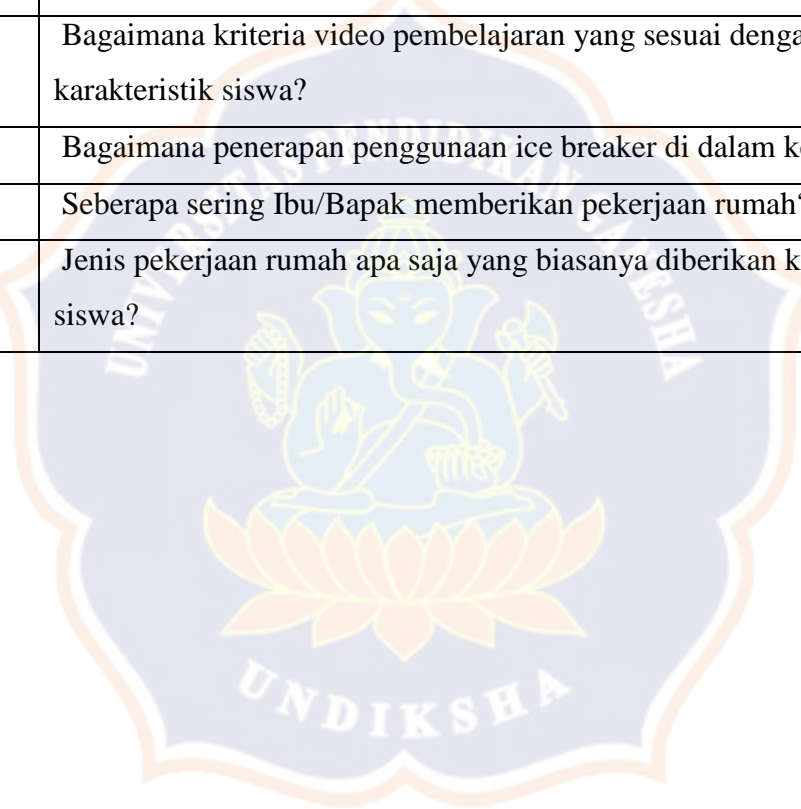# APPENDICES

Appendix 1 List Questions of Teacher' Interview Guide

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

Appendix 2 Online Teacher's Interview Guide in Google Form

Wawancara Guru Sekolah Dasar Mengenai Penggunaan Media Pembelajaran Selama Masa Pandemi

Dimohonkan Bapak/Ibu guru untuk menjawab pertanyaan dibawah dengan sejujur-jujurnya.
Hasil wawancara ini akan membantu peneliti untuk mengembangkan media pembelajaran di sekolah dasar.

* Required

1. Nama *

   _____

2. Instansi *

   _____

3. Apakah Ibu/Bapak pernah menggunakan media pembelajaran di kelas? *

   _____

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

   _____

5. Apakah Ibu/Bapak pernah menggunakan video sebagai media pembelajaran? *

   _____

6. Bagaimana penerapan media pembelajaran di kelas? *

   _____

Appendix 3 The Results of Teacher's Interview

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

3	Apakah Ibu/Bapak pernah menggunakan video sebagai media pembelajaran?
	Answer: ▪ Ya: 60% ▪ Tidak: 40%
4	Bagaimana penerapan media pembelajaran di kelas apakah sudah optimal?
	Answer: ▪ Ya: 60% ▪ Tidak: 40%
5	Bagaimana kriteria video pembelajaran yang sesuai dengan karakteristik siswa?
	Answer: ▪ video must contains exercise & homework: 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?
	Answer: ▪ make simple sentences: 20% ▪ answer the question in the LKS (*Lembar Kerja Siswa*): 60% ▪ give project (drawing or make a video): 20%

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

Wawancara Terhadap Siswa Sekolah Dasar Mengenai Penggunaan Media Pembelajaran Selama Pandemi

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

* Required

1. Nama *

   _____

2. Kelas *

   _____

3. Sekolah *

   _____

4. Bagaimana guru memulai pembelajaran di kelas? *

   _____

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

   _____

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

   _____

7. Apakah guru menggunakan media saat menjelaskan materi? *

_____

8. Jenis media seperti apa yang paling kamu sukai selama belajar daring? *

_____

9. Video pembelajaran seperti apakah yang kamu sukai? Menggunakan video animasi saja / video penjelasan guru / kombinasi anatara keduanya? *

_____

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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%

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

    _____

    _____

    _____

    _____

    _____

8. Seberapa sering Ibu/Bapak memberikan pekerjaan rumah? *

    _____

9. Jenis pekerjaan rumah apa saja yang biasanya diberikan kepada siswa? *

    _____

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Google Forms

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

Introducing (my self)

SILABUS

Sekolah : SD No. 1,2,5 Banyuasri
Kelas : IV
Mata Pelajaran : Bahasa Inggris
Semester : I
Standar Kompetensi : (Berkomunikasi lisan dan tulis, yakni mendengarkan, berbicara, membaca, dan menulis yang digunakan untuk berinteraksi sederhana dalam kelas melalui tema yang disarankan: perkenalan, rumah, keluarga, dan sekolah, dengan konsep greeting, objects, number, alphabet, action)

a. **Mendengarkan**
   Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas
b. **Berbicara**
   Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas
c. **Membaca**
   Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas
d. **Menulis**
   Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Perkenalan **Mendengarkan** 1.1.1 Merespon instruksi sangat sederhana secara verbal dalam konteks kelas (identitas sesorang)	Ungkapan guru dan siswa: Good morning Good afternoon Good evening Good bye How are you Fine, thank you My name is.... What is your name? How do you do? Nice to meet you How do you spell it?	**Mendengarkan** • siswa mendengarkan ungkapan yang disampaikan guru • siswa menjawab pertanyaan yang diberikan secara lisan berhubungan dengan identitas	**1.1 Mendengarkan** 1.1.1. Siswa mendengarkan ungkapan-ungkapan salam. 1.1.2. Siswa dapat memahami penggunaan ungkapan-ungkapan salam 1.1.3 Siswa dapat menggunakan ungkapan-ungkapan salam	Tugas individu	Tes isian, tes identifikasi	Fill in the blanks.		Grow with English Sumber-sumber lain yang relevan
Berbicara 1.2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: mengenalkan diri, memberi salam/sapaan, salam perpisahan, dan		**Berbicara** • siswa mengucapkan lafal dengan benar tentang salam dan perkenalan • siswa melakukan percakapan secara berpasangan • siswa menemukan makna kata atau kalimat yang ada dalam dialog	**1.2 Berbicara** 1.2.1 Siswa dapat memahami fungsi-fungsi ungkapan. 1.2.2 Siswa dapat merespon perkenalan. 1.2.3 Siswa dapat menggunakan ungkapan-ungkapan dalam percakapan. 1.2.4. Siswa dapat menganalisa	Tugas berpasangan	Tes performance	Make a dialogue and practice it with your pair. Give response orally.		

