

**DEVELOPING TEACHING-MODEL VIDEO AS
SUPPLEMENTARY MATERIAL FOR PRE-SERVICE
TEACHERS**

UNDERGRADUATE THESIS

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**ENGLISH LANGUAGE EDUCATION PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
FACULTY OF CULTURAL STUDIES**

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**DEVELOPING TEACHING-MODEL VIDEO AS
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UNDERGRADUATE THESIS

**Presented to
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The researcher



ABSTRACT

Aryapassi, Firhan Vivaldi. 2020. **Developing Teaching-Model Video as Supplementary Material for Pre-Service Teachers.** English Language Education Program, Faculty of Culture Studies, Universitas Brawijaya. Supervisor: Devinta Puspita Ratri, S.Pd., M.Pd.

Keywords: Teaching Media Development, Video, Supplementary Material, Pre-Service Teachers

Teacher is on most important role in education. However, every person who wants to get the title teacher has to go through the stage of pre-service teaching stage. Per-service teachers are people in the level of college or a university student majoring in education who is teaching under a supervision of a lecturer. Since being a student means lacking on knowledge and experience, pre-service teachers often having a hard time to act when a certain unexpected situation happens. Because of that reasons, many lecturers as supervisor for pre-service teachers tried to deliver a real-field teaching experience and situation for pre-service teacher to act as a reference and supplementary material for their knowledge of learning that is projected by a teaching-model video media.

The study used research and development model proposed by Borg and Gall (2003). The model consist of six stages of research and development: Need analysis, development, validation, revision, finalization, and dissemination. The researcher used validation checklist, and field note as the instruments of this study. The data was analyzed qualitatively. The expert was asked to validate the content and media of the product video to be appropriate for pre-service teachers.

Based on the result of data analysis, the data shows that the product video of teaching-model video as supplementary material for pre-service teachers was valid. From the content and media expert's response in validation checklist, it could be applied in the learning process of pre-service teachers. The researcher suggest pre-service teachers' supervisor or lecturer to use the product video because it can be used to deliver example and experience of real field teaching learning situation for pre-service teacher's own knowledge. For future researchers, it is suggested to develop teaching media video according to the product that has done.

ABSTRAK

Aryapassi, Firhan Vivaldi. 2020. Pengembangan video model belajar sebagai materi tambahan bagi calon pengajar. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Devinta Puspita Ratri, Sp.Pd., M.Pd.

Kata Kunci: Pengembangan Media Belajar, Video, Materi Tambahan, Calon Pengajar.

Guru adalah salah satu peran penting dalam pendidikan. Namun, setiap orang yang ingin mendapatkan gelar guru harus melewati tahap calon pengajar. Calon pengajar adalah orang dalam posisi mahasiswa atau siswa perguruan tinggi dalam lingkup pendidikan yang sedang mengajar dalam wawasan dan bimbingan dosen. Karena menjadi siswa berarti masih belajar dan belum memiliki pengalaman yang banyak, calon pengajar seringkali mendapatkan kesulitan untuk beradaptasi pada situasi yang sulit. Oleh karena itu, banyak dosen bagi calon pengajar mencoba memberikan pengalaman nyata situasi belajar mengajar untuk para calon pengajar sebagai referensi dan materi tambahan untuk pengetahuan mereka yang ditampilkan melalui sebuah video.

Penelitian ini menggunakan model R&D yang dikemukakan Borg dan Gall (2003). Model R&D ini mencakup 6 tahapan pengembangan: *Need Analysis, Development, Validation, Revision, Finalization, dan dissemination*. Peneliti menggunakan *validation checklist*, dan catatan lapangan sebagai instrument dalam penelitian ini. Data yang didapat dianalisa secara kualitatif. Ahli dalam bidang media dan konten diminta memvalidasi produk video untuk menjadi cocok digunakan sebagai media tambahan bagi calon pengajar.

Berdasarkan hasil analisis data, ditunjukkan bahwa produk video model belajar sebagai materi tambahan untuk calon pengajar sudah valid. Berdasarkan respon ahli dalam bidang media dan konten melalui *Validation Checklist*, produk dapat digunakan dalam pengajaran calon pengajar. Peneliti menyarankan dosen bagi calon pengajar untuk menggunakan produk video karena dapat digunakan untuk memberikan pengalaman nyata dan contoh mengajar dalam situasi sebenarnya yang berguna bagi calon pengajar. Untuk peneliti kedepannya, peneliti menyarankan untuk membangun media pembelajaran video berdasarkan produk yang sudah ada.

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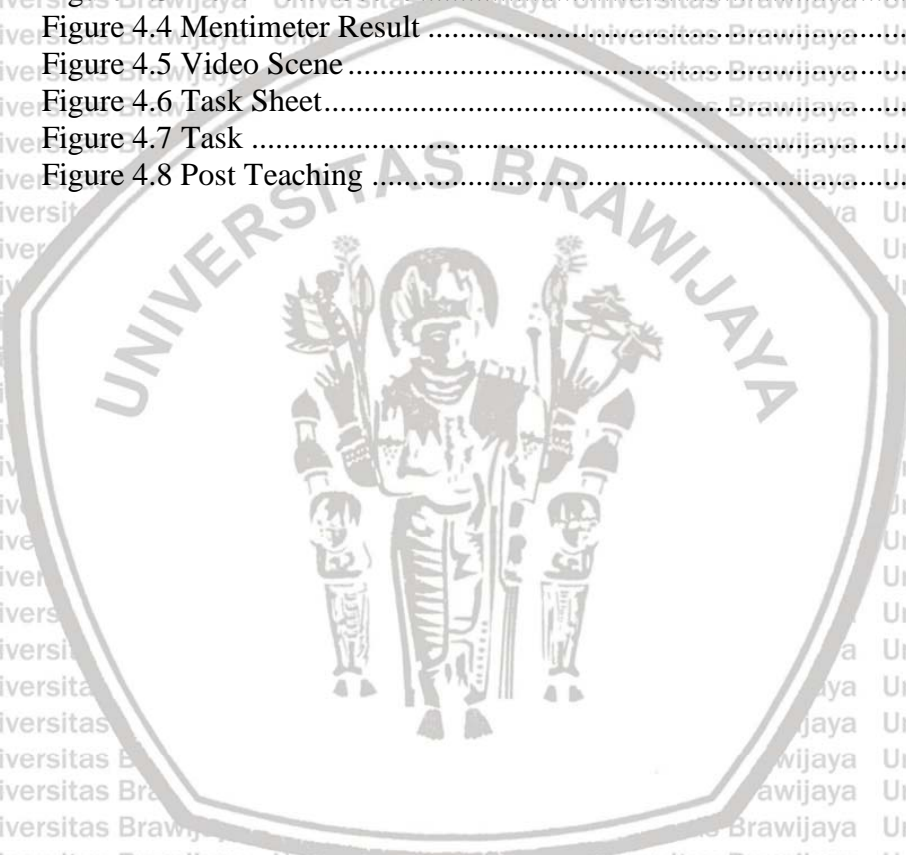


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CHAPTER I INTRODUCTION

This chapter presents background of the study, problem of the study, purpose of the study, significance of the study, scope and limitation, and definition of key terms. This chapter will introduce the study and state the focus of the study.

1.1 Background of the Study

Teacher is one most important and dominant role in the terms of education. Teacher act as every possible role model for their students. "It is very important to train teachers who can compete with the rapidly developing age" (Darmayenti, 2019). In advance, to reach the certified teacher title, one of the steps is to go through pre-service teaching stage. Anybody attempting to go through the stage will be called as pre-service teacher. A pre-service teacher in general is a student in the level of college, university or graduate level who is teaching under the supervision of a lecturer as mentor in order for a degree in education. In mentoring, most Universities utilize a simulated teaching classroom called as Micro Teaching.

"It is a course where pre-service teacher learns every fundamental theories about how to teach and how to apply it by actually teaching in a simulated classroom"

(Abendroth, 2011). It is not an easy job to build a well-prepared teacher only by guiding them throughout their teaching practice. In practice, it is difficult for pre-service teacher with less knowledge and imageries of teaching to actually teach. Besides getting reviews of a simulated teaching session and constructive feedback to improve their performance, most pre-service teachers only got imageries and experiences of teaching situation in a form of theories and oral speech by their

lecturer. Pre-service teachers could get imageries and experiences only if they join any teaching forums or teaching volunteers group outside their course program. In the other hand, to maximize pre-service teachers' performance on their simulated teaching practices, it is important to bring real imageries and experiences to them.

