



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?

Appendix 2 Online Teacher's Interview Guide in Google Form



Wawancara Guru Sekolah Dasar Mengenai Penggunaan Media Pembelajaran Selama Masa Pandemi

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

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? *

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? *



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Appendix 3 The Results of Teacher's Interview

No	Pertanyaan
1	<p>Apakah Ibu/Bapak pernah menggunakan media pembelajaran di kelas?</p> <p>Answer:</p> <ul style="list-style-type: none"> ▪ Ya: 75% ▪ Tidak: 25%
2	<p>Media pembelajaran apa saja yang pernah Ibu/Bapak gunakan di kelas?</p> <p>Answer:</p> <ul style="list-style-type: none"> ▪ Flashcard: 50% ▪ Video: 50%
3	<p>Apakah Ibu/Bapak pernah menggunakan video sebagai media pembelajaran?</p> <p>Answer:</p> <ul style="list-style-type: none"> ▪ Ya: 50% ▪ Tidak: 50%
4	<p>Bagaimana penerapan media pembelajaran di kelas apakah sudah optimal?</p> <p>Answer:</p> <ul style="list-style-type: none"> ▪ Ya: 50% ▪ Tidak: 50%
5	<p>Bagaimana kriteria video pembelajaran yang sesuai dengan karakteristik siswa?</p> <p>Answer:</p> <ul style="list-style-type: none"> ▪ 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	<p>Seberapa sering Ibu/Bapak memberikan pekerjaan rumah?</p> <p>Answer:</p> <ul style="list-style-type: none"> ▪ Sering: 50% ▪ Kadang-kadang: 25% ▪ Selalu: 25%
7	<p>Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa?</p>
	<p>Answer:</p> <ul style="list-style-type: none"> ▪ make simple sentences: 50% ▪ answer the question in the LKS (<i>Lembar Kerja Siswa</i>): 25% ▪ give project (drawing or make a video): 25%

Appendix 4 List Questions of Students' Interview Guide

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 anantara 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

1. Nama *

2. Kelas *

3. Sekolah *

4. Bagaimana guru memulai pembelajaran di kelas? *

5. Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas? *

6. Apakah guru memberikan penjelasan materi sebelum memberikan pekerjaan rumah? *

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 antara keduanya? *



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Appendix 6 The Results of Student's Interview

No	Pertanyaan
1	<p>Bagaimana guru memulai pembelajaran di kelas?</p> <p>Answer:</p> <ul style="list-style-type: none"> ▪ 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	<p>Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas?</p> <ul style="list-style-type: none"> ▪ Yes: 100%
3	<p>Apakah guru memberikan penjelasan materi sebelum memberikan PR (pekerjaan rumah)?</p> <ul style="list-style-type: none"> ▪ Yes: 40% ▪ No: 60%
4	<p>Apakah guru menggunakan media (gambar/video) saat menjelaskan materi?</p> <ul style="list-style-type: none"> ▪ No: 70% ▪ Yes: 20% ▪ Sometimes: 10%
5	<p>Jenis media seperti apa yang paling kamu sukai selama belajar daring?</p> <ul style="list-style-type: none"> ▪ Video: 86% ▪ Pictures: 14%
6	<p>Video pembelajaran seperti apakah yang kamu sukai? Menggunakan video animasi saja / video penjelasan guru / kombinasi antara keduanya?</p> <ul style="list-style-type: none"> ▪ combination videos of animation and teacher explanations: 80% ▪ video with animation only: 14% ▪ video with teacher' explanation only: 6%

Appendix 7 Syllabus for 4th Grade Elementary School in Buleleng Regency

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
konteks kelas (hubungan keluarga) 2.2 Berbicara 2.2.1 Bercakap-cakap untuk menyatakan pendapat secara berterima yang melibatkan tindak tutur berimakash, meminta maaf, memberi maaf, melarang, memuji, dan mengajak	Dialog sederhana berhubungan dengan pokok bahasan. What is your mother's name? Who is Mary? She is John's mother	Berbicara • siswa mengucapkan lafal dengan benar tentang salam dan perkenalan • siswa melakukan percakapan secara berpasangan • siswa menemukan makna kata atau kalimat yang ada dalam dialog • siswa menyebutkan tokoh-tokoh yang ada dalam dialog	2.2 Berbicara Menggunakan bahasa Inggris sederhana: 2.2.1 Merespon pemberian dengan ucapan lismakash 2.2.2 Meminta maaf karena melakukan kesalahan 2.2.3 Melarang temannya melakukan sesuatu 2.2.4 Mengajak melakukan sesuatu	Tugas berpasangan Tugas Individu	Performance test tes pilihan ganda	Make a dialogue and practice it with your pair. Give response orally. Choose the best answer, a, b, c, or d.		
2.3 Membaca 2.3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa dan kalimat sangat sederhana 2.3.2 Memahami kalimat dan pesan tertulis sangat sederhana	Teks pendek tentang keluarga Kosakata yang berhubungan dengan keluarga Father, mother, children, son, daughter, sister, brother, grandfather,	• siswa membaca wacana yang diberikan dengan intonasi dan lafal yang benar • siswa dibimbing guru mencari makna kata atau kalimat dalam wacana • siswa menemukan informasi yang tersurat dalam wacana • Siswa menjawab pertanyaan bacaan • siswa menulis kata-kata atau kalimat sederhana tentang hal-hal yang berhubungan dengan keluarga ejaan yang benar	2.3 Membaca 2.3.1 Membaca nyaring 2.3.2 Menemukan makna kata, atau kalimat dalam wacana 2.3.3 Menemukan informasi yang tersurat dalam wacana 2.3.4 Menjawab pertanyaan yang berkaitan dengan wacana	Task	Penugasan	Write down the words: mother, father, sister, etc		
2.4 Menulis 2.4.1 Mengeja ujaran b. Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata	Kalimat-kalimat yang berhubungan dengan keluarga Kosa kata Father, mother, children, son, daughter, sister, brother, grandfather,		2.4 Menulis 2.4.1 Menuliskan kata-kata atau kalimat tentang keluarga dengan ejaan yang benar					