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
memberi aba-aba		• siswa menyebutkan tokoh-tokoh yang ada dalam dialog	sebuah percakapan pendek.			Choose the correct answer A, B, C, or D		
1.3 Membaca 1.3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sangat sederhana	Teks/dialog pendek tentang perkenalan	**Membaca** • siswa membaca wacana yang diberikan dengan intonasi dan lafal yang benar • siswa dibimbing guru mencari makna kata atau kalimat dalam wacana • siswa menjawab pertanyaan tentang bacaan tersebut	**1.3 Membaca** 1.3.1 Membaca nyaring dengan ucapan yang berterima 1.3.2 Menemukan identitas pada teks tertulis. 1.3.3 Siswa dapat memahami kosa kata dalam teks. 1.3.4 Siswa dapat memahami isi teks.	Tugas individu	Tes multiple choice			
1.4 Menulis 1.4.1 Mengeja ujaran b.Inggris sangat sedrhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frasa dan kalimat sangat sederhana 1.4.2 Menyalin tulisan b.Inggris sangat sederhana secara tepat dan berterima	Kata-kata, dan kalimat tentang perkenalan dan salam Tata bahasa 1. penggunaan to be 2. penggunaan subjek pronoun (I, you) 3. penggunaan possessive pronoun (my, your) 4. Pertanyaan dengan what 5. pertanyaan dengan how Kosa kata Name, morning, afternoon, evening, thank, spell, school, address, fine, well	**Menulis** • siswa menyalin kalimat atau dialog tentang perkenalan dalam bahasa Inggris dengan ejaan yang benar • siswa menyusun kata atau kalimat yang disediakan oleh guru	**1.4 Menulis** 1.4.1 Siswa dapat menulis ejaan nama dengan benar. 1.4.3 Menyalin teks pendek tentang perkenalan dengan ejaan yang sama dengan aslinya. 1.4.4. Siswa dapat membuat sebuah teks perkenalan dengan menggunakan kata-kata sendiri.	Tugas individu	Penugasan	Arrange the words below into good sentences		
2. Keluarga **2.1 Mendengarkan** 2.1.1 Merespon instruksi sangat sederhana secara verbal dalam	Ungkapan Guru: Who is Mr. John's wife? Mr. John is Jane's father. Ungkapan Siswa Jane's mother is Mrs. John	• siswa mendengarkan wacana/dialog yang disampaikan guru • siswa menjawab pertanyaan yang disampaikan secara lisan	**2.1 Mendengarkan** 2.1.1 Siswa dapat memahami instruksi dalam kelas. 2.1.2 Siswa dapat merespon instruksi dalam kelas.	Tugas individu	Penugasan	Fill in the blank spaces.		• Grow with English • Sumber-sumber lain yang relevan

Table 1

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

Table 2

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian Teknik	Penilaian Bentuk Instrumen	Penilaian Contoh Instrumen	Alokasi Waktu	Sumber Belajar
frasa dan kalimat sangat sederhana	grandmother Tata Bahasa 1. Apostrophe 's (misal: Mudi's mother) 2. subject pronoun he and she 3. possessive pronoun his and her 4. Pertanyaan dengan 'who' yang menanyakan subject (misal: Who is Ali's mother?)						4 JP	Grow with English Sumber-sumber lain yang relevan
3. Sekolah I **3.1 Mendengarkan** 3.1.1 Merespon dengan tindakan sesuai instruksi secara berterima dalam konteks kelas (perintah, permintaan dan larangan)	Ungkapan Guru: Point to the.... (book, pen, chalk, etc) Draw: a book, a pen, etc. Match the pictures with the words Write the word 'pen' May I have the pen? Please take the pen Don't take this pen.	• siswa mendengarkan ungkapan yang disampaikan guru • siswa melakukan perintah/petunjuk yang dilakukan secara lisan • siswa menjawab pertanyaan yang diberikan secara lisan • Siswa mengucapkan ungkapan-ungkapan yang diajarkan dengan lafal yang benar	**3.1 Medengarkan** 3.1.1 Merespon secara fisik tentang perintah 3..1.2 Merespon permintaan 3.1.3 Merespon larangan	Tes classical Tes individual	Penugasan	Act out.	4 JP	• Grow with English, Sumber-sumber lain yang relevan
3.2 Berbicara 3.2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur meminta bantuan, nama-nama benda, meminta barang dan memberi barang	Ungkapan Siswa dan Guru This is.... That is.... What is this? What is that? Is this .... (a chalk)	• siswa mendengarkan contoh dialog yang dibacakan guru • siswa mengucapkan lafal yang benar sesuai dengan yang telah diajarkan • siswa melakukan percakapan	**3.2 Berbicara** 3.2.1 Bertanya tentang nama suatu benda di sekolah 3.2.2 Merespon pertanyaan secara verbal dengan kalimat singkat 3.2.3 Merespon pertanyaan secara	Tugas individual Tes berpasangan	Tes performance			

Table 1

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	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. 05/10	dengan pasangannya	verbal dengan kalimat negative 3.2.4 Menggunakan ungkapan meminta barang dan merespon dengan ungkapan member barang					
3.3 Membaca 3.3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sangat sederhana 3.3.2 Memahami kalimat dan pesan tertulis sangat sederhana	Teks pendek tentang sekolah	• siswa membaca wacana yang diberikan dengan intonasi dan lafal yang benar • siswa dibimbing guru mencari makna kata atau kalimat dalam wacana • siswa menemukan informasi yang tersurat dalam wacana • Siswa menjawab pertanyaan bacaan	3.3 Membaca 3.3.1 Membaca nyaring 3.3.2 Menemukan makna kata, atau kalimat dalam wacana 3.3.3 Menemukan informasi yang tersurat dalam wacana 3.3.4 Menjawab pertanyaan yang berkaitan dengan wacana	Tes individu	Tes isian	Fill in the blanks		
3.4 Menulis 3.4.1 Mengeja dan menyalin kalimat sangat sederhana dalam konteks kelas	Kosa kata Blackboard, chalk, eraser, chair, cupboard, map, vas, table, broom, duster, basket, school bag, book Tata Bahasa 1. Kata petunjuk this and that(misal: this is....) 2. Kata ganti it (misal: It is a chair)	• Siswa menulis kata-kata tentang benda-benda yang ada di sekolah • siswa menulis kalimat sederhana dengan kosakata yang telah diajarkan	3.4 Menulis 3.4.1 Mengutip kata-kata tentang objek di sekolah dengan ejaan yang benar	Tugas individu	penugasan	Kutiplah kata-kata yang berhubungan dengan objek yang ada di sekolah pada wacana berikut.		

