interesting way.	V				10.11	y
27.	The animations are presented by using various pictures.	1					
28.	The animations in the video are interesting	V					
29.	The animations in the video are suitable for the topic and the target	~					

Num	Descriptors	Scales					Notes
	Descriptors	5	4	3	2	1	10000
	audience						
30.	The illustration is similar as it is found in everyday use	V	-				
31.	The size of animations is appropriate	1			-	-	
32.	The placement of the animations is appropriate	V					
33.	The materials are presented by using various and appropriate colors	V					
34.	The important concepts/ideas are marked by interesting color/illustration	J			\.	-	
35.	The background use is suitable with the topic	V	Ц	it		7	<b>N</b> .
36.	The color of the text is suitable with the background	1		T,	3	N	1
37.	The placement of the text is appropriate	V			K	A	
38.	The font use and its size are appropriate	1					3
39.	The use of animations, background, and text are not exaggerated	1				t	
40.	The background of the music is appropriate for young learners	1	Y	ld.			
41.	The teacher is delivering the material in interesting and communicative way	1	5	No.			
42.	The teacher is expressive and enjoyable to be listened	1	7,				1
43.	The voice of the teacher is clear	1					V.
1	ubject matter attributes Value of content, content accuracy, con resentation bias, recency)	npreh	enstv	спем	, inte	gratic	on, objective
44.	The content of the video is accurate	1	13	10	1	10	
45.	The elements of the video are integrated properly	V		E			
46.	The video is objective and unbiased	V	100	1		-	

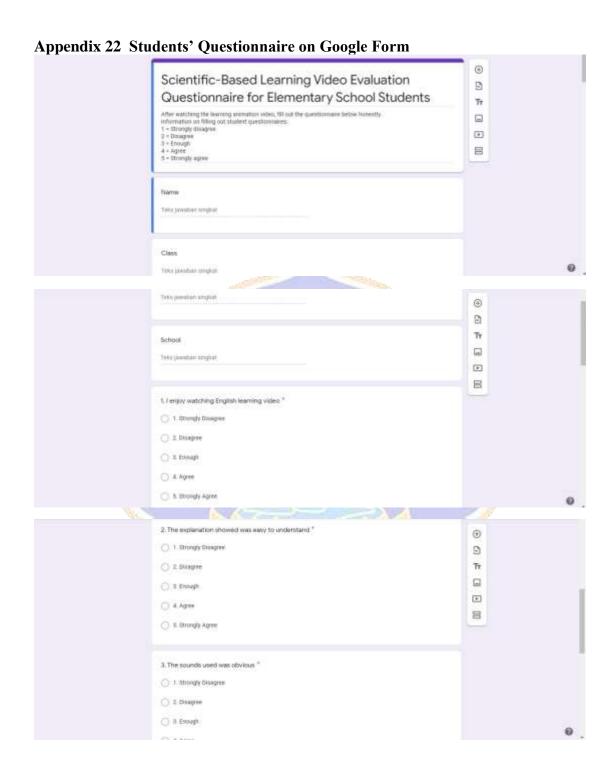
Have been acknowledged by,

Luh Pulu Sr. Wedari S.Pd.

# **Appendix 21 Students' Questionnaire**

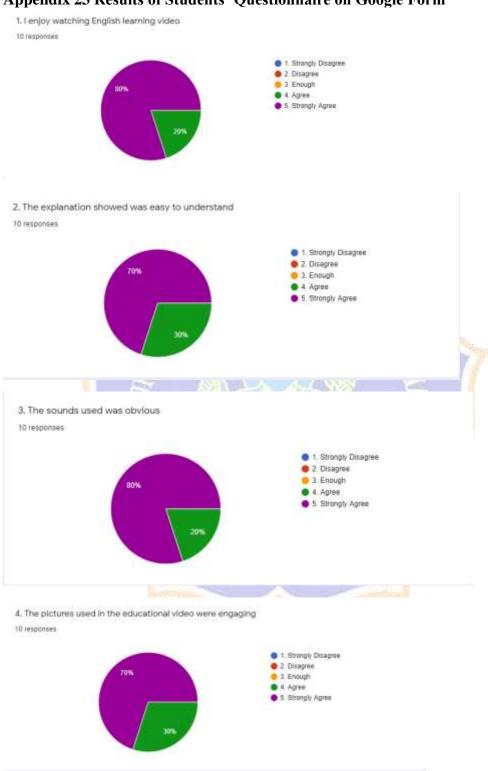
No	Statement			Scale		
110	Statement	1	2	3	4	5
1.	Saya senang menonton video					
	pembelajaran Bahasa Inggris.					
2.	Penjelasan yang diberikan mudah					
	dimengerti.					
3.	Suara yang digunakan pada video					
	pembelajaran jelas.	Sec.				
4.	Gambar-gambar yang digunakan pada	- 30	No.			
	video pembelajaran menarik	7	The same of	<b>A.</b>		
5.	Animasi yang digunakan	10	2	17		
	memudahkan saya belajar		The same		Contract of the Contract of th	





