pository.ub.ac.id

awijaya awijaya awijaya DEVELOPING TEACHING-MODEL VIDEO AS awijaya awijaya

awijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

SUPPLEMENTARY MATERIAL FOR PRE-SERVICE Universitas BraTEACHERS tas Brawijaya Universitas Brawijaya Universitas Brawijaya UNDERGRADUATE THESIS FIRHAN VIVALDI ARYAPASSI Iniversitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrENGLISH LANGUAGE EDUCATION PROGRAM tas Brawijaya

BY

165110500111029

SBRA

Universitas Bra DEPARTMENT OF LANGUAGE EDUCATION sitas Brawijava FACULTY OF CULTURAL STUDIES UNIVERSITAS BRAWIJAYA Universitas Brawijay2020 iversitas Brawijaya

orv.ub.ac.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijava awijaya awijaya

SUPPLEMENTARY MATERIAL FOR PRE-SERVICE Universitas BraTEACHERS tas Brawijaya Universitas Brawijaya Universitas Brawijaya UNDERGRADUATE THESIS **Presented to** Universitas Brawijava

In partial of the requirements

For the degree of Sarjana Pendidikan

BY

FIRHAN VIVALDI ARYAPASSI Ab 165110500111029

Universitas BrENGLISH LANGUAGE EDUCATION PROGRAM tas Brawijava Universitas Bra DEPARTMENT OF LANGUAGE EDUCATION sitas Brawijava FACULTY OF CULTURAL STUDIES UNIVERSITAS BRAWIJAYA

Universitas Brawijay2020 iversitas Brawijaya

DEVELOPING TEACHING-MODEL VIDEO AS Iniversitas Brawijaya

orv.ub.a

awijaya

awijaya awijaya awijaya awijaya awijaya awijaya

awijaya

awijaya awijaya awijaya

awijaya awijaya awijaya

awijaya

awijaya awijaya

awijaya

awijaya awijaya

awijaya awijaya awijaya

awijaya

awijaya awijaya

awijaya

awijaya awijaya awijaya

awijaya awijaya awijaya awijaya awijaya

Universitas Brawijaya Universitas Brawijaya

DECLARATION OF AUTHORSHIP

Herewith I,

Name	: Firhan Vivaldi Aryapassi
NIM	: 165110500111029
Address	: Perum Bumi Anggrek, U.217, Karang Satria, Bekasi

Declare that:

This undergraduate thesis is the sole work of mine and has not been written in 1. collaboration with any other person, nor does it include, withouth due acknowledgement, the work of any other person.

If at a later time it is found that this undergraduate thesis is a product of plagiarism, I 2. am willing to accept any legal consequences that may be imposed upon me.

Malang, January 7th 2021 TERA EMPEL C80BAHF8330 Firhan Viv aldi Aryapassi NIM. 165110500111029

awijaya

awijaya awijaya awijaya awijaya awijaya

Universitas Brawijaya Universitas Brawijaya

	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
σ	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
S	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
.ub.	awijaya awijaya	Universitas Brawijaya Universitas Brawijaya	SUPERVISOR'S APPROVAL	Universitas Brawijaya Universitas Brawijaya
Y	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
t 0		Halvoreitas Drauliaus	Universitas Drauilaus Universitas Drauilaus	Universites Drevilleve

This is to certify that the undergraduate thesis of FIRHAN VIVALDI ARYAPASSI has been approved for the degree of Sarjana Pendidikan.

Acknowledged by,

Supervisor,

Devinta Puspita Ratri, S.Pd., M.Pd. NIP. 201201 860507 2 001

awija awija

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

Hamamah,

puty Dean for Academic Affairs,

M.Pd., Ph.D.

NIP. 197301032005012001

iv

pository.ub.ac.id

awijaya awijaya awiiava ACKNOWI Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitian B In the name of Allah SWT, The Almighty God for the blessing, guidance, awijaya love, and help upon the research in completing this undergraduate thesis. Peace and awijaya awijaya praise also be upon Mohammad SAW, the las messenger of Allah, and to all his ersitas Brawiiava awijaya Universitas Brawijaya Universitas Brawijaya wijaya Universitas Brawijaya Universitas Brawijaya awijaya families and his followers. awijaya awijaya awijaya The researcher would like to express special gratitude to Mrs. Devinta awijaya awijaya Puspita Ratri, S. Pd., M.Pd. as the supervisor who has been guiding him to finish awijaya awijaya his study well. Without her, this undergraduate thesis would become nothing. awijaya awijaya awijaya The researcher also would like to express gratitude to people who have awijaya helped and supported him from the beginning year at Universitas Brawijaya until awijaya awijaya the finish line of the study timeline. His beloved parents Mr. Teguh Bayuardhi and awijaya awijaya Mrs. Tri Yulis who always being a motivating parents and supportive family. All lecturer of English Language Education Program and Staff of Faculty of Culture Studies. Dr. Ive Emaliana, M.Pd., as the chief of English Language Education awijaya Program. Mrs. Dian Novita Dewi, S.Pd., M.Li., as the expert validator who awijaya awijaya validated the product video.Mr. Moch. Ashrofihuda, S.Pd., G.r. as the teacher awijaya awijaya model from SMPN 10 Kota Malang for giving permission and allowing the awijaya awijaya Universearcher to work together in the completion of the study, his siblings Rifky and the Unive Dienta who being supportive throughout the process of learning. All of his families java University and relatives who always supported him in any situation including the difficult

Universitas Brawijaya Universitas Brawijaya

BRAWIJAYA

ory.ub.ac.id

awijaya

awijaya

awijaya awijaya awijaya

awijaya awijaya awijaya

awijaya awijaya

awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya parts. His boarding house mate, Mr. Dimmy Excel. For the supports and allowing awijaya him to stay at his house the entire years of his study. Friends and buddies of awijaya PEBASIS 2016 for the opportunity of working together as friends. His partner, Ms. Anindya Salsabila S.M., who always being the best support system and giving her awijaya awijaya best time, energy, and motivation for the process of learning of the researcher.. The awijaya awijaya last to everyone whom the researcher has not mention yet, thank you, for all of your awijaya awijaya niversitas Brawijaya supports. May god bless you all, Amen. awijaya awijaya NERSI

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Malang, January 7th 2020 Iniversitas Brawijaya The researcher

awijaya awijaya

Universitas Brawijaya Universitas Brawijaya

NURLY

pository.ub.ac.id

awijaya Universitas Brawijaya Universitas Brawijaya

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.

Va Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya to the product that ha Universitas Brawijay one versitas Brawijaya Universitas Brawijaya

BRAW

awijaya

pository.ub.ac.id

universitas Brawijaya
 uni

materi tambahan bagi calon pengajar. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, 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 dikemukakak Borg dan Gall (2003). Model R&D ini menckup 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

ya Universitas Brawijaya ya Universitas Brawijaya

Universitas Brawijay nbelajaran video berda versitas Brawijaya U versitas Brawijaya U

Universitas Brawijaya Universitas Brawijaya

BRAWIJAYA

awijaya

repository.ub.ac.id

wijaya	Universitas Brawijaya	universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
wijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
wijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
wijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
wijaya	Universitas Brawijaya	Universitas Brawijava	CONTENT	Universitas Brawijaya
wijaya	Universitas Brawijaya	Universitas Black of	CONTENT awijaya	Universitas Brawijaya
wijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
wijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
wijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
wijaya	Univer pitos Prawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
wijaya	Unive DECLADATIO	N OF AUTHODSHID	Universitas Brawijava	Universitas Brawijava
wijaya	Unive SUPERVISOR,	S ADDOVAL	Universitas Brawijaya	Universitas Brawijaya
wijaya		CEMENTS Brawijaya	Universitas Brawijaya	Universitas, Brawijaya
wijaya		Universitas Brawijava	Universitas Brawijava	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
wijaya	ADSIRACI	Universitas Brawijava	Universitas Brawijava	Universitas Brawijava
wijaya		NITENITO	Universitas Brawijava	Universitas Brawijava
wijaya			Universitas Brawijava	Universitas Brawijava
wijaya	LIST OF FIGU	KES	sitas Brawijava	Universitas Brawijava
wijaya	LIST OF APPE	NDICES	s Brawijaya	Universitas vii awijaya Universitas viii Universitas ix Universitas xi Universitas xiirawijaya Universitas Brawijaya
wijaya	Universites Broom Lun		awijava	Universitas Brawijaya
wijaya	CHAPTER I IN	TRODUCTION	ijava	Universitas Brawijaya
wijaya	Universit I.I. Back	ground of the Study		Universitas Brawijaya
wijaya	Univer 1.2. Probl	em of the Study		Universitas Brawijava
wijaya	Univ 1.3. Purpo	ose of the Study		Universitas Brawijava
wijaya	Uni 1.4. Signi	ficance of the Study		5
wijaya	Uni 1.5. Scop	e and Limitation of the	Study	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Niversitas Brawijaya Niversitas Brawijaya
wijaya	Uni 1.6. Defin	ition of Key Terms		iversitas Brawijaya
wijaya	Unit			niversitas Brawijaya
wijaya	CHAPTER II R	EVIEW OF RELATE	D LITERATURE	
wijaya	University 2.1. Video	o Teaching Media		
wijaya	Unive 2.2. Pre-S	ervice Teachers		
wijaya	Univer 2.3. The I	Development of Teachir	ng Media	10 Universitas Brawijava
wijaya	Univers 2.4. Teacl	ning-Model Video Med	ia for Pre-Service Teach	iers
wijaya	Universit 2.5. Previ	ous Studies		Universitas 12 Brawijaya
wijaya				
wijaya	CHAPTER III J	RESEARCH METHO	DS	Listen Marsh Photo Marsh
wijaya	Universitas 3.1. Resea	arch Design	wilava	
wijaya	Universitas B3.2. Mode	el of Development	awijaya	Universitas Brawijaya
wijaya	Universitas B3.3. Resea	arch Procedures	brawijaya	Universites18rawijaya
wijaya	Universitas B3.4. Data	Sources	conversitas Brawijava	Universitas ¹ 9rawijaya
wijaya	Universitas B3.5. Resea	arch Instrument	Universitas Brawijaya	
wijaya	Universitas B3.6. Valid	ity of the Study	Universitas Brawijaya	
wijaya				Universitas Brawijaya
wijaya	Unive CHAPTER IV	FINDINGS AND DISC	USSIONas Brawijaya	Universitas Brawijaya
wijaya				Universita:21 rawijaya
wijaya				Universita:21 rawijaya
wijaya				Universita:22rawijaya
wijaya				Universita:22rawijaya
wijaya		-		Universita:30rawijaya
wijaya		e		Universitas Brawijaya
wijaya		ONCLUSION AND S		Universitas Brawijaya
wijaya		Universitas Brawijaya		Universitas Brawijaya
wijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
wijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
wijava	Ilniversitas Rrawijava			
			11/	

ository.ub.ac.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya awijaya awijaya awijaya REFERENCES... awijaya awijaya APPENDICES awijaya

awijaya awijaya awijaya awijaya awijaya awijaya

awijaya NERSI awijaya awijaya

5.2. Suggestion Univ

Universitas B5.1. Conclusion Brawilava Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Dewijaya Universitas Brawijaya

WIJAY

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

java

vijaya

Universitas₃₂Prawijaya Universitas 33 universitas 33 rawijaya Universitas Brawijaya Universitas 4 Prawijaya universitas35rawijaya

awijaya

pository.ub.ac.

awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya	Universitas Brawijava	Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya	Universitas Brawijaya	FIGURES Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
awijaya	Unive FIGURES jaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Pagewijaya
awijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
awijaya	Unive Figure 3.1 Borg a	and Gall (2003) R&D M	Iodel Procedure	Universitas¹2 rawijaya
awijaya			Iodel Procedure Adopted	
awijaya	Unive Figure 4.1 Intro S	Scene	Universitas Brawijaya	Universitas ² 3rawijaya
awijaya	Unive Figure 4.2 Core 6	Competence	Universitas Brawijaya-	Universites24rawijaya
awijaya	Unive Figure 4.3 Menti	meter Scene	Universitas Brawijaya-	Universites25rawijaya
awijaya	Unive Figure 4.4 Menti	meter Result	liniversitas Brawijaya maitas Brawijaya Brawijaya	Universites25rawijaya
awijaya	Unive Figure 4.5 Video	Scene	Brawijaya-	
awijaya	Unive Figure 4.6 Task S	Sheet	Brawijaya-	Universites27rawijaya
awijaya	Figure 4.7 Task .		rawijava.	
awijaya	Unive Figure 4.8 Post T	eaching	iiaya.	Universitas29rawijaya
awijaya	Universit	5	va va	Universitas Brawijaya
			No. 10.007 March 1	

Iniversitas Brawijaya

awijaya awijaya

Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya

vijaya

ILAT.

pository.ub.ac.id

awijaya

awijaya awijaya

awijaya awijaya

awijaya awijaya

awijaya Unive Appendices ava NERSI Universitas Brawn

Universitas Brawijaya Universitas Brawijaya LIST OF APPENDICES Universitas Brawijaya Universitas Brawijaya

NUTATE

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

java

vijaya

Universitas Pagevijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya CHAPTER I Universitas INTRODUCTION Brawijava Universitas BThis chapter presents background of the study, problem of the study, lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya purpose of the study, significance of the study, scope and limitation, and definition Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya of key terms. This chapter will introduce the study and state the focus of the study. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava Universitas Brawijaya Universitas Dewijaya Universitas Brawijaya Unive 1.1 Background of the Study Universitas B Teacher is one most important and dominant role in the terms of education. awiiava awijaya Teacher act as every possible role model for their students. "It is very important to awijaya awijaya train teachers who can compete with the rapidly developing age" (Darmayenti, awijaya awijaya 2019). In advance, to reach the certified teacher title, one of the steps is to go awijaya through pre-service teaching stage. Anybody attempting to go through the stage awijaya 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 awiiava awijaya supervision of a lecturer as mentor in order for a degree in education. In mentoring, awiiava 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 awijaya guiding them throughout their teaching practice. In practice, it is difficult for preawijaya 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