Table 2

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4 Sekolah II 4.1 Mendengarkan 4.1.1 Merespon dengan tindakan sesuai instruksi secara berterima dalm konteks kelas 4.1.2 Merespon instruksio sangat sederhana secara verbal dalam konteks kelas	1. Come in 2. Sit down 3. Clean the blackboard 4. Draw a map 5. Sweep the floor	• siswa mendengarkan ungkapan yang disampaikan guru • siswa melakukan perintah/petunjuk yang dilakukan secara lisan • siswa menjawab pertanyaan yang diberikan secara lisan	4.1 Mendengarkan 4.1.1 Merespon instruksi di dalam kelas secara fisik 4.1.1 Merespon instruksi sederhana secara verbal	Tugas individu	Tes lisan	Act out.		• Grow with English • Sumber-sumber lain yang relevan
4.1 Berbicara 4.1.2 Bercakap-cakap untuk meminta /memberi informasi secara berterima yang melibatkan tindak tutur berterima kasih, meminta maaf, memberi maaf, melarang, memuji, dan mengajak.	Ungkapan 1. Thank you 2. Thank you for the book 3. I am sorry 4. Don't take the book 5. Good! 6. Great! 7. Let's clean the room	• 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	4.2 Berbicara Menggunakan bahasa Inggris sederhana dalam: 4.2.1 Merespon pemberian dengan ucapan terimakasih 4.2.2 Meminta maaf karena melakukan kesalahan 4.2.3 Melarang temannya melakukan sesuatu 4.2.4 Mengajak melakukan sesuatu	Tugas individu Tugas berpasangan	Tes performance	Give response orally. Make a short paragraph and practice it		
4.3 Membaca 4.3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sangat sederhana 3.3.2 Memahami kalimat dan pesan tertulis sangat sederhana	Teks berbentuk dialog Tentang keterlambatan siswa ke sekolah	• siswa membaca wacana yang diberikan dengan intonasi dan lafal yang benar • siswa dibimbing guru mencari makna kata atau kalimat dalam wacana • siswa menemukan informasi yang tersurat dalam wacana • Siswa menjawab pertanyaan bacaan	4.3 Membaca 4.3.1 Membaca nyaring 4.3.2 Menemukan makna kata, atau kalimat dalam wacana 4.3.3 Menemukan informasi yang tersurat dalam wacana 4.3.4 Menjawab pertanyaan yang berkaitan dengan wacana	Tes tulis	Uji petik produk	Answer the following questions. Match the following pictures with the name. Choose the best answer, a, b, c, or d. Copy the sentences to your exercise book. Complete the following sentences		

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.4 Menulis 4.4.1 Menyalin tulisan b.Inggris sangat sederhana secara tepat dan berterima	Kosakata Come, sit, do, draw, clean, write, throw, late, well Tata bahasa 1. Kalimat perintah 2. kalimat larangan	• siswa menyalin paragraf atau dialog sederhana tentang hal-hal yang berhubungan dengan sekolah dalam bahasa Inggris dengan ejaan yang benar • siswa melengkapi kalimat dengan ungkapan yang telah diajarkan	4.4 Menulis a. Menyalin dialog b. Melengkapi ungkapan dengan kata-kata yang tepat	Tugas individu	Penugasan			

SILABUS

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

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.Kegiatan di dalam Kelas (1) Mendengarkan Mendengarkan instruksi yang berkaitan dengan kegiatan di dalam kelas Berbicara Bercakap-cakap dalam kegiatan belajar di kelas Membaca Memahami isi teks tentang kegiatan di kelas	A. Ungkapan guru dan siswa: Come in Sit down Take your book Take your pencil Draw a line Draw a circle Draw a box Clean the blackboard, please Close your book, please All right Sorry, I can't B. Kosa kata Come, sit, take, draw, write, clean, close, erase, read, book, pencil, rubber, eraser, ruler, line, box, circle C. Teks/dialog pendek tentang kegiatan belajar di dalam kelas D. Tata bahasa a. Kalimat perintah b. Kalimat permintaan	• siswa mendengarkan wacana atau ungkapan-ungkapan yang disampaikan guru • siswa mampu menjawab pertanyaan dengan tepat dan benar yang diberikan guru • siswa melakukan instruksi yang diberikan secara lisan • siswa mendengarkan contoh dialog yang dibacakan guru • siswa mengucapkan lafal yang benar sesuai dengan yang telah diajarkan • siswa mencari pasangan • siswa membuat dialog singkat dengan bantuan gambar • siswa melakukan percakapan pendek dengan pasangannya • siswa mendengarkan wacana yang dibacakan guru • Siswa dapat membaca dengan	1.1 Mendengarkan Melaksanakan instruksi untuk melaksanakan kegiatan belajar di dalam kelas 1.2 Berbicara a. Merespon perintah secara verbal dengan ungkapan yang singkat b. Meminta bantuan menggunakan kata kerja yang tepat c. Merespon untuk menyatakan kesediaan membantu d. Merespon untuk menyatakan tidak bisa membantu 1.3 Membaca a. menemukan informasi rinci pada dialog/teks b. Menemukan makna kata/frasa pada teks/dialog	Tes unjuk kerja Tes unjuk kerja Penugasan	Tes simulasi uji petik prosedur Tes simulasi, uji petik prosedur dan produk Tugas proyek	Fill in the blank spaces. Make a dialogue and practice it with your pair. Give response orally. Rewrite the paragraph with your own words.		• Grow with English • Sumber-sumber lain yang relevan

