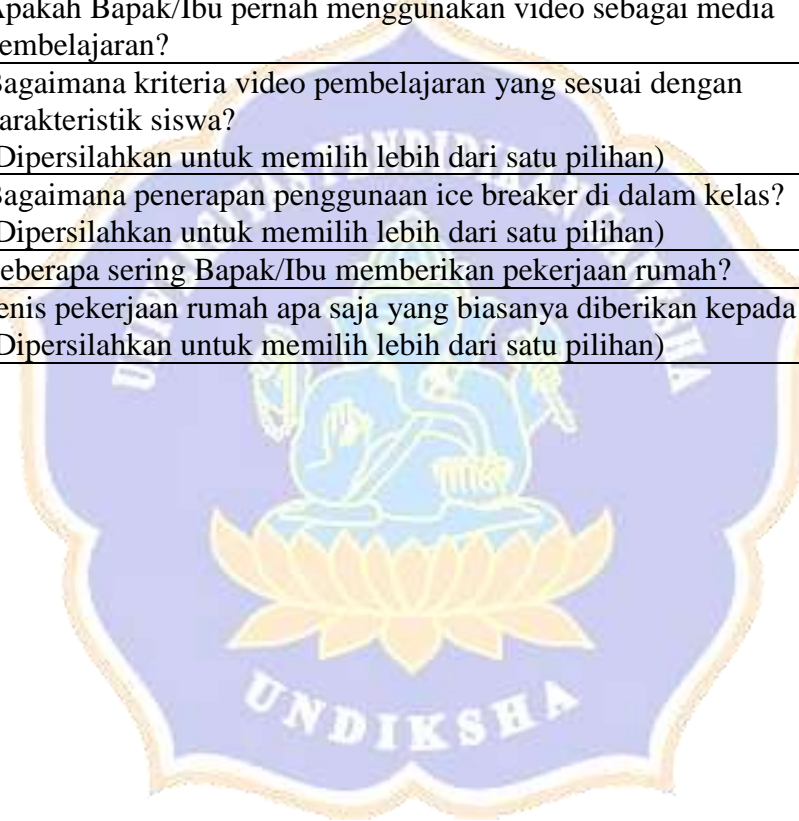


## APPENDICES

### 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 siswa? (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

Elementary School Teacher Interview Regarding the Use of Learning Media During the Pandemic.

Elementary School Teacher Interview Regarding the Use of Learning Media During the Pandemic.

Name  
Tina jawahar singhat

School  
Tina jawahar singhat

1. Have you ever used learning media in the classroom? \*

Yes  
 No

2. What kind of learning media have you implemented in the classroom? \*

Video  
 Pictures  
 Songs  
 Text Book  
 Power Point Slides

3. Have you ever implemented video as the learning media? \*

Yes  
 No

4. How is the learning media implementation at the classroom? \*

Had been efficient  
 Had not been efficient

5. What kind of learning videos do you enjoy? \*

Video Animation  
 Video of Teachers' Explanation  
 Combination of Both

Video of Teachers' Explanation

Combination of Both

6. How was the ice-breaker implementation at class? \*

Using songs

Using some pictures

Using related video

7. How often do you deliver homework to the students? \*

Frequently

Occasionally

Using some pictures

Using related video

7. How often do you deliver homework to the students? \*

Frequently

Occasionally

8. What types of homework are usually given to students? \*

Answering worksheet

Making dialogue

Making a list of new vocabularies

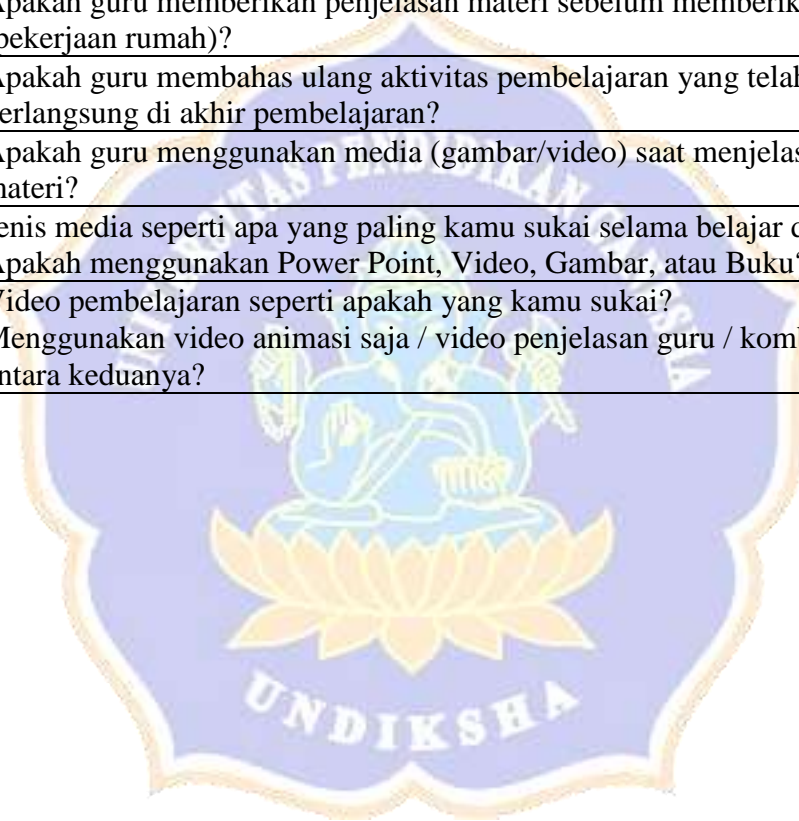


### Appendix 3 Results of Interview Guide for Teacher

No	Questions
1.	Apakah Bapak/Ibu pernah menggunakan media pembelajaran di kelas? <ul style="list-style-type: none"> <li>• Ya</li> <li>• Tidak</li> </ul>
2.	Bagaimana penerapan media pembelajaran di kelas? <ul style="list-style-type: none"> <li>• Sudah Optimal</li> <li>• Belum Optimal</li> </ul>
3.	Media pembelajaran seperti apa saja yang pernah Bapak/Ibu gunakan di kelas? (Dipersilahkan untuk memilih lebih dari satu pilihan) <ul style="list-style-type: none"> <li>• Video</li> <li>• Gambar</li> <li>• Teks</li> <li>• Lagu</li> <li>• Power Point</li> </ul>
4.	Apakah Bapak/Ibu pernah menggunakan video sebagai media pembelajaran? <ul style="list-style-type: none"> <li>• Ya</li> <li>• Tidak</li> </ul>
5.	Bagaimana kriteria video pembelajaran yang sesuai dengan karakteristik siswa? (Dipersilahkan untuk memilih lebih dari satu pilihan) <ul style="list-style-type: none"> <li>• Menggunakan banyak gambar</li> <li>• Menggunakan karakter animasi</li> <li>• Menggunakan penjelasan yang singkat dan jelas</li> <li>• Menggunakan suara yang menarik</li> <li>• Menggunakan animasi berwarna</li> </ul>
6.	Bagaimana penerapan penggunaan ice breaker di dalam kelas? (Dipersilahkan untuk memilih lebih dari satu pilihan) <ul style="list-style-type: none"> <li>• Menggunakan video</li> <li>• Menggunakan lagu</li> <li>• Menggunakan beberapa gambar</li> </ul>
7.	Seberapa sering Bapak/Ibu memberikan pekerjaan rumah? <ul style="list-style-type: none"> <li>• Sering</li> <li>• Jarang</li> </ul>
8.	Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa? (Dipersilahkan untuk memilih lebih dari satu pilihan) <ul style="list-style-type: none"> <li>• Membuat kalimat sederhana</li> <li>• Membuat dialog</li> <li>• Menjawab lembar kerja siswa</li> </ul>

#### 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

**Interviews with Elementary School Students Regarding the Use of Learning Media During the Pandemic**  
Geskryfs: formuul

**Name**  
Twee jantzen singel

**Class**  
Twee jantzen singel

1. Have you ever played or sang before the learning started? \*

Yes

No

2. How does the teacher begin the class? \*

Deliver the learning material first

Give the assignment first

3. Does the teacher give you the opportunity to ask and answer questions in class? \*

Yes

No



4. Does the teacher deliver the material before giving the homework? \*

Yes

No

5. Does the teacher discuss the learning activities done before? \*

Yes

No

6. What type of media used by the teacher in explaining the material? \*

Video

Power Point Slides

Pictures

7. What kind of media that you mostly enjoyed during the study from home? \*

Video

Power Point Slides

Pictures

Text Book

8. What kind of learning videos do you enjoy? \*

Video Animation

Video of Teacher Explanation

7. What kind of media that you mostly enjoyed during the study from home? \*

Video

Power Point Slides

Pictures

Text Book

8. What kind of learning videos do you enjoy? \*

Video Animation

Video of Teacher Explanation

Combination of both

## Appendix 6 Result of Interview Guide for Students

No	Questions
1.	<p>Apakah kalian pernah bernyanyi atau bermain sebelum memulai pembelajaran?</p> <ul style="list-style-type: none"> <li>• Ya</li> <li>• Tidak</li> </ul>
2.	<p>Bagaimana guru memulai pembelajaran di kelas?</p> <ul style="list-style-type: none"> <li>• Menyampaikan materi pelajaran dahulu</li> <li>• Memberikan tugas dahulu</li> </ul>
3.	<p>Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas?</p> <ul style="list-style-type: none"> <li>• Ya</li> <li>• Tidak</li> </ul>
4.	<p>Apakah guru memberikan penjelasan materi sebelum memberikan PR (pekerjaan rumah)?</p> <ul style="list-style-type: none"> <li>• Ya</li> <li>• Tidak</li> </ul>
5.	<p>Apakah guru membahas ulang aktivitas pembelajaran yang telah berlangsung di akhir pembelajaran?</p> <ul style="list-style-type: none"> <li>• Ya</li> <li>• Tidak</li> </ul>
6.	<p>Apakah guru menggunakan media (gambar/video) saat menjelaskan materi?</p> <ul style="list-style-type: none"> <li>• Menggunakan video</li> <li>• Menggunakan power point</li> <li>• Menggunakan beberapa gambar</li> </ul>
7.	<p>Jenis media seperti apa yang paling kamu sukai selama belajar daring? Apakah menggunakan Power Point, Video, Gambar, atau Buku?</p> <ul style="list-style-type: none"> <li>• Menggunakan video</li> <li>• Menggunakan teks</li> <li>• Menggunakan power point</li> <li>• Menggunakan beberapa gambar</li> </ul>
8.	<p>Video pembelajaran seperti apakah yang kamu sukai? Menggunakan video animasi saja / video penjelasan guru / kombinasi antara keduanya?</p> <ul style="list-style-type: none"> <li>• Menggunakan video animasi</li> <li>• Menggunakan video penjelasan guru</li> <li>• Menggunakan kombinasi keduanya</li> </ul>