According to the education law no.20 in 2013, Lecturer as mentor for pre-service teachers has to be able to create meaningful, creative, fun and dialogical learning atmospheres. One of most ways to achieve the goal of bringing the real experience and imaginaries for pre-service teachers before they actually teach in the real field is by using a teaching media in a form of video containing the imageries and experiences of teaching situation narrated by an actual experienced teacher. Santagata in 2014 states that video media is a traditional media in which a dynamic visual is projected. Therefore, video as teaching media is important to be made and to be used by the lecturers to bring experience and imaginaries to pre-service teachers.

The realization of the above ideas may be processed through a teaching-model video. A form of visual teaching media that explains a lot of insight in terms of a whole teaching activities which will be performed by an actual experienced teacher in certain situation and real case teaching experience. "Media is any tool that can be used to deliver message to achieve teaching purpose(s)" (Amir and Parumbuan, 2010). The goal of the use of the teaching-model video are to help pre-service teachers to learn better before they go into the real teaching case scenario, to build the motivation to teach, to increase the interest in terms of teaching, to enhance understanding, and to improve the effectiveness on delivering teaching

materials. In the other hand, as a supplementary material, the experience viewed from the video may help pre-service teachers to plan activities for an English classroom, to make teaching instruments, to develop a scenario to maintain high teacher-students interaction, and also to enlarge their knowledge of classroom management. Santagata in 2011 studied the usage of online videos to teach mathematic future teachers. In the research, online videos which already exist on the internet were used to give future teacher more knowledge on how to teach mathematics. The other research done by amir in 2019 produced a teaching media video instructional book which used to teach pre-service teachers. this research project aims to produce a video containing narrated experience brought by an experienced teacher for pre-service teachers in general and for English language subject in particular. The difference is to develop a teaching media in the form of video that is not yet existed. The researcher aimed to produce a product video with mindset to improve pre-service teachers' knowledge and performance. The idea of making choosing the video as the media comes from the diversity of online and ICT-based media in which videos are most likely the one every person can accept and can be easily comprehend.

The experienced teacher who performed and documented in the situation of the whole teaching-learning activity will be a teacher by the name Mr. Moch. Ashrofihuda, S.Pd., Gr. The teacher is experienced in teaching in a lot of situation and also a lot of students' characteristics and learning styles. For the record, the teacher has been teaching high school students for 11 years. For the development of the video, this research found out that the teacher experiences are in junior high

school teaching. Therefore, in conducting this research and development, this research will document every sequence of the video in the content for junior high school pre-service teachers. The junior high school level is aimed and became the focus of this research and development since pre-service teachers in Indonesia are prepared and expected to be around junior high until the senior high level teaching.

Pre-service teachers in Indonesia are the main purpose of this research in terms of the target user by the development of the teaching-model video media. Pre-service teachers in general only got theories on how to teach before they actually teach. With this teaching-model video media, pre-service teachers will get the main imageries of the in-class teaching via the real documentary as the content of the media. Therefore, the development of teaching-model video as supplementary material for pre-service teachers is essential to facilitate lecturers to bring experience and imaginaries of teaching situation for pre-service teachers.

Video as teaching media has been used widely in English language teaching, Santagata (2011) conducted the survey on the usage of video as teaching media for pre-service teacher. Besides, Amir (2019) developed a video instructional textbook.

This far, there is no teaching media that provides the experiences and imaginaries for pre-service teacher on how to deal with real teaching situations yet. This research and development tend to develop and to create a teaching-model video for pre-service teacher within the English language education. thus, this research and development is expected to help pre-service teachers to gain experiences and imaginaries on how to teach, and deal with any teaching circumstances. In the other word, this research and development is worth conducted.

1.2 Problem of the Study

How to develop a suitable teaching-model video media as supplementary material to support pre-service teachers' performance in teaching practices?

1.3 Purpose of the Study

to develop a supplementary material in a form of teaching-model video for pre-service English language teachers.

1.4 Significance of the Study

This research and development project is expected to be beneficial in education, practical significances are:

1. For Pre-Service Teachers

The development of this project may help pre-service teachers to increase and maintain high motivation of teaching since the theory learning stage. The experience presented in the video by the teacher also may provide pre-service teachers a brief imaginaries and experiences of teaching in an actual classroom. This project also expected to support the performance of pre-service teacher in teaching practices that commonly happen in simulated micro teaching class.

2. For Lecturers

This development of teaching media may provide lecturers a tool that can help them to deliver the experience and imaginaries of teaching

for pre-service teachers. The video teaching media also contains supplementary materials that adds more in-depth knowledge of what is going to be studied, how to make lesson plans, how to plan teaching activities, etc. by pre-service teachers to optimize mentoring session.

3. For Further Research

This research and development is expected to enlarge researchers knowledge in designing an appropriate supplementary material. In the other hand, this research may help other researchers in the particular scoop as a validated reference material.

1.5 Scope and Limitation of the Study

this research focuses on designing a teaching-model video media as supplementary material for pre-service teachers in general. In the other hand, this research's limitations are Research and development of teaching-model video media in the junior high school circumstances and pre-service teachers as the target usage of the video. The teacher presented in the video will be an experienced junior high school teacher, in junior high school teaching-learning classes. The content will consists of most teaching instruments of teaching for example lesson plan and teaching media used. The format of the video will be in 1080p .mp4 format.

1.6 Definition of Key Terms

1. "Teaching-model video is an electronic medium for recording, copying, playback, broadcasting, and display of moving visual media"

(santagata, 2010). In this study, every visual media will be related to education and English subject in particular. Video is going to be the main format for the final product. It will contain teaching activities, teaching instruments, teaching scenarios, etc. that will be narrated by a teacher. hence why this research and development named teaching-model video

2. Supplementary material in this study is additional material that provides pre-service teachers in-depth explanation and understanding, the lesson plan, teaching medias, teaching activities etc. narrated by an experienced teacher in the content of the video that is all related to the main material that pre-service teachers are studying, and also for the focus of bringing them the real experiences and imaginaries of teaching situation in the real context. The supplementary material in the video format is used to add more detail, background, or context to a particular subject that pre-service teachers are studying.

3. Pre-service teacher in general is a student in the level of college, university or graduate level who is teaching under the supervision of a lecturer as mentor in order for a degree in education.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theories of related literature, which are Video Teaching Media, Pre-service Teachers, the Development of teaching Media as Supplementary Material, Teaching-Model Video for Pre-Service Teachers, and the review of previous studies.

2.1 Video Teaching Media

Proponents of Web technologies in education have long argued that these technologies supplement and upgrade the widely accepted traditional delivery of lessons to students. For example, with reference to traditional learning, Vygotsky (1980) argued that human beings learn best if there are some sorts of interaction through collaborative learning and group work so that students work together on a task. In this social media era, the said interaction and collaboration in teaching and learning is now implemented virtually without worrying about time and space limitations or barriers. To this end, some educational researchers have coined the term Learning 2.0 in reference to “a spectrum of all pedagogical approaches that draw heavily upon Web 2.0 tools [Facebook, Twitter, blogs, WhatsApp, etc.] and services” (Wheeler, 2010:107). The use of video teaching media in the side of mathematics teaching for pre-service teachers already conducted by Santagata in 2010.

In the related research, Santagata in 2010 discussed the types of videos and video-based activities used in a teacher preparation course that aimed on developing

pre-service teachers' abilities to analyze and learn in the side of mathematics teaching. We also need to consider particular criteria when choosing the video teaching media: (1) purpose and (2) guidance (Santagata, 2010). Those criteria could be adopted to this research purpose to make a better-performing final product.

While the previous research by Santagata in 2010 analyzed the use of video teaching media for pre-service teachers for mathematics teaching, it is important to note that the research conducted was able to define that the video teaching media used actually help pre-service teacher to improve their overall performance in teaching. Video-based activities were found to support pre-service teachers learning to attend to the details of student thinking and of teachers' instructional moves that make student thinking visible. It also supported pre-service teachers' learning to reason about teaching in an integrated way by considering the impact of the teachers' decisions on student learning (Santagata, 2010).

2.2 Pre-Service Teachers

As teaching is a nation-building profession, being a teacher is worth exploring. It is important to ensure that classrooms have teachers who can provide quality instruction and positive interactions with students. "Teachers credentials, however, have shown little predictive value in identifying which teachers are most successful for student outcomes" (Ripski, 2011).