Table 1

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Menulis Menulis dengan kata-kata yang berkaitan dengan kegiatan di dalam kelas		intonasi dan lafal yang benar • Siswa mencari makna kata atau kalimat yang ada dalam bacaan atau wacana • Siswa menjawab pertanyaan bacaan atau wacana • siswa menyalin paragraf atau dialog sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar • siswa menulis kalimat sederhana dengan ungkapan yang telah diajarkan	1.4 Menulis a. Mengutip perintah b. Mengutip permintaan c. Menulis perintah d. Menulis permintaan	Portfolio	Dokumen kerja siswa	Rewritre the sentences to your exercise book. Make sentences by using the following words.		
2. **Kegiatan di dalam Kelas (2)** **Mendengarkan** Mendengarkan instruksi yang berkaitan dengan kegiatan di dalam kelas **Berbicara** Bercakap-cakap dalam kegiatan belajar di kelas **Membaca** Memahami isi teks tentang kegiatan di 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. 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 B. Ungkapan Siswa 1. May I color the door yellow? 2. May I use pen? 3. May I borrow your pencil C. Kosa kata Come, sit, take, draw, color, show, point to, use, borrow, picture, school, door,	• siswa mendengarkan ungkapan-ungkapan yang disampaikan guru • siswa mampu menjawab pertanyaan dengan tepat dan benar yang diberikan guru • siswa melakukan instruksi yang diberikan secara lisan • siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa mencari pasangan • siswa membuat dialog singkat sesuai dengan situasi yang diberikan guru • siswa melakukan percakapan pendek dengan pasangannya • siswa mendengarkan wacana yang dibacakan guru • Siswa dapat membaca dengan intonasi dan lafal yang benar • Siswa mencari makna kata atau	**Mendengarkan** Melaksanakan instruksi untuk melakukan kegiatan di dalam kelas **Berbicara** a. Merespon permintaan b. Minta izin melakukan sesuatu c. Merespon (memberikan izin sesuai dengan permintaan) d. Merespon (tidak memberi izin untuk melakukan) **Membaca** a. Menemukan informasi rinci pada dialog/teks b. Menemukan makna kata/frasa pada teks/dialog	Tes unjuk kerja Tes lisan Tes tulis	Tes simulasi uji petik prosedur Daftar pertanyaan Tes isian, tes uraian	Fill in the blank spaces. Give response orally. Answer the following questions. Match the following pictures with the name.	4 JP	• Grow with English • Sumber-sumber lain yang relevan

Table 2

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Menulis Menulis dengan kata-kata yang berkaitan dengan kegiatan di dalam kelas	window, wall, roof, floor, black, white, red, pink, blue, green, yellow D. Tata Bahasa 1. Kalimat tanya dengan kata 'may'	kalimat yang ada dalam bacaan atau wacana • Siswa menjawab pertanyaan bacaan atau wacana • siswa menyalin paragraf atau dialog sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar • siswa menulis dialog sederhana dengan ungkapan yang telah diajarkan	**Menulis** a. Mengutip 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** **Mendengarkan** Instruksi **Berbicara** Bertanya jawab tentang pakaian **Membaca** a. Memahami teks tentang pakaian b. Membaca	A. Ungkapan Guru: 1. Point to the... (shirt). 2. Take the... (shirt). 3. Draw... (a hat). 4. Match the pictures with the words. 5. Which one is a shirt? B. Ungkapan Siswa What is this? What color is the shirt? The shirt is .... (blue, white, etc). C. Teks pendek tentang pakaian D. Kosa kata Blouse, belt, skirt, sandals, shorts, shoes, socks, hat, tie, trousers, red, brown, green, grey, blue, orange, pink, yellow, white, black, purple. E. Tata Bahasa 1. kalimat nominal, contoh: The shirt is blue. 2. kalimat tanya menggunakan 'what'	• siswa mendengarkan ungkapan-ungkapan yang disampaikan guru • siswa mampu menjawab pertanyaan dengan tepat dan benar yang diberikan guru • siswa melakukan instruksi yang diberikan secara lisan • siswa mengucapkan ungkapan yang diajarkan dengan lafal yang benar • siswa mencari pasangan • siswa membuat dialog singkat • siswa melakukan percakapan pendek dengan pasangannya • siswa mendengarkan wacana yang dibacakan guru • Siswa dapat membaca dengan intonasi dan lafal yang benar • Siswa mencari makna kata atau kalimat yang ada dalam bacaan	3.1 **Mendengarkan** Merespon instruksi sederhana secara fisik 3.2 **Berbicara** Menggunakan bahasa inggris sederhana untuk: a. Merespon pertanyaan tentang pakaian b. Merespon pertanyaan teantang warna pakaian secara verbal c. Bertanya tentang jenis pakaian d. Bertanya tentang warna pakaian 3.3 **Membaca** a. Menemukan informasi tertentu pada teks tentang warna pakaian b. Membaca nyaring dengan ungkapan yang berterima	Tes unjuk kerja Tes unjuk kerja Tes tulis	Tes simulasi uji petik prosedur Tes simulasi, uji petik prosedur dan produk Tes isian, tes uraian	Fill in the blank spaces. Give response orally. Answer the following questions. Match the following pictures with the name.	4 JP	• Grow with English • Sumber-sumber lain yang relevan

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
nyaring **Menulis** Menulis kata-kata tentang pakaian		atau wacana • Siswa menjawab pertanyaan bacaan atau wacana • siswa menyalin paragraf atau dialog sederhana yang mengandung ungkapan tertentu dengan ejaan yang benar • siswa menulis paragraf atau dialog sederhana dengan bantuan gambar	**3.4 Menulis** a. Menyalin kata-kata tentang pakaian dengan ejaan yang benar b. Menulis kata-kata sesuai gambar	Portfolio	Dokumen kerja siswa	Copy the sentences to your exercise book. Make sentences based on the picture.		
4. **Binatang** **Mendengarkan** Mendengarkan instruksi dan pertanyaan	A. Ungkapan Guru: Point to the picture of ... a cow Match the picture with the word: a. Which one is a cat? b. What picture is number one? c. Draw a picture of.... d. Color the cat white	• siswa mendengarkan ungkapan-ungkapan yang disampaikan guru • siswa mampu menjawab pertanyaan dengan tepat dan benar yang diberikan guru • siswa melakukan instruksi yang diberikan secara lisan	**4.1 Mendengarkan** a. Merespon instruksi sederhana secara fisik tentang binatang b. Merespon pertanyaan dengan jawaban singkat atau menunjuk nomor	Tes unjuk kerja	Tes simulasi uji petik prosedur	Fill in the blank spaces.	4 JP	• Grow with English • Sumber-sumber lain yang relevan
Berbicara Terlibat dalam percakapan tentang binatang a. Nama b. Jumlah c. Warna	B. Ungkapan Siswa dan Guru What animal is it? It is a cat What color is the cat? It is white How many cats do you have? One cat C. Teks/dialog pendek tentang binatang D. Kosa kata Cat, rabbit, horse, bird, buffalo, pig, dog, duck, goose, cow, sheep	• siswa mengucapkan kosakata yang diajarkan dengan lafal yang benar • siswa mencari pasangan • siswa membuat dialog singkat yang berhubungan dengan binatang peliharaannya masing-masing • siswa melakukan percakapan pendek dengan pasangannya	**4.2 Berbicara** a. Menanyakan nama binatang b. Merespon pertanyaan dengan menyebutkan nama binatang c. Menanyakan jumlah binatang d. Menyebutkan jumlah binatang dengan singkat e. Menanyakan warna binatang	Tes lisan	Daftar pertanyaan	Give response orally.		
Membaca a. Menemukan informasi	E. Tata Bahasa 1. Kata nominal dengan	• siswa mendengarkan wacana yang dibacakan guru • Siswa dapat membaca dengan intonasi dan lafal yang benar • Siswa mencari makna kata atau kalimat yang ada dalam bacaan	**4.3 Membaca** a. Menemukan informasi tertentu pada teks tentang binatang b. Membaca nyaring teks tentang binatang dengan ucapan yang berterima	Tes tulis	Tes menjodohkan, pilihan ganda	Match the following pictures with the name. Choose the best answer, a, b, c, or d.		