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
frasa dan kalimat sangat sederhana	grandmother Tata Bahasa 1. Apostrophe 's (misal: Mud's mother) 2. subject pronoun he and she 3. possessive pronoun his and her 4. Pertanyaan dengan 'who' yang menanyakan subject (misal: Who is Ali's mother?)							
3. Bakat 1 3.1 Mendengarkan 3.1.1 Merespon dengan tindakan sesuai instruksi berterima dalam konteks kelas (perintah dan permintaan) 3.2 Berbicara 3.2.1 Bercakap-cakap untuk menyatakan pendapat secara berterima yang melibatkan tindak tutur meminta bantuan, nama-nama benda, meminta barang dan memberi barang	Ungkapan Guru: Point to the.... (book, pen, chalk, etc) Draw: a book, a pen, etc. Match the pictures with the words Write the word 'pen' May I have the pen? Please take the pen Don't take this pen. Ungkapan Siswa dan Guru This is... That is... What is this? What is that? Is this ... (a chalk)	• siswa mendengarkan ungkapan yang disampaikan guru • siswa melakukan perintah/petunjuk yang dilakukan secara lisan • siswa menjawab pertanyaan yang diberikan secara lisan • Siswa mengucapkan ungkapan-ungkapan yang diajarkan dengan lafal yang benar • siswa mendengarkan contoh dialog yang dibacakan guru • siswa mengucapkan lafal yang benar sesuai dengan yang telah diajarkan • siswa melakukan percakapan	3.1 Mendengarkan 3.1.1 Merespon secara fisik tentang perintah 3.1.2 Merespon permintaan 3.1.3 Merespon larangan 3.2 Berbicara 3.2.1 Bertanya tentang nama suatu benda di sekolah 3.2.2 Merespon pertanyaan secara verbal dengan kalimat singkat 3.2.3 Merespon pertanyaan secara	Tes classical Tes individual Tugas individual Tes berpasangan	Penugasan Tes performance	Act out.	4 JP 4 JP	Grow with English Sumber-sumber lain yang relevan Grow with English Sumber-sumber lain yang relevan

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>3.3 Membaca</p> <p>3.3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa dan kalimat sangat sederhana</p> <p>3.3.2 Memahami kalimat dan pesan tertulis sangat sederhana</p> <p>3.4 Menulis</p> <p>3.4.1 Menjeja dan menyalin kalimat sangat sederhana dalam konteks kelas</p>	<p>Is that ... (a table) Yes/ It is/ No, It is not Could you please take me the chalk? May I have a pen? Do you have a pencil for me? Here you are. Here it is.</p> <p>15/10</p> <p>Teks pendek tentang sekolah</p> <p>Kosa kata Blackboard, chalk, eraser, chair, cupboard, map, vase, table, broom, duster, basket, school bag, book</p> <p>Tata Bahasa 1. Kata petunjuk this and that (misal: this is...) 2. Kata ganti it (misal: It is a chair)</p>	<p>dengan pasangannya</p> <ul style="list-style-type: none"> siswa membaca wacana yang diberikan dengan intonasi dan lafal yang benar siswa dibimbing guru mencari makna kata atau kalimat dalam wacana siswa menemukan informasi yang tersurat dalam wacana Siswa menjawab pertanyaan bacaan Siswa menulis kata-kata tentang benda-benda yang ada di sekolah siswa menulis kalimat sederhana dengan kosakata yang telah diajarkan 	<p>verbal dengan kalimat negative</p> <p>3.2.4 Menggunakan ungkapan meminta barang dan merespon dengan ungkapan member barang</p> <p>3.3 Membaca</p> <p>3.3.1 Membaca nyaring</p> <p>3.3.2 Menemukan makna kata, atau kalimat dalam wacana</p> <p>3.3.3 Menemukan informasi yang tersurat dalam wacana</p> <p>3.3.4 Menjawab pertanyaan yang berkaitan dengan wacana</p> <p>3.4 Menulis</p> <p>3.4.1 Mengutip kata-kata tentang objek di sekolah dengan ejaan yang benar</p>	<p>Tes individu</p> <p>Tugas individu</p>	<p>Tes isian</p> <p>penugasan</p>	<p>Fill in the blanks</p> <p>Kutiplah kata-kata yang berhubungan dengan objek yang ada di sekolah pada wacara berikut.</p>		

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>4 Sekolah II</p> <p>4.1 Mendengarkan</p> <p>4.1.1 Merespon dengan tindakan sesuai instruksi secara berterima dalam konteks kelas</p> <p>4.1.2 Merespon instruksi sangat sederhana secara verbal dalam konteks kelas</p> <p>4.1 Berbicara</p> <p>4.1.2 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: berterima kasih, meminta maaf, melarang, memuji, dan mengajak.</p> <p>4.3 Membaca</p> <p>4.3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa dan kalimat sangat sederhana</p> <p>3.3.2 Memahami kalimat dan pesan tertulis sangat sederhana</p>	<p>1. Come in 2. Sit down 3. Clean the blackboard 4. Draw a map 5. Sweep the floor</p> <p>1. Thank you 2. Thank you for the book 3. I am sorry 4. Don't take the book 5. Good! 6. Great! 7. Let's clean the room</p> <p>Teks berbentuk dialog Tentang keterlambatan siswa ke sekolah</p>	<ul style="list-style-type: none"> siswa mendengarkan ungkapan yang disampaikan guru siswa melakukan perintah/petunjuk yang dilakukan secara lisan siswa menjawab pertanyaan yang diberikan secara lisan siswa mengucapkan dengan lafal yang benar ungkapan-ungkapan yang diajarkan siswa menjawab secara lisan pertanyaan yang diberikan guru siswa melakukan percakapan dengan pasangannya tentang hal-hal yang terkait dengan 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 yang tersurat dalam wacana Siswa menjawab pertanyaan bacaan 	<p>4.1 Mendengarkan</p> <p>4.1.1 Merespon instruksi di dalam kelas secara fisik</p> <p>4.1.1 Merespon instruksi sederhana secara verbal</p> <p>4.2 Berbicara</p> <p>Menggunakan bahasa Inggris sederhana dalam:</p> <p>4.2.1 Merespon pemberian dengan ucapan berterima kasih</p> <p>4.2.2 Meminta maaf karena melakukan kesalahan</p> <p>4.2.3 Melarang tamannya melakukan sesuatu</p> <p>4.2.4 Mengajak melakukan sesuatu</p> <p>4.3 Membaca</p> <p>4.3.1 Membaca nyaring</p> <p>4.3.2 Menemukan makna kata, atau kalimat dalam wacana</p> <p>4.3.3 Menemukan informasi yang tersurat dalam wacana</p> <p>4.3.4 Menjawab pertanyaan yang berkaitan dengan wacana</p>	<p>Tugas individu</p> <p>Tugas berpasangan</p> <p>Tes tulis</p>	<p>Tes lisan</p> <p>Tes performance</p> <p>Uji pelik produk</p>	<p>Act out.</p> <p>Give response orally. Make a short paragraph and practice it</p> <p>Answer the following questions. Match the following pictures with the name. Choose the best answer, a, b, c, or d.</p> <p>Copy the sentences to your exercise book. Complete the following sentences</p>		<p>Grow with English Sumber: sumber lain yang relevan</p>

