APPENDICES

Appendix 1 List Questions of Teacher' Interview Guide

No	Pertanyaan
1	Apakah Ibu/Bapak pernah menggunakan media pembelajaran di kelas?
2	Media pembelajaran apa saja yang pernah Ibu/Bapak gunakan di kelas?
3	Apakah Ibu/Bapak pernah menggunakan video sebagai media pembelajaran?
4	Bagaimana penerapan media pembelajaran di kelas?
5	Bagaimana kriteria video pembelajaran yang sesuai dengan karakteristik siswa?
6	Bagaimana penerapan penggunaan ice breaker di dalam kelas?
7	Seberapa sering Ibu/Bapak memberikan pekerjaan rumah?
8	Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa?





Wawancara Guru Sekolah Dasar Mengenai Penggunaan Media Pembelajaran Selama Masa Pandemi

Dimohonkan Bapak/Ibu guru untuk menjawab pertanyaan dibawah dengan sejujurjujurnya.

Hasil wawancara ini akan membantu peneliti untuk mengembangkan media pembelajaran di sekolah dasar.

* Required

- 1. Nama*
- 2. Instansi *
- 3. Apakah Ibu/Bapak pernah menggunakan media pembelajaran di kelas? *
- 4. Media pembelajaran apa saja yang pernah Ibu/Bapak gunakan di kelas? *
- 5. Apakah Ibu/Bapak pernah menggunakan video sebagai media pembelajaran? *
- 6. Bagaimana penerapan media pembelajaran di kelas? *

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3/21/2021

7. Bagaimana kriteria video pembelajaran yang sesuai dengan karakteristik siswa? *

- 8. Seberapa sering Ibu/Bapak memberikan pekerjaan rumah? *
- 9. Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa?*



https://docs.google.com/forms/d/1Ss8T9mtZx4_2HF8PTCY9gRrPvTP8fMo56obPHg1El8c/edit

No	Pertanyaan
	Apakah Ibu/Bapak pernah menggunakan media pembelajaran di kelas?
1	Answer:
	• Ya: 75%
	• Tidak: 25%
	Media pembelajaran apa saja yang pernah Ibu/Bapak gunakan di kelas?
2	Answer: Flashcard: 50%
	 Flashcard: 50% Video: 50%
	Apakah Ibu/Bapak pernah menggunakan video sebagai media pembelajaran?
3	Answer:
	• Ya: 50%
	• Tidak: 50%
	Bagaimana penerapan media pembelajaran di kelas apakah sudah optimal?
4	Answer:
	 Ya: 50% Tidak: 50%
	Bagaimana kriteria video pembelajaran yang sesuai dengan karakteristik siswa?
	Answer:
5	 video must contains exercise & homework: 25% content in the video must be relevant with the syllabus: 25%
	 video must be in simple language: 25%
	• video must be attractive (characters, sound & display): 25%
6	Seberapa sering Ibu/Bapak memberikan pekerjaan rumah?
	Answer:
	• Sering: 50%
	 Kadang-kadang: 25% Selalu: 25%
7	Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa?
	Answer:
	 make simple sentences: 50% answer the question in the LKS (Lembar Karia Signa): 25%
	 answer the question in the LKS (<i>Lembar Kerja Siswa</i>): 25% give project (drawing or make a video): 25%
	6 · · · · · · · · · · · · · · · · · · ·

Appendix 3 The Results of Teacher's Interview

No	Pertanyaan
1	Bagaimana guru memulai pembelajaran di kelas?
2	Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas?
3	Apakah guru memberikan penjelasan materi sebelum memberikan PR (pekerjaan rumah)?
4	Apakah guru menggunakan media (gambar/video) saat menjelaskan materi?
5	Jenis media seperti apa yang paling kamu sukai selama belajar daring?
6	Video pembelajaran seperti apakah yang kamu sukai? Menggunakan video animasi saja / video penjelasan guru / kombinasi anatara keduanya?



Appendix 5 Online Student's Interview Guide in Google Form

3/21/2021

Wawancara Terhadap Siswa Sekolah Dasar Mengenai Penggunaan Media Pembelajaran Selama Pandemi

Wawancara Terhadap Siswa Sekolah Dasar Mengenai Penggunaan Media Pembelajaran Selama Pandemi

Setelah menonton video animasi pembelajaran, isilah pertanyaan dibawah ini dengan jujur.

* Required

- Nama *
- 2. Kelas *
- 3. Sekolah *

4. Bagaimana guru memulai pembelajaran di kelas? *

- Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas? *
- Apakah guru memberikan penjelasan materi sebelum memberikan pekerjaan rumah? *

https://docs.google.com/forms/d/1ESi0juUSOj-X56VtNFMPOwNnu2lhvQD1J3Ucp761TvM/edit

3/21/2021 Wawancara Terhadap Siswa Sekolah Dasar Mengenai Penggunaan Media Pembelajaran Selama Pandemi 7. Apakah guru menggunakan media saat menjelaskan materi?* 8. Jenis media seperti apa yang paling kamu sukai selama belajar daring?* 9. Video pembelajaran seperti apakah yang kamu sukai? Menggunakan video animasi saja / video penjelasan guru / kombinasi anatara keduanya?* This content is neither created nor endorsed by Google. **Google** Forms

No	Pertanyaan
1	Bagaimana guru memulai pembelajaran di kelas?
	Answer: • teacher immediately gave an explanation of the material: 70%
	• the teacher sing a song: 13%
	the teacher gave pictures: 13%the teacher gives a story: 4%
2	Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas?
	• Yes: 100%
3	Apakah guru memberikan penjelasan materi sebelum memberikan PR (pekerjaan rumah)?
	 Yes: 40% No: 60%
4	Apakah guru menggunakan media (gambar/video) saat menjelaskan materi?
	• No: 70%
	• Yes: 20%
	• Sometimes: 10%
5	Jenis media seperti apa yang paling kamu sukai selama belajar daring?
	 Video: 86% Pictures: 14%
6	Video pembelajaran seperti apakah yang kamu sukai? Menggunakan video animasi saja / video penjelasan guru / kombinasi anatara keduanya?
	• combination videos of animation and teacher explanations: 80%
	 video with animation only: 14% video with teacher' explanation only: 6%

Appendix 7	7 Syllabus	for 4 th Grade	Elementary	School in	Buleleng Regency
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Saladat		invoducing (my	Self.) SILABUS				
Sekolah Kelas Mata Pelajaran Semester Standar Kompetens	: BA : Bahas : I : (Berkomun berinteraks konsep gre a. Mende Memat b. Berbic Mengu c. Memby	seting, objects, number, alphabe ingarkan nami instruksi sangat sederhana ara ngkapkan instruksi dan informa: aca	dengarkan, berbicara, membaca, da li tema yang disarankan: perkenala at, acibon) a dengan tindakan dalam konteks k si sangat sederhana dalam konteks pat sederhana dalam konteks kelas	elas	junakan untuk , dan sekolah, denga	n	
	Mange	ja dan menyalin tulisan bahsa Ir	nggris sangat sederhana dalam kon	teks kelas	Penilaian	Valueran	
Kompetensi Dasar 1. Perkenalan Mendengarkan	Pokok/ Pembelajaran Ungkapan guru dan siswa: Good morning	Kegiatan Pembelajaran Mendengarkan • siswa mendengarkan	Indikator .	Teknik	Bentuk Instrumen	Contoh Instrumen	Alokasi Waktu
1.1.1Merespon instruks sangat sederhana secara verbal dalam konteks kelas (identitas sesorang)	Good afternoon Good evening Good bye How are you Fine, thank you My name is What is your name? How do you do? Nice to meet you	ungkapan yang disampaikan guru siswa menjawab pertanyaar yang diberikan secara lisan berhubungan dengan identitas	1.1.1. Siswa mendengarkan ungkapan-ungkapan salam. 1.1.2. Siswa dapat memahami	Tugas individu	Tes Islan, tes identifikasi	Fill in the blanks.	
Berbicara 1.2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutura mengenalkan diri,	How do you spell it?	Berbicara siswa mengucapkan lafal dengan benar tentang salam dan perkenalan siswa melakukan percakapan secara berpasangan siswa menemukan makna kata 	 Berbicare Siswa dapat memahami fungsi- fungsi ungkapan. Siswa dapat merespon perkenalan. Siswa dapat meggunakan ungkapan-ungkapan dalam percakapan. 	Tugas berpasangan	Tes performance	Make a dialogue and practice it with your pair. Give response orally.	
memberi salam/sapaan, salam perpisihan, dan	and the second s	atau kalimak yang ada dalam dialog	1.2.4. Siswa dapat menganalisa	CAL			
	A A A A A A A A A A A A A A A A A A A		1.2.4. Siswa dapal menganalisa	Q (D -		1
selem perpiséhan, den Kompetensi Dasar	Materi Pokok/ Pembelajaran	dialog Kegiatan Pembelajaran	1.2.4. Siswa dapat menganalisa	C C	Penilalan Bantuk Instrumen		Alokasi Su Waku Be
selem perpiséhan, den	Pokok/ Pembelajaran Teks/dialog pendek tentang gperkenalan	disiog	1.2.4. Siswe dapat menganalisa	Teknik	Bentuk	Contoh Instrumen Choose the correct answer A, B, C, or D Arrange the words below into good	
Kompetensi Dasar manberi aba-aba 1.3 Membaca nyari dengan malataka salabet dan ucepe yang lepat yan ada kalimat sang asderhana 1.4 Menulis	Pokok/ Pembelajaran Teksidalog pendek lentang gorirkendan Kata-kata, dan kalimat tentang porkinalian dan salam Tata bahasa 1 j. penggunaan to be 2 penggunaan to be 3 jenggunaan sobjek 2 penggunaan sobjek 3 jenggunaan pokeskie promoun (my, your) 4. Pertanyaan dengan what 5. pertanyaan dengan what	disigg Keglatan Pembelajaran sisva manyebutan tokoh- tokoh yang ada dalam dialog Membaa sisva manyebutan tokoh- tokoh yang ada dalam dialog Membaa sisva membaa wacana yang disiritan dengan intonsi dan liafi yang paar sisva membaa wacana yang diselitan dengan intonsi dan liafi yang paar sisva menjawab pertanyaan tentang bacaan tersebut Menulia Sisva menyalin kalimat atau dialog perang perkemiain dalam baja Inggris dengan giang penar sisva menyajin kalimat atau rating bacaan tersebut mang penar sisva menyajin kalimat atau rating disediatan dela rating disediatan dela rating disediatan dela	I.2.4. Siswe dapat menganalisa Indikator sebuah percakapan pendek. 1.3.1 Membaca 1.3.1 Membaca 1.3.1 Membaca 1.3.2 Meremban identitis pada teks bertuis. 1.3.2 Meremban identitis pada teks bertuis. 1.3.4 Siswe dapat menahami isi teks.	Teknik	Bentuk Instrumen	Contoh Instrumen Choose the correct answer A, B, C, or D Arrange the words	

	and the second second	All and a second second			Penilaian		Ålokasi	· Sumb
Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Bela
konteks kelas (hubungan keluarga)	What is your mother's name? Who is Mary? She is John's mother Dialog søderhana berhubungan dengan pokok behasan.	Berbicara • sisve mengucapkan lafal dengan benar tentang salam dan parkanalan • sisva melakukan percakapan atau kalmat yang ada dalam dialog • sisva mengebutkan bich- bich yang ada dalam diado	22 Berbicara Menggunakan bahasa Inggris sederhana: 2.1. Mersepon pemberian dengan ucapan terimaksah 2.2.2.Meninta madi karena melakukan kesalahan 2.2.3.Melarang temannya melakukan sesuatu 2.2.4.Menggiak melakukan sesuatu	Tugas berpasangan murekpen partenya bertenya Hy h manjanané pa	Performance last a con tty Warma cos . kacluarga uternyaran tty	Make a dialogue and practice it with your pair. Give response orally. Koc br a - J 4 Choose the best answer, a, b, c, or d.		
2.3 Membaca 2.3.1 Membaca nyain dengan melataka alfabet dan ucapa yang tapat yan melabakan kata, fras- dan kalimat dan pasa addinat dan pasa artulis sangat sederha 2.4 Menulia	n G B n n Kalimat-kalimat yang	 syaa mempera yacan yang diperkan dengin inicinali dan lala yang benar sisawa dibinding guu mencari manan kata atau kalamit dalam wacana sisawa menemukan informasi yang teruruk dalam wacana Sisawa mengeng pertanyaan becam sisawa mendisi kata-kata atau beran mendisi kata-kata atau beran mendisi kata-kata atau beran se kata beran mendisi kata-kata atau beran se kata beran mengisi kata-kata atau beran mendisi kata-kata atau beran mendisi kata-kata atau beran se kata beran mendisi kata-kata atau beran mendisi kata-	2.3.4 Menulis	Tugas Individu Task	tes pilihan ganda Penugasan	3 Write down the word mother, father, siste etc		
2.4 Menulis 2.4.1 Mengeja ujara b.lnggris ' sang sedrihana secara tep dan berterima denga tanda baca yang ben	anberhubungan dengan keluarga at atKosa kata ar Father, mother, children,	Indicate and achanges topland	2.4 Menulis 2.4.1 Menuliskan kata-kata atau kalimat tentang keluarga dengan ejaa yang benartepat	n				

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Penilalan Bentuk Instrumen	Contoh Instrumen	Alokasi Waktu	Sumber Belajar
rasa dan kalimat sangat sederhana	grandmother Tata Bahasa I. A postrophe 's (misal: Mudi's mother) 2. subject pronoun he and she 3. possessive pronoun his and her 4. Pertanyaan dengan viho' yang menanyakan subject (misal: Who Is All's				A		4 JP	Grow with
	mother?)	XAA	A A			1		English Sumber-sum lain yang relevan
3. Sekolah 1 3.1 Mendengarkar 1.1 Menson dengi indakan seca berteima dalam konte kelas (perinta permintaan di arangan) 3.2 Berbicara 3.2.1 Bercakap-cakap	an Point to the (book, part, chait, etc) Draw a book, a pen, etc. Match the pictures with the words an Write the word 'pen' May I have the pen? Please take the pen.	ungkapan yang disampalkan guru siswa melakukan	3.1 Medengarkan 3.1.1 Menapon secara faik taniang petritah 3.1.2 Menespon perminikan 3.1.3 Menespon larangan	Tes classical Tes individual	Penugasan	Act out.	4 JP	Grow v Englist Sumbe sumbe yang releval
untuk menyertai tindakan secara berterima'yang melibatkan tindak tutu meminta bantuan, nama-nama benda, meminta barang dan	Ungkapan Siswa dan Guru This Is That Is What is this? What is that? Is this (a chalk)	 siswa mandengarkan contoh dialog yang dibacakan guru siswa mangucapkan lafal yan benar sesuai dengan yang telah diajarkan siswa melakukan percakapan 	verbal dengan kalimat singkat	ara	Tes performance			