	○ 4.lgm		
		⊕	
	○ E. Strongly Agree	Ð	
		Tr	
	4. The pictures used in the educational video were engaging."		
	1. Strongly Disagree	E	
		8	
	2 Diagree		
	○ 1 trough		
	○ 4.Agest		
	. A. Strongly Agree		
	5.The animations applied in the video cause my learning process easier."		
	1. Strongly Stoapse		Ψ.
	C it stoom		
	☐ 4 Agies	0	
		8	
	S. Strongly Agree	Tr	
	5.The animations applied in the video cause my learning process sealer."	E	
	1. Strongly Strappe	8	
	○ 2.0tayyee		
	( 3 Enough		
	( 4 Agree )		- 1
	○ 5. Strongly Agree		
1. V	HIGY	- W A	
	NIVVVAAAAVVAVA	A C	
		77	
	V N		
	DADIKSHA	1 18	
		-14	

## Appendix 23 Results of Students' Questionnaire on Google Form



5.The animations applied in the video cause my learning process easier 10 responses



## **CURRICULUM VITAE OF EXPERT 1**

Nama	Prof.Dr. Putu Kerti Nitiasih, M.A.
NIDN	0026066203
Pangkat/Jabatan	
Email	kertinitiasih@undiksha.ac.id
ID Sinta	titiekjegeg@gmail.com
H-Index	0

## LAPORAN PENELITIAN

No.	Judul	Jenis Penelitian	Tahun Ajaran	Semester
1	Status Kekerabatan Bahasa Sawu Di Antara Bahasa-Bahasa DiNTB Dan NTT: Analisis Kuantitatif Dan Kualitatif	Desentralisasi	2013/2014	Ganjil
2	Pengembangan Big Book Berbasis Pendidikan Karakter UntukProgram Literasi di Sekolah Dasar	DIPA	2016/2017	Ganjil
3	Penelusuran Alumni Fakultas Bahasa dan Seni yang LulusTahun 2014 Sampai Tahun 2016	DIPA	2017/2018	Genap
4	Pengaruh Bigbook Berbasis Pendidikan Karakter terhadap Pemahaman Membaca Siswa SD di Provinsi Bali	Desentralisasi	2017/2018	Genap

5	Pengembangan Buku Panduan Dan Instrumen Penilaian Keaktifan Mahasiswa Dalam Kegiatan Ekstakurikuler SebagaiPrasyarat Ujian Akhir Di Fakultas Bahasa Dan Seni	Desentralisasi	2017/2018	Genap
6	Pengembangan Bigbook Berbasis Pendidikan Karakter UntukProgram Literasi Di Sekolah Dasar	Desentralisasi	2017/2018	Genap
7	IMPLEMENTASI KONSEP TRI HITA KARANA DALAM BIDANG AKADEMIK DI FAKULTAS BAHASA DAN SENI UNIVERSITAS PENDIDIKAN GANESHA	DIPA	2017/2018	Genap
8	Pengembangan Materi Ajar Untuk Mata Kuliah Penciri Fakultas Bahasa Dan Seni dengan Pendekatan Blended Learning	DIPA	2017/2018	Genap
9	Pengembangan Model Pembelajaran Creative Writing diFakultas Bahasa dan Seni	DIPA	2018/2019	Ganjil
10	BIMBINGAN BELAJAR BAHASA INGGRIS GRATIS UNTUK SISWADI DESA PEMARON,	DIPA	2018/2019	Genap

	BULELENG			
11	PENGEMBANGAN GAMIFIKASI UNTUK SISWA SEKOLAH DASAR DALAM PEMBELAJARAN DI ERA REVOLUSI INDUSTRI 4.0	DIPA	2018/2019	Genap
12	BIMBINGAN BELAJAR BAHASA INGGRIS GRATIS UNTUK SISWADI SD NEGERI 2 PEMARON, BULELENG	DIPA	2018/2019	Genap
13	Analisis Pembelajaran Menulis di Jurusan Pendidikan Bahasa Inggris Berbantuan Schoology	Desentralisasi	2018/2019	Genap