Appendix 7 The Blueprint before revision of “School Activities” topic

<b>Blueprint School Activities for 6<sup>th</sup> Grade Elementary Students</b> <b>Method : Problem-based Learning</b>	
<b>Activities</b>	<b>Syntax: Orientation to the problem</b>
<b>Opening</b>	<b>Activity 1:</b> The speaker greets the students.
	<b>Script:</b> <ul style="list-style-type: none"> <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 fun!”</li> </ul>
	<b>Activity 2:</b> The speaker tells the students about the topic.
	<b>Script:</b> <ul style="list-style-type: none"> <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>
<b>Main Activity</b>	<b>Activity 1:</b> The speaker starts to introduce the first character namely John and introduce some activities at school.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “So, here I have a friend. His name is John.”</li> <li>• “John has a lot of activities at school!”</li> </ul>

	<ul style="list-style-type: none"> <li>• “Let’s take a look of the first picture! Can anyone guess what is John doing?”</li> <li>• “Very good! John is studying”</li> <li>• “How about the second picture? What is John doing?”</li> <li>• “Very good! John is cleaning the whiteboard!”</li> <li>• “How about the third picture? What is John doing?”</li> <li>• “Very good! John is sweeping the floor!”</li> </ul>
	<p><b>Activity 2:</b> The speaker gives some pictures to guide the students to do something.</p>
	<p><b>Script:</b></p> <ul style="list-style-type: none"> <li>• “Now, let’s take a look at the picture here.”</li> <li>• “As you can see on the picture, the window in the classroom is opened.”</li> <li>• “What should John do? Let’s ask John to close the window.”</li> <li>• “Say, John please close the window!”</li> <li>• “Please repeat after me, John please close the door!”</li> <li>• “Very good!”</li> <li>• “Now, let’s take a look at the next picture.”</li> <li>• “As you can see on the picture, the teacher enters the classroom and John still playing with his friends.”</li> <li>• “What should John do? Let’s ask John to sit down to your seat.”</li> <li>• “Say, John please sit down to your seat!”</li> <li>• “Please repeat after me, John please sit down to your seat!”</li> </ul>
	<p style="text-align: center;"><b>Syntax: Orientation to the Problem</b></p>
	<p><b>Activity 3:</b> The speaker shows the condition of John’s classroom that really messy.</p>
	<p><b>Script:</b></p>

	<ul style="list-style-type: none"> <li>• “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?”</li> </ul>
	<b>Syntax: Organize Students</b>
	<b>Activity 3:</b> The speaker asks the students to help John, to fix the classroom’s condition.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “Let’s help John to fix the classroom’s condition to be better.”</li> </ul>
	<b>Syntax: Individual and Group Research</b>
	<b>Activity 4:</b> The speaker gives problem in form of some questions to the students to be solved.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “Okay then, for the first problem which is the classroom is very dirty because of his friends.”</li> <li>• “What should John say to fix the first problem?” <ul style="list-style-type: none"> <li>a. Please clean the classroom!</li> <li>b. Please close the window!</li> <li>c. Please do not be noisy!</li> </ul> </li> </ul> <p>*give a second to think*</p> <ul style="list-style-type: none"> <li>• “Are you sure? Okay very good students. John should tell his friends to clean the classroom, by saying: “Please clean the classroom!”</li> <li>• “Now, for the second problem which is his friends are so</li> </ul>

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.”

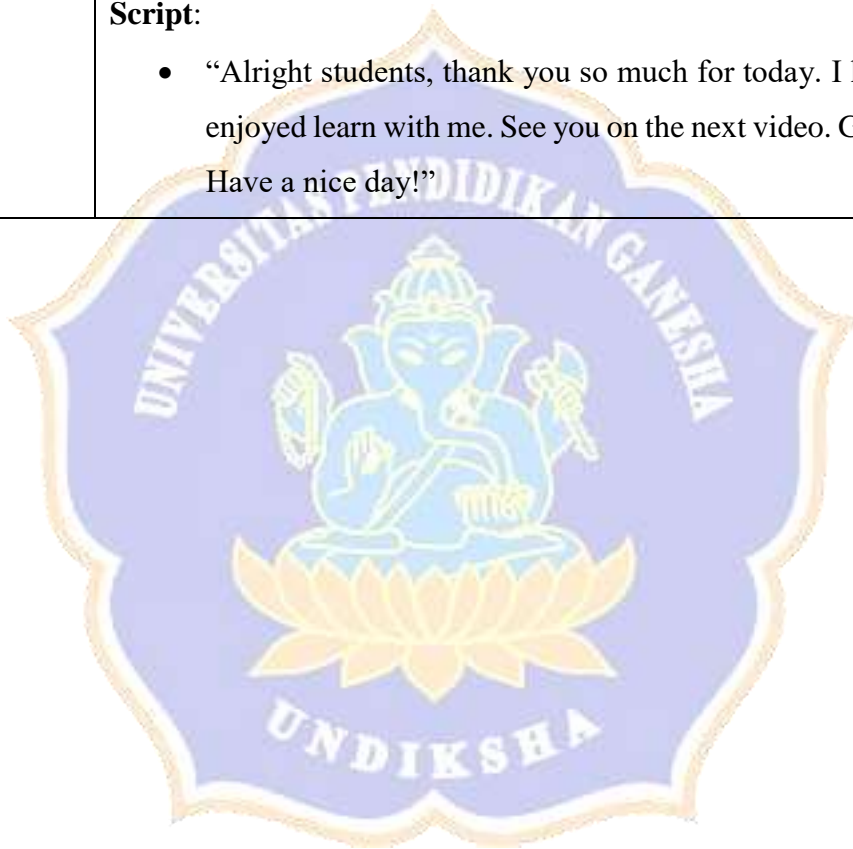
- “What should John say to fix the last problem?”
  - a. Please close the window!
  - b. Please clean the white board!
  - c. Please take some of board markers!

\*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!”

	<ul style="list-style-type: none"> <li>• “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! ”</li> </ul>
<b>Closing</b>	<b>Syntax: Analyze and Evaluate the Problem-Solving Process</b>
	<b>Activity 1:</b> The speaker tells the students about what they have learned.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “Okay students, we have learned about school activities, right?”</li> <li>• “We also have done some exercise to help John in fixing his classroom’s problems.”</li> <li>• “So, here is the conclusion of John’s story.  <p style="text-align: center;">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.”</p> </li> <li>• “I hope that all of you can understand how to manage the classroom to be better.”</li> </ul>
	<b>Syntax: Develop and Present the Work</b>
	<b>Activity 2:</b> The speaker gives a follow up exercise to the students, which is to make one short paragraph about the activities at school.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “To help you learn more about the activities at school, I will</li> </ul>

	<p>give you an exercise.”</p> <ul style="list-style-type: none"> <li>• “Now, it is your turn to make one short paragraph about activities at school.”</li> <li>• “After you are finish make the short paragraph about your activities at school, please submit it to your teacher.”</li> <li>• “Do you get it?”</li> </ul>
	<p><b>Activity 3:</b> The speaker closes the video by greeting the students.</p>
	<p><b>Script:</b></p> <ul style="list-style-type: none"> <li>• “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!”</li> </ul>



Appendix 8 The Blueprint after revision with the topic “School Activities”

<b>Blueprint School Activities for 6<sup>th</sup> Grade Elementary Students</b> <b>Method : Problem-based Learning</b>	
<b>Activities</b>	<b>Syntax: Orientation to the problem</b>
<b>Opening</b>	<b>Activity 1:</b> The speaker greets the students.
	<b>Script:</b> <ul style="list-style-type: none"> <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 and how about you? What is your name?”</li> <li>• “Wonderful! Here we will learn English together!”</li> <li>• “Are you excited?”</li> <li>• “Very good, students! Because learning English is very fun!”</li> </ul>
	<b>Activity 2:</b> The speaker tells the students about the topic.
	<b>Script:</b> <ul style="list-style-type: none"> <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>
<b>Main Activity</b>	<b>Activity 1:</b> The speaker starts to introduce the first character namely Trisna and introduce some activities at school.
	<b>Script:</b>

- “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?”

