APPENDICES



Appendix 1 List Questions of Teacher' Interview Guide

No	Pertanyaan
1	Apakah Ibu/Bapak pernah menggunakan media pembelajaran di
1	kelas?
2	Media pembelajaran apa saja yang pernah Ibu/Bapak gunakan di
2	kelas?
3	Apakah Ibu/Bapak pernah menggunakan video sebagai media
3	pembelajaran?
4	Bagaimana penerapan media pembelajaran di kelas?
5	Bagaimana kriteria video pembelajaran yang sesuai dengan
3	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
8	siswa?

Appendix 2 Online Teacher's Interview Guide in Google Form

Wawancara Guru Sekolah Dasar Mengenai Penggunaan Meda Pembelajaran Selama Masa Pandemi
Wawancara Guru Sekolah Dasar Mengenai Penggunaan Media
Pembelajaran Selama Masa Pandemi
Dimohonkan Bapak/ibu guru untuk menjawab pertanyaan dibawah dengan sejujur-jujurrya.
Hasil wawancara ini akan membantu peneliti untuk mengembangkan media pembelajaran di sekolah dasar.

*Required

1. Nama *

2. Instansi *

4. Media pembelajaran apa saja yang pernah Ibu/Bapak gunakan di kelas? *

4. Media pembelajaran apa saja yang pernah Ibu/Bapak gunakan di kelas? *

https://docs.google.com/forms/d/1Ss8T9mtZx4_2HF8PTCY9gRrPvTP8fMa56abPHg1Ef8c/edit

6. Bagaimana penerapan media pembelajaran di kelas? *

1/3

Appendix 3 The Results of Teacher's Interview

No	Pertanyaan
	Apakah Ibu/Bapak pernah menggunakan media pembelajaran di
	kelas?
1	Answer:
	■ Ya: 80%
	■ Tidak: 20%
	Media pembelajaran apa saja yang pernah Ibu/Bapak gunakan di
	kelas?
2	Answer:
2	■ Flashcard: 20%
	■ Video: 40%
	• Picture: 40%

	Apakah Ibu/Bapak pernah menggunakan video sebagai media pembelajaran?
3	Answer: Ya: 60%
	■ Tidak: 40%
	Bagaimana penerapan media pembelajaran di kelas apakah sudah optimal?
4	Answer:
	• Ya: 60%
	■ Tidak: 40%
	Bagaimana kriteria video pembelajaran yang sesuai dengan
	karakteristik siswa?
	Answer: video must contains exercise & homework: 20%
5	 video must contains exercise & nomework: 20% content in the video must be relevant with the syllabus: 20%
	• video must be in simple language: 20%
	• video must be attractive (characters & display): 20%
	has interesting sound: 20%
6	Seberapa sering Ibu/Bapak memberikan pekerjaan rumah?
	Answer:
	• Sering: 60%
	Kadang-kadang: 20%Selalu: 20%
7	Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa?
1	Answer:
	make simple sentences: 20%
	 answer the question in the LKS (<i>Lembar Kerja Siswa</i>): 60% give project (drawing or make a video): 20%
	- give project (drawing of make a video). 2070

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
	anatara keduanya?



Appendix 5 Online Student's Interview Guide in Google Form

3/21/2021

* Required

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.

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? *

- Apakah guru menggunakan media saat menjelaskan materi? *
- 8. Jenis media seperti apa yang paling kamu sukai selama belajar daring?*
- Video pembelajaran seperti apakah yang kamu sukai? Menggunakan video animasi saja / video penjelasan guru / kombinasi anatara keduanya? *

This content is neither created nor endorsed by Google.

Google Forms

Appendix 6 The Results of Student's Interview

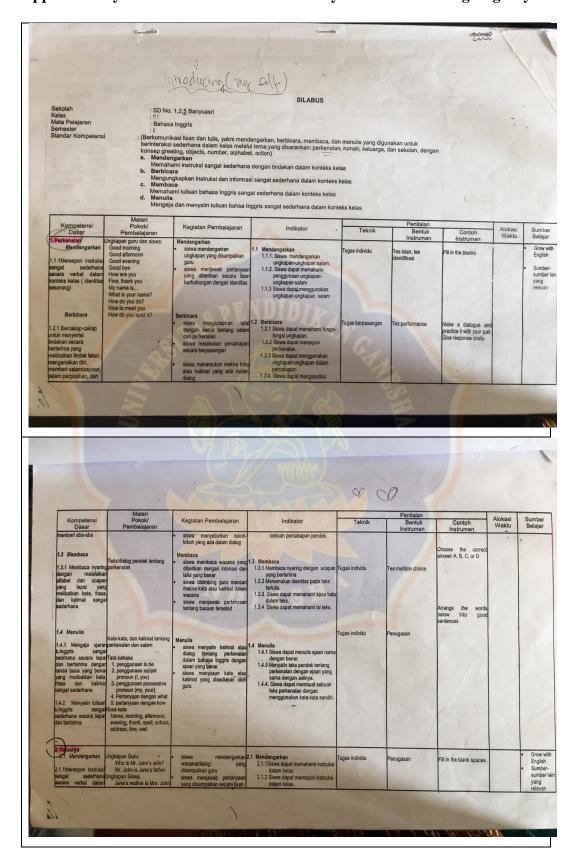
No	Pertanyaan
1	Bagaimana guru memulai pembelajaran di kelas?
	Answer: teacher immediately gave an explanation of the material: 70% the teacher sing a song: 15% the teacher gave pictures: 15%
2	Apakah guru memberikan kalian kesempatan untuk bertanya dan menjawab pertanyaan di kelas?
	■ Yes: 100%
3	Apakah guru memberikan penjelasan materi sebelum memberikan PR (pekerjaan rumah)?
	Yes: 80%No: 20%
4	Apakah guru menggunakan media (gambar/video) saat menjelaskan materi?
	 No: 50% Yes: 40% Sometimes: 10%
5	Jenis media seperti apa yang paling kamu sukai selama belajar daring?
	 Video: 85% Pictures: 15%
6	Video pembelajaran seperti apakah yang kamu sukai? Menggunakan video animasi saja / video penjelasan guru / kombinasi anatara keduanya?
	 combination videos of animation and teacher explanations: 60% video with animation only: 20% video with teacher' explanation only: 20%

Bagaimana kriteria video pembelajaran yang sesuai dengan karakteristik siswa? *
 Seberapa sering Ibu/Bapak memberikan pekerjaan rumah? *
 Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa? *

This content is neither created nor endorsed by Google.

Google Forms

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



The second second					Penllalan		Alokasi	· Sumbe
Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Belaja
contaks kelas hubungan keluarga) 2.2 Berbicara 2.2.1 Bercakap-cakap untuk menyerta indakan secara	What is your mother's name? Who is Mary? She is John's mother Dialog sederhana berhubungan tengan pokok bahasan.	dengan benar tentang salam dan perkenalan	2.2 Berbicara Menggunakan bahasa Inggris	Tugas berpasangan	Performance test	Make a dialogue and practice it with your pair. Give response orally.		
berterima yang melibatkan tindak tutur brterimakasih, memeinta maaf, memberi maaf, melarang, memuji , dar mengajak		 siswa melakukan percakapan secara berpasangan siswa menemukan makna kata atau kalimat yang ada dalam dalog siswa menyebutkan tokoh- tokoh yang ada dalam dialog 	ucapan terimakasih 2.2.2Meminta maaf karena melakukan kesalahan 2.2.3Melarang temannya melakukan sesuatu 2.2.4Mengajak melakukan sesuatu	mercipes partneys besteening the transparent per men average per Tugas Individu	ob lectuary a returnization the temperature of te	Choose the best answer, a, b, c, or d.		
2.3 Membaca 2.3.1 Membaca nyaring dengan melafalkar alfabet dan ucapar yang tepat yang melibatkan kata, frasa dan kalimat sangal sederhana 2.3.2 Memaham kalimat dan pesar		siswa membaca wacana yang diperikan dengan inlonasi dan lalal yang benar siswa dibimbing guru mencari makna kata atau kalimat dalam wacana siswa menemukan informasi yang tersurat dalam wacana Siswa menjawab pertanyaan bacaan	Membaca 23.1 Membaca nyaring 23.2 Memerukan makna kata, atau kalamat dalam wacana 2.3.3 Memerukan informasi yang tersurat dalam wacana 2.3.4 Membawa pertanyan yang berkaitan dengan-wacana	Task		Write down the words mother, father, sister		
tertulis sangat sederhan	Kalimat-kalimat yang berhubungan dengan keluarga Kosa kata Father, mother, children, son, daughter, sister,	siswa menulis kata-kata atau kalimat sadarbanaa lanjang	Menulis 24.1 Meniliskan kata-kata atau kalmat lentang keluarga dengan ejaa yang benartepat		Penugasan			

			The second secon		Penilaian		Alokasi	Sumber
Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Belajar
asa dan kalima annat sederhana	grandmother rata 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 All's						4 JP	Grow with
E LONG	mother?)	MART	TANAA					English Sumber-sumb lain yang relevan
3. Sekolah I 3.1 Mendengarkan 3.1.1 Merespon denga sindakan sasu instruksi seca- bertelima dalam kontel- kalas (perinta permintaan da arangan) 3.2 Berbicare 3.2.1 Bercakap-cakap	chalk, etc) Draw: a book, a pen, etc. Match the pictures with the	aiswa mendengarkan undrapan yang disempaikan guru siswa melakukan peritahipheruhujik yang disakukan secara lisan siswa menjayab perlanyaan yang dibarikan secara lisan Siswa mengungahan undrapan-undrapan yang diajarkan dengan lafal yang benar	3.1 Medengarkan 3.1 Merespon secara fisik tenlang perintah 3.1.2 Merespon permintaan 3.1.3 Merespon larangan	Tes classical Tes individual	Penugasan	Act out.	4 JP	Grow w English Sumber sumber yang relevan
untuk menyertal tindakan secara berterima yang melibatkan tindak tutu meminta bahtuan, nama-nama benda, meminta barang dan memberi barang dan	Ungkapan Siswa dan Guru This is That is What is this? Vihat is that? Is this (a chalk)	siswa mendengarkan contoh dialog yang dibacakan guru siswa mengucapkan lafal yan benar sesual dengan yang telah diajarkan siswa melakukan percakapar	g. benda di sekolah 3.2.2 Merespon pertanyaan seca verbal dengan kalimat singkat	ra	Tes performance			

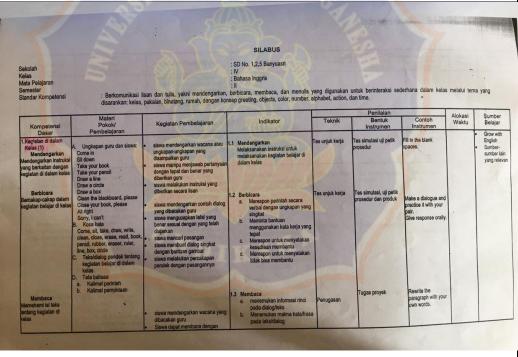
1837

43,

					Penilalan		Alokasi	Sumbe
Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu	Belaja
Ueodi:	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.	dengan pasangannya	verbal dengan kalmat negative 3,2.4 Menggunakan ungkapan meminta barang dan merespon dengan ungkapan member barang					
3.3.1 Membaca 3.3.1 Membaca nyaring dengan melafalkan aifabet dan ucapan yang lepat yang melibalkan kata, frasa, dan kalimat sangal sederhana 3.3.2 Memahami kalimat dan pesan arthulis sangal	Teks pendek tentang sekolah	siswa membaca wacana yang diberikan dengan intonasi dan lafal yang benar siswa dibimbing guru mencari makna kata alau kalimat dalam wacana siswa menerukan jejormasi yang terturat dalam wacana Siswa menjawah pertunyaan bacaan	3.3.1 Membaca nyaring 3.3.2 Menemukan makna kata, atau kailamat dalam wacana	Tes individu	Tes islan	Fill in the blanks		
3.4 Menulis 3.4.1 Mengeja dan menyalin kalimat sangal sederhana dalam conteks kelas	Kosa kata Blackboard, chalk, eraser, chalr, cupboard, map, vas,	sedehana dengan kosakata yang telah diajarkan	3.4 Mengulis 3.4.1 Mengulip kata-kata tentang objek di sekolah dengan ajaan yang benar	Tugas individu	penugasan	Kutiplah kata-kata yang berhubungan denga objek yang ada c sekolah pada wacari berikut.		

Kompetensi	Materi Pokok/				Penllalan			
Dasar Sekolah II	Pembelajaran	Keglatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh	Alokasi Waktu	Sumber Belajar
4.1 Merdengarkan 4.1.1 Merespon dengan Indakan sesual indakan sesual secara berterima dalm konleks kelas 4.1.2 Merespon instruksio sengal seceran verbal dalam konleks kelas	Come in Sit down Clean the blackboard Draw a map Sweep the floor	- siswa mendengarkan unjtkapan yang disampaikan guru - siswa melakukan perintah/petunjuk yang dilakukan secara isan - siswa menjawab pertanyaan yang diberikan secara isan	Mendengarkan 4.1.Merespon instruksi di dalam kelas secara faik 4.1.1 Merespon instruksi sederhana secara verbal	Tugas individu	Tes lisan	Act out.		Grow w English Sumber sumber yang relevan
4.1 Berbicara 4.1.2 Bercakap-cakap untuk meminta /memberi informas secara bertarima yang melibatkan tindak tutur berterima kash, meminta maaf, member maaf, melarang, nemuji, dan mengajak.	Ingkapan 1. 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	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	Menggunakan bahasa Inggris sederhana dalam: 4.2.1Merespon pemberian dengan	Tugas individu Tugas berpasangan	Tes performance	Give response orally, Make a short paragraph and practice it		
1.3 Membaca 17.1 Membaca nyaring engan melafalikan flabet dan ucapar ang lepat yang elibalikan kala, frasa, an kalimat sangal aderhana 3.2 Memaham silimat dan pasar ritulis sangal aderhana sangal aderhana sangal aderhana	aks berbentuk dialog Tentang kelerlambatan siswa ke sekolah	siswa membaca wacana yang diberikan dengan intonasi dan lafal yang bengan intonasi dan lafal yang benguru mencari makna kata abu kalimat dalam wacana siswa menamukan informasi yang fersurat dalam wacana Siswa menjawab pertanyaan bacaan	Membaca 4.3.1 Membaca ayaring 4.3.2 Menemukan maha kata, atau kaliana Idalam wacana 4.3.3 Menemukan Informasi yang tersural dalam wacana 4.3.4 Menjawab pertanyaan yang berikaitan dengan wacana	Tes tulis	Uji pelik produk	Answer the following questions. Match the following pictures with the name. Choose the best answer, a, b, c, or d. Copy the sentences to your exercise book. Complete the following sentences		

					Penilaian Bentuk	Contoh	Alokasi	Sumbe
Kompetensi	Materi Pokok/	Kegiatan Pembelajaran	Indikator	Teknik	Instrumen	Instrumen	Waktu	Belaja
Dasar		siswa menyalin paragraf atau dialog sederhana tentang hal- hal yang berhubungan dengan sekolah dalam bahasa linggis dengan ejaan yang benar siswa melengkapi kalimat dengan ungkapan yang telah diajarkan	Menyalin dialog Menyalin dialog Melengkapi ungkapan dengan kata-kata yang lapat	Tugas Individu	Penugasan			
	Z. Kalimat lai di yan	dengan ungkapan yang telah diajarkan			Zalida e		1	
			<u>\.</u>					



			THE RESERVE THE PARTY OF THE PA		Penilaian			
Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Alokasi Waktu	Sumber Belajar
Menulis Menulis dengan kata-kata yang berkalian dengan keglatan di dalam kelas		intonsel dan lafal yang banar Siawa menori mekna kata atau kalimat yang ada dalam bacaan atau wacaina Siawa menjewab pertanyaan bacan atau wacain asiawa menyalin paragraf atau dialog sederhana yang mengandung unjekapan tentahu dengan ajaan yang benar siawa menulis kalimat sederhana dengan unjekapan yang telah dialarkan		Portfolio		Rewritre the sentences to your exercise book. Make sentences by using the following words.		
Keglatan di dalam Kelas (2) Mendengarkan Mendengarkan instruksi yang berkaltan dengan keglatan di dalam kelas	A. Ungkapan Guru: This is a picture of a school. Point to the roof Point to the wall Point to the door Point to the window Take your paper, please.	siswa mendengarkan ungkapan- ungkapan yang disampalkan guru siswa mampu menjawab pertanyaan dengan tepat dan benar yang diberikan guru siswa melakukan instruksi yang diberikan secara lisan	Mendengarkan Melaksanakan instruksi untuk melakukan kegiatan di dalam kelas	Tes unjuk kerja	Tes simulasi uji petik prosedur	Fill in the blank spaces.	4 JP -	Grow with English Sumber- sumber is yang rele
Berbicara Bercakap-cakap dalam kegiatan belajar di kelas	Take your pencil. Take your crayon Show me the red crayon Show me the blue one Now draw a school Color the roof brown Colour the door red 3. Ungkapan Siswa 1. May I color the door	siswa mengucapkan ungkapan yang diajarkan dengan latal yang benar siswa mencari pasangan siswa membuat dialog singkat sasusal dengan aituasi yang diberikan guru siswa melakukan percakapan	Berbicara a. Merespon permintaan b. Minta izin melakukan sesuatu c. Merespon (memberikan izin sesual dengan permintaan) d. Merespon (tidak memberi izin untuk melakukan)	Tes lisan	Oaftar pertanyaan	Give response orally		
Membaca Memahami isi teks tentang kegiatan di kelas	yellow? May I use pen? May I borrow your penoli Kosa kata Come, sit, take, draw, color, show, point to, use, borrow, picture, school, door.	pendek dengan pasangannya siswa mendengarkan wacana yang dibacakan guru Siswa dapat membaca dengan intonasi dan lafal yang benar Siswa mengat makna kala atau	Membaca a. Manemukan informasi rinci pada dialog/leks b. Menemukan makna kala/fras pada teks/dialog	Tes tulis	Tes Islan, tes uralan	Answer the followin questions. Match the following pictures with the name.		