# LAPORAN PENGABDIAN

No.	Judul	Tahun Ajaran	Semester
1	IbM Big Book bagi Guru SD di Kecamatan Karangasem	2018/2019	Genap
2	PELATIHAN DAN PENDAMPINGAN PENELITIAN TINDAKAN SEKOLAH MELALUI IMPLEMENTASI 'REFLECTIVE MODEL' PADA PENGAWAS DAN KEPALA SEKOLAHMENENGAH ATAS NEGERI DAN SEKOLAH MENENGAH KEJURUAN NEGERI KABUPATEN BANYUWANGI	2018/2019	Genap
3	BIMBINGAN BELAJAR	2019/2020	Ganjil

	BAHASA INGGRIS GRATIS UNTUK SISWA DI SD NEGERI 2 PEMARON, BULELENG		
4	PELATIHAN DAN PENDAMPINGAN PENYUSUNAN PROPOSAL PENELITIAN TINDAKAN KELAS BAGI GURU-GURU SMA/SMK SE-KABUPATEN BIMA-NTB	2019/2020	Ganjil

## ARTIKEL JURNAL

No.	Judul	Nama Jurnal	Tahun <b>Ajar</b> an	Semester
1	Pengembangan Model Pembelajaran Bahasa Inggris Untuk Percepatan Pendidikan Di Sekolah Menengah Pertama (SMP) di PropinsiBali	Prosiding Seminar Nasional Riset Inovatif	2013/ 2014	Ganjil
2	International conference on English across Culture Proceddings	Conference Proceedings	2016/ 2017	Ganjil
3	Penyiapan Alumni Jurusan Pendidikan Bahasa Inggris Menjadi Wirausahawan Kursus	Jurnal Inovasi dan Aplikasi Teknologi (INOTEK), UNY	2016/2017	Ganjil
4	Literasi Siswa dan Keterlibatan Orang Tua	Jurnal Ilmu Sosial dan Humani ora	2016/ 2017	Genap

		1		,
5	Developing Differentianted Electronic Supplementary Reading Exercise for the Slow leaerners of seventh years Students at SMPN 2Singaraja	International Journal of Language and Literature	2017/ 2018	Genap
6	Project-based learning Activities and EFL Students' Productive Skills and English	Journal of Language Teachingand Research	2017/ 2018	Ganjil
7	Self-Regulated Learning Implemented by the Students of Elementary School in Bulling Sub- District	International Journal of Language and Literature	2017/ 2018	Ganjil
8	An Analysis on Communication strategies Employed by Indonesian English as Foreign Language Adult Students	Global Conference on Teaching, Assessment, andLearning in Education (GC-TALE 2017)	2017/ 2018	Ganjil
9	Integrating tri hita karana values in teachingreading: students' and teachers' opinions	Global Conference on Teaching, Assessment, andLearning in Education (GC-TALE 2017)	2017/2018	Ganjil
10	Do Learners Like Project in Their English Classes?: Impact of PBL on Students' Attitudes	Global Conference on Teaching, Assessment, andLearning in Education (GC-TALE 2017)	2017/ 2018	Ganjil

11	Memberdayakan	Jurnal	2018/	Ganjil
	Kterlibatan Orang Tua	Ilmu	2019	
	dalamPembelajaran	Sosial		
	literasi di Sekolah	dan		
		Humani		
		ora		

#### HKI

No.	Judul	Jenis Paten	Tahun Ajaran	Semester
1	Current Issues in English Education Linguistics and Literature	HAK CIPTA	2017/2018	Genap
2	Little Dog "Doggy"	HAK CIPTA	2017/2018	Ganjil
3	I Can Be Fit	HAK CIPTA	2017/2018	Ganjil
4	Alphabet World	HAK CIPTA	2018/2019	Ganjil
5	Bu <mark>k</mark> u Bergambar ber <mark>j</mark> udul 'Little Dog 'Doggy'	HAK CIPTA	2018/2019	Ga <mark>n</mark> jil
6	Cer <mark>i</mark> ta Bergambar berjudul 'Alphabet World	HAK CIPTA	2018/2019	Ganjil
7	Cerita Bergambar Berjudul 'I Can Be Fit'	HAK CIPTA	2018/2019	Ganjil
8	Gamifi <mark>ka</mark> si I Sugih and I Tiwas	HAK CIPTA	2019/2020	Genap
9	Gamifikasi I Cupak Lan I Gerantang	HAK CIPTA	2019/2020	Genap