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.4 Menulis 4.4.1 Menyalin tulisan b. Inggris secara tepat dan beretika	Kosakata Come, sit, do, draw, clean, write, throw, late, well Tata bahasa 1. Kalimat perintah 2. Kalimat larangan	<ul style="list-style-type: none"> siswa menyalin paragraf atau dialog sederhana tentang hal-hal yang berhubungan dengan sekolah dalam bahasa Inggris dengan ejaan yang benar siswa melengkapi kalimat dengan ungkapan yang telah diajarkan 	4.4 Menulis a. Menyalin dialog b. Melengkapi ungkapan dengan kata-kata yang tepat	Tugas individu	Penugasan			

SILABUS

Sekolah : SD No. 1,2,5 Banyuasi
 Kelas : IV
 Mata Pelajaran : Bahasa Inggris
 Semester : II
 Standar Kompetensi : Berkomunikasi lisan dan tulis, yakni mendengarkan, berbicara, membaca, dan menulis yang digunakan untuk berinteraksi sederhana dalam kelas melalui tema yang disarankan: kelas, pakaian, binatang, rumah, dengan konsep greeting, objects, color, number, alphabet, action, dan time.

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Kegiatan di dalam Kelas (1) Mendengarkan Mendengarkan instruksi yang berkaitan dengan kegiatan di dalam kelas Berbicara Berbicara-cakap dalam kegiatan belajar di kelas Membaca Memahami isi teks tentang kegiatan di kelas	A. Ungkapan guru dan siswa: Come in Sit down Take your book Take your pencil Draw a line Draw a circle Draw a box Clean the blackboard, please Close your book, please All right Sorry, I can't B. Kosakata Come, sit, take, draw, write, clean, close, erase, read, book, pencil, rubber, eraser, ruler, line, box, circle C. Teks/dialog pendek tentang kegiatan belajar di dalam kelas D. Tata bahasa a. Kalimat perintah b. Kalimat permintaan	<ul style="list-style-type: none"> siswa mendengarkan wacana atau ungkapan-ungkapan yang disampaikan guru siswa mampu menjawab pertanyaan dengan tepat dan benar yang diberikan guru siswa melakukan instruksi yang diberikan secara lisan siswa mendengarkan contoh dialog yang dibacakan guru siswa mengucapkan lafal yang benar sesuai dengan yang telah diajarkan siswa mencari pasangan siswa membuat dialog singkat dengan bantuan gambar siswa melakukan percakapan pendek dengan pasangannya 	1.1 Mendengarkan Melaksanakan instruksi untuk melaksanakan kegiatan belajar di dalam kelas 1.2 Berbicara a. Merespon perintah secara verbal dengan ungkapan yang singkat b. Meminta bantuan menggunakan kata kerja yang tepat c. Merespon untuk menyatakan kesediaan membantu d. Merespon untuk menyatakan tidak bisa membantu 1.3 Membaca a. menemukan informasi rinci pada dialog/teks b. Menemukan makna kata/frasa pada teks/dialog	Tes unjuk kerja Tes unjuk kerja Penugasan	Tes simulasi uji petik prosedur Tes simulasi, uji petik prosedur dan produk Tugas proyek	Fill in the blank spaces. Make a dialogue and practice it with your pair. Give response orally. Rewrite the paragraph with your own words.		<ul style="list-style-type: none"> Grow with English Sumber lain yang relevan

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
nyaring		<ul style="list-style-type: none"> atau wacana Siswa menjawab pertanyaan bacaan atau wacana siswa menyalin paragraf atau dialog sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar siswa menulis paragraf atau dialog sederhana dengan bantuan gambar 	3.4 Menulis <ol style="list-style-type: none"> Menyalin kata-kata tentang pakalan dengan ejaan yang benar Menulis kata-kata sesuai gambar 	Portofolio	Dokumen kerja siswa	Copy the sentences to your exercise book. Make sentences based on the picture.		
Menulis kata-kata tentang pakalan								
4. Binatang Mendengarkan instruksi dan pertanyaan	A. Ungkapan Guru: 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	<ul style="list-style-type: none"> siswa mendengarkan ungkapan-ungkapan yang disampaikan guru siswa mampu menjawab pertanyaan dengan tepat dan benar yang diberikan guru siswa melakukan instruksi yang diberikan secara lisan 	4.1 Mendengarkan <ol style="list-style-type: none"> Merespon instruksi sederhana secara baik tentang binatang Merespon pertanyaan dengan jawaban singkat atau menunjuk nomor 	Tes unjuk kerja	Tes simulasi uji petik prosedur	Fill in the blank spaces.	4 JP	<ul style="list-style-type: none"> Grow with English Sumber-sumber lain yang relevan
Barbicara Terlibat dalam percakapan tentang binatang	B. 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 C. Teks/dialog pendek tentang binatang	<ul style="list-style-type: none"> siswa mengucapkan kosakata yang diajarkan dengan lafal yang benar siswa mencari pasangan siswa membuat dialog singkat yang berhubungan dengan binatang peliharaannya masing-masing siswa melakukan percakapan pendek dengan pasangannya 	4.2 Berbicara <ol style="list-style-type: none"> Menanyakan nama binatang MerSpon pertanyaan dengan menyebutkan nama binatang Menanyakan jumlah binatang Menyebutkan jumlah binatang dengan singkat Menanyakan warna binatang 	Tes lisan	Daftar pertanyaan	Give response orally.		
Membaca a. Mememukan informasi	D. Kosakata Cat, rabbit, horse, bird, buffalo, pig, dog, duck, goose, cow, sheep E. Tala Bahasa 1. Kata nominal dengan	<ul style="list-style-type: none"> siswa mendengarkan wacana yang dibacakan guru Siswa dapat membaca dengan intonasi dan lafal yang benar Siswa mencari makna kata atau kalimat yang ada dalam bacaan 	4.3 Membaca <ol style="list-style-type: none"> Menemukan informasi tertentu pada teks tentang binatang Membaca nyaring teks tentang binatang dengan ucapan yang berterima 	Tes luis	Tes menjodohkan, pilihan ganda	Match the following pictures with the name. Choose the best answer, a, b, c, or d.		