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

UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA

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		-
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	awijaya	UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA
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	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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 mathematies. 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	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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 mathematies. 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 leaching 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	awijaya	
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 mathematies. 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 leaching 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		materials. In the other hand, as a supplementary material, the experience viewed
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 situdents' 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		onnoisitus brumjuyu onnoisitus brumjuyu onnoisitus brumjuyu
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 situdents' 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		from the video may help pre-service teachers to plan activities for an English
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.P.L., Gr. The teacher is experienced in teaching in a lot of situation and also a lot of students' characteristics and learning styles. For the recerd, 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		entrerende Bruthjuju entrerende Bruthjuju entrerende Bruthjuju
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 ECT-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.P.d., 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	awijaya	
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.P.d., 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		teacher-students interaction, and also to enlarge their knowledge of classroom
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	100 C 100 P 100 P 100 C	management. Santagata in 2011 studied the usage of online videos to teach
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.P.d., Gr. The teacher is experienced in leaching 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		onversitas brawijaya onversitas brawijaya onversitas brawijaya
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 the video, this research found out that the teacher experiences are in junior high the video and also a lot of students' characteristics Bravity University Bravity Bravity Bravity Braves Bravity Braves Bravity Braves Bravity Braves Bravity Braves Brave		cintersitus biutijuju cintersitus biutijuju cintersitus biutijuju
mathematics. The other research done by amir in 2019 produced a teaching media investigation of the 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 wideo 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 unversites and the video as the media comes from the diversity of online and Unversites are an experienced teacher who performed and documented in the situation of the whole teaching-learning activity will be a teacher by the name Mr. Moch. Astrofihuda, S.Pd., Gr. The teacher is experienced in teaching in a lot of situation of the whole teaching-learning activity will be a teacher by the name Mr. Moch. Astrofihuda, S.Pd., Gr. The teacher is experienced in teaching in a lot of situation of the video, this research found out that the teacher experiences are in junior high unversites Brawing Unversites Brawing Unversites Brawing Unversites Brawing Unversites Brawing Unversites Brawing Unversites Brawing Unversites Brawing Unversites Brawing Unversites Brawing Unversites Brawing Unversites Brawing Unversites Brawing Unversites Brawing Unversit		the internet were used to give future teacher more knowledge on how to teach
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		Universitas Brawilaya Universitas Brawilaya universitas Brawilaya 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.		
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 1 I years. For the development of the video, this research found out that the teacher experiences are in junior high		video instructional book which used to teach pre-service teachers. this research
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	awijaya	
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 making choosing the video as the media comes from the diversity of online and making choosing the video as the media comes from the diversity of online and making choosing the video as the media comes from the diversity of online and making choosing the video as the media comes from the diversity of online and making choosing the video as the media comes from the diversity of online and making choosing the video as the media comes from the diversity of online and making choosing the video as the media comes from the diversity of online and making choosing the video as the media comes from the diversity of online and making choosing the video as the media comes from the diversity of online and making choosing the video as the media comes from the diversity of online and making choosing the video as the media comes from the diversity of online and making choosing the video as the media comes from the diversity of online and making choosing the video at 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 the state frame and and the steache	awijaya	NOT UT VIEW IN EC
 Indiana 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 the making choosing the video as the media comes from the diversity of online and the second 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 the video and the strategy of the video and the video at the teacher experiences are in junior high the video at the teacher experiences are in junior high the video at the teacher experiences are in junior high the video at the teacher is the video at the teacher experiences are in junior high the video at the teacher experiences are in junior high the video at the teacher experiences are in junior high the video at the teacher experiences are in junior high the video at the teacher experiences are in junior high the video at the teacher is the video at the teacher experiences are in junior high the video at the teacher experiences are in junior high the video at the teacher experiences are in junior high the video at the teacher experiences are in junior high the video at the teacher experience are in junior high the video at the teacher experience are in junior high the video at the teacher experience are in junior high the video at the teacher experience are in junior high the video ate		
 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 investing the video as the media comes from the diversity of online and investing the video as the media comes from the diversity of online and investing the video as the media comes from the diversity of online and investing the video as the media comes from the diversity of online and investing the video as the media comes from the diversity of online and investing the video as the media comes from the diversity of online and investing the video as the media comes from the diversity of online and investing the video as the media comes from the diversity of online and investing the video as the media comes from the diversity of online and investing the video as the media comes from the diversity of online and investing the video as the media comes from the diversity of online and investing the video as the media comes from the diversity of online and investing the video as the media comes from the diversity of online and investing 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 investing frames and and and and and and and and and and	100.00	
Universitate Bravia Wiley Wile		
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 investes Bravia and the state of the video state and a state of the video, this research found out that the teacher experiences are in junior high investes Bravia and the state of the video state and a state of the video in the state of the video in the state of the video state of the video in the state of the video in th		
 Investigation of the video, this research found out that the teacher experiences are in junior high 		
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 the video, this research found out that the teacher experiences are in junior high the video, this research found out that the teacher experiences are in junior high the video, this research found out that the teacher experiences are in junior high the video, this research found out that the teacher experiences are in junior high the video is the state from the strates f		
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		Unive mindset to improve pre-service teachers' knowledge and performance. The idea of
 Universitation 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 inversities. 	awijaya	Univers Universitas Brawijaya
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	awijaya	Unive making choosing the video as the media comes from the diversity of online and available
 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 students is a strain of the video. 		
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		
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		
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		
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		
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		
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		
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		Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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	awijaya	Ashrofihuda, S.Pd., Gr. The teacher is experienced in teaching in a lot of situation
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 universitas Brawiaya Universitas Brawiaya Universitas Brawiaya Universitas Brawiaya Universitas Brawiaya Universitas Brawiaya	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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 universitas Brawiaya Universitas Brawiaya Universitas Brawiaya Universitas Brawiaya Universitas Brawiaya Universitas Brawiaya Universitas Brawiaya		and also a lot of students' characteristics and learning styles. For the record, the
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
wijaya wijaya Universitas Brawijaya Universitas Brawijaya		teacher has been teaching high school students for 11 years. For the development
awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay	awijaya	
awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay		
awiiava Tiniversitas Krawiiava Tiniversitas Krawiiava Tiniversitas Rrawiiava Tiniversitas Rrawiiav		
	awilava	Iniversitas Brawijava Ilniversitas Brawijava Ilniversitas Brawijava Ilniversitas Brawijava

UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA awiiava 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. Preservice teachers in general only got theories on how to teach before they actually awijaya teach. With this teaching-model video media, pre-service teachers will get the main awijaya awijaya imageries of the in-class teaching via the real documentary as the content of the awijaya awijaya media. Therefore, the development of teaching-model video as supplementary material for pre-service teachers is essential to facilitate lecturers to bring awijaya experience and imaginaries of teaching situation for pre-service teachers. The Brawleye Video as teaching media has been used widely in English language teaching, Unive Santagata (2011) conducted the survey on the usage of video as teaching media for Unive pre-service teacher. Besides, Amir (2019) developed a video instructional textbook. Unive This far, there is no teaching media that provides the experiences and imagineries lava for pre-service teacher on how to deal with real teaching situations yet. This Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya research and development tend to develop and to create a teaching-model video for awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava pre-service teacher within the English language education. thus, this research and development is expected to help pre-service teachers to gain experiences and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya imaginaries on how to teach, and deal with any teaching circumstances. In the other Universitas Brawijaya Universitas Brawijaya ersitas Brawilava word, this research and development is worth conducted. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas B Universitas B Problem of the Study Brawijaya Universitas Brawijaya How to develop a suitable teaching-model video media as supplementary Universitas Brawijaya material to support pre-service teachers' performance in teaching practices? awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava Universitas E **Purpose of the Study** awijaya to develop a supplementary material in a form of teaching-model video for awiiava awijaya pre-service English language teachers. awijaya awijaya awijaya awijaya Significance of the Study 1.4 Univ Iniversitas Brawijaya awijaya awijaya This research and development project is expected to be beneficial in awijaya awijaya education, practical significances are: awijava awijaya 1. For Pre-Service Teachers awijaya awijava The development of this project may help pre-service teachers to awiiava awiiava increase and maintain high motivation of teaching since the theory awijava learning stage. The experience presented in the video by the teacher also may provide pre-service teachers a brief imaginaries and experiences of awijaya Universitas B teaching in an actual classroom. This project also expected to support the lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas B performance of pre-service teacher in teaching practices that commonly lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Bhappen in simulated micro teaching class. tas Brawijaya Universitas Brawijaya awiiava awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B2. wijay For Lecturers Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay This development of teaching media may provide lecturers a tool Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities B that can help them to deliver the experience and imaginaries of teaching Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawi teachers. video pre-service The teaching media contains Universitas Braw supplementary materials that adds more in-depth knowledge of what is Brawijava Universitas B going to be studied, how to make lesson plans, how to plan teaching activities, etc. by pre-service teachers to optimize mentoring session. Universitas Brawijay awijaya Universitas Bawijaya For Further Research awiiava awijaya Universitas Brawijaya This research and development is expected to enlarge researchers awijava awijaya knowledge in designing an appropriate supplementary material. In the awijaya other hand, this research may help other researchers in the particular scoop awijaya awijaya WUN as a validated reference material. awijaya awijaya awijava awijaya 1.5 Scope and Limitation of the Study awijaya awijaya this research focuses on designing a teaching-model video media as awijaya supplementary material for pre-service teachers in general. In the other hand, this awijaya awijaya Universearch's limitations are Research and development of teaching-model video awijaya awijaya Unive media in the junior high school circumstances and pre-service teachers as the target awijava Unive usage of the video. The teacher presented in the video will be an experienced junior lave Unive high school teacher, in junior high school teaching-learning classes. The content awijaya awijaya will consists of most teaching instruments of teaching for example lesson plan and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive teaching media used. The format of the video will be in 1080p .mp4 format. Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas B Definition of Key Terms Wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B1. "Teaching-model video is an electronic medium for recording," Universitas Brawijaya Universitas Brawijaya Universitas Brawijava copying, playback, broadcasting, and display of moving visual media" awijaya

UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA

awijaya

awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas B(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 Universitas Brawijava instruments, teaching scenarios, etc. that will be narrated by a teacher. awijaya hence why this research and development named teaching-model video awijaya Universitas Rrawijava Universitas Rrawijava Universitas Rrawijava awijaya Universitas Brawijava Universities 2. Supplementary material in this study is additional material that awijaya Ilniversitas Brawijava Universitas Brawijava awijaya Universitas provides pre-service teachers in-depth explanation and understanding, the awijaya Universitas Brawik Universitas Brawijaya awijaya lesson plan, teaching medias, teaching activities etc. narrated by an awijaya awijaya Universitas experienced teacher in the content of the video that is all related to the lava awijaya Universitas Brawijaya awijaya main material that pre-service teachers are studying, and also for the focus Univ awijaya awijaya of bringing them the real experiences and imaginaries of teaching situation inava awijaya awijaya in the real context. The supplementary material in the video format is used lava awijaya awijaya to add more detail, background, or context to a particular subject that pre-illava awijaya awijaya Unive service teachers are studying. awijaya awijaya Univers Pre-service teacher in general is a student in the level of college, 3. awijaya awijaya 4.6 university or graduate level who is teaching under the supervision of a awijaya Universitas Brawijaya awijaya Universitas Blecturer as mentor in order for a degree in education.ava awijaya awijaya awijaya awijaya awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya **Hniversitas Brawilava**

UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awiiava CHAPTER II Universitas Brawijay REVIEW OF RELATED LITERATURE niversitas Brawijaya Universitas ^BThis chapter presents the theories of related literature, which are Video awijaya Teaching Media, Pre-service Teachers, the Development of teaching Media as awijaya Universitas Brawijaya Universitas Brawijaya awijaya Supplementary Material, Teaching-Model Video for Pre-Service Teachers, and awijaya Universitas Braw awijaya the review of previous studies. awijaya Universitas Brawijaya Un awijaya Iniversitas E **Video Teaching Media** Universit awijaya awijaya Proponents of Web technologies in education have long argued that these awijaya awijaya technologies supplement and upgrade the widely accepted traditional delivery of awijaya awijaya lessons to students. For example, with reference to traditional learning, Vygotsky awijaya (1980) argued that human beings learn best if there are some sorts of interaction awijaya through collaborative learning and group work so that students work together on a awijaya task. In this social media era, the said interaction and collaboration in teaching and awijaya awijaya 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 awijaya draw heavily upon Web 2.0 tools [Facebook, Twitter, blogs, WhatsApp, etc.] and awijaya awijaya services" (Wheeler, 2010:107). The use of video teaching media in the side of awijaya awijaya unive mathematics teaching for pre-service teachers already conducted by Santagata in awijaya Univer2010. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitiant B In the related research, Santagata in 2010 discussed the types of videos and java Universide video-based activities used in a teacher preparation course that aimed on developing **Hniversitas Brawilava**

8

BRAWIJAYA

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 awijaya teaching. Video-based activities were found to support pre-service teachers learning awijaya awijaya to attend to the details of student thinking and of teachers' instructional moves that awijaya awiiava 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 awijaya teachers' decisions on student learning (Santagata, 2010). Univer2.2 **Pre-Service Teachers** as teaching is a nation-building profession, being a teacher is worth Unive exploring. It is important to ensure that classrooms have teachers who can provide quality instruction and positive interactions with students. "Teachers credentials, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya however, have shown little predictive value in identifying which teachers are most Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive successful for student outcomes" (Ripski, 2011). tas Brawijaya Universitas Brawijaya awiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Pawilen (2016) affirms that teachers in a global classroom must process a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya high degree of expertise in content and pedagogy. They should serve as an ambassador of goodwill to all peoples across different cultures. The statements rersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya – Universitas Brawijaya

UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA

awiiava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 awijaya Universitas Brawijaya 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" awijaya niversitas Brawijaya Universitas Brawijaya (Choy et al., 2013). iversitas Brawijaya Universitas Brawijaya awiiava Universitas Brawijaya Universitas Brawijaya Pre-service teachers need cooperating lecturers in their emotional development, those who can model and support them in the development of Universitas Brawijaya effective practices, and who promote the cognitive processes involved in awijaya h, Unive instructional decision making. awijaya awijaya Iniversitas Brawijava awijaya awijaya The Development of Teaching Media as Supplementary Material 2.3In the other related research, Amir in 2018 proposed the idea of developing awijaya a video media textbook to be used in lectures/learning courses on video media awijava Unive development for students of Educational Technology Study Program, Faculty of awiiava Unive Education, Makassar State University. Amir in 2018 also states that the use of awijava Unive photos, imageries, as supplementary material can help in the process of delivering lava Unive materials. The research also found that the product which is video media textbook University made is actually meet the effective and practicality criteria. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya In the research, amir pointed out that there are benefits on the use of the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava teaching media in terms of interpersonal, cognitive, affective, and psychometric skills. In the development of the research, Amir uses the theory of Four-D Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya modelling proposed by S. Thiagarajan and Semmel (1994). The theory proposed has ersitas Bra versitas Brawijaya Universitas Brawijaya rsitas Brawijava four steps for the development of the product which are Define, Design, Develop, versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA

UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA awijaya 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). awijaya **Teaching-Model Video Media For Pre-Service Teachers** e 2.4 Universitas Br 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 awijaya supplementary material for them. Teaching-model can be a perfect example for preawijaya awijaya service teachers to get the imaginaries and experiences before they teach in the real awijaya awijaya field. It is important to get the experiences and imaginaries to teach since preawijaya awijaya service teachers have low knowledge on teaching and how to deal with some awijaya circumstances that is difficult to handle. Video constituted the main artifact of practice on developing pre-service Unive teachers skills on teaching. Several authors have investigated the benefits of using awijava Unive video as a tool for pre-service teachers learning. "It is important on the development lava Unive of a proper teaching media that can bring the immersiveness of teaching situation in a classroom for pre-service teachers' (Amir and Parumbuan, 2019). awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Univer2.5 B Previous Studies itas Brawijaya Universitas Brawijaya awiiava Study of the use of video to teach pre-service teachers already conducted by Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya santagata in 2011. The study conducted by a survey model study that measures how ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya the video may give impact on pre-service teachers teaching practice overall Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya performance. The survey was conducted to describe the Learning to Learn for Mathematics Teaching project. In the project which the research was conducted, versitas Brawijava video is used to develop pre-service teachers' orientations, knowledge and skills for analyzing and reflecting on mathematics teaching in ways that generate knowledge awijaya for improvement. In addition, the research reported on a study that investigated preservice 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" awijaya Unive (Santagata, 2011) awijaya awijaya In the other research conducted by Amir in 2019, the research is on how to awijaya 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 awijaya courses on video media development for students of Educational Technology Study Unive Program, Faculty of Education, Makassar State University. By doing research and Unive development based on Four-D model by S. Thiagarajan and Semmel (1994), the Unive study recorded data by questionnaire and test techniques. Data were analyzed by lava ljaya Unive 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 awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava instructional video as the content that was meant for pre-service teachers to get Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya knowledge and experiences of teaching. "The improvement for college level is Universally important" (Amir and Parumbuan, 2019). Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

ository.ub.ac.id

awijaya

awijaya

awijaya

awijaya

The gap of this research and development is to produce a video containing awijaya awijaya

teaching media for pre-service teachers. NERSI

Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

a teaching model performed by an experienced teacher in a real classroom since

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

niversitas Brawijaya

NURLY

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 comprehendible Iniversitas Brawijaya awijaya awijaya

awijaya awijaya

awijaya

awijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijava Universitas B CHAPTER III **URESEARCH METHODOLOGY** This chapter is focusing on the discussion of how this study conducted. It Universitas Brawijaya Universitas Brawijaya awijaya consists of Research Design, Model of Development, Research Procedures, and awijaya Universitas Brawijaya Universitas Brawijaya awijaya Data Sources. awijaya Universitas Provijava Universitas Brawijava awijaya awijaya awijaya 3.1 Research Design awijaya awijaya This research is conducted to develop a teaching-model video media as awijaya awijaya supplementary material for pre-service teachers in Indonesia. Therefore, this awijaya awijaya research is using the design of research and development. Borg and Gall on 2003 awijaya awijaya

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

awijaya product, development of the product based on findings on the research, field test, and product revision after the field test of the product developed.

awijaya 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 awijaya related to the video teaching media. Step two is identifying the purpose and the awijaya

awijaya learning outcome that possibly can be used and continued on further research. The awijaya awijaya the step three is the first development product designing. The step four is when the awijaya awijaya product prototype is tested. On the fourth step, this research could see the Unive effectiveness of the product and to look some flaws on the product prototype for love Unive further enhancement. Thes instrument could be suseful in measuring that available awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the product. The instrument mentioned could be the content effectiveness of 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. **Model of Development** Univer5.2 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 awijaya awijaya Gall's theory of research and development on 2003, which consist of seven steps awiiava which consists of need analysis, development, validation, revision, field test, finalization, and dissemination. This research uses the model because of its awijaya systematical, simple, detailed, and easy to implement-procedures. The model is also Universe very suitable on the development of the project. In this research and development, the whole observatory and documentary Unive will be taken at SMPN 10 Kota Malang. The junior high school is chosen since the Universitas Univertarget school has the suitable material and complexity of teaching activity available **Jniversitas Brav** conducted in each and every classes. SMPN 10 Kota Malang is placed in Buring, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Malang. This research will analyze the need to develop a teaching-model video to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya bring the real experiences and imaginaries for pre-service teacher before they go to awiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya field for their actual teaching practice. Therefore, the one teacher to bring thus Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya mentioned is the experienced teacher from SMPN 10 Kota Malang, by the name Universitas Brawijaya Universitas Brawijava versitas Brawijaya Mr. Moch. Ashrofihuda, S.Pd., Gr. The teacher of the junior high school has been rersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya – Universitas Brawijaya

spository.ub.ac.id

awiiava

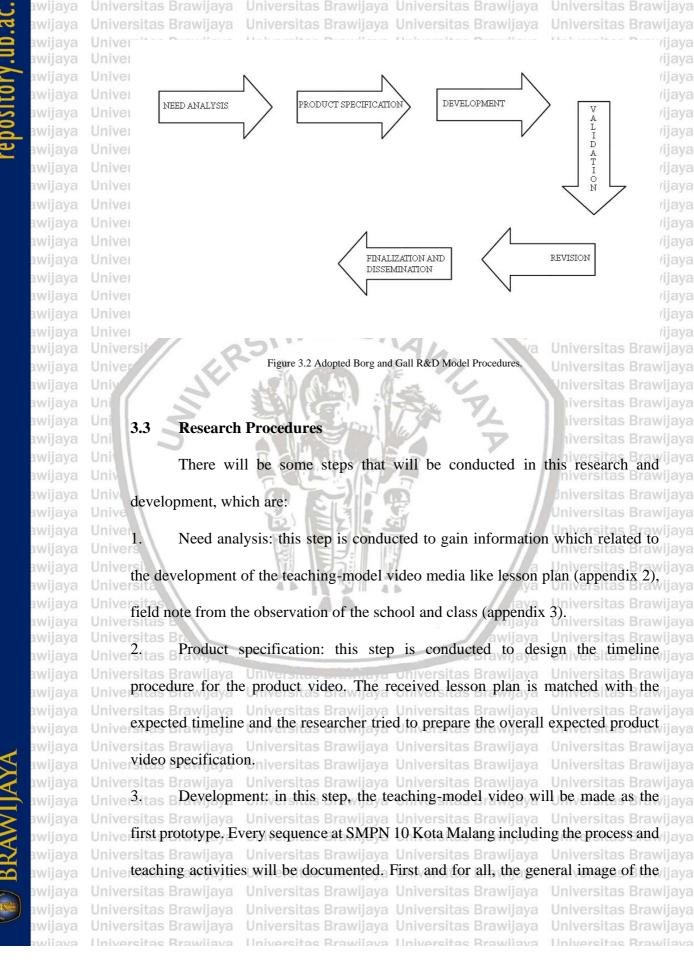
Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya teaching in a lot of situation and students' characteristics to the fact that he already has his certified teacher badge. The need analysis outcome of this research and development will be the timeline (appendix 1) for the teaching-model video. the timeline of the content of awijaya the video will be in the form of the checklist and will be used also as the instruments awijaya awijaya for this research and development. In a form of a checklists, the instrument will be awijaya 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 awijaya unive and measure the standard, and optimal outcome of the teaching-model video. Since awijaya awijaya the expert validator is also a lecturer, it is expected that the expert validator could awijaya awijaya help improving the outcome product of teaching-model video media so it will be at awijaya awijaya its best. awijaya In the Borg and Gall R&D Theory, there are 10 research and development awijaya Unive steps. Step 1 involves need analysis. Step 2 and 3 consists of planning and develop awijaya awijaya Unive preliminary form of product. step 4 involves preliminary field testing. Step 5 and 6 awijaya Unive conduct main product revision and main field testing. Step 7, revision of product as laya Universuggested by main field-rest result. Step 8 and 9 involve operational field testing lava awijaya and final product revision. And the last step of step 10 involves dissemination and awijaya awijaya implementation. It is a report on product at professional meeting and journals. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA

UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA awijaya awijaya awijaya Problem & Data Product Potential Collection Design alidation Design as Brawijaya awijaya Implementation Design Revision and awijaya Product Product Product Development Revision awijaya Testing awijaya awijaya awijaya awijaya Product Product awijaya Revision Installation awijaya Universitas awijaya Figure 3.1 Borg and Gall R&D Model Procedures. awijaya awijaya awijaya In this research, the data collection, product design, and design validation awijaya awijaya steps are eliminated due to the aim of the development is a video format without awijaya awijaya any physical product. Field test for the product or the product testing step is also awijaya awijaya eliminated due to the SARS-CoV-2 pandemic situation. The six steps are remain awijaya awijaya Universitial need analysis, product specification, development, validation, revision, and lava awijaya awijaya Unive finalization and dissemination. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

orviubaci

17



Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

awijaya

18

awiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 awijaya be the editing session, the editing will be done privately and focusing on the time awiiava 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. awijaya The expert will validate the product based on the checklists (appendix 5). awijaya awijaya Revision: further enhancement by the flaws found in the expert validation awijaya awijaya process. Finalization and dissemination: the step where the product will have its final 6. awijaya enhancement after the revision and feedbacks from the expert validator and Unive presented as the result of the research. **Data Sources** Univer3.4 As research and development-based research, data found will be a description sheet that is collected by interviews that will be conducted through awijaya awijaya several point of view for example, lecturers, expert validator, and experienced awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya of the research.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

awijaya

awijaya awijaya

awijaya awijaya

awijaya awijaya

awijaya awijaya

awijaya awijaya

awijaya

Univ

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Research Instruments Universitas E The validation checklist is data collected from the 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. awijaya awijaya The validation of content consist of 2 elements that are format and content. The awijaya awijaya validation checklist was adopted from Eduardo (2015). The researcher adopted the awijaya awijaya checklist because it is the most appropriate validation checklist to validate the awijaya awijaya whole complexity of the product. awijaya AW, awijaya awijaya

Validity of the Study 3.6

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 Universal validity, it can be concluded that based on several revisions from the expert Universalidator, the product is valid and can be used in real time class activity as try-out.

awijaya awijaya

Universitas Brawijaya Universitas Brawijaya

Iniversitas Brawijaya

Brawijaya

expert validator.

awijaya

awijaya awijaya Universitas B CHAPTER IV as Brawijava awijaya awijaya Un FINDINGS AND DISCUSSION VA awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya This chapter presents findings and discussion of the research. It consists of awijaya awijaya stage of analysis, stage of design, stage of development, stage of implementation awijaya Universitas Brawijaya awijaya and stage of evaluation. awijaya Universitas Brawijaya Un awijaya awijaya awijaya Universitas I **Research Findings** awijaya awijaya In this part, the researcher presented the result of the data. The data was awijaya awijaya obtained from validation that done by the expert validator. awijaya awijaya awijaya awijaya 4.1.1 **Stage of Analysis** awijaya awijaya The product need analysis resulted in choosing SMPN 10 KOTA MALANG awijaya awijaya as the school to build the product. The school was chosen because SMPN 10 KOTA awijaya awijaya MALANG meets every qualification to conduct the research. The school is also awijaya 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 awijaya awijaya all the requirement for the standard teaching model that may fit other level of awijaya awijaya teaching activities ranging from junior high school from the lowest level until the lave awijaya awijaya unive highest level of senior high school for example the class 12 students. The teacher inve awijaya awijaya university as the model teacher is Mr. Moch. Ashrofihuda, S.Pd., Gr. The teacher was chosen Unive based on his experience in teaching and his availability on teaching the accurate Unive lesson. Since it is still in the analysis steps, the researcher only taking field note that

Universitas Brawijaya Universitas Brawijaya

awijaya Universitas Brawijaya awijaya Universitas Brawijaya awijaya Universitas Brawijaya