Pawilen (2016) affirms that teachers in a global classroom must process a high degree of expertise in content and pedagogy. They should serve as an ambassador of goodwill to all peoples across different cultures. The statements

affirm that from the beginning of their formation as teachers they should be equipped with the necessary knowledge and skills for them to teach effectively in the future. "It was declared that learning to teach is an on-going process that begins from the pre-service teacher stage and continues into the initial years of teaching" (Choy et al., 2013).

Pre-service teachers need cooperating lecturers in their emotional development, those who can model and support them in the development of effective practices, and who promote the cognitive processes involved in instructional decision making.

2.3 The Development of Teaching Media as Supplementary Material

In the other related research, Amir in 2018 proposed the idea of developing a video media textbook to be used in lectures/learning courses on video media development for students of Educational Technology Study Program, Faculty of Education, Makassar State University. Amir in 2018 also states that the use of photos, imageries, as supplementary material can help in the process of delivering materials. The research also found that the product which is video media textbook made is actually meet the effective and practicality criteria.

In the research, amir pointed out that there are benefits on the use of the teaching media in terms of interpersonal, cognitive, affective, and psychometric skills. In the development of the research, Amir uses the theory of Four-D modelling proposed by S.Thiagarajan and Semmel (1994). The theory proposed has four steps for the development of the product which are Define, Design, Develop,

and Disseminate. The development model picked as the model for the development of textbook teaching media video because the development steps are systematical, practical, detailed, and easy to be executed (Amir, 2018).

2.4 Teaching-Model Video Media For Pre-Service Teachers

Darmayenti (2019) states that proper development of pre-service teacher is really important to defines a teacher's character and overall performance in their future teaching. Teaching-model video is a teaching media that can be used as supplementary material for them. Teaching-model can be a perfect example for pre-service teachers to get the imaginaries and experiences before they teach in the real field. It is important to get the experiences and imaginaries to teach since pre-service teachers have low knowledge on teaching and how to deal with some circumstances that is difficult to handle.

Video constituted the main artifact of practice on developing pre-service teachers skills on teaching. Several authors have investigated the benefits of using video as a tool for pre-service teachers learning. "It is important on the development of a proper teaching media that can bring the immersiveness of teaching situation in a classroom for pre-service teachers' (Amir and Parumbuan, 2019).

2.5 Previous Studies

Study of the use of video to teach pre-service teachers already conducted by santagata in 2011. The study conducted by a survey model study that measures how the video may give impact on pre-service teachers teaching practice overall

performance. The survey was conducted to describe the Learning to Learn for Mathematics Teaching project. In the project which the research was conducted, video is used to develop pre-service teachers' orientations, knowledge and skills for analyzing and reflecting on mathematics teaching in ways that generate knowledge for improvement. In addition, the research reported on a study that investigated pre-service teachers' changes in lesson analysis abilities as a result of participating in the course. "We conclude by pointing the reader's attention to two important ideas related to the use of video of teaching in this project: (1) purpose and (2) guidance" (Santagata, 2011).

In the other research conducted by Amir in 2019, the research is on how to develop a tool that is suitable to teach future teachers. The study aimed to develop and produce a video media development textbook to be used in lectures/learning courses on video media development for students of Educational Technology Study Program, Faculty of Education, Makassar State University. By doing research and development based on Four-D model by S. Thiagarajan and Semmel (1994), the study recorded data by questionnaire and test techniques. Data were analyzed by descriptive and quantitative qualitative statistics. The result showed that the video media development textbook developed with the model met the criteria of valid, practical, and effective. In that case, Amir in 2019 developed a textbook with instructional video as the content that was meant for pre-service teachers to get knowledge and experiences of teaching. "The improvement for college level is really important" (Amir and Parumbuan, 2019).

The gap of this research and development is to produce a video containing a teaching model performed by an experienced teacher in a real classroom since both studies conducted did not use any self-made teaching media. This research and development combines the development of a proper teaching media in a form of video and the use of it to bring experiences and imaginaries for pre-service teachers' future teaching agendas to produce a suitable and comprehensible teaching media for pre-service teachers.



CHAPTER III

RESEARCH METHODOLOGY

This chapter is focusing on the discussion of how this study conducted. It consists of Research Design, Model of Development, Research Procedures, and Data Sources.

3.1 Research Design

This research is conducted to develop a teaching-model video media as supplementary material for pre-service teachers in Indonesia. Therefore, this research is using the design of research and development. Borg and Gall on 2003 defines research and development as a process that is conducted to develop and validate a product that is related to education. on the procedure model of Borg and Gall theory, steps in research and development are research for information of the product, development of the product based on findings on the research, field test, and product revision after the field test of the product developed.

As a research and development, this design has some steps that has to be done. The first step is literature review in which will be the every information related to the video teaching media. Step two is identifying the purpose and the learning outcome that possibly can be used and continued on further research. The step three is the first development product designing. The step four is when the product prototype is tested. On the fourth step, this research could see the effectiveness of the product and to look some flaws on the product prototype for further enhancement. The instrument could be useful in measuring that

effectiveness of the product. The instrument mentioned could be the content checklist for the teaching-model video. After the fourth step, there comes the fifth step where the product is being revised for further enhancement. After that, the step six will be another field test for the product and then continued by the revision step before the final product is released.

3.2 Model of Development

This research and development is expected to produce a teaching-model video that is valid, practical, and effective. The model used is based on Borg and Gall's theory of research and development on 2003, which consist of seven steps which consists of need analysis, development, validation, revision, field test, finalization, and dissemination. This research uses the model because of its systematical, simple, detailed, and easy to implement-procedures. The model is also very suitable on the development of the project.

In this research and development, the whole observatory and documentary will be taken at SMPN 10 Kota Malang. The junior high school is chosen since the target school has the suitable material and complexity of teaching activity conducted in each and every classes. SMPN 10 Kota Malang is placed in Buring, Malang. This research will analyze the need to develop a teaching-model video to bring the real experiences and imaginaries for pre-service teacher before they go to field for their actual teaching practice. Therefore, the one teacher to bring thus mentioned is the experienced teacher from SMPN 10 Kota Malang, by the name Mr. Moch. Ashrofihuda, S.Pd., Gr. The teacher of the junior high school has been

teaching in a lot of situation and students' characteristics to the fact that he already has his certified teacher badge.

The need analysis outcome of this research and development will be the timeline (appendix 1) for the teaching-model video, the timeline of the content of the video will be in the form of the checklist and will be used also as the instruments for this research and development. In a form of a checklists, the instrument will be validated by an expert in the fields of curriculum and teaching media by the name Dian Novita Dewi, S.Pd., M.Li. the expert validator will validates the instruments and measure the standard, and optimal outcome of the teaching-model video. Since the expert validator is also a lecturer, it is expected that the expert validator could help improving the outcome product of teaching-model video media so it will be at its best.

In the Borg and Gall R&D Theory, there are 10 research and development steps. Step 1 involves need analysis. Step 2 and 3 consists of planning and develop preliminary form of product. step 4 involves preliminary field testing. Step 5 and 6 conduct main product revision and main field testing. Step 7, revision of product as suggested by main field-rest result. Step 8 and 9 involve operational field testing and final product revision. And the last step of step 10 involves dissemination and implementation. It is a report on product at professional meeting and journals.

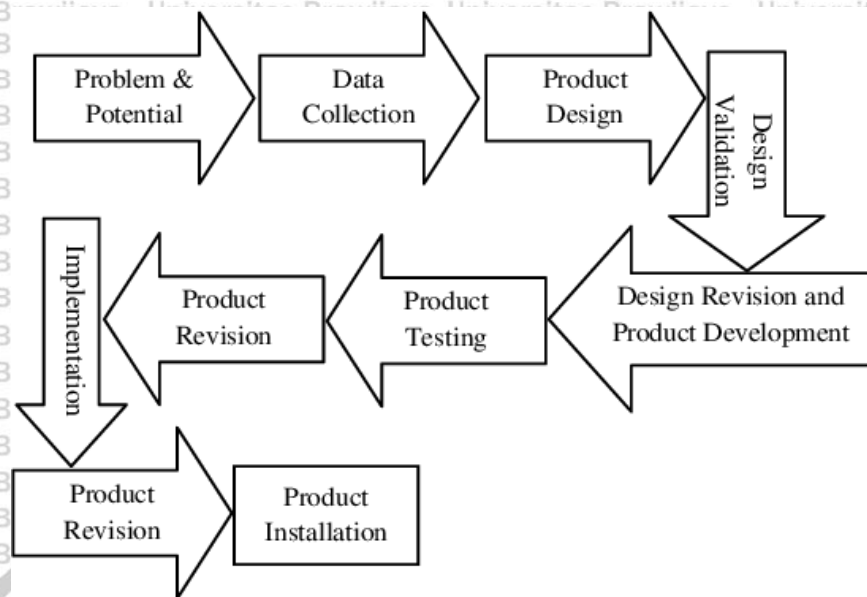


Figure 3.1 Borg and Gall R&D Model Procedures.