Kompetensi Dasar	Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Alokasi Waktu	Sumber Belajar
tertentu pada teks tentang binatang	1. kata pelunjuk this dan that	<ul style="list-style-type: none"> atau wacana Siswa menjawab pertanyaan bacaan atau wacana 						
b. Membaca nyaring teks tentang binatang	2. Kalimat verbal simple present tense dengan kata kerja have	<ul style="list-style-type: none"> siswa menyalin paragraf atau dialog sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar siswa menulis paragraf sederhana dengan kata-kata yang telah diajarkan 	4.4 Menulis <ol style="list-style-type: none"> Mengutip kalimat pertanyaan dan pernyataan Menulis kata-kata tentang binatang dengan ejaan yang benar 	Portofolio	Dokumen kerja siswa	Copy the sentences to your exercise book. Make sentences by using the following words.		
Menulis kata-kata tentang binatang dengan ejaan yang benar	3. kalimat tanya dengan how many							

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 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 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.

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

Learning Method: Project-based Learning
Topic: Activities in the classroom
<p>Basic Competency</p> <p>2.5.Listening Listen to the instruction that relates with the activities in the classroom.</p> <p>2.6.Speaking Converse in learning activities in the classroom.</p> <p>2.7.Reading Understand the contents of the text that related with activities in the classroom.</p> <p>2.8.Writing Write sentences that relates with the activities in the classroom.</p>
<p>Indicators</p> <p>2.5.Listening Students are able to the instruction that relates with the activities in the classroom.</p> <p>2.6.Speaking Students are able to converse in learning activities in the classroom.</p> <p>2.7.Reading Students are able to understand the contents of the text that related with activities in the classroom.</p> <p>2.8.Writing Students are able to write sentences that relates with the activities in the classroom.</p>
<p>Duration of the Video The duration of the video: ± 10 minutes</p>
Opening
<p><i>Presenter:</i> 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 activities in the classroom. Let's learn together.</p>
Main Activity
<p><i>Presenter:</i> Now please watch the conversation from teacher, Dedi, and Sinta. Please remember all the activities that mention in the conversation.</p>

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

- 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 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* 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

<p>2.15. Reading</p> <ul style="list-style-type: none"> - Understand the text about clothes - Read a text <p>2.16. Writing</p> <p>Write some words about clothes.</p>
<p>Indicators</p> <p>2.13. Listening</p> <p>Students are able to identify someone's explanation about the clothes.</p> <p>2.14. Speaking</p> <p>Students are able to response the question about clothes.</p> <p>2.15. Reading</p> <ul style="list-style-type: none"> - The students are able to understand the text about clothes. - The students are able to read a sentence about clothes. <p>2.16. Writing</p> <p>The students are able to write their own clothes.</p>
<p>Duration of the Video</p> <p>The duration of the video: ± 10 minutes</p>
<p>Opening</p>
<p><i>Presenter:</i> "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.</p>
<p>Main Activity</p>
<p>Start with the Essential Question</p> <p>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.</p>

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 4th Grade Students at Elementary School Students in Buleleng Regency”
- Researcher** : Ni Wayan Febiyanti
- Evaluator** :
- Occupation / Position** :
- Topic** :

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 [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	easier to understand.						
17.	The video uses clear material mapping in describing limitation of the material.						
18.	Learners get useful reinforcement from the video						
C. Language attributes (complexity of sentence structure and vocabulary) <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.						
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.						
21.	The language use to elaborate the materials is clear						
22.	The video is using the simple and easy to be understood language for the learners						
23.	The video is using the correct spelling for each word						
24.	The video is using the correct pronunciation for each word						
25.	The material is delivered briefly and straight to the point						
D. Presentation attributes <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.						
27.	The materials are presented by using various animation.						
28.	The animation in the video are interesting.						
29.	The animation in the video are suitable for the topic and the target audience						
30.	The illustration is similar as it is found in everyday use						
31.	The size of animation is appropriate						
32.	The placement of the animation is appropriate						

Num	Descriptors	Scales					Notes
		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						
40.	The background of the music is appropriate for young learners						
41.	The explanation is delivering in interesting and communicative way						
42.	The explanation is expressive and enjoyable to be listened						
43.	The voice of the explanation 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						

Singaraja,

Have been acknowledged by,

(_____)

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

“Evaluation Sheet for Learning Videos based on Project-based Learning for 4th Grade Students By Educational Experts”

Target : Elementary School Students

Research Title : “Developing Learning Video for Teaching English Using Project-Based Learning for 4th Grade Students at 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:

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.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

CS Dipindai dengan CamScanner

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
16.	The materials are presented systematically to make students easier to understand.	✓					
17.	The video uses clear material mapping in describing limitation of the material.	✓					
18.	Learners get useful reinforcement from the video	✓					
C. Language attributes (complexity of sentence structure and vocabulary) <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	✓	✓				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		✓				
21.	The language use to elaborate the materials is clear	✓					
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point	✓					
D. Presentation attributes <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.		✓				
27.	The materials are presented by using various animation.		✓				
28.	The animation in the video are interesting.	✓					
29.	The animation in the video are suitable for the topic and the target	✓					