	Section State			Contract States	Penilaian		Alokasi	Sumb
Kompetensi	Materi Pokok/ Pembelajaran	Keglatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Çontoh Instrumen	Waktu	Belaj
Dasar	Is that (a table) Yes. It is/ No, It is not Could you please take me the chaik? ← May I have a pencil for me? Here you are.	dengan pasangannya	verbal dengan kalimat negative 3.2.4 Menggunakan meminta barang dan merespon dengan ungkapan member barang					
3.3 Membaca 3.3.1 Membaca nyaring dengan melafakan afabet dan ucapar melibatkan kata, frasa dan kalimat sanga asadarhana 3.3.2 Memaham kalimat dan pesar tertulis sanga	Teks pendek tentang sekolah	 siswa membaca wacana yang diborikan dengan itolasi dan latal yang benar siswa dibimbing guru mencari makna kata etau kalimit dalam wacana siswa menemukan jeformasi yang tertawa dalam wacana Siswa menjewab pertanyaan bacaan 	3.3.1 Membaca nyanng 3.3.2 Menemukan makna kata, atau kailamat dalam wacana	Tes individu	Tes islan	Fill in the blanks		
sederhana 3.4 Menulis 3.4.1 Mengeja dar menyalin kalimat sanga sederhana dalerr konteks kelas		sedehana dengan kosakata yang telah diajarkan	3.4 Menulis 3.4 1 Mengutip kata-kata tentang obje di sekolah dengan ejaan yang benar	Tugas individu	penugasan	Kutplah kata-kata yan berhubungan denga objek yang ada o sekolah pada wacari berikut.	1 E	

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Penllalan Bentuk	Contoh	Alokasi	Sumbe
4.1 Mendengarkan 4.1 Merespon dengan indakan sesuai instruksi secara berterima dalm konteks kelas 4.1.2 Merespon	1. Come in 2. Sit down 3. Clean the blackboard 4. Draw a map 5. Sweep the floor	 siswa mendengarkan ungkapan yang disampaikan guru siswa melakukan perintah/petunjuk yang dilakukan secara lisan siswa menjawab pertanyaan 	4.1 Mendengarkan 4.1.1 Mercepon instruksi di dalam kelas secara fisik 4.1.1 Mercepon instruksi sederhana secara verbal	Tugas individu	Instrumen Tes lisan	Act out.	Waktu	Belaja Grow w English Sumbe sumber yang relevan
Instruksio sangal sederhana secara verbal dalam konteks kelas		yang diberikan secara lisan	C SUIL					
4.1 Berbicara 4.1.2 Barcakap-cakap untuk meminta memberi informas secara berterima yang melibatkan tindak tutur: berterima kasih, meminta maaf, member maaf, melarang, memuji, dan mengajak.	Ungkapan 1. Thank you 2. Thank you for the book 3. Lam sorry 4. Don't lake the book 5. Good! 6. Great! 7. Let's clean the room	siswa mengucapkan dengan lafal yang benar ungkapan- ungkapan yang diajarkan siswa menjawab secara lisan pertanyaan yang diberikan guru siswa melakukan percakapan dengan pasangannya tentang hah-hal yang terkat dengan sekolah	42 Berbicara Menggunakan bahasa Inggris sedaritima dalam: 4.2.1Merespon pemberian dengan ucapan terimakasih 4.2.2Meninta maaf karena melakukan kesalahan 4.2.3Melarang ternannya melakukan sesuatu 4.2.4Mengjajak melakukan sesuatu	Tugas individu Tugas berpasangan	Tes performance	Give response orally. Make a short paragraph and practice it		
4.3 Membace T 1.3.1 Membaca nyaring lengan melafaikan ilfabet dan ucapan ang lepat yang nelibatkan kata, frasa, an kalimat sengat	eks berbentuk dialog Tentang kelerlambatan siswa ke sekolah	 siswa membaca wacana yang diberikan dengan intonasi dan lafal yang benar siswa dibimbing guru mencari makna kata atau kalimat dalam wacana siswa menemukan informasi 	4.3 Membaca 4.3.1 Membaca ayaring 4.3.2 Menemukan makna kata, atau kalamat dalam wacana 4.3.3 Menemukan informasi yang tersurat dalam wacana 4.3.4 Menjawab pertanyaan yang berkalian dengam wacana	Tes tulis	Uji petik produk	Answer the following questions. Match the following pictures with the name. Choose the best answer, a, b, c, or d. Copy the sentences to		
aderhana 1.3.2 Mernaham alimat dan pesan artulis sangal ederhana	* .	siswa menengkan informasi yang tersurat dalam wacana Siswa menjawab pertanyaan bacaan				your exercise book. Complete the following sentences		

Penilaian Bentuk Instrumen Alokasi Waktu Sumber Belajar Contoh Teknil Kegiatan Pembelajaran Indikator Materi Pokok/ Kompeter Dasar siswa menyalin paragraf atau dialog sederhana tentang hai-hal yang berhubungan dengan sekolah dalam bahasa inggris dengan ejaan yang benar siswa melengkapi kalimat dengan ungkapan yang telah dialarkan Pembelajaran Menulis a. Menyalin dialog b. Melengkapi ungkapan d kata-kata yang tepat 4.4 Menulis 4.4.1 Menya Come, sit, do, draw, c write, throw, late, well enga bahasa 1. Kalimat perintah 2. kalimat larangan SILABUS SD No. 1,2,5 Banyua IV Bahasa Inggris dalam kelas melalui tema yang : Berkomunikasi lisan dan tulis, yakni mende disarankan: kelas, pakaian, binatang, rumah, de yang digunakan untuk be alphabet, action, dan time. acts, color, n Penilaian Bentuk Alokasi Waktu Şumber Belajar Contoh Instrumen Materi Pokok/ mbelajaran Teknik Indikator Kegiatan Pembelajaran Grow with English Sumber-sumber lain yang relevan Fill in the blank Tes simulasi uji petik prosedur s unjuk kerja Mendengarkan Melaksanakan instruksi untuk melaksanakan kegiatan belajar dalam kelas dengarkan wacana ata ngkapan yang guru tepat dan benar yang es uniuk kerja Tes simulasi, uji petik prosedur dan produk Make a dialogue and practice it with your pair. Give response orally ngan ungkapan yai verbal de ingkal an lafal yang jan yang telah d Rewrite the paragraph with your own words. Me a. tang kegialan as a. manemukan informasi rinci pada dialog/teks b. Menemukan makna kata/fras pada teks/dialog ÷ siswa mendengarkan waca dibacakan guru Siswa dapat membaca den

	11.6.4 T		The second s		Penilaian	and the second s	Alabart	
Kompetensi	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Alokasi Waktu	Sumber Belajar
Menulis Menulis dengan kala-kata yang berkalian dengan kejatan di dalam kelas		Intonai dan lafal yang banar Siawa menciri makna kata atau kalimat yang ada dalam bacaan atau wacan Siawa menjawab pertanyaan bacaan atau wacana siawa menyalin paragraf atau dialog adamana yang mengandung ungkapan tentahu dengan ejaan yang benar siawa menulis kalimat sederhana dengan ungkapan yang telah diajarian	1.4 Menulis a. Mengulip perintah b. Mengulip permintaan G. Menulis permintaan d. Menulis permintaan	Portfolio	Dokumen karja siswa	Rewritre the sentences to your exercise book. Make sentences by using the following words.	4.19	
2. Kegiatan di dalam Kelas (2) Mendengarkan Mendengarkan instruksi yang barkailan dengan kegiatan di dalam kelas	A. Ungkapan Guru: This is a picture of a school. Point to the wall Point to the wall Point to the door Point to the window Take your paper, please.	 siswa mendengarkan ungkapan- ungkapan yang disampaikan guru siswa mampu menjawab pertanyaar dengan tepat dan benar yang diberikan guru siswa melakukan instruksi yang diberikan secara lisan 	Mendengarkan Melaksanakan instruksi untuk melakukan kegiatan di dalam kelas	Tes unjuk kerja	Tes simulasi uji petik prosedur	Fill in the blank spaces.		 Grow with English Sumber- sumber la yang rele
Berbicara Bercakap-cakap dalam kegiatan belajar di kelas	Take your pencil. Take your crayon Show me the red crayon Show me the blue one Now draw a school Color the roof brown Colour the door red Ungkepan Siswa 1. May I color the door	siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar siswa mencari pasangan siswa membuat dialog singkat sesuai dengan situasi yang diberikan guru siswa melakukan percakapan pendek dengan pasangarnya	Berbicara a. Mersspon permintaan b. Minta izin melakukan sesuatu c. Mersegon (memberikan izin sesuai dengan permintaan) d. Mersepon (blak memberi izin untuk melakukan) Membaca		Daftar pertanyaan	Give response orally		
Membaca Memahami isi teks tentang kegiatan di kelas	yellow? 2. May I use pen? 3. May I borrow your pencil 4. Kose kata Come, sit, take, draw, color, show, point to, use, borrow, picture, school, door,	 siswa mendengarkan wacana yang dibacakan guru Siswa dapat membaca dengan intonasi dan lafal yang benar Siswa mencari makna kata alau 	a. Menemukan informasi rinci	sa Tes tulis	Tes islan, tes uralar	Answer the followin questions. Match the following pictures with the name.		

		and the second second second second			Penilalan		Alokast	Sumber
Kompetensi	Materi Pokok/	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu '	Belajar
Dasar Menulis Menulis dengan kata-kata yang berkaitan dengan keglatan di dalam kelas	Pembelajaran window, wali, roof, floor, black, white, roof, floor, green, yellow Tala Bahasa Kalimat tanya dengan kata 'may'	kalimat yang ada dalam bacaan atau wacana Siswa menjawab portanyaan bacaan atau wacana siswa menyalan paragraf atau dialog sederhana yang mengandung ungkapa tertentu dengan ejaan yang banar siswa menulis dialog sederhana	Menulis a. Menguip permintaan izin b. Menulis permintaan izin	Tugas individu		Copy the sentences to your exercise book. Make sentences by using the following words.		
3. Pakaian Mendengarkan instruksi	A. Ungkapan Guru: 1. Point to the (shirt).	dengan ungkapan yang telah diajarkan siswa mendengarkan ungkapan- ungkapan yang disampaikan guru siswa mennu menjawab pertanyaa	3.1 Mendengarkan Merespon instruksi sederhana secara fisik	Tes unjuk kerja	Tes simulasi uji petik prosedur	Fill in the blank spaces.	4 JP	 Grow Englis Sumb sumb yang
Berbicara Bertanya jawab tentang pakaian	 Take the (shift). Draw (shift). Draw (shift). Match the pictures with the words. Which one is a shift? Ungkapan Siswa What is this? What cools is the shift? What cools is the shift? The shift is (blue, while, etc). Taks pendek tentang pakalan 	dengan tapat dan benar yang diberkan grur siswa melatukan instruksi yang diberikan secara lisan siswa mengucapikan ungkapan ya diajarkan dangan lafal yang benar siswa mendura diadog singkat siswa melakukan percakapan pendak dongan pasanganya	9 3.2 Barbicara Menggunakan bahasa Inggris sodarhanaruntuk a. Mereson pertanyaan tentan pakaian b. Mereson pertanyaan tentan	ing	Tes simulasi, uji peti prosedur dan produk	Give response orally		
Membaca a. Memahami teks tentan gakalan b. Membaca	 Kosa kala Biouse, bell, skirt, sandals, shorts, shoes, socks, hat, lie trousers, red, brown, green, grey, blue, orange, pink, yellow, white, black, purple. Tata Bahasa kalimat nominal, conto The shirt is blue. 	siewa mendengarkan wacana ya	wama pakaian secara verba G. Bertanya tentang lenis paka d. Bertanya tentang wama pakaian 3.3 Membaca a. Menemukan informasi terte pada teks tentang wama pakaian b. Membaca nyaring dengan	ian entu Tes tulis	Tes isian, les urai	an Answer the followin questions. Match the followin pictures with the name.		

	Kompetensi Dasar	Materi Pokok/	Keglatan Pembelajaran	Indikator	Teknik	Penilaian Bentuk	Contoh	Alokast Waktu	Sumbe Belaja
	Menulis Menulis kata- kata tentang pakalan	Pembelajaran	atau wacana Siswa menjawab pertanyaan bacaan atay wacana sadartana yang mengandung ungkapan tertentu dengan ejaan yang benar sadortana kang mengandung ungkapan tertentu dengan ejaan sadortana dengan bantuan gambar	3.4 Menulis a. Menyalin kata-kala tentang pakalan dengan ejaan yang benar b. Manulis kata-kala sesual gambar	Portfolio	Instrumen Dokumen kerja siswa	Instrumen Copy the sentences to your exercise book. Make sentences based on the picture.		. evide
4	Binatang Mendengarkan Instruksi dan pertanyaan	 A. Ungkapan Gunu: Point to the picture of a cow Match the picture with the word: a. Which one is a cat? b. What picture is number one? c. Draw a picture of d. Color the cat white 		 Mendengarkan - Mensgon instruksi sederhana - secara fisik tentang binatang - Mensgon pertanyasan dengan jerwaban singkat atau menunjuk nomor 	Tes unjuk kerja	Tes simulasi uji petik prosedur	Fill in the blank spaces.	4JP	 Grow Engli Sum sumi yanç
	Berbicara Teribat dalam percakapan tentang binatang a. Nama b. Jumlah c. Warna	 Ungkapan Siswa dan Guru What animal is it? It is a cat What color is the cat? It is white How many cats do you have? One cat Teksicialog pandek tentang binatang 	siswa mengucapkan kosakala yang diajarkan dengan laril yang benar siswa menebuat dialog singkat yang berhubungan dengan binatang peliharaannya masing-masing siswa melakukan percakapan pendek dengan pasangannya	 Berbicara Menanyakan nama binatang MeréBon pertanyakan dengan menyebutkan pama binatang Menanyakan jumlah binatang dengan singkat Menanyakan warna binatang 	Tes lisan ·	Daftar pertanyaan	Give response orally		
	D. Aembaca a. Menemukan informasi	Kosa kala Cal, rabbil, horse, bird, buffalo, pig, dog, duck, goose, cow, sheep Tata Bahasa 1. Kata nominal dengan	siswa mendengarkan wacana yang dibacakan guru Siswa dapat membaca dengan intonasi dan lafal yang benar Siswa mencari makna kata alau kalimat yang ada dalam bacaan	 4.3 Membaca Menemukan informasi tertentu pada teks tentang binatang Membaca nyaring teks tentang binatang dengan ucapan yang berterima 		Tes menjodohkan, pilihan ganda	Match the following pictures with the name. Choose the best answer, a, b, c, or		
-	. de la	2.	Vbr	- AAA	2	1		197	
1	Kompetensi Dasar	Pokok/	Keglatan Pembelajaran	Indikator	9.1	22			
F	Dasar lertentu pada teks tentang binatang	Pembelajaran kata petunjuk this dan that	atau wacana Siswa menjawab pertanyaan bacaan atau wacana	invikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Belaja
	b. Membaca nyaring teks tentang	 Kalimat verbal simple present tense dengan kata kerja have kalimat tanya dengan 	5/10	E) (a)		12	Copy the sentences to your exercise		
	binatang Menulis Menulis kata- kata tentang binatang dengan ejaan yang benar	how many	siwa menyain paragraf atau dialog sederhana yang mengandung ungkapan leftantu dengan ejaan yang benar- siswa menulis paragraf sederhana dengan kata-kata yang telah diajarkan	 4.4 Menulis a. Mengutip kalimat pertanyaan dan pernyataan b. Menulis kala-kata tentang binatang dengan ejaan yang benar 	Portfolio	Dokumen kerja siswa	book. Make sentences by using the following words.	1.	
	1		2 h	Mart			1	14	
				TOLK					

Appendix 8 Blueprint Before Revision for Topic 1: Activities in the

Classroom

Learning Method: Project-based Learning

Topic: Activities in the classroom

Basic Competency

2.1.Listening

Listen to the instruction that relates with the activities in the classroom.