			20 11-110-		Penilalan		Alokast	Sumber	
Kompetens	T	Materi Pokok/	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Waktu '	Belajar
Menulis Menulis de kata-kata y berkaitan dengan ke di dalam k	ng latan	Pembelajaran window, wall, roof, floor, black, white, red, pink, blue, green, yellow J. Tata Bahasa Kalimat tanya dengan kata 'may'	kalimat yang ada dalam bacalan atau wacana Siswa menjawah pertanyaan bacasan atau wacana siswa menyalin paragraf atau dialog sedentanan yang mengandung ungkapan tertentu dengan ejaan yang benar siswa menulis dialog sedentana dengan ungkapan yang tolah	Menulis a. Mengulip permintaan izin b. Menulis permintaan izin	Tugas individu	Tugas rumah	Copy the sentences to your exercise book. Make sentences by using the following words.		
3. Pakaian Mendenga Instruksi	kan	A. Ungkapan Guru: 1. Point to the (shirt). 2. Take the (shirt).	dengan ungkapan yang delalarkan siswa mendengarkan ungkapan- ungkapan yang disampaikan guru siswa mampu menjawab pertanyasi dengan tepat dan benar yang	3.1 Mendengarkan Merespon instruksi sederhana an secara fisik	Tes unjuk kerja	Tes simulasi uji petik prosedur	Fill in the blank spaces.	4 JP	Grow with English Sumber- sumber la yang rele
Berbicara Bertany tentang	jawab akaian	Toww(a hat). Match the pictures with the words. Which one is a shirt? Ungkapan Siswa What is this? What color is the shirt? The shirt is (blue, white stc). Teks pandek tentang pakaian	th diberikan guru siswa melakukan instruksi yang diberikan secara lisan siswa mengucapkan ungkapan ya diajarkan dengan lafal yang benar	ng 3.2 Berbicara Menggunakan bahasa Inggris saderhanaruhtik. a. Mersspon pertanyaan tenta pakalan b. Mersspon pertanyaan teant	THE PERSON OF TH	Tes simulasi, uji petii prosedur dan produk	k Give response orally		
	maham s tentar alan	D. Kosa kata Blouse, beit, skirt, sandali shorts, shoes, socks, hat, trousers, red, brown, gree grey, blue, orange, pink, yellow, white, black, burp E. Tata Bahasa 1. kalimat nominal, cou The shirt is blue.	siswa mendengarkan wacana ya dibacakan guru Siswa dapat membaca dengan ininasal dai lafat yang benar	warna paksian secara verb C, Bertarnya tentang jenis paks d, Bertarnya tentang warna paksian 3,3 Membaca a. Manemukan informasi tert pada teks tentang warna paksian b. Membaca nyaring dengar	araian Tes tulis	Tes isian, tes urali	Answer the follow questions. Match the followin pictures with the name.		

	THE RESERVE AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO IN COLUMN TO THE PERSON NAMED IN COLUM	Materi				Penilaian			N. Contract
K	ompetensi Dasar	Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Alokast Waktu	Sumber Belajar
	nyaring inulis Menulis kata- kata tentang		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 namber	3.4 Menulis a. Menyalin kata-kata tentang pakalan dengan ejaan yang benar b. Menulis kata-kata sesual gambar	Portfolio	Dokumen kerja siswa	Copy the sentences to your exercise book. Make sentences based on the picture.		
Mo	atang ndengarkan nstruksi dan ertanyaan	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	siswa mendengarkan ungkapan- ungkapan yang disampaikan guru siswa mampu menjawab pertanyan dengan tapat dan benar yang diberikan guru siswa melakukan instruksi yang diberikan secara lisan	Mendengarkan Mersepon instruksi sederhana secara fisik tentang binatang b. Mersepon pertanyaan dengan jawaban singkat atau menunju nomor	Tes unjuk kerja k	Tes simulasi uji pelik prosedur	Fill in the blank spaces.	4 JP	Grow with English Sumber- symber is yang rele
Te	olcara E riibat dalam rcakapan itang binatang Nama Jumlah Warna	3. 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 Teksidialog pendek tentang	siswa mengucapkan kosakata yang diajarkan dengan lafal yang benar siswa mencari pasangan siswa mencari pasangan siswa membuat dialog singkat yang berihubungan dengan binatang peliharaannya masing-masing siswa melakukan percakapan pendek dengan pasangannya	Berbicara Menanyakan nama binatang Merstpon pertanyakan dengan menyebutkan nama binatang Menanyakan jumlah binatang Menyebutkan jumlah binatang dengan singkat Menanyakan wama binatang		Daftar pertanyaan	Give response orally		
Memb a. h	D. Jaça Jenemukan E.	binatang Kosa kata Cat, rabbit, horse, bird, buffalo, pig, dog, duck, goose, cow, sheep Tata Bahasa 1. Kata nominal dengan	siswa mendengarkan wacana yang dibacakan guru Siswa dapat membaca dengan intonasi dan lafal yang benar Siswa mencari makana kata atau kalimat yang ada dalam bacaan	Membaca Menemukan informasi tertentu pada teks tentang binatang Membaca nyaring teks tentan binatang dengan ucapan yang berterima		Tes menjodohkan, pilihan ganda	Match the following pictures with the name. Choose the best answer, a, b, c, or		

Obsar Pembelajaran Pembelajaran Indikator Teknik Bentuk Contoh Waktu Instrumen Indikator Teknik Bentuk Contoh Waktu Instrumen	Belajar
tentang binatang a. kalimat tanya dengan bow many selawa menyalin paragaral atau diadog sedenkana yang mengandung mengan penar selawa menutuk dengan ejaan yang benar selawa menutuk dengan ejaan yang benar selawa menutuk dalaka tentang binatang dengan alaka-tata yang telah diajarkan diaj	
Menulis kata- Menulis kata- kata hantang dengan kata-kata yang telah diajarkan	

Appendix 8 Blueprint Before Revision for Topic 1: Self Introduction

Topic	Self-Introduction
Grade	4 th
Basic Competency	 Listening Respond to very simple instructions verbally in a classroom context (person's identity) Speaking Conversing to accompany actions in an acceptable manner that involves speech acts, introducing oneself, greeting/greeting, farewell, and giving cues. Reading Reading Read aloud by pronouncing the alphabet and proper speech involving very simple words, phrases and sentences Writing Spelling in very simple English utterances accurately and acceptably with correct punctuation involving very simple words, phrases, and sentences Copying in very simple English texts
	accurately and gratefully
Indicators	1.1 Listening 1.1.1 Students listen to greetings 1.1.2 Students can understand the use of greeting expressions 1.1.3 Students can use greeting expressions 1.2 Speaking 2.2.1 Students can understand the functions of expressions 2.2.2 Students can respond the introduction 2.2.3 Students can use expressions in conversation 2.2.4 Students can analyze a short conversation 1.3 Reading 1.3.1 Read aloud with grateful words 1.3.2 Find identity in written text 1.3.3 Students can understand vocabulary in text 1.3.4 Students can understand the content of the text

	1.4 Writing 1.4.1 Students can spell names correctly 1.4.2 Copying the short text about introductions with the same spelling as the original text 1.4.3 Students can make an introductory text using their own words
Learning Objectives	Students are able to greet someone Students are able to introduce herself/himself Students are able to respond the introduction questions Students are able to write the spelling of names correctly Students are able to make introduction text using their own words

Opening Activity

Descriptors	Item
5	Hello Student!
	How are you today? I hope all of you are good
	My name is Pirda
	I know, you are missing your school a lot. So here we are.
	Today Miss. Pirda will help you to learn at home. Yeyyy!
	First of all, let me tell you the important things.
	1. Study from home
	2. Stay at home
	3. Wash your hand
	4. Stay safe and healthy everyone
	I am as your teacher and today we are going to learn some
	things in a new way.
	Are you ready?! Let's learn together!
	Would you like learn many things from your friend? Or
	your classmate? Or would you like to tell something about
	yourself?

Main Activity

Discovery has 6 stages/syntax in learning process. There are, stimulation, problem statement, data collection, data processing, verification, and generalization.

This video will use puppet as a character named Jeni.

Theory	Item
--------	------

	Today I have a surprise for you. You all are you ready?So
	close your eyes
	Open your eyes.
	Hello everyone, now we have a new friend (puppet)
	(Talking with puppet)
	Teacher: "Hallo, good morning"
	Puppet : (confused) Good morning?
	Teacher: "Good morning
	Puppet : " Good morning"
	Teacher: "How are you?"
	Puppet : (confused)
Stimulation	Teacher : "how do you do?" Fine? Are you fine?
Sumulation	Puppet : "hmm, fine (still confused)
	Teacher : "Good"
	Teacher : "Please, introduce yourself first! What is your
	name?"
	Puppet : "name? name?" (confused)
	Teacher: "My name is Pirda. What is your name?"
	Puppet : " my name? my name is Jeni"
	Teacher : "Lovely name"
	Teacher: "How do you spell it? j-e-n-i, right?"
	Puppet : "Yes"
	Teacher: "Okay Jeni, nice to meet you"
1	Puppet : (confused) "Nice to meet you"
	Ayu looks confused to introduce herself
Problem	Hmm
statement	Do you know how to introduce yourself properly?
344.541.64	How to answer the question before?
7	(Teacher explanation)
	(Teacher explanation)
	Well, here's how to answer!
	First of all, the teacher says "good morning"
	Your answer will be
	Good morning?
	Good afternoon? - Checklist
	Good evening?
	Good evening:
Data	"Vos cood momino"
collection	"Yes, good morning" If the situation in the morning (showing morning situation on
Conection	If the situation in the morning (showing morning situation on
	the background), we should use "Good morning"
	If the situation in the afternoon (showing afternoon situation
	on the background), we should use "Good afternoon"
	If the situation in the evening (showing evening situation on
	the background), we should use "Good evening"
	First of all, you have to greet and for greeting you have to use
	expression like good morning, good afternoon, good evening
	based on the situation. Next question is "how are you?" or how do you do?

The teacher has given a clue before, with saying "Fine" Can you guest what is the meaning? Yes, it means that asking how you are Your answer will be.... I am fine I am happy I am sad I am bad If you are in a good condition, you say "I am fine, thank you" If you are in a bad condition, you say "I am bad" After that, the teacher asks "what is your name?" What is the meaning? Yes, the teacher asks your name Your answer will be.... My name is.... (mention your name) or I am.... (mention your name) Let's try! My name is..... Good job students "How do you spell it?" The teacher also asks this question What is the meaning? Yes, the teacher asks you to spell your name. Say one by one the word of your name. For example, Jeni Your answer will be... J-e-n-i Let's try! How do you spell your name? Excellent! For the last, teacher say "nice to meet you" What is the meaning? Nice to meet you Yes, it means that express her feeling after meet new people" If someone say nice to meet you" Your answer will be "nice to meet you too" To make an addition, you also can say "Good bye" Hooray! We already know the way to answer introduction questions and how to introduce ourselves. Now, let's review the Data **Processing** information before. (video slide check list)

	First of all, you have to greet and for greeting you have to use
	expression like good morning, good afternoon, good evening based on the situation
	If the questions "how are you"
	You telling how you are using I am fine, thank you
	Next, if the question "what is your name"
	You say your name "my name is Or I am"
	Next, if the question "how do you spell it?"
	You spell your name. Mention one by one the word of your
	name
	Last, you say "nice to meet you" and "Good bye"
	Excellent students. You already remember all of the material
	given. Alright, let's continue!
	(try one more to make a conversation with new friend
	(puppet))
	Teacher: "Okay let's try one more with our new friend!
	Hello, now already afternoon
	Good afternoon"
	Jeni : "Good afternoon"
	Teacher: "How are you?"
	Jeni : "I am fine, thank you"
A	Teacher: "My name is Pirda, what is your name?"
Verification	Jeni: "My name is Jeni"
	Teacher: "How do you spell it?"
	Jeni : "J-e-n-i, Jeni"
	Teacher: "Nice to meet you"
	Jeni : "Nice to meet you too"
	Teacher: "Good bye"
	Jeni : "Bye"
	Good job, you can introduce yourself properly Jeni
\	How about you all? Excellent! You are smart students!
	Okay students, Jeni already done with her introduction and you
	also right?
Generalization	Now, we already learn about greeting and how to introduce
Scherunzanon	our selves nelude name and spell our name.
	Excellent!
	Excellent.

Closing

Descriptors	Item
-------------	------

Good job, students! We already learn with Jeni the way to introduce ourselves. Don't forget to try at home, the instruction that given before!
You can explore more and learn more
Please make introduction text using your own words.
Happy trying!

"Find many friends and make your live become colorful and happy"
This is the end of our lesson today, thank you for watching and see you soon at another video.
Good Bye!

Appendix 9 Blueprint After Revision for Topic 1: Self-Introduction

Topic	Self-Introduction
Grade	4 th
Basic Competency	 Listening Respond to very simple instructions verbally in a classroom context (person's identity) Speaking Conversing to accompany actions in an acceptable manner that involves speech acts, introducing oneself, greeting/greeting, farewell, and giving cues. Reading Reading Read aloud by pronouncing the alphabet and proper speech involving very simple words, phrases and sentences Writing Spelling in very simple English utterances accurately and acceptably with correct punctuation involving very simple words, phrases, and sentences Copying in very simple English texts accurately and gratefully
Indicators	1.1 Listening 1.1.1 Students listen to greetings
	1.1.2 Students can understand the use of greeting
	expressions
	1.1.3 Students can use greeting expressions
	1.2 Speaking

	 2.2.1 Students can understand the functions of expressions 2.2.2 Students can respond the introduction 2.2.3 Students can use expressions in conversation 2.2.4 Students can analyze a short conversation
	1.3 Reading 1.3.1 Read aloud with grateful words
	1.3.2 Find identity in written text
	1.3.3 Students can understand vocabulary in text
	1.3.4 Students can understand the content of the text
THE STATE OF THE S	1.4 Writing 1.4.1 Students can spell names correctly 1.4.2 Copying the short text about introductions with the same spelling as the original text 1.4.3 Students can make an introductory text using their own words
Learning Objectives	Students are able to greet someone Students are able to introduce herself/himself Students are able to respond the introduction questions Students are able to write the spelling of names correctly Students are able to make introduction text using their own words

Opening Activity

Descriptors	Item
	Hello Student!
	How are you today? I hope all of you are good
	My name is Pirda
	Today Miss. Pirda will help you to learn at home.
	I am as your teacher and today we are going to learn some
	things in a new way.
	Are you ready?! Let's learn together!
	Would you like to learn many things from your friend? Or
	your classmate? Or would you like to tell something about
	yourself?

Main Activity

Discovery has 6 stages/syntax in learning process. There are, stimulation, problem statement, data collection, data processing, verification, and generalization.

This video will use puppet as a character named Jeni.