Kompetensi Dasar	Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Teknik	Bentuk Instrumen	Contoh Instrumen	Alokasi Waktu	Sumber Belajar
tertentu pada teks tentang binatang b. Membaca nyaring teks tentang binatang **Menulis** Menulis kata-kata tentang binatang dengan ejaan yang benar	kata petunjuk this dan that 2. Kalimat verbal simple present tense dengan kata kerja have 3. kalimat tanya dengan how many	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 sederhana dengan kata-kata yang telah diajarkan	**4.4 Menulis** a. Mengutip kalimat pertanyaan dan pernyataan b. Menulis kata-kata tentang binatang dengan ejaan yang benar		Portfolio	Dokumen kerja siswa	Copy the sentences to your exercise book. Make sentences by using the following words.		

Appendix 8 Blueprint Before Revision for Topic 1: Self Introduction

Topic	Self-Introduction
Grade	4th

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
	Read aloud by pronouncing the alphabet and proper speech involving very simple words, phrases and sentences - Writing
	  a. Spelling in very simple English utterances accurately and acceptably with correct punctuation involving very simple words, phrases, and sentences
	  b. 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
	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

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 (puppet)
	(Talking with puppet) 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 : " 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? Checklist 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?" 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"
Data Processing	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
	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!
Verification	(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" Teacher : " My name is Pirda, what is your name?" 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!
Generalization	Okay students, Jeni already done with her introduction and you also right? Now, we already learn about greeting and how to introduce our selves nclude 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 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	4th

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
	Read aloud by pronouncing the alphabet and proper speech involving very simple words, phrases and sentences
	• Writing
	  c. Spelling in very simple English utterances accurately and acceptably with correct punctuation involving very simple words, phrases, and sentences
	  d. 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
	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 : " 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? ⎬ Checklist 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"
Data Processing	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
	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
	Last, you say "nice to meet you" and "Good bye"
	Excellent students. You already remember all of the material given. Alright, let's continue!
Verification	(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" Teacher : " My name is Pirda, what is your name?" 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!
Generalization	Okay students, Jeni already done with her introduction and you also right?

Descriptors	Item
	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! "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	4th
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 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

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	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!
	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, do you want to help Jeni and her friend to put something in Jeni's classroom? Yes? Okay, good student!
Data collection	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 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 Once again, that is a chair How about this one? Yes, this is a cupboard

	Once again, this is a cupboard
Data Processing	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 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 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.
	Black board
	Chalk
	Eraser
	Chair
	Table
	Cupboard
	Does your class looks 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
	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	4th

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
	  c. Read aloud by reciting the alphabet and proper speech involving very simple words, phrases and sentences
	  d. 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
	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 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!
Data collection	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 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 Once again, that is a chair How about this one? Yes, this is a cupboard Once again, this is a cupboard

	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 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!
Data Processing	

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
	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 [√] in the column according to your opinion according to the actual situation.

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

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

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
32.	The placement of the animation is appropriate						
33.	The materials are presented by using various and appropriate colors						
34.	The important concepts/ideas are marked by interesting color/illustration						
35.	The background use is suitable with the topic						
36.	The color of the text is suitable with the background						
37.	The placement of the text is appropriate						
38.	The font use and its size are appropriate						
39.	The use of animation, background, and text are not exaggerated						
40.	The background of the music is appropriate for young learners						
41.	The explanation is delivering in interesting and communicative way						
42.	The explanation is expressive and enjoyable to be listened						
43.	The voice of the explanation is clear						
E.	***Subject matter attributes*** *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*						
44.	The content of the video is accurate						
45.	The elements of the video are integrated properly						
46.	The video is objective and unbiased						

Singaraja,

Have been acknowledged by,

(_____)

Appendix 13 Result of Expert 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.

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

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

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

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	appropriate						
32.	The placement of the animations is appropriate	✓					
33.	The materials are presented by using various and appropriate colors	✓					
34.	The important concepts/ideas are marked by interesting color/illustration	✓					
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animations, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
E. Subject matter attributes *(Value of content, content accuracy, comprehensiveness, integration, objective presentation bias, recency)*							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Singaraja, 2nd February 2021

Have been acknowledged by,

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.

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

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

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

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	appropriate						
32.	The placement of the animations is appropriate	✓					
33.	The materials are presented by using various and appropriate colors	✓					
34.	The important concepts/ideas are marked by interesting color/illustration		✓				
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate		✓				
38.	The font use and its size are appropriate	✓					
39.	The use of animations, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
E.	**Subject matter attributes** *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*						
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Singaraja, 2nd February 2021

Have been acknowledged by,

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.

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

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

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	easier to understand.						
17.	The video uses clear material mapping in describing limitation of the material.		✓				
18.	Learners get useful reinforcement from the video	✓					

C. Language attributes (complexity of sentence structure and vocabulary)
Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.

Num	Descriptors	5	4	3	2	1	Notes
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	✓					
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	✓					
21.	The language use to elaborate the materials is clear		✓				
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word	✓					
24.	The video is using the correct pronunciation for each word	✓					
25.	The material is delivered briefly and straight to the point		✓				

D. Presentation attributes
(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)

Num	Descriptors	5	4	3	2	1	Notes
26.	The materials are delivered in interesting way.	✓					
27.	The animations are presented by using various pictures.	✓					
28.	The animations in the video are interesting	✓					
29.	The animations in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animations is appropriate	✓					

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

E. Subject matter attributes
(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)

Num	Descriptors	Scales					Notes
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Singaraja, 2nd February 2021

Have been acknowledged by,

Luh Gd Rahayu Budiarta, 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.

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

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

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

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
32.	The placement of the animations is appropriate	✓					
33.	The materials are presented by using various and appropriate colors	✓					
34.	The important concepts/ideas are marked by interesting color/illustration	✓					
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animations, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners		✓				
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
E. Subject matter attributes *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Singaraja, 2nd February 2021

Have been acknowledged by,

Luh Gd Rahayu Budiarta, 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.