2.2.Speaking

Converse in learning activities in the classroom.

2.3.Reading

Understand the contents of the text that related with activities in the classroom.

2.4.Writing

Write sentences that relates with the activities in the classroom.

Indicators

2.1.Listening

Students are able to the instruction that relates with the activities in the classroom.

2.2.Speaking

Students are able to converse in learning activities in the classroom.

2.3.Reading

Students are able to understand the contents of the text that related with activities in the classroom.

2.4.Writing

Students are able to write sent	ences that relates	s with the	activities	in the
classroom.				

Duration of the Video

The duration of the video: ± 10 minutes

Opening

Presenter: Hello students. How are you today? You are good? I hope you are always in good condition. Before we start our lesson today. I want to ask you. Do you like sing a song? Yes? Good students. Let's sing a song together. Please follow me. "Listen to me, listen, listen, listen. Open the window, open the window. Close the door, close the door. Clean the whiteboard, clean the whiteboard. Now, sit down please, sit down please.

Open your book, open, open, open." Yeah we already sing a song together. Do you know what does the song tells about? Activities. Great. The song tells about activities in the classroom. So, do you know what we will learn today? Alright, we will learn about activities in the classroom. Let's learn together.

Main Activity

Presenter: Now please watch the conversation from teacher, Dedi, and Sinta. Please remember all the activities that mention in the conversation.

Dialog

Teacher: Students sit down please.

Students: Yes ma'am.

Teacher: Students can you help me to clean the whiteboard?

Dedi: Yes ma'am.

Teacher: Please come in and clean the whiteboard.

(Dedi clean the whiteboard)

Teacher: Students please take your book from your bag. Everyone, are you

ready with the book?

Students: Yes ma'am.

(All students opened their book)

Teacher: Now please open your book and then what you are going to do is

drawing a circle.

Students: Yes ma'am.

Start with the Essential Question

Presenter: Students do you still remember all the activities that mention in the conversation before?

Now please look at this. What is the activity? Sit down? Excellent. Please repeat after me, sit down. Good.

And then look at this. What is the activity? Come in? Yes, good students.

Please repeat after me, come in.

Then look at this. What is the activity? Clean the whiteboard? Great. Please repeat after me, clean the whiteboard.

And then, what is the activity? Take the book? Excellent. Please repeat after me, take the book.

How about this, what is the activity? Open the book? Good job students. Please repeat after me, open the book.

And then how about the last one, what is the activity? Draw a circle? Yes, great students. Repeat after me, draw circle.

So, the activities that mention in the dialog are sit down, come in, clean the whiteboard, take the book, open the book, and draw a circle.

Presenter: Students, do you like to play games? Yes? Good job. So now, we will play games. I will give some activities and you will guess what are the activities.

1. A: Open the door.

Presenter: Students, which video that show open the door? A or B? (*Show videos, A. Open the window, B. open the door*) B? Excellent. Please repeat after me, open the door.

2. A: Draw a line.

Presenter: Students, which video that show draw a line? A or B? (*Show videos A. Draw a line, B. Draw a circle*) B? No. This activity is drawing a circle. The answer is A. Draw a line. Repeat after me, draw a line.

3. A: Please clean the whiteboard.
Presenter: Students, which video that show clean the whiteboard? A or
B? (Show videos, A. Clean the whiteboard, B. Write the whiteboard)
Repeat after me clean the whiteboard)

4. A: Please put the bag.

Presenter: Students, which video that show put the bag? A or B? (*Show videos, A. Take the bag, B. Put the bag*) A? No. A is for take a bag. So, put the bag is B. Please repeat after me. Put the bag.

5. A: Please open the book.

Presenter: Students, which video that show open the book? A or B? (*Show videos, A. Open the book, B. Take the book*) A? Great students. Please repeat after me. Open the book.

Design a plan for the project

Presenter: Okay students, now I will give you a home work. Please listen carefully. Please make your own video about five activities that you usually do in the school with your action. You say that and you do it. I will give the example of the video. Please watch this example.

Create a schedule

Presenter: I will give you 3 days to finish your homework.

Monitor the students and the progress of the object

Presenter: When you have some questions, please ask to your teacher. After 3 days left, you will submit your homework to your teacher.

Closing

Presenter: Okay students, what did you learn from this lesson? Good, you have learned about activities in the classroom. How do you feel while learn this video? *give a second to think* You are interested with this topic? Are you enjoy to do the task? You are excited to finish the project? Good job students. Alright students, we already finish this lesson. Good bye.

Learning Method: Project-based Learning
Topic: Activities in the classroom
Basic Competency
2.5.Listening
Listen to the instruction that relates with the activities in the classroom.
2.6.Speaking
Converse in learning activities in the classroom.
2.7.Reading
Understand the contents of the text that related with activities in the classroom.
2.8.Writing
Write sentences that relates with the activities in the classroom.
Indicators
2.5. Listening
Students are able to the instruction that relates with the activities in the classroom.
classiooni.
2.6.Speaking
Students are able to converse in learning activities in the classroom.
Students are use to converse in building dedvices in the emissionin
2.7.Reading
Students are able to understand the contents of the text that related with
activities in the classroom.
2.8.Writing
Students are able to write sentences that relates with the activities in the
classroom.
Duration of the Video
The duration of the video: ± 10 minutes
Opening
Presenter: Hello students. How are you today? You are good? I hope you are always
in good condition. Before we start our lesson today. I want to ask you. Do you like
sing a song? Yes? Good students. Let's sing a song together. Please follow me.
"Listen to me, listen, listen, listen. Open the window, open the window. Close the
door, close the door. Clean the whiteboard, clean the whiteboard. Now, sit down
please, sit down please. Open your book, open, open, open." Yeah we already sing
a song together. Do you enjoy it? Yes? Good job students. Do you know what does
the song tells about? Activities. Great. The song tells about activities in the
classroom. So, do you know what we will learn today?Alright, we will learn about

Appendix 9 Blueprint After Revision for Topic 1: Activities in the Classroom

Presenter: Now please watch the conversation from teacher, Dedi, and Sinta. Please remember all the activities that mention in the conversation.

Main Activity

activities in the classroom. Let's learn together.

Dialog

Teacher: Students sit down please.

Students: Yes ma'am.

Teacher: Students can you help me to clean the whiteboard?

Dedi: Yes ma'am.

Teacher: Please come in and clean the whiteboard.

(Dedi cleans the whiteboard)

Teacher: Students please take your book from your bag. Everyone, are you ready with the book?

Students: Yes ma'am.

(All students opened their book)

Teacher: Now please open your book and then what you are going to do is drawing a circle.

Students: Yes ma'am.

Start with the Essential Question

Presenter: Students do you still remember all the activities that mention in the conversation before?

Now please look at this. What is the activity? Sit down? Excellent. Please repeat after me, sit down. Good.

And then look at this. What is the activity? Come in? Yes, good students. Please repeat after me, come in.

Then look at this. What is the activity? Clean the whiteboard? Great. Please repeat after me, clean the whiteboard.

And then, what is the activity? Take the book? Excellent. Please repeat after me, take the book.

How about this, what is the activity? Open the book? Good job students. Please repeat after me, open the book.

And then how about the last one, what is the activity? Draw a circle? Yes, great students. Repeat after me, draw circle.

So, the activities that mention in the dialog are sit down, come in, clean the whiteboard, take the book, open the book, and draw a circle.

Presenter: Students, do you like to play games? Yes? Good job. So now, we will play games. I will give some activities and you will guess what are the activities.

6. A: Open the door.

Presenter: Students, which video that show open the door? A or B? (*Show videos, A. Open the window, B. open the door*) B? Excellent. Please repeat after me, open the door.

7. A: Draw a line.

Presenter: Students, which video that show draw a line? A or B? (*Show videos A. Draw a line, B. Draw a circle*) B? No. This activity is drawing a circle. The answer is A. Draw a line. Repeat after me, draw a line.

8. A: Please clean the whiteboard.

Presenter: Students, which video that show clean the whiteboard? A or B? (*Show videos, A. Clean the whiteboard, B. Write the whiteboard*) Repeat after me clean the whiteboard)

9. A: Please put the bag.

Presenter: Students, which video that show put the bag? A or B? (*Show videos, A. Take the bag, B. Put the bag*) A? No. A is take a bag. So, put the bag is B. Please repeat after me. Put the bag.

10. A: Please open the book.

Presenter: Students, which video that show open the book? A or B? (*Show videos, A. Open the book, B. Take the book*) A? Great students. Please repeat after me. Open the book.

Design a plan for the project

Presenter: Okay students, now I will give you a home work. Please listen carefully. Please make your own video about five activities that you usually do in the school with your action. You say that and you do it. I will give the example of the video. Please watch this example.

Create a schedule

Presenter: I will give you 3 days to finish your homework.

Monitor the students and the progress of the object

Presenter: When you have some questions, please ask to your teacher. After 3 days left, you will submit your homework to your teacher.

Closing

Presenter: Okay students, what did you learn from this lesson? Good, you have learned about activities in the classroom. How do you feel while learn this video? *give a second to think* Are you interested with this topic? Do you enjoy to do the task? Are you excited to finish the project? Good job students. Alright students, we already finish this lesson. Good bye.

Appendix 10 Blueprint Before Revision for Topic 2: Clothes

Learning Method: Project-based Learning	
Topic: Clothes	
Basic Competency	
2.9.Listening	
Listen to the instruction that relates with clothes.	
2.10. Speaking Ask questions about clothes	
Ask questions about ciones	

2.11. Reading - Understand the text about clothes - Read a text 2.12. Writing Write some words about clothes. Indicators 2.9.Listening Students are able to identify someone's explanation about the clothes. 2.10. Speaking Students are able to response the question about clothes. 2.11. Reading - The students are able to understand the text about clothes. - The students are able to read a sentence about clothes. 2.12. Writing The students are able to write their own clothes. Duration of the Video The duration of the video: ± 10 minutes Opening Presenter: "Hello students. How are you today? Good? Alright. What do you wear today? For the girls, do you wear shirt, skirt, and belt? And for the boys do you wear shirt, pants, and belt? Yes? Good students. So, do you know what we will learn about? Good, job, so today we will learn about clothes. Main Activity Start with the Essential Ouestion Now, please look at my sister, her name is Dewi. *Show the clothes that Dewi wears* Dewi wears some clothes. Do you know what clothes that Dewi wears? Okay the first one, what is this? Good job, it is cap. *Repeat ones again* cap. And how about this? Yes, it is shirt. *Repeat ones again* shirt. And how about this? Good job it is tie. *Repeat ones again* tie. And how about this? Yes, it is pants. *Repeat ones again* pants. And how about the last picture? Good job students, it is shoes. *Repeat ones again* shoes. So, Dewi wears cat, shirt, tie, pants, and shoes. Now I will show others clothes that we usually used. *show a picture* 1. It is blouse. Please repeat after me, blouse 2. It is shorts. Please repeat after me, shorts

3. How about this? Yes, it is t-shirt. *Repeat ones again* t-shirt.

4. And how about the last one? Good job it is jacket. *Repeat ones again* jacket. Now, can you help my father? My father is still confused to find suitable clothes to go to the office. Okay, now let's help my father.

Character father:

Hai students, I will go to the office. I will show you the clothes that I have. For

the first one, *show pictures A. T-shirt B. Shirt* do you know which clothes that are suitable? A or B? T-shirt or shirt? B? Thank you students. I will wear shirt. Do you know the colour of this shirt? Good job the colour is blue, blue shirt. For the next one, A or B? Pants or Shorts? Yes, pants. Thank you students. I will wear pants. And what colour of this pants? Good job it is black, black pants. Then, for the next clothes A or B? Tie or Bow Ties? Yes A. Thank you students. And what colour of this tie? Yes, it is white, white tie. And for the last, how about this? A or B? Shoes or Sandals? Thank you, shoes. I will wear shoes. What colour of this shoes? Yes, black shoes. So, thank you for helping me.

Okay, now please look at my friend, her name is Dina. Dina also still confused to find suitable clothes to go to the beach. Okay students, now let's help Dina. Hello students, I am Dina. I want go to the beach. But, I still confused to find suitable clothes. Please help me. Now, I will show the clothes that I have. For the first one, do you know which clothes that are suitable, A or B? Hat or cap? A? Good choice students. I will wear hat. Do you know what colour of this hat? Yes, brown hat. For the next one, A or B? T-shirt or shirt? A? Good students, thank you. I will wear *t*-shirt. And what colour of this *t*-shirt? Good job, white *t*-shirt. Then, for the next clothes A or B? Pants or skirt? B? Thank you students. I will wear skirt. Do you know what colour of this skirt? Yes, pink skirt. Then, how about this? Sandals or shoes? A? Thank you. I will wear sandals. What colour of this sandals? Good, grey sandals. Then, for the last how about this? A or B? Bow Ties or Eyeglasses? B? Thank you students. I will wear eyeglasses. What colour of this eyeglasses? Good job, it is brown. Thank you students for helping me. Okay, now my father is already used suitable clothes to go to the office. And my friend Dina is also used suitable clothes to go to the beach. Okay students, now we will play games. Yeey. I will show you some picture. And you will guess

what are those picture.