21

UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA awijaya 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 **Brawijaya** there and for further advance, he continued the teaching process as a normal day. awijaya The research at this stage is companied by the supervisor of the undergraduate thesis awiiava throughout the day. **Banui**jaya Universitas Brawijaya **Stage of Design** 4.1.2 awijaya In this stage, teaching-model video designed from making the timeline for awijaya awijaya the video. It was done to know the length of the video, the expected frames and awijaya awijaya scenes that can represent the content properly. After that, the step is to build a awijaya awijaya narrated script based on the lesson plan that will be used in the implementation awijaya stage. The researcher also learnt the lesson plan given and the core competences for awijaya awijava Unive the video shoot to acknowledge and to see if some frames will happen at an investigation of the second secon awiiava awiiava Unive expected point. At the end of this step, the researcher is ready to make the video awijava Ab Unive product. Universitas Brawijaya awiiava awijaya Universitiant B In this stage, the researcher made an appointment with the teacher to pick a lave Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya schedule where English class will be held in class 8-D. after the date is picked and awiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the time for the video shoot is fixed, the researcher then prepared the equipments Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya needed for the video shoot. Equipments needed are camera body, camera lenses, Universitas Brawijaya Universitas Brawijaya Universitas Brawijava tripod, and microphones. On the day the video shoot is held, the researcher versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

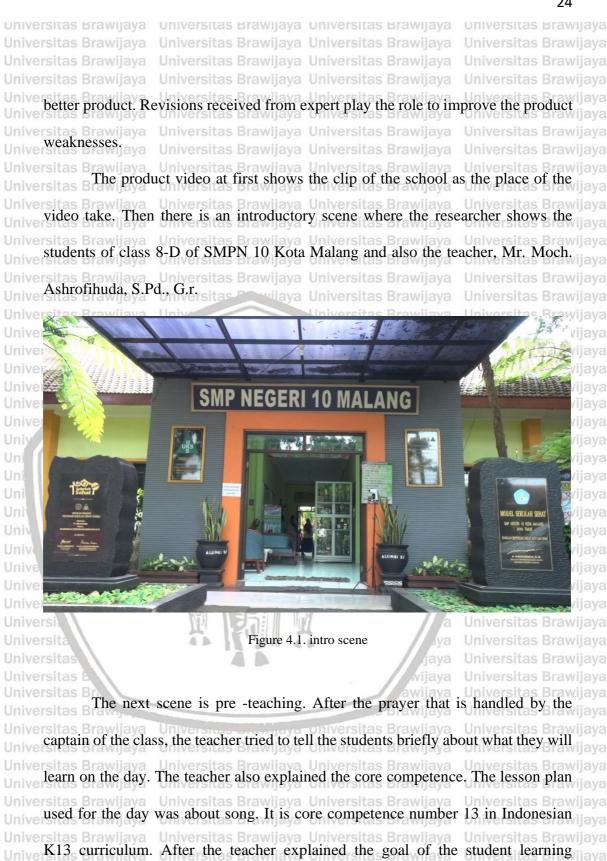
UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA awiiava coordinated with the teacher and also made a brief meeting to reduce the potential of miss communication when the video shoot is on progress. In the progress of video shoot (Appendix 4), the researcher tried to shoot everything 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, awijaya the researcher discussed with the teacher about the overall video shoot. The next awijaya awijaya day, record files are backed up and saved in a safer medium to reduce the potential awijaya awiiava 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 awijaya the shortest time possible but still maintaining the real classroom situation that is Unive happening in the video. No copyright sounds used, and captions are made on the lave Universide to narrates information throughout the video. In the editing process, the Unive researcher tried to position the clips as the same as possible with field note and the lave Unive lesson plan given so that the timeline of the teaching activity will match together. versitas Brav Brawijaya Universitas Brawijaya 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 awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya allowed the researcher to hand the video over the expert to validate the video ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya product using the checklist made. feedbacks from expert are the key to develop ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

orv.ub.ac.1d

awijaya

awijaya awijaya

awijaya awijaya



activity, the teacher tried to make sure that each and every student is ready to learn.

Universitas Brawijaya Universitas Brawijaya

Hniversitas Brawijava

<u>bository.ub.ac.id</u>

awijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya

vijaya vijaya Kompetensi Dasar 3.11 dan 4.11 CHAPTER XI : You can always come back home vijaya vijaya vijaya before the teaching activity starts, the teacher explained the core and basic competencies targeted on the activity.

Figure 4.2. Core Competence

Iniversitas Brawijava

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. Universitas Brawijaya Universitas Brawijaya

ository.ub.ac.id

awijaya awijaya

awijaya

awijaya

awijaya

awijaya

awijaya awijaya

awijaya

awijaya awijaya awijaya awijaya awijaya

awijaya awijaya

awijaya awijaya

awijaya awijaya

awijaya awijaya awijaya awijaya awijaya awijaya

awijaya awijaya

awijaya

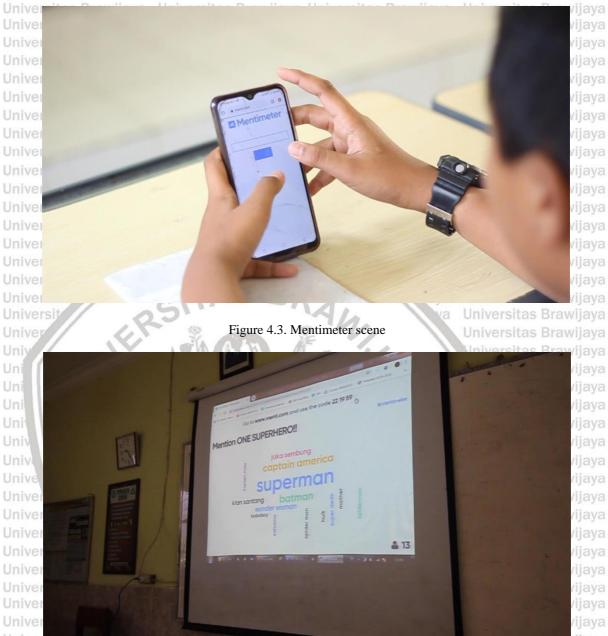
awijaya

awijaya

awijaya awijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya



Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universita Figure 4.4. Mentimeter Resultarawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities B The session after pre-teaching is whilst teaching. After the discussion about Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava

26

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya 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 awijaya awijaya as Brawijaya Universitas Brawijaya awijaya awijaya awijaya awijaya vijaya awijaya awijaya awijaya awijaya vijaya awijaya awijaya awijaya awijaya vijaya awijaya vijaya awijaya awijaya vijaya awijaya awijaya awijaya awijaya Figure 4.5. Video Scene awijaya awijaya After the video quiz, the teacher then moved on to the next activity, where awijaya he showed a slide that showed several lyrics from a music video. The teacher asked awijaya awijaya

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

awijaya awijaya

awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya

awijaya awijaya



Figure 4.6. Task Sheet

iversitas Brawijaya iversitas Brawijaya iversitas Brawijaya

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

vijaya

ository.ub.ac.id

awijaya

awijaya

awijaya

awijaya awijaya

Universitas Brawijaya day. After they sang together, the teacher asked the student to move their chair and Universitas Brawijava 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 Universitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya into the last activity. teacher moved

Figure 4.7. Task

iava

vijaya

In the post-teaching scenario shown in the product video, the teacher

Unive discussed about what the students have just learnt, he tried to emphasize the value lava

Unive of a superhero into his students' mind. Before the closing of the day's course, he lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive explained a homework where each and every students had to posst a picture of java

Universitas Brawijaya Universitas Brawijaya

Universitas Brawijava Universitas Brawijava Universitas Brawijava

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya

awijaya awijaya awijaya awijaya

awijaya awijaya awijaya awijaya

awijaya awijaya

awijaya awijaya

awijaya awijaya

awijava awijaya



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.

Universitas BThe final product has been validated. The product is revised based on the lava awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijava awijaya Universalidation feedbacks. The final product is in the form of teaching-model video awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive media. Every aspect of the video will be used as a supplementary material for preawijaya awijaya Unive service teachers to give them a real example and brief imageries of how the situation awijaya awijaya Universitas Brawijaya Universities B The researcher received feedbacks in a form of a suggestions list that needed Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya to be applied on the product. from the total 22 minutes of the video, minute 8.50 awijaya

ository.ub.ac.id

awijaya

awijaya awijaya

awijaya

awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya

NERSI

Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya

Jniversitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya

Universitas Dewijaya Universitas Brawijaya

Univ

Universitas B

NURLY

Universitas Brawijaya Universitas Brawijaya

vijaya

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 Universitas point that is being explained by the teacher, other feedback is to review captions

spository.ub.ac.id

Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas ECONCLUSION as Brawijava awijaya This chapter consists the conclusion of the research on developing teachingawijaya awiiava model video as supplementary material for pre-service teachers. There are some awijaya awijava suggestions of development to improve teaching and learning process. awijaya awijaya Conclusion Universitas B awijaya awijaya This study uses Research and Development (R&D) design, it develops awijaya awijaya supplementary material for pre-service teachers in a form of a video product. the awijaya awijaya purpose of the development is to fulfil the needs of real-field example of teaching awijaya awijaya process for pre-service teachers that can be served by their lecturer. The video awijaya awijava product was designed through adopted stages of development from Borg and Gall awijaya awijaya (2003). The resulted video product is a documentary made by working together awijava awijaya Universith SMPN 10 MALANG. awijaya awijava The video product made in a documentary form which shows a lot of in awijava awijaya Unive depth of teaching process inside a classroom. The teacher model in the video shown lava awijaya Unive how to act as a proper teacher in most circumstances. Using ICT based learning, Java Universitas Brawijava Universitas Brawijava awijaya awijaya the video shows how the situation will be and how to handle some unexpected cases Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya in classroom activity. Every aspect of content in the video then can be used as awiiava supplementary material for pre-service teachers so that they can have more Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya knowledge on how to teach, how to act, how to encounter, how to handle certain Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya situation and also how to develop themselves better as a teacher will be. versitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya

32

awijaya awijaya awijaya

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

awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Iniversitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya References: ava Abendroth, M., Golzy, J. B., & O'Connor, E. A. (2011). Self-Created YouTube Recordings of Microteachings: Their Effects upon Candidates' Readiness for Teaching and Instructors' Assessment. Journal of Educational Technology Systems, 40(2), 141-159. https://doi.org/10.2190/ET.40.2.e Admanegara, T. W., & Hanafi, M. (2019). DEVELOPING ROW-VOCABPOLY awijaya AS A MEDIA OF TEACHING VOCABULARY FOR JUNIOR HIGH awijaya SCHOOL STUDENTS. 2(1), 13. awijaya awijaya Amir, A., & Parumbuan, M. D. (2019). The Development of Teaching Media awijaya Video Instructional Book at The Student Courses Technology Education, awijaya Faculty of Education, University State Makassar. Indonesian Journal of awijaya Educational Studies, 21(2). https://doi.org/10.26858/ijes.v21i2.8646 awijaya awijaya C. Batugal, M. L. (2019). Challenges and Preparedness of Pre-Service Teachers in awijaya a Globally Competitive Work Force. World Journal of Educational awijaya Research, 6(1), 106. https://doi.org/10.22158/wjer.v6n1p106 awijaya awijaya awijaya Choy, D., Wong, A. F., Lim, K. M., & Chong, S. N. Y. (2013. Beginning awijaya teachers' perceptions of their pedagogical knowledge and skills in teaching: A thee year study. Australian Journal of Teacher Education, awijaya 38(5), 68-79. https//doi.org/10.14221/ajte.2013v38n5.6 awijaya awijaya Darmayenti, D., Besral, B., & Kustati, M. (2019). English Skills Based awijaya Microteaching: An Effective Model in Enhancing English Student awijaya Teachers' Teaching Skills. Al-Ta Lim Journal, 26(1), 23. awijaya https://doi.org/10.15548/jt.v26i1.556 va Universitas Brawijava awijaya Unive Khaerunnisa, E., Rafianti, I., Pamungkas, A. S., Pujiastuti, H., & Setiani, Y. Java awijaya Universitas B(2019). Development of a Content Management System (CMS) for lava awijaya Universitas BMathematics Learning Tools Of Mathematics Pre Service Teachers. Universitas B Formatif: Jurnal Ilmiah Pendidikan ava MIPA, stas 9(2). ava awijaya Universitas Bhttps://doi.org/10.30998/formatif.v9i2.2978 Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Langager, A. N. (2015). Use of social media in undergraduate communication awijaya classes (Master of Arts, Iowa State University, Digital Repository). awijaya Universitas Bhttps://doi.org/10.31274/etd-180810-3957 as Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Santagata, R., & Guarino, J. (2011). Using video to teach future teachers to learn Universitas Bfrom teaching. ZDM, 43(1), 133–145. Brawijaya Universitas Brawijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awiiava Appendix 1 - Timeline Procedures Adapted from Karl Morgan, retrieved online at apu.edu(2019) teaching-model video media for pre-service Concept teachers. vilava Documenting real experiences and imageries and bringing them for pre-service teachers before they go to teach in the actual field. : the video will made in the form of narrative to graphic to narrative Outline 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 awijaya and sound bites. : the script is created by organizing all of the elements of the Script teaching-learning activities into a complete detailed description of all the dialogue, awijaya action and graphics that will take place in the video. Unive Scout Shooting Locations: SMPN 10 Kota Malang, Class 8D. Unive Screen Talent: Students of Class 8D of SMPN 10 Kota Malang, an experienced Unive teacher of SMPN 10 Kota Malang, Mr. Moch Ashrofihuda, S.Pd., Gr. ersites Brawilava Unive Production Schedule: Dec 10 2019 for documentary at SMPN 10 Kota Malang. **Videotaping**: During the production process, all of the audio and visual elements Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya described in the working script are gathered. Once the production phase is Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awiiava Unive complete, the video moves on to the post-production stage of the project. The Brawlava Narration – Voice Over: A recording session will need to be scheduled to record Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the narrated segments of the video. Once the recording session is completed the Universitas Brawijaya Universitas Brawijaya ersitas Brawijava narration will be off lined for the edit session. Brawijaya versitas Brawijaya Universitas Brawijaya Universitas Brawijaya

awiiava Universitas Brawijaya Universitas Brawijaya awijaya awiiava 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. Universitas Brawijaya 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 awijaya the edit but having the graphics created beforehand can save time. awijaya awijaya : Editing is the process of placing and layering various shots, sound Editing awijaya awijaya effects, graphics and audio tracks into a polished and professional looking project. awijaya awijaya The editor will digitize clips of video into the computer. The video clips are then awijaya awijaya trimmed and placed in order on a video time line of video track. Once all the video awijaya awijaya clips are in place, editor can add his transition suck as dissolves, wipes, or fades. awijaya awijaya The editor can then place graphics on a separate graphic track. The editor also has awijaya awijaya the ability to add multiple audio tracks. With a non-linear editing system, the edits awijaya awijaya are done in a non-linear fashion or separate segments. Imagine a series of time lines awijaya awijaya University stack on top of each other that all play in unison. If the editor wants to change a awijaya awijaya Unive graphic all he has to do is remove the old graphic from the graphic track and replace awijaya Universita awijaya Unive it with a new graphic. This process can be performed on all tracks. When the project lava awijaya awijaya University is complete, the editor will transfer the video from the computer back to drive. awijaya awijaya awijaya awijaya awijaya awijaya **Hniversitas Brawilava**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