## ARTIKEL PROSIDING

No.	Judul	Nama Seminar	Tahun Ajaran	Semester
1		Pengelolaan dan rencana implementasi program	2015/2016	Genap

		Forum Dekan Fakultas Bahasa dan Seni Indonesia		
2	Reflective Teaching: Persepsi Mahasiswa dalam Pengembangan Profesi Guru Melalui Pre-Service Teacher Training	KONASPI	2016/2017	Ganjil
3	SATTLE STATE	Seminar Nasinal Pengabdia nKepada Masyarak at Ke-1	2016/2017	Ganjil
4	Techniques for Building Character andLiteracy for 21st Century Education	ICEI 2017	2017/2018	Ganjil
5		Revitalisasi Kurikulum KKNI Integrasi Academic Achievement	2017/2018	Genap
6	5	International Seminar Cum Literary and Cultural exchange by Bodo Writer Academy	2017/2018	Genap
7		Kegiatan Orientasi penyusunan Rencana Pelaksanaan Pembelajara n Kegiatan I di	2017/2018	Genap

		Lingkungan Kementrian Agama		
8		workshop penyusunan modul short course bahasa inggris, BIPA, dan Bahasa Jepang berbasis Green Tourism	2017/2018	Genap
9		The Asia Pasific Network For MoralEducation	2017/2018	Genap
10	ATTAR	SENARI SENADIMAS	2017/2018	Ganjil
11		ICEI 2017	2017/2018	Ganjil
12		ASIA TELF	2017/2018	Ganjil
13		Asian Education Symposium	2017/2018	Ganjil
14		15th ASIA TEFL & 64th TEFLIN International Conference	2017/2018	Ganjil
15	07	Internatio nal Conferen ce on Interprofe sional Education	2017/2018	Ganjil
16	Tecnnique for building character and literacy for 21st century Education	1st International Conference onEducation Innovation	2017/2018	Genap
17	metode pembelajaran untuk siswagenerasi	Workshop Peningkatan	2018/2019	Genap

	milenia	Mutu Guru		
18		The 1 st International ASEAN-English Language Teaching Conference	2018/2019	Genap
19	penyusunan rencana pelaksanaan pembelajaran ( RPP ) I	Workshop Penyusunan RPP	2018/2019	Genap
20	Workshop Penyusunan Pedoman Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Dharma Acarya IHDN	Workshop Penyusunan Pedoman Skripsi	2018/2019	Genap
21	Semangat Kartini dalam Balutan Perempuan Masa Kini at Indonesia Tourism School ( ITS )	Seminar Woman Empowerme ntand Beauty Class	2018/2019	Genap
22	Indexed Journal Paper Writing	Workshop Internasional	2018/2019	Genap
23	For Sharing Her Valuable Knowledge andInsight in English Language Teaching Method Seminar	Facing The Challenge Of Z AndAlpha Generation	2018/2019	Genap
24	BIMBINGAN BELAJAR BAHASA INGGRISGRATIS UNTUK SISWA DI SD NEGERI 2 PEMARON, BULELENG	Seminar Nasional Pengabdian Pada Masyarakat 4	2018/2019	Genap
25	Creative Writing Workshop for	International Conference	2018/2019	Ganjil

	Primary School Teachers: An Effort for Successful Literacy Program in English as a Foreign Language	onEnglish Across Cultures		
26		MOU between Undiksha and Ohkagauen University	2018/2019	Genap
27	A TEMPA	Standarisasi Buku Ajar Bahasa Di Perguruan Tinggi Vokasi Politeknik Negeri Bali	2018/2019	Genap
28		Peningkatan keprofesional ismeguru dalam pengembanga n keprofesian lanjutan	2018/2019	Genap
29		Pengembang an pembelajaran keunggulan lokal	2018/2019	Ganjil
30		Teachers Goal Setting to FaceFuture Trends In Education	2018/2019	Ganjil
31		In International Seminar WorkshopOn Creative Writing 2018	2018/2019	Ganjil

