APPENDICES

Appendix 1Attachment Letter

PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SEKOLAH DASAR NEGERI 3 BANJAR JAWA
Alamat : Jalan Ngurah Rai No. 47 Singaraja. Telp. (0362) 27191,Kode Pos 81113

SURAT KETERANGAN

Nomor : 421.204/ 74 /Pendas/2021

Yang bertanda tangan di bawah ini Kepala SD Negeri 3 Banjar Jawa, Kecamatan Buleleng, Kabupaten Buleleng, dengan ini menerangkan bahwa :

Nama	: Nyoman Surya Prawira Putra
Tempat/Tgl.Lahir	: Singaraja, 01 Juli 2000
NIM	: 1812021241
Program Studi	: Bahasa Asing
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni

Memang benar mahasiswa yang bersangkutan di atas telah melaksanakan Penelitian di Kelas VI untuk menyelesaikan skripsi.

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Singaraja, 07 Desember 2021
Kepala SD Negeri 3 Banjar Jawa

Ida Bagus Soma Putra, S. Pd., M.Pd.
NIP. 19620923 198606 1 002

Appendix 2 Sample of the study

Sample try out

VI B Class

NO	NAMA SISWA
1	KETUT ANDIKA OKTADINATA
2	KOMANG ARDHYAMAHISA DHANIKA UTAMI
3	I GUSTI NGURAH AGUNG ARIMAWA LING KAWI
4	I GEDE ARLAN WISHNUTAMA
5	LUH AYU SARI KAMIDIA SANJIWANI
6	GEDE BAGUS SURYA ADI CANDRA
7	MADE BAYU WISTARA W
8	GEDE BIMANTAR PUTRA
9	I GUSTI NGURAH NYOMAN BISMANTARA CORY
10	KADEK CANDY PURI NOVIYANTI
11	PUTU CINTA WIKA KHARISMA
12	DEVINA TRI DIPTA
13	NYOMAN DHARMAJAYA TEGEH PUTRA
14	KADEK DHIRA DHAIVATYA DHYANIKA
15	NI NYOMAN DURGA DEVI MAHESWARI
16	I GEDE DYKA PRASETYA ADINATA
17	DESAK PUTU FIRSHA ANANDITA
18	KOMANG GUSMANDA TRI CAHYADI
19	PUTU KANAYA DEWI KIRANA
20	MADE LAKSMANA MAHAWIRA
21	DESAK PUTU LIA PATRICIA
22	PUTU MEILI DAMAS RIANANDA
23	MADE PANJI ANANTA UDRAYANA
24	PUTU RIA LAKSMITHA
25	KOMANG RIZKI WIDIARTA
26	NI KOMANG WALDINA APSARI
27	I DEWA GEDE WIDIATMIKA
28	HANSEN SAPUTRA
29	I MADE RUDY ARTHA PUTRA
30	KADEK EMILIANA DHIASTABADHY PUTRI
31	IDA AYU LANNA INDIRA RENATA
32	OSHO MILAREPA

Tested Student

NO	NAMA SISWA
1	I KM ANDHI DARMAWAN
2	I GD ANANDA SUMERTHA YOGA
3	GD ARYA KRISNA ATMAJA
4	I GD ANDI WIRYAWAN
5	I GD ADYATMA ANANDA PRAMANA
6	A.A.N ANDIKA PUTRA PRANAMA
7	MD ADISTANIA VIDYA
8	PT BERTISIA CAHYA PUTRI
9	PT ERLINA
10	HEPHZIBAH ABBY JOCHELLIONY
11	KD INDRA RAHARDI WIGUNA
12	GD KAYANA SAPUTRA. W.F
13	KD KELVIN MARTIN SUARTAWAN
14	PT LEONI MUTU MANIKAN
15	DEWA AYU MERTA NIA MAHADEWI
16	KD NEISSIALANI
17	NI PT MARTHA SRIVAMELA ERLINA. P
18	KD NADILA INDRA DEWI
19	MD PANDE BRAMAKARA RAHJASA
20	KT PRASADA
21	PT PRATAMA MAHARDIKA
22	GUSTI AYU AGUNG KT RANEE. W
23	SRI KENSHA DEWANDRA WARMAN
24	NI PT SAYU MASARI PUTRI
25	I GUSTI AYU SAFIRA DAMAYANTI
26	PT SUBIANTA IRENE MULYANI
27	KT SATRIA WIDHARMA PUTRA
28	I MD SHAGUNG DHIO BINTANG. Y
29	YUWA MAHATTAMA GIRI
30	ANGGUN
31	WIRA
32	GRACE

Appendix 3 Blue print

SDN 3 Banjar Jawa Teacher's Syllabus

4	Keluarga	4.1.Mendengarkan	A: Ungkapan
	4.1. Mendengarkan pernyataan tentang hubungan keluarga	mengidentifikasi makna kata tentang keluarga yang disampaikan secara lisan	1. Who is John. 2. What's the of John's mother? B. Ucapan Guru Siswa 1. what 's your name ? 2. Do you have any brother?
	4.2. Berbicara Bercakap-cakap tentang hubungan keluarga	4.2. Berbicara a. menanyakan nama anggota keluarga b. menanyakan hubungan keluarga c. menanyakan jumlah anggota keluarga d. memberi pendapat tentang jumlah keluarga	3. How many brothers do you have ? 4. I think that is a small family 5. I don't think that is a big family C. Teks deskriptif tentang hal yang yang berkaitan dengan keluarga
	4.3 Membaca a. memahami isi teks deskriptif b. membaca nyaring	4.3.Membaca membaca teks tentang keluarga dengan keterampilan a. menemukan informasi rinci b membaca nyaring	D.Kosa Kata Kata-kata tentang keluarga (husband, wife, son, daughter, brother, sistyer, uncle, aunt, nephew, niece, cousin, children, grandmother, grandfather,
	4.4 Menulis paragraf tentang keluarga	4.4. Menulis a. menyalin paragraph pendek tentang keluarga b. menulis paragraf berdasarkan identitas keluarga	Adjective: old, yaoung, tall, short, strong, weak, small, big, fat, thin, handsome, beautiful E. Tata bahasa yang digunakan: 1. kalimat perbandingan 2. kalimat Tanya dengan kata tanya "How "
5	Pakaian 5.1. Mendengarkan kata-kata dan kalimat yang berkaitan dengan pakaian	5.1.Mendengarkan mengidentifikasi seseorang berdasarkan penjelasan tentang pakaian yang dikenakan	A. Ungkapan guru 1. Which one is a shirt ? 2. Which shirt is size 35 3. What size is that shirt ? B. Ungapan Guru dan siswa 1. Can I help you /
	5.2. Berbicara Bercakap-cakap dalam situasi membeli pakaian	5.2. Berbicara a. menanyakan harga b. menyatakan harga c. menanyakan rupa sesuatu	2. I 'd like T shirt , please 3. what size do you wear ? 4. Size 34 5. Whould you like this