BRAWIJAYA

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya as Brawijaya Universitas Brawijaya Appendix 2 **Lesson Plan** is Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya RENCANA PELAKSANAAN PEMBELAJARAN Universitas Brawijaya Universitas (RPP 3.13 dan 4.13)s Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay Sekolah sitas Braw ay SMPN 10 Malang ijaya Universitas Brawijay Mata Pelajaran awijaya aw: ay Bahasa Inggris Kelas/Semester VIII/Genap Materi Pokok Song Universitas Brawijay Alokasi Waktu 2 x 45 Menit (1 : Pertemuan) Writing dan Speaking Skill

37

A. Kompetensi Inti

Menghargai dan menghayati ajaran agama yang dianutnya.
 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.
 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

amjuyu	Universities	Bra dunjaja - Oniversitas Branijaja
awijaya	Universitas	Kumpetensi Dasai muikatui Teneapaian Kumpetensi
awijaya	Universitas	3.13 Menafsirkan fungsi sosial dan unsur 3.13.1 Mengindentifikasi unsur kebahasaan
awijaya	Universitas	prawijava Universitas prawijava Universitas prawijava Universitas prawijava
awijaya	Universitas	kebahasaan lirik lagu terkait kehidupan dari lirik lagu yang terkait dengan kehidupan
awijaya	Universitas	remaja SMP/MTs.itas Brawijaya Universita remaja.jaya Universitas Brawijaya
awijaya	Universitas	Brawijaya Universitas Brawijaya Universita 3.13.2 Mengidentifikasi fungsi sosial dari
awijaya	Universitas	
awijaya	Universitas	
awijaya	Universitas	4.13Menangkap makna secara4.13.1Menyebutkan makna terkait fungsi
awijaya	Universitas	
awijaya	Universitas	kontekstual terkait fungsi sosial dan unsur sosial secara kontekstual lirik lagu terkait
awijaya	Universitas	kebahasaan lirik lagu terkait kehidupan sita kehidupan remaja dalam bentuk lisan dan
awijaya	Universitas	remaja SMP/MTssitas Brawijaya Universita tulisanijaya Universitas Brawijaya
awijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
awiiava	Universitas	Rrawijava I Iniversitas Rrawijava I Iniversitas Rrawijava I Iniversitas Rrawijava

UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA UNIVERSITAS BRAWIJAYA awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Fokus Penguatan Karakter: Kerjasama, Disiplin, Percaya diri, Tanggung Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniverCtas BTujuan Pembelajaran rawijaya Universitas Brawijaya 1. Peserta didik dapat mengidentifikasi unsur kebahasaan dari lirik lagu melalui melengkapi bait rumpang dengan kalimat yang benar. Brawijaya Peserta didik dapat mengidentifikasi unsur kebahasaan dari lirik lagu 2. melalui mencari padanan kata dengan benar. Versitas Brawijaya Universitas Brawijaya awijaya Unive 3. as Peserta didik dapat mengidentifikasi fungsi sosial dari lirik lagu melalui maya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya Unive 4. tas BPeserta didik dapat menyebutkan fungsi sosial lagu melalui menuliskan daya pesan lagu dengan benar. awijaya BRAW, awijaya awijaya UniverD. awijaya Materi Pembelajaran awijaya Materi Pembelajaran Reguler awijaya Tiga aspek yang menjadi fokus pembahasan dalam pembelajaran awijaya 1. Fungsi sosial tujuan dari teks lagu fokus yang dibicarakan dalam lagu tersebut awijaya pesan moral atau manfaat yang dapat dipetik dari lagu tersebut. Isitas Brawijaya 2 Unsur kebahasaan identifikasi kata kerja, sesuai yang didengar. ucapan, tekanan kata, dan intonasi yang benar, makna kata dan ungkapan tertentu Univers pola kalimat (simple present tense) Univers ejaan Universitas awijaya Materi Pengayaan Unsur kebahasaan makna kata dan ungkapan tertentu (verba, nomina, adjectiva, adverbia, Universita awijaya Univerfrasa), Brawijava Universitas Brawijaya Universitas Brawijaya awijaya Universitas Btata bahasa (concord of simple present tense). Brawijaya awijaya Unive Materi Remedial Universitas Brawijaya Universitas Brawijaya awijaya ^{ve} Unsur kebahasaan hiversitas Brawijaya. Universitas Brawijaya ucapan, tekanan kata, dan intonasi yang benar, Universitas B Universitas Bmakna kata sesuai konteks. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya E. Metode Pembelajaran Universitas Brawijaya Pendekatan : Genre-based approach (BKoF, MoT, Jcof, Iof) UniverTehnik rawijay: Discovery learning technique ersitas Brawijaya Unive Metode awijaya Univ: Pairing, discussion niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Media/alat dan Bahan rawijaya Universitas Brawijaya Universitas B : Video, MP3, worksheet, ppt awijaya Media/Alat awijaya • Teks : lirik lagu, lembar kerja siswa awijaya awijaya Unive Gtas BSumber Belajarsitas Devijava Universitas Brawijava awijaya Univertitas BIklanaya Uni-Daddytas Bravisaya Unigersitas Liarijaya awijaya My (https://www.youtube.com/watch?v=_JYhljknOJj) Brawijaya awijaya Universi Universi awijaya DChlfgcDJk) The Script – Superhero (https://www.youtube.com/watch?v=_ awijaya Multimedia interaktif dan internet: mentimeter.com, instagramersitas Brawijaya Universita awijaya awijaya UniverH. awijaya

Langkah-langkah Kegiatan Pembelajaran

awijaya	Univ	Iniversitas Brawijava	
awijaya	Un Langkah	Destrinsi	Alokasi
awijaya	Uni Pembelajaran	Deskripsi	Waktu
awijaya	Uni Kegiatan	Guru: Servijaya	10'
awijaya	United Pendahuluan	- Mengucapkan salam dan tegur sapa diversitas Brawijaya	
awijaya	Univ	- mengucapkan syukur dan berdoa	
awijaya	Univ	- mengucapkan syukur dan berdoa	
awijaya	Unive	- memeriksa kehadiran siswa sebagai sikap disiplin	
awijaya	Univer	- menanyakan materi pertemuan sebelumnya wersitas Brawijaya	
awijaya	Univers	- menyampaikan kompetensi yang akan dipelajari tas Brawijaya	
awijaya	Universit	- mengaitkan materi dengan pengalaman peserta didik Brawijaya	
awijaya	Universita	Aya Universitas Brawijaya	
awijaya	Kegiatan Inti	- Peserta didik menyebutkan nama superhero melalui <i>menti.com</i>	70'
awijaya	Dra taashing	- Peserta didik dan guru membahas nama-nama superhero yang	
awijaya	Universitas bia	amjaya onversitas bramjaya	
awijaya	Universactivity	lo Dramjaja – Ontoronao Dramjaja	
awijaya	Universitas Brawijaya		
awijaya	Universitas Brawijaya		
awijaya	Universitas Brawijaya		
awijaya awijaya	Universitas Brawijaya Universitas Brawijaya	W/ho is the man in the video?	
awijaya	Universitas Brawijaya		
awijaya	Universitas Brawijaya		
awijaya	Universitas Brawijaya		
awijaya	Universitas Brawijaya	8 J J B	
awijaya	Universitas Brawijaya	My Duddy is a Liar sebugar bentak berpikir kirtik	
awijaya	Universitas Brawijaya	- Peserta didik membagi kelompok berpasangan	
awijaya	Universitas Brawijaya	Pecerta didik mendanat workshoot dari guru	
awijaya	Universitas Brawijaya		
awijaya	Universitas Brawijaya		
awijaya	Universitas Brawijaya		
awiiava	Universitas Rrawijava	Ilniversitas Rrawijava Ilniversitas Rrawijava Ilniversitas Rrawijava	

			40	
	awijaya	universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
9	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
a(awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
p.	awijaya	Univer sitas Brawijaya	Universitas Brauliava Universitas Brauviara, iniversitas Brauliava	
.	awijaya	Universitas Brawijaya	- Peserta didik dan guru bertanya jawab kalimat-kalimat pilihan	
L	awijaya	UniversWhilst-awijaya	dari lirik lagu The Script - Superhero sebagai bentuk berpikir kritik	
t,	awijaya	Universteachingwijaya	- Univer Peserta didik mendengarkan lagu The Script – Superhero Jaya	
S	awijaya	Universactivityawijaya	-Unive Peserta didik mengisi lirik rumpang dengan kalimat-kalimat	
repository.ub.ac.id	awijaya	Universitas Brawijaya	yang telah dibahas sebelumnya dengan berpasangan bekerjasama	
Le	awijaya	Universitas Brawijaya	(Task1) terlampir	
	awijaya	Universitas Brawijaya	- Peserta didik dan guru bertanya jawab hasil kerja Task 1	
	awijaya	Universitas Brawijaya	- Peserta didik masih berpasangan mengidentifikasi kata-kata	
	awijaya	Universitas Brawijaya	oniversitas brawijaya oniversitas beawijaya oniversitas brawijaya	
	awijaya	Universitas Brawijaya	pilihan dari lirik lagu The Script – Superhero yang didengar dengan	
	awijaya	Universitas Brawijaya	mencari persamaan arti kata-kata pilihan tersebut dalam lirik lagu	
	awijaya	Universitas Brawijaya	tersebut (Task 2) terlampiriversitas Brawijaya Universitas Brawijaya	
	awijaya	Universitas Brawijaya	- Peserta didik dan guru bertanya jawab hasil kerja Task 2	
	awijaya	Universitas Brawii Universitas Bra	- Peserta didik dan guru bersama-sama menyanyikan lagu <i>The</i>	
	awijaya awijaya	Universitas	Script – Superhero yang sudah dilengkapi liriknya	
	awijaya	Universit	- Peserta didik mengidentifikasi kata dan kalimat yang didengar	
	awijaya	Univer	untuk fokus menemukan unsur kebahasaan lirik lagu <i>The Script</i> –	
	awijaya	Univ		
	awijaya	Uni	Supernero secara fisan dengan guru	
	awijaya	Uni V	- Peserta didik menemukan pesan moral/manfaat/isi lagu dan	
	awijaya	Uni	unsur kebahasaan dengan menjawab pertanyaan-pertanyaan secara	
	awijaya	Uni Post-teaching	individu (Task 3) <i>terlampir</i>	
	awijaya	Univ activity	- Peserta didik dan guru bertanya jawab hasil kerja Task 3	
	awijaya	Univ	sebagai bentuk berpikir kritik	
	awijaya	Unive	- Peserta didik mengamati lirik lagu <i>The Script – Superhero</i>	
	awijaya	Univer	- Peserta didik menuliskan isi/pesan dari lagu tersebut dengan	
	awijaya	Univers	kata-kata sendiri secara berkelompok bekerjasama (Task 4)	
	awijaya	Universit	Deserte didik monompilkon hasil karia kalompak Task 4	
	awijaya	Universita	- Peserta didik menampilkan hasil kerja kelompok Task 4	
	awijaya	Universitas	- Peserta didik menuliskan se-bait lirik tambahan dengan	
	awijaya	Universitas B	kreatif pada lagu tersebut dengan kata-kata sendiri secara	
	awijaya awijaya	Universitas Braund		
	awijaya	Universitas Brawijaya	- Peserta didik mengkomunikasikan hasil kerja kelompok Task	
	awijaya	Universitas Brawijaya	 Peserta didik menyimpulkan apa yang telah dipelajari 	
	awijaya	Universitas Brawijaya	- Peserta didik menyimpulkan apa yang telah dipelajari	
	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
	awijaya	Unive Kegiatan Jaya	Guruersitas Brawijaya Universitas Brawijaya Universitas Brawijaya	10'
A	awijaya	Unive Penutup	Universitas Brawijava Universitas Brawijaya Universitas Brawijaya	10
1	awijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
S A S	awijaya	Universitas Brawijaya	- memberi tugas individu terkait tema materi yang telah	
	awijaya	Universitas Brawijaya	dipelajari, peserta didik Universitas Brawijaya Universitas Brawijaya	
BRAWIJAYA	awijaya	Universitas Brawijaya	1. nive Berswafoto dengan seorang yang dianggap <i>superhero</i> rawijaya	
≥ 2	awijaya	Universitas Brawijaya	2. nive Mengunggah foto pada akun Instagram Universitas Brawijaya	
50	awijaya	Universitas Brawijaya		
(Case)	awijaya	Universitas Brawijaya		
	awijaya	Universitas Brawljaya		
	awijaya awijaya	Universitas Brawijaya		
	411/12/12	universitas Krawilava	Innversitas Krawilava Inniversitas Krawilava Inniversitas Krawilava	