So, the first picture, do you know what is this?

a. I will give clue, the first alphabet is H. Do you know what are the next alphabet? The next are A and T. Good job it is H - A - T. Hat.

b. And how about the second picture? What is this? The first alphabet is S, so the next alphabet are H - I - R - T. Good job it is S - H - I - R - T. Shirt

c. And how about this picture? The first alphabet is P, so the next alphabet are A

-N-T-S. It is P-A-N-T-S. Pants. Good job students.

d. And how about the next one? The first alphabet is B, so the next alphabet are E - L - T. It is B - E - L - T. Belt.

e. The last picture is? Do you know what is this?

The first alphabet is S. So, the next alphabet are? H-O-E-S. S-H-O-E-S. Good job students it is shoes.

Design a plan for the project

Okay students, please listen carefully. I will give you a home work. Please draw your own clothes when you go to school or when you go to the market. You can choose one of them. Draw and colour it. You will draw it in your drawing book. Don't forget give the name of your clothes around the picture.

Create a schedule

I will give you 3 days to finish your homework. Please draw it carefully.

Monitor the students and the progress of the object

When you have some questions, please ask to your teacher. After 3 days left, you will submit your homework to your teacher. Good luck students.

Closing

Presenter: Okay students, what did you learn from this lesson? Good, you have learned about clothes. How do you feel while learn this video? *give a second to think* Do you interested with this topic? Do you enjoy to do the task? And you are excited to finish the project. Good job students. Alright students, we already finish this lesson. I hope you are enjoy to watch and learn this video. Good bye.



Appendix 11 Blueprint After Revision for Topic 2: Clothes

Learning Method: Project-based Learning
Topic: Clothes
Basic Competency
2.13. Listening
Listen to the instruction that relates with clothes.
2.14. Speaking Ask questions about clothes

2.15. Reading - Understand the text about clothes - Read a text 2.16. Writing Write some words about clothes. Indicators 2.13. Listening Students are able to identify someone's explanation about the clothes. 2.14. Speaking Students are able to response the question about clothes. 2.15. Reading - The students are able to understand the text about clothes. - The students are able to read a sentence about clothes. 2.16. Writing The students are able to write their own clothes. Duration of the Video The duration of the video: ± 10 minutes Opening Presenter: "Hello students. How are you today? Good? Alright. "Okay students, listen to me. I will ask you something. Look at me. Today I wear shirt, skirt, belt, and blazer. Now, look at yourself, what do you wear today? *give a second to think* Do you wear shirt? Yes? Good. Okay Do you wear skirt? No. Okay no

problem. Do you wear belt? Yes. Alright. Do you wear blazer? No? Okay. So, do you know what we will learn about? Good, job, so today we will learn about clothes.

Main Activity

Start with the Essential Question

Now, please look at my sister, her name is Dewi. *Show the clothes that Dewi wears* Dewi wears some clothes. Do you know what clothes that Dewi wears? Okay the first one, what is this? Good job, it is cap. *Repeat ones again* cap. And how about this? Yes, it is shirt. *Repeat ones again* shirt. And how about this? Good job it is tie. *Repeat ones again* tie. And how about this? Yes, it is pants. *Repeat ones again* tie. And how about this? Yes, it is pants. *Repeat ones again* pants. And how about the last picture? Good job students, it is shoes. *Repeat ones again* shoes. So, Dewi wears cat, shirt, tie, pants, and shoes.

Now I will show others clothes that we usually used. *show a picture*

1. It is blouse. *Teacher repeat ones again* blouse

2. It is shorts. *Teacher repeat ones again* shorts

3. How about this? Yes, it is t-shirt. *Repeat ones again* t-shirt.

4. And how about the last one? Good job it is jacket. *Repeat ones again* jacket. Now, can you help my father? My father is still confused to find suitable clothes to go to the office. Okay, now let's help my father.

Character father:

Hai students, I will go to the office. Please help me to find suitable clothes. I will show you the clothes that I have. For the first one, *show pictures A. T-shirt B. Shirt* do you know which clothes that are suitable? A or B? T-shirt or shirt? B? Thank you students. I will wear shirt. Do you know the colour of this shirt? Good job the colour is blue, blue shirt. For the next one, A or B? Pants or Shorts? Yes, pants. Thank you students. I will wear pants. And what colour of this pants? Good job it is black, black pants. Then, for the next clothes A or B? Tie or Bow Ties? Yes A. Thank you students. And what colour of this tie? Yes, it is white, white tie. And for the last, how about this? A or B? Shoes or Sandals? Thank you, shoes. I will wear shoes. What colour of this shoes? Yes, black shoes. So, thank you for helping me.

Okay, now please look at my friend, her name is Dina. Dina also still confused to find suitable clothes to go to the beach. Okay students, now let's help Dina. *Hello students, I am Dina. I want to go to the beach. But, I still confused to find suitable clothes. Please help me. Now, I will show the clothes that I have. For the first one, do you know which clothes that are suitable, A or B? Hat or cap? A? Good choice students. I will wear hat. Do you know what colour of this hat? Yes, brown hat. For the next one, A or B? T-shirt or shirt? A? Good students, thank you. I will wear t-shirt. And what colour of this t-shirt? Good job, white t-shirt. Then, for the next clothes A or B? Pants or skirt? B? Thank you students. I will wear skirt. Do you know what colour of this skirt? Yes, pink skirt. Then, how about this? Sandals or shoes? A? Thank you. I will wear sandals. What colour of this sandals? Good, grey sandals. Then, for the last how about this? A or B? Bow Ties or Eyeglasses? B? Thank you students. I will wear eyeglasses. What colour*

of this eyeglasses? Good job, it is brown. Thank you students for helping me.

Okay, now my father already used suitable clothes to go to the office. And my friend Dina is also used suitable clothes to go to the beach. Okay students, now we will play games. Yeey. I will show you some picture. And you will guess what are those picture.

So, the first picture, do you know what is this?

a. I will give clue, the first alphabet is H. Do you know what are the next alphabet? The next are A and T. Good job it is H - A - T. Hat.

b. And how about the second picture? What is this? The first alphabet is S, so the next alphabet are H - I - R - T. Good job it is S - H - I - R - T. Shirt

c. And how about this picture? The first alphabet is P, so the next alphabet are A -N-T-S. It is P-A-N-T-S. Pants. Good job students.

d. And how about the next one? The first alphabet is B, so the next alphabet are

E - L - T. It is B - E - L - T. Belt.

e. The last picture is? Do you know what is this?

The first alphabet is S. So, the next alphabet are? H-O-E-S. S-H-O-E-S. Good job students it is shoes.

Design a plan for the project

Okay students, please listen carefully. I will give you a home work. Please draw your own clothes when you go to school or when you go to the market. You can choose one of them. Draw and colour it. You will draw it in your drawing book. Don't forget give the name of your clothes around the picture.

Create a schedule

I will give you 3 days to finish your homework. Please draw it carefully.

Monitor the students and the progress of the object

When you have some questions, please ask to your teacher. After 3 days left, you will submit your homework to your teacher. Good luck students.

Closing

Presenter: Okay students, what did you learn from this lesson? Good, you have learned about clothes. How do you feel while learn this video? *give a second to think* Do you interested with this topic? Do you enjoy to do the task? And you are excited to finish the project. Good job students. Alright students, we already finish this lesson. I hope you are enjoy to watch and learn this video. Good bye.

Appendix 12 Expert Judgement Rubric for the Videos

"Evaluation Sheet for Learning Videos based on Problem-based Learning for 4th Grade Students By Educational Experts"

Target	: Elementary School Students
Research Title	: "Developing Learning Videos for Teaching English Using Project-Based Learning for 4 th Grade Students at Elementary School Students in Buleleng Regency"
Researcher	: Ni Wayan Febiyanti
Evaluator	:
Occupation / Position	RENDIDIK
Topic	Carl Carl

Description:

This evaluation sheet is used to assess the media quality of videos based on *Problem-based Learning* for 4th grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandemic, for the students to learn from home. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

- 1. This evaluation sheet is filled out by an educational expert.
- 2. In the response range, there are 5 (five) levels.

3. Put a check mark [v] in the column according to your opinion according to the actual situation.

4. Answers are given in the rating scale column provided with the rating scale:

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

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

NT	Descriptor			Scale	S		Notes	
Num	Descriptors	5	4	3	2	1		
A. \	/ ideo as media for teaching and learning	g proc	ess					
1.	Video as teaching media helps							
	teacher to deliver high quality							
	materials for the students during the							
	pandemic.							
2.	Video helps the learners to learn							
	independently							
3.	Video helps the learner to be							
	enthusiastic and motivated to learn							
	English at home							
	nstructional Design Attributes			_				
	justification of need, target audience,			-	-		•	
	notivation and context of learning, inst				~	~		
	tructure of content, examples, practice	e, feel	dbacl	k, evc	iluati	on of	^r learning,	
	nternal alignment)	$T_{T_{T}}$	_			r		
4.	The scope of the material is made in	-44	N.					
_	accordance with the curriculum							
5.	The materials are suitable for the			Sec.				
6	students' need	\geq					7	
6.	The topic is relevant to the students' daily life.	6			5			
7.	The learning objectives are	Y	â.					
7.	suitable and attainable for the	$\sim V$	23					
	learners	9 2						
8.	The learning method used in the	2						
0.	video is suitable for the learners to		\sim					
	learn English							
9.	The important ideas are emphasized							
	correctly to draw the learners'							
	attention	-						
10.	Video shows the lesson's summary	1			7			
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.					<u> </u>		
15.	The material is mapped from the							
40	easiest to the hardest.							
16.	The materials are presented							
	systematically to make students							

intervision intervision intervision intervision 12. The video uses clear material mapping in describing limitation of the material. intervision intervision 13. Learners get useful reinforcement from the video intervision intervision 14. Learners get useful reinforcement from the video intervision intervision 15. The video is using appropriate and suitable word to the topic, subtopic, and the grade of the students. intervision intervision 16. The video is using appropriate and suitable word to the topic, subtopic. intervision intervision 17. The video is using appropriate and suitable word to the topic, subtopic. intervision intervision 20. The video is using the simple and easy to be understood language for the learners intervision intervision 21. The video is using the correct spelling for each word intervision intervision 23. The video is using the correct pronunciation for each word intervision intervision 23. The video is using the correct pronuciation for each word intervision intervision 24. The material is delivered briefly and straight to the point intervision intervision	N T			,	Scale	S		Notes
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	31.	The size of animation is appropriate						
	32.	The placement of the animation is						
		appropriate						

Num	Decemintary		,	Scale	s		Notes
Num	Descriptors	5	4	3	2	1	
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 animation, background, and text are not exaggerated	IR.					
40.	The background of the music is appropriate for young learners		"6	Z.			
41.	The explanation is delivering in interesting and communicative way	22		100	AD.		7
42.	The explanation is expressive and enjoyable to be listened						
43.	The voice of the explanation is clear	8)					
()	u bject matter attributes /alue of content, co <mark>ntent accuracy, com</mark> p resen <mark>t</mark> ation/bias, recency)	orehe	nsive	ness,	integi	ration	n, objective
44.	The content of the video is accurate						
45.	The elements of the video are integrated properly	E					
46.	The video is objective and unbiased						

Singaraja,

Have been acknowledged by,

(_____)

Appendix 13 Result of Expert Judgement for Topic 1: Activities in the Classroom (1st Expert)

	on Sheet for Learning Videos based on
Project-b	ased Learning for 4 th Grade Students By Educational Experts"
	by Landau Let
Target	: Elementary School Students
Research Title	: "Developing Learning Video for Teaching Englis Using Project-Based Learning for 4 th Grade Students a Elementary Schools' in Buleleng Regency"
Researcher	: Ni Wayan Febiyanti
Evaluator	: Prof. Dr. Putu Kerti Nitiasih, M.A.
Occupation / Position	: Supervisor
Topic	: Activities in the Classroom
Description:	
Project-based Learning f	neet is used to assess the media quality of videos based on for 4 th grade elementary schools' students. The video would nedia during Co-Vid 19 pandemic, for the students to learn it, your willingness to assess and judge the media is valued
Instructions:	

- 2. In the response range, there are 5 (five) levels.
- 3. Put a check mark [v] in the column according to your opinion according to the actual situation.

4. Answers are given in the rating scale column provided with the rating scale:

Contraction of the local division of the loc	Alter	Scores		
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

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

CS Dipindai dengan CamScanne

Num		Scales					Notes
	Descriptors						
A. V	ideo as media for teaching and learn	ing p	roces	15			
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	1	1				
2.	Video helps the learners to learn independently	~	[
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	/					
5.	The materials are suitable for the	~	07	~			
5	notivation and context of learning, instr tructure of content, examples, practice, internal alignment) The scope of the material is made in	feedb	back,	evalu	ation	ofle	arning,
5.	accordance with the curriculum The materials are suitable for the	1	11			1	
6.	students' need The topic is relevant to the students'	1/	+				
1	daily life.	V	-	10	2	-	
7.	The learning objectives are suitable and attainable for the learners	V	t		B		
8.	The learning method used in the video is suitable for the learners to learn English	V	1		The second	2	
9.	The important ideas are emphasized correctly to draw the learners' attention	V	ł				
1	Video shows the lesson's summary	V	1		-		11/1
10.	and the second	s	1				
10. 11.	to the learners based on the topics	1		10000	1000	1200	
	to the learners based on the topics Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	v	K				
11.	to the learners based on the topics Learners get opportunity to practice the desired learning outcome(s) through exercises or questions The material contains instruction on how to make the tasks/exercises.		1	-			
11.	to the learners based on the topics Learners get opportunity to practice the desired learning outcome(s) through exercises or questions The material contains instruction on how to make the tasks/exercises.		1 21	/			

🔄 Dipindai dengan CamScanner

			1 2	Scal	es		Note
Num	Descriptors	5	4	3	2	1	Carlos and
16.	The materials are presented systematically to make students	V					
17.	easier to understand. The video uses clear material mapping in describing limitation of	0					
18.	the material. Learners get useful reinforcement from the video	N	1				
C tr	anguage attributes (complexity of sen hoice of vocabulary, complexity or ser ansitions, consistency, clarity, concise udience.	itence	struc	cture,	, verb	s, red	undancy.
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	1	1	-			
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or	No. N	V	1			1
21.	sub-topic. The language use to elaborate the	~	N	0			
22.	materials is clear The video is using the simple and easy to be understood language for the learners	V	-	K	2		1
23.	The video is using the correct spelling for each word	E.	/		E	2	
24.	The video is using the correct pronunciation for each word		/			1	
25.	The material is delivered briefly and straight to the point	1	23				
(C 	Presentation attributes Space, typeface, titles, heading, and sub Instrations and visuals, audio/music, co uargins, columns, technical quality, hig	olor. p	resen	itatio	ns siz	e and	style,
26.	The materials are delivered in interesting way.	1	V	Le			
27.	The materials are presented by using various animation.		~				
28. 29.	The animation in the video are interesting.	4				4	
	The animation in the video are suitable for the topic and the target	V			37	10	