Theory	Item
Stimulation	Today I have a surprise for you. You all are you ready? So close your eyes Open your eyes. Hello everyone, now we have a new friend (Talking with characters animation) Teacher: "Hallo, good morning? Puppet: (confused) Good morning? Teacher: "Good morning Puppet: "Good morning" Teacher: "How are you?" Puppet: (confused) Teacher: "how do you do?" Fine? Are you fine? Puppet: "hmm, fine (still confused) Teacher: "Good" Teacher: "Good" Teacher: "Please, introduce yourself first! What is your name?" Puppet: "name? name? name?" (confused) Teacher: "My name is Pirda. What is your name?" Puppet: "my name? my name is Jeni" Teacher: "Lovely name" Teacher: "How do you spell it? j-e-n-i, right?" Puppet: "Yes" Teacher: "Okay Jeni, nice to meet you" Puppet: (confused) "Nice to meet you"
Problem statement	Ayu looks confused to introduce herself Hmm Do you know how to introduce yourself properly? How to answer the question before?
Data collection	(Teacher explanation) Well, here's how to answer! First of all, the teacher says "good morning" Your answer will be Good morning? Good afternoon? Good evening? "Yes, good morning" If the situation in the morning (showing morning situation on the background), we should use "Good morning"

If the situation in the afternoon (showing afternoon situation on the background), we should use "Good afternoon"
If the situation in the evening (showing evening situation on the background), we should use "Good evening"
First of all, you have to greet and for greeting you have to use expression like good morning, good afternoon, good evening based on the situation.

Next question is "how are you?"

The teacher has given a clue before, with saying "Fine" Can you guest what is the meaning?

Yes, it means that asking how you are

Your answer will be....

I am fine

I am happy

I am sad

I am bad

If you are in a good condition, you say "I am fine, thank you" If you are in a bad condition, you say "I am bad"

After that, the teacher asks "what is your name?"

What is the meaning?

Yes, the teacher asks your name

Your answer will be....

My name is.... (mention your name)

or I am.... (mention your name)

Let's try!

My name is.....

Good job students

"How do you spell it?"

The teacher also asks this question

What is the meaning?

Yes, the teacher asks you to spell your name. Say one by one the word of your name.

For example, Jeni

Your answer will be...

J-e-n-i

Let's try!

How do you spell your name?

Excellent!

For the last, teacher say "nice to meet you"

What is the meaning?

Nice to meet you

Yes, it means that express her feeling after meet new people"

If someone says nice to meet you"

Your answer will be "nice to meet you too"

	To make an addition, you also can say "Good bye"
	Hooray! We already know the way to answer introduction questions and how to introduce ourselves. Now, let's review the information before.
	(video slide check list) First of all, you have to greet and for greeting you have to use expression like good morning, good afternoon, good evening based on the situation
Data Processing	If the questions "how are you" You express how you are using I am fine, thank you
	Next, if the question "what is your name"
	You say your name "my name is Or I am"
	Next, if the question "how do you spell it?" You spell your name. Mention one by one the word of your name
A	Last, you say "nice to meet you" and "Good bye"
Į.	Excellent students. You already remember all of the material given. Alright, let's continue!
	(try one more to make a conversation with new friend
	(puppet))
7	Teacher: "Okay let's try one more with our new friend!
	Hello, now already afternoon
	Good afternoon"
	Jeni : "Good afternoon"
	Teacher: "How are you?"
	Jeni : "I am fine, thank you"
Verification	Teacher: "My name is Pirda, what is your name?" Jeni: "My name is Jeni"
Vermeation	Teacher: "How do you spell it?"
	Jeni : "J-e-n-i, Jeni"
	Teacher: "Nice to meet you"
	Jeni : "Nice to meet you too"
	Teacher: "Good bye"
	Jeni : "Bye"
	Good job, you can introduce yourself properly Jeni How about you all?
	Excellent! You are smart students!
Generalization	Okay students, Jeni already done with her introduction and you also right?

Now, we already learn about greeting and how to introduce
ourselves include name and spell our name.
Excellent!

Closing

Descriptors	Item
	Good job, students! We already learn with Jeni the way to
	introduce ourselves. Don't forget to practice at home, the
	instruction that given before!
	You can explore more and learn more
	Please choose one of your friend
	Practice all of the expression that we have learned before
	Record it
	Submit it to your teacher
	Happy trying!
	C DENDIDID.
	"Find many friends and make your live become colorful and
	happy"
	This is the end of our lesson today, thank you for watching and
	see you soon at another video.
	Good Bye!

Appendix 10 Blueprint Before Revision for Topic 2: School 1

Topic	School 1
Grade	4 th
Basic Competency	Listening Respond with actions according to instructions in an acceptable manner in the context of the class (orders, requests and prohibitions)
	• Speaking Conversing to accompany actions in an acceptable manner that involves honest acts of asking for help, names of objects, asking for things and giving things
	 Reading a. Read aloud by reciting the alphabet and proper speech involving very simple words, phrases and sentences b. Understand sentences and written messages are very simple

	Writing
	Spelling and copying in very simple sentences in a
	classroom context
Indicators	3.1 Listening
	3.1.1 Respond physically about commands
	3.1.2 Respond to requests
	3.1.3 Respond to ban
	3.2 Speaking 3.2.1 Ask about the name of an object at school
	3.2.2 Respond questions verbally with short sentences
	3.2.3 Respond questions verbally with negative sentences
	3.2.4 Using the expression of asking for goods and responding with the expression of giving goods
B	3.3 Reading 3.3.1 Read aloud
	3.3.2 Find the meaning of words, or sentences in discourse
	3.3.3 Finding the information written in the discourse
	3.3.4 Answer the questions related to discourse
	3.5 Writing
	3.4.1 To quote the words about objects in school
	with the correct spelling
Learning Objectives	Students are able to know the use of this and that
	Students are able to mention the things in the classroom
	Students are able to respond the question about things in
	the classroom using that and this
	Students are able to respond the instruction related to the things in the classroom

Descriptors	Item
	Hello Student!
	Come back again with me, Miss Pirda
	How are you going? I hope all of you are good
	Today Miss. Pirda will help you to learn at home. Yeyyy!
	I am as your teacher and today we are going to learn some
	things in a new way.
	Are you ready?! Let's learn together!

Main Activity

Discovery has 6 stages/syntax in learning process. There are, stimulation, problem statement, data collection, data processing, verification, and generalization.

Theory	Item
Stimulation	We will learn about our classroom I prepare a video for you about the classroom Let's watch the video *In the classroom Wow there are so many things (showing many things in the classroom) *just showing without mention the name and describe the thing Do you see many things in the video? Good job, student! Now I have a friend. Her name is Jeni I want to invite you to visit Jeni's school Are you curious? Yes? Okay Please help me to call Jeni. Okay? Jeni, everyone helps me please. Jeni Once again, Jeni Jeni : Good morning Teacher : Good morning, Jeni. How are you? Jeni : I am fine, and you? Teacher : I am fine too. Today we will observe your school. Are you ready? Jeni : I am ready!
Problem Statement	Let's go! *Jeni school Look! Jeni's classroom is not complete Teacher: Jeni, your class is not complete Jeny: Yes, we need to add several things to complete the classroom

Everyone, do you want to help Jeni and her friend to put something in Jeni's classroom? Yes? Okay, good student! Here, all the things A, B, C, D, E, F, G, H, I, J Let's see all the picture! Please choose, which are the things that suitable to put in the classroom Thing number A? B? C? D? E? F? G? H? I? or J? (zoom) Good job, students Number A, C, D, F, G,I Let's put in the classroom Okay, now Jeni's classroom already completes. Good job students Do you know, what is the name of the things that you put before? Let's mention one by one What is that? Yes, that is a blackboard. We use "that" if the object is far from us Data collection Once again, that is a blackboard How about this one? What is this? Yes, this is a chalk We use "this" if the object is near from us Once again, this is a chalk What is this? Yes, this is an eraser Once again, this is an eraser How about this one? Yes, that is a table Once again, that is a table What is that?

Yes, that is a chair

How about this one? Yes, this is a cupboard

Once again, that is a chair

	Once again, this is a cupboard
	Once again, this is a cupooard
	Great, everyone. We already know the things in the classroom
	Blackboard, chalk, eraser, chair, table, and cupboard
	•
	(Activity→ matching the word with picture)
	Now I have list of picture here and here I have a list of word
	So, what will you do?
	Please, match the word and the picture
	Okay? Are you ready?
	Nice!
	Let's go!
	Okay, let's we go for the first picture, picture number A.
Ė	What is this?
	Cupboard? Hmmm
	Table? Hmmm
	Blackboard?
	Yes, this is a blackboard
	1 es, tills is a blackboard
Data	Distance and a D
Data	Picture number B.
Processing	What is this?
	Table? Hmm
	Eraser? Hmm
	Chalk?
	Good, this is a chalk
	Picture number C.
	What is this?
	Chair? Hmm
	Cupboard? Hmm
	Eraser?
	Alright, this is an eraser
	1 1115111, 11110 10 1111 0111001
	Picture number D.
	What is this?
	Chair? Hmm
	Table? Hmm
	Cupboard?

	Yes, this is a cupboard
	Picture number E.
	What is this?
	Table or chair? Hmmm
	Yes, this is a chair
	Okay, for the last picture number F.
	What is this? Of course, this is a table.
	Good job, student!
	You complete all
	Excellent!
	"Jeni checking all the things in her classroom by mention one
	by one"
	Okay everyone, let's checking the things in the classroom by
	mention one by one with Jeni.
	PL 1 C PENDIDIA
X7 'C'	Black board
Verification	Chalk
	Eraser Chair
	Table
	Cupboard
	Cupotaru
	Does your class looks like this?
	Wow, nice!
	Good job student!
	Now, Jeni's classroom already has many things
Generalization	Jeni: Thanks everyone
	Now, we already learn about the things in the classroom.
	You are smart student!

Closing

Descriptors	Item
	Good job, students! We already learn with Jeni about the things
	in the classroom
	You can explore more and learn more
	Please find 5 new things in the classroom that not mention
	before. Okay?
	Then please write it down in your note, and then submit it to
	your teacher. Happy triying!

This is the end of our lesson today, thank you for watching and see you soon at another video.

Good Bye!

Appendix 11 Blueprint After Revision for Topic 2: School 1

Topic	School 1
Grade	4 th
Basic Competency	Listening Respond with actions according to instructions in an acceptable manner in the context of the class (orders, requests and prohibitions)
	• Speaking Conversing to accompany actions in an acceptable manner that involves honest acts of asking for help, names of objects, asking for things and giving things
	 Reading Read aloud by reciting the alphabet and proper speech involving very simple words, phrases and sentences Understand sentences and written messages are very simple Writing
	Spelling and copying in very simple sentences in a classroom context
Indicators	3.1 Listening
indicators	3.1.1 Respond physically about commands
	3.1.2 Respond to requests
	3.1.3 Respond to ban
	3.2 Speaking 3.2.1 Ask about the name of an object at school
	3.2.2 Respond questions verbally with short sentences

	3.2.3 Respond questions verbally with negative sentences
	3.2.4 Using the expression of asking for goods and
	responding with the expression of giving goods
	3.3 Reading 3.3.1 Read aloud
	3.3.2 Find the meaning of words, or sentences in discourse
	3.3.3 Finding the information written in the discourse
	3.3.4 Answer the questions related to discourse
	3.6 Writing
	3.4.1 To quote the words about objects in school
	with the correct spelling
Learning Objectives	Students are able to know the use of this and that
	Students are able to mention the things in the classroom
2	Students are able to respond the question about things in
	the classroom using that and this
	Students are able to respond the instruction related to the
	things in the classroom

Opening Activity

Descriptors	Item
	Hello Student!
	Come back again with me, Miss Pirda
	How are you going? I hope all of you are good
	Today Miss. Pirda will help you to learn at home. Yeyyy!
	I am as your teacher and today we are going to learn some
	things in a new way.
	Are you ready?! Let's learn together!

Main Activity

Discovery has 6 stages/syntax in learning process. There are, stimulation, problem statement, data collection, data processing, verification, and generalization.

Theory	Item
Stimulation	(Children sound) What is that? There should be children here? (bell ring) Do you hear that sound? Yes, that's a bell (book sound) What is that? That is book? Somebody open and read book? Children, bell and book Can you guest, where we can hear those sound? Great! It should be school We will learn about our classroom I prepare a video for you about the classroom Let's watch the video *In the classroom Wow there are so many things (showing many things in the classroom) *just showing without mention the name and describe the thing Do you see many things in the video? Good job, student! Now I have a friend. Her name is Jeni I want to invite you to visit Jeni's school Are you excited? Yes? Okay Please help me to call Jeni. Okay? Jeni, everyone helps me please. Jeni Once again, Jeni Jeni : Good morning Teacher : Good morning, Jeni. How are you? Jeni : I am fine, and you? Teacher : I am fine too. Today we will observe your school. Are you ready? Jeni : I am ready! Let's go!
Problem Statement	*Jeni school Look! Jeni's classroom is not complete Teacher: Jeni, your class is not complete Jeny: Yes, we need to add several things to complete the classroom Everyone, can you help Jeni and her friend to put something in Jeni's classroom?

	Yes? Okay, good student!
	Here, all the things
	A, B, C, D, E, F, G, H, I, J
	71, D, C, D, L, 1, G, 11, 1, 3
	Lat's see all the pictural
	Let's see all the picture!
	Please choose, which are the things that suitable to put in the
	classroom
	TI
	Thing number A? B? C? D? E? F? G? H? I? or J? (zoom)
	Good job, students
	Number A, C, D, F, G,I
	Let's put in the classroom
	Okay, now Jeni's classroom already completes.
	Good job students
	Do you know, what is the name of the things that you put
	before?
	Let's mention one by one
	Let 5 mention one by one
	What is that?
	Yes, that is a blackboard.
Data	We use "that" if the object is far from us
D <mark>a</mark> ta	Once again, that is a blackboard
coll <mark>ec</mark> tion	
	How about this one?
	What is this?
	Yes, this is a chalk
	We use "this" if the object is near from us
	Once again, this is a chalk
	What is this?
	Yes, this is an eraser
	Once again, this is an eraser
	How about this one?
	Yes, that is a table
	Once again, that is a table
	Size again, that is a more
	What is that?
	Yes, that is a chair
	Once again, that is a chair
	Once again, that is a chair
	How about this one?
	Yes, this is a cupboard
	Once again, this is a cupboard
	Once again, uns is a cupotatu

Great, everyone. We already know the things in the classroom Blackboard, chalk, eraser, chair, table, and cupboard

(Activity→ matching the word with picture)

Now I have list of picture here and here I have a list of word So, what will you do?

Please, match the word and the picture

Okay? Are you ready?

Nice!

Let's go!

Okay, let's we go for the first picture, picture number A.

What is this?

Cupboard? Hmmm

Table? Hmmm

Blackboard?

Yes, this is a blackboard

Picture number B.

What is this?

Table? Hmm

Eraser? Hmm

Chalk?

Good, this is a chalk

Data Processing

Picture number C.

What is this?

Chair? Hmm

Cupboard? Hmm

Eraser?

Alright, this is an eraser

Picture number D.

What is this?

Chair? Hmm

Table? Hmm

Cupboard?

Yes, this is a cupboard

Picture number E.

What is this?

Table or chair? Hmmm

Yes, this is a chair

Okay, for the last picture number F.

What is this? Of course, this is a table.

Good job, student!

You complete all

Excellent!

Verification	"Jeni checks all the things in her classroom by mention one by one" Okay everyone, let's checks the things in the classroom by mention one by one with Jeni. Black board Chalk Eraser Chair Table Cupboard Does your class look like this? Wow, nice!
Generalization	Good job student! Now, Jeni's classroom already has many things Jeni: Thanks everyone Now, we already learn about the things in the classroom. You are smart student!

Closing

Descriptors	Item
77	Good job, students! We already learn with Jeni about the things
	in the classroom
	You can explore more and learn more
	Please find 5 new things in the classroom that we don't
	mention them yet before. Okay?
	Then please write it down in your note, and then submit it to
	your teacher.
	Happy trying!
	This is the end of our lesson today, thank you for watching and
	see you soon at another video.
	Good Bye!