		d. menyatakan keinginan e. menanyaklan ukuran f. menyatakan ukuran g. menyatakan keinginan i. menawarkan bantuan j. menyetukui k. menolak tawaran	shirt? 6. No, thank you 7. It would be nice 8. How much is this bag ? 9. It is $ 4
	5.3 Membaca a. memahami isi teks deskriptif tentang pakaian b. membaca nyaring	5.3.Membaca teks dengan keterampilan a. menemukan informasi rinci pada teks tentang pakaian b. membaca nyaring tentang pakaian	C. Teks Tentang hal-hal Yang berkaitan dengan Pakaian D. Kosa kata Noun: Hat, shirt, jacket, tie, belt, trousers, suit, short, blouse, skirt, umbrella, socks, T shirt, things, singlet, slippers, jeans, umbreelas, shoes, belt, cap, uniform,
	5.4 Menulis	5.4 Menulis a.mengutip paragraph pendek tentang pakaian b.Menulis paragraf pendek untuk mendeskripsikan pakaian yang dikenakan seseorang	Adjectives: cheap, expensive , large, small, medium, Verb: buy , sell, pay, try, wear, get on , take off D Tata bahasa Ynag digunakan: 1. kalimat Tanya denga n modal auxiliary Can dan Would. 2. Klaimat tanya dengan kata Tanya how much 3. Kalimat perbandingan "Comparative "
6.	Binatang 6.1. Mendengarkan mendengarkan pernyataan tentang binatang 6.2. Berbicara bertanya jawab tentang kehidupan binatang	6.1 Mendengarkan mengidentifikasi nama binatang sesuai dengan pernyataan yang didengarkan 2.Berbicara dengan a. menanyakan informasi b. meberikan informasi c. menanyakan rupa d. menyatakan rupa	A. Ungkapan guru 1.Look at the picture of animals 2.Which one is a monkey? B.Ungkapan Siswa dan guru ? 1. Let me tell you about …. (dogs, cats, monkeys etc) 2. Do you know about dog? 3Could you tell me about cat?

	... ... hatian ... mengulang	4. What does a tiger look like 5. It looks like a man 6. It is bigger than a cat 7. Ity has got a tail 8. Excuse me 9. Pardon me
6.3. Membaca a. memahami isi teks deskriptif b. membaca nyaring	2.Membaca teks tentang binatang dengan keterampilan a. menemukan informasi rinci b. membaca nyaring tentang binatang	C. Teks yang berkaitan dengan binatang D.Kosa Kata Noun: buffalo, cock, monkey, goose, lion, spider, hen, goat, deer, rabbit, duck, bird, ant, butterfly, bee, grasshopper, horns, net, feather, tail, wing, peak, honey, pet, egg
6.4. Menulis paragraf pendek tentang binatang	6.4 Menulis a. menyalin paragraph pendek tentang binatang b. Menulis paragraf (deskripsi) tentang binatang berdasarkan data yang diberikan	Verb: live, run, sleep, eat, walk, fly, lay, feed, look after, bark, sing, Adjective : big, small, tall, srong, beautiful, colourful, E.Tata Bahasa yang dugunakan: 1. Kalimat perbandingan 2. kata sifat " Like "

Appendix 4 Lesson Plan

LESSON PLAN

Subject   : English

Class/Semester   : 6/I

Topic   : My Family

Skill   : Vocabulary

Time Allotment   : 2 Hour of Lesson (2 Meetings)

A. BASIC COMPETENCY AND INDICATOR

BASIC COMPETENCY	INDICATOR
a) Identify, understand, and analyze the vocabulary presented in the My Family material. b) Understand and describe pictures about My Family.	a) Identifying the social function of vocabulary about My Family b) Understanding the content of descriptive text on family relationships c) Making conversations about family relationships

B. LEARNING OBJECTIVES

1. Students are able to memorize all English vocabulary the family such as: father, mother, brother, etc.

2. Students are able to memorize the entire English vocabulary of family relationships such as: sons, daughters, grandparents, etc

3. Students are able to pronounce English vocabulary properly and correctly.

C. LEARNING METHOD

a. Audio Lingual Method

D. LEARNING MEDIA

a) Picture

b) Laptop

c) Mind Meister

E. LEARNING ACTIVITIES

1st Meeting

Opening Activities (10 Minutes)	-Teacher greets the students with the greeting and lead the pray - The teacher checks the attendance of student - The teacher gives a topic for today's learning to the student
Main Activities (40 Minutes)	a) Teacher shows an animated picture of a family to students b) Teacher explains to the students that the family is divided into two, namely "Nuclear Family and Extended Family" c) Teacher asks students who belongs to the "Nuclear Family" and who belongs to the "Extended Family" d) The teacher prepares a blank Mind Map with the theme of the problem Category "Nuclear Family and Extended Family" made through Mindmeister e) Teacher holds a brainstorm session for students to guess the family category which is divided into two f) Students are challenged to answer quickly g) The teacher discusses the correct answer about family relationships
Closing Activities (10 Minutes)	-The teacher concludes for today's material -The teacher close today's meet

2ⁿᵈ Meeting

Opening Activities (10 Minutes)	-The teacher greets the students with the greeting and lead the pray - The teacher checks the attendance of student - The teacher gives a topic for today's learning to the student
Main Activities (40 Minutes)	a) Teacher prepares a picture about the family tree and a short descriptive text b) The teacher instructs the students about the discussion that will be carried out today. c) The teacher gives 5 minutes for students to read the descriptive text that has been prepared d) After finishing reading, students are asked to make a short Mind Map of family members about their hobbies, work, personality, etc e) Teacher appoints several participants to read the results of their short Mind map f) Teacher make sure their understanding about Family Tree by showing some picture and asking several question.
Closing Activities (10 Minutes)	-The teacher concludes for today's material -The teacher close today's meet

F. ASSESSMENT

No.	Aspect of assessment	Criteria	Score
1.	Pronunciation	Every word is pronounced correctly	3
		There is a slight error in pronunciation / Inaccuracy	2
		There are many mistakes in the pronunciation	1

LESSON PLAN

Subject	: English
Class/Semester	: 6/I
Topic	: Type of Clothes
Skill	: Vocabulary
Time Allotment	: 2 Hour of Lesson (2 Meetings)

G. BASIC COMPETENCY AND INDICATOR

BASIC COMPETENCY	INDICATOR
c) Identify, understand, and analyze the vocabulary presented in the Type of Clothes material. d) Understand and describe pictures about clothes.	d) Identifying the social function of vocabulary about Clothes e) Understanding the content of descriptive text on Type of Clothes f) Making conversations about someone clothes

H. LEARNING OBJECTIVES

1. Students are able to memorize all English vocabulary about Type of Clothes

2. Students are able to memorize the entire English vocabulary Type of Clothes

3. Students are able to pronounce English vocabulary properly and correctly.

I. LEARNING METHOD

b. Audio Lingual Method

J. LEARNING MEDIA

d) Picture

e) Laptop

f) Mind Meister

K. LEARNING ACTIVITIES

<div align="center">1st Meeting</div>

Opening Activities (10 Minutes)	-Teacher greets the students with the greeting and lead the pray - The teacher checks the attendance of student - The teacher gives a topic for today's learning to the student
Main Activities (40 Minutes)	h) Teacher shows an animated picture of Type of Clothes to students i) Teacher explains to the students about the Type of Clothes j) Teacher asks students who belongs to the Type of Clothes k) Teacher holds a brainstorm session for students to guess the clothes category l) Students are challenged to answer quickly m) The teacher discusses the correct answer about Type of Clothes
Closing Activities (10 Minutes)	-The teacher concludes for today's material -The teacher close today's meet

<div align="center">2nd Meeting</div>

Opening Activities (10 Minutes)	-The teacher greets the students with the greeting and lead the pray - The teacher checks the attendance of student - The teacher gives a topic for today's learning to the student
Main Activities	g) Teacher prepares a picture about outerwear and underwear

