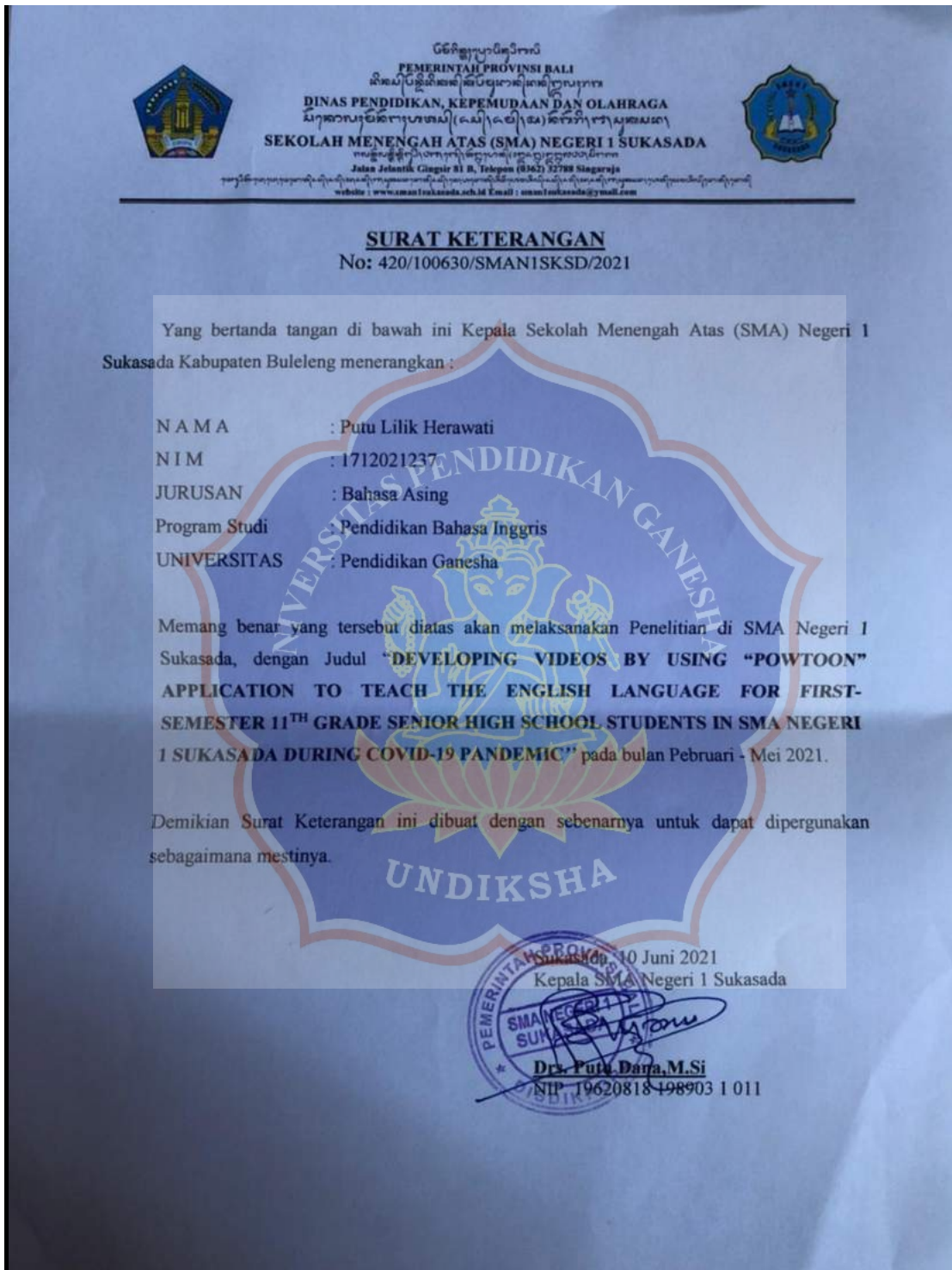




# APPENDICES

APPENDIX 1

Research Permit



## APPENDIX 2

### Students' Questionnaire

#### KUESIONER

##### Petunjuk Pengisian:

1. Bacalah setiap butir pertanyaan dengan seksama.
2. Pilihlah satu jawaban pada setiap butir pertanyaan.
3. Pilih jawaban yang menurut anda paling sesuai dengan keadaan sebenarnya.
4. Dimohonkan untuk mengisi seluruh kolo mjawaban yang sudah disediakan tanpa ada yang terlewatkan.

Tabel Pertanyaan

No	Pertanyaan	Opsi Jawaban
1	Setelah belajar dengan video Powtoon pada materi 'Expressing Opinion', apakah kamu merasa terhibur dan senang?	- Ya - Tidak
2	Apakah belajar dengan video Powtoon, kamu mudah memahami materi 'Expressing Opinion' yang diajarkan oleh guru?	- Ya - Tidak
3	Apakah contoh dan penjelasan dari materi 'Expressing Opinion' pada video Powtoon jelas dan terinci?	- Ya - Tidak
4	Apakah tulisan yang terdapat pada video materi 'Expressing Opinion' mudah dilihat dan terbaca dengan baik?	- Ya - Tidak
5	Apakah kamu bersemangat belajar Bahasa Inggris pada materi 'Expressing Opinion' dengan video yang diberikan oleh guru?	- Ya - Tidak
6	Setelah menonton video, apakah kamu merasa tertarik untuk belajar Bahasa Inggris?	- Ya - Tidak
7	Apakah kamu ingin belajar Bahasa Inggris dengan menggunakan video Powtoon lagi?	- Ya - Tidak
8	Apakah kamu lebih berkonsentrasi dalam belajar materi 'Expressing Opinion' dengan menggunakan video Powtoon?	- Ya - Tidak
9	Apakah kamu lebih suka guru menjelaskan materi dengan Video	- Ya

	Powtoon dibandingkan dengan powerpoint biasa?	- Tidak
10	Apakah kualitas video dan suara pada video bagus dan jelas?	- Ya - Tidak



APPENDIX 3

Result of Students' Questionnaire

EXPRESSION OPINION

Setelah belajar dengan video Powtoon pada materi 'Expressing Opinion', apakah kamu merasa terhibur dan senang?	Apakah belajar dengan video Powtoon, kamu memahami materi 'Expressing Opinion' yang diajarkan oleh guru?	Apakah contoh dan penjelasan dari materi 'Expressing Opinion' pada video Powtoon jelas dan terinci?	Apakah tulisan yang terdapat pada video materi 'Expressing Opinion' mudah dilihat dan terbaca dengan baik?	Apakah kamu bersemangat belajar Bahasa Inggris pada materi 'Expressing Opinion' dengan video yang diberikan oleh guru?	Setelah menonton video, apakah kamu merasa tertarik untuk belajar Bahasa Inggris?	Apakah kamu ingin belajar Bahasa Inggris dengan menggunakan video Powtoon lagi?	Apakah kamu lebih berkonsentrasi dalam belajar materi 'Expressing Opinion' dengan menggunakan video Powtoon?	Apakah kamu lebih suka guru menjelaskan materi dengan Video Powtoon dibandingkan dengan powerpoint biasa?	Apakah kualitas video dan suara pada video bagus dan jelas?
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Tidak	Ya	Tidak	Tidak	Tidak	Tidak	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya, Tidak	Ya	Ya	Ya, Tidak	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Tidak	Ya	Ya, Tidak	Tidak	Tidak	Tidak	Tidak	Tidak	Ya
Ya	Ya	Ya, Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya, Tidak	Ya, Tidak	Ya, Tidak	Ya, Tidak	Ya, Tidak	Ya, Tidak	Ya, Tidak	Ya, Tidak	Ya, Tidak	Ya, Tidak
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya, Tidak	Ya
Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya
Ya, Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya
Ya	Ya	Ya	Ya	Tidak	Tidak	Tidak	Ya	Ya	Ya
Ya	Ya	Tidak	Tidak	Ya	Ya	Ya	Ya	Ya	Tidak

Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Tidak
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Tidak	Tidak	Tidak	Ya	Ya	Ya, Tidak	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya
Ya	Tidak	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya, Tidak	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya
Ya	Tidak	Ya	Ya	Tidak	Ya	Ya	Tidak	Ya	Ya
Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Tidak	Ya, Tidak
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya

Ya	Ya	Ya	Ya	Ya	Ya	Ya, Tidak	Tidak	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Tidak	Ya	Tidak	Tidak	Tidak	Ya
Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya, Tidak	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya

Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya

Formal invitation

Setelah belajar dengan video Powtoon pada materi 'Formal Invitation', apakah kamu merasa terhibur dan senang?	Apakah belajar dengan video Powtoon, kamu mudah memahami materi 'Formal Invitation' yang diajarkan oleh guru?	Apakah contoh dan penjelasan dari materi 'Formal Invitation' pada video Powtoon jelas dan terinci?	Apakah tulisan yang terdapat pada video materi 'Formal Invitation' mudah dilihat dan terbaca dengan baik?	Apakah kamu bersemangat belajar Bahasa Inggris pada materi 'Formal Invitation' dengan video yang diberikan oleh guru?	Setelah menonton video, apakah kamu merasa tertarik untuk belajar Bahasa Inggris?	Apakah kamu ingin belajar Bahasa Inggris dengan menggunakan video Powtoon lagi?	Apakah kamu lebih berkonsentrasi dalam belajar materi 'Formal Invitation' dengan menggunakan video Powtoon?	Apakah kamu lebih suka guru menjelaskan materi dengan Video Powtoon dibandingkan dengan powerpoint biasa?	Apakah kualitas video dan suara pada video bagus dan jelas?
Iya	Iya	Iya	Iya	Tidak	Tidak	Tidak	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya, Tidak	Iya	Iya	Iya	Iya	Tidak	Tidak	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Tidak	Iya	Iya	Iya	Iya
Iya	Iya, Tidak	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Tidak	Iya	Tidak	Tidak	Tidak	Tidak	Tidak	Tidak	Iya
Iya	Iya	Iya	Iya	Iya	Iya, Tidak	Iya	Iya	Iya	Iya
Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya



Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Tidak	Tidak	Tidak	Iya	Iya	Iya
Iya	Tidak	Iya	Iya	Tidak	Iya	Iya	Iya	Iya	Tidak
Iya	Iya	Iya	Iya	Iya	Tidak	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya, Tidak	Iya	Iya	Iya, Tidak	Tidak	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya, Tidak	Tidak	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Tidak	Tidak	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Tidak	Iya	Iya	Iya	Tidak	Tidak	Iya, Tidak	Iya
Iya	Tidak	Tidak	Iya	Tidak	Tidak	Tidak	Tidak	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Tidak	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya





ANALYTICAL EXPOSITION

Setelah belajar dengan video Powtoon pada materi 'Analytical Exposition', apakah kamu merasa terhibur dan senang?	Apakah belajar dengan video Powtoon, kamu mudah memahami materi 'Analytical Exposition' yang diajarkan oleh guru?	Apakah contoh dan penjelasan dari materi 'Analytical Exposition' pada video Powtoon jelas dan terinci?	Apakah tulisan yang terdapat pada video materi 'Analytical Exposition' mudah dilihat dan terbaca dengan baik?	Apakah kamu bersemangat belajar Bahasa Inggris pada materi 'Analytical Exposition' dengan video yang diberikan oleh guru?	Setelah menonton video, apakah kamu merasa tertarik untuk belajar Bahasa Inggris?	Apakah kamu ingin belajar Bahasa Inggris dengan menggunakan video Powtoon lagi?	Apakah kamu lebih berkonsentrasi dalam belajar materi 'Analytical Exposition' dengan menggunakan video Powtoon?	Apakah kamu lebih suka guru menjelaskan materi dengan Video Powtoon dibandingkan dengan powerpoint biasa?	Apakah kualitas video dan suara pada video bagus dan jelas?
Iya	Iya	Tidak	Iya	Tidak	Tidak	Tidak	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya, Tidak	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Tidak	Tidak	Tidak	Tidak	Tidak	Tidak	Tidak	Tidak	Iya
Iya	Iya	Iya	Iya, Tidak	Iya	Iya	Iya	Iya	Iya, Tidak	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak	Iya, Tidak
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya, Tidak	Iya, Tidak	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Tidak	Tidak	Tidak	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Tidak
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Tidak	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Tidak	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya
Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya	Iya





## APPENDIX 4

### Teacher's Interview Guide Before Revision

#### INTERVIEW :

##### Questions :

1. Have you ever used learning media in online learning?
2. What are the learning media used in teaching English?
3. What are the materials taught by using the learning media?
4. How are the students' responses toward the learning media?
5. What are the strengths and weaknesses of the application used to make the learning media?
6. Is it easy to use the application for creating the learning media?
7. You have told that you have made a learning media by using Powtoon?
8. What is your opinion about the Powtoon?
9. When you were asked to make a video by using Powtoon, what is your first impression?
10. Do you master the application?

##### Answers :

1. Yes, I have used some learning medias in online learning.
2. I have applied power point, video shows and sometimes songs.
3. The materials taught, especially in Grade XI, are :
  - Writing Personal Letters (Power Point)
  - Cause and Effect Relationships (Video Show)
  - Motivation Through Songs (Listening to the songs)
4. The students' responses are very various depending on their learning motivation. The students who have high learning motivation can enjoy and follow the class well. While they who have low learning motivation can get uninterested, easily tired and bored.
5. The strengths of application used are :
  - a. It is easier to apply
  - b. It is more practicable, it does not waste much time.
  - c. It is more challenging, it challenges both the teachers and studentsThe weaknesses of application used are :
  - a. It needs the teachers' skill in mastering technology; they feel unsuccessful to apply the application if they have low skill.
  - b. It requires the teachers' commitment to apply the application. The teachers will feel fail if they don't commit to apply the application strongly.
6. Yes, it is. The application makes the teachers more easily to create any learning medias in delivering learning materials to their students.
7. -
8. -
9. -
10. Yes, I do. I do master Google Form and Google Classroom Application.

Note : The answers for questions no 7 to 9 are dedicated to you, because I have no experience at all to used the Powtoon in teaching English to my students. So, it is your own creativity to create reasonable answers that can lead your final project more satisfied in the long run.

## APPENDIX 5

### Teacher's Interview Guide After Revision

Interview Guide 2 for English Teachers (After teaching English by using the video)

1. What is your opinion about the Powtoon after you watch this video ?
2. When you were teaching by using the video, did you find any difficulties?
3. What are the strengths of videos designed by using Powtoon rather than another application?
4. How about the weakness of the video?
5. What is your feeling when you taught the materials by using the videos?
6. Do you have any suggestion to make the videos become better?

Answers :

1. I think it is very attractive for the teachers to apply the Powtoon to the students in teaching learning process. As the reasons, firstly, it is very challenging for the teachers to use it. It requires the teachers' capability in mastering technology to apply in this learning media. Secondly, it is very good for the students to involve themselves in this learning media. The video the students watch will encourage their motivation to keep focusing to the learning materials given. At last, it is very enjoyable for the students to take part in this learning media. The video the students watch can entertain the students themselves. So, it can make them not to get bored very easily.
2. There are some difficulties for the teachers in teaching by using the video. Firstly, it is very hard to match the videos to be shown with the learning materials to be taught. Secondly, there are some videos that need the teachers' high capability in mastering technology. Lastly, it is very difficult to find the videos to be shown suitable with the students' cultural background. It is much easier for the students to understand the videos if they can match their cultural background.
3. The strengths of videos designed by using Powtoon rather than another application are :
  - a. It is more easily for the teachers to apply
  - b. It is more educated
  - c. It is more challenging
4. The weaknesses of videos designed by using Powtoon rather than another application are :
  - a. It takes more time.
  - b. It sometimes shows something that is different to the students' cultural background
  - c. It needs the teachers' high capability to apply this application



5. I felt enjoyable when I taught learning materials by using videos. It can both educate and entertain the teachers and their students themselves very mostly.
6. I suggest finding any videos to be shown must be relevant to the students' cultural background and avoid any videos whose content is related to violence and vandalism.



## APPENDIX 6

### Syllabus

#### Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA

Kelas : XI (Sebelas)

Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i> )	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>• Struktur Teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisiparan dan tawaran dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> </ul>
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik</li> </ul>	<ul style="list-style-type: none"> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</p>	
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>)</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud</li> </ul>
<p>4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi</li> <li>• Struktur Teks</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</li> <li>- Mengidentifikasi dan menyebutkan</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>4.3 Teks undangan resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>Dapat mencakup:</p> <ul style="list-style-type: none"> <li>- Sapaan</li> <li>- Isi</li> <li>- Penutup</li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dan istilah yang digunakan dalam undangan resmi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>• Multimedia Layout yang membuat tampilan teks lebih menarik.</li> </ul>	<p>bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan</li> <li>- Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai</li> <li>- Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya</li> <li>- Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda.</li> <li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya</li> </ul>
<p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Struktur Teks Dapat mencakup <ul style="list-style-type: none"> <li>- Pendapat/pandangan</li> <li>- Argumentasi secara analitis</li> <li>- Kesimpulan</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan seperti <i>I believe, I think</i></li> <li>- Adverbia <i>first, second, third ...</i></li> <li>- Kata</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</li> <li>- Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p>sambung <i>Therefore, consequently, based on the arguments</i></p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>kata yang benar</p> <ul style="list-style-type: none"> <li>- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya.</li> <li>- Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam passive voice</li> <li>- Preposisi <i>by</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif</li> <li>- Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</li> <li>- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam passive voice</li> <li>- Preposisi <i>by</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan</li> </ul>	<ul style="list-style-type: none"> <li>- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</li> <li>- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	perilaku yang termuat di KI	
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjalin kedekatan hubungan antar pribadi</li> <li>• Struktur Teks Dapat mencakup               <ul style="list-style-type: none"> <li>- Tempat dan tanggal</li> <li>- Penerima</li> <li>- Sapaan</li> <li>- Isi surat</li> <li>- Penutup</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar.</li> <li>- Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</li> </ul>
<p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Ungkapan keakraban yang lazim digunakan dalam surat pribadi                   <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Pengalaman, informasi, hal-hal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya</li> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya</li> <li>- Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ...</i> , <i>due to ...</i> , <i>thanks to ...</i> )	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb.</li> <li>• Struktur Teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud</li> </ul>
4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>- Bertanya dan mempertanyakan</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Kata yang menyatakan hubungan sebab akibat: <i>because of</i> ..., <i>due to</i> ..., <i>thanks to</i> ...</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>	<p>tentang hal-hal yang tidak diketahui atau berbeda</p> <ul style="list-style-type: none"> <li>- Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- fenomena</li> <li>- identitas gejala</li> <li>- rangkaian penjelasan</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Adverbia <i>first, then, following, finally</i></li> <li>- Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>)</li> <li>- Kalimat pasif, dalam tenses yang</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX</li> <li>- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan</li> <li>- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</li> <li>- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.</li> <li>- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>- Mempresentasikan teksnya kepada teman-teman yang datang membaca</li> <li>- Melakukan langkah yang sama dengan topik fenomena sosial</li> <li>- Melakukan refleksi tentang proses</li> </ul>
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</p>	<ul style="list-style-type: none"> <li>- fenomena</li> <li>- identitas gejala</li> <li>- rangkaian penjelasan</li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Adverbia <i>first, then, following, finally</i></li> <li>- Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>)</li> <li>- Kalimat pasif, dalam tenses yang</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</li> <li>- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.</li> <li>- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>- Mempresentasikan teksnya kepada teman-teman yang datang membaca</li> <li>- Melakukan langkah yang sama dengan topik fenomena sosial</li> <li>- Melakukan refleksi tentang proses</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<p><i>present</i></p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI</li> </ul>	<p>dan hasil belajarnya</p>
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca</li> <li>- Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya</li> <li>- Menyimak, dan menirukan guru membaca lirik lagu secara bermakna</li> <li>- Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu</li> <li>- Membahas pemilihan kata tertentu terkait dengan tema lagu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>		

Sukasada, 28 Juni 2019

Mengetahui

Kepala SMA Negeri 1 Sukasada  
Inggris

Guru Mata Pelajaran Bahasa

Drs. Putu Dana, M.Si.  
NIP.19620818 198903 1 011

I Gede Mandiasa, S.Pd.  
NIP.19600327 198403 1 006



## APPENDIX 7

### Syllabus Analysis Checklist

#### Checklist Analysis Form

#### CHECKLIST ANALYSIS FORM

Instruksi :

1. Checklist analysis form ini menggunakan indikator yang terdapat pada syllabus.
2. Terdapat dua pilihan jawaban, yakni ada dan tidak ada.
3. Pilihlah sesuai dengan apa yang terdapat dalam video. Apakah sesuai dengan silabus atau tidak.
4. Pilih centang (✓) pada kolom sesuai dengan pilihan anda.

#### ANALYTICAL EXPOSITION TEXT

Basic Competency	Indicator	Exist	No Exist
1.1 Being grateful to the opportunity to learn English as a medium of international communication expressed in learning enthusiasm		✓	
2.3 Indicating behaviors of responsibility, caring, cooperation, and love peace in doing functional communication		✓	

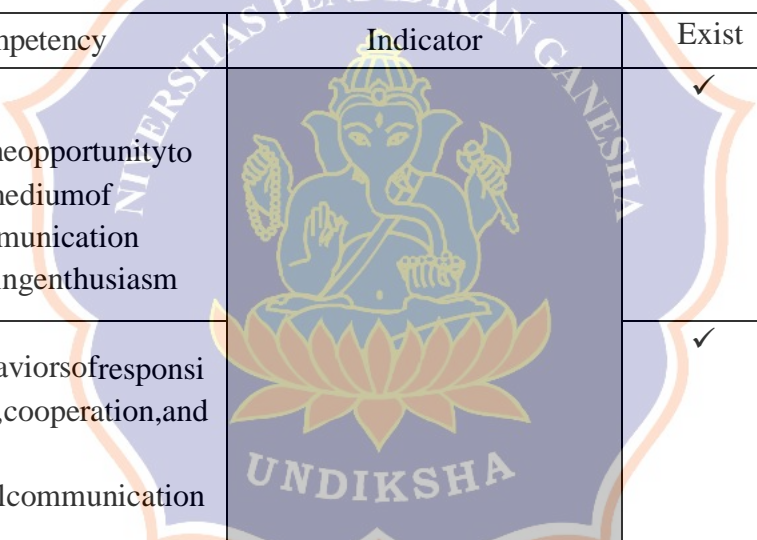
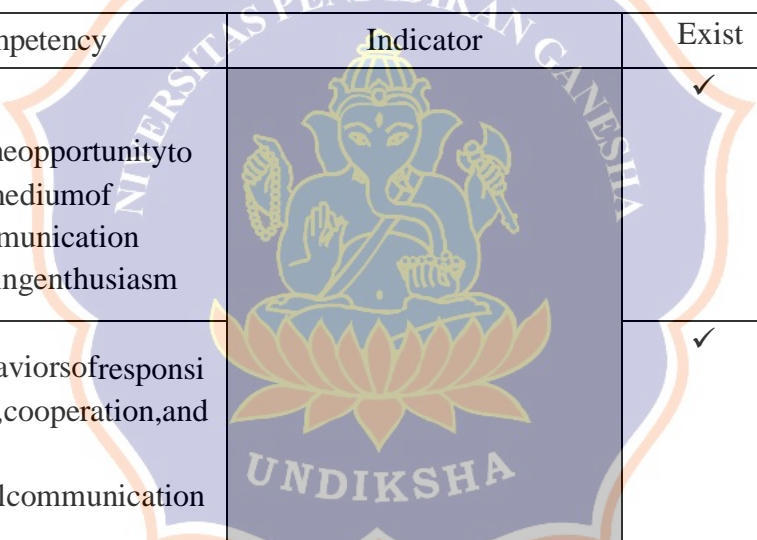
<p>3.4 Distinguishing social functions, text structure, and linguistic features of several oral and written analytical exposition texts by providing and asking for information related to actual issues, according to the context of their usage</p>	<p>3.11.1 Identifying social functions of several oral and written analytical exposition texts by providing and asking for information related to actual issues, according to the context of their usage  3.11.2 Identifying text structure of several oral and written analytical exposition texts by providing and asking for information related to actual issues, according to the context of their usage  3.11.3 Identifying language features of several oral and written analytical exposition texts by providing and asking for information related to actual issues, according to the context of their usage</p>		
<p>4.4 Analytical exposition text  4.4.1. Comprehending contextual meaning related to social functions, text structure, and linguistic features of oral and written analytical exposition text, related to actual issues  4.4.2 Composing written analytical exposition text, related to actual issues, by taking into account the social function, text structure, and</p>	<p>4.4.1.1 Analyzing the contextual meaning related to social functions, text structure, and linguistic features of oral and written analytical exposition text, related to actual issues  4.4.2.1 Creating a written short and simple text of analytical exposition</p>	✓	

## ASKING FOR AND GIVING OPINION

Basic Competency	Indicator	Exist	No Exist
1.1 Being grateful to the opportunity to learn English as a medium of international communication		✓	
2.3 Indicating behaviors of responsibility, caring, cooperation, and love peace in doing functional communication		✓	
3.2 Applying social functions, text structure, and linguistic elements of oral and written transactional interactions that involve the act of giving and asking for information related to opinions and thoughts, according to the context in which they are used. (Note the linguistic features I think, I suppose, in my opinion)	<p>3.2.1 Identifying social functions of oral and written transactional interactions that involve the act of giving and asking for information related to opinions and thoughts, according to the context in which they are used.</p> <p>3.2.2 Identifying text structure of oral and written transactional interactions that involve the act of giving and asking for information related to opinions and thoughts, according to the context in which they are used.</p> <p>3.2.3 Identifying language features of oral and written transactional interactions that involve the act of giving and asking for information related to opinions and thoughts, according to the context in which they are used.</p> <p>3.2.4 Analyzing the meaning of oral and written transactional interactions that involve the act of giving and asking for information related to opinions and thoughts, according to the context in which they are used.</p>	✓	

<p>4.2 Composing transactional, oral and written, short and simple text interactions, which involve the act of giving and asking for information related to opinions and thoughts, taking into account social functions text</p>	<p>4.2.1 Creating short and simple oral text interactions, which involve the act of giving and asking for information related to opinions and thoughts.</p>	<p>✓</p>	
--	---	----------	--