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

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

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	easier to understand.						
17.	The video uses clear material mapping in describing limitation of the material.		✓				
18.	Learners get useful reinforcement from the video	✓					

C. Language attributes (complexity of sentence structure and vocabulary)
Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.

Num	Descriptors	Scales					Notes
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		✓				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		✓				
21.	The language use to elaborate the materials is clear			✓			
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point			✓			

D. Presentation attributes
(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)

Num	Descriptors	Scales					Notes
26.	The materials are delivered in interesting way.	✓					
27.	The animations are presented by using various pictures.	✓					
28.	The animations in the video are interesting	✓					
29.	The animations in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animations is appropriate	✓					

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
32.	The placement of the animations is appropriate	✓					
33.	The materials are presented by using various and appropriate colors	✓					
34.	The important concepts/ideas are marked by interesting color/illustration	✓					
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animations, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
E. Subject matter attributes *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Singaraja, 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.

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

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

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	easier to understand.						
17.	The video uses clear material mapping in describing limitation of the material.	✓					
18.	Learners get useful reinforcement from the video	✓					

C. Language attributes (complexity of sentence structure and vocabulary)
Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.		✓				
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.		✓				
21.	The language use to elaborate the materials is clear	✓					
22.	The video is using the simple and easy to be understood language for the learners		✓				
23.	The video is using the correct spelling for each word		✓				
24.	The video is using the correct pronunciation for each word		✓				
25.	The material is delivered briefly and straight to the point		✓				

D. Presentation attributes
(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
26.	The materials are delivered in interesting way.	✓					
27.	The animations are presented by using various pictures.	✓					
28.	The animations in the video are interesting	✓					
29.	The animations in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animations is appropriate	✓					

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
32.	The placement of the animations is appropriate	✓					
33.	The materials are presented by using various and appropriate colors	✓					
34.	The important concepts/ideas are marked by interesting color/illustration	✓					
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animations, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
E. Subject matter attributes *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Singaraja, 2nd February 2021
Have been acknowledged by,

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

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

"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 : I Nengah Atmaja, S. Pd

Occupation / Position : English Teacher

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.

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

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

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

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	appropriate						
32.	The placement of the animations is appropriate	✓					
33.	The materials are presented by using various and appropriate colors	✓					
34.	The important concepts/ideas are marked by interesting color/illustration	✓					
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animations, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
E. Subject matter attributes *(Value of content, content accuracy, comprehensiveness, integration, objective presentation bias, recency)*							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Singaraja, 9 Februari 2021

Have been acknowledged by,

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

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

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

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

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	easier to understand.						
17.	The video uses clear material mapping in describing limitation of the material.	✓					
18.	Learners get useful reinforcement from the video	✓					

C. Language attributes (complexity of sentence structure and vocabulary)
Choice of vocabulary, complexity or sentence structure, verbs, redundancy, transitions, consistency, clarity, conciseness, and appropriateness of the audience.

Num	Descriptors	5	4	3	2	1	Notes
19.	The video is using appropriate and suitable word to the topic, sub-topic, and the grade of the students.	✓					
20.	The video is using appropriate and suitable phrase/clause/sentence to the topic or sub-topic.	✓					
21.	The language use to elaborate the materials is clear	✓					
22.	The video is using the simple and easy to be understood language for the learners	✓					
23.	The video is using the correct spelling for each word	✓					
24.	The video is using the correct pronunciation for each word	✓					
25.	The material is delivered briefly and straight to the point	✓					

D. Presentation attributes
(Space, typeface, titles, heading, and sub-headings, use of numbers, graphics, illustrations and visuals, audio/music, color, presentations size and style, margins, columns, technical quality, highlighting, and format, and layout)

Num	Descriptors	5	4	3	2	1	Notes
26.	The materials are delivered in interesting way.	✓					
27.	The animations are presented by using various pictures.	✓					
28.	The animations in the video are interesting	✓					
29.	The animations in the video are suitable for the topic and the target audience	✓					
30.	The illustration is similar as it is found in everyday use	✓					
31.	The size of animations is	✓					

Num	Descriptors	Scales					Notes
		5	4	3	2	1	
	appropriate						
32.	The placement of the animations is appropriate	✓					
33.	The materials are presented by using various and appropriate colors	✓					
34.	The important concepts/ideas are marked by interesting color/illustration	✓					
35.	The background use is suitable with the topic	✓					
36.	The color of the text is suitable with the background	✓					
37.	The placement of the text is appropriate	✓					
38.	The font use and its size are appropriate	✓					
39.	The use of animations, background, and text are not exaggerated	✓					
40.	The background of the music is appropriate for young learners	✓					
41.	The teacher is delivering the material in interesting and communicative way	✓					
42.	The teacher is expressive and enjoyable to be listened	✓					
43.	The voice of the teacher is clear	✓					
E. Subject matter attributes *(Value of content, content accuracy, comprehensiveness, integration, objective presentation/bias, recency)*							
44.	The content of the video is accurate	✓					
45.	The elements of the video are integrated properly	✓					
46.	The video is objective and unbiased	✓					

Singaraja, 9 Februari 2021

Have been acknowledged by,

(K Nengah Atmaja, S.Pd)

NIP. 19720607200312100g

Appendix 21 Students' Questionnaire

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

Appendix 22 Online Students' Questionnaire on Google Form

Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar

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

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

* Required

1. Nama *

   _____

2. Kelas

   _____

3. Sekolah

   _____

4. Saya senang menonton video pembelajaran Bahasa Inggris

   Mark only one oval.

   ◯ 1
   ◯ 2
   ◯ 3
   ◯ 4
   ◯ 5

5.   Penjelasan yang disampaikan mudah dimengerti

Mark only one oval.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5

6.   Suara pada video pembelajaran jelas

Mark only one oval.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5

7.   Gambar-gambar yang ada di dalam video menarik

Mark only one oval.