(40 Minutes)	h) The teacher instructs the students about the discussion that will be carried out today.
	i) The teacher gives 5 minutes for students to read the descriptive text that has been prepared
	j) After finishing reading, students are asked to make a short conversation with their friend about clothes they wear
	k) Teacher appoints several participants to read the results of their short conversation
	l) Teacher make sure their understanding about Type of Clothes by showing some picture and asking several question.
Closing Activities (10 Minutes)	-The teacher concludes for today's material -The teacher close today's meet

L. ASSESSMENT

No.	Aspect of assessment	Criteria	Score
1.	Pronunciation	Every word is pronounced correctly	3
		There is a slight error in pronunciation / Inaccuracy	2
		There are many mistakes in the pronunciation	1

LESSON PLAN

Subject	: English
Class/Semester	: 6/I
Topic	: Type of Animal
Skill	: Vocabulary
Time Allotment	: 2 Hour of Lesson (2 Meetings)

M. BASIC COMPETENCY AND INDICATOR

BASIC COMPETENCY	INDICATOR
e) Identify, understand, and analyze the vocabulary presented in the Type of Animal. f) Understand and describe pictures about Animal	g) Identifying the social function of vocabulary about Type of Animal h) Understanding the content of descriptive text on Type of Animal i) Making conversations about Type of Animal

N. LEARNING OBJECTIVES

1. Students are able to memorize all English vocabulary abut Type of Animal

2. Students are able to pronounce English vocabulary properly and correctly.

O. LEARNING METHOD

c. Audio Lingual Method

P. LEARNING MEDIA

g) Picture

h) Laptop

i) Mind Meister

Q. LEARNING ACTIVITIES

<div align="center">

1ˢᵗ Meeting

</div>

Opening Activities (10 Minutes)	- -Teacher greets the students with the greeting and lead the pray - The teacher checks the attendance of student - - The teacher gives a topic for today's learning to the student
Main Activities (40 Minutes)	- Teacher shows an animated picture of Type of Animal - Teacher asks students who belongs to the "Tame Animal" and who belongs to the "Wild Animal" - The teacher prepares a blank Mind Map with the theme of the problem Category "Tame Animal and Wild Animal" made through Mindmeister - Teacher holds a brainstorm session for students to guess the Animal category which is divided into two - Students are challenged to answer quickly - The teacher discusses the correct answer about Type of Animal
Closing Activities (10 Minutes)	-The teacher concludes for today's material -The teacher close today's meet

2nd Meeting

Opening Activities (10 Minutes)	-The teacher greets the students with the greeting and lead the pray - The teacher checks the attendance of student - The teacher gives a topic for today's learning to the student
Main Activities (40 Minutes)	- Teacher prepares a picture about animal and a short descriptive text - The teacher instructs the students about the discussion that will be carried out today. - Teacher make sure their understanding about Type of Animal by showing some picture and asking several question.
Closing Activities (10 Minutes)	-The teacher concludes for today's material -The teacher close today's meet

R. ASSESSMENT

No.	Aspect of assessment	Criteria	Score
1.	Pronunciation	Every word is pronounced correctly	3
		There is a slight error in pronunciation / Inaccuracy	2
		There are many mistakes in the pronunciation	1

Appendix 5 Validity and Reliability Instrument

- **Test**
A. Original instrument (blue print)

VOCABULARY TEST

Read the questions below carefully and choose A, B, C or D as your best answer!

Family tree for number 1-5!
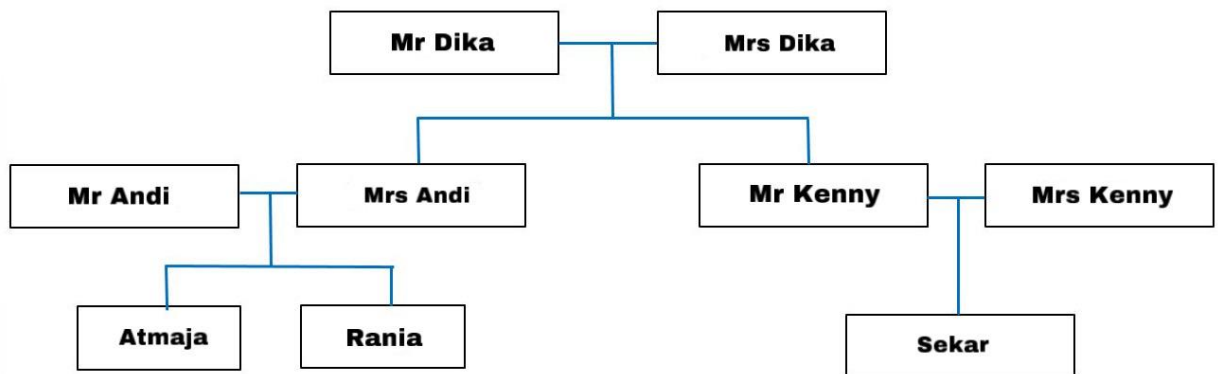
1. Mr. Kenny is Atmaja's....