### FORMAL INVITATION

BasicCompetency	Indicator	Exist	No Exist
<p>1.1 Beinggratefultotheopportunityto learnEnglishasamediumof internationalcommunication expressedinlearningenthusiasm</p>		<p>✓</p>	
<p>2.3Indicatingbehaviorsofresponsibility, caring,cooperation,and lovepeace indoingfunctionalcommunication</p>		<p>✓</p>	

<p>3.3 Distinguishing social functions, text structure, and linguistic features of several special texts in the form of a formal invitation by giving and requesting information related to school / work activities in accordance with the context of their usage</p>	<p>3.11.1 Identifying social function of several special texts in the form of a formal invitation by giving and requesting information related to school / work activities in accordance with the context of their usage.</p> <p>3.11.2 Identifying text structure of several special texts in the form of a formal invitation by giving and requesting information related to school / work activities in accordance with the context of their usage</p>	<p>✓</p>	
<p>4.3 Formal invitation text</p> <p>4.3.1 Comprehending contextual meanings related to social functions, text structures, and special text language features in the form of formal oral and written invitations, related to school / workplace activities</p> <p>4.3.2 Composing a special text in the form of an oral and written formal invitation, related to school / workplace activities, by</p>	<p>4.3.1.1 Analyzing the contextual meanings related to social functions, text structures, and special text language features in the form of formal oral and written invitations, related to school / workplace activities</p> <p>4.3.2.1 Creating a written of formal invitation, related to school / workplace</p>	<p>✓</p>	

## APPENDIX 8

### IT Expert Judgment Rubric

The Results of Expert Judgement from IT Expert

#### Rubric for Judging the Quality of the Video

Title of Product : Developing Videos By Using “Powtoon” Application To Teach The English Language For First-Semester 11<sup>th</sup> Grade Senior High School Students In Sma Negeri 1 Sukasada During Covid-19 Pandemic

Author : Putu Lilik Herawati

Expert : Ngurah Alit Suryawan, S.Pd

Institution : SMAN 1 Sukasada

Description :

Penilaian rubrik ini digunakan untuk menilai kualitas suatu video yang ada dalam penelitian yang berjudul **“DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC”**. Mengenai hal ini, saya membutuhkan tanggapan dan saran Anda terhadap aspek TI dari video tersebut

**Instruction**

1. Lembar penilaian ahli diisi oleh ahli Lembar penilaian ahli diisi oleh ahli
2. Ada lima ruang lingkup penilaian untuk setiap deskripsi.
3. Beri tanda checklist pada kolom penilaian dengan keterangan sebagai berikut
  - 5 : sangat setuju
  - 4 : setuju
  - 3 : biasa saja
  - 2 : tidak setuju
  - 1 : sangat tidak setuju

No	Description	Scope of Scoring				
		Sangat Setuju	Setuju	Biasa saja	Tidak Setuju	Sangat Tidak Setuju
<b>Face to Face</b>						
1	Sajian sampul depan menarik		√			
2	Media mudah dioperasikan	√				
3	Audio terdengar jelas	√				
4	Penggunaan font sesuai		√			
5	Tampilan yang indah	√				
<b>Multimedia</b>						
1	Penggunaan elemen multimedia cocok	√				
2	Kombinasi antara masing-masing elemen multimedia dapat dipahami	√				
3	Presentasi multimedia tersusun dengan baik	√				
4	Pemilihan multimedia konsisten	√				
5	Penggunaan multimedia tidak berlebihan	√				

(Adopted from Rifai in Fatmawan, 2018)

Secara keseluruhan sudah sangat baik namun perlu diperhatikan untuk ukuran font agar menyesuaikan frame yang disediakan, usahakan jangan sampai melewati frame atau menyentuh batas garis frame.

## APPENDIX 9

The result of Media Expert Judgment Rubric (Before Revision)

### **Rubric for Judging the Quality of the Video (Before Revision)**

Title of Product : Teaching Expressing Opinionby Using Powtoon

Author : Putu Lilik Herawati

Expert : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of **one video**??? existing in the study “**DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19.**”. One of the videos is used for teaching Expressing Opinion. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product. (Hanya satu video?)

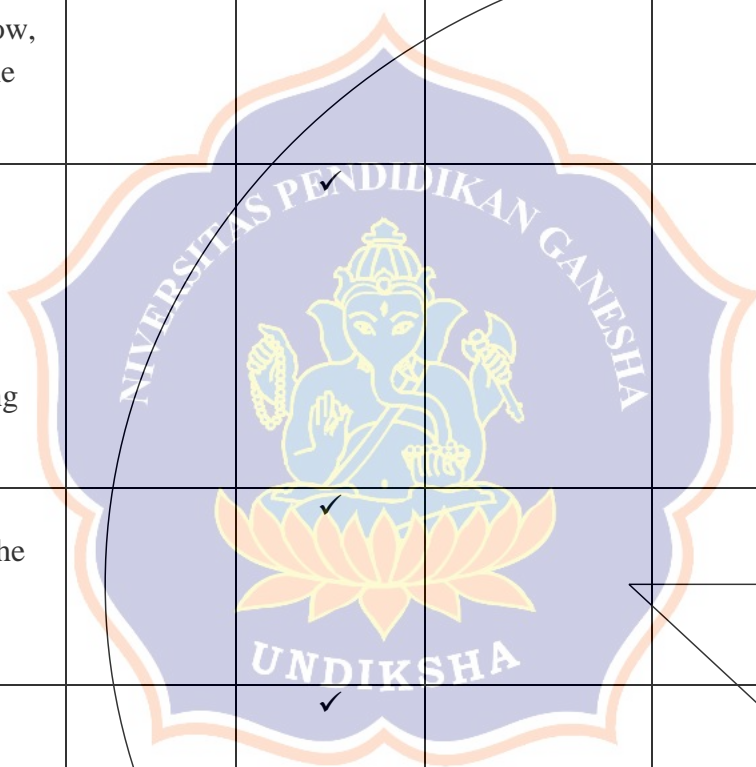
#### **Instruction**

1. The expert judgement sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark on the scoring column with the following information:
  - 5 : Excellent
  - 4 : Good
  - 3 : Average
  - 2 : Below Average
  - 1 : Poor (Ini ko berbeda dengan descriptor yang ada di table?)



No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Material Suitability</b>						
1	The topic is relevant to the students' daily life		✓			
2	The video uses appropriate words and suitable with the topic		✓			
3	The video uses appropriate <b>phase?</b> and suitable with the topic		✓			
4	The new material is well and systematically arranged (graded and <b>trace</b> )		✓			
5	The new material gives examples or model that is suitable to the topic		✓			
6	The new material overall prioritizes the students' participation		✓			
7	The scope of the material is in accordance with the basic competencies <b>that</b>		✓			

	is want to be achieved					
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type		✓			
2	The video uses space, such as writing title space with the first row, title space to the main text		✓			
3	The video uses layout and consistent or similar typing, from typing pattern to typing margin		✓			
4	The material is mapped from the easiest to the hardest		✓			
5	The video uses clear material mapping in describing limitation of the material		✓			
6	The materials are presented systematically to make students easier to		✓			



	understand					
7	The materials are delivered in interesting way		✓			
8	The materials are presented by using various pictures		✓			
9	The materials are presented by using various colors		✓			
10	The video uses font type that is easy to be read		✓			
11	The font size is enough		✓			

(Apakah statement2 ini sudah mengikuti poin2 yang ditentukan oleh teori yang digunakan?)

Comment and Suggestion:

Adik2 yang membuat product, materi atau media harus didasarkan Lesson Plan yang digunakan untuk mengajar materi secara online (menggabungkannya dengan platform WA, misalnya). Itu berarti, ada materi/media yang digunakan untuk mendukung Pre-activity, Whilst activity, dan Post activity. Harus jelas, poin2 mana dari product yang akan digunakan sebagai pengayaan, mana untuk tujuan exercises, dan lebih baik ada poin2 untuk asesmen. 3 menit terlalu singkat (cf. productnya Lilik). yang merangkum poin2 persyaratan media/media ajar yang baik, ... apa2 saja yang harus dicoverPastikan punya landasan teori

Jadi, tidak hanya short instruction saja, ... itu bukan media namanya. Media harus berisi materi,

## Rubric for Judging the Quality of the Video (Before Revision)

Title of Product : Teaching Formal Invitation by Using Powtoon

Author : Putu Lilik Herawati

Expert : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of one video existing in the study **“DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC.** ”. One of the videos is used for teaching Formal Invitation. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

### Instruction

1. The expert judgement sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark on the scoring column with the following information:
  - 5 : Excellent
  - 4 : Good
  - 3 : Average
  - 2 : Below Average
  - 1 : Poor

No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
	<b>Material Suitability</b>					