	<ul style="list-style-type: none"> <li>• “Very good students!”</li> <li>• “After the learning process, Trisna and her friend are going to the canteen to have their lunch”</li> </ul>
	<b>Syntax: Orientation to the Problem</b>
	<b>Activity 3:</b> The speaker shows the condition of Trisna’s classroom that really messy after the class.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “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?”</li> </ul>
	<b>Syntax: Organize Students</b>
	<b>Activity 4:</b> The speaker asks the students to help Trisna, to fix the classroom’s problem become well before the teacher come.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “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.”</li> <li>• “Are you ready students?”</li> <li>• “Very good! Let’s help Trisna to fix the problem!”</li> </ul>
	<b>Syntax: Individual and Group Research</b>

**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!

	<p>c. Please close the window!”</p> <p>*give a second to think*</p> <ul style="list-style-type: none"> <li>• “Okay very good! Trisna should tell her friend to clean the white board by saying: “Please clean the white board!”</li> <li>• “For the last problem which is the empty board marker.”</li> <li>• “What should Trisna say to fix the last problem?” <ul style="list-style-type: none"> <li>a. Please close the window!</li> <li>b. Please clean the white board!</li> <li>c. Please take some of board markers!</li> </ul> </li> </ul> <p>*give a second to think*</p> <ul style="list-style-type: none"> <li>• “Okay very good! Trisna should tell her friend to take some board markers by saying: “Please take some of board markers!”</li> <li>• “Okay students, thank you so much for helping Trisna to fix her problem in the classroom. Now the situation of Trisna’s 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! ”</li> </ul>
<p><b>Closing</b></p>	<p><b>Syntax: Analyze and Evaluate the Problem-Solving Process</b></p> <p><b>Activity 1:</b> The speaker tells the students about what they have learned.</p> <p><b>Script:</b></p> <ul style="list-style-type: none"> <li>• “Okay students, we have learned about school activities, right?”</li> <li>• “We also have done some exercise to help Trisna in fixing his classroom’s problems.”</li> <li>• “So, here is the conclusion of Trisna’s story.</li> </ul>

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!”
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**Appendix 9 The Blueprint before revision with the topic “Daily Activities”**

<b>Blueprint Topic Daily Activities at Home for 6<sup>th</sup> Grade Elementary Students</b>	
<b>Method : Problem-based Learning</b>	
<b>Activities</b>	<b>Syntax: Orientation to the problem</b>
<b>Opening</b>	<b>Activity 1:</b> The speaker greets the students.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “Hello, good morning students. How are you today? Good? Alright students, I hope that all of you are in a good condition.”</li> </ul>
	<b>Activity 2:</b> The speaker starts the learning with sing a song that related to the material.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “Okay students, today we are going to learn an interesting material. But, before that let’s sing a song together.”</li> <li>• “Do you like sing a song? Really?”</li> <li>• “Okay, good students. Let’s sing a song together.”</li> </ul> <p>Link video: <a href="https://www.youtube.com/watch?v=CkKJWK1hRk0">https://www.youtube.com/watch?v=CkKJWK1hRk0</a></p>
	<b>Activity 3:</b> The speaker tells the students about the topic.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “Okay students, after we are sing a song together. Can anyone guess what we are going to learn today?”</li> <li>• “Yes, you are right! We are going to learn about Daily Activities at Home! Give big applause for us”</li> <li>• “Before go to the material, I want to ask you two questions”</li> <li>• “So for the first question, what time do you wake up in the morning?”</li> <li>• “Wow, very good! I usually wake up at 06.00 a.m. in the morning. How about time do you sleep in the evening?”</li> <li>• “Good! I usually sleep at 09.00 p.m. in the evening.”</li> </ul>

<b>Main Activity</b>	<b>Activity 1:</b> The speaker starts to introduce the first character namely John.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “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!”</li> <li>• <i>“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!”</i></li> </ul>
	<b>Syntax: Orientation to the Problem</b>
	<b>Activity 2:</b> The speaker introduce the second character namely Budi who has messy daily activities at home.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “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?”</li> </ul>



	<ul style="list-style-type: none"> <li>• “Let’s see Budi’s daily activities at home.”</li> <li>• “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.”</li> </ul>
<b>Syntax: Organize Students</b>	
<b>Activity 3:</b> The speaker asked the students to help Budi to arrange his daily activities at home become good daily activities.	
<b>Script:</b> <ul style="list-style-type: none"> <li>• 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.”</li> <li>• “Are you ready, students?”</li> </ul>	
<b>Syntax: Individual and Group Research</b>	
<b>Activity 4:</b> The speaker gives problem in form of some questions to the students to be solved.	
<b>Script:</b> <ul style="list-style-type: none"> <li>• “Okay good students, for the first activity. What should Budi do at 06.00 a.m.?” <ul style="list-style-type: none"> <li>a. Play game</li> <li>b. Wake up</li> <li>c. Sleep</li> </ul> </li> <li>• “Okay students, which one is the best activity that Budi should do at 06.00 a.m.?”</li> </ul> <p>*give a second to think*</p> <ul style="list-style-type: none"> <li>• “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.”</li> </ul>	

- “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.”

	<ul style="list-style-type: none"> <li>• “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.”</li> </ul>
<b>Closing</b>	<b>Syntax: Analyze and Evaluate the Problem-Solving Process</b>
	<b>Activity 1:</b> The speaker tells the students about what they have learned, by showing some pictures about daily activities complete with the time of each activity.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “Okay students, we are already learned about Daily Activities at Home, right?”</li> <li>• “Here, there are some pictures about daily activities at home complete with the time of each activity.”</li> <li>• “For the first picture shows about daily activity which is wake up at 06.00 a.m.”</li> <li>• “For the second picture shows about daily activity which is go to school at 07.00 a.m.”</li> <li>• “For the third picture shows about daily activity which is take a nap at 01.00 p.m.”</li> <li>• “For the fourth picture shows about daily activity which is sleep at 09.00 p.m.”</li> <li>• “We also have done to help Budi to arrange his daily activities become good”</li> <li>• “I hope that all of you can understand the way how to choose the correct time of your activities at home.”</li> </ul>
	<b>Syntax: Develop and Present the Work</b>

	<p><b>Activity 2:</b> The speaker gives a follow up exercise to the students, which is to make one short paragraph about their daily activities at home.</p>
	<p><b>Script:</b></p> <ul style="list-style-type: none"> <li>• “To help you learn more about the activities at home, I will give you an exercise.”</li> <li>• “Now, it is your turn to make one short paragraph about your daily activities at home.”</li> <li>• “After you are finish make the short paragraph about your daily activities, please submit it to your teacher.”</li> <li>• “Do you get it?”</li> <li>• “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.”</li> </ul>
	<p><b>Activity 3:</b> The speaker closes the video by greeting the students.</p>
	<p><b>Script:</b></p> <ul style="list-style-type: none"> <li>• “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!”</li> </ul>

**Appendix 10 The Blueprint after revision with the topic “Daily Activities”**

<b>Blueprint Topic Daily Activities at Home for 6<sup>th</sup> Grade Elementary Students</b>	
<b>Method : Problem-based Learning</b>	
<b>Activities</b>	<b>Syntax: Orientation to the problem</b>
<b>Opening</b>	<b>Activity 1:</b> The speaker greets the students.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “Hello, good morning students. How are you today? Good? Alright students, I hope that all of you are in a good condition.”</li> </ul>
	<b>Activity 2:</b> The speaker starts the learning with sing a song that related to the material.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “Okay students, today we are going to learn an interesting material. But, before that let’s sing a song together.”</li> <li>• “Do you like sing a song? Really?”</li> <li>• “Okay, good students. Let’s sing a song together.”</li> </ul> <p>Link video: <a href="https://www.youtube.com/watch?v=CkJWK1hRk0">https://www.youtube.com/watch?v=CkJWK1hRk0</a></p>
	<b>Activity 3:</b> The speaker tells the students about the topic.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “Okay students, after we are sing a song together. Can anyone guess what we are going to learn today?”</li> <li>• “Yes, you are right! We are going to learn about Daily Activities at Home! Give big applause for us”</li> <li>• “Before go to the material, I want to ask you two questions”</li> <li>• “So for the first question, what time do you wake up in the morning?”</li> <li>• “Wow, very good! I usually wake up at 06.00 a.m. in the morning. How about time do you sleep in the evening?”</li> <li>• “Good! I usually sleep at 09.00 p.m. in the evening.”</li> </ul>

<b>Main Activity</b>	<b>Activity 1:</b> The speaker starts to introduce the first character namely John.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “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!”</li> <li>• <i>“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!”</i></li> </ul>
	<b>Syntax: Orientation to the Problem</b>
	<b>Activity 2:</b> The speaker introduce the second character namely Budi who has messy daily activities at home.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “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?”</li> </ul>

	<ul style="list-style-type: none"> <li>• “Let’s see Budi’s daily activities at home.”</li> <li>• “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.”</li> </ul>
<b>Syntax: Organize Students</b>	
<b>Activity 3:</b> The speaker asked the students to help Budi to arrange his daily activities at home become good daily activities.	
<b>Script:</b> <ul style="list-style-type: none"> <li>• 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.”</li> <li>• “Are you ready, students?”</li> </ul>	
<b>Syntax: Individual and Group Research</b>	
<b>Activity 4:</b> The speaker gives problem in form of some questions to the students to be solved.	
<b>Script:</b> <ul style="list-style-type: none"> <li>• “Okay good students, for the first activity. What should Budi do at 06.00 a.m.?”</li> <li>d. Play game</li> <li>e. Wake up</li> <li>f. Sleep</li> <li>• “Okay students, which one is the best activity that Budi should do at 06.00 a.m.?”</li> </ul> <p>*give a second to think*</p> <ul style="list-style-type: none"> <li>• “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.”</li> </ul>	

	<ul style="list-style-type: none"> <li>• “Now, what should Budi do after he finished his school?”</li> </ul> <p>d. Play with his friends</p> <p>e. Take a shower</p> <p>f. Take a nap</p> <ul style="list-style-type: none"> <li>• “Okay students, which one is the best activity that Budi should do after he finished his school?”</li> </ul> <p>*give a second to think*</p> <ul style="list-style-type: none"> <li>• “Very good! He should take a nap after he finished his school, so he will have energy to do his homework.”</li> </ul> <ul style="list-style-type: none"> <li>• “For the next activity, what should Budi do at 07.00 p.m.?”</li> </ul> <p>d. Do his homework</p> <p>e. Watch a cartoon</p> <p>f. Sleep</p> <ul style="list-style-type: none"> <li>• “Okay students, which one is the best activity that Budi should do at 07.00 p.m.?”</li> </ul> <p>*give a second to think*</p> <ul style="list-style-type: none"> <li>• “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.”</li> </ul> <ul style="list-style-type: none"> <li>• “For the last, what is the good time that Budi should sleep every night?”</li> </ul> <p>d. At 12.00 p.m.</p> <p>e. At 07.00 p.m.</p> <p>f. At 09.00 p.m.</p> <ul style="list-style-type: none"> <li>• “Okay students, which one is the good time to sleep at night?”</li> </ul> <p>*give a second to think*</p> <ul style="list-style-type: none"> <li>• “Okay very good! Budi should sleep at 09.00 p.m., so he will never late again to go to school.</li> </ul>
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	<ul style="list-style-type: none"> <li>• “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.”</li> </ul>
<b>Closing</b>	<b>Syntax: Analyze and Evaluate the Problem-Solving Process</b>
	<b>Activity 1:</b> The speaker tells the students about what they have learned, by showing some pictures about daily activities complete with the time of each activity.
	<b>Script:</b> <ul style="list-style-type: none"> <li>• “Okay students, we are already learned about Daily Activities at Home, right?”</li> <li>• “Here, there are some pictures about daily activities at home complete with the time of each activity.”</li> <li>• “For the first picture shows about daily activity which is wake up at 06.00 a.m.”</li> <li>• “For the second picture shows about daily activity which is go to school at 07.00 a.m.”</li> <li>• “For the third picture shows about daily activity which is take a nap at 01.00 p.m.”</li> <li>• “For the fourth picture shows about daily activity which is sleep at 09.00 p.m.”</li> <li>• “We also have done to help Budi to arrange his daily activities become good”</li> <li>• “I hope that all of you can understand the way how to choose the correct time of your activities at home.”</li> </ul>
	<b>Syntax: Develop and Present the Work</b>