A. Father

B. Mother

C. Uncle

D. aunt

2. Mr and Mrs Dika are Sekar's…

A. Grandmother

B. Grand Father

C. Parents

D. Grandparents

3. Mr Kenny is Mrs Andi's…

A. Uncle

B. Niece

C. Brother

D. Cousin

4. Rania is Mrs Dika's…

A. Son

B. Granddaughter

C. Daughter

D. Grandson

5. Sekar is Atmaja's…

A. Sister

B. Nephew

C. Niece

D. Cousin

6. This is a...

A. Cap

B. Hat

C. Ring

D. Tie

7. This is a...

A. Cap

B. Gloves

C. Hat

D. Socks

8. This is a...

A. Shirt

B. T-Shirt

C. Uniform

D. Coat

9. This is a...

A. Coat

B. T-Shirt

C. Sweater

D. Shirt

10. I usually wear a ... when going to sleep

A. Coat

B. Uniform

C. Raincoat

D. Pajamas

11. What do we call a harmless animal that can be pet??

A. Willd Animal

B. Tame Animal

C. Amphibian animal
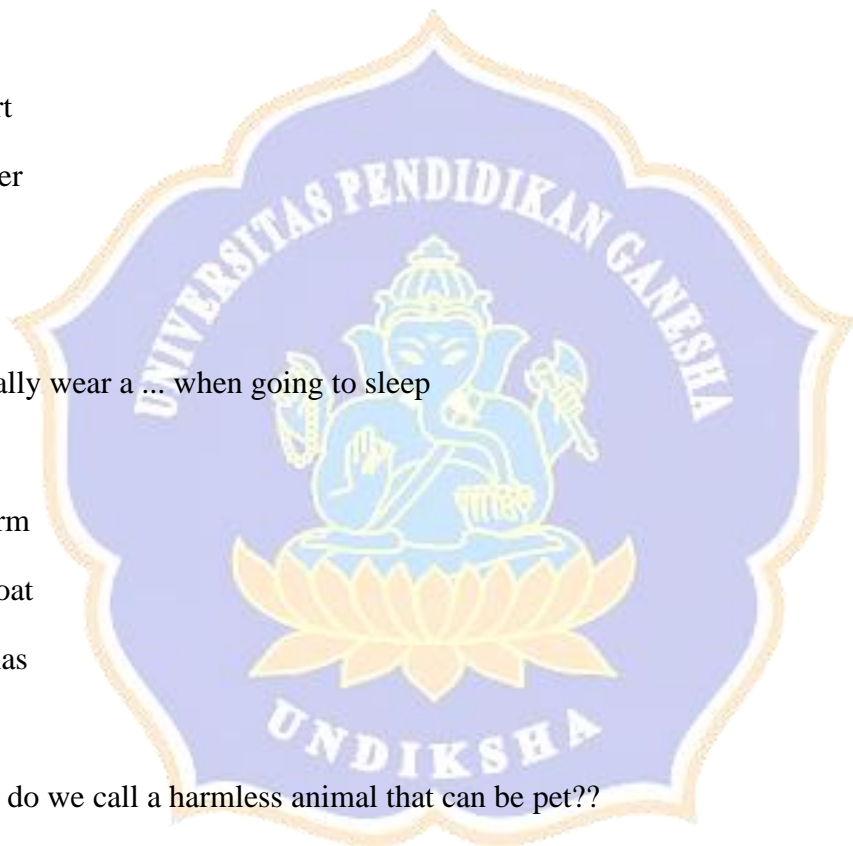
D. Livestock

12. What do we call a dangerous animal that live in the wild and are not to be pet?

A. Willd Animal

B. Tame Animal

C. Amphibian animal

D. Livestock

13. Wild animals that have four legs, except…?

A. Wolf

B. Lion

C. Snake

D. Rhino

14. What do we call a baby lion?

A. Lion son

B. Baby lion

C. Lion cub

D. Lion kid

15. My father's wife is my ...
A. brother
B. cousin
C. aunt
D. mother

Text for number 16-19!
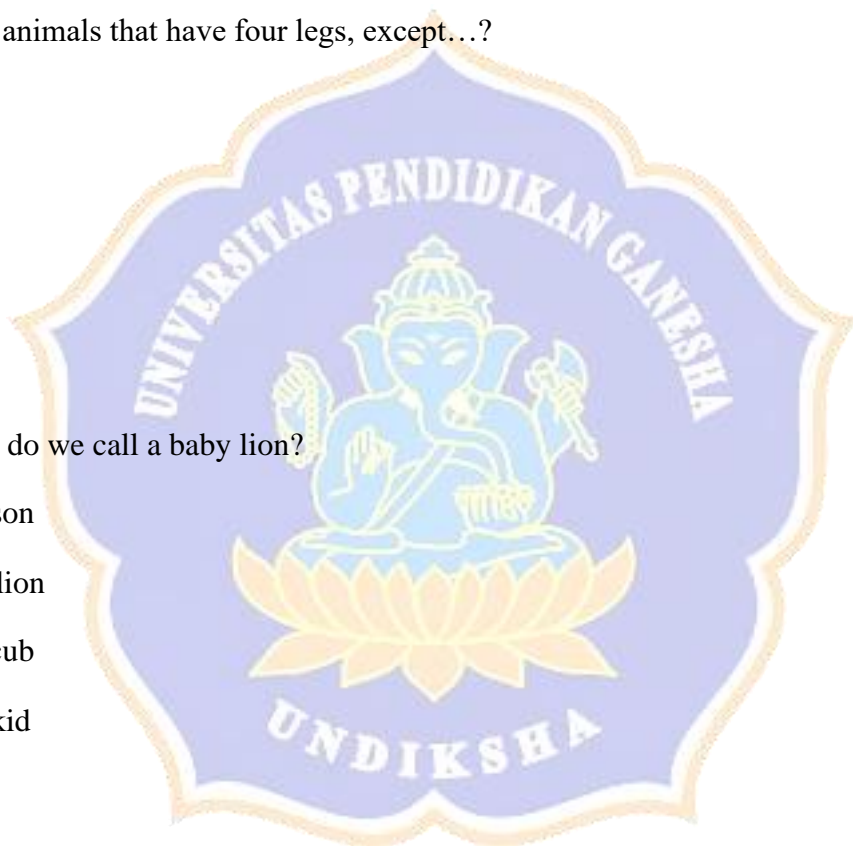
I am Sekar. I have a family, they are father, mother, brother, and sister. My parents are Mr. and Mrs. Komang. My brother is Adi and my sister is Tania.

16. Mr. Komang is Sekar's ...

A. Brother

B. Father

C. Mother

D. Sister

17. Sekar's sister is ...

A. Mr. Komang

B. Mrs. Komang

C. Tania

D. Adi

18. Mrs. Komang is Tania's ...

A. Uncle

B. Aunt

C. Sister

D. Mother

19. Trousers, Short pants, Skirt and Sport pants are...

A. Bottom

B. Tops

C. Underwear

D. Suit

20. We wear a red and white … when we go to school

A. short
B. shirt
C. uniform
D. dress

21. Look at the picture below! What is the woman wearing in the picture?

A. T-Shirt, trousers and shoes

B. T-shirt, short pants and shoes

C. Uniform

D. Shirt, skirt and heels

22. what we usually wear when we go to the beach

a. underwear

b. trousers

c. shirt

d. swimsuit

23. What do we call a young carnivorous mammal?

A. Cub

B. Kid

C. Baby

D. Child

24. This animal has four legs, but the front legs are shorter than the back ones. It hops with its back legs. It has pocket on its belly and it put its babies in it. This animal is …