In this research, the data collection, product design, and design validation steps are eliminated due to the aim of the development is a video format without any physical product. Field test for the product or the product testing step is also eliminated due to the SARS-CoV-2 pandemic situation. The six steps are remain initial need analysis, product specification, development, validation, revision, and finalization and dissemination.

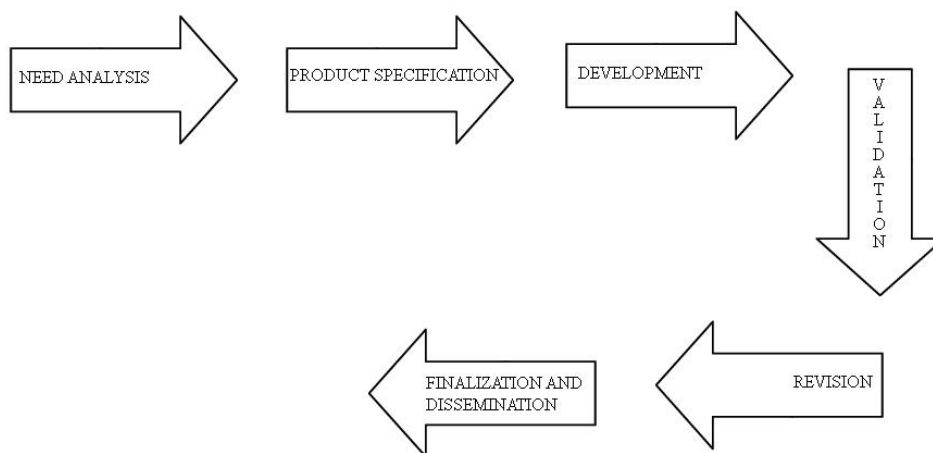


Figure 3.2 Adopted Borg and Gall R&D Model Procedures.

3.3 Research Procedures

There will be some steps that will be conducted in this research and development, which are:

1. Need analysis: this step is conducted to gain information which related to the development of the teaching-model video media like lesson plan (appendix 2), field note from the observation of the school and class (appendix 3).
2. Product specification: this step is conducted to design the timeline procedure for the product video. The received lesson plan is matched with the expected timeline and the researcher tried to prepare the overall expected product video specification.
3. Development: in this step, the teaching-model video will be made as the first prototype. Every sequence at SMPN 10 Kota Malang including the process and teaching activities will be documented. First and for all, the general image of the

school will be documented, the footage will be used to introduced as where the teaching-learning activity narrated is actually happen. The second is the documentary of the class teaching-learning activity, the focus of this step is to get the atmosphere of the activities, and to show the real situation. The third step will be the editing session, the editing will be done privately and focusing on the time efficiency of the content.

4. Validation: the product prototype is made and will be presented to the expert validator of teaching media and curriculum for further advancement of the product.

The expert will validate the product based on the checklists (appendix 5).

5. Revision: further enhancement by the flaws found in the expert validation process.

6. Finalization and dissemination: the step where the product will have its final enhancement after the revision and feedbacks from the expert validator and presented as the result of the research.

3.4 Data Sources

As research and development-based research, data found will be a description sheet that is collected by interviews that will be conducted through several point of view for example, lecturers, expert validator, and experienced teachers in the development of the teaching-model video media. Description sheet such as field note, project timeline sheets are taken as data needed for the process of the research.

3.5 Research Instruments

The validation checklist is data collected from the expert validator.

Validation is distributed to the expert validator before conducting the revision and try-out. Validation that filled by the expert validator will be used to do the research.

The validation of content consist of 2 elements that are format and content. The validation checklist was adopted from Eduardo (2015). The researcher adopted the checklist because it is the most appropriate validation checklist to validate the whole complexity of the product.

3.6 Validity of the Study

Validity of the study is the content validity. It referred to the validation process which was done by an expert validator. The expert validator tried the product out first and then filled the validation checklist sheet. From the result of the validity, it can be concluded that based on several revisions from the expert validator, the product is valid and can be used in real time class activity as try-out.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion of the research. It consists of stage of analysis, stage of design, stage of development, stage of implementation and stage of evaluation.

4.1 Research Findings

In this part, the researcher presented the result of the data. The data was obtained from validation that done by the expert validator.

4.1.1 Stage of Analysis

The product need analysis resulted in choosing SMPN 10 KOTA MALANG as the school to build the product. The school was chosen because SMPN 10 KOTA MALANG meets every qualification to conduct the research. The school is also well facilitated with ICT-based equipment to represent good teaching activity model. The class used as the model class for the video is 8-D class. 8-D class meets all the requirement for the standard teaching model that may fit other level of teaching activities ranging from junior high school from the lowest level until the highest level of senior high school for example the class 12 students. The teacher as the model teacher is Mr. Moch. Ashrofihuda, S.Pd., Gr. The teacher was chosen based on his experience in teaching and his availability on teaching the accurate lesson. Since it is still in the analysis steps, the researcher only taking field note that

will be use to know the classroom that will be turned into a studio for the teaching model to be shoot in a video product. in taking field note, the teacher, Mr. Ashrofihuda explained that there will be a video shoot in the class with the students there and for further advance, he continued the teaching process as a normal day.

The research at this stage is companied by the supervisor of the undergraduate thesis throughout the day.

4.1.2 Stage of Design

In this stage, teaching-model video designed from making the timeline for the video. It was done to know the length of the video, the expected frames and scenes that can represent the content properly. After that, the step is to build a narrated script based on the lesson plan that will be used in the implementation stage. The researcher also learnt the lesson plan given and the core competences for the video shoot to acknowledge and to see if some frames will happen at an expected point. At the end of this step, the researcher is ready to make the video product.

4.1.3 Stage of Development

In this stage, the researcher made an appointment with the teacher to pick a schedule where English class will be held in class 8-D. after the date is picked and the time for the video shoot is fixed, the researcher then prepared the equipments needed for the video shoot. Equipments needed are camera body, camera lenses, tripod, and microphones. On the day the video shoot is held, the researcher

coordinated with the teacher and also made a brief meeting to reduce the potential of miss communication when the video shoot is on progress.

In the progress of video shoot (Appendix 4), the researcher tried to shoot everything happened in the classroom and also each and every activities that occurred in the classroom real time. Some frames are skipped due to the needed of changing equipments on the middle of the video shoot process. At the end of the video shoot, the researcher waved goodbye and thank the students for allowing the researcher to make a video of them in their classroom. After the class dismissed, the researcher discussed with the teacher about the overall video shoot. The next day, record files are backed up and saved in a safer medium to reduce the potential of file crash, and to be used for further process. After that, the editing step starts, the researcher tried to edit aiming the time efficiency to pack every information in the shortest time possible but still maintaining the real classroom situation that is happening in the video. No copyright sounds used, and captions are made on the video to narrates information throughout the video. In the editing process, the researcher tried to position the clips as the same as possible with field note and the lesson plan given so that the timeline of the teaching activity will match together.

After the editing session, the video produced was sent to the supervisor to get reviewed and feedbacks from the supervisor. Feedbacks from the supervisor was then used to edit the video product to enhance the quality and information shown in the video. After several feedbacks and revision on the video, the supervisor allowed the researcher to hand the video over the expert to validate the video product using the checklist made. feedbacks from expert are the key to develop

better product. Revisions received from expert play the role to improve the product weaknesses.

The product video at first shows the clip of the school as the place of the video take. Then there is an introductory scene where the researcher shows the students of class 8-D of SMPN 10 Kota Malang and also the teacher, Mr. Moch. Ashrofihuda, S.Pd., G.r.