32	BIMBINGAN BELAJAR BAHASA INGGRIS GRATIS UNTUK SISWA DI DESA PEMARON, BULELENG	Seminar Nasinal Pengabdian Masyarakat Ke-3	2018/2019	Ganjil
33	Pelatihan dan Pendampingan PenggunaanMedia Big Book Bagi Guru SD di Kecamatan Karangasem	Senadimas 2019	2019/2020	Ganjil
34	Pelatihan dan Pendampingan PenyusunanProposal Penelitian Tindakan Kelas Bagi Guru- Guru SMA/SMK/Madrasa h Se- Kabupaten Bima-NTB	Senadimas 2019	2019/2020	Ganjil

## **CURRICULUM VITAE OF EXPERT 2**

Nama	Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIDN	0019099301
Pangkat/Jabatan	
Email	rahayu.budiarta@undiksha.ac.id
ID Sinta	
H-Index	0

## LAPORAN PENELITIAN

No.	Judul	Jenis Penelitian	Tahun A <mark>jaran</mark>	Semester
1	PENGEMBANGAN	DIPA	2018/2019	Genap
	GAMIFIKASI UNTUK			<b>N</b> .
	SISWA SEKOLAH	7	7.0	
	DASARDALAM	17.5	00	T. W.
	PEMBELAJARAN DI ERA	(D)		
	<b>REVOLUSI INDUSTRI 4.0</b>			

## LAPORAN PENGABDIAN

No.	Judul	Tahun Ajaran	Semester
1		2018/2019	Genap
	Kecamatan Karangasem		

## ARTIKEL JURNAL

No.	Judul	Nama Jurnal	Tahun Ajaran	Semester
1	AN ANALYSIS OF GRAMMATICAL ERRORS ON NARRATIVE WRITING COMMITTED BY THE	International Journal of Language and Literature	2018/2019	Ganjil

	NINTH GRADE STUDENTS OFJUNIOR HIGH SCHOOL			
2	STRATEGI CONTEXTUAL TEACHING AND LEARNING PENGELOLAAN KEUANGAN BERBASIS TRI HITA KARANADAN CATUR PURUSA ARTHA MELALUI PROGRAM KERJASEKAA	Jurnal Aplikasi Akuntansi (JAA)	2018/2019	Genap
3	A DESCRIPTIVE STUDY OF THE TEACHER'S TECHNIQUE ON CONTROLLING THE STUDENTS'MISBEHA VIOR IN SMPN 1 SUKASADA	International Journal of Language and Literature	2019/2020	Genap

# HKI

No.	Judul	Jenis Paten	Tahun Ajaran	Semester
1	STUDENTS' WORKSHEET LITERACY BASED ACTIVITIES 4th Grade Elementary school/1st semester	HAK CIPTA	2019/2020	Ganjil
2	STUDENT'S WORKSHEET Literacy Based Activities, 6th GradeElementary Students, 1st semester	HAK CIPTA	2019/2020	Ganjil
3	STUDENTS' WORKSHEET Literacy Based Activities, 5th GradeElementary School, 2nd semester	HAK CIPTA	2019/2020	Ganjil

4	STUDENT'S WORKSHEET Literacy Based Activities, 5th GradeElementary School/1st semester	HAK CIPTA	2019/2020	Ganjil
5	STUDENTS' WORKSHEET Literacy Based Activities, 4th GradeElementary School, 2nd semester	HAK CIPTA	2019/2020	Ganjil

#### ARTIKEL PROSIDING

No.	Judul	Nama Seminar	Tahun Ajaran	Semester
1	How consistent is teachers' planning, implementation, and assessment in character education?	Global Conference on Teaching, Assessment, andLearning in Education (GC-TALE)	2017/ 2018	Ganjil
2	Strategi Contextual Teaching And Learning Pengelolaan Keuangan Berbasis Tri Hita Karana Dan Catur Purusa Artha Melalui Program Kerja Sekaa	Warmadewa National Conference Of Economic (WNCE) 1st	2018/2019	Ganjil
3	Ideology in Translation: The Culture Terms Appear in Mahluk Di Belakang Rumah and ItsTranslation Creatures behind Houses	International Conference on English across Culture	2018/ 2019	Ganjil

# **CURRICULUM VITAE OF EXPERT 3**

Nama	Ni Luh Putu Era Adnyayanti, S.Pd.,M.Pd.
NIDN	1989040820130502146
Pangkat/Jabatan	
Email	era.adnyayanti@undiksha.ac.id
ID Sinta	
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## ARTIKEL PROSIDING

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