a. crocodile

b. donkey

c. deer

d. kangaroo

25. This animal usually lives in the desert and has a hump on its back. This animal is ….

a. giraffe
b. zebra
c. deer
d. camel

26. These animals live on land and in water and like to eat insects. This animal is ….

a. frog
b. grasshopper
c. mosquito
d. snake

27. My aunt's son is my...

A. cousin

B. nephew

C. niece

D. sister

28. My mother's brother is my ....

A. uncle

B. father

C. brother

D. son

29. My sister is my parent's ...

A. son

B. daughter

C. cousin

D. sister

30. I wear a … when the weather is cold

a. jacket

b. pajamas

c. coat

d. raincoat

31. Today is raining i must wear a...

A. Coat

B. Uniform

C. Raincoat

D. Pajamas

32. I am going to school, so i wear a...

A. Coat

B. Uniform

C. Raincoat

D. Pajamas

33. Shirt, T-shirt, jacket and sweater are...

A. Bottom

B. Tops

C. Underwear

D. Suit

34. How do we call a baby dog?

A. Puppy

B. Kitten

C. Bunny

D. Foal

35. How do we call an animal that can eat both plants and meat?

A. Carnivore

B. Herbivore

C. Insectivore

D. Omnivore

36. I have a tame animal pet, she is belonging to the lion family. Who is the animal mentioned…?

A. Dog

B. Owl

C. Wolf

D. Cat

37. Father, mother, brother and sister are my ...

A. Children

B. Parents

C. Grandparents

D. Family

38. I have a father and mother. They are my ...

A. Grandparents

B. Parents

C. Children

D. Family

39. How do we call a baby cat?

A. Puppy

B. Bunny

C. Kitten

D. Fawn

40. The animals below that like to eat carrots and other vegetables are ….?

A. Rabbit

B. Goose

C. Dove

D. Swan

B. Instrument validation
   a. validity

		soal1	soal2	soal3	soal4	soal5	soal6	soal7	soal8	soal9	soal10	soal11	soal12	soal13	soal14	soal15	soal16	soal17	soal18	soal19	soal20	total
soal1	Pearson Correlation	1	.000	-.149	.078	.149	.190	.298	-.114	.181	.298	.149	.120	.181	.179	-.114	.494**	.137	.190	.000	.190	.357*
	Sig. (2-tailed)		1.000	.415	.672	.415	.298	.097	.535	.322	.097	.415	.512	.322	.335	.535	.004	.463	.298	1.000	.298	.045
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal2	Pearson Correlation	.000	1	.333	.453**	.333	.527**	.200	.527**	.437*	.333	.333	.520**	.178	.718**	.255	.255	.380*	.391*	.467**	.255	.741**
	Sig. (2-tailed)	1.000		.062	.009	.062	.002	.272	.002	.012	.062	.062	.002	.330	.000	.159	.159	.035	.027	.007	.159	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal3	Pearson Correlation	-.149	.333	1	-.104	.200	.255	.067	.527**	-.081	.333	.200	.090	.178	.014	.119	.255	.241	-.017	.333	.391*	.453**
	Sig. (2-tailed)	.415	.062		.569	.272	.159	.717	.002	.660	.062	.272	.625	.330	.942	.517	.159	.191	.926	.062	.027	.009
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal4	Pearson Correlation	.078	.453**	-.104	1	.313	.080	.174	.364*	.177	.313	.035	.328	.448*	.268	.080	.222	.367*	.222	.453**	.222	.455**
	Sig. (2-tailed)	.672	.009	.569		.081	.664	.341	.041	.332	.081	.850	.067	.010	.144	.664	.222	.042	.222	.009	.222	.009
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal5	Pearson Correlation	.149	.333	.200	.313	1	-.017	-.067	.527**	.049	.333	.200	.377*	.437*	.295	.119	.119	.241	.391*	.200	.255	.525**
	Sig. (2-tailed)	.415	.062	.272	.081		.926	.717	.002	.792	.062	.272	.033	.012	.107	.517	.517	.191	.027	.272	.159	.002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal6	Pearson Correlation	.190	.527**	.255	.080	-.017	1	-.153	.169	.375*	.255	.119	.425*	.111	.436*	.307	.307	-.036	.307	.391*	.169	.457**
	Sig. (2-tailed)	.298	.002	.159	.664	.926		.403	.356	.034	.159	.517	.015	.544	.014	.087	.087	.849	.087	.027	.356	.009
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal7	Pearson Correlation	.298	.200	.067	.174	-.067	-.153	1	-.153	.049	.333	.467**	-.054	.307	.014	.119	.391*	.103	.119	.067	.391*	.417*
	Sig. (2-tailed)	.097	.272	.717	.341	.717	.403		.403	.792	.062	.007	.770	.087	.942	.517	.027	.582	.517	.717	.027	.018
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal8	Pearson Correlation	-.114	.527**	.527**	.364*	.527**	.169	-.153	1	.111	.255	.255	.425*	.243	.354	.169	.169	.585**	.307	.391*	.169	.577**

	Sig. (2-tailed)	.535	.002	.002	.041	.002	.356	.403		.544	.159	.159	.015	.180	.051	.356	.356	.001	.087	.027	.356	.001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal9	Pearson Correlation	.181	.437*	-.081	.177	.049	.375*	.049	.111	1	-.081	.049	.248	.122	.361*	-.021	.243	.158	.111	.437*	-.152	.398*
	Sig. (2-tailed)	.322	.012	.660	.332	.792	.034	.792	.544		.660	.792	.171	.507	.046	.911	.180	.395	.544	.012	.405	.024
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal10	Pearson Correlation	.298	.333	.333	.313	.333	.255	.333	.255	-.081	1	.067	.377*	.437*	.155	.255	.527**	.241	.255	.467**	.934**	.642**
	Sig. (2-tailed)	.097	.062	.062	.081	.062	.159	.062	.159	.660		.717	.033	.012	.406	.159	.002	.191	.159	.007	.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal11	Pearson Correlation	.149	.333	.200	.035	.200	.119	.467**	.255	.049	.067	1	-.054	.178	.436*	.391*	.119	.241	.391*	.067	.119	.453**
	Sig. (2-tailed)	.415	.062	.272	.850	.272	.517	.007	.159	.792	.717		.770	.330	.014	.027	.517	.191	.027	.717	.517	.009
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal12	Pearson Correlation	.120	.520**	.090	.328	.377*	.425*	-.054	.425*	.248	.377*	-.054	1	.248	.268	.279	.133	.367*	.425*	.377*	.279	.533**
	Sig. (2-tailed)	.512	.002	.625	.067	.033	.015	.770	.015	.171	.033	.770		.171	.144	.122	.469	.042	.015	.033	.122	.002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal13	Pearson Correlation	.181	.178	.178	.448*	.437*	.111	.307	.243	.122	.437*	.178	.248	1	-.131	.243	.375*	.210	.243	.307	.375*	.547**
	Sig. (2-tailed)	.322	.330	.330	.010	.012	.544	.087	.180	.507	.012	.330	.171		.482	.180	.034	.256	.180	.087	.034	.001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal14	Pearson Correlation	.179	.718**	.014	.268	.295	.436*	.014	.354	.361*	.155	.436*	.268	-.131	1	.155	.209	.241	.436*	.155	.065	.500**
	Sig. (2-tailed)	.335	.000	.942	.144	.107	.014	.942	.051	.046	.406	.014	.144	.482		.406	.258	.191	.014	.406	.728	.004
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
soal15	Pearson Correlation	-.114	.255	.119	.080	.119	.307	.119	.169	-.021	.255	.391*	.279	.243	.155	1	-.108	-.036	.307	.255	.307	.329
	Sig. (2-tailed)	.535	.159	.517	.664	.517	.087	.517	.356	.911	.159	.027	.122	.180	.406		.555	.849	.087	.159	.087	.066
	N	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32	32
soal16	Pearson Correlation	.494**	.255	.255	.222	.119	.307	.391*	.169	.243	.527**	.119	.133	.375*	.209	-.108	1	.018	.169	.255	.446*	.577**
	Sig. (2-tailed)	.004	.159	.159	.222	.517	.087	.027	.356	.180	.002	.517	.469	.034	.258	.555		.922	.356	.159	.011	.001