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	audience						
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animation is appropriate	✓					
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 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	✓					
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	✓					

Singaraja, 02 Februari 2021

Have been acknowledged by,

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

196206261986032002

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

“Evaluation Sheet for Learning Videos based on Project-based Learning for 4th Grade Students By Educational Experts”

Target : Elementary School Students
Research Title : “Developing Learning Video for Teaching English Using Project-Based Learning for 4th Grade Students at Elementary Schools’ in Buleleng Regency”
Researcher : Ni Wayan Febiyanti
Evaluator : Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
Occupation / Position : Supervisor
Topic : Activities in the Classroom

Description:

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.
3. Put a check mark [✓] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

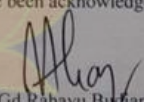
Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	✓					
2.	Video helps the learners to learn independently	✓					
3.	Video helps the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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	easier to understand.						
17.	The video uses clear material mapping in describing limitation of the material.	✓					
18.	Learners get useful reinforcement from the video	✓					
C. Language attributes (complexity of sentence structure and vocabulary) <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		✓				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		✓				
21.	The language use to elaborate the materials is clear		✓				
22.	The video is using the simple and easy to be understood language for the learners		✓				
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word	✓					
25.	The material is delivered briefly and straight to the point	✓					
D. Presentation attributes <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.	✓					
27.	The materials are presented by using various animation.	✓					
28.	The animation in the video are interesting.	✓					
29.	The animation in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animation is appropriate	✓					

Num	Descriptors	Scales					Notes
		5	4	3	2	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 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	✓					
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	✓					

Singaraja, 2nd February 2021

Have been acknowledged by,


Luh Gd Rahayu Buchartha, S.Pd., M.Pd.
NIP. 199309192018032001

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

“Evaluation Sheet for Learning Videos based on Project-based Learning for 4th Grade Students By Educational Experts”

Target : Elementary School Students

Research Title : “Developing Learning Video for Teaching English Using Project-Based Learning for 4th Grade Students at Elementary Schools’ in Buleleng Regency”

Researcher : Ni Wayan Febiyanti

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

Occupation / Position : Supervisor

Topic : Activities in the Classroom

Description:

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.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

CS Dipindai dengan CamScanner

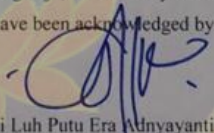
Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	✓					
2.	Video helps the learners to learn independently	✓					
3.	Video helps the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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	easier to understand.						
17.	The video uses clear material mapping in describing limitation of the material.	✓					
18.	Learners get useful reinforcement from the video	✓					
C. Language attributes (complexity of sentence structure and vocabulary) <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		✓				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		✓				
21.	The language use to elaborate the materials is clear		✓				
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point	✓					
D. Presentation attributes <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.	✓					
27.	The materials are presented by using various animation.	✓					
28.	The animation in the video are interesting.	✓					
29.	The animation in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animation is appropriate	✓					

Num	Descriptors	Scales					Notes
		5	4	3	2	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 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	✓					
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	✓					

Singaraja, 2nd February 2021

Have been acknowledged by,



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

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

**“Evaluation Sheet for Learning Videos based on
Project-based Learning for 4th Grade Students
By Educational Experts”**

Target : Elementary School Students

Research Title : “Developing Learning Video for Teaching English Using Project-Based Learning for 4th Grade Students at Elementary Schools’ in Buleleng Regency”

Researcher : Ni Wayan Febiyanti

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

Occupation / Position : Supervisor

Topic : Clothes

Description:

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.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

CS Dipindai dengan CamScanner

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
16.	The materials are presented systematically to make students easier to understand.	✓					
17.	The video uses clear material mapping in describing limitation of the material.	✓					
18.	Learners get useful reinforcement from the video	✓					
C. Language attributes (complexity of sentence structure and vocabulary) <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		✓				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	✓					
21.	The language use to elaborate the materials is clear		✓				
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word	✓					
24.	The video is using the correct pronunciation for each word	✓					
25.	The material is delivered briefly and straight to the point	✓					
D. Presentation attributes <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.	✓					
27.	The materials are presented by using various animation.	✓					
28.	The animation in the video are interesting.	✓					
29.	The animation in the video are suitable for the topic and the target	✓					

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	audience	✓					
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animation is appropriate	✓					
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 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	✓					
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	✓					

Singaraja, 02 Februari 2021

Have been acknowledged by,

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

196206261986032002

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

**“Evaluation Sheet for Learning Videos based on
Project-based Learning for 4th Grade Students
By Educational Experts”**

Target : Elementary School Students

Research Title : “Developing Learning Video for Teaching English Using Project-Based Learning for 4th Grade Students at Elementary Schools’ in Buleleng Regency”

Researcher : Ni Wayan Febiyanti

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

Occupation / Position : Supervisor

Topic : Clothes

Description:

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.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

CS Dipindai dengan CamScanner

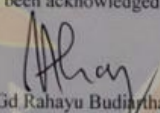
Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	✓					
2.	Video helps the learners to learn independently	✓					
3.	Video helps the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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	easier to understand.						
17.	The video uses clear material mapping in describing limitation of the material.	✓					
18.	Learners get useful reinforcement from the video	✓					
C. Language attributes (complexity of sentence structure and vocabulary) <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	✓					
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		✓				
21.	The language use to elaborate the materials is clear	✓					
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word	✓					
24.	The video is using the correct pronunciation for each word	✓					
25.	The material is delivered briefly and straight to the point	✓					
D. Presentation attributes <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.	✓					
27.	The materials are presented by using various animation.	✓					
28.	The animation in the video are interesting.	✓					
29.	The animation in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animation is appropriate	✓					

Num	Descriptors	Scales					Notes
		5	4	3	2	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 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	✓					
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	✓					

Singaraja, 2nd February 2021

Have been acknowledged by,


Luh Gd Rahayu Budintha, S.Pd., M.Pd.