1			3	Scale	s		Note
Num	Descriptors	5	4	3	2	1	
	audience			1		19	
30.	The illustration is similar as it is found in everyday use	~	-				
31.	The size of animation is appropriate	1					
32.	The placement of the animation is appropriate	1	-	100			
33.	The materials are presented by using various and appropriate colors	1					
34.	The important concepts/ideas are marked by interesting color/illustration	V					
35.	The background use is suitable with the topic	V					
36.	The color of the text is suitable with the background	V	1				
37.	appropriate	V	i.				
38.	appropriate	V		P			
39.	and text are not exaggerated	V	1	12	2		
40.	The background of the music is appropriate for young learners	V	t		2h		
41.	The teacher is delivering the materia in interesting and communicative way	1	1		In		
42	enjoyable to be listened	V					
43	. The voice of the teacher is clear	V	1			1	
E.	Subject matter attributes (Value of content, content accuracy, co presentation/bias, recency) The content of the video is accurate	mpre	hensi	ivenes	is, inte	egrati	o <mark>n,</mark> objec
45		V				1	1
46		L	1		1	17	
- The second	NDTTON	Sine	parai	a, 02	Febru	ari 20	21
				en acl			
			/	1	The .		
		1					
		Pro	f. Dr	Putt	Kert	i Niti	asih, M.A

Appendix 15 Result of Expert Judgement for Topic 1: Activities in the Classroom (2nd Expert)

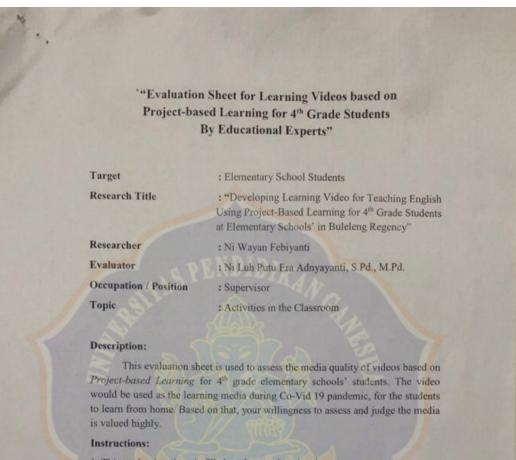
`"Evaluat Project-	based	eet for Learnin Learning for 4 ^t	^h Grade St	oased on udents
	Byl	Educational Ex	perts"	
Tannat		Elementary School	al Students	
Target Research Title				for Teaching Englis
Research The	ι	Jsing Project-Base t Elementary Scho	d Learning fo	or 4th Grade Studen
Researcher	:	Ni Wayan Febiya	nti	
Evaluator		Luh Gd Rahayu E	udiartha, S.P	d., M.Pd.
Occupation / Position	KRI	Supervisor		
Topic		Activities in the C	lassroom	
Description:				
This evaluation Project-based Learnin would be used as the l to learn from home. B is valued highly.	ng for 4 earning	th grade elementa media during Co-V	ry schools' s /id 19 pander	mic, for the student
Instructions:				
1. This evaluation she	et is fille	ed out by an educat	ional expert.	
2. In the response rang	e, there	are 5 (five) levels.		
3. Put a check mark [" actual situation.	√] in the	column according	to your opin	ion according to th
4. Answers are given i	n the rat	ing scale column p	rovided with	the rating scale:
I CA	-	Scores	2	1
5	4	3	2	

				Scal	es		No	tes
Num	Descriptors	5	4	3	2	1		
AV	ideo as media for teaching and lear	-	pro	ocess		-	-	
			IT.	T		1	T	
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	1						
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	V	1					
st	otivation and context of learning, insu ructure of content, examples, practice ternal alignment) The scope of the material is made in	, feci	dbac	ck, ev	alua	tion o	f learnin	ig,
	accordance with the curriculum	0	1				1 martin	
5.	The materials are suitable for the students' need	V						
6.	The topic is relevant to the students' daily life.	V		3			1	
7.41	The learning objectives are suitable and attainable for the learners	V			Ret	AC		
8.	The learning method used in the video is suitable for the learners to learn English	V	TANK			iv:N		
9.	The important ideas are emphasized correctly to draw the learners' attention	V	N.					
10.	Video shows the lesson's summary	V		1		-	Sec.	110
11.	Video provides appropriate examples to the learners based on the <i>topics</i>	V					1	
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	V	K					
13.	The material contains instruction on how to make the tasks/exercises.	V	1			V	1	
14.	The material is well arranged and systematic.	V	2			1		
15.	The material is mapped from the easiest to the hardest.		V	1				
	The materials are presented		1	1	1.		and the second s	

-		2		Scale	4		Notes
Num	Descriptors	5	4	3	2	1	and the second
	easier to understand.						
17.	The video uses clear material mapping in describing limitation of the material.	V	/				
18.	Learners get useful reinforcement from the video	V	1				
0	anguage attributes (complexity of se Choice of vocabulary, complexity or se ransitions, consistency, clarity, concis udience. The video is using appropriate and	enten	ce sti	ructu	re, ve	rbs,	redundancy.
	suitable word to the topic, sub- topic, and the grade of the students.		V	1			
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		V				
21.	The language use to elaborate the materials is clear	1.1	V				
22.	The video is using the simple and easy to be understood language for the learners		V	6	1		
23.	The video is using the correct spelling for each word		V	1	V.	2	
24.	The video is using the correct pronunciation for each word	1	2			1	
25.	The material is delivered briefly and straight to the point	V	R			12	-
(8 3 1	Presentation attributes Space, typeface, titles, heading, and s graphics, illustrations and visuals, aud tyle, margins, columns, technical qua ayout)	lio/m	usic.	colo	r, pre	senta	tions size at
26.	The materials are delivered in interesting way.	V					
27.	The materials are presented by using various animation.	0	T		1		
28.	The animation in the video are interesting.	V	1			1	1
29,	The animation in the video are suitable for the topic and the target audience	V	1				
30.	The illustration is similar as it is found in everyday use	0	1	E			
31.	The size of animation is appropriate	V	1				

32. The placement of the animation 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 topic 37. The placement of the text is appropriate 38. The fort use and its size are appropriate 39. The use of animation, 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 clear 43. The voice of the text is clear 44. The voice of the text is clear 45. The dentent content accuracy, comprehensiveness, integration, objective presentation/bias, recency) 44. The content of the video are integrated properly 46. The video is objective and unbiased 47. The denements of the video are integrated, properly 46. The video is objective and unbiased 47. The content of the video are integrated properly 46. The video is obje	Num	Descriptors			Scal	es:		No	tes
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using various and appropriate Image: colors 34. The important concepts/ideas are marked by interesting color/illustration Image: color of the text is suitable with the topic 35. The background use is suitable with the topic Image: color of the text is suitable with the topic 36. The color of the text is suitable with the background Image: color/illustration 37. The placement of the text is appropriate Image: color/illustration 38. The font use and its size are appropriate Image: color/illustration 39. The use of animation, background, and text are not exaggerated Image: color/illustration 40. The background of the music is appropriate for young learners Image: color/illustration 41. The teacher is delivering the material in interesting and communicative way Image: color of the teacher is clear 42. The teacher is expressive and enjoyable to be listened Image: color of the teacher is clear 43. The voice of the teacher is clear Image: color of the video is accuracy, comprehensiveness, integration, bjective presentation/bias, recency) 44. The content of the video is accurate to the video is accurate to the video is objective and unbiased to the video		appropriate	V				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 animation, 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 clear 43. The voice of the teacher is clear 43. The content of the video is accurate (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency) 44. The content of the video are integrated properly 45. The elements of the video are integrated properly 46. The video is objective and unbiased to Singaraja, 2 nd February 2021 Have been acknowledged by,	33.	using various and appropriate	V						
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 animation, 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 44. The content of the video is accurate (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency) 44. The content of the video are integrated properly 46. The video is objective and unbiased 47. The content of the video are integrated properly 46. The video is objective and unbiased 47. The content of the video are integrated properly 46. The video is objective and unbiased 47. The content of the video are integrated properly 46. The video is objective and unbiased 47. The video is objective and unbiased	34.	The important concepts/ideas are marked by interesting	V	1					
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 animation, 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 44. The content of the video is accurate (Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency) 44. The content of the video are integrated properly 46. The video is objective and unbiased to the video are integrated properly 46. The video is objective and unbiased to the video by, where the video is objective and unbiased to the video	35.	The background use is suitable with		-	-	+	1	1 33	-
37. The placement of the text is appropriate 38. The font use and its size are appropriate 39. The use of animation, 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 F. Subject matter attributes (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 47. The content of the video are integrated properly 46. The video is objective and unbiased	36.	The color of the text is suitable with	V			-	-		-
38. The font use and its size are appropriate 39. The use of animation, 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 44. The 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 47. The video is objective and unbiased	37.	The placement of the text is	1				1		-
39. The use of animation, 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 43. The voice of the teacher is clear 44. The content accuracy, comprehensiveness, integration, objective presentation/bias, recency) 44. The content of the video are integrated properly 46. The video is objective and unbiased 47. The content of the video are integrated properly 46. The video is objective and unbiased	38.	The font use and its size are	V	-		1		1	
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 F. Subject matter attributes (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 Value by the video is accurate Value of content of the video are integrated properly 46. The video is objective and unbiased 47. The content of the video are integrated properly 48. The video is objective and unbiased	39.	The use of animation, background,	0						
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 43. The voice of the teacher is clear F. Subject matter attributes (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 Value been acknowledged by,	40.	The background of the music is	V			-			
42. The teacher is expressive and enjoyable to be listened 43. The voice of the teacher is clear 43. The voice of the teacher is clear E . Subject matter attributes (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 Value been acknowledged by,	41.	The teacher is delivering the material in interesting and	V	1					
43. The voice of the teacher is clear 43. The voice of the teacher is clear F. Subject matter attributes (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 Singaraja, 2 nd February 2021 Have been acknowledged by,	42.	The teacher is expressive and	V	-	8				2
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46. The video is objective and unbiased Singaraja, 2 nd February 2021 Have been acknowledged by,	44.	Value of content, content accuracy, co objective presentation/bias, recency)		ehen.	siven	iess,	integ	ration,	-
Singaraja, 2 nd February 2021 Have been acknowledged by,		integrated properly	10.23						
Have been acknowledged by,	46.	The video is objective and unbiased	V						1
Alion			Singa	iraja,	, 2 nd	Febr	uary	2021	
NIP. 199309192018032001			Luh	GdR	A	LO Tu Bi	hart	ha, S.Pd	, M.I

Appendix 17 Result of Expert Judgement for Topic 1: Activities in the Classroom (3rd Expert)



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

4. Answers are given in the rating scale column provided with the rating scale:

A Manager		Scores	Colorado III	
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

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

				Scale	14		N	otes
Num	Descriptors	5	4	3	2	II	-	
A. 1	ideo as media for teaching and lear				1.	1.		-
1.	Video as teaching media helps	ang	pro	reess	-	-		1
	teacher to deliver high quality materials for the students during the pandemic.	~						
2.	Video helps the learners to learn independently	V	1				1	
3.	Video helps the learner to be enthusiastic and motivated to learn English at home nstructional Design Attributes	V	1					
st in	ustification of need, target audience, e notivation and context of learning, inst tructure of content, examples, practice atternal alignment)	ructio feed	nal	stra	egies	org	anizat	ion a
4.	The scope of the material is made in accordance with the curriculum	1		1				
5.	The materials are suitable for the students' need	V	1					
6.	The topic is relevant to the students' daily life.	V	1	B			1	T
7.	The learning objectives are suitable and attainable for the learners	V			Re	2		1
8.	The learning method used in the video is suitable for the learners to learn English	v				111:		
9.	The important ideas are emphasized correctly to draw the learners' attention	1						
10.	Video shows the lesson's summary	V		1	-		1. Second	
11.	Video provides appropriate examples to the learners based on the <i>topics</i>	~	5	1		6	~	
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.	~			1	1	1	
10.				-	1	17	and the second	
14.	The material is well arranged and systematic.	1					1	
		>	2					

Num	Descriptors			Scale	es.		Notes
	easier to understand.	5	4	3	2	1	
17,	The video uses clear material mapping in describing limitation of the material.	L	1				
18.	Learners get useful reinforcement from the video	V	/			-	
1	Anguage attributes (complexity of se Choice of vocabulary, complexity or se ransitions, consistency, clarity, concis audience. The video is using appropriate and suitable word to the topic, sub-	ntent	20 811	uctu	rp. V	arhe	rodundano
20.	topic, and the grade of the students.		~				4.4
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		~	1			
21.	The language use to elaborate the materials is clear	N.	~			1	
22.		4	-	52	2		1
23.			2	-	19	è	
24.	The video is using the correct pronunciation for each word	5	1	/			
25.	The material is delivered briefly and straight to the point	-	-				
(S g st	resentation attributes Space, typeface, titles, heading, and su- raphics, illustrations and visuals, aud tyle, margins, columns, technical qual- tyout) The materials are delivered in	io/mu	sic, o	color	pre	senta	tions size o
27.	interesting way. The materials are presented by		-				
28.	using various animation. The animation in the video are	1	-			1	
29.	interesting. The animation in the video are suitable for the topic and the target audience	5					
30.	The illustration is similar as it is found in everyday use	-					
31.	The size of animation is appropriate	1	1	-	-		-

Num Descriptors 32. The placement of the animation 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 animation, background, and text are not exaggerated 40. The teacher is delivering the material in interesting and communicative way 42. The teacher is clear 43. The content of the text is clear 43. The teacher is clear 43. The content of the text is clear 44. The content of the video is accurate 45. The leament active and unbiased 46. The video is objective and unbiased 47. The content of the video are integrated properly 46. The video is objective and unbiased	32. The placement of the animation 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 fort use and its size are appropriate 39. The use of animation, 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 clear 43. The voice of the text net accuracy, comprehensiveness, integration, objective presentation/bias, recency) 44. The content of the video are integrated properly 45. The clements of the video are integrated properly 46. The video is objective and unbiased	32. The placement of the animation 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 topic 37. The placement of the text is appropriate 38. The font use and its size are appropriate 39. The use of animation, 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 clear 43. The voice of the text course, comprehensiveness, integration. objective presentation/bias, recency) 44. The content of the video are integrated properly 45. The elements of the video are integrated properly 46. The video is objective and unbiased	Num	Description		1	Scal	es			Notes
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Ni Luh Putu Era Ninyayanti, S.Pd											