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5
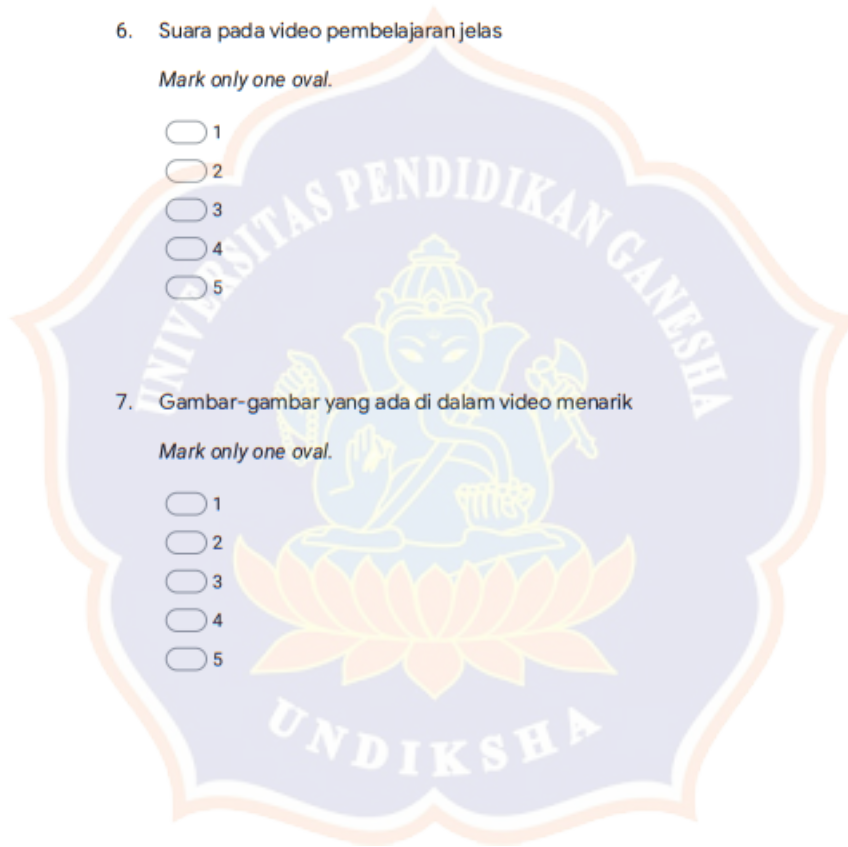
8. Animasi yang digunakan memudahkan saya belajar

Mark only one oval.

◯ 1
◯ 2
◯ 3
◯ 4
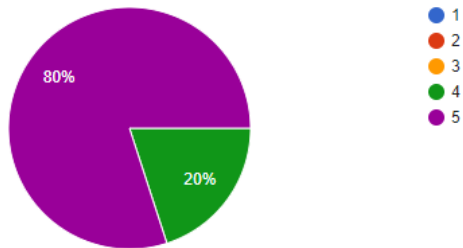◯ 5

This content is neither created nor endorsed by Google.

Google Forms

Appendix 23 Results of Students Questionnaire

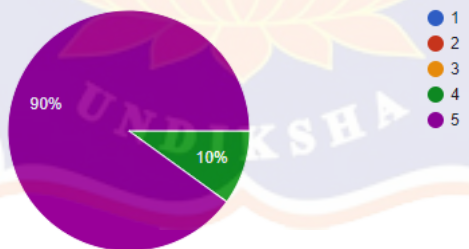Saya senang menonton video pembelajaran Bahasa Inggris

10 responses

80%

20%

- 1
- 2
- 3
- 4
- 5

Penjelasan yang disampaikan mudah dimengerti

10 responses

70%

30%

- 1
- 2
- 3
- 4
- 5
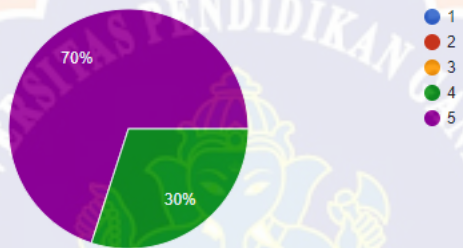
Suara pada video pembelajaran jelas

10 responses

90%

10%

- 1
- 2
- 3
- 4
- 5

Gambar-gambar yang ada di dalam video menarik

10 responses

- ● 1
- ● 2
- ● 3
- ● 4
- ● 5

100%
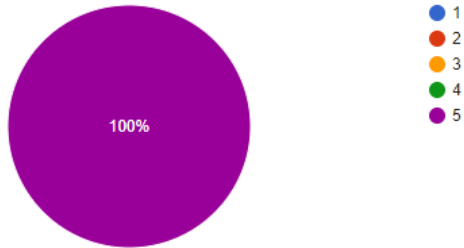
Animasi yang digunakan memudahkan saya belajar

10 responses
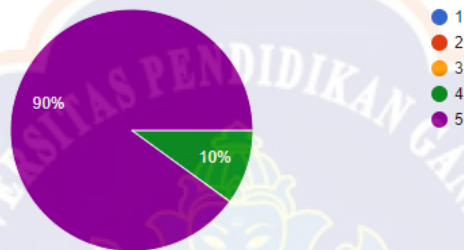
- ● 1
- ● 2
- ● 3
- ● 4
- ● 5

90%

10%

Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar

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

Nama
Ayu Siska

Kelas
4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ⦿ 5

Penjelasan yang disampaikan mudah dimengerti *

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ⦿ 5

Suara pada video pembelajaran jelas *

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ⦿ 5

Gambar-gambar yang ada di dalam video menarik *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Animasi yang digunakan memudahkan saya belajar *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar

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

Nama

Liniasari

Kelas

4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Penjelasan yang disampaikan mudah dimengerti *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Suara pada video pembelajaran jelas *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Gambar-gambar yang ada di dalam video menarik *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Animasi yang digunakan memudahkan saya belajar *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar

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

Nama
Noviantari

Kelas
4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ◉ 5

Penjelasan yang disampaikan mudah dimengerti *
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ◉ 5

Suara pada video pembelajaran jelas *
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ◉ 5

Gambar-gambar yang ada di dalam video menarik *
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ◉ 5

Animasi yang digunakan memudahkan saya belajar *
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ◉ 5

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Google Forms

Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar

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

Nama
Widiantara

Kelas
4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Penjelasan yang disampaikan mudah dimengerti *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Suara pada video pembelajaran jelas *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Gambar-gambar yang ada di dalam video menarik *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Animasi yang digunakan memudahkan saya belajar *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

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Google Forms

Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar

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

Nama

Asti Padma

Kelas

4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Penjelasan yang disampaikan mudah dimengerti *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Suara pada video pembelajaran jelas *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◉ 5

Gambar-gambar yang ada di dalam video menarik *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ⦿ 5

Animasi yang digunakan memudahkan saya belajar *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ⦿ 5

Google Forms

Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar

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

Nama

Merlin Yuhana

Kelas

4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ⦿ 5

Penjelasan yang disampaikan mudah dimengerti *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ⦿ 5

Suara pada video pembelajaran jelas *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ⦿ 5

Gambar-gambar yang ada di dalam video menarik *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ⦿ 5

Animasi yang digunakan memudahkan saya belajar *

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ⦿ 5

Google Forms

Kuisioner Evaluasi Video Pembelajaran berbasis Saintifik terhadap Siswa Sekolah Dasar