	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal17	Pearson Correlation	.137	.380*	.241	.367*	.241	-.036	.103	.585**	.158	.241	.241	.367*	.210	.241	-.036	.018	1	.241	.241	.160	.451*
	Sig. (2-tailed)	.463	.035	.191	.042	.191	.849	.582	.001	.395	.191	.191	.042	.256	.191	.849	.922		.191	.191	.390	.011
	N	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
soal18	Pearson Correlation	.190	.391*	-.017	.222	.391*	.307	.119	.307	.111	.255	.391*	.425*	.243	.436*	.307	.169	.241	1	.119	.169	.485**
	Sig. (2-tailed)	.298	.027	.926	.222	.027	.087	.517	.087	.544	.159	.027	.015	.180	.014	.087	.356	.191		.517	.356	.005
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal19	Pearson Correlation	.000	.467**	.333	.453**	.200	.391*	.067	.391*	.437*	.467**	.067	.377*	.307	.155	.255	.255	.241	.119	1	.391*	.570**
	Sig. (2-tailed)	1.000	.007	.062	.009	.272	.027	.717	.027	.012	.007	.717	.033	.087	.406	.159	.159	.191	.517		.027	.001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal20	Pearson Correlation	.441*	.233	.090	.028	.233	-.014	.090	.279	.109	.233	-.054	.227	.109	.268	-.160	.279	.367*	-.014	-.197	.133	.319
	Sig. (2-tailed)	.011	.199	.625	.879	.199	.941	.625	.122	.553	.199	.770	.211	.553	.144	.382	.122	.042	.941	.279	.469	.075
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal21	Pearson Correlation	.500**	.149	.149	-.078	.149	.190	.149	.038	.036	.447*	-.149	.281	.325	.025	.038	.342	.137	.038	.000	.342	.388*
	Sig. (2-tailed)	.004	.415	.415	.672	.415	.298	.415	.836	.844	.010	.415	.119	.069	.894	.836	.055	.463	.836	1.000	.055	.028
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal22	Pearson Correlation	.038	-.153	-.153	-.062	-.289	.030	.119	-.385*	-.152	-.153	-.017	-.306	-.021	-.127	-.108	-.108	-.036	-.108	-.153	-.247	-.176
	Sig. (2-tailed)	.836	.403	.403	.736	.109	.869	.517	.029	.405	.403	.926	.088	.911	.495	.555	.555	.849	.555	.403	.173	.335
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal23	Pearson Correlation	-.092	.124	.289	.022	.124	-.011	.455**	-.011	.030	.289	.124	-.122	.511**	-.142	-.011	.495**	-.168	.158	.124	.327	.353*
	Sig. (2-tailed)	.615	.499	.108	.907	.499	.954	.009	.954	.870	.108	.499	.504	.003	.446	.954	.004	.365	.388	.499	.068	.047
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal24	Pearson Correlation	.333	-.298	-.298	-.078	-.149	-.114	.149	-.114	.036	.000	-.149	-.040	.036	-.283	-.114	.038	.137	-.114	-.149	.038	-.035
	Sig. (2-tailed)	.062	.097	.097	.672	.415	.535	.415	.535	.844	1.000	.415	.827	.844	.122	.535	.836	.463	.535	.415	.836	.848
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32

soal25	Pearson Correlation	-.361*	.090	-.054	-.122	.090	-.160	.090	-.014	-.170	.090	.090	.072	-.030	-.029	.279	-.160	-.071	.279	-.054	.133	.019
	Sig. (2-tailed)	.042	.625	.770	.507	.625	.382	.625	.941	.353	.625	.625	.693	.869	.878	.122	.382	.706	.122	.770	.469	.919
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal26	Pearson Correlation	.000	-.258	.000	-.270	.000	-.066	-.258	-.066	.188	-.258	-.258	-.209	-.313	.044	-.329	.066	-.291	-.329	-.129	-.197	-.140
	Sig. (2-tailed)	1.000	.154	1.000	.136	1.000	.721	.154	.721	.303	.154	.154	.252	.081	.816	.066	.721	.113	.066	.481	.279	.446
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal27	Pearson Correlation	.000	-.149	.149	-.234	-.149	-.114	.298	-.266	-.108	.000	.000	.120	.036	-.283	.190	.038	-.166	-.114	.000	.038	-.005
	Sig. (2-tailed)	1.000	.415	.415	.198	.415	.535	.097	.141	.555	1.000	1.000	.512	.844	.122	.298	.836	.372	.535	1.000	.836	.978
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal28	Pearson Correlation	.078	-.104	-.104	-.018	-.104	-.062	-.104	-.062	.177	-.104	.174	-.272	-.228	.065	.080	.080	-.123	.080	.174	-.062	-.044
	Sig. (2-tailed)	.672	.569	.569	.921	.569	.736	.569	.736	.332	.569	.341	.132	.209	.728	.664	.664	.508	.664	.341	.736	.813
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal29	Pearson Correlation	.218	-.098	-.098	-.255	.098	-.075	.098	-.075	.024	-.098	.098	.184	.024	-.084	.124	-.075	-.108	-.075	-.098	-.075	.076
	Sig. (2-tailed)	.230	.595	.595	.159	.595	.685	.595	.685	.898	.595	.595	.314	.898	.652	.498	.685	.562	.685	.595	.685	.680
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal30	Pearson Correlation	-.078	.035	.035	.127	.035	-.204	.174	.080	.042	-.104	.035	-.122	.042	-.029	-.346	.080	-.071	.080	-.104	-.062	.079
	Sig. (2-tailed)	.672	.850	.850	.488	.850	.263	.341	.664	.819	.569	.850	.507	.819	.878	.052	.664	.706	.664	.569	.736	.668
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal31	Pearson Correlation	.798**	-.017	.119	-.062	.255	.307	.119	.030	.111	.391*	.255	.133	.243	.155	.030	.307	.241	.169	.119	.307	.393*
	Sig. (2-tailed)	.000	.926	.517	.736	.159	.087	.517	.869	.544	.027	.159	.469	.180	.406	.869	.087	.191	.356	.517	.087	.026
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal32	Pearson Correlation	-.114	.934**	.391*	.364*	.255	.446*	.255	.446*	.375*	.255	.391*	.425*	.111	.642**	.307	.169	.302	.307	.391*	.307	.678**
	Sig. (2-tailed)	.535	.000	.027	.041	.159	.011	.159	.011	.034	.159	.027	.015	.544	.000	.087	.356	.099	.087	.027	.087	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal33	Pearson Correlation	-.149	.333	1.000**	-.104	.200	.255	.067	.527**	-.081	.333	.200	.090	.178	.014	.119	.255	.241	-.017	.333	.391*	.453**

	Sig. (2-tailed)	.415	.062	.000	.569	.272	.159	.717	.002	.660	.062	.272	.625	.330	.942	.517	.159	.191	.926	.062	.027	.009
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal34	Pearson Correlation	.078	.453**	-.104	1.000**	.313	.080	.174	.364*	.177	.313	.035	.328	.448*	.268	.080	.222	.367*	.222	.453**	.222	.455**
	Sig. (2-tailed)	.672	.009	.569	.000	.081	.664	.341	.041	.332	.081	.850	.067	.010	.144	.664	.222	.042	.222	.009	.222	.009
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal35	Pearson Correlation	.149	.333	.200	.313	1.000**	-.017	-.067	.527**	.049	.333	.200	.377*	.437*	.295	.119	.119	.241	.391*	.200	.255	.525**
	Sig. (2-tailed)	.415	.062	.272	.081	.000	.926	.717	.002	.792	.062	.272	.033	.012	.107	.517	.517	.191	.027	.272	.159	.002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal36	Pearson Correlation	.078	.453**	.313	-.018	-.104	.932**	-.104	.080	.312	.174	.174	.328	.042	.354	.364*	.222	-.123	.222	.313	.222	.389*
	Sig. (2-tailed)	.672	.009	.081	.921	.569	.000	.569	.664	.082	.341	.341	.067	.819	.051	.041	.222	.508	.222	.081	.222	.028
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal37	Pearson Correlation	.298	.200	.067	.174	-.067	-.153	1.000**	-.153	.049	.333	.467**	-.054	.307	.014	.119	.391*	.103	.119	.067	.391*	.417*
	Sig. (2-tailed)	.097	.272	.717	.341	.717	.403	.000	.403	.792	.062	.007	.770	.087	.942	.517	.027	.582	.517	.717	.027	.018
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal38	Pearson Correlation	-.234	.453**	.592**	.273	.453**	.080	-.104	.932**	.042	.174	.313	.328	.177	.268	.222	.080	.513**	.222	.313	.222	.511**
	Sig. (2-tailed)	.198	.009	.000	.131	.009	.664	.569	.000	.819	.341	.081	.067	.332	.144	.222	.664	.003	.222	.081	.222	.003
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal39	Pearson Correlation	.181	.437*	-.081	.177	.049	.375*	.049	.111	1.000**	-.081	.049	.248	.122	.361*	-.021	.243	.158	.111	.437*	-.152	.398*
	Sig. (2-tailed)	.322	.012	.660	.332	.792	.034	.792	.544	.000	.660	.792	.171	.507	.046	.911	.180	.395	.544	.012	.405	.024
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32
soal40	Pearson Correlation	.190	.255	.391*	.222	.255	.169	.391*	.169	-.152	.934**	.119	.279	.375*	.065	.307	.446*	.160	.169	.391*	1	.577**
	Sig. (2-tailed)	.298	.159	.027	.222	.159	.356	.027	.356	.405	.000	.517	.122	.034	.728	.087	.011	.390	.356	.027		.001
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	31	32	32	31	32	32	32	32

b. reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.850	40

From the table above, it is known that there are 40 items with a Cronbanch

Alpha value of 0.850, because the value of the Cronbanch Alpha results is

0.850, most of the reliability tests in the 40 item questions are reliable or

consistent.