Appendix 18 Result of Expert Judgement for Topic 2: Clothes (1st Expert)

	ion Sheet for Learning Videos ba	
Project-b	based Learning for 4 th Grade Stu By Educational Experts"	dents
	and the second s	
Target	: Elementary School Students	
Research Title	: "Developing Learning Video fo Using Project-Based Learning for 4 Elementary Schools' in Buleleng Re	th Grade Students
Researcher	: Ni Wayan Febiyanti	
Evaluator	: Prof. Dr. Putu Kerti Nitiasih, M.A.	
Occupation / Position	: Supervisor	
Topic	: Clothes	
Description: This evaluation s	heet is used to assess the media quality	of videos based on
This evaluation su Project-based Learning to be used as the learning m from home. Based on the highly.	heet is used to assess the media quality for 4 th grade elementary schools' student nedia during Co-Vid 19 pandemic, for th at, your willingness to assess and judge t	s. The video would he students to learn
This evaluation si Project-based Learning to be used as the learning in from home. Based on the highly. Instructions:	for 4 th grade elementary schools' student nedia during Co-Vid 19 pandemic, for th at, your willingness to assess and judge to	s. The video would he students to learn
This evaluation si Project-based Learning is be used as the learning in from home. Based on the highly. Instructions: 1. This evaluation sheet is	for 4 th grade elementary schools' student nedia during Co-Vid 19 pandemic, for th at, your willingness to assess and judge to s filled out by an educational expert.	s. The video would he students to learn
This evaluation si Project-based Learning it be used as the learning in from home. Based on the highly. Instructions: 1. This evaluation sheet in 2. In the response range, it	for 4 th grade elementary schools' student nedia during Co-Vid 19 pandemic, for th at, your willingness to assess and judge to s filled out by an educational expert.	s. The video would he students to learn the media is valued
This evaluation si Project-based Learning of be used as the learning of from home. Based on that highly. Instructions: 1. This evaluation sheet in 2. In the response range, to 3. Put a check mark [√] in situation.	for 4 th grade elementary schools' student nedia during Co-Vid 19 pandemic, for th at, your willingness to assess and judge to s filled out by an educational expert. there are 5 (five) levels.	s. The video would he students to learn the media is valued cording to the actual
This evaluation si Project-based Learning of be used as the learning of from home. Based on that highly. Instructions: 1. This evaluation sheet in 2. In the response range, to 3. Put a check mark [√] in situation.	for 4 th grade elementary schools' student nedia during Co-Vid 19 pandemic, for th at, your willingness to assess and judge to s filled out by an educational expert. there are 5 (five) levels. the column according to your opinion according to your opinion according to grade with the Scores	s. The video would he students to learn the media is valued cording to the actual

Num	NAME AND ADDRESS OF TAXABLE PARTY.		-	Scale	5		Not	es
Num	Descriptors	5	4	3	2	1		
A. V	ideo as media for teaching and learn	ing p	roce	85	1		-	-
1.	Video as teaching media helps teacher to deliver high quality							
-	materials for the students during the pandemic.	V						
2.	Video helps the learners to learn independently	V						
э.	Video helps the learner to be enthusiastic and motivated to learn English at home	V	1		1			
B. 1	nstructional Design Attributes	-	-	-	-			-
6	ustification of need target and						(a mail	
0	ustification of need, target audience, er	ury u	ever p	rereq	uisite	s, obj	ectives,	-
	otivation and context of learning, instruction	uction	nal st	rateg	ies, or	gani	zation an	id
34	ructure of content, examples, practice,	feedt	ack,	evalu	ation	oflec	arning,	
4.	The scope of the material is made in	1	1					-
5.	accordance with the curriculum The materials are suitable for the	V	-					
-	students' need	201	1.12	-				
6.	The topic is relevant to the students' daily life.	~		S.				
7.	The learning objectives are	1	-	6.0	130	1000		
1	suitable and attainable for the learners	V	ſ		3			
8.	The learning method used in the		1	1	15	-	1000	7
5	video is suitable for the learners to learn English	-			1.0.1			
9.	The important ideas are emphasized correctly to draw the learners' attention	Y	~	1				
10.	Video shows the lesson's summary	10.000	V	-	1000	1000	1000	-
11.	Video provides appropriate examples to the learners based on the <i>topics</i>	V		1			1	
	Learners get opportunity to practice	V	+					
12.	the desired learning outcome(s) through exercises or questions	1	1				A COLUMN TWO IS NOT	
12. 13.	through exercises or questions The material contains instruction on	V				7	1	
SER	through exercises or questions	VV				4		

The state	Contraction of the local division of the loc		Notes				
Num	Descriptors	5	4	3	2	1	
16.	The materials are presented systematically to make students easier to understand.	~	-				
17.	The video uses clear material mapping in describing limitation of the material.	1					
18.	Learners get useful reinforcement from the video	1					
	ansitions, consistency, clarity, concise udience. The video is using appropriate and	ness,	and a	ippro	priat	eness	of the
	suitable word to the topic, sub-topic, and the grade of the students.	and the second	V	1			
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	V					
21.	The language use to elaborate the materials is clear	1	V	R			
22.	The video is using the simple and easy to be understood language for the learners	V	-	1	2		
23.	The video is using the correct spelling for each word	V	5		2		
24.	The video is using the correct pronunciation for each word	V				2	
25.	The material is delivered briefly and straight to the point	V	3				
(Presentation attributes Space, typeface, titles, heading, and su Ilustrations and visuals, audio/music, c margins, columns, technical quality, hig	olor,	prese	ntati	ons si	ze an	d style,
26.	The materials are delivered in interesting way.	V	1				
27.	The materials are presented by using various animation.	V				1	
28.	The animation in the video are interesting.	V		-	1	1	
29.	The animation in the video are	11/	1		11	1	

Num Descriptors			Scales					
Descriptors	5	4	3	2	1			
audience	V	1						
 The illustration is similar as it is found in everyday use 	V	-						
31. The size of animation is appropria	te V	1	-				-	
32. The placement of the animation is appropriate		1						
 The materials are presented by usin various and appropriate colors 	ng 🗸	-						
 The important concepts/ideas are marked by interesting color/illustration 	V	-						
 The background use is suitable with the topic 	th V	1						
 The color of the text is suitable with the background 	th V	K						
37. The placement of the text is appropriate	V							
 The font use and its size are appropriate 	V	1	2					
 The use of animation, background, and text are not exaggerated 	V	1	1	2				
40. The background of the music is appropriate for young learners	V			3 C			1	
41. The teacher is delivering the mater in interesting and communicative way	rial C	-		No.	2			
42. The teacher is expressive and enjoyable to be listened	V	1						
43. The voice of the teacher is clear	V						1	
E. Subject matter attributes (Value of content, content accuracy, of presentation/bias, recency)	compreh	ensiv	eness	, inteş	gratio	on, obje	ctiv	
44. The content of the video is accurat	ev							
45. The elements of the video are integrated properly	V				1	1		
46. The video is objective and unbiase	dV			1000	10			
NDIKS				ebruar				
	/	/1	Im-					
	Prof.	Dr. H	utu k	Certi N	Vitias	ih, M.A	1	

Appendix 19 Result of Expert Judgement for Topic 2: Clothes (2nd Expert)

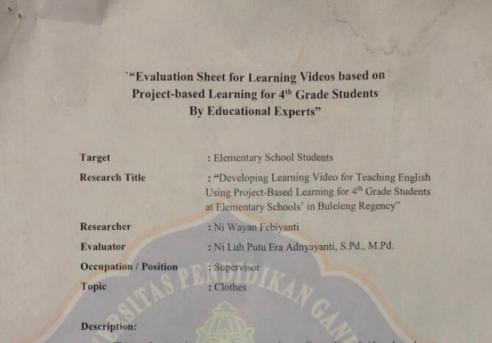
	tion Sheet f			
Project	-based Lear			tudents
	By Educ	ational E	operts"	
Target	: Elen	nentary Scho	ol Students	
Research Title	Using	Project-Base	d Learning f	for Teaching Engl or 4 th Grade Stude eng Regency"
Researcher		ayan Febiya		
Evaluator	: Luh	Gd Rahayu I	Budiartha, S.I	Pd., M.Pd.
Occupation / Positio	n : Supe	rvisor		
Topic	: Clot	hes		
Description:				
This evaluatio Project-based Learni would be used as the to learn from home. E is valued highly.	ng for 4 th gra learning media	ide elementa a during Co-	ry schools' Vid 19 pande	mic, for the studen
project-based Learni would be used as the to learn from home. E	ng for 4 th gra learning media	ide elementa a during Co-	ry schools' Vid 19 pande	students. The vide
Project-based Learni would be used as the to learn from home. E is valued highly.	ng for 4 th gra learning media based on that, y	ade elementa a during Co- your willingr	ry schools' Vid 19 pande ess to assess	students. The vide
Project-based Learni would be used as the to learn from home. E is valued highly. Instructions:	ng for 4 th gra learning media based on that, y et is filled out	ide elementa a during Co- your willingr by an educat	ry schools' Vid 19 pande ess to assess ional expert.	students. The vide
Project-based Learni would be used as the to learn from home. E is valued highly. Instructions: 1. This evaluation she	ng for 4 th gra learning media Based on that, y et is filled out ge, there are 5 (ide elementa a during Co- your willingr by an educat (five) levels.	ry schools' Vid 19 pande ess to assess ional expert.	students. The vide mic, for the studen and judge the med
Project-based Learni would be used as the to learn from home. E is valued highly. Instructions: 1. This evaluation she 2. In the response ran 3. Put a check mark [<i>ng</i> for 4 th gra learning media based on that, y et is filled out ge, there are 5 t $\sqrt{1}$ in the colum	ide elementa a during Co- your willingr by an educat (five) levels. nn according	ry schools' Vid 19 pande ess to assess ional expert. to your opin	students. The vide mic, for the studen and judge the med ion according to th
Project-based Learni would be used as the to learn from home. E is valued highly. Instructions: 1. This evaluation she 2. In the response ran 3. Put a check mark [actual situation.	<i>ng</i> for 4 th gra learning media based on that, y et is filled out ge, there are 5 t $\sqrt{1}$ in the colum	ide elementa a during Co- your willingr by an educat (five) levels. nn according	ry schools' Vid 19 pande ess to assess ional expert. to your opin	students. The vide mic, for the studen and judge the med ion according to th

N	Descriptors				Notes		
Num	Descriptors	5	4	3	2	1	
A. V	ideo as media for teaching and lear	nin	z pro	cess		-	
1.	Video as teaching media helps		-	T	1	1	1
	teacher to deliver high quality materials for the students during the pandemic.	V	-				
2.	Video helps the learners to learn independently	V					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home nstructional Design Attributes	V	1				
51	notivation and context of learning, inst ructure of content, examples, practice iternal alignment) The scope of the material is made in	, fee	dbac	k, ev	aluat	ion o	learning,
10	accordance with the curriculum	V					
5.	The materials are suitable for the students' need	V	1a	-			
6.	The topic is relevant to the students' daily life.	1		3	-	6	1.000
7.0	The learning objectives are suitable and attainable for the learners		V		C.	20	
8.	The learning method used in the video is suitable for the learners to learn English	8	V	1		NIV:	
9.	The important ideas are emphasized correctly to draw the learners' attention	X	V	1			
10.	Video shows the lesson's summary	101	V	1		100	
11.	Video provides appropriate examples to the learners based on the <i>topics</i>	N	V	2)		1	1
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	1	V				
13.	The material contains instruction on how to make the tasks/exercises.	V				1	100
14,	The material is well arranged and systematic.	V	3				
15.	The material is mapped from the easiest to the hardest.	V		-			
16.	The materials are presented	1	1	1		1	

				Notes			
Num	Descriptors	5	4	Scale 3	2	1	
	easier to understand.	0		-	-		
17.	The video uses clear material mapping in describing limitation of the material.	/					
18.	Learners get useful reinforcement from the video	V					
1	a soing appropriate and	enes	s, and		ropri	iaten	ess of the
-	suitable phrase/clause/sentence to the topic or sub-topic.		V				
21.	The language use to elaborate the materials is clear	V	1				
22.	The video is using the simple and easy to be understood language for the learners	V		6	2		
23.	The video is using the correct spelling for each word	V		-	P	2	
24.	The video is using the correct pronunciation for each word	V	0			1	
25.	A CONTRACTOR OF THE OWNER OWNE	V	3			1	
1	Presentation attributes (Space, typeface, titles, heading, and s graphics, illustrations and visuals, aud style, margins, columns, technical qua- layout)	lio/m	usic,	colo	r, pre	sente	tions size and
26.	The materials are delivered in interesting way.	V			1	1	
27.	The materials are presented by using various animation.	V	Y				
28.	The animation in the video are interesting.	V					
29.	and the second s	V	1.17			1	
30.	The illustration is similar as it is found in everyday use	V	1	-			
31.	the second se	11	-			-	

Num Descriptors 5 4 3 2 1 32. The placement of the animation is appropriate Image: Color of the animation is appropriate Image: Color of the animation is appropriate Image: Color of the animation is animation is appropriate Image: Color of the animation is animatic concepts/ideas are marked by interesting Image: Color of the animation is animatic concepts/ideas are marked by interesting Image: Color of the animation is animatic concepts/ideas are marked by interesting Image: Color of the animation is animatic concepts/ideas are marked by interesting Image: Color of image: Color of the animatic concepts/ideas are marked by interesting 36. The color of the text is suitable with the background Image: Color of the text is appropriate Image: Color of the text is appropriate 37. The placement of the text is appropriate Image: Color of the text is appropriate Image: Color of the text is appropriate 38. The font use and its size are appropriate Image: Color of the text is appro
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 animation, 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 spressive and enjoyable to be listened 43. The voice of the teacher is clear
using various and appropriate colors ising various and appropriate 34. The important concepts/ideas are marked by interesting color/illustration ising various are marked by interesting 35. The background use is suitable with the topic ising various are marked by interesting 36. The color of the text is suitable with the background ising various are marked by interesting 37. The placement of the text is appropriate ising various are marked by interesting 38. The font use and its size are appropriate ising various are marked by interesting 39. The use of animation, background, and text are not exaggerated ising various are marked by interesting and communicative way 41. The teacher is delivering the material in interesting and communicative way interesting and communicative way 42. The teacher is expressive and enjoyable to be listened ising various are solved are solved are solved
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 animation, 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
the topic V 36. The color of the text is suitable with the background V 37. The placement of the text is appropriate V 38. The font use and its size are appropriate V 39. The use of animation, background, and text are not exaggerated V 40. The background of the music is appropriate for young learners V 41. The teacher is delivering the material in interesting and communicative way V 42. The teacher is expressive and enjoyable to be listened V 43. The voice of the teacher is clear V
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 animation, 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
37. The placement of the text is appropriate 38. The font use and its size are appropriate 39. The use of animation, 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
38. The font use and its size are appropriate 39. The use of animation, 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
39. The use of animation, 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
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
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
42. The teacher is expressive and enjoyable to be listened 43. The voice of the teacher is clear
43. The voice of the teacher is clear
(Vialue 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
Singaraja, 2 nd February 2021 Have been acknowledged by,
Ahay so
Luh Gd Rahayu Budiayha, S.Pd NIP. 199309192018032001

Appendix 20 Result of Expert Judgement for Topic 2: Clothes (3rd Expert)



This evaluation sheet is used to assess the media quality of videos based on *Project-based Learning* for 4th grade elementary schools' students. The video would be used as the learning media during Co-Vid 19 pandemic, for the students to learn from home. Based on that, your willingness to assess and judge the media is valued highly.