1	The topic is relevant to the students' daily life		✓			
2	The video uses appropriate words and suitable with the topic		✓			
3	The video uses appropriate phase and suitable with the topic		✓			
4	The new material is well and systematically arranged (graded and trace)		✓			
5	The new material gives examples or model that is suitable to the topic		✓			
6	The new material overall prioritizes the students' participation		✓			
7	The scope of the material is in accordance with the basic competencies that is want to be achieved		✓			
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type		✓			
2	The video uses space, such as writing title space with the first row, title space to the main text		✓			
3	The video uses layout and consistent or similar typing, from typing		✓			

	pattern to typing margin					
4	The material is mapped from the easiest to the hardest		✓			
5	The video uses clear material mapping in describing limitation of the material		✓			
6	The materials are presented systematically to make students easier to understand		✓			
7	The materials are delivered in interesting way		✓			
8	The materials are presented by using various pictures		✓			
9	The materials are presented by using various colors		✓			
10	The video uses font type that is easy to be read		✓			
11	The font size is enough		✓			

Com

Sudah bagus, tetapi sayangnya suara orang kedua di awal2 percakapan nkenapa tidak jelas kedengarannya. Yang lainnya sudah bagus

## Rubric for Judging the Quality of the Video (Before Revision)

Title of Product : Teaching Analytical Exposition by Using Powtoon

Author : Putu Lilik Herawati

Expert : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of one video existing in the study “**DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC**”. One of the videos is used for teaching Analytical Exposition. Regarding to this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

### Instruction

1. The expert judgement sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark on the scoring column with the following information:
  - 5 : Excellent
  - 4 : Good
  - 3 : Average
  - 2 : Below Average
  - 1 : Poor

No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Material Suitability</b>						

1	The topic is relevant to the students' daily life		✓			
2	The video uses appropriate words and suitable with the topic		✓			
3	The video uses appropriate phase and suitable with the topic		✓			
4	The new material is well and systematically arranged (graded and trace)		✓			
5	The new material gives examples or model that is suitable to the topic		✓			
6	The new material overall prioritizes the students' participation		✓			
7	The scope of the material is in accordance with the basic competencies that is want to be achieved		✓			
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type		✓			
2	The video uses space, such as writing title space with the first row, title space to the main text		✓			
3	The video uses layout and consistent or similar typing, from typing		✓			



	pattern to typing margin					
4	The material is mapped from the easiest to the hardest		✓			
5	The video uses clear material mapping in describing limitation of the material		✓			
6	The materials are presented systematically to make students easier to understand		✓			
7	The materials are delivered in interesting way		✓			
8	The materials are presented by using various pictures		✓			
9	The materials are presented by using various colors		✓			
10	The video uses font type that is easy to be read		✓			
11	The font size is enough		✓			

Comment and Suggestion:

Expert Judgement

Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

NIP: 196203191987031001

## **Rubric for Judging the Quality of the Video**

**(Before Revision)**

Title of Product : Teaching Expressing Opinion by Using Powtoon

Author : Putu Lilik Herawati

Expert : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of three videos existing in the study **“DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC”**. One of the videos is used for teaching Expressing Opinion. Regarding this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

### **Instruction**

1. The expert judgement sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark on the scoring column with the following information:

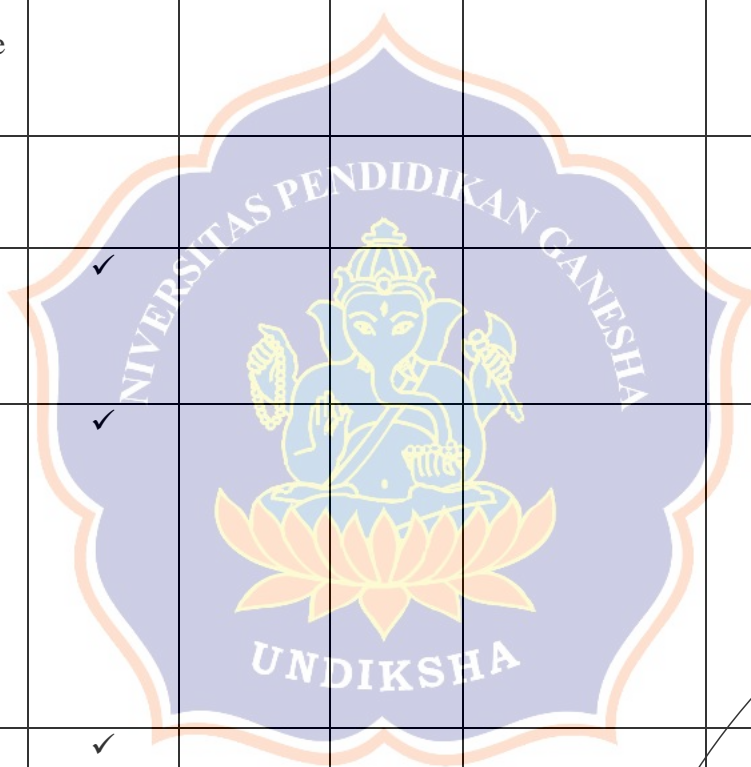
- 5 : Strongly Agree
- 4 : Agree

-  
-  
-

3 : Neutral  
2 : Disagree  
1 : Strongly Disagree

No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Material Suitability</b>						
1	The topic is relevant to the students' daily life	✓				
2	The video uses appropriate words and suitable for the topic	✓				
3	The video uses appropriate stage and suitable for the topic	✓				
4	The new material is well and systematically arranged (graded and understandable)	✓				
5	The new material gives examples or model that is suitable to the	✓				

	topic					
6	The new material overall prioritizes the students' participation	✓				
7	The scope of the material is in accordance with the basic competencies which would be achieved	✓				
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type	✓				
2	The video uses space, such as writing title space with the first row, title space to the main text	✓				
3	The video uses layout and consistent or similar typing, from typing pattern to typing margin	✓				
4	The material is mapped from the easiest to	✓				



	the hardest					
5	The video uses clear material mapping in describing the limitation of the material	✓				
6	The materials are presented systematically to make students easier to understand	✓				
7	The materials are delivered in interesting way	✓				
8	The materials are presented by using various pictures	✓				
9	The materials are presented by using various colors	✓				
10	The video uses font type that is easy to be read	✓				
11	The font size is enough	✓				

Comment and Suggestion:

Sudah bagus, hanya di lesson plan, bahasanya masih perlu diperbaiki.

## Rubric for Judging the Quality of the Video (Before Revision)

Title of Product : Teaching Formal Invitation by Using Powtoon

Author : Putu Lilik Herawati

Expert : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

Institution : Ganesha University of Education

Description :

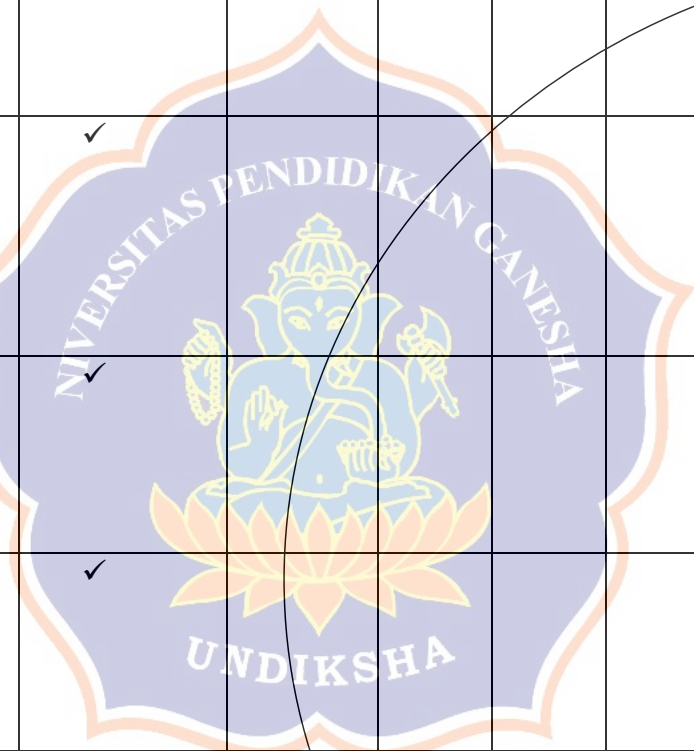
This rubric judgment is used to judge the quality of three videos existing in the study “DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC”. One of the videos is used for teaching Expressing Opinion. Regarding this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