Appendix 12 Expert Judgement Rubric for the Videos

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

Target : Elementary School Students

Research Title : "Developing English Learning Videos by Using

Discovery-based Learning for 4th Grade of

Elementary School Students at Buleleng Regency"

Researcher : Ni Putu Ayu Pirdayanti

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 $\lceil \sqrt{\rceil}$ in the column according to your opinion according to the actual situation.
- 4. Answers are given in the rating scale column provided with the rating scale:

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

Nivers	Dogovintowa		\$	Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
A. V	ideo as media for teaching and lear	ning	pro	cess			
1.	Video as teaching media helps						
	teacher to deliver high quality						
	materials for the students during the						
2	pandemic.						
2.	Video helps the learners to learn independently						
3.	Video helps the learner to be						
٥.	enthusiastic and motivated to learn						
	English at home						
B. I	nstructional Design Attributes						
	ustification of need, targe <mark>t aud</mark> ien <mark>ce, e</mark>	entry	level	prer	equis	ites,	objectives,
m	otivation and cont <mark>ext of le</mark> arning, inst	tructi	onal	strate	egies,	orgo	anization and
st	ructure of conte <mark>nt</mark> , examples, practice	, feed	dback	, eva	luati	on of	learning,
	ternal alig <mark>nmen</mark> t)	The				ı	
4.	The scope of the material is made in	· MA	N				
	accordance with the curriculum						
5.	The materials are suitable for the			4			
6.	Students' need The topic is relevant to the	> .		-4			7
0.	students' daily life.		ģ				
7.	The learning objectives are	1	1				
	suitable and attainable for the	ΓV	~				
	l <mark>e</mark> arners	₹/					
8.	The learning method used in the	\Rightarrow	لرلا				
	video is suitable for the learners to	\vee	1			1	
-	learn English						
9.	The important ideas are emphasized		\triangle			7	
	correctly to draw the learners'						
10.	attention Video shows the lesson's summary	4					
11.	Video provides appropriate						
11.	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						
4.5	systematic.						
15.	The material is mapped from the						
1.0	easiest to the hardest.						
16.	The materials are presented						
	systematically to make students						

Nivers	Descriptors		\$	Scale	S		Notes
Num	Descriptors	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					<u> </u>	
	anguage attributes (complexity of se						• •
	Choice of vocabulary, complexity or se						•
	ansitions, consistency, clarity, concis udience.	enes.	s, and	і арр	ropri	aten	ess of the
19.	The video is using appropriate and				I	I	
19.	suitable word to the topic, sub-						
	topic, and the grade of the students.						
20.	The video is using appropriate and						
	suitable	TD					
	phrase/clause/sentence to the topic	4	N				
	or sub-topic.		16				
21.	The language use to elaborate the			4			
1	materials is clear	> .		133			7
22.	The video is using the simple and	/ K			크		7
	easy to be understood language for the learners	V.	8				
23.	The video is using the correct	$\cdot \cdot \lor$	<u> </u>				
23.	spelling for each word	(
24.	The video is using the correct	=					
27.	pronunciation for each word	\overline{A}	\sim				
25.	The material is delivered briefly						
20.	and straight to the point					/	
D. <i>P</i>	resentation attributes						
(2	Space, typ <mark>e</mark> face, titles, heading, and st	ub-he	eadin	gs, us	se of	numl	bers,
g	raphics, ill <mark>u</mark> strations and visuals, aud	lio/m	usic,	color	r, pre	senta	itions size and
SI	tyle, margin <mark>s, columns, technical quai</mark>	lity, l	iighli	ghtin	g, an	d for	mat, and
le	iyout)						
26.	The materials are delivered in						
	interesting way.						
27.	The materials are presented by						
20	using various animation.						
28.	The animation in the video are						
20	interesting. The animation in the video are				-		
29.	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						
	11 1						

NI	Decementous		\$	Scale	S		Notes
Num	Descriptors	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	lr.					
39.	The use of animation, background, and text are not exaggerated		NG) 1			
40.	The background of the music is appropriate for young learners	72			2		7
41.	The explanation is delivering in interesting and communicative way		Ž.				
42.	The explanation is expressive and enjoyable to be listened						
43.	The voice of the explanation is clear		Y				
(ubject matter attributes Value of content, content accuracy, co bjective presentation/bias, recency)	mpre	ehens	ivene	ess, in	ntegr	ation,
44.	The content of the video is accurate	H					
45.	The elements of the video are integrated properly						
46.	The video is objective and unbiased						

Singaraja,

Have been acknowledged by,

/		`
1		1
(,
\		

Appendix 13 Result of Expert Judgment for Topic 1: Self-Introduction (1st Expert)

"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 English Learning Videos by Using

Discovery-Based Learning for 4th Grade of Elementary School Students at Buleleng Regency"

Researcher : Ni Putu Ayu Pirdayanti

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

Occupation / Position : Supervisor

Topic : Self - Introduction

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.
- 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

Num	D		1	Scale	5		Notes	
vum	Descriptors	5	4	3	2	1		
A. 1	video as media for teaching and lear	rning	pro	cess	-			
1.	Video as teaching media helps					1		
	teacher to deliver high quality		/					
	materials for the students during the	1/	1					
2	pandemic.							
2.	Video helps the learners to learn independently	V						
3.	Video helps the learner to be	, ,	/					
	enthusiastic and motivated to learn	V						
_	English at home							
	nstructional Design Attributes							
0	justification of need, target audience, e	entry	level	prere	equis	ites, o	bjectives,	
n	notivation and context of learning, inst	ructi	onal .	strate	gies,	organ	nzation ar	
	tructure of content, examples, practice	, jeec	lback	, evai	uatio	on of u	earning,	
	nternal alignment)	-	1		-	-		
4.	The scope of the material is made in accordance with the curriculum	V						
-	The materials are suitable for the	-	/	-	-	-		
5.	students' need	V	,			_		
6.	The topic is relevant to the students' daily life.	4	V					
7.	The learning objectives are	1	/ 4					
	suitable and attainable for the	V		10	2.1			
	learners							
8.	The learning method used in the		/		7			
	video is suitable for the learners to	V						
	learn English		-	-		-		
9.	The important ideas are emphasized	16	,					
	correctly to draw the learners'		V					
10.	Video shows the lesson's summary	. /	/	-	-	-		
11.	Video provides appropriate	-	-	-	-	-	-	
11.	examples to the learners based on	11	·					
	the topics	0						
12.	Learners get opportunity to practice		,		-	-		
1.70	the desired learning outcome(s)	11						
	through exercises or questions	0						
13.	The material contains instruction on		1	-	-			
	how to make the tasks/exercises.	U						
14.	The material is well arranged and		. /					
V	systematic.		V		1			
15.	The material is mapped from the	. /	/					
	easiest to the hardest.	/	- 4	1				
	The materials are presented		1			-		
16.	the materials are presented		1					

		rintors						Notes	
Num	Descriptors	5	T	4	3	2	1		
	easier to understand	V	1						
17.	The video uses clear material mapping in describing limitation of the material.	V	1						
18.	Learners get useful reinforcement from the video	V	1						
0	anguage attributes (complexity of sa Choice of vocabulary, complexity or s ransitions, consistency, clarity, conci- udience.	enter	ice.	stri	ictur	e, vei	bs, r	edundancy	
19.	The video is using appropriate and suitable word to the topic, subtopic, and the grade of the students		L	1					
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		L	1					
21.	The language use to elaborate the materials is clear	V	1						
22.	The video is using the simple and easy to be understood language for the learners	/			₹,	1			
23.	The video is using the correct spelling for each word	V				4			
24.	The video is using the correct pronunciation for each word	Ϋ́	V	1					
25.	The material is delivered briefly and straight to the point	0							
g st	Presentation attributes Space, typeface, titles, heading, and suraphics, illustrations and visuals, audityle, margins, columns, technical qualityout) The materials are delivered in	o mu	ISIC,	co	lor, p	reser	natio	ns size and	
27.	The animations are presented by		-	-	+	+	+	_	
	using various pictures. The animations in the video are	1		-	+	+	+		
8.	interesting	V			+	1	+		
9.	The animations in the video are suitable for the topic and the target audience		V	/		1			
	The illustration is similar as it is found in everyday use	1	_			_	-		
1.	The size of animations is								

Num		Scales					Notes
um	Descriptors	5	4	3	2	1	
	appropriate						
32.	The placement of the animations is appropriate	/	_				
33.	The materials are presented by using various and appropriate colors	0	/				
34.	The important concepts/ideas are marked by interesting color/illustration	V	′				
35.	The background use is suitable with the topic						
36.	The color of the text is suitable with the background						
37.		1					
38.	appropriate	V					
39	The use of animations, background, and text are not exaggerated	V	1				
40	The background of the music is appropriate for young learners	/		6	7		
41	The teacher is delivering the material in interesting and communicative way	V	,		1		
42	2. The teacher is expressive and enjoyable to be listened	V	a				
43	The voice of the teacher is clear	V					
E.	Subject matter attributes (Value of content, content accuracy, cobjective presentation bias, recency)	ompr	ehen	siven	ess, i	ntegr	ation,
44		V	1	L	T	T	
45	The elements of the video are integrated properly	U	1	7			
46		10	1	1		1	

Prof. Dr. Putu Kerti Nitiasih, M.A. NIP. 196206261986032002

Appendix 14 Result of Expert Judgement for Topic 2: School 1 (1st Expert)

"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 English Learning Videos by Using

Discovery-Based Learning for 4th Grade of Elementary School Students at Buleleng Regency"

Researcher : Ni Putu Ayu Pirdayanti

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

Occupation / Position : Supervisor

Topic : School 1

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

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

Num	D		8	scale	8		Notes
	Descriptors	5	4	3	2	1	
. \	ideo as media for teaching and lear	ning	proc	cess		-	
	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	/					
2.	Video helps the learners to learn independently	V					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	/					
3 i	justification of need, target audience, on notivation and context of learning, insi structure of content, examples, practice internal alignment)	ruction, feed	onal	strate	egies	, orga	nization and
4.	The scope of the material is made in accordance with the curriculum	V					
5.	The materials are suitable for the students' need	V					
6.	The topic is relevant to the students' daily life.	1	4	1			
7.	The learning objectives are suitable and attainable for the learners		V	/	4		
8.	The learning method used in the video is suitable for the learners to learn English	1				É	
9.	The important ideas are emphasized correctly to draw the learners' attention		V	/			
10.	Video shows the lesson's summary	V					
11.	Video provides appropriate examples to the learners based on the topics	V	6				
12.	the desired learning outcome(s) through exercises or questions	1	v	,			
13.	The material contains instruction or how to make the tasks/exercises.	V		-			
14.		V	1		1		
15.			V	1	-		
16.	The materials are presented	-	1				

Num	Donalatan			scale	8		Notes	
- CLASS	Descriptors	5	4	3	2	1		
	easier to understand.	-	-					
17.	The video uses clear material mapping in describing limitation of the material	V	,					
18.	Learners get useful reinforcement from the video	V						
1	anguage attributes (complexity of se hoice of vocabulary, complexity or se ransitions, consistency, clarity, concis- tudience.	enten	ce str	uctui	re, ve	rbs, r	edundancy	
19.	The video is using appropriate and suitable word to the topic, subtopic, and the grade of the students.		V	/				
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	V						
22.	The video is using the simple and easy to be understood language for the learners	0	4	C				
23	The video is using the correct spelling for each word	V						
24.	The video is using the correct pronunciation for each word	V	,		3			
25.	The material is delivered briefly and straight to the point	V						
g st	resentation attributes Space, typeface, titles, heading, and si raphics, illustrations and visuals, aud tyle, margins, columns, technical qualityout) The materials are delivered in	lio m	usic,	color	, pre	senta	tions size d	
27.	interesting way. The animations are presented by	V		_				
	using various pictures		V					
28.	The animations in the video are interesting	V						
29.	The animations in the video are suitable for the topic and the target audience	0						
	The illustration is similar as it is found in everyday use	V						
- 1								

Num	Descriptors		5		Notes		
	Descriptors	5	4	3	2	1	
	appropriate		The course of				and the later of
32.	The placement of the animations is appropriate	~	_				
33.	The materials are presented by using various and appropriate colors	V	/				
34.	The important concepts/ideas are marked by interesting color/illustration		0	,			
35.	The background use is suitable with the topic	V	1				
36.	The color of the text is suitable with the background	V	•				
37.	The placement of the text is appropriate		V	1			
38.	The font use and its size are appropriate	V					
39.	The use of animations, background, and text are not exaggerated	V					
40.	The background of the music is appropriate for young learners	V					
41.	The teacher is delivering the material in interesting and communicative way	V	10				
42.	The teacher is expressive and enjoyable to be listened	V	,	1	à		
43.	The voice of the teacher is clear	V			70		
(ubject matter attributes Value of content, content accuracy, co bjective presentation bias, recency)	ompr	ehens	siven	ess, ii	ntegra	tion,
44.	The content of the video is accurate	./			T		
45.	The elements of the video are integrated properly	V	-				
46.	The video is objective and unbiased	1	/	-	-	-	

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

NIP. 196206261986032002

Appendix 15 Result of Expert Judgment for Topic 1: Self-Introduction (2nd Expert)

"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 English Learning Videos by Using

Discovery-Based Learning for 4th Grade of Elementary School Students at Buleleng Regency"

Researcher : Ni Putu Ayu Pirdayanti

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

Occupation / Position : Supervisor

Topic : Self - Introduction

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.
- 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

Num			S	cale	S		Notes
uni	Descriptors	5	4	3	2	1	
A. \	ideo as media for teaching and lear	ning	proc	ess			
1.	Video as teaching media helps				T		
	teacher to deliver high quality	,					
	materials for the students during the pandemic.	V					
2.	Video helps the learners to learn		-	-	-		
	independently	V					
3.	Video helps the learner to be	,					
	enthusiastic and motivated to learn	V					
-	English at home						
	Instructional Design Attributes		, ,				1
	justification of need, targe <mark>t a</mark> udie <mark>nce, c</mark> notivation and context of learning, inst						
	structure of content, examples, practice	feed	thack	SIFUI	egies alvati	or of	inization i Tearnina
1	internal ali <mark>g</mark> nment)	. /	wach	, ev	211111111	on oj	tearning,
4.	The scope of the material is made in	. /					
	accordance with the curriculum	V					
5.	The materials are suitable for the	/	t/t				
14	students' need			B			
6.	The topic is relevant to the students'		/		10		
7.	daily life. The learning objectives are			-		-	
	suitable and attainable for the	,			17	1	
	learners	U			1		
8.	The learning method used in the			-	-		
	video is suitable for the learners to	1/	\mathcal{M}			1	
	learn English						
9.	The important ideas are emphasized	0,					
	correctly to draw the learners'	V					
10	attention	,		4	-		
10.	Video shows the lesson's summary	V			-		
11.	Video provides appropriate		-				
	examples to the learners based on the <i>topics</i>		V				1
12.	Learners get opportunity to practice	-		-	+-	+	-
	the desired learning outcome(s)		,			4/	
	through exercises or questions	V	120			1	
13.	The material contains instruction on	. /					
	how to make the tasks/exercises.	V					
14.	The material is well arranged and			1			
	systematic.		1	1			
15.	The material is mapped from the	,	1				
	easiest to the hardest.	V					
			-	-	-	-	
16.	The materials are presented systematically to make students		,				

ium	Danasta			scale	5		Notes	
	Descriptors	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	1						
	Language attributes (complexity of se Choice of vocabulary, complexity or se transitions, consistency, clarity, concis	nten	ce str	исш	e, ver	rbs, re	dundancy,	
19.	suitable word to the topic, sub- topic, and the grade of the students.	V						
20.	phrase/clause/sentence to the topic or sub-topic.	V	N	_				
21.	materials is clear		V	A				
22.	The video is using the simple and easy to be understood language for the learners	V						
23.	The video is using the correct spelling for each word	V	2					
24.	The video is using the correct pronunciation for each word	V	3					
25.	The material is delivered briefly and straight to the point	¥	V					
	Presentation attributes (Space, typeface, titles, heading, and s illustrations and visuals, audio/music, margins, columns, technical quality, h The materials are delivered in	color	. pre:	senta	tions.	size ar	id style.	
26.	interesting way.	V						
27.	using various pictures.	V						
28.	interesting	V						
29.	suitable for the topic and the target audience	V						
30.	found in everyday use	V						
31.	. The size of animations is appropriate	1/						