NIP. 199309192018032001

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

**“Evaluation Sheet for Learning Videos based on
Project-based Learning for 4th Grade Students
By Educational Experts”**

Target : Elementary School Students

Research Title : “Developing Learning Video for Teaching English Using Project-Based Learning for 4th Grade Students at Elementary Schools’ in Buleleng Regency”

Researcher : Ni Wayan Febiyanti

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

Occupation / Position : Supervisor

Topic : Clothes

Description:

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.
3. Put a check mark [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

CS Dipindai dengan CamScanner

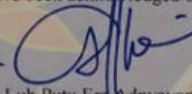
Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	✓					
2.	Video helps the learners to learn independently	✓					
3.	Video helps the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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	easier to understand.						
17.	The video uses clear material mapping in describing limitation of the material.	✓					
18.	Learners get useful reinforcement from the video	✓					
C. Language attributes (complexity of sentence structure and vocabulary) <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		✓				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		✓				
21.	The language use to elaborate the materials is clear		✓				
22.	The video is using the simple and easy to be understood language for the learners		✓				
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point	✓					
D. Presentation attributes <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.	✓					
27.	The materials are presented by using various animation.	✓					
28.	The animation in the video are interesting.	✓					
29.	The animation in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animation is appropriate	✓					

Num	Descriptors	Scales					Notes
		5	4	3	2	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 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	✓					
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	✓					

Singaraja, 2nd February 2021

Have been acknowledged by,



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

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

“Evaluation Sheet for English Learning Videos based on Discovery-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 4th Grade Students At Elementary School Students in Buleleng Regency”
Researcher : Ni Wayan Febiyanti
Evaluator : I Made Paksi, S.Pd
Occupation / Position : English Teacher
Topic : Activities in the classroom

Description:

This evaluation sheet is used to assess the media quality of videos based on *Discovery-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 [✓] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

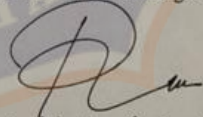
Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	✓					
2.	Video helps the learners to learn independently	✓					
3.	Video helps the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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	easier to understand.	✓					
17.	The video uses clear material mapping in describing limitation of the material.	✓					
18.	Learners get useful reinforcement from the video	✓					
C. Language attributes (complexity of sentence structure and vocabulary) <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	✓					
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	✓					
21.	The language use to elaborate the materials is clear	✓					
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word	✓					
24.	The video is using the correct pronunciation for each word	✓					
25.	The material is delivered briefly and straight to the point	✓					
D. Presentation attributes <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.	✓					
27.	The animations are presented by using various pictures.	✓					
28.	The animations in the video are interesting	✓					
29.	The animations in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animations is	✓					

Num	Descriptors	Scales					Notes
		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	✓					
34.	The important concepts/ideas are marked by interesting color/illustration	✓					
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animations, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
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	✓					

Singaraja, 4 Februari 2021

Have been acknowledged by,


(I Made Raka, S. Pd)

NIP. 197506262005011012

Appendix 20 Result of Teacher Judgement for Topic 2: Clothes

“Evaluation Sheet for English Learning Videos based on Discovery-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 4th Grade Students
At Elementary School Students in Buleleng
Regency”
Researcher : Ni Wayan Febiyanti
Evaluator : / Made Raka, S. Pd
Occupation / Position : English Teacher
Topic : Clothes

Description:

This evaluation sheet is used to assess the media quality of videos based on *Discovery-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 [√] in the column according to your opinion according to the actual situation.
4. Answers are given in the rating scale column provided with the rating scale:

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

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

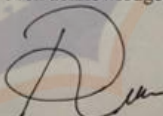
Num	Descriptors	Scales					Notes
		5	4	3	2	1	
A. Video as media for teaching and learning process							
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	✓					
2.	Video helps the learners to learn independently	✓					
3.	Video helps the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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	easier to understand.	✓					
17.	The video uses clear material mapping in describing limitation of the material.	✓					
18.	Learners get useful reinforcement from the video	✓					
C. Language attributes (complexity of sentence structure and vocabulary) <i>Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.</i>							
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	✓					
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	✓					
21.	The language use to elaborate the materials is clear	✓					
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word	✓					
24.	The video is using the correct pronunciation for each word	✓					
25.	The material is delivered briefly and straight to the point	✓					
D. Presentation attributes <i>(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)</i>							
26.	The materials are delivered in interesting way.	✓					
27.	The animations are presented by using various pictures.	✓					
28.	The animations in the video are interesting	✓					
29.	The animations in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animations is	✓					

Num	Descriptors	Scales					Notes
		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	✓					
34.	The important concepts/ideas are marked by interesting color/illustration	✓					
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animations, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
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	✓					

Singaraja, 9 Februari 2024

Have been acknowledged by,


(I Made Raka, S.Pd.)
NIP. 197506262005011012

Appendix 21 Students' Questionnaire

No	Statement	Scale				
		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

Kuisiener Evaluasi Video Pembelajaran berbasis Sainifik terhadap Siswa Sekolah Dasar

Kuisiener Evaluasi Video Pembelajaran berbasis Sainifik terhadap Siswa Sekolah Dasar

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

Keterangan pengisian kuisiener 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.

1

2

3

4

5

5. Penjelasan yang disampaikan mudah dimengerti

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

6. Suara pada video pembelajaran jelas

Mark only one oval.

- 1
- 2
- 3
- 4
- 5

7. Gambar-gambar yang ada di dalam video menarik

Mark only one oval.

- 1
- 2
- 3
- 4
- 5



8. Animasi yang digunakan memudahkan saya belajar

Mark only one oval.