Instructions:

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

4. Answers are given in the rating scale column provided with the rating scale:

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	1		Notes			
		5	4	3	2	1	
A. 1	Video as media for teaching and leas	rning	g pre	ocess	8		The second
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	-	1				
2.	Video helps the learners to learn independently	v	1			12.8	1831
3.	Video helps the learner to be enthusiastic and motivated to learn English at home nstructional Design Attributes	v	1				
S	notivation and context of learning, inst tructure of content, examples, practice internal alignment) The scope of the material is made in	e, fee	dbad	k, ev	alua	tion o)	learning,
-	accordance with the curriculum	V	1				1
5.	The materials are suitable for the students' need	1	1				
6.	The topic is relevant to the students' daily life.	~	1	R			1
7.	The learning objectives are suitable and attainable for the learners	~	-		R	1	
8.	The learning method used in the video is suitable for the learners to learn English	L	1		1	THE N	
9.	The important ideas are emphasized correctly to draw the learners' attention	L					
10.	Video shows the lesson's summary Video provides appropriate examples to the learners based on	2	-	1			1
12.	the topics Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	~	1				
13.	The material contains instruction on how to make the tasks/exercises.	•	/		1	1	1
14.		-	-	1		K	
15.	The material is mapped from the casiest to the hardest.		L	1			
	The materials are presented		-	-	-		

Num	Descriptors		3)	Scale	15		Notes		
	accent datas		4	3	2	1	No.		
	easier to understand.								
17.0	The video uses clear material mapping in describing limitation of the material.	L	/						
18.	Learners get useful reinforcement from the video	V	1						
t.	Anguage attributes (complexity of see Choice of vocabulary, complexity or see ransitions, consistency, clarity, concis nudience. The video is using appropriate and	ntene	e su	ructu	re, v	erbs.	redundan	CV.	
12.	suitable word to the topic, sub- topic, and the grade of the students.		U	1					
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	L	J	1					
22.	The video is using the simple and easy to be understood language for the learners		2	3	D				
23.	The video is using the correct spelling for each word	1	L	/	Sel.	E		1	
24.	The video is using the correct pronunciation for each word	S	L	1		11:1			
25.	The material is delivered briefly and straight to the point	~	3						
(8 3 1	Presentation attributes Space, typeface, titles, heading, and su graphics, illustrations and visuals, aud tyle, margins, columns, technical qual ayoud)	io/m	isic.	color	r, pre	sente	tions size	and	
26.	The materials are delivered in interesting way.	V	1						
27.	The materials are presented by using various animation.	~				0			
28.	The animation in the video are interesting.	~	2				-		
29.	The animation in the video are suitable for the topic and the target audience	V							
30.	The illustration is similar as it is found in everyday use	V							
31.	The size of animation is appropriate	-	1			1	Carl Contract		

Num	Descriptors			Scale	s		Not
		5	4	3	2	1	1-10
32.	The placement of the animation is appropriate		1				Real P
33.	The materials are presented by using various and appropriate colors	l	1				
34.	The important concepts/ideas are marked by interesting color/illustration	~	1				
35.	The background use is suitable with the topic	V	1				
36.	The color of the text is suitable with the background	~	/				
37.	The placement of the text is appropriate	J	1	145			Non-S
38.	The font use and its size are appropriate	~	1				0000
39.	The use of animation, background, and text are not exaggerated	~	1				
40.	The background of the music is appropriate for young learners	2	1				
41.	The teacher is delivering the material in interesting and communicative way		1	6			1
42.	The teacher is expressive and enjoyable to be listened	5	1		C	1	
43.	The voice of the teacher is clear	U	1		R	10	-
1	Subject matter attributes (Value of content, content accuracy, co objective presentation/bias, recency) The content of the video is accurate	all.	eher	siven	iess,	integr	ration,
45.		2	1		1		
46.		0	1				1
				2 nd Fe			
	NDIKS	i Lul	n Put	tu Era	h dr	iyaya	nti, S.Pd.

Appendix 19 Result of Teacher Judgement for Topic 1: Activities in the Classroom

	eet for English I		
Discovery-b	ased Learning fo		Students
	By Educational	Experts"	
Target	: Elementary So	hool Students	
Research Title	: "Developing I	earning Videos	for Teaching English
	Using Project-B	ased Learning fo	r 4th Grade Studer
	At Elementary	School Stud	lents in Buleler
	Regency"		
Researcher	: Ni Wayan Feb	iyanti	
Evaluator	: 1 Made : English : Activities	Paka, S.P.	d
Occupation / Position	: English	Teacher	
Topic	: Activities	in the	classroom
	13517		
Description:			
This evaluation sl Discovery-based Learnin would be used as the lea to learn from home. Base is valued highly.	rning media during (entary schools' o-Vid 19 pander	students. The vide mic, for the student
Instructions:			
1. This evaluation sheet i	s filled out by an edu	cational expert.	
2. In the response range,	there are 5 (five) leve	els.	
3. Put a check mark [√] actual situation.			
4. Answers are given in t	he rating scale colum	n provided with	the rating scale:
5 4	Scores	2	1
5 4	3	Poor	Very Poor

-	Descriptors	-		Notes				
Num	Descriptors		4	Scale 3	2	1	110	
		5			-	-		-
A. V	ideo as media for teaching and lear	ning	proc	cess	-	_		
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	~					22	
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	V						
<u>in</u> 4.	ternal alignment) The scope of the material is made in accordance with the curriculum	V		1				
		V						
5.	The materials are suitable for the students' need	V	4,	>				
6.	The topic is relevant to the students' daily life.	\checkmark		3	1		1	
7.	The learning objectives are suitable and attainable for the learners	V			P	20		
8.	The learning method used in the video is suitable for the learners to learn English	/	N			11VI		
9.	The important ideas are emphasized correctly to draw the learners' attention		V					
10.	Video shows the lesson's summary	~	100	1.000				1.17
11.	Video provides appropriate examples to the learners based on the <i>topics</i>	V		1			K	
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	~	V					
13.	The material contains instruction on how to make the tasks/exercises.		~			1	1	
14.	The material is well arranged and systematic.	V	12			8		
				*	1000		1.	
15.	The material is mapped from the easiest to the hardest.		V					

			-	Notes			
Num	Descriptors	5	4	3	2	1	
	easier to understand.	V					
17.	The video uses clear material mapping in describing limitation of the material.	/					
18.	Learners get useful reinforcement from the video anguage attributes (complexity of see	~					
t	Choice of vocabulary, complexity or sur- ransitions, consistency, clarity, concis- nutience. The video is using appropriate and suitable word to the topic, sub- topic, and the grade of the students.	reness	, an	d app	ropr	iaten	ess of the
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	V					
21.	The language use to elaborate the materials is clear	0	1				
22.	The video is using the simple and easy to be understood language for the learners	V	2	3	1		
23.	The video is using the correct spelling for each word	V			K.	2	
24.	The video is using the correct pronunciation for each word	V	1			1-	
25.	And a second sec	V	1			1	
1	Presentation attributes (Space, typeface, titles, heading, and s graphics, illustrations and visuals, au style, margins, columns, technical qua layout)	dio/m	usic,	, colo	r, pre	esente	ations size an
	interesting way.	V		1			
27.	using various pictures.	V					1 Same
28.	The animations in the video are interesting	V		1	100	1	
29.	The animations in the video are suitable for the topic and the target audience	V	17			1	
30.	The illustration is similar as it is	V	1				
	found in everyday use						

			Notes				
Num	Descriptors	5	4	3	2	1	in der
	appropriate	V	1				2013
32.	The placement of the animations is appropriate	V					
33.	The materials are presented by using various and appropriate colors	V		1			
34.	The important concepts/ideas are marked by interesting color/illustration	V					
35.	The background use is suitable with the topic	V					
36.	The color of the text is suitable with the background	V					
37.	The placement of the text is appropriate	1					
38.	The font use and its size are appropriate	V					
39.	The use of animations, background, and text are not exaggerated	V		-			
40.	The background of the music is appropriate for young learners	V		3	2		
41.	The teacher is delivering the material in interesting and communicative way	V			The second secon	20	
42.	The teacher is expressive and enjoyable to be listened	V	2			1	
43.	The voice of the teacher is clear	1	111				
(Subject matter attributes Value of content, content accuracy, co- bjective presentation bias, recency) The content of the video is accurate	3001	ehen.	siven	ess, ii	ntegro	ation,
45.	The elements of the video are integrated properly	V					N
46.	The video is objective and unbiased	V	1				
				a, A en ac			ed by,
		-	9	4		en	
		(1	M	lade	R	ata	, S. Po
		NIP	19	750	626	220	05011

Appendix 20 Result of Teacher Judgement for Topic 2: Clothes

Discovery-ba	et for English Learning Videos based on sed Learning for 4th Grade Students By Educational Experts"
Target	: Elementary School Students
Research Title	: "Developing Learning Videos for Teaching English Using Project-Based Learning for 4th Grade Student At Elementary School Students in Bulelen Regency"
Researcher	: Ni Wayan Febiyanti
Evaluator	: 1 Made Raken, S. Pd : English Teacher : Clother
Occupation / Position	: English Teador
Topic	: Clothes
Description:	
Discovery-based Learnin, would be used as the learn	eet is used to assess the media quality of videos based o g for 4^{th} grade elementary schools' students. The vide ning media during Co-Vid 19 pandemic, for the student d on that, your willingness to assess and judge the medi

Instructions:

1. This evaluation sheet is filled out by an educational expert.

- 2. In the response range, there are 5 (five) levels.
- Put a check mark [√] in the column according to your opinion according to the actual situation.

4. Answers are given in the rating scale column provided with the rating scale:

Contract States	RA BIT	Scores	2000	
5	4	3	2	1
Very good	Good	Acceptable	Poor	Very Poor

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

			3	Scale	s.		Notes
Num	Descriptors	5		3		1	
A. V	/ideo as media for teaching and lear	ning	pro	cess			
1.	Video as teaching media helps				1	1	
	teacher to deliver high quality materials for the students during the pandemic.	V					
2.	Video helps the learners to learn independently	~					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	1					
	tructure of content, examples, practice iternal alignment) The scope of the material is made in	-					
5.	accordance with the curriculum The materials are suitable for the	1	1				
6.	students' need The topic is relevant to the	7	3	R			1
7.	students' daily life. The learning objectives are suitable and attainable for the learners	V			Rel S	20	
8.	The learning method used in the video is suitable for the learners to learn English	1	2			111:1	
9.	The important ideas are emphasized correctly to draw the learners' attention	K	V				
10.	Video shows the lesson's summary	~				1	Long D
11.	Video provides appropriate examples to the learners based on the <i>topics</i>	~					1
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	V	V				
13.	The material contains instruction on how to make the tasks/exercises.		V	1		1	1
14.	The material is well arranged and systematic.	V	1			1	
15.	The material is mapped from the easiest to the hardest.	V	-	-			
16.	The materials are presented		1	-	-	-	

			Scales					
Num	Descriptors	5	4	3	2	1		
	appropriate	~						
32.	The placement of the animations is appropriate	~						
33.	The materials are presented by using various and appropriate colors	V						
34.	The important concepts/ideas are marked by interesting color/illustration	V						
35.	The background use is suitable with the topic	1						
36.	The color of the text is suitable with the background	1						
37.	The placement of the text is appropriate	V				4		
38.	The font use and its size are appropriate	~						
39.	The use of animations, background, and text are not exaggerated	1						
40.	The background of the music is appropriate for young learners	1	*	3				
41.	The teacher is delivering the material in interesting and communicative way	V			R	20		
42.	The teacher is expressive and enjoyable to be listened	V				1		
43.	The voice of the teacher is clear	V	1			100		
1	Subject matter attributes Value of content, content accuracy, co objective presentation bias, recency) The content of the video is accurate	200	eher	isiven	ess, i	ntegr	ation,	
45.	The elements of the video are integrated properly	V					10	
46.	The video is objective and unbiased	V	Y					
		Sin	gara	ija, A	Fe	bru	ari 2	
		Have been acknowledged by,						
						Rat	a, S.fo 105011	

Appendix 21 Students' Questionnaire

No	Statement		Scale							
INU	Statement	1	2	3	4	5				
1.	Saya senang menonton video									
	pembelajaran Bahasa Inggris									
2.	Penjelasan yang disampaikan mudah									
	dimengerti									
3	Suara pada video pembelajaran jelas									
4.	Gambar-gambar yang ada di dalam video									
	menarik									
5.	Animasi yang digunakan memudahkan									
	saya belajar									



Appendix 22 Online Students' Questionnaire on Google Form

3/22/2021

Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar

Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar

Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa:

- 1 = Sangat tidak setuju
- 2 = Tidak setuju
- 3 = Cukup
- 4 = Setuju
- 5 = Sangat setuju

* Required

1. Nama*

2. Kelas

3. Sekolah

4. Saya senang menonton video pembelajaran Bahasa Inggris

Mark only one oval.



https://docs.google.com/forms/d/1kb3Cle4n01Lhl5zcVpOtoDulrezynagn952B4aKTofg/edit

3/22/2021

5. Penjelasan yang disampaikan mudah dimengerti

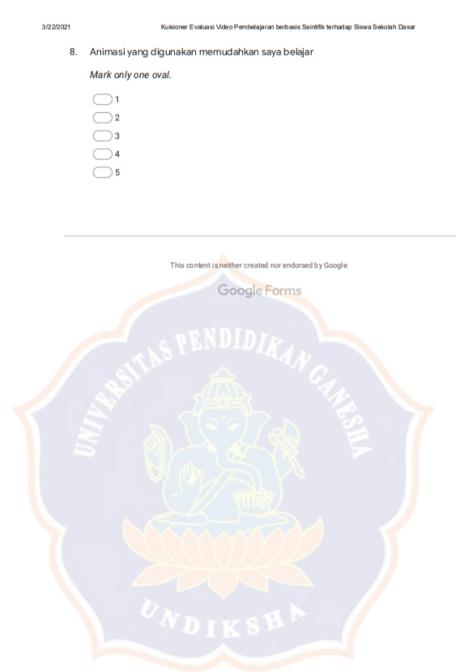
Mark only one oval.