### Instruction

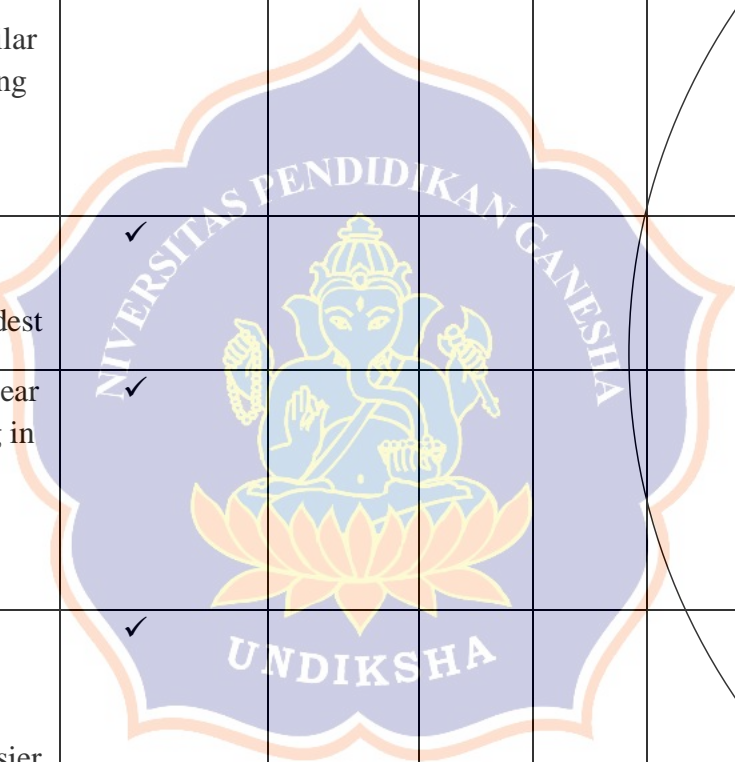
1. The expert judgment sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark on the scoring column with the following information:
  - 5 : Strongly Agree
  - 4 : Agree
  - 3 : Neutral
  - 2 : Disagree
  - 1 : Strongly Disagree

No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

<b>Material Suitability</b>						
1	The topic is relevant to the students' daily life	✓				
2	The video uses appropriate words and suitable for the topic	✓				
3	The video uses appropriate stage and suitable for the topic	✓				
4	The new material is well and systematically arranged (graded and understandable)	✓				
5	The new material gives examples or model that is suitable to the topic	✓				
6	The new material overall prioritizes the students' participation	✓				
7	The scope of the material is in accordance with the basic competencies which would be achieved	✓				
<b>Physical Design Suitability</b>						



1	The video uses consistent writing type	✓				
2	The video uses space, such as writing title space with the first row, title space to the main text	✓				
3	The video uses layout and consistent or similar typing, from typing pattern to typing margin	✓				
4	The material is mapped from the easiest to the hardest	✓				
5	The video uses clear material mapping in describing the limitation of the material	✓				
6	The materials are presented systematically to make students easier to understand	✓				
7	The materials are delivered in interesting way	✓				
8	The materials are presented by using various pictures	✓				





9	The materials are presented by using various colors	✓				
10	The video uses font type that is easy to be read	✓				
11	The font size is enough	✓				

Comment and Suggestion:



## Rubric for Judging the Quality of the Video (Before Revision)

Title of Product : Teaching Analytical Exposition by Using Powtoon

Author : Putu Lilik Herawati

Expert : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of three videos existing in the study **“DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC”**. One of the videos is used for teaching Expressing Opinion. Regarding this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

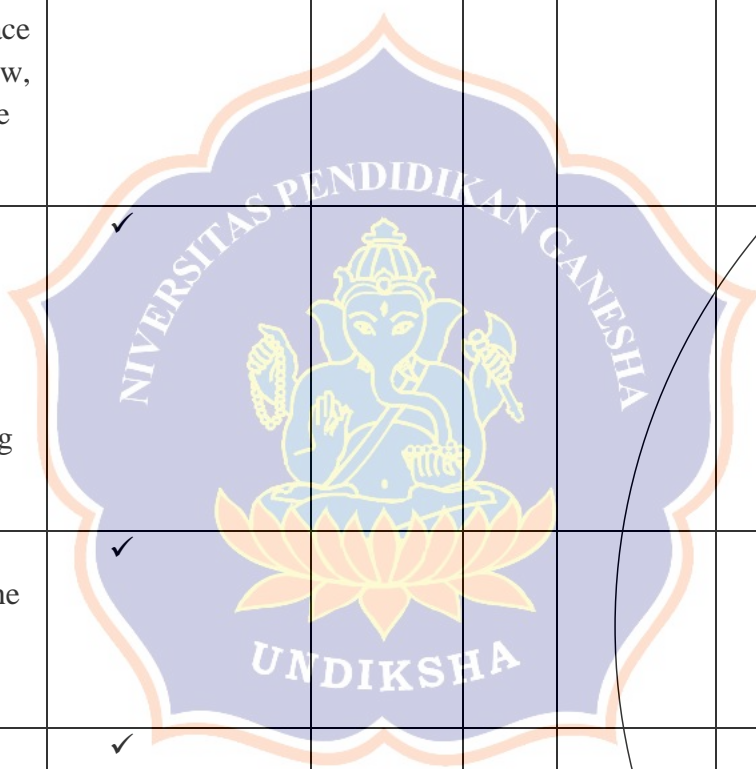
### Instruction

1. The expert judgment sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark on the scoring column with the following information:
  - 5 : Strongly Agree
  - 4 : Agree
  - 3 : Neutral
  - 2 : Disagree
  - 1 : Strongly Disagree

No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neut ral	Disagree	Stron gly Disag

						ree
<b>Material Suitability</b>						
1	The topic is relevant to the students' daily life	✓				
2	The video uses appropriate words and suitable for the topic	✓				
3	The video uses appropriate stage and suitable for the topic	✓				
4	The new material is well and systematically arranged (graded and understandable)	✓				
5	The new material gives examples or model that is suitable to the topic	✓				
6	The new material overall prioritizes the students' participation	✓				
7	The scope of the material is in accordance with the basic	✓				

	competencies which would be achieved					
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type	✓				
2	The video uses space, such as writing title space with the first row, title space to the main text	✓				
3	The video uses layout and consistent or similar typing, from typing pattern to typing margin	✓				
4	The material is mapped from the easiest to the hardest	✓				
5	The video uses clear material mapping in describing the limitation of the material	✓				
6	The materials are presented systematically to make students	✓				



	easier to understand					
7	The materials are delivered in interesting way	✓				
8	The materials are presented by using various pictures	✓				
9	The materials are presented by using various colors	✓				
10	The video uses font type that is easy to be read	✓				
11	The font size is enough	✓				

Comment and Suggestion:

2nd Expert Judgement

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

NIP: 197609022000031001

APPENDIX 10

The result of Media Expert Judgment Rubric (After Revision)

**Rubric for Judging the Quality of the Video  
(After Revision)**

Title of Product : Teaching Expressing Opinion by Using Powtoon

Author : Putu Lilik Herawati

Expert : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of three videos existing in the study **“DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC”**. One of the videos is used for teaching Expressing Opinion. Regarding this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

**Instruction**

1. The expert judgement sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark on the scoring column with the following information:
  - 5 : Strongly Agree
  - 4 : Agree
  - 3 : Neutral
  - 2 : Disagree
  - 1 : Strongly Disagree

	Description	Scope of Scoring
--	-------------	------------------

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Material Suitability</b>						
1	The topic is relevant to the students' daily life	✓				
2	The video uses appropriate words and suitable for the topic	✓				
3	The video uses appropriate stage and suitable for the topic	✓				
4	The new material is well and systematically arranged (graded and understandable)	✓				
5	The new material gives examples or model that is suitable to the topic	✓				
6	The new material overall prioritizes the students'	✓				

	participation					
7	The scope of the material is in accordance with the basic competencies which would be achieved	✓				
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type	✓				
2	The video uses space, such as writing title space with the first row, title space to the main text	✓				
3	The video uses layout and consistent or similar typing, from typing pattern to typing margin	✓				
4	The material is mapped from the easiest to the hardest	✓				
5	The video uses clear material mapping in describing the limitation of the	✓				



	material					
6	The materials are presented systematically to make students easier to understand	✓				
7	The materials are delivered in interesting way	✓				
8	The materials are presented by using various pictures	✓				
9	The materials are presented by using various colors	✓				
10	The video uses font type that is easy to be read	✓				
11	The font size is enough	✓				

Comment and Suggestion:

Author : Putu Lilik Herawati  
 Expert : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.  
 Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of three videos existing in the study “DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC”. One of the videos is used for teaching Expressing Opinion. Regarding this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

**Instruction**

1. The expert judgement sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark on the scoring column with the following information:
  - 5 : Strongly Agree
  - 4 : Agree
  - 3 : Neutral
  - 2 : Disagree
  - 1 : Strongly Disagree

No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Material Suitability</b>						
1	The topic is relevant to the students’ daily life	✓				
2	The video uses appropriate words and suitable for the topic	✓				
3	The video uses	✓				

	appropriate stage and suitable for the topic					
4	The new material is well and systematically arranged (graded and understandable)	✓				
5	The new material gives examples or model that is suitable to the topic	✓				
6	The new material overall prioritizes the students' participation	✓				
7	The scope of the material is in accordance with the basic competencies which would be achieved	✓				
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type	✓				
2	The video uses space, such as writing title space with the first row, title space to the main text	✓				
3	The video uses layout and consistent or similar typing, from typing pattern to typing margin	✓				
4	The material is mapped from the easiest to the hardest	✓				