	<p><b>Activity 2:</b> The speaker gives a follow up exercise to the students, which is to make one short paragraph about their daily activities at home.</p>
	<p><b>Script:</b></p> <ul style="list-style-type: none"> <li>• “To help you learn more about the activities at home, I will give you an exercise.”</li> <li>• “Now, it is your turn to make one short paragraph about your daily activities at home.”</li> <li>• “After you are finish make the short paragraph about your daily activities, please submit it to your teacher.”</li> <li>• “Do you get it?”</li> <li>• “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.”</li> </ul>
	<p><b>Activity 3:</b> The speaker closes the video by greeting the students.</p>
	<p><b>Script:</b></p> <ul style="list-style-type: none"> <li>• “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!”</li> </ul>

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

Bahasa Inggris  
 Mata Pelajaran  
 Semester  
 Standar Kompetensi

1. Berkomunikasi lisan dan tulis, yakni mendengarkan, berbicara, membaca, dan menulis yang digunakan untuk berinteraksi sederhana dalam kelas melalui tema yang disarankan. Indikator (job title) kehidupan sekolah, kegiatan di rumah, keluarga, pakaian, dan binatang dengan melibatkan konsep pekerjaan, penampilan (appearance), present continuous, modal, present tense, time, perbandingan, countable noun dan uncountable noun, location, preposition, dan gerund (verb + ing).

Kompetensi Dasar	Materi Pokok Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Mendengarkan 1.1 Mendengarkan dan menulis sesuatu 1.2 Berbicara 1.3 Membaca	1. Ungkapan Guru dan Siswa 2. She is an artist. She is tall, beautiful, and young. 3. Budi, this is Tom. Nice to meet you. 4. What do you do? I am a student. 5. What does Budi do? He is a teacher. 6. What is your hobby? I like playing football. 7. What is his job? 8. Job: teacher, student, doctor, nurse, farmer, carpenter, driver, baker, mechanic, cook, headmaster, gardener. 9. Adjective: tall, short, strong, weak, fat, thin, handsome, ugly, beautiful. 10. Verb + ing: playing, praying, reading, singing, collecting.	1. siswa mendengarkan identitas seseorang yang dibacakan guru 2. siswa menjawab pertanyaan dengan tepat dan benar yang diberikan guru 3. siswa mengucapkan ungkapan yang diajarkan dengan lantang yang benar 4. siswa memperkirakan jenisnya dan menyebutkan hal-hal yang berkaitan dengan identitas 5. Siswa dapat membaca dengan intonasi dan lantang yang benar 6. Siswa mencari makna kata atau kalimat yang ada dalam bacaan atau wacana 7. Siswa menjawab pertanyaan secara lisan maupun	1.1 Mendengarkan 1. Mengidentifikasi kata-kata yang berkaitan dengan identitas antara lain: pekerjaan, nomor telepon, dan penampilan 2. Berbicara 2.1 Mempaparkan ulang lisan 2.2 Menyatakan pekerjaan 2.3 Menyatakan kesenangan 2.4 Menyatakan kegiatan 3. Membaca 3.1 Menentukan informasi rinci 3.2 Membaca nyaring dengan ucapan yang berirama	Tes urut kerja, tes tulis Tes urut kerja Tes tulis, tes lisan	Tes lisan, tes identifikasi Tes tertulis, tes prosedur Tes lisan, tes uraian, daftar pertanyaan	Fill in the blank spaces Give response orally Read the following paragraph and answer the questions	4 JP	a. Grow with English b. Sumber lain yang relevan

Competency Basic	Learning Material	Learning Activities	Indicator	Assessment Technique	Assessment Form	Assessment Example	Time Allocation	Learning Resources
2.3 Membaca 2.4 Menulis	1. Momen, ulang tahun, perayaan, ulang tahun, pergi ke, rumah, show, go out, ask, borrow, pick up 2. Momen: oval, paper, broom, bush, beard, floor, rabbit, spade, bench 3. Tala Bahasa 4. present continuous tense 5. kalimat perintah 6. penggunaan modal auxiliary (could, would, shall, may)	1. Siswa dapat membaca dengan intonasi dan lantang yang benar 2. Siswa menjawab pertanyaan bacaan atau wacana 3. Siswa menyimpulkan isi wacana 4. siswa menulis paragraf sederhana tentang kegiatan di sekolah	2.3 Membaca 2.3.1 Menemukan gambaran umum pada teks tentang kegiatan di sekolah 2.3.2 Menemukan informasi rinci pada teks deskriptif tentang sekolah 2.3.3 Membaca nyaring dengan ucapan yang berirama 2.4 Menulis 2.4.1 Menulis deskripsi tentang kegiatan di sekolah sesuai dengan gambar	Tes tulis Tugas proyek Tugas individu	Tes uraian Tugas rumah	Read the following paragraph and answer the questions. Write a simple paragraph about the activities at school	4 JP	a. Grow with English b. Sumber lain yang relevan
3. Kegiatan di rumah 3.1 Mendengarkan 3.2 Berbicara	1. Ungkapan Guru dan Siswa 2. Point to the clock. 3. Who gets up at 06.00? 4. What does Budi do at 07.00? 5. Ungkapan Siswa dan guru 6. What time do you get up? (take a bath, get dressed, etc) 7. At five o'clock, at five thirty, at five fifteen, etc 8. What do you do at	1. siswa mendengarkan aktivitas yang dibacakan guru dan melihat gambar yang ditunjukkan 2. siswa merespon instruksi yang diberikan guru di dalam kelas 3. siswa mengucapkan ungkapan yang diajarkan dengan lantang yang benar 4. siswa bertanya jawab dengan lantang menggunakan ungkapan-ungkapan tersebut tentang kegiatan di sekolah	3.1 Mendengarkan 3.1.1 Mengidentifikasi aktivitas di rumah sesuai dengan waktu dan bahasa gambar. 3.1.2 Menanggapi instruksi sederhana secara lisan 3.2 Berbicara 3.2.1 Menyatakan waktu kegiatan. 3.2.2 Menyatakan kegiatan pada waktu tertentu. 3.2.3 Memberi komentar-komentar. 3.2.4 Memberi pendapat.	Tes urut kerja Tes urut kerja	Tes simulasi, tes identifikasi Tes simulasi, tes prosedur	Fill in the blank spaces Give response orally	4 JP	a. Grow with English b. Sumber lain yang relevan

Aspek yang Diukur	Indikator	Penjelasan	Aspek yang Diukur	Indikator	Penjelasan	Aspek yang Diukur	Indikator	Penjelasan
4.3 Membaca	<ul style="list-style-type: none"> <li>Menemukan isi teks tentang kegiatan sehari-hari</li> <li>Membaca nyaring</li> </ul>	<p>A. <b>Sebelum or Uraik, fill me in a blank, and</b></p> <ul style="list-style-type: none"> <li>I go to school (have breakfast, etc)</li> <li>That's great!</li> <li>You work hard!</li> <li>I think that's is good</li> </ul> <p>B. Teks tentang hal yang berkaitan dengan kegiatan seseorang sehari-hari</p> <p>C. <b>Kata-kata</b> Clock, a quarter, half, past, take a bath, get up, have breakfast, leave home, study, play, go home, take a nap, do watch, after, before, and visit, brush, and cook.</p> <p>D. <b>Tata Bahasa yang digunakan:</b></p> <ul style="list-style-type: none"> <li>present tense</li> <li>Kata kerja + ing setelah kata after and before</li> </ul>	<p>Siswa dapat membaca dengan intonas dan lalai yang benar</p> <p>Siswa menjawab pertanyaan bacaan atau wacana</p> <p>Siswa menyimpulkan isi wacana</p>	4.3 Membaca	<ul style="list-style-type: none"> <li>Menemukan informasi tersembunyi</li> <li>Menemukan informasi rinci</li> <li>Membaca nyaring dengan ucapan yang berirama</li> </ul>	Tes tulis	Tes uraian ganda	<p>Menemukan informasi tersembunyi</p> <p>Choose the best answer, a, b, c, or d</p>
4.4 Menulis	Menulis paragraf pendek tentang kegiatan sehari-hari di rumah	<p>Teks tentang hal yang berkaitan dengan kegiatan seseorang sehari-hari</p> <p>Kata-kata Clock, a quarter, half, past, take a bath, get up, have breakfast, leave home, study, play, go home, take a nap, do watch, after, before, and visit, brush, and cook.</p> <p>Tata Bahasa yang digunakan:</p> <ul style="list-style-type: none"> <li>present tense</li> <li>Kata kerja + ing setelah kata after and before</li> </ul>	<p>Siswa menulis paragraf sederhana tentang sehari-hari</p> <p>Siswa menulis paragraf sederhana berdasarkan gambar</p>	4.4 Menulis	<p>a. Menyalin paragraf singkat tentang kegiatan sehari-hari</p> <p>b. Menulis paragraf singkat sesuai dengan gambar.</p>	Portolio	Dokumen kerja siswa	<p>Write a short paragraph about your daily activities</p>
4.1 Mendengarkan	<p>4.1 Mendengarkan</p> <p>Mendengarkan pernyataan tentang hubungan keluarga</p>	<p>A. <b>Ungkapan Guru:</b></p> <ul style="list-style-type: none"> <li>Who is John's father?</li> <li>What's the name of John's mother?</li> </ul> <p>B. <b>Ungkapan Guru dan Siswa</b></p> <ul style="list-style-type: none"> <li>What's your mother's name?</li> <li>Do you have any brother?</li> <li>How many brothers do you have?</li> <li>I think that is a small</li> </ul>	<p>Siswa mendengarkan kata-kata yang dibacakan guru</p> <p>Siswa menjawab pertanyaan yang diberikan guru di dalam kelas</p>	4.1 Mendengarkan	<p>Mendengarkan</p> <p>Mengidentifikasi maknanya tentang keluarga yang disampaikan secara lisan</p>	Tes uraian kerja	Tes simulasi, Tes identifikasi	<p>Fill in the blank spaces</p>
4.2 Berbicara	<p>4.2 Berbicara</p> <p>Berakap-cakap tentang hubungan keluarga</p>	<p>A. <b>Ungkapan Guru:</b></p> <ul style="list-style-type: none"> <li>Who is John's father?</li> <li>What's the name of John's mother?</li> </ul> <p>B. <b>Ungkapan Guru dan Siswa</b></p> <ul style="list-style-type: none"> <li>What's your mother's name?</li> <li>Do you have any brother?</li> <li>How many brothers do you have?</li> <li>I think that is a small</li> </ul>	<p>Siswa mengucapkan ungkapan yang diajarkan dengan lalai yang benar</p> <p>Siswa bertanya jawab dengan temannya mengucapkan ungkapan-ungkapan tersebut</p>	4.2 Berbicara	<p>Mengucapkan</p> <p>Mengidentifikasi maknanya tentang keluarga yang disampaikan secara lisan</p>	Tes uraian kerja	Tes simulasi, Tes praktik prosedur	<p>Give response orally</p>