materials are presented by g various and appropriate colors important concepts/ideas are ked by interesting pr/illustration background use is suitable with topic e color of the text is suitable with background e placement of the text is propriate e font use and its size are propriate e use of animations, background, d text are not exaggerated he background of the music is propriate for young learners the teacher is delivering the material in interesting and pomraunicative way he teacher is expressive and mjoyable to be listened he voice of the teacher is clear				S	scales	8		Notes
materials are presented by g various and appropriate colors important concepts/ideas are ked by interesting pr/illustration background use is suitable with topic e color of the text is suitable with background e placement of the text is propriate e font use and its size are propriate e use of animations, background, d text are not exaggerated he background of the music is propriate for young learners the teacher is delivering the material in interesting and pomraunicative way he teacher is expressive and mjoyable to be listened he voice of the teacher is clear	um	Descriptors	5	4	3	2	1	
important concepts/ideas are ked by interesting br/illustration background use is suitable with topic c color of the text is suitable with background e placement of the text is propriate e font use and its size are propriate the use of animations, background, d text are not exaggerated the background of the music is propriate for young learners the teacher is delivering the laterial in interesting and communicative way the teacher is expressive and mjoyable to be listened the voice of the teacher is clear	32.	The placement of the animations is appropriate	/					
ked by interesting or/illustration background use is suitable with topic e color of the text is suitable with background e placement of the text is propriate e font use and its size are propriate use use of animations, background, d text are not exaggerated the background of the music is propriate for young learners the teacher is delivering the laterial in interesting and communicative way the teacher is expressive and mijoyable to be listened the voice of the teacher is clear	33.	using various and appropriate con-	V					
topic e color of the text is suitable with background e placement of the text is propriate e font use and its size are propriate the use of animations, background, d text are not exaggerated the background of the music is propriate for young learners the teacher is delivering the aterial in interesting and tomraunicative way the teacher is expressive and mjoyable to be listened the voice of the teacher is clear	34.	The important concepts/ideas are marked by interesting color/illustration	/					
background e placement of the text is propriate e font use and its size are propriate the use of animations, background, d text are not exaggerated the background of the music is propriate for young learners the teacher is delivering the material in interesting and tomraunicative way the teacher is expressive and mjoyable to be listened the voice of the teacher is clear	35.	the topic						
e placement of the text is propriate e font use and its size are propriate the use of animations, background, detext are not exaggerated the background of the music is propriate for young learners the teacher is delivering the laterial in interesting and communicative way the teacher is expressive and lanjoyable to be listened the voice of the teacher is clear	36.	the background	V					
e font use and its size are propriate the use of animations, background, of text are not exaggerated the background of the music is propriate for young learners the teacher is delivering the material in interesting and to be material in interesting and to be teacher is expressive and mijoyable to be listened the voice of the teacher is clear	37.	The placement of the text is	V					
d text are not exaggerated the background of the music is appropriate for young learners the teacher is delivering the laterial in interesting and communicative way the teacher is expressive and mijoyable to be listened the voice of the teacher is clear	38.	The font use and its size are	-	4				
he teacher is delivering the laterial in interesting and laterial	39.	and text are not exaggerated	V		6			
aterial in interesting and omraunicative way he teacher is expressive and njoyable to be listened he voice of the teacher is clear	40.	appropriate for young learners	V					
he teacher is expressive and njoyable to be listened he voice of the teacher is clear	41	material in interesting and	4	V				
The state of the s	42	. The teacher is expressive and enjoyable to be listened	1			_		
	43	3. The voice of the teacher is clear	V			_		
hie of content, content accuracy, comprehensive	40.	The use of animations, background, and text are not exaggerated The background of the music is appropriate for young learners The teacher is delivering the material in interesting and comraunicative way The teacher is expressive and enjoyable to be listened The voice of the teacher is clear Subject matter attributes	V V	chen	siven	ess, i	inte	vgra
		objective presentation/bias, recency) The content of the video is accurate	: 1/	1	T	T		
be content of the video is accurate	4	24 11	V	1	+			
he content of the video is accurate	45	integrated properly	V	-		-		
the elements of the video are the elements of the video are	40	6. The video is objective and unbiased	V	112	7		1	

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

NIP. 199309192018032001

Appendix 16 Result of Expert Judgment for Topic 2: School 1 (2nd Expert)

"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 English Learning Videos by Using

Discovery-Based Learning for 4th Grade of Elementary School Students at Buleleng Regency"

Researcher : Ni Putu Ayu Pirdayanti

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

Occupation / Position : Supervisor

Topic : School 1

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.
- 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

Num	D			Scal	es		Notes
vum	Descriptors	5	4	3	2	1	
Α. \	video as media for teaching and lea	rning	pro	cess			
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	V					
2.	Video helps the learners to learn independently	V					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	V					
В. 1	Instructional Design Attributes						To the same of the
S	justification of need, target audience, e motivation a <mark>nd</mark> context of learning, inst tructure of content, examples, practice nternal alignment)	tructi e, feed	onal :	strate	egies,	orga	nization and
4.	The scope of the material is made in accordance with the curriculum	V	A_{i}	را			
5.	The materials are suitable for the students' need		1	V.	11		
6.	The topic is relevant to the students' daily life.	V			4	0	
7.	The learning objectives are suitable and attainable for the learners	1				류	
8.	The learning method used in the video is suitable for the learners to learn English	V					
9.	The important ideas are emphasized		3				
7	correctly to draw the learners' attention	1	V				
10.	Video shows the lesson's summary	V					-
11.	Video provides appropriate examples to the learners based on the topics	1					
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	V					
113.	The material contains instruction on how to make the tasks exercises.		V				
14.	The material is well arranged and systematic.	1					
15.	The material is mapped from the easiest to the hardest.	V					
16.	The materials are presented systematically to make students	V					

Num				Scale	s		Notes	
vuiii	Descriptors	5	4	3	2	1		
	easier to understand.					-	and the same of	
17.	The video uses clear material mapping in describing limitation of the material.	/						
18.	Learners get useful reinforcement from the video	/						
1	Language attributes (complexity of se Choice of vocabulary, complexity or se ransitions, consistency, clarity, concis pudience.	entenc	e str	uctur	e, ver	rbs, re	dundancy	
19.		1						
20.		/		_				
21.		V	1	2				
22.	easy to be understood language for the learners	V		Y	ŝ		7	
23,	The video is using the correct spelling for each word	V			E			
24.	and the second deposit The bounds of branch and branch and the bound of the bound o	V	V					
25.		V					"	
D.	Presentation attributes							
	(Space, typeface, titles, heading, and s illustrations and visuals, audio/music, margins, columns, technical quality, h	color.	pres	enta	tions	size a	nd style	
26.	The materials are delivered in interesting way.	V						
27.	The animations are presented by using various pictures.	1	V					
28.	The animations in the video are interesting	V						
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	V						
31.	The size of animations is appropriate	1						

Vum	Descriptors		Scales				Notes		
		5	4	3	2	1			
32.	The placement of the animations is appropriate	V	-						
33.	The materials are presented by using various and appropriate colors	V							
34.	The important concepts/ideas are marked by interesting color/illustration	V							
35.	The background use is suitable with the topic	V							
36.	The color of the text is suitable with the background	1							
37.	The placement of the text is appropriate	V							
38.	The font use and its size are appropriate	V							
39.	The use of animations, background, and text are not exaggerated	V							
40.	The background of the music is appropriate for young learners		V	0					
41.	The teacher is delivering the material in interesting and communicative way	V							
42.	The teacher is expressive and enjoyable to be listened	V							
43.	The voice of the teacher is clear	V	W						
	Subject matter attributes (Value of content, content accuracy, cobjective presentation/bias, recency)		ehen	siven	ess, i	ntegra	ution,		
44.	The state of the s	0	P	4					
45.	The elements of the video are integrated properly	V	1						
46.	The video is objective and unbiased	1./	1			17	7		

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

NIP. 199309192018032001

Appendix 17 Result of Expert Judgement for Topic 1: Self-Introduction (3rd Expert)

"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 English Learning Videos by Using

Discovery-Based Learning for 4th Grade of

Elementary School Students at Buleleng Regency"

Researcher : Ni Putu Ayu Pirdayanti

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

Occupation / Position : Supervisor

Topic : Self - Introduction

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.
- 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

Num	Decominate			Scale	s		Notes	
	Descriptors	5	4	3	2	1		
Α. \	video as media for teaching and lear	ning	pro	cess				
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the pandemic.	V	/					
2.	Video helps the learners to learn independently	~	/					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home		/					
5	Instructional Design Attributes justification of need, target audience, e notivation a <mark>n</mark> d context of learning, insti structure of content, examples, practice,	ructio	onal.	strate	gies,	organ	nization and	
4.	The scope of the material is made in accordance with the curriculum			C				
5.	The materials are suitable for the students' need	J	/					
6.	The topic is relevant to the students' daily life.	1			É			
7.	The learning objectives are suitable and attainable for the learners		Ŋ					
8.	The learning method used in the video is suitable for the learners to learn English			1				
9.	The important ideas are emphasized correctly to draw the learners' attention	~	4	1				
10.	Video shows the lesson's summary	V						
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.	1						
15.	The material is mapped from the easiest to the hardest.	1	,	7				
16.	The materials are presented systematically to make students	1						

Num			5	Scale	S		Notes
Num	Descriptors	5	4	3	2	1	
	easier to understand.						
17.	The video uses clear material mapping in describing limitation of the material.		V	,			
18.	Learners get useful reinforcement from the video	V	/				
1	Language attributes (complexity of sec Choice of vocabulary, complexity or sec transitions, consistency, clarity, concis- tradience.	nten	ce str	uctu	re, ve	rbs, re	edundancy
19.			~	-			
20.	The video is using appropriate and suitable phrase/elause/sentence to the topic or sub-topic.	11	V				
21.	materials is clear		U				
22.	easy to be understood language for the learners	-			1		
23.	The state of the s		L			台	
24.	The video is using the correct pronunciation for each word		·	/			
25.	The material is delivered briefly and straight to the point	L					
ii n	Presentation attributes Space, typeface, titles, heading, and si flustrations and visuals, audio/music, pargins, columns, technical quality, hi	colo	r, pre	sent	ation	s size	and style,
26.	The materials are delivered in interesting way.	V					
27.	The animations are presented by using various pictures.	V					
28.	The animations in the video are interesting	V	/				
29.	The animations in the video are suitable for the topic and the target audience	V	/				
30.	The illustration is similar as it is found in everyday use	-					
31.	The size of animations is		/				

				Scale	s		Notes
Num	Descriptors	5	4	3	2	1	
32.	The placement of the animations is appropriate	V	/				
33.	The materials are presented by using various and appropriate colors	U					
34.	The important concepts/ideas are marked by interesting color/illustration	V	/				
35.	The background use is suitable with the topic	U	/				
36.	The color of the text is suitable with the background	V	/				
37.	The placement of the text is appropriate	V					
38.	The font use and its size are appropriate	L	/				
39.	and text are not exaggerated	V		Ì,			
40.	The background of the music is appropriate for young learners	V			1/2		
41.	material in interesting and communicative way	V					7
42.	enjoyable to be listened	~					
43.	The voice of the teacher is clear	V					
E. 5	The voice of the teacher is clear Subject matter attributes Value of content, content accuracy, combjective presentation/bias, recency) The content of the video is accurate	npre	hensi	venes	ss, in	tegra	tion,
45.	The elements of the video are integrated properly	-	/				
46.	The video is objective and unbiased	1					

Singaraja, 2nd February 2021

Have been acknowledged by,

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

Appendix 18 Result of Expert Judgement for Topic 2: School 1 (3rd Expert)

"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 English Learning Videos by Using

Discovery-Based Learning for 4th Grade of Elementary School Students at Buleleng Regency"

Researcher : Ni Putu Ayu Pirdayanti

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

Occupation / Position : Supervisor

Topic : School 1

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.
- 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

Num	Dosavintons			Scale	S		Notes
	Descriptors	5	4	3	2	1	
A. V	ideo as media for teaching and lear	ning	pro	cess	1	-	
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the	V	,				
2.	Video helps the learners to learn independently	V					
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	V	-2				
(Instructional Design Attributes (justification of need, target audience, e motivation and context of learning, inst. structure of content, examples, practice internal alignment)	ructi	onal	strate	egies,	orga	mization i
4.	The scope of the material is made in accordance with the curriculum	V	1				
5.	The materials are suitable for the students' need	V		6			
6.	The topic is relevant to the students' daily life.	V			2		
7.	The learning objectives are suitable and attainable for the learners	V					
8.	The learning method used in the video is suitable for the learners to learn English	L					
9.	The important ideas are emphasized correctly to draw the learners' attention	~	5				
10.	Video shows the lesson's summary	-	/				
11.	Video provides appropriate examples to the learners based on the topics	V					
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	V					
13.	The material contains instruction on how to make the tasks/exercises.	V	-				
1	The material is well arranged and systematic.		V				
14.	Systematic.			/			
14.	The material is mapped from the easiest to the hardest. The materials are presented						

Num	Descriptors		5		Notes		
	Descriptors	5	4	3	2	1	
	easier to understand.						
17.	The video uses clear material			-			
	mapping in describing limitation of the material.	V					
18.	Learners get useful reinforcement from the video	V	/				
C. L	anguage attributes (complexity of ser	ntend	e stri	ictur	e and	l voca	bulary)
(hoice of vocabulary, complexity or se	ntene	e stri	ictur	e. ver	rbs. re	dundancy
11	ransitions, consistency, clarity, concis	eness	, and	appr	opri	uenes	s of the
	udience						
19.	The video is using appropriate and			_			
	suitable word to the topic, sub- topic, and the grade of the students.		V				
20.	The video is using appropriate and			-	-	-	
	suitable						
	phrase/clause/sentence to the topic		V				
	or sub-topic.						
21.	The language use to elaborate the		,				
	materials is clear	~					
22.							
	easy to be understood language for		4				
23.	the learners The video is using the correct		-	L)			
231	spelling for each word			/	54		
24.	The video is using the correct			-			
	pronunciation for each word		V	/	1	4	
25.			W		-		
	and straight to the point	Y	V	-			
D. 1	Presentation attributes		7				
1	Space, typeface, titles, heading, and su	b-he	ading	s. use	ofn	umbei	rs, graphia
11	llustrations and visuals, audio/music, e	olor,	pres	entat	ions	size ai	nd style.
- 11	nargins, columns, technical quality, his	ghlig	hung.	and	form	at, an	d layout)
26.	The materials are delivered in		1				
	interesting way.	V		-4			
27.	The animations are presented by using various pictures.	V	1				
28.	The animations in the video are interesting	V					
29.	The animations in the video are suitable for the topic and the target audience	V	1				
30.	The illustration is similar as it is found in everyday use	/	,				
31.	The size of animations is appropriate	V		1		1	

ium	Daniel I		:	Scale	s		Notes	
	Descriptors	5	4	3	2	1		
32.	The placement of the animations is appropriate	V	1					
33.	The materials are presented by using various and appropriate colors	V	/					
34.	The important concepts/ideas are marked by interesting color/illustration	V	-					
35.	The background use is suitable with the topic	L	/					
36.	The color of the text is suitable with the background	V	/					
37.	The placement of the text is appropriate	V	/					
38.	The font use and its size are appropriate	U	-					
39.	The use of animations, background, and text are not exaggerated	V	/					
40.	The background of the music is appropriate for young learners	~		C				
41.	The teacher is delivering the material in interesting and communicative way	V	-		Ŝ		>	
42.	The teacher is expressive and enjoyable to be listened	1	1		7			
43.	The voice of the teacher is clear	-						
	Subject matter attributes (Value of content, content accuracy, coobjective presentation/bias, recency)	mpre	hensi	ivene:	ss, in	tegrati	on.	
44.	The content of the video is decurate	V				-		
45.	integrated properly	-						
46.	The video is objective and unbiased	U	/			7/		

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

Appendix 19 Result of Teacher Judgement for Topic 1: Self-Introduction

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

: Elementary School Students Target

: "Developing English Learning Videos by Using Research Title

Discovery-Based Learning for 4th Grade of Elementary School Students at Buleleng Regency"

: Ni Putu Ayu Pirdayanti Researcher

: | Mengah Atmaja, S. Pd Evaluator

: English Teacher Occupation / Position

: Self-Introduction Topic

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.
- 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

				Scal	es		Notes	
um	Descriptors	5	4	3	2	1		
A. V	ideo as media for teaching and lear	ning	pro	cess				
1.	Video as teaching media helps teacher to deliver high quality materials for the students during the	v						
2.	Video helps the learners to learn	V						
3.	Video helps the learner to be enthusiastic and motivated to learn English at home	/						
n s	Instructional Design Attributes justification of need, target audience, of motivation and context of learning, insti- structure of content, examples, practice internal alignment)	ructi , feed	onai	strai	egies	, orgi	ant_anton an	
4.	The scope of the material is made in accordance with the curriculum	1						
5.	The materials are suitable for the students' need	/	44	1				
6.	The topic is relevant to the students' daily life.		V		4			
7.	The learning objectives are suitable and attainable for the learners	V				À	7	
8.	The learning method used in the video is suitable for the learners to learn English	/	K					
9.	The important ideas are emphasized correctly to draw the learners' attention		V					
10.	Video shows the lesson's summary	V						
11.	Video provides appropriate examples to the learners based on the topics	V						
12.	Learners get opportunity to practice the desired learning outcome(s) through exercises or questions	V	<u>,</u>					
13.	The material contains instruction on how to make the tasks/exercises.		/					
14.	The material is well arranged and systematic.	V						
15.	The material is mapped from the easiest to the hardest.	V						
16.	The materials are presented systematically to make students	V						