5	The video uses clear material mapping in describing the limitation of the material	✓				
6	The materials are presented systematically to make students easier to understand	✓				
7	The materials are delivered in interesting way	✓				
8	The materials are presented by using various pictures	✓				
9	The materials are presented by using various colors	✓				
10	The video uses font type that is easy to be read	✓				
11	The font size is enough	✓				

Comment and Suggestion:

## Rubric for Judging the Quality of the Video (After Revision)

Title of Product : Teaching Analytical Exposition by Using Powtoon

Author : Putu Lilik Herawati

Expert : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of three videos existing in the study **“DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC”**. One of the videos is used for teaching Expressing Opinion. Regarding this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

### Instruction

1. The expert judgment sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark on the scoring column with the following information:
  - 5 : Strongly Agree
  - 4 : Agree
  - 3 : Neutral
  - 2 : Disagree
  - 1 : Strongly Disagree

No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

<b>Material Suitability</b>						
1	The topic is relevant to the students' daily life	✓				
2	The video uses appropriate words and suitable for the topic	✓				
3	The video uses appropriate stage and suitable for the topic	✓				
4	The new material is well and systematically arranged (graded and understandable)	✓				
5	The new material gives examples or model that is suitable to the topic	✓				
6	The new material overall prioritizes the students' participation	✓				
7	The scope of the material is in accordance with the basic competencies which would be achieved	✓				
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type	✓				
2	The video uses space, such as writing title space with the first row, title space to the	✓				

	main text					
3	The video uses layout and consistent or similar typing, from typing pattern to typing margin	✓				
4	The material is mapped from the easiest to the hardest	✓				
5	The video uses clear material mapping in describing the limitation of the material	✓				
6	The materials are presented systematically to make students easier to understand	✓				
7	The materials are delivered in interesting way	✓				
8	The materials are presented by using various pictures	✓				
9	The materials are presented by using various colors	✓				
10	The video uses font type that is easy to be read	✓				
11	The font size is enough	✓				

Comment and Suggestion:

Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

NIP: 196203191987031001





## Rubric for Judging the Quality of the Video (After Revision)

Title of Product : Teaching Expressing Opinion by Using Powtoon

Author : Putu Lilik Herawati

Expert : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of three videos existing in the study **“DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC”**. One of the videos is used for teaching Expressing Opinion. Regarding this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

### Instruction

1. The expert judgement sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark on the scoring column with the following information:
  - 5 : Strongly Agree
  - 4 : Agree
  - 3 : Neutral
  - 2 : Disagree
  - 1 : Strongly Disagree

No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

						ee
<b>Material Suitability</b>						
1	The topic is relevant to the students' daily life	✓				
2	The video uses appropriate words and suitable for the topic	✓				
3	The video uses appropriate stage and suitable for the topic	✓				
4	The new material is well and systematically arranged (graded and understandable)	✓				
5	The new material gives examples or model that is suitable to the topic	✓				
6	The new material overall prioritizes the students' participation	✓				
7	The scope of the material is in accordance with the basic competencies which would be achieved	✓				
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type	✓				
2	The video uses space, such as writing title space with the first row, title space to the main text	✓				

3	The video uses layout and consistent or similar typing, from typing pattern to typing margin	✓				
4	The material is mapped from the easiest to the hardest	✓				
5	The video uses clear material mapping in describing the limitation of the material	✓				
6	The materials are presented systematically to make students easier to understand	✓				
7	The materials are delivered in interesting way	✓				
8	The materials are presented by using various pictures	✓				
9	The materials are presented by using various colors	✓				
10	The video uses font type that is easy to be read	✓				
11	The font size is enough	✓				

Comment and Suggestion:

## Rubric for Judging the Quality of the Video (After Revision)

Title of Product : Teaching Formal Invitation by Using Powtoon

Author : Putu Lilik Herawati

Expert : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of three videos existing in the study **“DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC”**. One of the videos is used for teaching Expressing Opinion. Regarding this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

### Instruction

1. The expert judgement sheet is filled by the expert.
2. There are five scope of scoring for every description.
3. Give checklist mark on the scoring column with the following information:
  - 5 : Strongly Agree
  - 4 : Agree
  - 3 : Neutral
  - 2 : Disagree
  - 1 : Strongly Disagree

No	Description	Scope of Scoring				
		Strongly Agree	Agree	Neut ral	Disag ree	Strongly Disagree

<b>Material Suitability</b>						
1	The topic is relevant to the students' daily life	✓				
2	The video uses appropriate words and suitable for the topic	✓				
3	The video uses appropriate stage and suitable for the topic	✓				
4	The new material is well and systematically arranged (graded and understandable)	✓				
5	The new material gives examples or model that is suitable to the topic	✓				
6	The new material overall prioritizes the students' participation	✓				
7	The scope of the material is in accordance with the basic competencies which would be achieved	✓				
<b>Physical Design Suitability</b>						
1	The video uses consistent writing type	✓				
2	The video uses space, such as writing title space with the first row, title space to the main text	✓				
3	The video uses layout and consistent or similar	✓				

	typing, from typing pattern to typing margin					
4	The material is mapped from the easiest to the hardest	✓				
5	The video uses clear material mapping in describing the limitation of the material	✓				
6	The materials are presented systematically to make students easier to understand	✓				
7	The materials are delivered in interesting way	✓				
8	The materials are presented by using various pictures	✓				
9	The materials are presented by using various colors	✓				
10	The video uses font type that is easy to be read	✓				
11	The font size is enough	✓				

Comment and Suggestion:

## Rubric for Judging the Quality of the Video (After Revision)

Title of Product : Teaching Analytical Exposition by Using Powtoon

Author : Putu Lilik Herawati

Expert : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

Institution : Ganesha University of Education

Description :

This rubric judgment is used to judge the quality of three videos existing in the study “DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC”. One of the videos is used for teaching Expressing Opinion. Regarding this point, I need your response and suggestion toward the material suitability and physical design suitability of the product.

### Instruction

1. The expert judgment sheet is filled by the expert.
2. There are five scope of scoring for every description
3. Give checklist mark on the scoring column with the following information:
  - 5 : Strongly Agree
  - 4 : Agree
  - 3 : Neutral
  - 2 : Disagree
  - 1 : Strongly Disagree

No	Description	Scope of Scoring				
		Strongly	Agree	Neutr	Disa	Strongly

		Agree		al	gree	Disagree
<b>Material Suitability</b>						
1	The topic is relevant to the students' daily life	✓				
2	The video uses appropriate words and suitable for the topic	✓				
3	The video uses appropriate stage and suitable for the topic	✓				
4	The new material is well and systematically arranged (graded and understandable)	✓				
5	The new material gives examples or model that is suitable to the topic	✓				
6	The new material overall prioritizes the students' participation	✓				
7	The scope of the material is in accordance with the basic competencies which would be achieved	✓				
<b>Physical Design Suitability</b>						



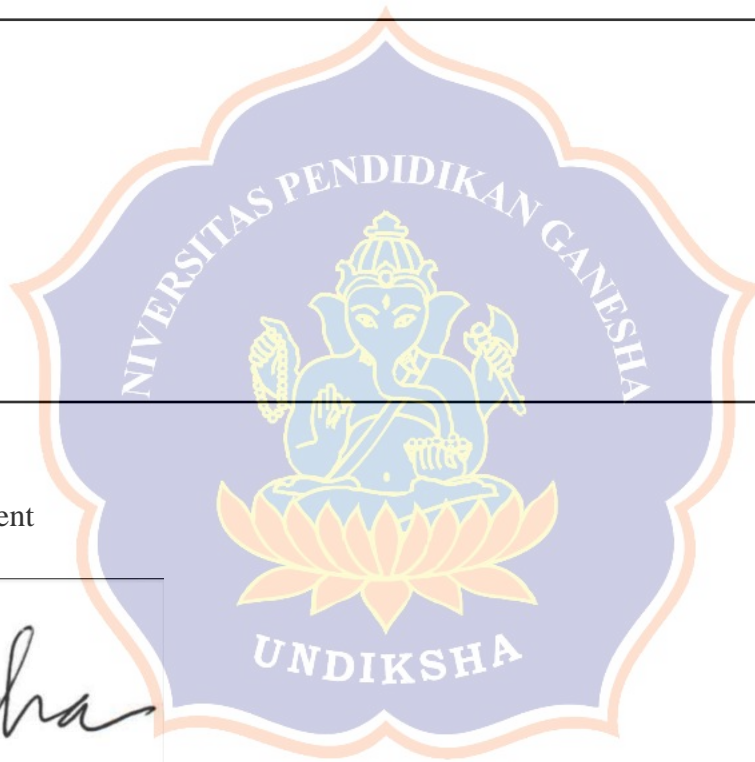
1	The video uses consistent writing type	✓				
2	The video uses space, such as writing title space with the first row, title space to the main text	✓				
3	The video uses layout and consistent or similar typing, from typing pattern to typing margin	✓				
4	The material is mapped from the easiest to the hardest	✓				
5	The video uses clear material mapping in describing the limitation of the material	✓				
6	The materials are presented systematically to make students easier to understand	✓				
7	The materials are delivered in interesting way	✓				
8	The materials are presented by using various pictures	✓				
9	The materials are	✓				

	presented by using various colors					
10	The video uses font type that is easy to be read	✓				
11	The font size is enough	✓				