Aspek yang Diukur	Indikator	Penjelasan	Aspek yang Diukur	Indikator	Penjelasan	Aspek yang Diukur	Indikator	Penjelasan
4.2 Membaca	<ul style="list-style-type: none"> <li>Memahami isi teks deskriptif</li> <li>Membaca nyaring</li> </ul>	<p>A. <b>Teks</b></p> <ul style="list-style-type: none"> <li>I don't think that is a big family</li> </ul> <p>B. <b>Teks deskriptif tentang hal yang berkaitan dengan keluarga</b></p> <p>Kata-kata yang Kata-kata tentang keluarga (husband, wife, son, daughter, brother, sister, uncle, aunt, nephew, niece, cousin, children, grandmother, grandfather)</p> <p>Adjective: old, young, tall, short, weak, small, big, fat, thin, handsome, beautiful</p> <p>Tata Bahasa yang digunakan:</p> <ul style="list-style-type: none"> <li>Kalimat perbandingan</li> <li>Kalimat Tanya dengan kata Tanya "How"</li> </ul>	<p>Siswa dapat membaca dengan intonas dan lalai yang benar</p> <p>Siswa menjawab pertanyaan bacaan atau wacana</p>	4.2 Membaca	<ul style="list-style-type: none"> <li>Membaca teks tentang keluarga dengan keterampilan</li> <li>Menemukan informasi rinci</li> <li>Membaca nyaring</li> </ul>	Tes tulis	Tes uraian ganda	<p>Answer the following questions</p> <p>Choose the best answer, a, b, c, or d.</p>
4.4 Menulis	Menulis paragraf tentang keluarga	<p>Teks</p> <ul style="list-style-type: none"> <li>I don't think that is a big family</li> </ul> <p>B. <b>Teks deskriptif tentang hal yang berkaitan dengan keluarga</b></p> <p>Kata-kata yang Kata-kata tentang keluarga (husband, wife, son, daughter, brother, sister, uncle, aunt, nephew, niece, cousin, children, grandmother, grandfather)</p> <p>Adjective: old, young, tall, short, weak, small, big, fat, thin, handsome, beautiful</p> <p>Tata Bahasa yang digunakan:</p> <ul style="list-style-type: none"> <li>Kalimat perbandingan</li> <li>Kalimat Tanya dengan kata Tanya "How"</li> </ul>	<p>Siswa menyalin paragraf</p> <p>Siswa menulis paragraf sederhana tentang keluarga</p>	4.4 Menulis	<p>Membaca</p> <ul style="list-style-type: none"> <li>Membaca teks tentang keluarga dengan keterampilan</li> <li>Menemukan informasi rinci</li> <li>Membaca nyaring</li> </ul> <p>Menulis</p> <ul style="list-style-type: none"> <li>Menyalin paragraf pendek tentang keluarga</li> <li>Menulis paragraf berdasarkan deskripsi keluarga</li> </ul>	Portolio	Dokumen kerja siswa	<p>Copy the paragraph to your exercise book</p> <p>Make a short paragraph about your family.</p>
5.1 Mendengarkan	<p>5.1 Mendengarkan</p> <p>Mendengarkan kata-kata dalam kalimat yang berkaitan dengan pakaian</p>	<p>A. <b>Ungkapan Guru:</b></p> <ul style="list-style-type: none"> <li>Which one is a shirt?</li> <li>Which shirt is size 35</li> <li>What size is that shirt?</li> </ul>	<p>Siswa mendengarkan ungkapan-ungkapan yang dibacakan guru</p> <p>Siswa menanggapi instruksi yang diberikan guru di dalam kelas</p>	5.1 Mendengarkan	<p>Mendengarkan</p> <p>Mengidentifikasi seseorang berdasarkan pernyataan tentang pakaian yang dikenakan.</p>	Tes uraian kerja	Tes simulasi, Tes identifikasi	<p>Fill in the blank spaces</p>
5.2 Berbicara	<p>5.2 Berbicara</p> <p>Berakap-cakap dalam situasi membeli pakaian</p>	<p>B. <b>Ungkapan Guru dan Siswa</b></p> <p>Can I help you?</p> <p>I'd like T-shirt, please</p> <p>What size do you wear?</p>	<p>Siswa mengucapkan ungkapan yang diajarkan dengan lalai yang benar</p> <p>Siswa membuat dialog singkat bersama kelompoknya dan memperagakan di depan kelas</p>	5.2 Berbicara	<p>Mengucapkan</p> <p>Mengidentifikasi maknanya tentang keluarga yang disampaikan secara lisan</p>	Tes uraian kerja	Tes simulasi, Tes praktik prosedur	<p>Give response orally</p> <p>Make a dialog and practice it in front of the class.</p>
5.3 Membaca	<ul style="list-style-type: none"> <li>Memahami isi teks tentang pakaian</li> <li>Membaca</li> </ul>	<p>C. <b>Tata Bahasa yang digunakan:</b></p> <ul style="list-style-type: none"> <li>Kalimat perbandingan</li> <li>Kalimat Tanya dengan kata Tanya "How"</li> </ul>	<p>Siswa dapat membaca dengan intonas dan lalai yang benar</p> <p>Siswa menjawab pertanyaan bacaan atau wacana</p>	5.3 Membaca	<ul style="list-style-type: none"> <li>Membaca <ul style="list-style-type: none"> <li>Membaca teks tentang keluarga dengan keterampilan</li> <li>Menemukan informasi rinci</li> <li>Membaca nyaring</li> </ul> </li></ul>	Tes tulis	Tes uraian ganda	<p>Answer the following questions</p> <p>Choose the best answer, a, b, c, or d.</p>

Aspek/Elemen/Elemen	Indikator/Indikator	Kejuruan/Kejuruan	Unsur/Unsur	Teknik/Teknik	Media/Media	Alat/Bahan/Alat	Penilaian/Penilaian	Waktu/Waktu
5.4 Menulis	How much is the bag? A to E C. Teks tentang hal-hal yang berkaitan dengan pakaian Kata kata Noun: hat, shirt, jacket, tie, belt, trousers, suit, short, blouse, skirt, umbrella, socks, T shirt, things, singlet, slippers, jeans, umbrella, shoes, belt, cap, uniform. Adjectives: cheap, expensive, large, small, modern. Verb: buy, sell, pay, try, wear, get on, and take off. Tata Bahasa yang digunakan: Kata tanya dengan modal auxiliary can dan would Kata tanya dengan kata tanya how much. Kata perbandingan "comparative".	Siswa dapat membaca dengan intonas dan lala yang benar Siswa menjawab pertanyaan bacaan atau wacana Siswa menyimpulkan isi wacana Siswa menulis paragraf siswa menulis paragraf sederhana tentang pakaian yang dikenakan seseorang	<ul style="list-style-type: none"> <li>Memahami bentuk</li> <li>Menyebut</li> <li>Menganalisis</li> </ul> <p>3.3 Membaca teks dengan kelengkapan</p> <ul style="list-style-type: none"> <li>Memahami informasi yang pada teks tentang pakaian</li> <li>Membaca nyaring tentang pakaian</li> </ul> <p>3.4 Menulis</p> <ul style="list-style-type: none"> <li>Mengutip paragraf pendek tentang pakaian</li> <li>Menulis paragraf pendek untuk mendukung pakaian yang dikenakan seseorang.</li> </ul>	Tes tulis	Tes lisan, tes pilihan ganda	Answer the following questions. Choose the best answer, a, b, c, or d.		
6.1 Mendengarkan	Look at the pictures of animals Which one is a monkey? B. Ungkapan siswa dan guru let me tell you about ... (dogs, cats, monkeys etc)	siswa mendengarkan kata-kata yang dibacakan guru siswa menjawab pertanyaan yang diberikan guru di dalam kelas	6.1 mendengarkan Mendengarkan nama binatang sesuai dengan pertanyaan yang ditanyakan	Tes unjuk kerja	Tes simulasi Tipe proyek	Answer the questions orally.	4 JP	10

Aspek/Elemen/Elemen	Indikator/Indikator	Kejuruan/Kejuruan	Unsur/Unsur	Teknik/Teknik	Media/Media	Alat/Bahan/Alat	Penilaian/Penilaian	Waktu/Waktu
8.4 Menulis	Do you know about dog? Could you tell me about cat? What does a tiger look like It looks like a man It is bigger than a cat It has got a tail Excuse me pardon me C. Teks yang berkaitan dengan binatang Kata kata Noun: buffalo, cock, monkey, goose, lion, spider, hen, goat, deer, rabbit, duck, bird, ant, butterfly, bee, grasshopper, horse, net, feather, hat, wing, peak, honey, pot, egg Verb: live, run, sleep, eat, walk, fly, bend, look, alter, talk, sing. Adjective: big, small, tall, strong, beautiful, colourful Tata Bahasa yang digunakan: kata perbandingan kata sifat "like"	Siswa mengidentifikasi ungkapan yang diajukan dengan lala yang benar Siswa bertanya jawab dengan temannya menggunakan ungkapan-ungkapan tersebut tentang binatang Siswa dapat membaca dengan intonas dan lala yang benar Siswa menjawab pertanyaan bacaan atau wacana Siswa menulis paragraf sederhana tentang kegiatan di sekolah	<ul style="list-style-type: none"> <li>Memahami dengan</li> <li>menyebutkan informasi</li> <li>menyebutkan rupa</li> <li>mengatakan rupa</li> <li>minat perhatian</li> <li>menitua mengulang</li> </ul> <p>3.3 membaca</p> <ul style="list-style-type: none"> <li>Membaca teks tentang binatang dengan kelengkapan</li> <li>memahami informasi yang</li> <li>membaca nyaring tentang binatang</li> </ul> <p>3.4 menulis</p> <ul style="list-style-type: none"> <li>menyaji paragraf pendek tentang binatang</li> <li>menulis paragraf (teknis) tentang binatang berdasarkan ciri yang diberikan</li> </ul>	Tes tulis	Tes lisan, tes menjodohkan	Answer the following questions. Match the following pictures with the name.		
8.4 Menulis	Paragraf pendek tentang binatang		6.4 menulis	Tugas individu	Tugas rumah	Write down a paragraph about your favorite pet/animal.		