			41	
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya	
-0	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya	
a	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
repository.ub.ac.id	awijaya		Universitas Brawijaya	
	awijaya	3. Menuliskan caption, mentagar #mysu		
	awijaya	Unive sitas Brawijaya pada akun Instagram guru iversitas Brawijaya	Universitas Brawijaya	
to	awijaya	Universitas Brawijaya - Univermenyampaikan kegiatan pembelajara	an untuk pertemuan	
Sl	awijaya	Universitas Brawijaya berikutnyas Brawijaya Universitas Brawijaya		
bd	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya	
re	awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
	awijaya	Unive I. tas BPenilaian, Pembelajaran Remedial dan Pengayaanya		
	awijaya	Univer1.itas BTeknik penilaian otentik awijaya Universitas Brawijaya		
	awijaya	Univereitas BSikapiya Univ: Observasiwijaya Universitas Brawijaya	Universitas Brawijaya	
	awijaya	Universitas Brengetahuan Versitas Brawijaya Universitas Brawijaya	Universitas Brawijaya	
	awijaya	Tes tulis yang menuntut kemampuan anak untuk mengidentifika	Universitas Brawijaya	
	awijaya	den ketensten ungur kehebegeen vong tempek node lirik legu	oniversitas pravijaya	
	awijaya	oniversitus bruvijuye	Universitas Brawijaya	
	awijaya	Univer®itas BKeterampilan : Brawijaya	Universitas Brawijaya	
	awijaya	Unive Tes tulis: Menuliskan pesan/isi dari lirik lagu.		
	awijaya	Universitas CAP BR	Universitas Brawijaya	
	awijaya	Unive 2. Instrumen penilaian untuk tes tertulis	Universitas Brawijaya	
	awijaya	Kici Kici Soal Pengetahuan	Universitas Brawijaya	
	awijaya		Universitas Brawijaya	
	awijaya	Indikator	Tehnik/	
	awijaya awijaya		Bentuk Penilaian	
		 Melengkapi bait lagu TASK 1: soal no. 1 	s.d. 5 Tes Tulis/Close test	
	awijaya	• Melengkapi bait lagu TASK 1: soal no. 1	niversitas brawijaya	
	awijaya awijaya	• Melengkapi bait lagu TASK 1: soal no. 1 rumpang dengan kalimat yang (terlampir)	niversitas Brawijaya	
	awijaya awijaya awijaya	• Melengkapi bait lagu TASK 1: soal no. 1 rumpang dengan kalimat yang (terlampir) sesuai.	niver itas Brawijaya Iniver itas Brawijaya Tes Tulis/Close test	
	awijaya awijaya awijaya awijaya	 Melengkapi bait lagu TASK 1: soal no. 1 rumpang dengan kalimat yang (terlampir) sesuai. Menemukan padanan TASK 2: soal no. 1 	Tes Tulis/Close test	
	awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu TASK 1: soal no. 1 rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. (terlampir) 	. s.d. 5	
	awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu TASK 1: soal no. 1 rumpang dengan kalimat yang (terlampir) sesuai. Menemukan padanan kata yang ada dalam teks lagu. Meniawab pertanyaan TASK 3: soal no. 1 	. s.d. 3	
	awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu (terlampir) 	Tes Tulis/Close test s.d. 5 s.d. 3	
	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. TASK 1: soal no. 1 (terlampir) TASK 2: soal no. 1 (terlampir) 	. s.d. 3 . s.d. 3 Universitas Brawijaya Tes Tulis/Close test Tes Tulis/Close test as Brawijaya tas Brawijaya	
	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. 	. s.d. 3 Universitas Brawijaya Tes Tulis/Close test Tes Tulis/Close test Tes Tulis/Close test tas Brawijaya Universitas Brawijaya	
	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. 	. s.d. 5 . s.d. 3 Universitas Brawijaya Tes Tulis/Close test Tes Tulis/Close test as Brawijaya Universitas Brawijaya Universitas Brawijaya	
	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. 	. s.d. 5 . s.d. 3 Universitas Brawijaya Tes Tulis/Close test Tes Tulis/Close test tas Brawijaya Universitas Brawijaya Universitas Brawijaya	
	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan 	niversitas Brawijaya Tes Tulis/Close test Tes Tulis/Close test Tes Tulis/Close test Tes Tulis/Close test Tes Tulis/Close test tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan 	niver itas Brawijaya Tes Tulis/Close test Tes Tulis/Close test Tes Tulis/Close test Tes Tulis/Close test Tes Tulis/Close test tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan 	Iniversitas Brawijaya Tes Tulis/Close test Tes Tulis/Close test Tes Tulis/Close test Tes Tulis/Close test Tes Tulis/Close test Tes Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu TASK 1: soal no. 1 rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan 	niver itas Brawijaya Tes Tulis/Close test Tes Tulis/Close test	
	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan 	Image: starting of the starting	
KA KA	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan Kisi-Kisi Soal Ketrampilan Indikator Soal Soal Soal	Iniversitas Brawijaya Tes Tulis/Close test Tes Tulis/Close test	
ÅYA	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu TASK 1: soal no. 1 rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan b. Kisi-Kisi Soal Ketrampilan J. Menuliskan pesan/isi lagu TASK 4: (terlampin TASK 5: (terlamp	Iniversitas Brawijaya Tes Tulis/Close test Tes T	
IJAYA	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu TASK 1: soal no. 1 (terlampir) sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan Kisi-Kisi Soal Ketrampilan Antipit Association of the second	Iniversitas Brawijaya Tes Tulis/Close test Tes Tulis/Close test	
WIJAYA WIJAYA	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan Kisi-Kisi Soal Ketrampilan Menuliskan pesan/isi lagu TASK 4: (terlampin) TASK 5: (terlampin) TASK 5:	niver itas Brawijaya Tes Tulis/Close test Tes Tulis/Close test Tes Tulis/Close test Tes Tulis/Close test Tes Tulis/Close test Tes Brawijaya Universitas Brawijaya	
AWIJAYA	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan Kisi-Kisi Soal Ketrampilan Menuliskan pesan/isi lagu rASK 4: (terlampin rASK 5: (terlampin rAS	Iniversitas Brawijaya Tes Tulis/Close test I. s.d. 5 Tes I. s.d. 3 Tes Universitas Brawijaya	
RAWIJAYA	awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan Kisi-Kisi Soal Ketrampilan Aspek dengan yang terkangan dan Pedoman Penskoran a) Rubrik Penilaian dan Pedoman Penskoran Rubrik Penilaian Pengetahuan: KRITERIA	Iniversitas Frastrulis/Close test I. s.d. 5 Tes Tulis/Close test I. s.d. 3 Tes Tulis/Close test Universitas Brawijaya <	
BRAWIJAYA	awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan Kisi-Kisi Soal Ketrampilan Annuliskan pesan/isi lagu rASK 4: (terlampin TASK 5: (terlampin TAS	Image: starting of the starting	
	awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan Kisi-Kisi Soal Ketrampilan Kisi-Kisi Soal Ketrampilan Menuliskan pesan/isi lagu Ambrida Menemukan padanan kata yang ada dalam teks lagu. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan Menuliskan pesan/isi lagu Asypek Rubrik Penilaian dan Pedoman Penskoran a) Rubrik Penilaian dan Pedoman Penskoran a) Asypek KRITERIA	Iniversitas Brawijaya Tes Tulis/Close test I. s.d. 5 I. s.d. 3 Iniversitas Brawijaya Iniversitas Brawijaya Iniversitas Brawijaya Iniversitas Brawijaya Iniversitas Brawijaya Iniversitas Bentuk Penilaian r) Tes tulis Tes tulis dan lisan Iniversitas Brawijaya Iniversitas Bentuk Penilaian r) Tes tulis Iniversitas Brawijaya Iniversitas Bentuk Penilaian r) Tes tulis dan lisan Iniversitas Brawijaya Iniversitas Brawijaya Iniversitas Brawijaya Iniversitas Brawijaya Iniversitas Brawijaya Iniversitas	
	awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan Kisi-Kisi Soal Ketrampilan Kisi-Kisi Soal Ketrampilan Menuliskan pesan/isi lagu Menuliskan pesan/isi lagu Aubrik Penilaian dan Pedoman Penskoran Rubrik Penilaian dan Pedoman Penskoran ASPEK ASPEK <th>Image: state of the state</th> <th></th>	Image: state of the state	
	awijaya awijaya	 Melengkapi bait lagu rumpang dengan kalimat yang sesuai. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan Kisi-Kisi Soal Ketrampilan Kisi-Kisi Soal Ketrampilan Menuliskan pesan/isi lagu Ambrida Menemukan padanan kata yang ada dalam teks lagu. Menemukan padanan kata yang ada dalam teks lagu. Menjawab pertanyaan terkait informasi pada lirik lagu. Kisi-Kisi Soal Ketrampilan Menuliskan pesan/isi lagu Asypek Rubrik Penilaian dan Pedoman Penskoran a) Rubrik Penilaian dan Pedoman Penskoran a) Asypek KRITERIA	Iniversitas Frastrulis/Close test . s.d. 5 Tes Tulis/Close test . s.d. 3 Tes Tulis/Close test . s.d. 4 Tes Tulis/Close test . s.d. 3 Tes Tulis/Close test . universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bentuk Penilaian r) Tes tulis dan lisan Universitas Brawijaya Univ	