Figure 4.1. intro scene

The next scene is pre-teaching. After the prayer that is handled by the captain of the class, the teacher tried to tell the students briefly about what they will learn on the day. The teacher also explained the core competence. The lesson plan used for the day was about song. It is core competence number 13 in Indonesian K13 curriculum. After the teacher explained the goal of the student learning activity, the teacher tried to make sure that each and every student is ready to learn.

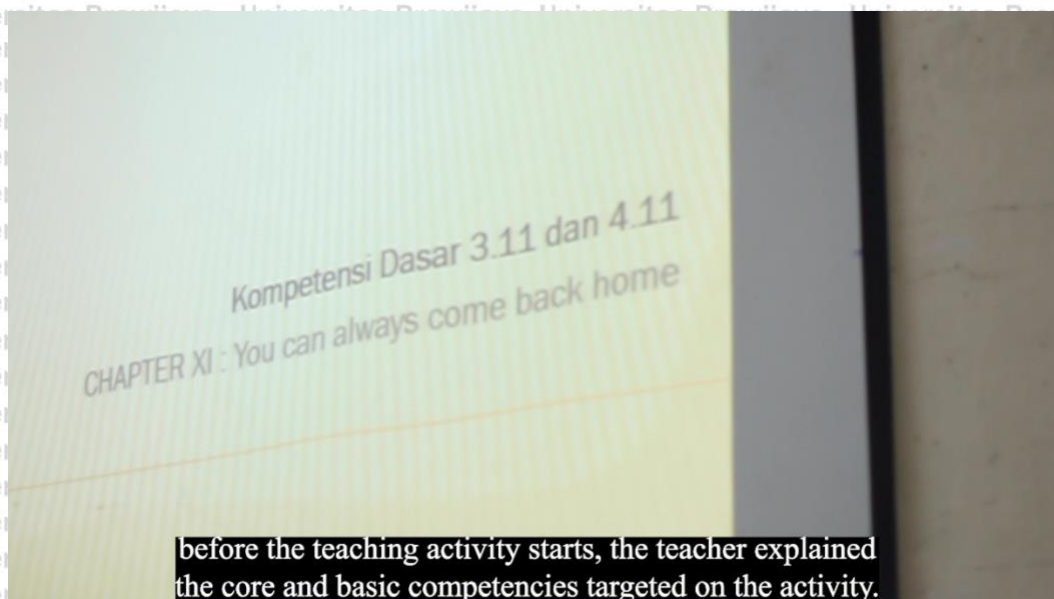


Figure 4.2. Core Competence

In the product video, the last activity for pre-teaching was to play a mini game, with web app named mentimeter. Since it is an ICT-based web app, the teacher has to pay attention when letting his student used their gadgets. The teacher explained the instruction to type and submit student's opinion about who a superhero is. After each and everyone has submitted their word, the summary of datas collected is shown by a projector on the wall. The web app shows every submitted word with sizes difference in which the biggest size was the most typed word by the student.

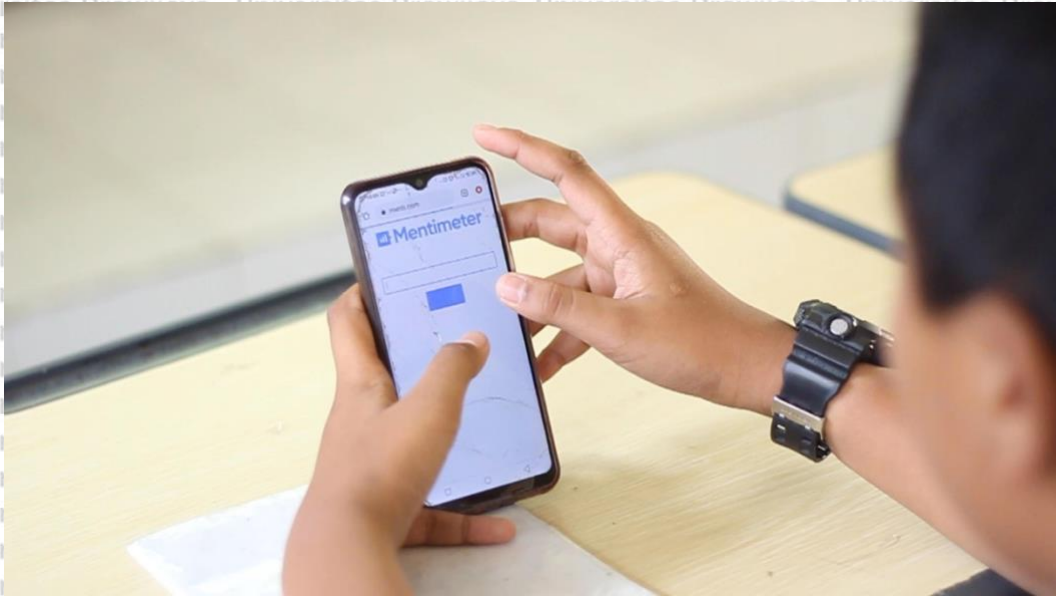


Figure 4.3. Mentimeter scene

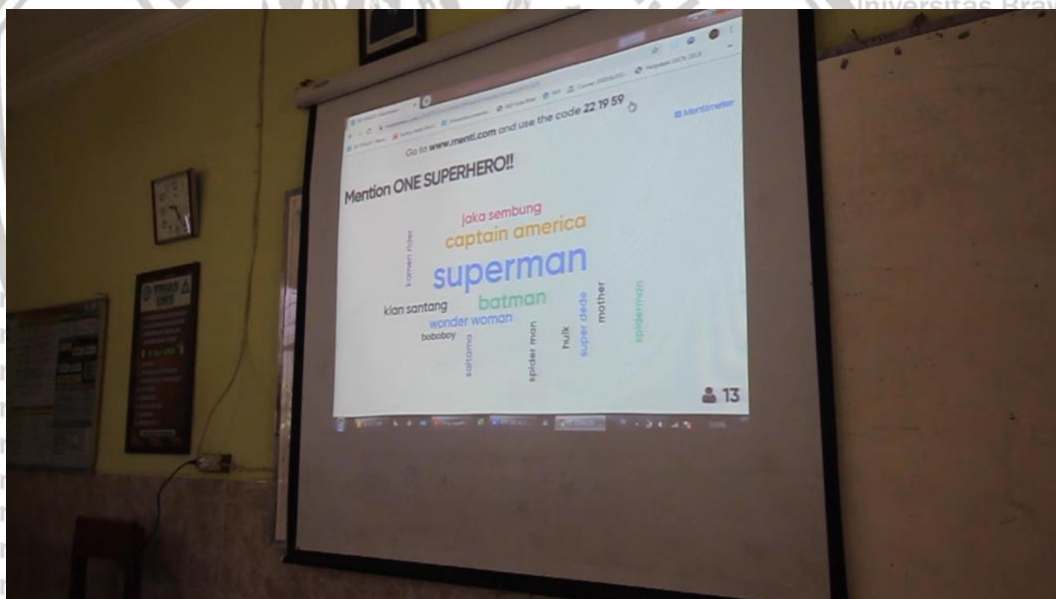


Figure 4.4. Mentimeter Result

The session after pre-teaching is whilst teaching. After the discussion about the mini games the student have played, the teacher asked the student to watch a video a pay close attention to the video because they have to answer several questions afterwards. The video is about a dad who worked so hard behind the scene

for the best for his daughter. When the video was played, the teacher tried to make sure that everyone is paying attention. The teacher also tried to emphasize some important keywords from the video to drill them to his student's memory. After the video was played, random student was appointed to answer the question given before.



Figure 4.5. Video Scene

After the video quiz, the teacher then moved on to the next activity, where he showed a slide that showed several lyrics from a music video. The teacher asked the student to guess what song is based on the lyrics shown in the slide. After the video was guessed, the teacher then handed out a task sheet. The sheet had several tasks in it with the variation of individual task, pair task, and group task. The sheet also ended with a homework for the student to work with. Since the core competence of the day had a really close relationship with the usage of ICT learning, the task sheet had been modified by the teacher so that when the electricity

cut off occurs, the video can still be accessed through the student's gadgets.