- 1
 2
 3
 4
 5

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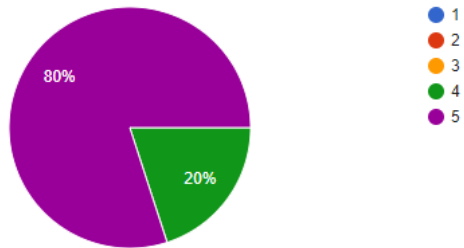
Google Forms



Appendix 23 Results of Students Questionnaire

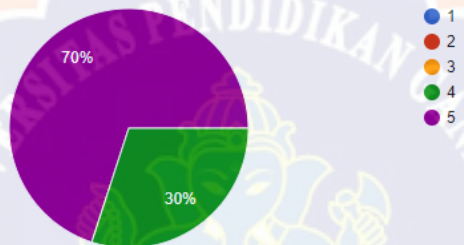
Saya senang menonton video pembelajaran Bahasa Inggris

10 responses



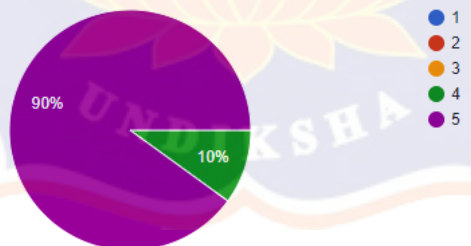
Penjelasan yang disampaikan mudah dimengerti

10 responses



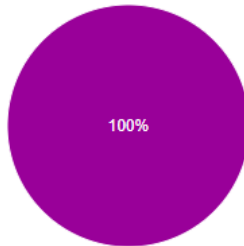
Suara pada video pembelajaran jelas

10 responses



Gambar-gambar yang ada di dalam video menarik

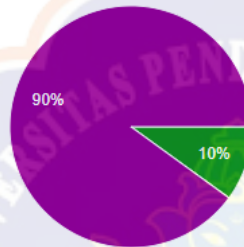
10 responses



- 1
- 2
- 3
- 4
- 5

Animasi yang digunakan memudahkan saya belajar

10 responses



- 1
- 2
- 3
- 4
- 5

3/23/2021

Kuisiener Evaluasi Video Pembelajaran berbasis Sainifik terhadap Siswa Sekolah Dasar

3/23/2021

Kuisiener Evaluasi Video Pembelajaran berbasis Sainifik terhadap Siswa Sekolah Dasar

Kuisiener Evaluasi Video Pembelajaran berbasis Sainifik terhadap Siswa Sekolah Dasar

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

Keterangan pengisian kuisiener siswa:

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

Nama

Ayu Siska

Kelas

4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *

- 1
- 2
- 3
- 4
- 5

Penjelasan yang disampaikan mudah dimengerti *

- 1
- 2
- 3
- 4
- 5

Suara pada video pembelajaran jelas *

- 1
- 2
- 3
- 4
- 5

Gambar-gambar yang ada di dalam video menarik *

- 1
 2
 3
 4
 5

Animasi yang digunakan memudahkan saya belajar *

- 1
 2
 3
 4
 5

This content is neither created nor endorsed by Google.

Google Forms

Kuisiner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar

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

Keterangan pengisian kuisiner siswa:

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

Nama

Liniasari

Kelas

4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *

- 1
 2
 3
 4
 5

Penjelasan yang disampaikan mudah dimengerti *

- 1
 2
 3
 4
 5

Suara pada video pembelajaran jelas *

- 1
 2
 3
 4
 5

Gambar-gambar yang ada di dalam video menarik *

- 1
 2
 3
 4
 5

Animasi yang digunakan memudahkan saya belajar *

- 1
 2
 3
 4
 5

This content is neither created nor endorsed by Google.

Google Forms

Kuisiner Evaluasi Video Pembelajaran berbasis Sainifik terhadap Siswa Sekolah Dasar

Setelah menonton video animasi pembelajaran, isilah kuisiner dibawah ini dengan jujur.
Keterangan pengisian kuisiner siswa:
1 = Sangat tidak setuju
2 = Tidak setuju
3 = Cukup
4 = Setuju
5 = Sangat setuju

Nama
Noviantari

Kelas
4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *

- 1
- 2
- 3
- 4
- 5

Penjelasan yang disampaikan mudah dimengerti *

- 1
- 2
- 3
- 4
- 5

Suara pada video pembelajaran jelas *

- 1
- 2
- 3
- 4
- 5

Gambar-gambar yang ada di dalam video menarik *

- 1
- 2
- 3
- 4
- 5

Animasi yang digunakan memudahkan saya belajar *

- 1
- 2
- 3
- 4
- 5

Kuisiner Evaluasi Video Pembelajaran berbasis Sainifik terhadap Siswa Sekolah Dasar

Setelah menonton video animasi pembelajaran, isilah kuisiner dibawah ini dengan jujur.
Keterangan pengisian kuisiner siswa:
1 = Sangat tidak setuju
2 = Tidak setuju
3 = Cukup
4 = Setuju
5 = Sangat setuju

Nama
Widiantara

Kelas
4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *

1
 2
 3
 4
 5

Penjelasan yang disampaikan mudah dimengerti *

1
 2
 3
 4
 5

Suara pada video pembelajaran jelas *

1
 2
 3
 4
 5

Gambar-gambar yang ada di dalam video menarik *

1
 2
 3
 4
 5

Animasi yang digunakan memudahkan saya belajar *

1
 2
 3
 4
 5

This content is neither created nor endorsed by Google.

Google Forms

Kuisiner Evaluasi Video Pembelajaran berbasis Sainifik terhadap Siswa Sekolah Dasar

Setelah menonton video animasi pembelajaran, isilah kuisiner dibawah ini dengan jujur.
 Keterangan pengisian kuisiner siswa:
 1 = Sangat tidak setuju
 2 = Tidak setuju
 3 = Cukup
 4 = Setuju
 5 = Sangat setuju

Nama
Asti Padma

Kelas
4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *

1
 2
 3
 4
 5

Penjelasan yang disampaikan mudah dimengerti *

1
 2
 3
 4
 5

Suara pada video pembelajaran jelas *

1
 2
 3
 4
 5

Gambar-gambar yang ada di dalam video menarik *

1

2

3

4

5

Animasi yang digunakan memudahkan saya belajar *

1

2

3

4

5

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Google Forms

Kuisiner Evaluasi Video Pembelajaran berbasis Sainifik terhadap Siswa Sekolah Dasar

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

Keterangan pengisian kuisiner siswa:

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

Nama

Merlin Yuhana

Kelas

4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *

1

2

3

4

5

Penjelasan yang disampaikan mudah dimengerti *

1

2

3

4

5

Suara pada video pembelajaran jelas *

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2

3

4

5

Gambar-gambar yang ada di dalam video menarik *

1

2

3

4

5

Animasi yang digunakan memudahkan saya belajar *

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Google Forms

Kuisiner Evaluasi Video Pembelajaran berbasis Sainifik terhadap Siswa Sekolah Dasar

Setelah menonton video animasi pembelajaran, isilah kuisiner dibawah ini dengan jujur.
Keterangan pengisian kuisiner siswa:
1 = Sangat tidak setuju
2 = Tidak setuju
3 = Cukup
4 = Setuju
5 = Sangat setuju

Nama
Adhista Dana

Kelas
4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *

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Penjelasan yang disampaikan mudah dimengerti *

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Suara pada video pembelajaran jelas *

1
 2
 3
 4
 5

Gambar-gambar yang ada di dalam video menarik *

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 5

Animasi yang digunakan memudahkan saya belajar *

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 4
 5

Appendix 24 Documentation



CURRICULUM VITAE OF EXPERT 1

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No	Judul	Jenis Penelitian	Tahun Ajaran	Semester
1.	Status Keekerabatan Bahasa Sawu Di Antara Bahasa-Bahasa Di NTB Dan NTT: Analisis Kuantitatif Dan Kualitatif	Desentralisasi	2013/2014	Ganjil
2.	Pengembangan Big Book Berbasis Pendidikan Karakter Untuk Program Literasi di Sekolah Dasar	DIPA	2016/2017	Ganjil
3.	Penelusuran Alumni Fakultas Bahasa dan Seni yang Lulus Tahun 2014 Sampai Tahun 2016	DIPA	2017/2018	Genap
4.	Pengaruh Bigbook Berbasis Pendidikan Karakter terhadap Pemahaman Membaca Siswa SD di Provinsi Bali	Desentralisasi	2017/2018	Genap
5.	Pengembangan Buku Panduan Dan Instrumen Penilaian Keaktifan Mahasiswa Dalam Kegiatan Ekstakurikuler Sebagai Prasyarat Ujian Akhir Di Fakultas Bahasa Dan Seni	Desentralisasi	2017/2018	Genap
6.	Pengembangan Bigbook Berbasis Pendidikan Karakter Untuk Program Literasi Di Sekolah Dasar	Desentralisasi	2017/2018	Genap
7.	IMPLEMENTASI KONSEP TRI HITA KARANA DALAM BIDANG AKADEMIK DI FAKULTAS BAHASA DAN SENI UNIVERSITAS PENDIDIKAN GANESHA	DIPA	2017/2018	Genap

8.	Pengembangan Materi Ajar Untuk Mata Kuliah Penciri Fakultas Bahasa Dan Seni dengan Pendekatan Blended Learning	DIPA	2017/2018	Genap
9.	Pengembangan Model Pembelajaran Creative Writing di Fakultas Bahasa dan Seni	DIPA	2018/2019	Ganjil
10.	Pengembangan Model Pembelajaran Creative Writing di Fakultas Bahasa dan Seni	DIPA	2018/2019	Genap
11.	BIMBINGAN BELAJAR BAHASA INGGRIS GRATIS UNTUK SISWA DI DESA PEMARON, BULELENG	DIPA	2018/2019	Genap
12.	PENGEMBANGAN GAMIFIKASI UNTUK SISWA SEKOLAH DASAR DALAM PEMBELAJARAN DI ERA REVOLUSI INDUSTRI 4.0	DIPA	2018/2019	Genap
13.	Analisis Pembelajaran Menulis di Jurusan Pendidikan Bahasa Inggris Berbantuan Schoology	Desentralisasi	2018/2019	Genap

Laporan Pengabdian

No.	Judul	Tahun Ajaran	Semester
1	IbM Big Book bagi Guru SD di Kecamatan Karangasem	2018/2019	Genap
2	PELATIHAN DAN PENDAMPINGAN PENELITIAN TINDAKAN SEKOLAH MELALUI IMPLEMENTASI 'REFLECTIVE MODEL' PADA PENGAWAS DAN KEPALA SEKOLAH MENENGAH ATAS NEGERI DAN SEKOLAH MENENGAH KEJURUAN NEGERI KABUPATEN BANYUWANGI	2018/2019	Genap
3	BIMBINGAN BELAJAR BAHASA INGGRIS GRATIS UNTUK SISWA DI SD NEGERI 2	2019/2020	Ganjil
4	PELATIHAN DAN PENDAMPINGAN PENYUSUNAN PROPOSAL PENELITIAN TINDAKAN KELAS BAGI GURU-GURU SMA/SMK SE-KABUPATEN BIMA-NTB	2019/2020	Ganjil

Artikel Jurnal

No.	Judul 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 Proceeddings	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 Differentiated Electronic Supplementary Reading Exercise for the Slow learners 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	Memberdayakan Keterlibatan Orang Tua dalam Pembelajaran literasi di Sekolah	Jurnal Ilmu Sosial dan Humaniora	2018/2019	Ganjil

HKI

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 Nasional 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		Revitalisasi Kurikulum KKNi Integrasi Academic Achievement	2017/2018	Genap
6		International Seminar Cum Literary and Cultural exchange by Bodo Writer Academy	2017/2018	Genap
7		Kegiatan Orientasi penyusunan Rencana Pelaksanaan Pembelajaran Kegiatan I di Lingkungan Kementerian 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		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		Peningkatan keprofesionalisme 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	Pelatihan dan Pendampingan Penggunaan Media Big Book Bagi Guru SD di Kecamatan Karangasem	Senadimas 2019	2019/2020	Ganjil
34	Pelatihan dan Pendampingan Penyusunan Proposal Penelitian Tindakan Kelas Bagi Guru-Guru SMA/SMK/Madrasah Se-Kabupaten Bima-NTB	Senadimas 2019	2019/2020	Ganjil

CURRICULUM VITAE OF EXPERT 2

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ID Sinta	
H-Index	0

Laporan Penelitian

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

Laporan Pengabdian

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

Artikel Jurnal

No.	Judul 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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H-Index : 0

ARTIKEL PROSIDING

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

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”**.