Comment and Suggestion:



2nd Expert Judgement



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

NIP: 197609022000031001

APPENDIX 11

Validation of Expert Judgment

## Validation for Expert Judgement Sheet

Validator : Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

Institution : Ganesha University of Education

### 1. Content Aspect

No	Description	Relevant	Irrelevant	Comment
<b>Material Suitability</b>		√		
1	The topic is relevant to the students' daily life	√		
2	The video uses appropriate words and suitable with the topic	√		
3	The video uses appropriate phase and suitable with the topic	√		
4	The new material is well and systematically arranged (graded and trace)	√		
5	The new material gives examples or model that is suitable to the topic	√		
6	The new material	√		

	overall prioritizes the students' participation			
7	The scope of the material is in accordance with the basic competencies that is want to be achieved	√		
<b>Physical Design Suitability</b>				
1	The video uses consistent writing type	√		
2	The video uses space, such as writing title space with the first row, title space to the main text	√		
3	The video uses layout and consistent or similar typing, from typing pattern to typing margin	√		
4	The material is mapped from the easiest to the hardest	√		
5	The video uses clear material mapping in describing limitation	√		

	of the material			
6	The materials are presented systematically to make students easier to understand	√		
7	The materials are delivered in interesting way	√		
8	The materials are presented by using various pictures	√		
9	The materials are presented by using various colors	√		
10	The video uses font type that is easy to be read	√		
11	The font size is enough	√		

## 2. IT Aspect

No	Description	Relevant	Irrelevant	Comment
<b>Face to Face</b>				

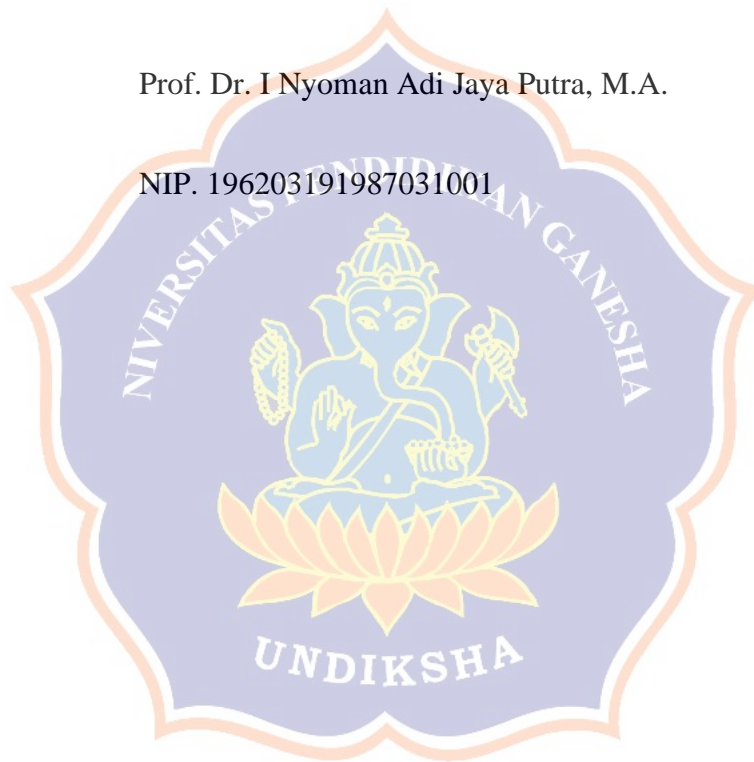
1	Serves interesting front cover	√		
2	The media is easy to operate	√		
3	The audio is clearly audible	√		
4	The font usage is appropriate	√		
5	Beautiful display	√		
<b>Multimedia</b>				
1	The use of multimedia's element is suitable	√		
2	The combination between each multimedia's elements can be understood	√		
3	The multimedia presentation is well arranged	√		
4	The multimedia selection is consistent	√		
5	The use of multimedia is not excessive	√		

Dosen Pembimbing 1



Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

NIP. 196203191987031001



## Validation for Expert Judgement Sheet

Validator : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

Institution : Ganesha University of Education

### 1. Content Aspect

No	Description	Relevant	Irrelevant	Comment
<b>Material Suitability</b>		√		
1	The topic is relevant to the students' daily life	√		
2	The video uses appropriate words and suitable with the topic	√		
3	The video uses appropriate phase and suitable with the topic	√		
4	The new material is well and systematically arranged (graded and trace)	√		
5	The new material gives examples or model that is suitable to the topic	√		



6	The new material overall prioritizes the students' participation	√		
7	The scope of the material is in accordance with the basic competencies that is want to be achieved	√		
<b>Physical Design Suitability</b>				
1	The video uses consistent writing type	√		
2	The video uses space, such as writing title space with the first row, title space to the main text	√		
3	The video uses layout and consistent or similar typing, from typing pattern to typing margin	√		
4	The material is mapped from the	√		

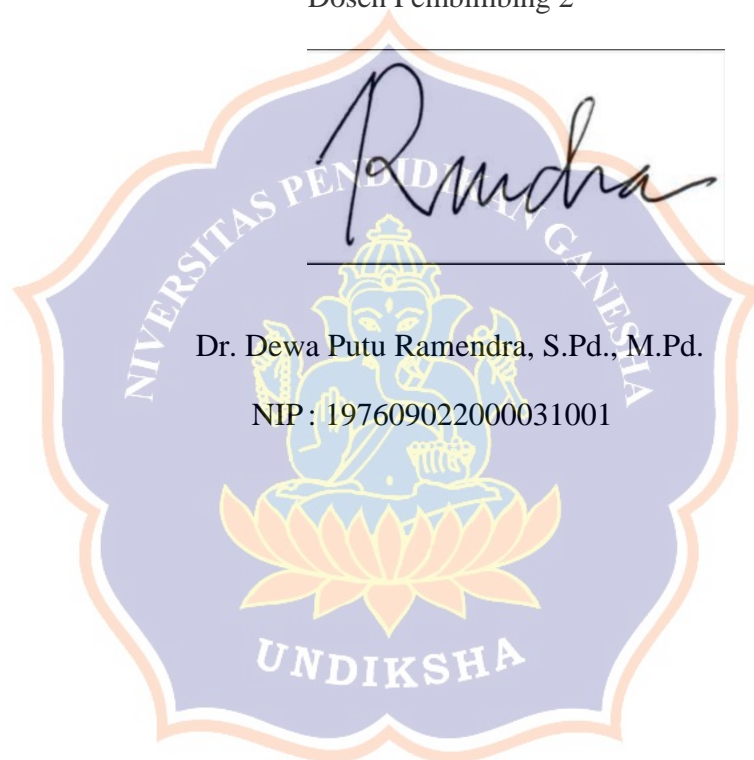
	easiest to the hardest			
5	The video uses clear material mapping in describing limitation of the material	√		
6	The materials are presented systematically to make students easier to understand	√		
7	The materials are delivered in interesting way	√		
8	The materials are presented by using various pictures	√		
9	The materials are presented by using various colors	√		
10	The video uses font type that is easy to be read	√		
11	The font size is enough	√		

## 2. IT Aspect

No	Description	Relevant	Irrelevant	Comment
<b>Face to Face</b>				
1	Serves interesting front cover	√		
2	The media is easy to operate	√		
3	The audio is clearly audible	√		
4	The font usage is appropriate	√		
5	Beautiful display	√		
<b>Multimedia</b>				
1	The use of multimedia's element is suitable	√		
2	The combination between each multimedia's elements can be understood	√		
3	The multimedia presentation is well arranged	√		
4	The multimedia selection is	√		

	consistent			
5	The use of multimedia is not excessive	√		

Dosen Pembimbing 2



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

NIP : 197609022000031001

## RIWAYAT HIDUP



Putu Lilik Herawati lahir di Desa Panji pada tanggal 2 Januari 1999. Penulis lahir dari pasangan suami istri Made Suardana dan Luh Budiasih. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Bnajar Dinas Dauh Pura Desa, Desa Panji, Kecamatan Sukasada, Buleleng , Bali.

Penulis menyelesaikan pendidikan dasar di SD N 125 Banyuasri dan lulus pada tahun 2011. Kemudian penulis melanjutkan sekolah di SMP Negeri 2 Singaraja dan lulus pada tahun 2014. Pada tahun 2017, penulis lulus dari sekolah SMA Negeri 2 Singaraja dan melanjutkan ke Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha pada tahun 2017. Pada semester akhir tahun 2021 penulis telah menyelesaikan skripsi yang berjudul “DEVELOPING INSTRUCTIONAL VIDEOS BY USING “POWTOON” TO TEACH ENGLISH FOR FIRST-SEMESTER 11th GRADE STUDENTS IN SMA NEGERI 1 SUKASADA DURING COVID-19 PANDEMIC”.