Figure 4.6. Task Sheet

After the teacher shared the task sheet, the teacher explained that the student has to work closely on the individual task, the materials to answer the task will be shown with a music video that they will watch. The music video itself is superhero by the script. The music video is also the answer of what the student have guessed before. After the individual task, the teacher moved on to the paired task, which the student had to discuss the answer of several questions with their chair mate. The material for the discussion was also shown in the music video. Since all the task of the day was focused with 1 music video, it can easier the process of task solving activities. After the discussion on task 2, the teacher moved onto the task 3, but before the the task 3 is allowed to be worked on, the teacher tried to refresh the students engagement with the course. The teacher ask the students to stand up and sing along together. The song is also the song that is used as the material for the

day. After they sang together, the teacher asked the student to move their chair and sit in a group of 4. Since the task is a group task, the students needed to discuss together a complex opinion about the material given before. After several moments of the students working on their task, the teacher tried to discuss together about the opinion that the students have put on their task sheet. After every task is done, the teacher moved into the last activity.



Figure 4.7. Task

In the post-teaching scenario shown in the product video, the teacher discussed about what the students have just learnt, he tried to emphasize the value of a superhero into his students' mind. Before the closing of the day's course, he explained a homework where each and every students had to post a picture of

themselves with someone that they assume is a superhero for them.



Figure 4.8. Post Teaching

4.1.4 Stage of Evaluation

The product video is validated by expert to make sure that the product meets the requirements needed as a proper teaching media that can be used in teaching process. After feedbacks received, the product video then can be used as supplementary material for pre-service teachers.

The final product has been validated. The product is revised based on the validation feedbacks. The final product is in the form of teaching-model video media. Every aspect of the video will be used as a supplementary material for pre-service teachers to give them a real example and brief imageries of how the situation of teaching activity will be.

The researcher received feedbacks in a form of a suggestions list that needed to be applied on the product. from the total 22 minutes of the video, minute 8.50

and 12.15 should not be blank by the review of the expert validator. The expert validator also mentioned to handle the volume better when there is an important point that is being explained by the teacher, other feedback is to review captions and to fix grammatical errors.



CHAPTER V

CONCLUSION

This chapter consists the conclusion of the research on developing teaching-model video as supplementary material for pre-service teachers. There are some suggestions of development to improve teaching and learning process.

5.1 Conclusion

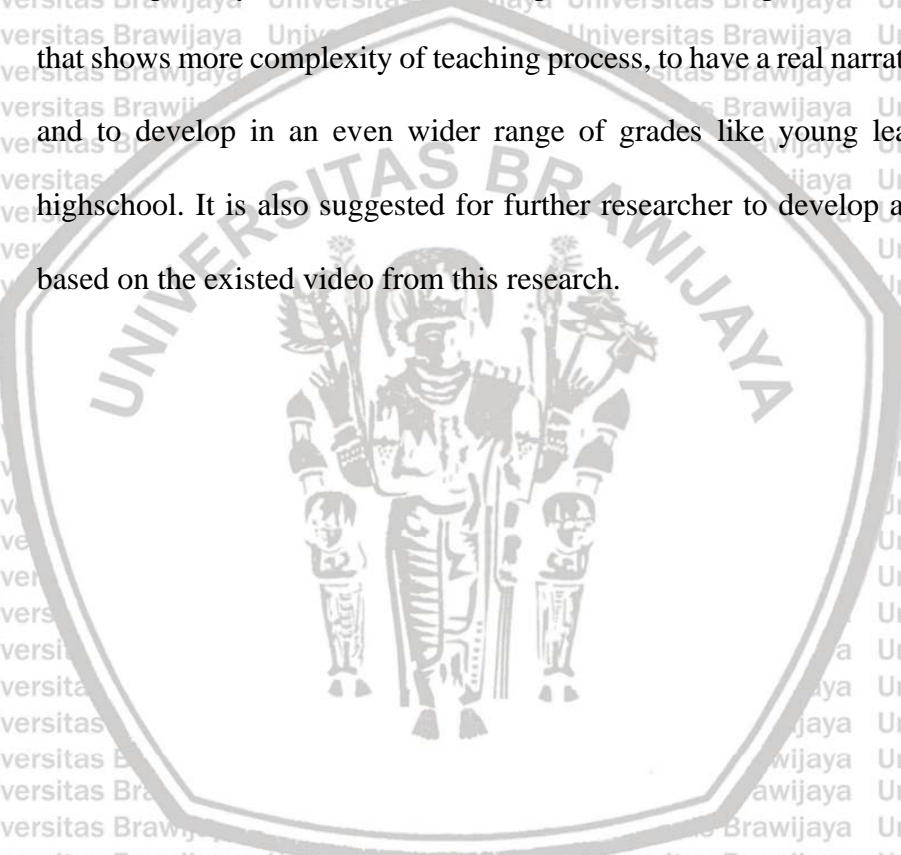
This study uses Research and Development (R&D) design, it develops supplementary material for pre-service teachers in a form of a video product. the purpose of the development is to fulfil the needs of real-field example of teaching process for pre-service teachers that can be served by their lecturer. The video product was designed through adopted stages of development from Borg and Gall (2003). The resulted video product is a documentary made by working together with SMPN 10 MALANG.

The video product made in a documentary form which shows a lot of in depth of teaching process inside a classroom. The teacher model in the video shown how to act as a proper teacher in most circumstances. Using ICT based learning, the video shows how the situation will be and how to handle some unexpected cases in classroom activity. Every aspect of content in the video then can be used as supplementary material for pre-service teachers so that they can have more knowledge on how to teach, how to act, how to encounter, how to handle certain situation and also how to develop themselves better as a teacher will be.

5.2 Suggestions

The study has developed a teaching-model video as supplementary material for pre-service teachers. There are some suggestions that can be used to improve further research in the same field.

For further researchers who have the same interest in developing teaching media especially in a form of a video product to develop a teaching-model video that shows more complexity of teaching process, to have a real narrator in the video, and to develop in an even wider range of grades like young learner or senior highschool. It is also suggested for further researcher to develop a product video based on the existed video from this research.



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Appendix 1 - Timeline Procedures

Adapted from Karl Morgan, retrieved online at apu.edu(2019)

Concept : teaching-model video media for pre-service teachers.

Documenting real experiences and imageries and bringing them for pre-service teachers before they go to teach in the actual field.

Outline : the video will made in the form of narrative to graphic to narrative style. There will be a mix of on camera interviews with a variety of imageries and examples of teaching-learning activities.

Graphic and B-roll will be incorporated to enhance and support the visual content and sound bites.

Script : the script is created by organizing all of the elements of the teaching-learning activities into a complete detailed description of all the dialogue, action and graphics that will take place in the video.

Scout Shooting Locations: SMPN 10 Kota Malang, Class 8D.

Screen Talent: Students of Class 8D of SMPN 10 Kota Malang, an experienced teacher of SMPN 10 Kota Malang, Mr. Moch Ashrofihuda, S.Pd., Gr.

Production Schedule: Dec 10 2019 for documentary at SMPN 10 Kota Malang.

Videotaping : During the production process, all of the audio and visual elements described in the working script are gathered. Once the production phase is complete, the video moves on to the post-production stage of the project.

Narration – Voice Over: A recording session will need to be scheduled to record the narrated segments of the video. Once the recording session is completed the narration will be off lined for the edit session.

Sound Tracks: Music tracks and sound effects are selected and approved for the video project. The final mix can be performed in the edit session.

Graphics : the producer will review all of the graphic elements and the proper names and titles of people in the video. Some graphics can be created or altered in the edit but having the graphics created beforehand can save time.

Editing : Editing is the process of placing and layering various shots, sound effects, graphics and audio tracks into a polished and professional looking project.

The editor will digitize clips of video into the computer. The video clips are then trimmed and placed in order on a video time line of video track. Once all the video clips are in place, editor can add his transition such as dissolves, wipes, or fades.

The editor can then place graphics on a separate graphic track. The editor also has the ability to add multiple audio tracks. With a non-linear editing system, the edits are done in a non-linear fashion or separate segments. Imagine a series of time lines stack on top of each other that all play in unison. If the editor wants to change a graphic all he has to do is remove the old graphic from the graphic track and replace it with a new graphic. This process can be performed on all tracks. When the project is complete, the editor will transfer the video from the computer back to drive.

Appendix 2 – Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 3.13 dan 4.13)

Sekolah : SMPN 10 Malang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Materi Pokok : Song

Alokasi Waktu : 2 x 45 Menit (1
Pertemuan)

Skill : Writing dan Speaking

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.	3.13.1 Mengidentifikasi unsur kebahasaan dari lirik lagu yang terkait dengan kehidupan remaja. 3.13.2 Mengidentifikasi fungsi sosial dari lirik lagu yang terkait dengan kehidupan remaja.
4.13 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs.	4.13.1 Menyebutkan makna terkait fungsi sosial secara kontekstual lirik lagu terkait kehidupan remaja dalam bentuk lisan dan tulisan.