<p>2.4 Menulis Menyusun kalimat tentang tempat umum</p>	<p>A. At a location in front of, across, behind, beside the school - Thank you C. Teks deskripsi yang berkaitan dengan tempat-tempat umum Kata kata - Nook, library, petrol station, hotel, supermarket, village, market, supermarket, stadium, museum, forest, zoo, park, police station, sport, airport, temple, town, mount, lake, regency - Prepos: behind, across, in front of, between, beside - Verb: go, get to, turn right, turn left, arrive E. Teks bahasa Gurind, kalimat perintah</p>	<p>Siswa dapat membaca dengan intonas dan lalai yang benar Siswa menjawab pertanyaan bacaan atau wacana  Siswa menulis paragraf siswa menulis paragraf sederhana tentang kegiatan di sekolah</p>	<p>3.3 Membaca a. Menemukan informasi rinci b. Membaca nyaring  3.4 Menulis a. Menyalin paragraf pendek tentang hal yang berkaitan dengan tempat umum b. Menulis kalimat pernyataan positif/negatif tentang tempat-tempat umum</p>	<p>Tes tulis  Tes lisan, tes menyimpulkan  Tugas individu, tugas proyek  Tugas rumah</p>	<p>Answer the following questions. Match the following pictures with the name.  Copy the sentences to your exercise book. Write about the location of your (school, temple, etc).</p>	
<p>5.6 A. 7 2.4 Menulis Mendengarkan Mendengarkan penyataan perintah, dan deskripsi singkat tentang lokasi Berbicara Berbicara dalam konteks tentang lokasi Membaca a. Menemukan</p>	<p>A. Ungkapan siswa dan guru - How could I get to 'Fajar' By bus - You could go by bus - How far is it from Denpasar to Fajar? It is 50 kilometers from Denpasar to Fajar - What time does the bus leave from Denpasar? - What time does the bus get to Fajar?</p>	<p>siswa mendengarkan ungkapan-ungkapan yang dibacakan guru siswa merespon instruksi yang diberikan guru di dalam kelas</p>	<p>3.1 Mendengarkan a. Mengidentifikasi makna kata tentang nama-nama alat transportasi b. Menemukan perintah yang berkaitan dengan transportasi c. Menemukan informasi tertentu dari suatu tentang kegiatan yang disampaikan melalui teks</p>	<p>Tes uruk kaga  Tes simulasi di petak prosedur</p>	<p>Answer the questions orally</p>	<p>3.1 P A. Draw with English Sumber: tali yang rebusah</p>

<p>Menulis Menyusun kalimat tentang transportasi</p>	<p>A. You must not overtake - I doubt it - What do you mean? B. Teks yang berkaitan dengan alat transportasi Kata kata - Boat, motorcycle, taxi, jeep, bus, motorcar, oil tanker, lorry, bicycle, ambulance, sailing ship, ship, ferry, launch, crane, sailing boat, plane, biplane, helicopter, traffic, traffic light - Prepos: in, by, on, in D. Teks bahasa - Modal auxiliary 'could' and 'must' - Prepos 'by' - Kata Tanya 'how' (how far, how long) - Kata Tanya 'what'</p>	<p>Siswa mengidentifikasi ungkapan yang disajikan dengan lalai yang benar siswa bertanya jawab dengan lantannya menggunakan ungkapan-ungkapan tersebut tentang kegiatan di sekolah  Siswa dapat membaca dengan intonas dan lalai yang benar Siswa menjawab pertanyaan bacaan atau wacana Siswa menyimpulkan isi wacana  Siswa menyalin ungkapan tertentu siswa menulis paragraf sederhana tentang kegiatan di sekolah</p>	<p>3.1 Berbicara a. Menyatakan alat transportasi b. Memberi saran c. Menyatakan jarak d. Menyatakan waktu keberangkatan e. Menyatakan waktu keberangkatan f. Menyatakan waktu keberangkatan g. Menyatakan ragu h. Minta kejelasan  3.3 Membaca a. Menemukan makna kata b. Menemukan informasi tertentu c. Menemukan informasi rinci d. Membaca nyaring  3.4 Menulis a. Menyalin perintah dan tanggapan b. Menulis perintah dan tanggapan atau pernyataan</p>	<p>Tes uruk kaga  Tes tulis  Tugas individu</p>	<p>Answer the questions orally  Answer the following questions. Match the following pictures with the name.  Copy the sentences to your exercise book. Write about the activities at school.</p>	
<p>2.7 2.8 A. 7 2.4 Menulis Mendengarkan Mendengarkan penyataan perintah, dan deskripsi singkat tentang lokasi Berbicara Berbicara dalam konteks tentang lokasi Membaca a. Menemukan</p>	<p>A. Ungkapan Siswa dan Guru - What sport do you like? - How do you feel? - I feel happy (I am happy) - What do think of John? - I think he is a good boy - Are you good at swimming? - I am good at playing</p>	<p>siswa mendengarkan ungkapan-ungkapan yang dibacakan guru siswa menjawab pertanyaan yang diberikan guru siswa merespon instruksi yang diberikan guru di dalam kelas</p>	<p>3.1 Mendengarkan a. mengidentifikasi makna kata tentang nama-nama olah raga b. menemukan informasi tertentu dengan menjawab pertanyaan secara singkat c. merespon perintah</p>	<p>Tes uruk kaga  Tes simulasi di petak prosedur</p>	<p>Answer the questions orally</p>	<p>3.1 P A. Draw with English Sumber: tali yang rebusah</p>

Nomor/urutan Daftar	Pembahasan	Kegiatan Pembelajaran	Indikator	Tipe Uraian	Media Kertas	Waktu 10 menit	Tempat Kelas
<p>Berdialog dengan teman tentang olah raga dan kegemaran</p> <p>Membaca</p> <p>c. Memahami isi teks tentang olah raga atau kegemaran</p> <p>d. Membaca nyaring</p> <p>Menulis</p> <p>Menulis paragraf pendek tentang kegemaran atau olah raga</p>	<p>A. tenis</p> <p>- What is your hobby? - I like cycling - I think that is a good hobby.</p> <p>B. Teks yang Berkaitan dengan Hobby atau Olah Raga</p> <p>C. Kosakata</p> <p>- Noun: judo, gymnastic, wrestling, shooting, archery, football, volleyball, table tennis, running, boxing, swimming, bowling, badminton, cycling, canoeing, scoping, hiking, collecting stamp</p> <p>- Adjective: happy, sad, angry, cold, wet, hot, cool</p> <p>- Verb: catch, walk, run, kick, hit, feed, like, think</p> <p>D. Tata Bahasa yang Digunakan</p> <p>- Present Tense</p> <p>- Penggunaan kata kerja "like"</p> <p>- Penggunaan kata "feel"</p> <p>- Penggunaan kata "think"</p> <p>- Penggunaan frasa "good at"</p> <p>- Penggunaan gerund (kata kerja + ing)</p>	<p>siswa mengungkapkan ungkapan yang diajarkan dengan lafal yang benar</p> <p>siswa bertanya jawab dengan temannya menggunakan ungkapan-ungkapan tersebut tentang kegiatan di sekolah</p> <p>siswa membuat dialog dan memerankan di depan kelas</p> <p>Siswa dapat membaca dengan intonasi dan lafal yang benar</p> <p>Siswa menjawab pertanyaan bacaan atau wacana</p> <p>Siswa menyimpulkan isi wacana</p> <p>Siswa menulis paragraf siswa menulis paragraf sederhana tentang kegiatan di sekolah</p>	<p>4.2. Berbicara</p> <p>Berdialog dengan menggunakan ungkapan yang berfungsi untuk:</p> <p>a. Menyatakan jenis olah raga</p> <p>b. Menyatakan jenis olah raga</p> <p>c. Menuji</p> <p>d. Berterima kasih</p> <p>e. Menyampaikan pendapat</p> <p>f. Menyatakan perasaan</p> <p>g. Menyatakan perasaan</p> <p>h. Menyatakan pendapat</p> <p>i. Menyatakan kepitarian</p> <p>j. Menyatakan kepitarian</p> <p>k. Menyatakan kegemaran</p> <p>l. Menyatakan kegemaran</p> <p>4.3. Membaca</p> <p>A. Menemukan makna kata</p> <p>b. Menemukan informasi tertentu</p> <p>c. Menemukan informasi rinci</p> <p>d. Membaca nyaring</p> <p>4.4. Menulis</p> <p>a. Mengutip paragraf dengan data tentang olah raga atau kegemaran</p>	<p>Tes uraian</p> <p>Tes tulis</p> <p>Tugas individu</p>	<p>tes uraian, tes menjodohkan</p> <p>Tugas rumah</p>	<p>siswa merespon uraian</p> <p>siswa a dialog and practice in front of the class.</p> <p>Answer the following questions. Match the following pictures with the name.</p> <p>Copy the paragraph to your exercise book. Write about your favorite sport.</p>	





## 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 6<sup>th</sup> Grade Elementary 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 [√] 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.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<b>A. Video as media for teaching and learning process</b>							
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						
<b>B. Instructional Design Attributes</b> (justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)							
4.	The scope of the material is made in accordance with the curriculum						
5.	The materials are suitable for the students' need						
6.	The topic is relevant to the students' daily life.						
7.	The learning objectives are suitable and attainable for the learners						
8.	The learning method used in the video is suitable for the learners to learn English						
9.	The important ideas are emphasized correctly to draw the learners' attention						
10.	Video shows the lesson's summary						
11.	Video provides appropriate examples to the learners based on the <i>topics</i>						
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions						
13.	The material contains instruction on how to make the tasks/exercises.						
14.	The material is well arranged and systematic.						
15.	The material is mapped from the easiest to the hardest.						
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.						