C. **Final instrument (final test)**

POST-TEST

Read the questions below carefully and choose A, B, C or D as your best answer!

1. Father, mother, brother and sister are my ...

A. Children

B. Parents

C. Grandparents

D. Family

2. I have a father and mother. They are my ...

A. Grandparents

B. Parents

C. Children

D. Family

Text for number 3-5!

I am Sekar. I have a family, they are father, mother, brother, and sister. My parents are Mr. and Mrs. Komang. My brother is Adi and my sister is Tania.

3. Mr. Komang is Sekar's ...

A. Brother

B. Father

C. Mother

D. Sister

4. Sekar's sister is ...

A. Mr. Komang

B. Mrs. Komang

C. Tania

D. Adi

5. Mrs. Komang is Tania's ...

A. Uncle

B. Aunt

C. Sister

D. Mother

Family tree for number 6-10!

```
┌──────────┐        ┌──────────┐
│ Mr Dika  │────────│ Mrs Dika │
└──────────┘        └──────────┘
```

| Mr Andi | Mrs Andi | | Mr Kenny | Mrs Kenny |

| Atmaja | Rania | | | Sekar |
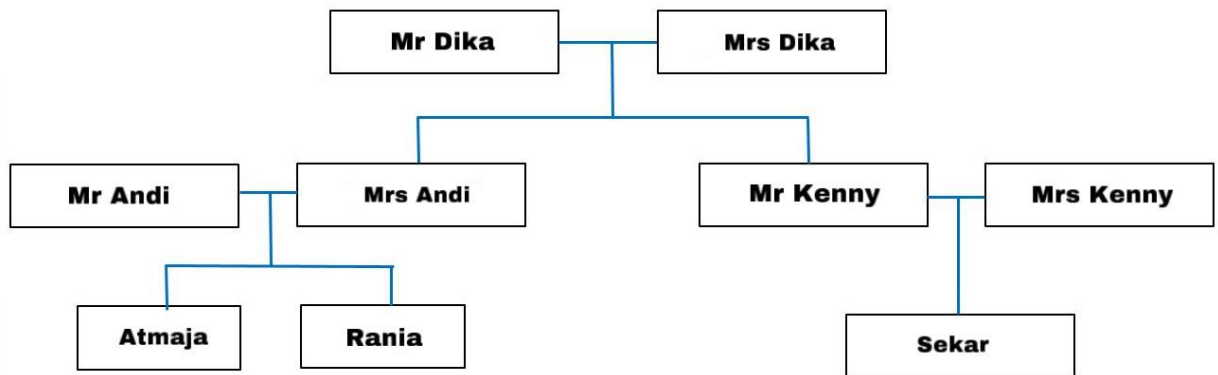
6. Mr. Kenny is Atmaja's....