\subset	_1
\subset	2
\subset	3
\subset	⊇4
\subset	5

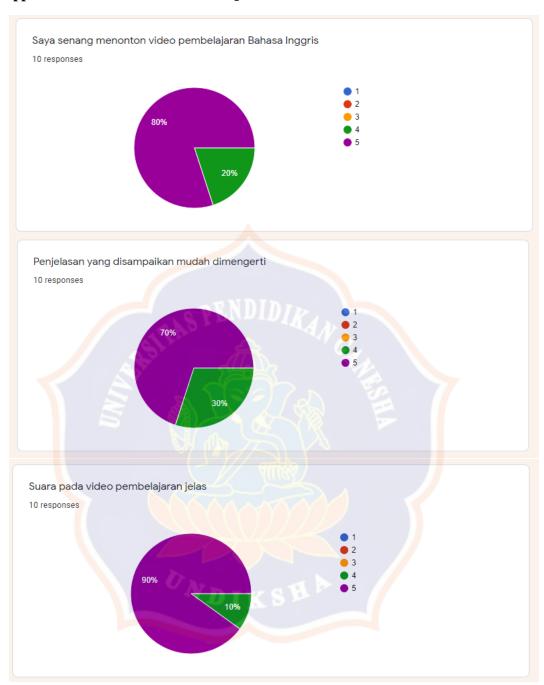
6. Suara pada video pembelajaran jelas

Mark only one oval.	
O2 O3 O4 SPENDIDIA A	
O3 ANS I DILLAN	
7. Gambar-gambar yang ada di dalam video menarik	
Mark only one oval.	
○3	
4	
05	

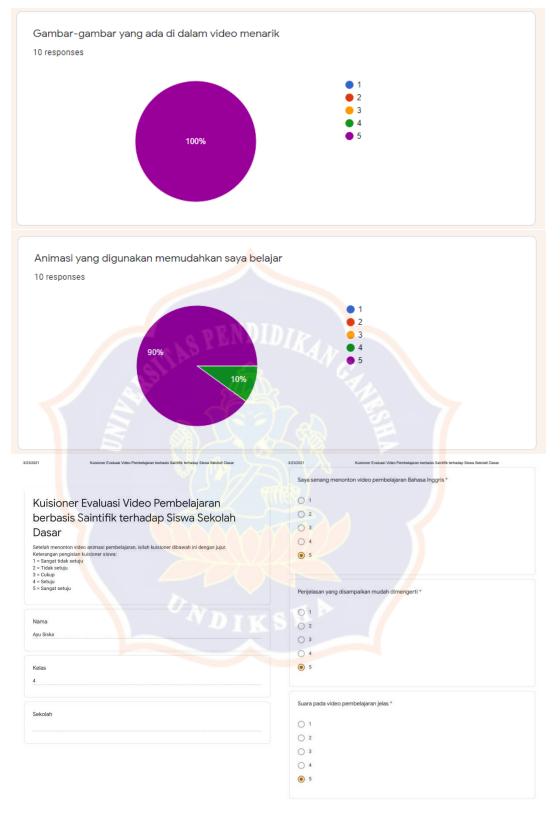
https://docs.google.com/forms/d/1kb3Cle4n01Lhl5zcVpOtoDulrezynagn952B4aKTofg/edit



https://docs.google.com/forms/d/1kb3Cle4n0ILht5zcVpOtoDulrezynagn952B4aKTofg/edit



Appendix 23 Results of Students Questionnaire



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2/30



PENDIDIK

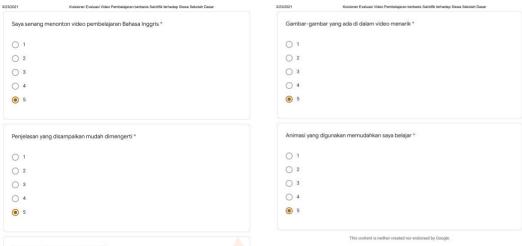
2021	Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar	3/23/2021	Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar	r -
Saya senang mer	nonton video pembelajaran Bahasa Inggris *	Gambar-gam	bar yang ada di dalam video menarik *	
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O 3		03		
0 4		0 4		
5		() 5		
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O 2				
O 3				
0 4				
5				

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uld/104wjhAfBjGXM9x4CrxFxDKOWU_rK2VY0DUGT1rJi27g/ed



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Suara pada video pembelajaran jelas *

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5 = Sangat setuju		
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	0 3	
Kelas	0 4	
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	O 3	
	O 4	
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SPENDIDIK

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O 4	0 4
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0 3	0 3
0 4	0 4
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DUGT1rJi27gi

Appendix 24 Documentation









CURRICULUM VITAE OF EXPERT 1

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

No	Judul	Jenis Penelitian	Tahun Ajaran	Semester
1.	Status Kekerabatan Bahasa	Desentralisasi	2013/2014	Ganjil
	Sawu Di Antara Bahasa-			
	Bahasa Di NTB Dan NTT:			
	Analisis Kuantitatif Dan			
	Kualitatif			
	Pengembangan Big Book	DIPA	2016/2017	Ganjil
2.	Berbasis Pendidikan Karakter	No.		
	Untuk Program Literasi di			
	Sekolah Dasar	K V		
3.	Penelusuran Alumni Fakultas	DIPA	2017/2018	Genap
	Bahasa dan Seni yang Lulus	144	2	
	Tahun 2014 Sampai Tahun	CHANK IN		
	2016		0.015/0.010	
4.	Pengaruh Bigbook Berbasis	Desentralisas i	2017/201 <mark>8</mark>	Genap
	Pendidikan Karakter terhadap			
	Pemahaman Membaca Siswa	VVVV		
_	SD di Provinsi Bali		2017/2010	0
5.	Pengembangan Buku	Desentralisasi	2017/ <mark>2</mark> 018	Genap
	Panduan Dan Instrumen			
	Penilaian Keaktifan			
	Mahasiswa Dalam Kegiatan	KSE		
	Ekstakurikuler Sebagai Prasyarat Ujian Akhir Di			
	Fakultas Bahasa Dan Seni			
6.	Pengembangan Bigbook	Desentralisasi	2017/2018	Genap
0.	Berbasis Pendidikan Karakter		2017/2010	Ochap
	Untuk Program Literasi Di			
	Sekolah Dasar			
7.	IMPLEMENTASI KONSEP	DIPA	2017/2018	Genap
/ ·	TRI HITA KARANA		2017/2010	Comp
	DALAM BIDANG			
	AKADEMIK DI			
	FAKULTAS BAHASA DAN			
	SENI UNIVERSITAS			
	PENDIDIKAN GANESHA			

8.	Pengembangan Materi Ajar	DIPA	2017/2018	Genap
	Untuk Mata Kuliah Penciri			-
	Fakultas Bahasa Dan Seni			
	dengan Pendekatan Blended			
	Learning			
9.	Pengembangan Model		2018/2019	Ganjil
	Pembelajaran Creative			
	Writing di Fakultas Bahasa	DIPA		
	dan Seni			
10.	Pengembangan Model	DIPA	2018/2019	Genap
	Pembelajaran Creative			
	Writing di Fakultas Bahasa			
	dan Seni			
11.	BIMBINGAN BELAJAR	DIPA	2018/2019	Genap
	BAHASA INGGRIS			
	GRATIS UNTUK SISWA DI			
	DESA PEMARON,			
	BULELENG	DIDIR. 🛰		
12.	PENGEMBANGAN	DIPA	2018/2019	Genap
	GAMIFIKASI UNTUK	$\sim c_{s}$		
	SISWA SEKOLAH DASAR			
	DALAM PEMBELAJARAN		10 T	
	DI ERA REVOLUSI	1 / es		
	INDUSTRI 4.0		~	
13.	A <mark>n</mark> alisis Pembelajar <mark>an</mark>	Desentralisasi	2018/201 <mark>9</mark>	Genap
	Menulis di Jurusan			
	P <mark>en</mark> didikan Bahasa Inggris	VIIIBY		
	Berbantuan Schoology			
		TYYY///		
	n Pengabdian			

Laporan Peng<mark>ab</mark>dian

No.	MJudul _{IKS} E	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 4	BIMBINGAN BELAJAR BAHASA INGGRIS GRATIS UNTUK SISWA DI SD NEGERI 2 PELATIHAN DAN PENDAMPINGAN PENYUSUNAN PROPOSAL PENELITIAN TINDAKAN KELAS BAGI GURU-GURU SMA/SMK SE-KABUPATEN BIMA-NTB	2019/2020 2019/2020	Ganiil Ganjil

Artikel Jurnal

No.	Judul Artikel	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 Humaniora	2016/2017	Genap
5	Developing Differentianted Electronic Supplementary Reading Exercise for the Slow leaerners of seventh years Students at SMPN 2 Singaraja	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	Me <mark>m</mark> berdayakan Kterlibatan Orang Tua dalam Pembelajaran literas <mark>i di Sek</mark> olah	Jurnal Ilmu Sosial dan Humaniora	2018/2019	Ganjil

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No.	Nama Karya	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

No.	Nama Karya	Jenis Paten	Tahun Ajaran	Semester
8	Gamifikasi I Sugih and I Tiwas	HAK CIPTA	2019/2020	Genap
9	Gamifikasi I Cupak Lan I Grantang	HAK CIPTA	2019/2020	Genap

Artikel Prosiding

No.	Judul	Nama Seminar	Tahun Ajaran	Semester
1		Pengelolaan dan rencana implementasi program Forum Dekan Fakultas Bahasa dan Seni Indonesia	2015/2016	Genap
2	Reflective Teaching: Persepsi Mahasiswa dalam Pengembangan Profesi Guru Melalui Pre-Service Teacher Training	KONASPI	2016/2017	Ganjil
3		Seminar Nasinal Pengabdian Kepada Masyarakat Ke-1	2016/2017	Ganjil
4	Techniques for Building Character and Literacy for 21st Century Education	ICEI 2017	2017/2018	Ganjil
5	DENI	Revitalisasi Kurikulum KKNI Integrasi Academic Achievement	2017/2018	Genap
6	ATTASTAN	International Seminar Cum Literary and Cultural exchange by Bodo Writer Academy	2017/2018	Genap
7		Kegiatan Orientasi penyusunan Rencana Pelaksanaan Pembelajaran Kegiatan I di Lingkungan Kementrian Agama	2017/2018	Genap
8		workshop penyusunan modul short course bahasa inggris , BIPA, dan Bahasa Jepang berbasis Green Tourism	2017/2018	Genap
9		The Asia Pasific Network For Moral Education	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	v_{N}	15th ASIA TEFL & 64th TEFLIN International Conference	2017/2018	Ganjil
15		International Conference on Interprofesional Education	2017/2018	Ganjil
16	Tecnnique for building character and literacy for 21st century Education	1st International Conference on Education Innovation	2017/2018	Genap
17	metode pembelajaran untuk siswa generasi milenia	Workshop Peningkatan Mutu Guru	2018/2019	Genap
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

No.	Judul Nama Seminar		Tahun Ajaran	Semester	
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 Primary School Teachers: An Effort for Successful Literacy Program in English as a Foreign Language	International Conference on English Across Cultures	2018/2019	Ganjil	
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	TAS PEN	Peningkatan keprof <mark>esionalis</mark> me guru dalam pengembangan keprofesian lanjutan	2018/2019	Genap	
29		Pengembangan pembelajaran keunggulan lokal	2018/2019	Ganjil	
30		Teachers Goal Setting to Face Future Trends In Education	2018/2019	Ganjil	
31		In International Seminar Workshop On 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	Pela <mark>tih</mark> an 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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NIDN	0019099301
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ID Sinta	
H-Index	0

Laporan Penelitian

I	No.	Judul	Jenis Penelitian		Semester
	_	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 Artikel	Nama Jurnal	Tahun Ajaran	Semester
1	AN ANALYSIS OF GRAMMATICAL ERRORS ON NARRATIVE WRITING COMMITTED BY THE NINTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL	International Journal of Language and Literature	2018/2019	Ganjil
2	STRATEGI CONTEXTUAL TEACHING AND LEARNING PENGELOLAAN KEUANGAN BERBASIS TRI HITA KARANA DAN CATUR PURUSA ARTHA MELALUI PROGRAM KERJA SEKAA	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.	Nama Karya	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 Grade Elementary School/1st semester	HAK CIPTA	2019/2020	Ganjil
5	STUDENTS' WORKSHEET Literacy Based Activities, 4th Grade Elementary 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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ID Sinta	:	
H-Index	:	0

ARTIKEL PROSIDING

No.	Judul	Nama	Tahun Ajaran	Semester
		Seminar		
1.	Development of 4C	The 4 th	2018/2019	Ganjil
	Skills on TEFL Course:	International	25	
	A Need Analysis	Conference		
		on English		
-		Across		
		Culture	30	



RIWAYAT HIDUP PENULIS



Ni Wayan Febiyanti lahir di Gianyar pada tanggal 24 Februari 1999. Penulis lahir dari pasangan suami istri, yakni bapak I Nyoman Lasia dan Ibu Ni Ketut Sutami. Penulis merupakan anak pertama dari dua bersaudara. Penulis berkebangsaan Indonesia dan beragama Hindu. Penulis beralamat di Banjar Tatiapi Kelod, Desa Pejeng Kawan, Kecamatan Tampaksiring, Kabupaten Gianyar, Provinsi Bali. Penulis menyelesaikan pendidikan sekolah

dasar di SDN 2 Pejeng Kawan pada tahun 2011. Kemudian, penulis melanjutkan ke tingkat sekolah menengah pertama di SMP Negeri 3 Tampaksiring dan dinyatakan lulus pada tahun 2014. Pada tahun 2017, penulis lulus dari SMA Negeri 1 Tampaksiring jurusan IPA dan melanjutkan ke jenjang S1 Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Pada tahun 2021 di semester 8, penulis berhasil menyelesaikan Skripsi dengan judul "Developing Learning Videos for Teaching English Using Project-Based Learning for 4th Grade Elementary School Student in Buleleng Regency".