		N. I	S	cale	s		Notes
um	Descriptors	5	4	3	2	1	
	easier to understand.						
17.	The video uses clear material mapping in describing limitation of the material.	v					
18.	Learners get useful reinforcement from the video	V					
(Language attributes (complexity of se Choice of vocabulary, complexity or se transitions, consistency, clarity, concis audience.	ntenc	e str	uctu	re, ve	rbs, r	redundancy,
19.	The video is using appropriate and suitable word to the topic, subtopic, and the grade of the students.		V				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	1)7	1				
21.	The language use to elaborate the materials is clear	1					
22	The video is using the simple and easy to be understood language for the learners	V			1		
23	The video is using the correct spelling for each word	1	8			E	
24	The video is using the correct pronunciation for each word	V					
25	The material is delivered briefly and straight to the point	1	ľ				
	Presentation attributes (Space, typeface, titles, heading, and s graphics, illustrations and visuals, au style, margins, columns, technical que layout) The materials are delivered in	dio/m	usic,	col	or, pi	esent	ations size
	interesting way.	V	1				
27.	The animations are presented by using various pictures.	V					
28.	The animations in the video are interesting	V					
29.	The animations in the video are suitable for the topic and the target audience	V	,				
30.	The illustration is similar as it is found in everyday use	V	,				
31.	The size of animations is	-	-	-	_	-	

	P		Scales						
vum	Descriptors	5	4	3	2	1			
	appropriate								
32.	The placement of the animations is appropriate	V							
33.	The materials are presented by using various and appropriate colors	1							
34.	The important concepts/ideas are marked by interesting color/illustration	V							
35.	The background use is suitable with the topic	1							
36.	The color of the text is suitable with the background	1							
37.	The placement of the text is appropriate	1							
38.	The font use and its size are appropriate	V							
39.	The use of animations, background, and text are not exaggerated	V	4 a						
40.	The background of the music is appropriate for young learners	V		Q					
41.	The teacher is delivering the material in interesting and communicative way	V			É				
42.	The teacher is expressive and enjoyable to be listened	1	3						
43.	The voice of the teacher is clear	V							
E. 5	Subject matter attributes Value of content, content accuracy, co	mpre	hens	ivene	ess, in	ntegra	tion,		
44.	The content of the video is accurate	V							
45.	The elements of the video are integrated properly	V	4						
46.	The video is objective and unbiased	1	-						

Singaraja, 9 February 2021 Have been acknowledged by,

(1 Neugah Atmaja, S.Pd NIP. 197206072003121009

Appendix 20 Result of Teacher Judgement for Topic 2: School 1

"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 English Learning Videos by Using

Discovery-Based Learning for 4th Grade of Elementary School Students at Buleleng Regency"

Researcher : Ni Putu Ayu Pirdayanti

Evaluator: 1 Nengah Atmaja, S.Pd

Occupation / Position : English Teacher

Topic : School 1

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.
- 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	
rely good	Good	Acceptable	P	ООГ	

	Descriptors	Scales					Notes
um		5	4	3	2	1	
L. V	ideo as media for teaching and lear	ning	pro	cess			
1.	Video as teaching media helps				T		
1.	teacher to deliver high quality				1		
	materials for the students during the	V			1		
	pandemic.						
2.	Video helps the learners to learn	./					
4.	independently						
3.	Video helps the learner to be						
2.	enthusiastic and motivated to learn	1					
	English at home						
B. 1	Lateral Design Attributes						
-	and toward toward audience	entry	level	pre	requi	sites,	objectives,
	and contact of learning invi	PRICES	onat	SIFGI	S. Kitery	, 637 326	REPORT AND A COLUMN
S	notivation and context of tearning, using tructure of content, examples, practice	, feed	thack	t, eve	aluati	on of	learning,
1	nternal alignment)			_	_		
4.	The scope of the material is made in	11					
	accordance with the curriculum		٠,	-			
5.	The materials are suitable for the		1				
	students' need				-		
6.	The topic is relevant to the	V			14.		
	students' daily life.			-			
7.	The learning objectives are	. /			36		
	suitable and attainable for the	V			A		
	learners	1		-	-		
8.	The learning method used in the	1					
	video is suitable for the learners to	V			1		
	learn English		-	-	1		
9.	The important ideas are emphasized	-,			1		
	correctly to draw the learners'	V	2		1		
10	attention	1			1		
10.	Video shows the lesson's summary			-	-	-	
11.	Video provides appropriate	,					1
	examples to the learners based on	V					
10	the topics						
12.	Learners get opportunity to practice	1	1	ł	1//		
	the desired learning outcome(s)	-	0		1/		
13.	through exercises or questions The material contains instruction on						
	how to make the tasks/exercises.	V					
	The state of the tasks exercises.				1		
14.	The material is well arranged and	1					
	systematic.				1		
15.	The material is mapped from the	1					
	easiest to the hardest.		,		1	1	
16.	The materials are presented	V					
	systematically to make students			1	-	-	L

	Descriptors		5	Notes			
ım		5	4	3	2	1	
	easier to understand.						
7.	The video uses clear material mapping in describing limitation of the material.	~					
8.	Learners get useful reinforcement from the video	/					
(Language attributes (complexity of se Choice of vocabulary, complexity or se transitions, consistency, clarity, concis audience.	entenc	e str	uctur	re, ve	ros, r	eaunaancy,
19.	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.	K	/				
21	. The language use to elaborate the materials is clear	1		3	1		
22	The video is using the simple and easy to be understood language for the learners	V			S. F.		
23	The video is using the correct spelling for each word	V	X				
24	The video is using the correct pronunciation for each word	V					
25	The material is delivered briefly and straight to the point	1	\geq				
D.	Presentation attributes (Space, typeface, titles, heading, and s graphics, illustrations and visuals, aud style, margins, columns, technical qualayout) The materials are delivered in interesting way.	dio mi	usic,	color	r, pre	senta	tions size ar
27.		V					
28.		1					
29.	The animations in the video are suitable for the topic and the target audience	1					
30.	The illustration is similar as it is found in everyday use	/					
	The size of animations is				-		

um			Scales			Notes	
	Descriptors	5	4	3	2	1	
	appropriate						
32.	The placement of the animations is appropriate	~					
33.	The materials are presented by using various and appropriate colors	V					
34.	The important concepts/ideas are marked by interesting color/illustration	1					
35.	The background use is suitable with the topic	V					
36.	The color of the text is suitable with the background	V					
37.	The placement of the text is appropriate	V					
38.	The font use and its size are appropriate	1					
39.	The use of animations, background, and text are not exaggerated	1					
40.	The background of the music is appropriate for young learners	V	4	0			
41.	The teacher is delivering the material in interesting and communicative way	V		*			
42.	The teacher is expressive and enjoyable to be listened	V			F		
43.	The voice of the teacher is clear	V	1				

Singaraja, 9. Februari 2021 Have been acknowledged by,

(Klengah Atmaja, S.Pd) NIP. 197206072003121009

Appendix 21 Students' Questionnaire

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



Appendix 22 Online Students' Questionnaire on Google Form

3/22/2021

Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar

Kuisioner Evaluasi Video Pembelajaran

	berbasis Saintifik terhadap Siswa
	Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan juju Keterangan pengisian kuisioner siswa: 1 = Sangat tidak setuju 2 = Tidak setuju 3 = Cukup 4 = Setuju 5 = Sangat setuju
F	Required
	Nama* STENDIDIKA/C
	Kelas
	Sekolah
	Saya senang menonton video pembelajaran Bahasa Inggris
	Mark only one oval.
	OI NDIKSHE
	2
	_ 3

https://docs.google.com/forms/d/1kb3Cle4n0ILhi5zcVpOtoDulrezynagn952B4aKTofg/edit

5.	Penjelasan yang disampaikan mudah dimengerti
	Mark only one oval.
	<u> </u>
	2
	3
	_4
	5
6.	Suara pada video pembelajaran jelas
	Mark only one oval.
	\bigcirc 1
	O2 C PENDIDIR
	O1 O2 O3 O4
	O4 O5
7.	Gambar-gambar yang ada di dalam video menarik
	Mark only one oval.
	\bigcirc^2
	O4 O5

8. Animasi yang digunakan memudahkan saya belajar

Mark only one oval.

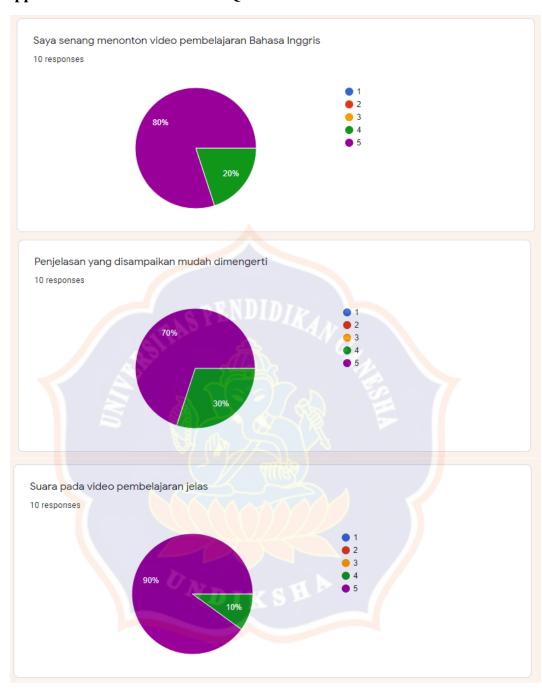
1
2
3
4

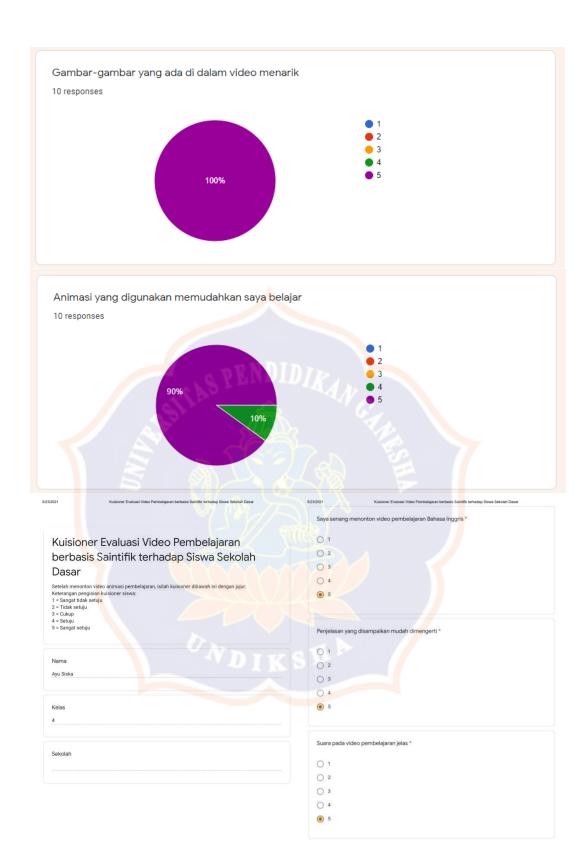
This content is neither created nor endorsed by Google.



https://docs.google.com/forms/d/1kb3Cle4n0ILhl5zcVpOtoDulrezynagn952B4aKTofg/edit

Appendix 23 Results of Students Questionnaire





2021 Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar	3/23/2021 Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar
Gambar-gambar yang ada di dalam video menarik *	Kuisianas Euglupai Vidas Darah alaissas
0.	Kuisioner Evaluasi Video Pembelajaran
○ 1 ○ 2	berbasis Saintifik terhadap Siswa Sekolah
	Dasar
O 3	Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa:
O 4	1 = Sangat tidak setuju 2 = Tidak setuju
	3 = Cukup 4 = Setuļu
	5 = Sangat setuju
Animasi yang digunakan memudahkan saya belajar *	
O 1	Nama
0 2	Liniasari
O 3	
0.4	Kelas
5	4
This content is neither created nor endorsed by Google.	Sekolah
Google Forms	Sekolan
190cs poodle comformati fokujiv.AligXXXIIALCoFrDKOWV (KZVYCOUGT 1437)widdhreonnes	3/30 https://docs.google.com/luma/91/Gleith/REGX/Na4Cn/F-DXXXVI MZYYYCDU2T 15/22/pii/diffresponses
Makes groups conflormals Totalph/MgGXMBatCraft/GKOWU_rK2/YGOUGT11/27pwd8theeponses Conflormer Evaluation Video Pembelajaran berbasia Saintiffs terhadap Bleva Sakolah Dasar Saya senang menonton video pembelajaran Bahasa Inggris *	3/30 Nitge-riddice geogle confitnmes/91/DesyNutlg/CXVInsACN/F/DKOWU_HC/VYDD/GT16/27/gwddffresponsees 4.3/23/2021 Kaleoner E-vulual Video Pembelgeran bedaas Seerliffs terhadap Slava Selotah Dasar Gembar-gambar yang ada di dalam video menanik *
CO21 Kulaconer Evaluati Video Pembelajaran berbasia Saintifik terhadap Steva Selekiah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2	3/23/2021 Kulscorer Euskusi Video Pembelajaran berbaisa Santifik terhadap Steva Sekolah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2
COOT Kuiskoner Evaluasi Wideo Pembelajaran berhasis Saintifik terhadap Steva Sekdah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3	3/23/2021 Kulscorer Eunkust Video Pembelajaran berbasa Saerifik terhadap Sisea Sekolah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3
CO21 Kulaconer Evaluati Video Pembelajaran berbasia Saintifik terhadap Steva Selekiah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2	3/23/2021 Kulscorer Euskusi Video Pembelajaran berbaisa Santifik terhadap Steva Sekolah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2
Cool Kuiskoner Evaluari Wideo Pembelajaran berhania Saintifik terhadap Steva Sekdah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4	3/23/2021 Kulocorer Eunkust Video Pembelagaran berbasa Saerifik terbadap Sisea Sekolah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3 4
CO21 Kuiskoner Eveltaasi Wideo Pembelajaran berbasia Saintifik terhadap Sieva Siekdah Dasar Saya senang menonton video pembelajaran Bahasa inggris * 1 2 3 4 5 5	1232021 Kiasioner Evaluari Video Pemberigaran berbasa sanrifik terhadap Sawa Sekolah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3 4 6 5
COO1 Kuiskome Evaluasi Vodeo Pembelajaran berbasia Saintitis terhadap Siawa Saisdah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 • 5 Penjelasan yang disampalikan mudah dimengerti *	3433021 Kisisorer Evrkusi Video Pembelijaran berbasa Sanriffik terhadap Siswa Sekolah Dasar Gembar-gambar yang ada di dalam video menarik * 1 2 3 4 5 Animasi yang digunakan memudahkan saya belajar *
Cool Kulsoner Evaluari Video Pembelajaran berbasa Saeriffs terhadap Sieva Sekelah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 6 5 Penjelasan yang disampaikan mudah dimengerti *	3/23/2021 Kiakoner Evahaali Video Pembelajaran berbasa Sarrifik terhadap Sawa Sekolah Dasar Gembar-gambar yang ada di dalam video menarik * 1 2 3 4 6 5 Animasi yang digunakan memudahkan saya belajar *
Cool Kulsoner Evaluari Video Pembelajaran berbasa Saintifix terhadap Siawa Saintifix terhadap Saiwa Saintifix terhadap Saintifix terhadap Saiwa Saintifix terhadap Sain	3/23/2021 Kisisorer Evhaal Video Pembelgaran berbasa Sanriffik terhadap Siswa Sekolah Dasar Gembar-gambar yang ada di dalam video menarik * 1 2 3 4 5 Animasi yang digunakan memudahkan saya belajar * 1 2
COO1 Kulsoner Evaluari Video Pembelajaran Bahasa Inggris * 1 2 3 4 • 5 Penjelasan yang disampaikan mudah dimengerti * 1 2 3 4 4 6 5	Sembar-gambar yang ada di dalam video menarik * 1 2 3 4 6 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 4 6 5
Cool Kulsoner Evaluari Video Pembelajaran Bahasa Inggris * I 2 3 4 • 5 Penjelasan yang disampaikan mudah dimengerti * I 2 3 3 4 3 5 I 1 2 3 3 4 3 5 I 1 3 5 I 1 3 5 I 1 3 I 1 1 1 1	3/32/2021 Kuboner Evikusi Video Pembelajaran bentasa Sariffik terbadap Sisea Sekolah Dasar Gembar-gambar yang ada di dalam video menarik * 1 2 3 4 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 3 3 3 4 6 5
COO1 Kulsoner Evaluari Video Pembelajaran Bahasa Inggris * 1 2 3 4 • 5 Penjelasan yang disampaikan mudah dimengerti * 1 2 3 4 4 6 5	Subscript Evaluar Video Pembelajaran berbasa Sarriffit terhadap Steva Sekotah Dasar Gembar-gambar yang ada di dalam video menarik * 1 2 3 4 6 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 4 5 5 This content is neither created nor endorsed by Google.
Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 5 5 Penjelasan yang disampalikan mudah dimengerti * 1 2 3 4 5 5 Suara pada video pembelajaran jelas *	Sembar-gambar yang ada di dalam video menarik * 1 2 3 4 6 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 4 6 5
Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 5 5 Penjelasan yang disampaikan mudah dimengerti * 1 2 3 4 5 5 Suara pada video pembelajaran jelas *	Sambar-gambar yang ada di dalam video menarik * 1 2 3 4 6 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 4 6 5 This content is neither created nor endorsed by Google.
Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 5 5 Penjelasan yang disampaikan mudah dimengerti * 1 2 3 4 5 5 Suara pada video pembelajaran jelas * 1 2 3 4 6 5	Sambar-gambar yang ada di dalam video menarik * 1 2 3 4 6 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 4 6 5 This content is neither created nor endorsed by Google.
Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 5 5 Penjelasan yang disampaikan mudah dimengerti * 1 2 3 4 5 5 Suara pada video pembelajaran jelas *	Subscript Evaluar Video Pembelajaran berbasa Sarriffit terhadap Steva Sekotah Dasar Gembar-gambar yang ada di dalam video menarik * 1 2 3 4 6 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 4 5 5 This content is neither created nor endorsed by Google.