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
18.	Learners get useful reinforcement from the video						
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
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						
22.	The video is using the simple and easy to be understood language for the learners						
23.	The video is using the correct spelling for each word						
24.	The video is using the correct pronunciation for each word						
25.	The material is delivered briefly and straight to the point						
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.						
27.	The animations are presented by using various pictures.						
28.	The animations in the video are interesting						
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						

Num	Descriptors	Scales					Notes
		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						
41.	The teacher is delivering the material in interesting and communicative way						
42.	The teacher is expressive and enjoyable to be listened						
43.	The voice of the teacher is clear						
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate						
45.	The elements of the video are integrated properly						
46.	The video is objective and unbiased						

**“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 6<sup>th</sup> Grade Elementary School Students at Buleleng Regency”

**Researcher** : Made Sonia Handayani

**Evaluator** :

**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 [√] 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:

<b>Scores</b>				
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<b>F. Video as media for teaching and learning process</b>							
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						
<b>G. Instructional Design Attributes</b> <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
50.	The scope of the material is made in accordance with the curriculum						
51.	The materials are suitable for the students' need						
52.	The topic is relevant to the students' daily life.						
53.	The learning objectives are suitable and attainable for the learners						
54.	The learning method used in the video is suitable for the learners to learn English						
55.	The important ideas are emphasized correctly to draw the learners' attention						
56.	Video shows the lesson's summary						
57.	Video provides appropriate examples to the learners based on the <i>topics</i>						
58.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions						
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.						

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
64.	Learners get useful reinforcement from the video						
<b>H. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
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						
68.	The video is using the simple and easy to be understood language for the learners						
69.	The video is using the correct spelling for each word						
70.	The video is using the correct pronunciation for each word						
71.	The material is delivered briefly and straight to the point						
<b>I. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
72.	The materials are delivered in interesting way.						
73.	The animations are presented by using various pictures.						
74.	The animations in the video are interesting						
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					Notes
		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						
86.	The background of the music is appropriate for young learners						
87.	The teacher is delivering the material in interesting and communicative way						
88.	The teacher is expressive and enjoyable to be listened						
89.	The voice of the teacher is clear						
<b>J. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
90.	The content of the video is accurate						
91.	The elements of the video are integrated properly						
92.	The video is objective and unbiased						



## 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 : Elementary School Students  
 Research Title : “Developing Learning Video for Teaching English using Problem-Based for 6<sup>th</sup> Grade Elementary School Students at Buldeng Regency”  
 Researcher : Made Sonia Handayani  
 Evaluator : Prof. Dr. Putu Kerti Nitiasih, M.A.  
 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 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 [✓] 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.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<b>A. Video as media for teaching and learning process</b>							
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	✓					
<b>B. Instructional Design Attributes</b> <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English		✓				
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary		✓				
11.	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	✓					
13.	The material contains instruction on how to make the tasks/exercises.		✓				
14.	The material is well arranged and systematic.	✓					
15.	The material is mapped from the easiest to the hardest.	✓					

Num	Descriptors	Scales					Notes
		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.	✓					
18.	Learners get useful reinforcement from the video		✓				
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity of sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
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	✓					
22.	The video is using the simple and easy to be understood language for the learners		✓				
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point		✓				
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.		✓				
27.	The animations are presented by using various pictures.	✓					
28.	The animations in the video are interesting	✓					
29.	The animations in the video are suitable for the topic and the target		✓				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	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	✓					
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	✓					
41.	The teacher is delivering the material in interesting and communicative way		✓				
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

.....  
Have been acknowledged by,

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 6<sup>th</sup> Grade Elementary School Students at Bulcleng Regency”  
**Researcher** : Made Sonia Handayani  
**Evaluator** : Prof. Dr. Putu Kerti Nitiasih, M.A.  
**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 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 [✓] 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.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<b>A. Video as media for teaching and learning process</b>							
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		✓				
<b>B. Instructional Design Attributes</b> <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary		✓				
11.	Video provides appropriate examples to the learners based on the <i>topics</i>	✓					
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	✓					
13.	The material contains instruction on how to make the tasks/exercises.	✓					
14.	The material is well arranged and systematic.	✓					
15.	The material is mapped from the easiest to the hardest.	✓					

Num	Descriptors	Scales					Notes
		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.	✓					
18.	Learners get useful reinforcement from the video	✓					
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
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		✓				
22.	The video is using the simple and easy to be understood language for the learners		✓				
23.	The video is using the correct spelling for each word	✓					
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point		✓				
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.	✓					
27.	The animations are presented by using various pictures.	✓					
28.	The animations in the video are interesting	✓					
29.	The animations in the video are suitable for the topic and the target		✓				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	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	✓					
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	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate		✓				
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

.....  
Have been acknowledged by,

Prof. Dr. Putu Kerti Nitasih, 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 6<sup>th</sup> Grade Elementary School Students at Bulcleng 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 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 [✓] 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

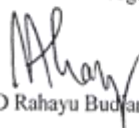
Thank you for your willingness to fill out this evaluation sheet.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<b>A. Video as media for teaching and learning process</b>							
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	✓					
<b>B. Instructional Design Attributes</b> <i>(Justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary	✓					
11.	Video provides appropriate examples to the learners based on the <i>topics</i>		✓				
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	✓					
13.	The material contains instruction on how to make the tasks/exercises.		✓				
14.	The material is well arranged and systematic.	✓					
15.	The material is mapped from the easiest to the hardest.		✓				

Num	Descriptors	Scales					Notes
		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.	✓					
18.	Learners get useful reinforcement from the video	✓					
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
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		✓				
22.	The video is using the simple and easy to be understood language for the learners		✓				
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word	✓					
25.	The material is delivered briefly and straight to the point		✓				
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.	✓					
27.	The animations are presented by using various pictures.	✓					
28.	The animations in the video are interesting	✓					
29.	The animations in the video are suitable for the topic and the target	✓					

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	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	✓					
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	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

.....  
Have been acknowledged by,

  
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 6<sup>th</sup> Grade Elementary 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 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 [√] 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.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<b>A. Video as media for teaching and learning process</b>							
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	✓					
<b>B. Instructional Design Attributes</b> <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary	✓					
11.	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	✓					
13.	The material contains instruction on how to make the tasks/exercises.	✓					
14.	The material is well arranged and systematic.	✓					
15.	The material is mapped from the easiest to the hardest.		✓				

Num	Descriptors	Scales					Notes
		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.	✓					
18.	Learners get useful reinforcement from the video		✓				
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity of sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
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		✓				
22.	The video is using the simple and easy to be understood language for the learners		✓				
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word	✓					
25.	The material is delivered briefly and straight to the point		✓				
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.		✓				
27.	The animations are presented by using various pictures.	✓					
28.	The animations in the video are interesting	✓					
29.	The animations in the video are suitable for the topic and the target		✓				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	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	✓					
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	✓					
41.	The teacher is delivering the material in interesting and communicative way		✓				
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

.....  
Have been acknowledged by,

  
Luh GD Rahayu Budiarta, 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 6<sup>th</sup> Grade Elementary 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 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 [✓] 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.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<b>A. Video as media for teaching and learning process</b>							
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	✓					
<b>B. Instructional Design Attributes</b> <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary	✓					
11.	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	✓					
13.	The material contains instruction on how to make the tasks/exercises.	✓					
14.	The material is well arranged and systematic.		✓				
15.	The material is mapped from the easiest to the hardest.		✓				

Num	Descriptors	Scales					Notes
		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.		✓				
18.	Learners get useful reinforcement from the video	✓					
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
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		✓				
22.	The video is using the simple and easy to be understood language for the learners		✓				
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point	✓					
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.		✓				
27.	The animations are presented by using various pictures.		✓				
28.	The animations in the video are interesting		✓				
29.	The animations in the video are suitable for the topic and the target		✓				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	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	✓					
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	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

.....  
Have been acknowledged by,



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 6<sup>th</sup> Grade Elementary 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 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 [✓] 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.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<b>A. Video as media for teaching and learning process</b>							
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	✓					
<b>B. Instructional Design Attributes</b> <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary	✓					
11.	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	✓					
13.	The material contains instruction on how to make the tasks/exercises.	✓					
14.	The material is well arranged and systematic.	✓					
15.	The material is mapped from the easiest to the hardest.	✓					

Num	Descriptors	Scales					Notes
		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.	✓					
18.	Learners get useful reinforcement from the video	✓					
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b>							
<i>Choice of vocabulary, complexity of sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
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	✓					
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word			✓			
24.	The video is using the correct pronunciation for each word			✓			
25.	The material is delivered briefly and straight to the point	✓					
<b>D. Presentation attributes</b>							
<i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.	✓					
27.	The animations are presented by using various pictures.	✓					
28.	The animations in the video are interesting	✓					
29.	The animations in the video are suitable for the topic and the target	✓					

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	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	✓					
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	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
<b>E. Subject matter attributes</b> (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Have been acknowledged by,

  
NN Luh Putu Eka Adnyayanti, S.Pd., M.Pd.



## 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 6<sup>th</sup> Grade Elementary School Students at Buleleng Regency"  
**Researcher** : Made Sonia Handayani  
**Evaluator** : Luh Ratu Sri Widiati, S.Pd.  
**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 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 [✓] 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.