Fokus Penguatan Karakter: Kerjasama, Disiplin, Percaya diri, Tanggung jawab

C. Tujuan Pembelajaran

1. Peserta didik dapat **mengidentifikasi** unsur kebahasaan dari lirik lagu melalui melengkapi bait rumpang dengan kalimat yang benar.
2. Peserta didik dapat **mengidentifikasi** unsur kebahasaan dari lirik lagu melalui mencari padanan kata dengan benar.
3. Peserta didik dapat **mengidentifikasi** fungsi sosial dari lirik lagu melalui menjawab pertanyaan dengan benar.
4. Peserta didik dapat **menyebutkan** fungsi sosial lagu melalui menuliskan pesan lagu dengan benar.

D. Materi Pembelajaran

Materi Pembelajaran Reguler

Tiga aspek yang menjadi fokus pembahasan dalam pembelajaran

1. *Fungsi sosial*
 - tujuan dari teks lagu
 - fokus yang dibicarakan dalam lagu tersebut
 - pesan moral atau manfaat yang dapat dipetik dari lagu tersebut.
2. *Unsur kebahasaan*
 - identifikasi kata kerja, sesuai yang didengar.
 - ucapan, tekanan kata, dan intonasi yang benar,
 - makna kata dan ungkapan tertentu
 - pola kalimat (simple present tense)

Materi Pengayaan

Unsur kebahasaan

- makna kata dan ungkapan tertentu (verba, nomina, adjectiva, adverbia, frasa).
- tata bahasa (concord of simple present tense).

Materi Remedial

Unsur kebahasaan

- ucapan, tekanan kata, dan intonasi yang benar,
- makna kata sesuai konteks.

E. Metode Pembelajaran

Pendekatan : Genre-based approach (BKoF, MoT, Jcof, Iof)

Tehnik : Discovery learning technique

Metode : Pairing, discussion

F. Media/alat dan Bahan

• Media/Alat : Video, MP3, worksheet, ppt

• Teks : lirik lagu, lembar kerja siswa

G. Sumber Belajar

1. Iklan – *My Daddy is a Liar*

(<https://www.youtube.com/watch?v=JYhljknOJj>)

2. *The Script – Superhero* (<https://www.youtube.com/watch?v=DChlfgcDJK>)

3. Multimedia interaktif dan internet: *mentimeter.com*, *instagram*

H. Langkah-langkah Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ul style="list-style-type: none"> - mengucapkan salam dan tegur sapa - mengucapkan syukur dan berdoa - memeriksa kehadiran siswa sebagai sikap disiplin - menanyakan materi pertemuan sebelumnya - menyampaikan kompetensi yang akan dipelajari - mengaitkan materi dengan pengalaman peserta didik 	10'
Kegiatan Inti Pre-teaching activity	<ul style="list-style-type: none"> - Peserta didik menyebutkan nama superhero melalui <i>menti.com</i> - Peserta didik dan guru membahas nama-nama superhero yang telah disebutkan - Peserta didik mendapatkan pertanyaan dari guru sebagai kegiatan literasi serta tugas saat menonton video Iklan – <i>My Daddy is a Liar</i>: <ol style="list-style-type: none"> 1. <i>Who is the man in the video?</i> 2. <i>Is he a superhero?</i> - Peserta didik menonton video Iklan – <i>My Daddy is a Liar</i> - Peserta didik dan guru bertanya jawab tentang isi video Iklan – <i>My Daddy is a Liar</i> sebagai bentuk berpikir kritik - Peserta didik membagi kelompok berpasangan - Peserta didik mendapat <i>worksheet</i> dari guru 	70'

Whilst-teaching activity	<ul style="list-style-type: none"> - Peserta didik dan guru bertanya jawab kalimat-kalimat pilihan dari lirik lagu <i>The Script – Superhero</i> sebagai bentuk berpikir kritis - Peserta didik mendengarkan lagu <i>The Script – Superhero</i> - Peserta didik mengisi lirik rumpang dengan kalimat-kalimat yang telah dibahas sebelumnya dengan berpasangan bekerjasama (Task1) <i>terlampir</i> - Peserta didik dan guru bertanya jawab hasil kerja Task 1 - Peserta didik masih berpasangan mengidentifikasi kata-kata pilihan dari lirik lagu <i>The Script – Superhero</i> yang didengar dengan mencari persamaan arti kata-kata pilihan tersebut dalam lirik lagu tersebut (Task 2) <i>terlampir</i> - Peserta didik dan guru bertanya jawab hasil kerja Task 2 - Peserta didik dan guru bersama-sama menyanyikan lagu <i>The Script – Superhero</i> yang sudah dilengkapi liriknya - Peserta didik mengidentifikasi kata dan kalimat yang didengar untuk fokus menemukan unsur kebahasaan lirik lagu <i>The Script – Superhero</i> secara lisan dengan guru - Peserta didik menemukan pesan moral/manfaat/isi lagu dan unsur kebahasaan dengan menjawab pertanyaan-pertanyaan secara individu (Task 3) <i>terlampir</i> 	
Post-teaching activity	<ul style="list-style-type: none"> - Peserta didik dan guru bertanya jawab hasil kerja Task 3 sebagai bentuk berpikir kritis - Peserta didik mengamati lirik lagu <i>The Script – Superhero</i> - Peserta didik menuliskan isi/pesan dari lagu tersebut dengan kata-kata sendiri secara berkelompok bekerjasama (Task 4) - Peserta didik menampilkan hasil kerja kelompok Task 4 - Peserta didik menuliskan se-bait lirik tambahan dengan kreatif pada lagu tersebut dengan kata-kata sendiri secara berkelompok (Task 5) - Peserta didik mengkomunikasikan hasil kerja kelompok Task 5 - Peserta didik menyimpulkan apa yang telah dipelajari 	
Kegiatan Penutup	<p>Guru:</p> <ul style="list-style-type: none"> - memberi motivasi - memberi tugas individu terkait tema materi yang telah dipelajari, peserta didik <ol style="list-style-type: none"> 1. Berswafoto dengan seorang yang dianggap <i>superhero</i> 2. Mengunggah foto pada akun <i>Instagram</i> 	10'

3. **Menuliskan** *caption*, mentagar #mysuperhero, memberi *tag* pada akun *Instagram* guru
- menyampaikan kegiatan pembelajaran untuk pertemuan berikutnya

L. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik penilaian otentik

- Sikap : Observasi
- Pengetahuan :

Tes tulis yang menuntut kemampuan anak untuk mengidentifikasi fungsi sosial, dan ketepatan unsur kebahasaan yang tampak pada lirik lagu.

- Keterampilan :

Tes tulis: Menuliskan pesan/isi dari lirik lagu.

2. Instrumen penilaian untuk tes tertulis

a. Kisi-Kisi Soal Pengetahuan

Indikator	Soal	Tehnik/ Bentuk Penilaian
<ul style="list-style-type: none"> • Melengkapi bait lagu rumpang dengan kalimat yang sesuai. 	TASK 1: soal no. 1 s.d. 5 (terlampir)	Tes Tulis/Close test
<ul style="list-style-type: none"> • Menemukan padanan kata yang ada dalam teks lagu. 	TASK 2: soal no. 1. s.d. 5 (terlampir)	Tes Tulis/Close test
<ul style="list-style-type: none"> • Menjawab pertanyaan terkait informasi pada lirik lagu. 	TASK 3: soal no. 1. s.d. 3 (terlampir)	Tes Tulis/Close test

b. Kisi-Kisi Soal Keterampilan

Indikator	Soal	Tehnik/ Bentuk Penilaian
Menuliskan pesan/isi lagu	TASK 4: (terlampir) TASK 5: (terlampir)	Tes tulis Tes tulis dan lisan

3. Rubrik Penilaian dan Pedoman Penskoran

a) Rubrik Penilaian Pengetahuan:

ASPEK	KRITERIA	SKOR	Jumlah Soal	Skor Perolehan
PENGETAHUAN	TASK 1		5	

	Betul	2	
	Salah	0	
	Skor maksimal		10
	TASK 2		5
	Betul	2	
	Salah	0	
	Skor maksimal		10
	TASK 3		5
	Betul	2	
	Salah	0	
	Skor maksimal		10
	TOTAL SKOR		30

Keterangan:

Nilai Akhir = Nilai perolehan : Total Skor x 100

b) Rubrik Penilaian Keterampilan (Praktik/Kinerja)

No	Aspek yang dinilai	Kriteria (TASK 4)	Skor
1	Kesesuaian isi	Keseluruhan tulisan sesuai dengan pesan/isi lirik lagu	3
		Sebagian tulisan sesuai dengan pesan/isi lirik lagu	2
		Keseluruhan tulisan tidak sesuai dengan pesan/isi lirik lagu	1
2	Penulisan	Keseluruhan penulisan sesuai dengan aturan struktur bahasa inggris	2
		Sebagian penulisan sesuai dengan aturan struktur bahasa inggris	1

Keterangan: Nilai Akhir = Nilai perolehan : Total skor X 100

Pembelajaran Remedial

Pembelajaran Remedial diberikan kepada siswa yang belum mencapai KKM berupa Pembelajaran ulang atau Penugasan terkait tata bahasa dan kosa kata yang menjadi kata-kata penting/ significant dalam lagu.