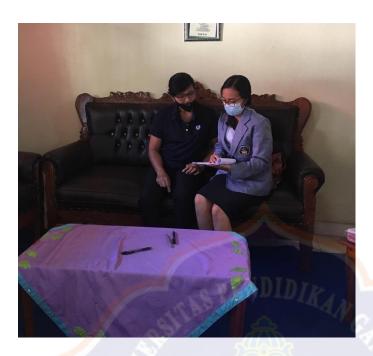
Kuisioner Evaluasi Video Pembelajaran	Saya senang menonton video pembelajaran Bahasa Inggris *
berbasis Saintifik terhadap Siswa Sekolah	01
Dasar	O 2
Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur.	O 3
Keterangan pengisian kuisioner siswa: 1 = Sangat tidak setuju	O 4
2 = Tidak setuju 3 = Cukup	• 5
4 × Setuju 5 × Sangat setuju	
- Garigas Georgia	Penjelasan yang disampaikan mudah dimengerti *
Nama	
Noviantari	0 1
	O 2
	O 3
Kelas 4	O 4
	§ 5
Sekolah	Suara pada video pembelajaran jelas *
	0.1
	O 1
	O 3
	0.4
	\$ 5
Bloca google com/turnsid=104eg/MIGCMBMCDF;DKOWU_r62V1COUGT1;32Tg/sd8#esponese 7731	§ 5
	S Intiper/staces google connitremental*IGANEPARIGONATIVeConFulDMONVL_MCZVYGO.UGT16227-gleckfelresuponses
21 Kulsioner Evaluasi Video Pembeligiran berbasis Saintifik terhodap Siawa Sekslah Dasar	§ 5
21 Kulsioner Evaluasi Video Pembeligiran berbasis Saintifik terhodap Siawa Sekslah Dasar	S Nitges (Idoos google.com/formed/104e)/MIQXXIIInsCorPsDKOWU_MZVYKOUGT1/JZTgleddifessponses 13/23/2021 Killstoner Evaluati Video Perribetagerae berfassis Savitilis lehebdip Sieva Sakolah Dasar
21 Kulsoner Evaluari Video Pembeluguran berhasis Saertilit terhedap Siesa Sekolah Dasar Sambar-gambar yang ada di dalam video menarik *	Thips: (does google conformat/1046)/AB(COMPLEXONDLY/COVID-1627)/seddifeesporase 3/23/2021 Kustoner Evaluati Video Perrelagaran berbasa Savidik lehedap Siava Sakalan Dasar Kuisioner Evaluasi Video Pembelajaran
	https://docs.google.com/terms6/1044/jh/48j000M/h4CorfsDKOWU_eCV/100uGT1427/jheldthresponses 3232021 Kurisoner Evaluasi Video Percelegaran berbasis Savifit terhadap Sievas Sakolah Dasar Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah
21 Kultioner Evaluari Video Pembetugaran berharia Sawriffit terhadap Sawa Sekolah Dasar Sambar-gambar yang ada di dalam video menarik * 1 2	https://docs.google.com/termed/104e/jvAlgCXMR4CoFJDKOWU_9CVYIDUGT1WZ7jveddfeetponses 32320221 Kunsoner Evaluasi Video Percelagaren berhans Eurefilk farhelage Einea Estada Dasar Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar
Cambar-gambar yang ada di dalam video menarik * 1 2 3	https://docs.google.com/termed/104e/fv/IS/CAND4-6Co/FuDCOWU_RCVYICOUGT1/AZ7yheldthereponses 3/23/2021 Kunisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kulsioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa:
21 Kustoner Evaluari Video Pembelagaran bartasas Sareffit terhadap Einea Saksten Dasar Sambar-gamber yang ada di dalam video menarik * 2 2 3 3 4	Nthe //docs.google.com/termed/104a/f/ASGOXID4-GOV/FLDKOWU_RCVYIDUGT1/AZTypeddferesponses 3/23/2021 Kunstoner Evaluasi Video Pembelajaran berhasis Savridik kirhelegi Siava Seksiah Desar Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kulsioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa: 1 - Sangat tidak setuju 2 - Tidak setuju
Kustoner Evaluari Video Perebelajarine berhasis Sannffit terhadap Einea Saksish Dasar Sambar-gambar yang ada di dalam video menarik * 2 2 3 3 4	Neps //docs.google.com/terms/8/104a/j/AttgCXXIIs-dCx/P.DKCWU_PCZY/YDCUGT1/AZ7ghd38tesponses 3/23/2021 Kurisioner Evaluasi Video Perrödigaran berbasis Sardifi. Isrihadap Siswa Sekulah Dasar Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kulsioner dibawah ini dengan jujur. Keterangan pengislan kulsioner siswa: 1 = Sangat tidak setuju 2 = Tidak setuju 3 = Cukup 4 = Setuju
21 Kaistoner Evaluati Vilaso Pentheliqueian berhasis Saintiffa terhalop Sisea Sakolah Dasar Sambar-gambar yang ada di dalam video menarik * 1 2 3 3 4 4 5 5	Integrations groups confluenced TO-bey-Angolantiv-ACP/SCHOWU_HCVYTOUGTTIJZ7gheddiresponses 1/23/2021 Kuisioner Evaluasi Video Perrebetageran berhaus Savrifik lethadop Sieva Sekolah Dasar Kuisioner Evaluasi Video Permbelajaran berhaus Savrifik lethadop Sieva Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siawa: 1 = Sangat tidak setuju 2 = Tidak setuju 3 = Oukup
21 Kaistoner Evaluati Vilaso Pentheliqueian berhasis Saintiffa terhalop Sisea Sakolah Dasar Sambar-gambar yang ada di dalam video menarik * 1 2 3 3 4 4 5 5	International goods conflormated Collegio Antigodo Micros Conflormated Collegio Permittensia Survetto Later Section Collegio Permittensia Sec
Cambar-gambar yang ada di dalam video menarik * 1 2 3 4 9 5	Nama
Xuisoor Evaluai Vilao Perbelajurin barbasis Sareffit terhadap Sissa Salasin Disaar Sambar-gambar yang ada di dalam video menarik * 1 2 3 4 5 5 Animasi yang digunakan memudahkan saya belajar *	https://docs.google.com/furmat/104ejh/http://doc/07/DXO/WU_MZYYOUGT1427gheddfesigonses 1/23/2021 Kuisioner Evalluasi Video Permetajaran berbasa Eurifik lefteldap Sieva Sekolah Dasar Kuisioner Evalluasi Video Permetajaran berbasa Sekolah Dasar Setelah menonton video animasi permelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siewa: 1 = Sangat tidak setuju 2 = Tidak setuju 3 = Cukup 4 = Setuju 5 = Sangat setuju
Sambar-gambar yang ada di dalam video menarik * 1 2 3 4 5 5 Animasi yang digunakan memudahkan saya belajar *	The Aldrew Goods conformat/104-bij/AllgOXMIN-KOVF-DKOWU_MCVYOCUGTTI-AZ7ghelder-leponses 1/23/2021 Kuisioner Evalluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar Selelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa: 1 = Sangat tidak setuju 2 = Tidak setuju 3 = Oukup 4 = Setuju 5 = Sangat setuju Nama
Sambar-gambar yang ada di dalam video menarik * 1 2 3 4 5 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 3 4 5 5	Nama
Xuisoner Evaluasi Vilano Pembelaguran barbasis Saeriffis terhadap Siswa Seksisin Disaer Sambar-gambar yang ada di dalam video menarik * 1 2 3 4 5 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 4 4 4 4 4 5 4	Nama
Sambar-gambar yang ada di dalam video menarik * 1 2 3 4 5 5	Nama
Kisanbar-gambar yang ada di dalam video menarik * 1	International goods conformated Code (International Code) ANDICONTO CONTROL (International Code) And Code (International Code)
Kisanber-gamber yang ada di dalam video menarik * 1 1 2 3 3 4 5 5	International Control of the Control

23/2021 Kulsioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar	3/23/2021 Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar
Saya senang menonton video pembelajaran Bahasa Inggris *	Gambar-gambar yang ada di dalam video menarik *
0 1	01
O 2	0 2
O 3	O 3
O 4	O 4
§ 5	
Penjelasan yang disampalkan mudah dimengerti *	Animasi yang digunakan memudahkan saya belajar *
O 1	O 1
O 2	○ 2
○ 3	○ 3
○ 4	O 4
(9) 5	© 5
	This content is neither created nor endorsed by Google.
Suara pada video pembelajaran jelas *	Google Forms
O 1	
O 2	
O 3	
04	
ge: Noce google com/formeld*TO4ep/MIjGXMRelCnFrDKONU_ri2VYCOUGT1N27gwddhresponees 11:00	Mtps://docs.google.com/formals/104-ejl/Aff(CXXIV-x4CxrFxDKOWU_eCXYYDOUGT11AZ7g)edstitesponses 1200
Kuisioner Evaluari Video Pembeliganen berbania Saintifik terhadap Sieva Sekolah Dasar	https://doi.org.google.com/turnsid=104-injhAfigCAXBh4CAxhDKOWU_HZVYCDUOT1427-yvddffereporese 12/36 323/2021 Kulturorer Evaluari Video Pembelajaran berlasas Santifix terhelay Sissa Sakulah Dasar Saya senang menonton video pembelajaran Bahasa Inggris*
Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhedap Siawa Selotah Dasar Kuisioner Evaluasi Video Pembelajaran	3/29/2021 Kulsconer Evuluasi Video Pembelajaran berbasa Santifik terbadap Siswa Sekolah Dasar
Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah	323/2021 Kuiscorer Evaluel Video Pembelajaran berbies Seinfilk terhadap Sisea Sekolah Dasar Saya senang menonton video pembelajaran Bahasa Inggris *
Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar	323/2021 Külschrer Evaluel Video Pembelajaran bebias Seinfilk terhedap Steen Sekolah Desar Saya senang menonton video pembelajaran Bahasa Inggris * 1
Kuisioner Evaluasi Video Pembelajaran berbasa Saintifik terhadap Eswa Sakolah Dasar Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa:	323/2021 Külscorer Evaluel Video Pembelajaran berbilas Gerriffik terhedap Bawa Gelolah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2
Kuisioner Evaluasi Video Pembelajaran berbasi Saertik terhedap Sieva Sekolah Dasar Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menomon video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur.	323/2021 Külscorer Evaluel Video Pembelajaran berbilas Gerriffk terhedap Bawa Gelolah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3
Kuisioner Evaluasi Video Pembelajaran berbasa Saintifik terhadap Siswa Sekolah Daser Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa: 1 = Sangat tidak setiuju	323/2021 Küllischer Evaluel Video Pembelajaran berbilan Seinffik terhedap Steva Sekolah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4
Kuisioner Evaluasi Video Pembelajaran berbasa Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa: 1 = Sangat tidak setuju 2 = Tidak setuju 3 = Cukapu	323/2021 Kuisconer Evaluel Video Pembelajaran berbais Gerriff terhadig: Siese Sekolah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 3 4 • 5
Kuisioner Evaluasi Video Pembelajaran berbasa Saertik terhedap Siewa Sekolah Dasar Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisiah kuisioner siswa: 1 - Sangat tidak setuju 2 - Tidak setuju 3 - Cukup 4 - Setuju 5 - Sangat setuju	323/2021 Küllischer Evaluel Video Pembelajaran berbilan Seinffik terhedap Steva Sekolah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4
Kuisioner Evaluasi Video Pembelajaran berbasa Saintifik terhadap Siswa Sekolah Dasar berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa: 1 - Sangat tidak setigiu 3 - Cukup 4 - Setigiu 5 - Sangat setigiu	323/2021 Kuisconer Evaluel Video Pembelajaran berbais Gerriff terhadig: Siese Sekolah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 3 4 • 5
Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, Isilah kuisioner dibawah ini dengan jujur. Keteslah menonton video animasi pembelajaran, Isilah kuisioner dibawah ini dengan jujur. Keteslah menonton video animasi pembelajaran, Isilah kuisioner dibawah ini dengan jujur. Keteslah menonton video animasi pembelajaran, Isilah kuisioner dibawah ini dengan jujur. Keteslah menonton video animasi pembelajaran, Isilah kuisioner dibawah ini dengan jujur. Keteslah dengan jujur. Keteslah dengan jujur. Keteslah dengan jujur. Setelah dengan ju	323/2021 Kulisoner Eunkuss Voleo Pembelajaran Bahasa linggris * \$aya senang menonton video pembelajaran Bahasa linggris * 1 2 3 4 6 5
Kuisioner Evaluasi Video Pembelajaran berbasa Saertilik terhadap Siswa Sekolah Dasar berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa: 1 - Sangat tidak setuju 2 - Tidak setuju 3 - Cukap 4 - Setuju 5 - Sangat setuju	323/2021 Kullsoner Evaluari Video Pembelajaran berbaias Bairrifik terhedap Siswa Sekotah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 6 5
Kuisioner Evaluasi Video Pembelajaran berbasa Saertilik terhadap Siswa Sekolah Dasar berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa: 1 - Sangat tidak setuju 2 - Tidak setuju 3 - Cukap 4 - Setuju 5 - Sangat setuju	322/2021 Kulisoner Eunkuss Voleo Pembelajaran Bahasa linggris * \$ saya senang menonton video pembelajaran Bahasa linggris * 1
Kuisioner Evaluasi Video Pembelajaran berbasa Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengislah kuisioner siswa: 1 = Sangat tidak setuju 2 = Tidak setuju 3 = Oukup 4 = Setuju 5 = Sangat setuju Nama Asti Padma	323/2021 Kullsoner Evaluari Video Pembelajaran berbaias Bairrifik terhedap Siswa Sekolah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 • 5 Penjelasan yang disampaikan mudah dimengerti * 1 2 3 3 3 4 6 3 7 1 7 9 9 9 1 9 1 9 1 9 1 9 1 9 1 9 1
Kuisioner Evaluasi Video Pembelajaran berbasa Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisiah kuisioner siswa: 1 = Sangat tidak setuju 2 = Tidak setuju 3 = Oukup 4 = Setuju 5 = Sangat setuju Nama Asti Padma	323/2021 Kullsoner Evaluari Video Pembelajaran berbaias Bairrifik terhedap Siswa Sekotah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 6 5 Penjelasan yang disampalkan mudah dimengerti * 1 2 3 4 4 4 6 5
Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menorton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisiah kuisioner siswa: 1 = Sangat tidak setuju 2 = Tidak setuju 5 = Sangat setuju Nama Asti Padma	323/2021 Kullsoner Evaluari Video Pembelajaran berbaias Bairrifik terhedap Siswa Sekotah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 6 5 Penjelasan yang disampalkan mudah dimengerti * 1 2 3 4 4 4 6 5
Kuisioner Evaluasi Video Pembelajaran berbasa Saintifik terhadap Siswa Sekolah Dasar berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisiah kuisioner siswa: 1 = Sangat tidak setuju 2 = Tidak setuju 3 = Cukup 4 = Setuju Narma Asti Padma	Saya senang menonton video pembelajaran Bahasa Inggris * 1
Kuisioner Evaluasi Video Pembelajaran berbasa Saintifik terhadap Siswa Sekolah Dasar Selelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa: 1 - Sangat tidak setigu 2 - Tidak setigu 3 - Cukup 4 - Setuju Narna Asti Padma	Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 3 4 6 5 5 Penjelasan yang disampaikan mudah dimengerti * 1 2 2 3 3 4 6 5 5 Suara pada video pembelajaran jelas * Suara pada video pembelajaran jelas *
Kuisioner Evaluasi Video Pembelajaran berbasa Saintifik terhadap Siswa Sekolah Dasar berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisiah kuisioner siswa: 1 = Sangat tidak setuju 2 = Tidak setuju 3 = Cukup 4 = Setuju Narma Asti Padma	Saya senang menonton video pembelajaran Bahasa Inggris * 1
Kuisioner Evaluasi Video Pembelajaran berbasa Saintifik terhadap Siswa Sekolah Dasar berbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisiah kuisioner siswa: 1 = Sangat tidak setuju 2 = Tidak setuju 3 = Cukup 4 = Setuju Narma Asti Padma	Saya senang menonton video pembelajaran Bahasa Inggris * 1
Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar Derbasis Saintifik terhadap Siswa Sekolah Dasar Setelah menotton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa: 1 = Sangat tidak setuju 2 = Tidak setuju 3 = Cukup 4 = Setuju Nama Asti Padma Kelas 4	Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 6 5 Penjelasan yang disampalkan mudah dimengerti * 1 2 2 3 4 4 6 5 Suara pada video pembelajaran jelas * Suara pada video pembelajaran jelas *