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

Nama

Adhista Dana

Kelas

4

Sekolah

Saya senang menonton video pembelajaran Bahasa Inggris *

○ 1
○ 2
○ 3
○ 4
◉ 5

Penjelasan yang disampaikan mudah dimengerti *

○ 1
○ 2
○ 3
○ 4
◉ 5

Suara pada video pembelajaran jelas *

○ 1
○ 2
○ 3
○ 4
◉ 5

Gambar-gambar yang ada di dalam video menarik *

○ 1
○ 2
○ 3
○ 4
◉ 5

Animasi yang digunakan memudahkan saya belajar *

○ 1
○ 2
○ 3
○ 4
◉ 5

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Google Forms

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   :   titiekjegeg@gmail.com

H-Index   :   0

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

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

Laporan Pengabdian

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

Artikel Jurnal

No.	Judul Artikel	Nama Jurnal	Tahun Ajaran	Semester
1	Pengembangan Model Pembelajaran Bahasa Inggris Untuk Percepatan Pendidikan Di Sekolah Menengah Pertama (SMP) di Propinsi Bali	Prosiding Seminar Nasional Riset Inovatif 1	2013/2014	Ganjil
2	International conference on English across Culture 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 di Sekolah	Jurnal Ilmu Sosial dan Humaniora	2018/2019	Ganjil

HKI

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

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

Artikel Prosiding

No.	Judul	Nama Seminar	Tahun Ajaran	Semester
1		Pengelolaan dan rencana implementasi program Forum Dekan Fakultas Bahasa dan Seni Indonesia	2015/2016	Genap
2	Reflective Teaching: Persepsi Mahasiswa dalam Pengembangan Profesi Guru Melalui Pre-Service Teacher Training	KONASPI	2016/2017	Ganjil
3		Seminar 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		Revitalisasi Kurikulum KKNI Integrasi Academic Achievement	2017/2018	Genap
6		International Seminar Cum Literary and Cultural exchange by Bodo Writer Academy	2017/2018	Genap
7		Kegiatan Orientasi penyusunan Rencana Pelaksanaan Pembelajaran Kegiatan I di Lingkungan Kementrian Agama	2017/2018	Genap
8		workshop penyusunan modul short course bahasa inggris , BIPA, dan Bahasa Jepang berbasis Green Tourism	2017/2018	Genap
9		The Asia Pasific Network For Moral Education	2017/2018	Genap
10		SENARI SENADIMAS	2017/2018	Ganjil
11		ICEI 2017	2017/2018	Ganjil
12		ASIA TELF	2017/2018	Ganjil
13		Asian Education Symposium	2017/2018	Ganjil
14		15th ASIA TEFL & 64th TEFLIN International Conference	2017/2018	Ganjil
15		International Conference on Interprofesional Education	2017/2018	Ganjil
16	Tecnnique for building character and literacy for 21st century Education	1st International Conference on Education Innovation	2017/2018	Genap
17	metode pembelajaran untuk siswa generasi milenia	Workshop Peningkatan Mutu Guru	2018/2019	Genap
18		The 1 st International ASEAN-English Language Teaching Conference	2018/2019	Genap
19	penyusunan rencana pelaksanaan pembelajaran (RPP) I	Workshop Penyusunan RPP	2018/2019	Genap
20	Workshop Penyusunan Pedoman Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Dharma Acarya IHDN	Workshop Penyusunan Pedoman Skripsi	2018/2019	Genap

No.	Judul	Nama Seminar	Tahun Ajaran	Semester
21	Semangat Kartini dalam Balutan Perempuan Masa Kini at Indonesia Tourism School (ITS)	Seminar Woman Empowerment and Beauty Class	2018/2019	Genap
22	Indexed Journal Paper Writing	Workshop Internasional	2018/2019	Genap
23	For Sharing Her Valuable Knowledge and Insight in English Language Teaching Method Seminar	Facing The Challenge Of Z And Alpha Generation	2018/2019	Genap
24	BIMBINGAN BELAJAR BAHASA INGGRIS GRATIS UNTUK SISWA DI SD NEGERI 2 PEMARON, BULELENG	Seminar Nasional Pengabdian Pada Masyarakat 4	2018/2019	Genap
25	Creative Writing Workshop for Primary School Teachers: An Effort for Successful Literacy Program in English as a Foreign Language	International Conference on English Across Cultures	2018/2019	Ganjil
26		MOU between Undiksha and Ohkagauen University	2018/2019	Genap
27		Standarisasi Buku Ajar Bahasa Di Perguruan Tinggi Vokasi Politeknik Negeri Bali	2018/2019	Genap
28		Peningkatan keprofesionalisme guru dalam pengembangan keprofesian lanjutan	2018/2019	Genap
29		Pengembangan pembelajaran keunggulan lokal	2018/2019	Ganjil
30		Teachers Goal Setting to Face Future Trends In Education	2018/2019	Ganjil
31		In International Seminar Workshop On Creative Writing 2018	2018/2019	Ganjil
32	BIMBINGAN BELAJAR BAHASA INGGRIS GRATIS UNTUK SISWA DI DESA PEMARON, BULELENG	Seminar Nasinal Pengabdian Masyarakat Ke-3	2018/2019	Ganjil
33	Pelatihan dan Pendampingan Penggunaan Media Big Book Bagi Guru SD di Kecamatan Karangasem	Senadimas 2019	2019/2020	Ganjil
34	Pelatihan dan Pendampingan Penyusunan Proposal Penelitian Tindakan Kelas Bagi Guru-Guru SMA/SMK/Madrasah Se-Kabupaten Bima-NTB	Senadimas 2019	2019/2020	Ganjil

CURRICULUM VITAE OF EXPERT 2

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H-Index	0

Laporan Penelitian

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

Laporan Pengabdian

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

Artikel Jurnal

No.	Judul Artikel	Nama Jurnal	Tahun Ajaran	Semester
1	AN ANALYSIS OF GRAMMATICAL ERRORS ON NARRATIVE WRITING COMMITTED BY THE NINTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL	International Journal of Language and Literature	2018/2019	Ganjil
2	STRATEGI CONTEXTUAL TEACHING AND LEARNING PENGELOLAAN KEUANGAN BERBASIS TRI HITA KARANA DAN CATUR PURUSA ARTHA MELALUI PROGRAM KERJA SEKAA	Jurnal Aplikasi Akuntansi (JAA)	2018/2019	Genap
3	A DESCRIPTIVE STUDY OF THE TEACHER'S TECHNIQUE ON CONTROLLING THE STUDENTS'MISBEHAVIOR IN SMPN 1 SUKASADA	International Journal of Language and Literature	2019/2020	Genap

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

Artikel Prosiding

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

CURRICULUM VITAE OF EXPERT 3

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ARTIKEL PROSIDING

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

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".**