Pembelajaran Pengayaan

Pembelajaran Pengayaan diberikan kepada siswa yang telah mencapai KKM berupa penugasan yang berkaitan dengan makna kata sesuai konteks (kalimat-kalimat yang digunakan dalam lagu).

Malang, Juli 2019

Mengetahui,

Kepala SMP Negeri 10 Malang

Guru Mata Pelajaran

Mokhamad Syaroni, S.Pd., MK.Pd.

Moch. Ashrofhuda, S.Pd.

NIP. 19651212-198903-1-010

NIP.



Lampiran

Name :

Class/No :

STUDENTS' WORKSHEET

TASK 1 (Pair)

Listen to the song carefully and complete the lyric with the appropriate sentence in the box.

You've been working every day and
night
A heart of steel starts to grow
She's got lions in her heart
You see fire in their eyes

I Now she's stronger than you know

(1).....

All his life he's been told
He'll be nothing when he's old
All the kicks and all the blows
He won't ever let it show

II 'Cause he's stronger than you know
A heart of steel starts to grow

Chorus:

When you've been fighting for it all your life
You've been struggling to make things right

(2).....
Every day, every hour, turn the pain into power

When you've fighting for it all your life

(3).....

That's how a superhero learns to fly
Every day, every hour, turn the pain into power

All the hurt, all the lies
All the tears that they cry
When the moment is just right

(4).....

(Back to II 'Cause...)

2x Coda:

(5).....

A fire in her soul

He's a got a beast in his belly

That's so hard to control

'Cause they've taken too much hits,

Taking blow by blow

Now light a match, stand back,

Watch them explode

(Back to Chorus: When...)

TASK 2 (Pair)

Find the similar meaning of the following words in the lyric.

1. has watched :
2. begins :
3. create :
4. switch :
5. studies :

TASK 3 (Individu)

Answer the questions based on the song.

1. What is the best title for the song?
.....
2. What does the word "he" refer to?
.....
3. What does the lyric "Every day, every hour, turn the pain into power" mean?
.....
.....
.....
4. What does the superhero do according to the song?
.....
.....
.....

5. In your opinion, what is the song about?

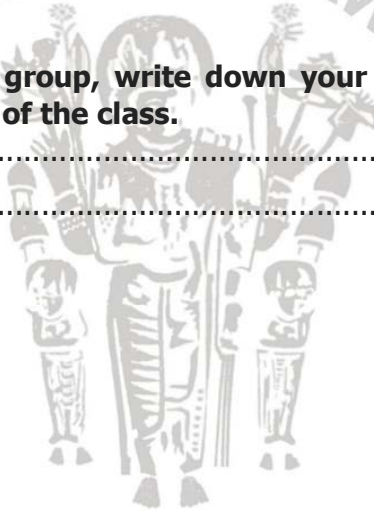
TASK 4 (Group)

Listen carefully to the song (*The Script - Superhero*) and write what the song about.

TASK 5 (Group)

Discuss in your group, write down your own lyric for the song, then perform in front of the class.

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Answer Key/Guide

Task 1

1. A heart of steel starts to grow
2. That's how a superhero learns to fly
3. You've been working every day and night
4. You see fire in their eyes
5. She's got lions in her heart

Task 2

1. has seen
2. starts
3. make
4. turn
5. learns

Task 3

1. Superheroes
2. Father/parent /...
3. Although he has to go through a difficult life, he does not surrender, he still does his best he can do for someone he loves much /...
4. He has strong will, grows a heart steel, struggles in life, turns the pain into power, gets lion in his heart, etc./...
5. One's struggling in live through a difficult life, he sacrifices his life to make things right for someone he loves much/ ...

TASK 4

One's struggling in live through a difficult life, he sacrifices his life to make things right for someone he loves much/ ...

TASK 5

Each group has his/her version of lyric.

Appendix 3 - Field Note

Observation on SMPN 10 Malang

Class of 8D

Tuesday, November 19th, 2019

The school is located in the south side of Malang, East Java, Indonesia. When I arrived there, the first thing to do is to meet the teacher by the name of Mr. Moch.

Ashrofihuda, S.Pd., Gr. After that we go to the class of 8D to observe the class he conducted.

The first activity is the warming up, he asked the students what did they learn on the last meeting, he asked about the homework he gave, did a little chit chat, etc. after that he checked the attendance list as a teacher generally would do. After that the teaching-learning activities are started. The book used is English book by Kemendikbud R.I, I only saw it as a red textbook. In the very last minute of the material given, the teacher always asked the students if they understand or not, whether they have questions or not. The teacher mainly used discovery learning style by mind mapping on the white board.

I feel like I could easily document the entire classroom since I think that the class is quite easy to manage. No noisy-rebel-individual, great lighting on the classroom, wide space available on the back, and tidy, clean room.

The to do list will be the documentary session in the class. I have to manage every angle are covered. The first documentary session will be in Dec 10th, the first thing to do before that is to identify which angles are best with what lenses and how to get the best shot possible.

Appendix 4 – Documentation of Video Shoot





Appendix 5 – Expert Validation

TEACHING-MODEL VIDEO MEDIA EVALUATION

1. VIDEO FORMAT

No	DESCRIPTION	SCORE			NOTES
		Very good	Good enough	Not good enough	
1.	the use of images, registered logos, art-works reproductions and music tracks copyrights are cleared.	✓			
3.	Design elements in each scene flow naturally from the previous scene.	✓			
4.	Colors supports each other (balanced)	✓			
5.	The video resolution matches acceptable standards	✓			
6.	No advertisements laid over the video.	✓			
7.	No external links that are not relevant and which the creator cannot control.	✓			
8.	Images are in frame and easy to see.	✓			
9.	No frame that does not convey meaningful information.	✓			
10.	Frame aspect ratio matches acceptable standards.	✓			
11.	All frames are lit well and contents can be seen clearly.		✓		in minute 8.50 and 12.15 the video is blank
12.	The audio matches acceptable standards.	✓			
13.	The audio sounds clear and does not distract the viewer in the watching experience.		✓		while the teacher is explaining the important point, the music needs to be erased or lessened the volume

14.	Captions can be seen clearly.	✓			but the some grammatical error occurred
15.	Captions in the video are not distracting the video watching experience.	✓			

2. CONTENTS

No	DESCRIPTION	SCORE			NOTES
		Very good	Good enough	Not good enough	
1.	The video shows the lesson plan clearly		✓		it is better to show the lesson plan in blank space or slide
2.	Information related to teaching process are shown		✓		some grammatical error occurred
3.	The lesson plan geared to the level of the students for which it was prepared.	✓			
4.	Tasks are developed well	✓			
5.	The lesson plan shown have objectives	✓			
6.	The video shows more than one activity related on the lesson plan	✓			
7.	There is an introductory activity to the material	✓			
8.	The lesson plan serves to involve students as active participants in the presentation to follow.	✓			
9.	The presentation uses methods, techniques and learning experiences appropriate to the lesson objectives.	✓			
10.	The lesson plan provides students with opportunities to become actively engaged in the learning process.	✓			
11.	The lesson plan shown in the video is flexible enough and can be changed if needed.	✓			
12.	The lesson plan meets student needs, interests and abilities.	✓			

13.	The lesson plan includes home learning assignment(s).	✓		
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Malang , 9 December 2020

Validator



(Dian Novita Dewi, S.Pd., M.Li)