Num	Descriptors	Scales					Notes
		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.	✓					
18.	Learners get useful reinforcement from the video		✓				
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity of sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience</i>							
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	✓					
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point	✓					
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.	✓					
27.	The animations are presented by using various pictures.	✓					
28.	The animations in the video are interesting	✓					
29.	The animations in the video are suitable for the topic and the target	✓					

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<b>A. Video as media for teaching and learning process</b>							
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	✓					
<b>B. Instructional Design Attributes</b> <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary	✓					
11.	Video provides appropriate examples to the learners based on the <i>topics</i>	✓					
12.	Learners get opportunity to practice the desired learning outcomes) through exercises or questions	✓					
13.	The material contains instruction on how to make the tasks/exercises.	✓					
14.	The material is well arranged and systematic.		✓				
15.	The material is mapped from the easiest to the hardest.		✓				

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	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	✓					
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	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
<b>E. Subject matter attributes</b> <i>(Value of content, content accuracy, comprehensiveness, integration, objective presentation bias, recency)</i>							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

.....  
Have been acknowledged by,

Luh Putu Sri Waktari 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 6<sup>th</sup> Grade Elementary School Students at Bulcleng Regency"  
**Researcher** : Made Soma Handayani  
**Evaluator** : *Madu Widi S. Widodo, S.Pd.*  
**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<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 [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.

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
<b>A. Video as media for teaching and learning process</b>							
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	✓					
<b>B. Instructional Design Attributes</b> <i>(justification of need, target audience, entry level prerequisites, objectives, motivation and context of learning, instructional strategies, organization and structure of content, examples, practice, feedback, evaluation of learning, internal alignment)</i>							
4.	The scope of the material is made in accordance with the curriculum	✓					
5.	The materials are suitable for the students' need	✓					
6.	The topic is relevant to the students' daily life.	✓					
7.	The learning objectives are suitable and attainable for the learners	✓					
8.	The learning method used in the video is suitable for the learners to learn English	✓					
9.	The important ideas are emphasized correctly to draw the learners' attention	✓					
10.	Video shows the lesson's summary	✓					
11.	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	✓					
13.	The material contains instruction on how to make the tasks/exercises.	✓					
14.	The material is well arranged and systematic.	✓					
15.	The material is mapped from the easiest to the hardest.	✓					

Num	Descriptors	Scales					Notes
		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.	✓					
18.	Learners get useful reinforcement from the video	✓					
<b>C. Language attributes (complexity of sentence structure and vocabulary)</b> <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
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	✓					
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point		✓				
<b>D. Presentation attributes</b> <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.	✓					
27.	The animations are presented by using various pictures.	✓					
28.	The animations in the video are interesting	✓					
29.	The animations in the video are suitable for the topic and the target	✓					

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	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	✓					
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	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
<b>E. Subject matter attributes</b> <i>(Value of content, content accuracy, comprehensiveness, integration, objective presentation bias, recency)</i>							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

.....  
Have been acknowledged by.

Luh Pau Sri Wedari S.Pd.



**Appendix 21 Students' Questionnaire**

No	Statement	Scale				
		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.					
4.	Gambar-gambar yang digunakan pada video pembelajaran menarik					
5.	Animasi yang digunakan memudahkan saya belajar					



## Appendix 22 Students' Questionnaire on Google Form

**Scientific-Based Learning Video Evaluation Questionnaire for Elementary School Students**

After watching the learning animation video, fill out the questionnaire below honestly.  
information on filling out student questionnaires.  
1 = Strongly disagree  
2 = Disagree  
3 = Enough  
4 = Agree  
5 = Strongly agree

**Name**  
Tulis jawaban singkat

**Class**  
Tulis jawaban singkat

**School**  
Tulis jawaban singkat

1. I enjoy watching English learning video. \*

1. Strongly Disagree  
 2. Disagree  
 3. Enough  
 4. Agree  
 5. Strongly Agree

2. The explanation showed was easy to understand. \*

1. Strongly Disagree  
 2. Disagree  
 3. Enough  
 4. Agree  
 5. Strongly Agree

3. The sounds used was obvious. \*

1. Strongly Disagree  
 2. Disagree  
 3. Enough

4. Agree  
 5. Strongly Agree

4. The pictures used in the educational video were engaging \*

1. Strongly Disagree  
 2. Disagree  
 3. Enough  
 4. Agree  
 5. Strongly Agree

5. The animations applied in the video cause my learning process easier \*

1. Strongly Disagree  
 2. Disagree  
 3. Enough  
 4. Agree  
 5. Strongly Agree

4. Agree  
 5. Strongly Agree

5. The animations applied in the video cause my learning process easier \*

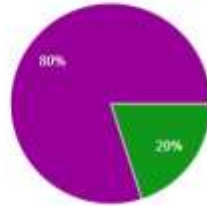
1. Strongly Disagree  
 2. Disagree  
 3. Enough  
 4. Agree  
 5. Strongly Agree



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

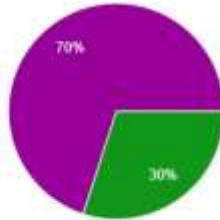
1. I enjoy watching English learning video

10 responses



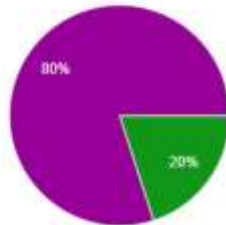
2. The explanation showed was easy to understand

10 responses



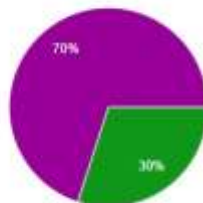
3. The sounds used was obvious

10 responses



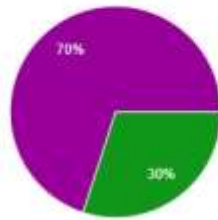
4. The pictures used in the educational video were engaging

10 responses



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

10 responses



- 1. Strongly Disagree
- 2. Disagree
- 3. Enough
- 4. Agree
- 5. Strongly Agree



## CURRICULUM VITAE OF EXPERT 1

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### 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 Untuk Program Literasi di Sekolah Dasar	DIPA	2016/2017	Ganjil
3	Penelusuran Alumni Fakultas Bahasa dan Seni yang Lulus Tahun 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 Sebagai Prasyarat Ujian Akhir Di Fakultas Bahasa Dan Seni	Desentralisasi	2017/2018	Genap
6	Pengembangan Bigbook Berbasis Pendidikan Karakter Untuk Program 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 di Fakultas 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 SEKOLAH MENENGAH 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 Ajaran	Semester
1	Pengembangan Model Pembelajaran Bahasa Inggris Untuk Percepatan Pendidikan Di Sekolah Menengah Pertama (SMP) di Propinsi Bali	Prosiding Seminar Nasional Riset Inovatif 1	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

5	Developing Differentiated Electronic Supplementary Reading Exercise for the Slow learners 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 Teaching and 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, and Learning in Education (GC-TALE 2017)	2017/2018	Ganjil
9	Integrating tri hita karana values in teaching reading: students' and teachers' opinions	Global Conference on Teaching, Assessment, and Learning 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, and Learning in Education (GC-TALE 2017)	2017/2018	Ganjil

11	Memberdayakan Keterlibatan Orang Tua dalam Pembelajaran literasi di Sekolah	Jurnal Ilmu Sosial dan Humaniora	2018/2019	Ganjil
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### 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	Buku Bergambar berjudul 'Little Dog 'Doggy'	HAK CIPTA	2018/2019	Ganjil
6	Cerita Bergambar berjudul 'Alphabet World	HAK CIPTA	2018/2019	Ganjil
7	Cerita Bergambar Berjudul 'I Can Be Fit'	HAK CIPTA	2018/2019	Ganjil
8	Gamifikasi 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		Seminar Nasional Pengabdian Kepada Masyarakat at Ke-1	2016/2017	Ganjil
4	Techniques for Building Character and Literacy for 21st Century Education	ICEI 2017	2017/2018	Ganjil
5		Revitalisasi Kurikulum KKNI Integrasi Academic Achievement	2017/2018	Genap
6		International Seminar Cum Literary and Cultural exchange by Bodo Writer Academy	2017/2018	Genap
7		Kegiatan Orientasi penyusunan Rencana Pelaksanaan Pembelajaran 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		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		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 Empowerment and Beauty Class	2018/2019	Genap
22	Indexed Journal Paper Writing	Workshop Internasional	2018/2019	Genap
23	For Sharing Her Valuable Knowledge and Insight in English Language Teaching Method Seminar	Facing The Challenge Of Z And Alpha Generation	2018/2019	Genap
24	BIMBINGAN BELAJAR BAHASA INGGRIS GRATIS 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		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 Penggunaan Media Big Book Bagi Guru SD di Kecamatan Karangasem	Senadimas 2019	2019/2020	Ganjil
34	Pelatihan dan Pendampingan Penyusunan Proposal Penelitian Tindakan Kelas Bagi Guru-Guru SMA/SMK/Madrasah Se- Kabupaten Bima-NTB	Senadimas 2019	2019/2020	Ganjil





## CURRICULUM VITAE OF EXPERT 2

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### LAPORAN PENELITIAN

No.	Judul	Jenis Penelitian	Tahun Ajaran	Semester
1	PENGEMBANGAN GAMIFIKASI UNTUK SISWA SEKOLAH DASAR DALAM PEMBELAJARAN DI ERA REVOLUSI INDUSTRI 4.0	DIPA	2018/2019	Genap

### LAPORAN PENGABDIAN

No.	Judul	Tahun Ajaran	Semester
1	IbM Big Book bagi Guru SD di Kecamatan Karangasem	2018/2019	Genap

### 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 OF JUNIOR 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' MISBEHAVIOR 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 Grade Elementary Students, 1st semester	HAK CIPTA	2019/2020	Ganjil
3	STUDENTS' WORKSHEET Literacy Based Activities, 5th Grade Elementary 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, and Learning 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 Its Translation Creatures behind Houses	International Conference on English across Culture	2018/ 2019	Ganjil

### CURRICULUM VITAE OF EXPERT 3

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### ARTIKEL PROSIDING

No.	Judul	Nama Seminar	Tahun Ajaran	Semester
1	Development of 4C Skills on TEFL Course: A Need Analysis	The 4th International Conference on English Across Culture	2018/2019	Ganjil