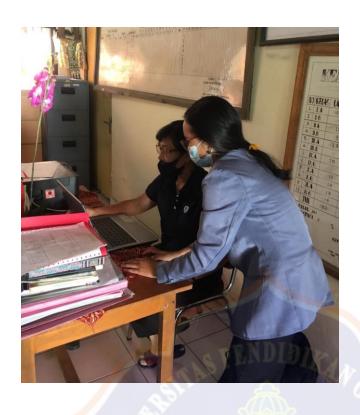
Gambar-gambar yang ada di dalam video menarik *	Kuisioner Evaluasi Video Pembelajaran
O 1	berbasis Saintifik terhadap Siswa Sekolah
O 2	Dasar
O 3	Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur.
O 4	Keterangan pengisian kuisioner siswa: 1 = Sangat tidak setuju
§ 5	2 = Tidak setuju 3 = Cukup 4 = Setuju 5 = Sangat setuju
Animasi yang digunakan memudahkan saya belajar *	
O 1	Nama
O 2	Merlin Yuhana
O 3	
O 4	Kelas
	4
This content is neither created nor endorsed by Google.	Sekolah
Google Forms	
	15/30 https://docs.google.com/tomss/t/104-iijh/Allg/DXMfrx/CnFsDKOWU_RC2VY00UGT1/j327g-ed/littersponses 3/2/2/201 Kustoner Evalues/ Video Pembelajaran herbasis Sanfelfs ferhadalig Sieva Sekolah Dasar
Kulskoner Evatuasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekoleh Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2	
COTI Kulasoner Evatuasi Video Pembelajuran berbasis Salertifik terhadap Siswa Sakoleh Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4	3/23/2021 Kustoner Evaturet Video Pembelajaran berbasis Sairtiffk terhadap Stewa Sekolah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3 4
Kalaconer Evaluari Video Pembelajaran berbasia Saletifik terhadap Siawa Sakoleh Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4	3/23/2021 Kuseomir Evatures Video Pembelajaran berbasa Sairtifik terbadap Sawa Sekalah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3
Calsoner Evalues Votes Pembelajaran bebasa Sairtifik terhadap Siawa Sakoleh Dasar kaya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 5 5	3/23/2021 Kustoner Evaturet Video Pembelajaran berbasa Sairldik terhadap Siawa Sekolah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3 4
Kaisoner Evatues Video Pembelajaran berbasis Saintifik terhadap Siswa Sakolah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1	3/23/2021 Kustoner Evaturet Video Pembelajaran berbasa Sairtifik terhadap Siswa Sekidah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3 4 5 5
Kisiooner Evaluasi Video Pembelajaran berbasa Saintifik terhadap Siswa Sakidah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 5 5 Penjelasan yang disampaikan mudah dimengerti *	3232021 Kustoner Evaluel Video Pembelajuran berbasis Sairidik terhadap Sawa Sekidah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3 4 • 5 Animasi yang digunakan memudahkan saya belajar *
COT Kuisooner Evalusei Video Pembelajaran berbasu Saireffik terhadap Siawa Sekolah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1	3232021 Kustoner Evaluel Video Pembelajuran berbasis Sairidik terhadap Saiwa Sekidah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3 4 • 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 3 3 4 5 5
Xisiooner Evaluasi Video Pembelajaran berbasa Saintifik terhadap Siswa Sakidah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1	322/2021 Kustoner Evalues Vides Pembelajaran berbasa Sairliffik terhadap Siawa Sakidah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3 4 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 4 4 4 4 6 5
Kaisoner Evatues Video Pembelajaran Behasa Sairtifik terhadap Siawa Sakidah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1	3/29/2021 Kuseoner Evaturesi Video Perebelagianan berbaran Saintifik terhadap Sawa Sekolah Dasar Gembar-gembar yang ada di dalam video menarik * 1 2 3 4 6 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 3 4 6 5
Kalaoner Evaluasi Video Pembelajaran berbasa Saintifik terhadap Siawa Sakidah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 4 6 5 5 Penjelasan yang disampaikan mudah dimengerti * 1 2 2 3 3 4 4 6 5 5	322/2021 Kustoner Evalues Video Pembelajaran berbasa Sairliffik terhadap Siawa Sakidah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3 4 6 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 4 6 5 This content is neither created nor endorsed by Google.
Niciooner Evaluari Video Pembelajaran berbasia Saintifik terhadap Siawa Sekidah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1	3/23/2021 Kustoneri Evaluesi Video Pembelajaran berbasin Sairitifik terhadap Siswa Sekolah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3 4 6 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 4 6 5
Naisoner Evaluasi Video Pembelajaran berbasa Sairtifik terhadap Siawa Sekitah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1	3/23/2021 Kustoneri Evaluesi Video Pembelajaran berbasin Saintifik terhadap Siswa Sekolah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3 4 6 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 4 6 5 This content is neither created nor endorsed by Google.
Saya senang menonton video pembelajaran Bahasa Inggris * 1 2 3 4 4 5 5 Penjelasan yang disampaikan mudah dimengerti * 1 2 3 4 4 5 5 Suara pada video pembelajaran jelas * 1 1 2 2 3 3 4 4 5 5	322/2021 Kustoner Evalues Video Pembelajaran berbasa Sairliffik terhadap Siawa Sakidah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3 4 6 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 4 6 5 This content is neither created nor endorsed by Google.
COTI Kiakoner Evaluasi Video Pembelajaran berbasa Saertifik terhadap Siawa Sekitah Dasar Saya senang menonton video pembelajaran Bahasa Inggris * 1	322/2021 Kustoner Evalues Video Pembelajaran berbasa Sairliffik terhadap Siawa Sakidah Dasar Gambar-gambar yang ada di dalam video menarik * 1 2 3 4 6 5 Animasi yang digunakan memudahkan saya belajar * 1 2 3 4 6 5 This content is neither created nor endorsed by Google.

3/23/2921 Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar	3/23/2021 Kuistioner Evaluasi Video Pembelajaran berbasis Saintiffk terhadap Siswa Sekolah Dasar
	Saya senang menonton video pembelajaran Bahasa Inggris *
Kuisioner Evaluasi Video Pembelajaran	
berbasis Saintifik terhadap Siswa Sekolah	O 1
Dasar	O 2
Setelah menonton video animasi pembelajaran, isilah kuisioner dibawah ini dengan jujur. Keterangan pengisian kuisioner siswa:	○ 3
1 = Sangat tidak setuju 2 = Tidak setuju	O 4
3 = Cukup 4 = Setuju	• 5
5 = Sangat setuju	
	Penjelasan yang disampaikan mudah dimengerti *
Nama	
Adhista Dana	01
	0 2
Kelas	0 3
4	↓ 4● 5
	9
Sekolah	
Service	Suara pada video pembelajaran jelas *
	0.1
	O 2
	O 3
	O 4
	5
sc/ldocs.google.com/forms/d/1 <mark>O4wjh</mark> ARBjGXMBw4ChtPxDKOWU_KC2VYOOUGT1/J27g/editifresponses 19/00	https://docs.google.com/formsid/104w/h48jGXM/9x4GrxFxDKOWU_rK2VY0DUGT1rs/27gleditifresponses
3/2021 Kulsioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar	
Gambar-gambar yang ada di dalam video menarik *	
01	
02	
03	
● 5	
•	
Animasi yang digunak <mark>an</mark> memudahkan saya belajar *	
01	
0 2	
03	
0 4	
5	
VD TR	
This content is neither created nor endorsed by Google.	
Google Forms	

Appendix 24 Documentation









CURRICULUM VITAE OF EXPERT 1

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

NIDN : 0026066203

Pangkat/Jabatan :

Email : kertinitiasih@undiksha.ac.id

ID Sinta : <u>titiekjegeg@gmail.com</u>

H-Index : 0

No	Judul	Jenis Penelitian	Tahun Ajaran	Semester
1.	Status Kekerabatan Bahasa	Desentralisasi	2013/2014	Ganjil
	Sawu Di Antara Bahasa-			
	Bahasa Di NTB Dan NTT:			
	Analisis Kuantitatif Dan			
	Kualitatif			
	Pengembangan Big Book	DIPA	2016/2017	Ganjil
2.	Berbasis Pendidikan Karakter	· No		
	Untuk Program Literasi di	The sales		
	Sekolah Dasar		2017/2010	
3.	Penelusuran Alumni Fakultas	DIPA	2017/2018	Genap
	Bahasa dan Seni yang Lulus	47.50		
	Tahun 2014 Sampai Tahun			
4	2016	D (1: :	2017/2019	0
4.	Pengaruh Bigbook Berbasis	Desentralisasi	2017/2018	Genap
	Pendidikan Karakter terhadap			
	Pemahaman Membaca Siswa SD di Provinsi Bali	YYYYY		
5.	Pengembangan Buku	Desentralisasi	2017/2018	Conon
٥.	Panduan Dan Instrumen	Desentialisasi	2017/2018	Genap
	Penilaian Keaktifan			
	Mahasiswa Dalam Kegiatan	CH A		
	Ekstakurikuler Sebagai	KS		
	Prasyarat Ujian Akhir Di			
	Fakultas Bahasa Dan Seni			
6.	Pengembangan Bigbook	Desentralisasi	2017/2018	Genap
	Berbasis Pendidikan Karakter			P
	Untuk Program Literasi Di			
	Sekolah Dasar			
7.	IMPLEMENTASI KONSEP	DIPA	2017/2018	Genap
	TRI HITA KARANA			_
	DALAM BIDANG			
	AKADEMIK DI			
	FAKULTAS BAHASA DAN			
	SENI UNIVERSITAS			
	PENDIDIKAN GANESHA			

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		2018/2019	Ganjil
	Writing di Fakultas Bahasa dan Seni	DIPA		
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 Peng<mark>ab</mark>dian

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

Artikel Jurnal

No.	Judul Artikel	Nama Jurnal	Tahun Ajaran	Semester
1	Pengembangan Model Pembelajaran Bahasa Inggris Untuk Percepatan Pendidikan Di Sekolah Menengah Pertama (SMP) di Propinsi Bali	Prosiding Seminar Nasional Riset Inovatif 1	2013/2014	Ganjil
2	International conference on English across Culture Proceddings	Conference Proceedings	2016/2017	Ganjil
3	Penyiapan Alumni Jurusan Pendidikan Bahasa Inggris Menjadi Wirausahawan Kursus	Jurnal Inovasi dan Aplikasi Teknologi (INOTEK), UNY	2016/2017	Ganjil
4	Literasi Siswa dan Keterlibatan Orang Tua	Jurnal Ilmu Sosial dan Humaniora	2016/2017	Genap
5	Developing Differentianted Electronic Supplementary Reading Exercise for the Slow leaerners of seventh years Students at SMPN 2 Singaraja	International Journal of Language and Literature	2017/2018	Genap
6	Project-based learning Activities and EFL Students' Productive Skills and English	Journal of Language Teaching and Research	2017/2018	Ganjil
7	Self-Regulated Learning Implemented by the Students of Elementary School in Bulling Sub- District	International Journal of Language and Literature	2017/2018	Ganjil
8	An Analysis on Communication strategies Employed by Indonesian English as Foreign Language Adult Students	Global Conference on Teaching, Assessment, and Learning in Education (GC- TALE 2017)	2017/2018	Ganjil
9	Integrating tri hita karana values in teaching reading: students' and teachers' opinions	Global Conference on Teaching, Assessment, and Learning in Education (GC- TALE 2017)	2017/2018	Ganjil
10	Do Learners Like Project in Their English Classes?: Impact of PBL on Students' Attitudes	Global Conference on Teaching, Assessment, and Learning in Education (GC- TALE 2017)	2017/2018	Ganjil
11	Memberdayakan Kterlibatan Orang Tua dalam Pembelajaran literasi <mark>di Sek</mark> olah	Jurnal Ilmu Sosial dan Humaniora	2018/2019	Ganjil

нкі

No.	Nama Karya	Jenis Paten	Tahun Ajaran	Semester
1	Current Issues in English Education Linguistics and Literature	HAK CIPTA	2017/2018	Genap
2	Little Dog "Doggy"	HAK CIPTA	2017/2018	Ganjil
3	I Can Be Fit	HAK CIPTA	2017/2018	Ganjil
4	Alphabet World	HAK CIPTA	2018/2019	Ganjil
5	Buku Bergambar berjudul 'Little Dog 'Doggy'	HAK CIPTA	2018/2019	Ganjil
6	Cerita Bergambar berjudul 'Alphabet World	HAK CIPTA	2018/2019	Ganjil
7	Cerita Bergambar Berjudul 'I Can Be Fit'	HAK CIPTA	2018/2019	Ganjil

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

Artikel Prosiding

No.	Judul	Nama Seminar	Tahun Ajaran	Semester
1		Pengelolaan dan rencana implementasi program Forum Dekan Fakultas Bahasa dan Seni Indonesia	2015/2016	Genap
2	Reflective Teaching: Persepsi Mahasiswa dalam Pengembangan Profesi Guru Melalui Pre-Service Teacher Training	KONASPI	2016/2017	Ganjil
3		Seminar Nasinal Pengabdian Kepada Masyarakat Ke-1	2016/2017	Ganjil
4	Techniques for Building Character and Literacy for 21st Century Education	ICEI 2017	2017/2018	Ganjil
5	DENI	Revitalisasi Kurikulum KKNI Integrasi Academic Achievement	2017/2018	Genap
6	SITASTER	International Seminar Cum Literary and Cultural exchange by Bodo Writer Academy	2017/2018	Genap
7		Kegiatan Orientasi penyusunan Rencana Pelaksanaan Pembelajaran Kegiatan I di Lingkungan Kementrian Agama	2017/2018	Genap
8		workshop penyusunan modul short course bahasa inggris , BIPA, dan Bahasa Jepang berbasis Green Tourism	2017/2018	Genap
9	. 54	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	UND	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) l	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		Genap
28	MASPEN	Peningkatan keprof <mark>esionali</mark> sme guru dalam pengembangan keprofesian lanjutan	2018/2019	Genap
29		Pengembangan pembelajaran keunggulan lokal	2018/2019	Ganjil
30	S . 6	Teachers Goal Setting to Face Future Trends In Education	2018/2019	Ganjil
31	S AL	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 Kecamat <mark>a</mark> n Karangasem	an 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

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

Laporan Penelitian

	No.	Judul	Jenis Penelitian		Semester
1	_	PENGEMBANGAN GAMIFIKASI UNTUK SISWA SEKOLAH DASAR DALAM PEMBELAJARAN DI ERA REVOLUS <mark>I I</mark> NDUSTRI 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

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

NIDN : 1989040820130502146

Pangkat/Jabatan :

Email : era.adnyayanti@undiksha.ac.id

ID Sinta :

H-Index : 0

ARTIKEL PROSIDING

No.	Judul	Nama	Tahun Ajaran	Semester
		Seminar		
1.	Development of 4C	The 4 th	2018/2019	Ganjil
	Skills on TEFL Course:	International		
	A Need Analysis	Conference	10	
		on English	· 1	
4		Across		
		Culture	· 1	

RIWAYAT HIDUP PENULIS



Ni Putu Ayu Pirdayanti lahir di Denpasar pada tanggal 3 Mei 1999. Penulis lahir dari pasangan suami istri, yakni bapak I Nyoman Sentiana dan Ibu I Gusti Ayu Tariani. Penulis merupakan anak pertama. Penulis berkebangsaan Indonesia dan beragama Hindu. Penulis beralamat di Banjar Petang Dalem, Desa Petang, Kecamatan Petang, Kabupaten Badung, Provinsi Bali. Penulis menyelesaikan pendidikan sekolah dasar di SDN

1Petang pada tahun 2011. Kemudian, penulis melanjutkan ke tingkat sekolah menengah pertama di SMP Negeri 1 Petang dan dinyatakan lulus pada tahun 2014. Pada tahun 2017, penulis lulus dari SMA Negeri 1 Petang 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 English Learning Videos by Using Discovery-Based Learning for 4th Grade of Elementary School Students at Buleleng Regency".