а									
	universitas		~			universitas Brawijaya		as Brawijaya	
a	Universitas		-			Universitas Brawijaya		as Brawijaya	
а	Universitas					Universitas Brawijaya		as Brawijaya	
1	Universitas			iversitas B	Brawijaya	Universitas Brawijaya	Universit	as Brawijaya	
	Universitas			iversitas B	Betul	Universitas Brawijaya	Universit	as Brawijaya as Brawijaya	
	Universitas			iversitas B	0.1.1	universitas prawijaya			
	Universitas	-		iversitas B		Universitas Brawijaya		as Brawijaya	10
	Universitas		aya Uni	iversitas B		aksimalsitas Brawijaya	Universit	as Brawijaya	10
	Universitas				TASK	2		5	
	Universitas		aya Uni	iversitas B	Betul	Universitas Brawijaya	2 ^{ersit}	as Brawijaya	
	Universitas		iya Uni	Versitas B	Salah	Universitas Brawijaya		as Brawijaya	
	Universitas			iversitas B	si a wijaya	aksimal _{sitas} Brawijaya	STILL 8 ST. 311	as Brawijaya	10
	Universitas		iya Uni	iversitas B			Universit	as Brawijaya 5	10
	Universitas				TASK		Lini a and th	_	
	Universitas			iversitas B	Betul	Universitas Brawijaya	1000	as Brawijaya	
	Universitas			versitas	Salah	Universitas Brawijaya	Universit	as Brawijaya	
	Universitas				Skor m	aksimal	Universit	as Brawijaya	10
	Universitas		iya		TOTA	LSKOR	Universit	as Brawijaya	30
	Universitas				1017	Diawijaya		as Brawijaya	20
	Universitas			TAS	SRI	awijaya	일이 되는 데이지 않는 것이 많이 있는 것이 없다.	as Brawijaya	
	Kete		-	1100		diaya		as Brawijaya as Brawijaya	
	Unive Nila	i Akhir	= Nilai j	perolehan	: Total S	kor x 100		as Brawijaya	
	Univ	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		A NO	H	F	Sincoron	as Brawijaya	
	Uni b)	Rubri	k Penila	ian Ketera	ampilan (Praktik/Kinerja)		as Brawijaya	
	Uni		2			TYPE I	to the second se	as brawijaya	
	Uni	No	Aspek y	vang dinilai		Kriteria (7	TASK 4)		Skor
	Uni	1	Keses	suaian isi	Kesel	uruhan tulisan sesuai deng	an pesan/isi	lirik lagu ava	3
	Univ	-		X WY	11/13/1		- Introvelt	an Drawilaya	
	Univ		1		Sebag	ian tulisan sesuai dengan	pesan/isi liri	k lagu	2
				ST C	Kesel	uruhan tulisan tidak sesua			1
	Unive			The second second	IXCOUL	urunan tunsan tiuak sesua	i dengan pes	san/isi iirik lagu	1
	Unive Univer				IZINE S	EE)	Universit	as Brawilava	
	Univer	2	Per	ulisan	Kesel	uruhan penulisan sesuai d	engan aturai	as Brawilava	
	Univer	2	Per	nulisan	IZINE S	uruhan penulisan sesuai d	engan aturai	n struktur bahasa	2
	Univer Univers	2	Per	nulisan	Kesel	uruhan penulisan sesuai d s	engan aturai	n struktur bahasa	2
	Univer Univers Universit		Per		Kesel inggri Sebag	uruhan penulisan sesuai d s jan penulisan sesuai deng	engan aturai an aturan sti	n struktur bahasa	
	Univer Univers Universi Universita Universitas Universitas		Per		Kesel	uruhan penulisan sesuai d s ian penulisan sesuai deng s	engan aturan Universit an aturan sti Universit Universit	n struktur bahasa as Brawijaya ruktur bahasa as Brawijaya	2
	Univer Universi Universita Universitas Universitas Universitas	Bra			Kesel inggri Sebag inggri	uruhan penulisan sesuai d s jian penulisan sesuai deng s s	engan aturan Universit an aturan str Universit Universit	as Brawijaya uktur bahasa as Brawijaya as Brawijaya as Brawijaya as Brawijaya	2
	Univers Universi Universita Universitas Universitas Universitas Universitas	Brangan:	Nilai A	khir = Nil	Kesel inggri Sebag inggri ai perole	uruhan penulisan sesuai d s jan penulisan sesuai deng s han : Total skor X 100	Universit Universit an aturan stu Universit Universit Universit	n struktur bahasa as Brawijaya ruktur bahasa as Brawijaya	2
	Univers Universi Universita Universitas Universitas Universitas Universitas	erangan:	Nilai A	khir = Nil	Kesel inggri Sebag inggri ai perolel	uruhan penulisan sesuai d s jian penulisan sesuai deng s nan : Total skor X 100	Universit Universit an aturan str Universit Universit Universit	n struktur bahasa as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya	2
	Univers Universita Universitas Universitas Universitas Universitas Universitas Universitas Universitas	erangan:	Nilai A	khir = Nil	A Kesel inggri Sebag inggri ai perole	uruhan penulisan sesuai d s ian penulisan sesuai deng s nan : Total skor X 100	engan aturan Universit an aturan str Universit Universit Universit Universit Universit	n struktur bahasa as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya	2
	Univers Universita Universitas Universitas Universitas Universitas Universitas Universitas Universitas	erangan:	Nilai A	khir = Nil	A Kesel inggri Sebag inggri ai perole	uruhan penulisan sesuai d s ian penulisan sesuai deng s nan : Total skor X 100	engan aturan Universit an aturan str Universit Universit Universit Universit Universit	n struktur bahasa as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya	2
	Universi Universi Universita Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universitas	erangan: Delajara	Nilai A nn Remed	khir = Nil edial ial diberik	Kesel inggri Sebag inggri ai perolel	uruhan penulisan sesuai d s jan penulisan sesuai deng s han : Total skor X 100	engan aturan universit universit Universit Universit Universit universit universit	as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya as Brawijaya	2
	Universi Universi Universita Universitas	erangan: Delajara Delajaran Da Pembo	Nilai A m Reme Remed elajaran	khir = Nil edial ial diberik ulang atau	A Kesel inggri Sebag inggri ai perolel can kepad u Penuga	uruhan penulisan sesuai d s ian penulisan sesuai deng s nan : Total skor X 100 unversitas a siswa yang belum me san terkait tata bahasa d	an aturan stu an aturan stu Universit Universit Universit Universit Universit An kosa kat	n struktur bahasa as Brawijaya as Brawijaya	2
	Universi Universi Universita Universitas	erangan: Delajara Delajaran Da Pembo adi kata-	Nilai A nn Remed Remed elajaran kata per	khir = Nil edial ial diberik ulang atau nting/ sign	Kesel inggri Sebag inggri ai perolel can kepad u Penugat	uruhan penulisan sesuai d s ian penulisan sesuai deng s han : Total skor X 100 Universitas Braulay a siswa yang belum me san terkait tata bahasa d ilam lagu.	engan aturan engan aturan universit Universit Universit Universit universit an kosa kat	as Brawijaya as Brawijaya	2
	Universit Univer	erangan: Delajaran Delajaran Da Pembo adi kata-	Nilai A n Reme d elajaran -kata per	khir = Nil edial ial diberik ulang atau nting/ sign	A Kesel inggri Sebag inggri ai perolel can kepad u Penuga iificant da	uruhan penulisan sesuai d s ian penulisan sesuai deng s han : Total skor X 100 Universitas Brawijaya a siswa yang belum me san terkait tata bahasa d alam lagu.	engan aturan engan aturan universit Universit Universit universit universit universit universit universit	as Brawijaya as Brawijaya	2
	Universita Universita Universita Universitas Universitas Universitas Unive Kete Unive Pemb Unive Pemb Unive berup Unive berup Unive menja Universitas	erangan: Delajaran Delajaran Da Pembo adi kata-	Nilai A In Remed Remed elajaran kata per	khir = Nil edial ial diberik ulang atau nting/ sign	A Kesel inggri Sebag inggri ai perolel can kepad u Penugat ificant da	uruhan penulisan sesuai d s ian penulisan sesuai deng s han : Total skor X 100 Universitas Brawijaya a siswa yang belum me san terkait tata bahasa d alam lagu.	engan aturan universit an aturan str Universit Universit Universit Universit Universit Universit Universit Universit Universit Universit Universit	as Brawijaya as Brawijaya	2
	Universita Universita Universita Universitas Universitas Universitas Unive Kete Unive Pemb Unive Pemb Unive berup Unive berup Unive menja Universitas	erangan: Delajaran Delajaran Da Pembo adi kata-	Nilai A In Remed Remed elajaran kata per	khir = Nil edial ial diberik ulang atau nting/ sign	A Kesel inggri Sebag inggri ai perolel can kepad u Penugat ificant da	uruhan penulisan sesuai d s ian penulisan sesuai deng s han : Total skor X 100 Universitas Brawijaya a siswa yang belum me san terkait tata bahasa d alam lagu.	engan aturan universit an aturan str Universit Universit Universit Universit Universit Universit Universit Universit Universit Universit Universit	as Brawijaya as Brawijaya	2
	Universita Universita Universita Universitas Universitas Universitas Universitas Universitas Universitas Universitas Universitas Unive berup Unive berup Unive menja Universitas	erangan: pelajara pelajaran pa Pembo adi kata- pelajara pelajaran	Nilai A n Remed elajaran kata per n Pengay	khir = Nil edial ial diberik ulang atau nting/ sign ayaan /aan diberi	kesel inggri Sebag inggri ai perolel can kepad u Penuga ificant da	uruhan penulisan sesuai d s ian penulisan sesuai deng s nan : Total skor X 100 a siswa yang belum me san terkait tata bahasa d alam lagu. da siswa yang telah me	engan aturan an aturan stu universit Universit universit an kosa kat Universit univeri	n struktur bahasa as Brawijaya ruktur bahasa as Brawijaya as Brawijaya	2
	Universita Universita Universita Universitas	erangan: Delajaran Delajaran Da Pembo adi kata- Delajaran Delajaran Da penug	Nilai A n Remed elajaran kata per n Pengay jasan ya	khir = Nil edial ial diberik ulang atau nting/ sign ayaan /aan diberi ng berkaita	A Kesel inggri Sebag inggri ai perolel can kepad u Penugas ificant da ikan kepa an denga	uruhan penulisan sesuai d s ian penulisan sesuai deng s han : Total skor X 100 a siswa yang belum me san terkait tata bahasa d alam lagu. da siswa yang telah me n makna kata sesuai kor	engan aturan an aturan str Universit Universit Universit an kosa kat Universit Universit univeri	as Brawijaya as Brawijaya	2
	Universitä Universitä	erangan: Delajaran Delajaran Da Pembo adi kata- Delajaran Delajaran Da penug Dat yang	Nilai A n Remed elajaran kata per n Pengay asan ya digunak	khir = Nil edial ial diberik ulang atau nting/ sign ayaan vaan diberi ng berkaita can dalam	Kesel inggri Sebag inggri ai perolel can kepad u Penuga ificant da ikan kepa an dengar lagu).	uruhan penulisan sesuai d s jan penulisan sesuai deng s han : Total skor X 100 A siswa yang belum me san terkait tata bahasa d alam lagu. da siswa yang telah me n makna kata sesuai kor	engan aturan an aturan str Universit Universi	as Brawijaya as Brawijaya	2
	Universitä Universitä Universitä Universitä Universitä Universitä Unive Kete Unive Pemb Unive berup Unive berup Unive menja Unive menja Unive Berup Unive Berup Unive Berup Unive Berup Unive kalim	erangan: Delajaran Delajaran Da Pembo adi kata- Delajaran Delajaran Da penug Dat yang	Nilai A n Remed elajaran kata per n Pengay a Pengay gasan ya digunak	khir = Nil edial ial diberik ulang atau nting/ sign ayaan /aan diberi ng berkaita an dalam	kesel inggri Sebag inggri ai perolel can kepad u Penugas ificant da ikan kepa an denga lagu).	uruhan penulisan sesuai d s ian penulisan sesuai deng s han : Total skor X 100 Universitas Brawijaya da siswa yang belum me san terkait tata bahasa d alam lagu. Universitas Brawijaya da siswa yang telah me n makna kata sesuai kor	engan aturan engan aturan an aturan stu Universit	as Brawijaya as Brawijaya	2
	Universitä Universitä Universitä Universitä Universitä Universitä Universitä Unive Remb Unive Berup Unive menja Universitä Universitä Universitä Universitä Universitä Universitä Universitä Universitä Universitä	erangan: Delajaran Delajaran Da Pembo adi kata- Delajaran Delajaran Delajaran Da penug Dat yang	Nilai A n Remed elajaran kata per n Pengay asan ya digunak	khir = Nil edial ial diberik ulang atau nting/ sign ayaan /aan diberi ng berkaita can dalam	kesel inggri Sebag inggri ai perolel can kepad u Penuga ificant da ikan kepa an denga lagu).	uruhan penulisan sesuai d s ian penulisan sesuai deng s han : Total skor X 100 Universitas Brawijaya da siswa yang belum me san terkait tata bahasa d alam lagu. da siswa yang telah me n makna kata sesuai kor	engan aturan engan aturan an aturan str Universit Universit Universit Universit Universit Universit Universit Universit Universit Universit Universit Universit Universit Universit	as Brawijaya as Brawijaya	2
	Universitä Universitä Universitä Universitä Universitä Universitä Unive Kete Unive Pemb Unive berup Unive berup Unive menja Unive menja Unive Berup Unive Berup Unive Berup Unive kalim	erangan: Delajaran Delajaran Da Pembu adi kata- Delajaran Delajaran Delajaran Da penug	Nilai A m Remed elajaran kata per n Pengay asan ya digunak	khir = Nil edial ial diberik ulang atau nting/ sign ayaan /aan diberi ng berkaita kan dalam	kesel inggri Sebag inggri ai perolel ai perolel can kepad u Penuga ificant da ikan kepa an denga lagu).	uruhan penulisan sesuai d s ian penulisan sesuai deng s han : Total skor X 100 Universitas Brawijaya da siswa yang belum me san terkait tata bahasa d alam lagu. Universitas Brawijaya da siswa yang telah me n makna kata sesuai kor	engan aturan an aturan stu universit Universit Universit universit universit universit universit universit universit universit universit universit universit universit	as Brawijaya as Brawijaya	2

repository.ub.ac.id

BRAWIJAYA

42

ository.ub.ac.

awijaya

awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya

NERSI awijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniverMalang, Juli 2019 Universitas Brawijaya Universitas Brawijaya UniverMengetahuijaya Universitas Brawijaya Universitas Brawijaya Kepala SMP Negeri 10 Malang Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Mokhamad Syaroni, S.Pd., MK.Pd. Moch. Ashrofihuda, S.Pd. Unive NIP. 19651212 198903 1 010 Universita NIP. - java

NURLY

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya

vijaya

Universitas Brawijaya Universitas Brawijaya awijaya awijaya Lampiran Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya UniverClass/Norwijaya . Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit STUDENTS' WORKSHEET awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Univertaski (Pair) Universitas Brawijaya Universitas Brawijaya awijaya Unive Listen to the song carefully and complete the lyric with the appropriate lava awiiava Unive sentence in the box, rsitas and universitas Brawijaya awijaya You've been working every day and niaht awijaya A heart of steel starts to grow awijaya awijaya She's got lions in her heart awijaya Vou cas fire in their aver awijaya Iniversitas Brawijaya awijaya Univ T Now she's stronger than you know awijaya (1)..... awijaya awijaya All his life he's been told awijaya He'll be nothing when he's old awijaya All the kicks and all the blows awijaya He won't ever let it show awijaya awijaya 'Cause he's stronger than you know Univer awijaya A heart of steel starts to grow awijaya A Unive Chorus: awijaya Unive When you've been fighting for it all your life Unive You've been struggling to make things right Universitas (2).... awijaya Every day, every hour, turn the pain into power awijaya awijaya When you've fighting for it all your life awijaya Univer(3) as Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive That's how a superhero learns to fly ava Universitas Brawijaya Unive Every day, every hour, turn the pain into powersitas Brawijaya UniverAll the hurt, all the liesersitas Brawijaya Universitas Brawijaya UniverAll the tears that they cryitas Brawijaya Universitas Brawijaya Unive When the moment is just right rawijaya Universitas Brawijaya versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

BRAWIJAYA

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijava (Back to II Cause...) Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya s Brawijaya 2xCoda: Universitas Brawijaya Universitas Brawijaya Univer(5) as Brawijava Universitas Brawijava Universitas Brawijava UniverAifire in her soul Universitas Brawijaya Universitas Brawijaya UniverHe's a got a beast in his belly Brawijaya Universitas Brawijaya awijaya UniverThat's so hard to controlsitas Brawijaya Universitas Brawijaya UniverCause they've taken too much hits, ava Universitas Brawijaya awijaya UniverTaking blow by blowiversitas Brawijaya Universitas Brawijaya awijaya Unive Now light a match, stand back, rawijaya Universitas Brawijaya awijaya Unive Watch them explode versitas Devilaya Universitas Brawijaya awijaya awijaya Unive (Back to Chorus: When...) awijaya awijaya Unive TASK 2 (Pair) UniverFind the similar meaning of the following words in the lyric. versitas Brawijaya awijaya awijaya has watched ۱: Universi awijaya Univer2 awijaya begins Iniversitas Brawijaya awijaya 3. create awijaya awijaya 4. switch awijaya 5. studies awijaya awijaya awijaya TASK 3 (Individu) awijaya Answer the questions based on the song. Univer awijaya What is the best title for the song? awijaya awijaya Universit What does the word "he" refer to? Univer2it awijava awijaya What does the lyric "Every day, every hour, turn the pain into power" Universitas B Universitas B Univermean?3rav awijaya Universitas Brawijaya versitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya. Universitas Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijava awijaya Universitas Brawijava, Universitas Brawijava, Universitas Brawijava Universitas B Universitas B What does the superhero do according to the song? Universitas Brawijaya. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya awijaya Universit awijaya Universitas Brawijaya 5. In your opinion, what is the song about? awijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya TASK 4 (Group) Brawijaya awijaya Listen carefully to the song (The Script - Superhero) and write what the awijaya awijaya Universiong about ya Universitas Brawijaya Universitas Brawijaya awijaya Universitas antiqua Universitas Brawijaya Universitas Brawijaya awijaya awijaya Universitas Brawijaya, Universitas Brawijaya awijaya Universitas Brawijava Universitas Braw awijaya awijaya Universitas Bra awijaya Universit awijaya awijaya TASK 5 (Group) awijaya Discuss in your group, write down your own lyric for the song, then awijaya perform in front of the class. awijaya awijaya awijaya awijaya awijaya

awijaya awijaya awijaya awijaya awijava awijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya niversitas Brawijaya

pository.ub.ac.id

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya Universitas Universitas Answer Key/Guide awijaya versitas Brawijaya Task 1 Brawijaya Universitas Brawijaya Universitas Universitas A heart of steel starts to grow That's how a superhero learns to fly Universit You've been working every day and night 4. itas You see fire in their eyes awijaya Universitas She's got lions in her heart awijaya Task 2 awijaya awijaya versitas E has seen awijaya Universitas Devijava Universitas Brawijava Universitas starts awijaya Universitas make awijaya Universitas turn awijaya Univer5itas learns awijaya awijaya UniverTask 3 awijaya Univer Superheroes awijaya 2. Father/parent /... awijaya Although he has to go through a difficult live, he does not surrender, he 3. awijaya still does his best he can do for someone he loves much /... awijaya 4. He has strong will, grows a heart steel, struggles in life, turns the pain into awijaya power, gets lion in his heart, etc./... awijaya 5. One's struggling in live through a difficult life, he sacrifices his life to make awijaya things right for someone he loves much/ ... awijaya awijaya Unive TASK 4 awijaya Unive One's struggling in live through a difficult life, he sacrifices his life to make things have awijaya Unive right for someone he loves much/ . awijaya awijaya A A 6 UniverTASK 5 awijaya Unive Each group has his/her version of lyric. awijaya Universitas Brawijaya Universitas Brawijaya awijaya

47

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya itas Brawijaya Universitas Brawijava Appendix 3 - Field Note Observation on SMPN 10 Malang Class of 8D Tuesday, November 19th, 2019 awijaya 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. awijaya The first activity is the warming up, he asked the students what did they learn on awijaya awijaya the last meeting, he asked about the homework he gave, did a little chit chat, etc. awijaya awijaya 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 awijaya Kemendikbud R.I, I only saw it as a red textbook. In the very last minute of the awijaya University material given, the teacher always asked the students if they understand or not, awijaya University whether they have questions or not. The teacher mainly used discovery learning inverse awijava Unive style by mind mapping on the white board. Unive 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, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya wide space available on the back, and tidy, clean room. awijaya Universitas Brawijaya awiiava 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 versitas Brawijaya Universitas Brawijaya Universitas Brawijaya e get the best shot possible. Brawijaya Universitas Brawijaya Universitas Brawijaya itas Brawijaya Universitas Brawijaya Universitas Brawijaya



awijaya awijaya vijaya vijaya

49

awijaya Universitas Brawijaya awijaya Universitas Brawijaya

awijaya

awijaya awijaya

awijaya

awijaya

awijaya

awijaya awijaya awijaya

awijaya awijaya awijaya awijaya

awijaya

awijaya awijaya

> Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

orv lih a

awijaya awijaya

awijaya awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya



vijaya vijaya vijaya

Quannunn: 175555.

vijaya vijaya vijaya vijaya vijaya

awijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

TRACTORIES

Universitas Bra

repository.ub.ac.id

BRAWIJAYA

universitas	Brawijaya Universitas Brawijaya	universitas	вrawijaya	Universitas Brawijaya
Universitas	Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Universitas Brawijaya
Universitas		Universitas	Brawijaya	
Universitas	Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Universitas Brawijaya
		Universitas	Brawijaya	
Universitas	endix 5 – Expert Validation	Universitas	Brawijaya	Universitas Brawijaya
Universitas	Brawijava Universitas Brawijava	Universitas	Brawijava	Universitas Brawijaya
Universitas	TEACHING-MODEL VIDE	LO MEDIA	EVALUA	Universitas Brawijaya
Universitas	Brawijava Universitas Brawijava	Universitas	Brawijava	Universitas Brawijava
Universitas	Brawijava Universitas Brawijaya	Universitas	Brawijaya	Universitas Brawijaya
Universitas	DEO FORMAT	Universitas	Brawijaya	Universitas Brawijaya
Universitas	Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Universitas Brawijaya
UniversNes	Brawijay DESCRIPTION Wijaya	Universitas	SCORE	Universitas NOTES
	Brawijaya Universitas Brawijaya	Very	Good	Not good tas Brawijaya
Univer sitas	the use of images, registered	good	enough	enough
Universitas		Universitas	Brawijaya	Universitas Brawijaya
Universitas	logos, art-works reproductions	niversitas	Brawijaya	Universitas Brawijaya
Universitas	and music tracks copyrights are	rsitas	Brawijaya	Universitas Brawijaya
110.0	cleared.		Brawijaya	Universitas Brawijaya
Universitas	Design elements in each scene		awijaya	Universitas Brawijaya
Universitas	flow naturally from the previous		ijaya	Universitas Brawijava
Universit	scene.	AL.	Va.	Universitas Brawijaya
Univer 4.	Colors supports each other			Universitas Brawijaya
Univ	(balanced)	- 10		Universitas Brawijaya
Uni 5.	The video resolution matches			niversitas Brawijaya
Uni	acceptable standards	175	2	niversitas Brawijava
Uni 6.	No advertisements laid over the	1		niversitas Brawijaya
Uni	video.	12		hiversitas Brawijava
Univ 7.	No external links that are not			niversitas Brawijaya
Univ	relevant and which the creator			Jniversitas Brawijaya
Unive	cannot control.	it.		Universitas Brawijaya
Unive 8.	Images are in frame and easy to	1		Universitas Brawijaya
Univers	see.			Universitas Brawijava
Univers9.	No frame that does not convey	1	l a	Universitas Brawijaya
Universita	meaningful information.	24	Ava	Universitas Brawijaya
Univers10.s	Frame aspect ratio matches	1	liaya	Universitas Brawijaya
Universitas			wijaya	Universitas Brawijaya
Universitas			avijaya	Universi in minute 8.50
Universitas	contents can be seen clearly.		Brawijaya	Universe and 12.15 the
Universitas	Brawijaya Universitus-Entropy	universitas	Brawijaya	Universivideo is blank
Universitzes	The audio matches acceptable	Universitas	Brawijaya	Universitas Brawijaya
Universitas	The audio matches acceptable standards.	Universitas	Brawijaya	Universitas Brawijaya
Universitäts	The audio sounds clear and does	Universitas	Brawijaya	while the ava
Universitas	not distract the viewer in the	Universitas	Brawijaya	teacher is
11.11.11.11.11.11.11.11.11.11.11.11.11.	not distract the viewer in the	Universitas		LIANARA PAA Drawllava
Universitas	watching experience.	Universitas		explaining the
Universitas		Universitas		important poi
sectors a substant to be a sector sector of a	Brawijaya Universitas Brawijaya	Universitas		the music nee
Universitas		Universitas		to be erased o
		Universitas		lessened the
Universitas	Brawijaya Universitas Brawijaya			volume
Universitas Universitas		Universites	Brawijava	Universitids Drawnova
Universitas Universitas Univer sitas	Brawijaya Universitas Brawijaya	Universitas Universitas		Universitas Brawijaya
Universitas Universitas Univer sitas Universitas	Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Universitas Brawijaya Universitas Brawijaya
Universitas Universitas Univer sitas	Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya	Universitas Universitas	Brawijaya Brawijaya	Universitas Brawijaya

51

repository.ub.ac.id

awijaya	Universitas					Itas Brawijaya
Lepositor, unitaria awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya	Universitas					itas Brawijaya
awijaya	Universitas					itas Brawijaya
awijaya	Universitas	Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Univers	itas Brawijaya
awijaya	Université.	Captions can be seen clearly.	universitas	Brawijaya	Univers	but the some
awijaya	Universitas		Universitas	Brawijaya	Univers Univers	grammatical
awijaya	전자 아이지 않으며 여기가 가지?	Brawijaya Universitas Brawijaya	Universitas	Brawijaya	Univers	error occurred
awijaya	Universitas Universitas	Captions in the video are not	0111101010000	Brawijaya Brawijaya	onnoio	nuo biunijuju
awijaya	Universitas Universitas	distracting the video watching		Brawijaya		itas Brawijaya
awijaya	Universitas	experience.	Universitas	Brawijaya		itas Brawijaya itas Brawijaya
awijaya awijaya	onnon	Brawijaya Universitas Brawijaya	uniteratura			itas Brawijaya
awijaya	2. CC	ONTENTS Universitas Brawijaya				itas Brawijaya
		Brawijaya Universitas Brawijaya				itas Brawijaya
awijaya		Brawijay DESCRIPTION wijaya	Universitas	GOODE		NOTES
awijaya	the second se	Brawijaya Universitas Powijaya	Very	Good	Not good	itas Brawijaya
awijaya	Universites	Brawijaya Universitate waya	good	enough	enough	Itas Brawijaya
awijaya	Univer sitas Universitas	The video shows the lesson plan	reitas	Brawijaya	Univers	it is better to
awijaya awijaya	Universitas Universitas	alaarly	Sitas	Brawijaya	Univers Univers	show the lesso
awijaya	Universitas	brawle		awijaya	Univers	plan in blank
awijaya	Universitas	A SRC		awijaya	Univers	space or slide
awijaya	Univers2.	Information related to teaching			Univers	icus bianijaja
awijaya	Univer	process are shown	N.		Univers	
awijaya	Univ			, N	Univers	error occurred
awijaya	Uni 3.	The lesson plan geared to the		2		itas Brawijaya
awijaya	Uni	level of the students for which it	173	Y		itas Brawijaya
awijaya	Uni	was prepared.				itas Brawijaya
awijaya	Unit 4.	Tasks are developed well		1		itas Brawijaya
awijaya	Univ 5.	The lesson plan shown have				itas Brawijaya
awijaya	Univ	objectives	5			itas Brawijaya
awijaya	Unive 6.	The video shows more than one				itas Brawijaya
awijaya	Unive	activity related on the lesson plan				itas Brawijaya
	Univers7.	There is an introductory activity	1			itas Brawijaya
awijaya	Universit	to the material		a		itas Brawijaya
awijaya	Univers8.a	The lesson plan serves to involve	\checkmark	. Ava		itas Brawijaya
awijaya	Universitas			jaya		itas Brawijaya
awijaya	Universitas	F		wijaya		itas Brawijaya
awijaya	Universe tas	The presentation uses methods,	1	awijaya	Univers	tas Brawijaya
awijaya	Universitas	techniques and learning		Brawijaya		itas Brawijaya
awijaya	Universitas	experiences appropriate to the	niversitas	Brawijaya		itas Brawijaya
awijaya	Universitas	lesson objectives.	Universitas	Brawijaya		itas Brawijaya
awijaya	Universities	The lesson plan provides students	Universitas	Brawijaya		itas Brawijaya
awijaya	Universitas	with opportunities to become	Universitas	Brawijaya		itas Brawijaya
awijaya	Universitas	actively engaged in the learning	Universitas	Brawijaya		itas Brawijaya
awijaya	Universitas	process.	Universitas	Brawijaya		itas Brawijaya
awijaya	Universitas Universitas	The lesson plan shown in the	universitas	Brawijaya		itas Brawijaya
awijaya		video is flexible enough and can	Universitas	Brawijaya		itas Brawijaya
awijaya	Universitas	be changed if needed.	Universitas	Brawijaya	Univers	itas Brawijaya
awijaya	Universites	The lesson plan meets student	universitas	Brawijaya	Univers	tas Brawijaya
awijaya awijaya awijaya awijaya awijaya awijaya awijaya	onnoisitas	needs, interests and abilities.	universitas	Brawijaya		itas Brawijaya
	Universitas	Drawijaya Universitas brawijaya	Universitas	Brawijaya		itas Brawijaya
awijaya	Universitas					itas Brawijaya
	Universitas					itas Brawijaya
awijaya	I Indiana un the	Drauillaus I laineasites Durati	I am is you want it.	Dumperett	part for a second second	
awijaya	Universitas					itas Brawijaya itas Brawijaya

ository.ub.ac.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya awijaya Univer The lesson plan includes home 13. niversitas awijaya learning assignment(s). awijaya Universitas Brawijaya Universitas Brawijaya awijaya Unive Malang, 9 December 2020 Brawijaya Universitas Brawijaya awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Validator Universitas Brawijava Universitas Brawijaya Universitas Brawijaya awijaya awijaya rawijaya Universitas Brawijaya awijaya awijaya awijaya wijaya Universitas Brawijaya (Dian Novita Dewi, S.Pd., M.Li) awijaya awijaya awijaya NERSI awijaya NURLY awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya awijaya awijaya awijaya awijaya awijaya Universitas Brawijaya Universitas Brawijaya awijaya awijaya

Universitas Brawijava

vijaya