A. Father

B. Mother

C. Uncle

D. aunt

7. Mr and Mrs Dika are Sekar's…

A. Grandmother

B. Grand Father

C. Parents

D. Grandparents

8. Mr Kenny is Mrs Andi's…

A. Uncle

B. Niece

C. Brother

D. Cousin

9. Rania is Mrs Dika's…

A. Son

B. Granddaughter

C. Daughter

D. Grandson

10. Sekar is Atmaja's…

A. Sister

B. Nephew

C. Niece

D. Cousin

11. This is a...

A. Cap

B. Hat

C. Ring

D. Tie

12. This is a...

A. Cap

B. Gloves

C. Hat

D. Socks

13. This is a...

A. Shirt

B. T-Shirt

C. Uniform

D. Coat

14. This is a...

A. Coat

B. T-Shirt

C. Sweater

D. Shirt

15. I usually wear a ... when going to sleep

A. Coat

B. Uniform

C. Raincoat

D. Pajamas

16. Today is raining i must wear a...

A. Coat

B. Uniform

C. Raincoat

D. Pajamas

17. I am going to school, so i wear a...

A. Coat

B. Uniform

C. Raincoat

D. Pajamas

18. Shirt, T-shirt, jacket and sweater are...

A. Bottom

B. Tops

C. Underwear

D. Suit

19. Trousers, Short pants, Skirt and Sport pants are...

A. Bottom

B. Tops

C. Underwear

D. Suit

20. Look at the picture below! What is the woman wearing in the picture?

A. T-Shirt, trousers and shoes

B. T-shirt, short pants and shoes

C. Uniform

D. Shirt, skirt and heels

21. What do we call a harmless animal that can be pet??

A. Willd Animal

B. Tame Animal

C. Amphibian animal

D. Livestock

22. What do we call a dangerous animal that live in the wild and are not to be pet?

A. Willd Animal

B. Tame Animal

C. Amphibian animal

D. Livestock

23. Wild animals that have four legs, except…?

A. Wolf

B. Lion

C. Snake

D. Rhino

24. What do we call a baby lion?

A. Lion son

B. Baby lion

C. Lion cub

D. Lion kid

25. I have a tame animal pet, she is belonging to the lion family. Who is the animal mentioned…?

A. Dog

B. Owl

C. Wolf

D. Cat

26. How do we call a baby cat?

A. Puppy

B. Bunny

C. Kitten

D. Fawn

27. The animals below that like to eat carrots and other vegetables are ….?

A. Rabbit

B. Goose

C. Dove

D. Swan
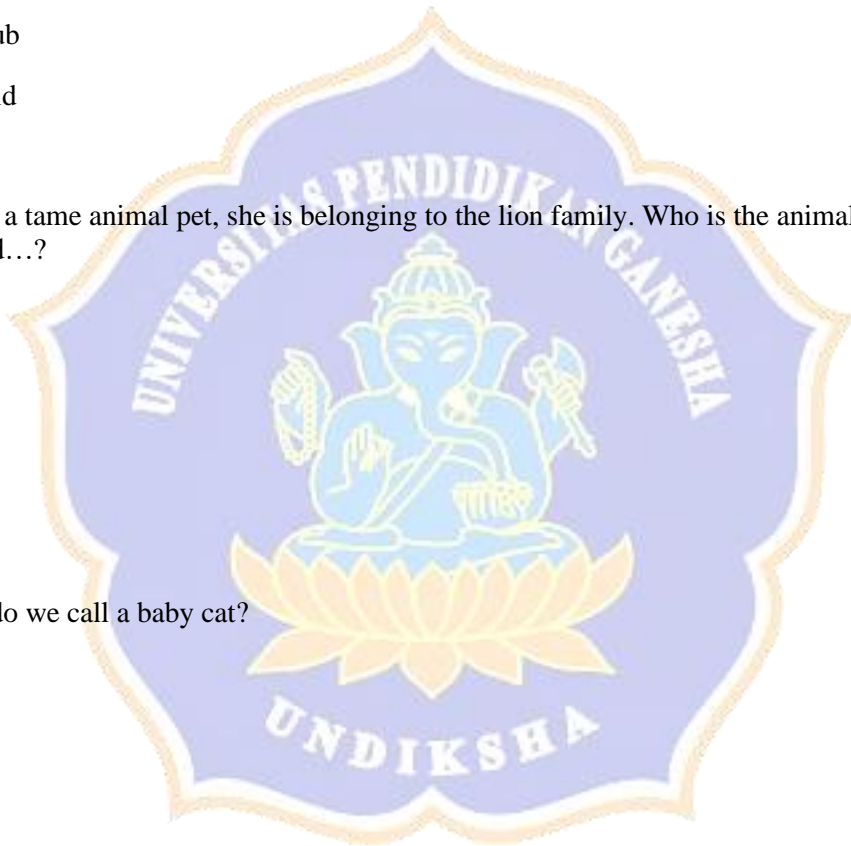
28. How do we call a baby dog?

A. Puppy

B. Kitten

C. Bunny

D. Foal

29. How do we call an animal that can eat both plants and meat?

A. Carnivore

B. Herbivore

C. Insectivore

D. Omnivore

30. What do we call a young carnivorous mammal?

A. Cub

B. Kid

C. Baby

D. Child

- **Questionnaire**
   a. Questionnaire blue print

According to (Robson et al. 2015). Mechanics, Dynamics and Emotions are three basic elements of Gamification. Mechanism is a decision made by the designer in a non-game form to determine the goals, rules, settings, context, interactions and boundaries of the situation to be played with. Mechanics equate to the organizational systems and technology that can use to induce the required behaviors and outcomes. Dynamics are all kinds of behavior that arise from players while in the game such as cooperation, cheating, and many other behaviors. Dynamics are difficult to predict and

can lead to unintended behaviors and outcomes which can be positive or negative. Emotion is a reaction evoked between individuals when they participate in the game. The reaction of each individual is a product of the result that students contribute to the game consequently. The three basic elements of gamification have a relationship with each other which will be the way for gamification to work well.

Figure 1. MDE framework of gamification principles
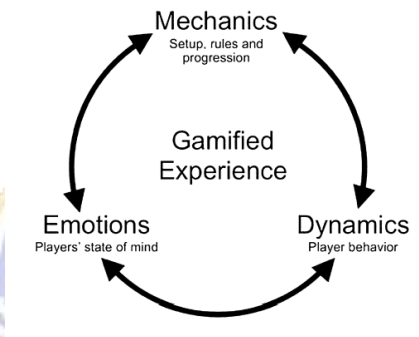
This questionnaire is designed and adopted from (Robson et al. 2015) theory. To find out student responses regarding learning to use Mind Meister as an English learning application, the questionnaire consisted of three main dimensions in order to take student response, that are: 1) Student response about Mind Meister Application, 2) Students' performance on learning with Mind Meister, 3) Student response toward implementation Mind Meister, 4) Student Judgment.

Blueprint Questionnaire

Variable	Dimensions	Indicators	Number of items	Total Item
Mind Meister	Mind Meister Application (Mechanism)	1. Mind Meister display are interesting for students. 2. Mind Meister are helpful for learning English.	1,6	2
	Students' performance on learning with Mind Meister (Dynamics)	1. Students are able to follow the learning purposes carried out by Mind Meister. 2. Students are able to follow the learning activities carried out using Mind Meister. 3. Mind Meister are suitable for learning English vocabulary	3,4,5,8	4
	Student response toward implementation Mind Meister (Emotions)	1. Student's response about the learning activity carries out by using Mind Meister 2. Mind Meister makes student more interesting in learning English.	2,7,9,10	4

b. Validity

Correlations

		a	b	c	d	e	f	g	h	i	j	total
a	Pearson Correlation	1	.890**	.403*	.602**	.605**	.545**	.500**	.327	.303	.413*	.777**
	Sig. (2-tailed)		.000	.022	.000	.000	.001	.004	.068	.092	.019	.000
	N	32	32	32	32	32	32	32	32	32	32	32
b	Pearson Correlation	.890**	1	.555**	.549**	.459**	.404*	.404*	.333	.132	.285	.698**
	Sig. (2-tailed)	.000		.001	.001	.008	.022	.022	.062	.472	.114	.000
	N	32	32	32	32	32	32	32	32	32	32	32
c	Pearson Correlation	.403*	.555**	1	.405*	.278	.310	.070	.097	-.103	.013	.406*
	Sig. (2-tailed)	.022	.001		.021	.123	.084	.702	.597	.577	.942	.021
	N	32	32	32	32	32	32	32	32	32	32	32
d	Pearson Correlation	.602**	.549**	.405*	1	.731**	.436*	.364*	.277	.273	.249	.669**
	Sig. (2-tailed)	.000	.001	.021		.000	.013	.040	.125	.130	.169	.000
	N	32	32	32	32	32	32	32	32	32	32	32
e	Pearson Correlation	.605**	.459**	.278	.731**	1	.748**	.577**	.461**	.391*	.384*	.796**
	Sig. (2-tailed)	.000	.008	.123	.000		.000	.001	.008	.027	.030	.000
	N	32	32	32	32	32	32	32	32	32	32	32
f	Pearson Correlation	.545**	.404*	.310	.436*	.748**	1	.680**	.652**	.457**	.532**	.827**
	Sig. (2-tailed)	.001	.022	.084	.013	.000		.000	.000	.009	.002	.000
	N	32	32	32	32	32	32	32	32	32	32	32
g	Pearson Correlation	.500**	.404*	.070	.364*	.577**	.680**	1	.622**	.585**	.533**	.747**
	Sig. (2-tailed)	.004	.022	.702	.040	.001	.000		.000	.000	.002	.000
	N	32	32	32	32	32	32	32	32	32	32	32
h	Pearson Correlation	.327	.333	.097	.277	.461**	.652**	.622**	1	.575**	.713**	.724**
	Sig. (2-tailed)	.068	.062	.597	.125	.008	.000	.000		.001	.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32

i	Pearson Correlation	.303	.132	-.103	.273	.391[*]	.457[**]	.585[**]	.575[**]	1	.889[**]	.648[**]
	Sig. (2-tailed)	.092	.472	.577	.130	.027	.009	.000	.001		.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32
j	Pearson Correlation	.413[*]	.285	.013	.249	.384[*]	.532[**]	.533[**]	.713[**]	.889[**]	1	.722[**]
	Sig. (2-tailed)	.019	.114	.942	.169	.030	.002	.002	.000	.000		.000
	N	32	32	32	32	32	32	32	32	32	32	32
total	Pearson Correlation	.777[**]	.698[**]	.406[*]	.669[**]	.796[**]	.827[**]	.747[**]	.724[**]	.648[**]	.722[**]	1
	Sig. (2-tailed)	.000	.000	.021	.000	.000	.000	.000	.000	.000	.000	
	N	32	32	32	32	32	32	32	32	32	32	32

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

c. Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.174	11

The result was showed the reliability of the test is 0.174. It meant that the reliability test category is sufficient. The result revealed that the test was reliable.

d. Final Instrument

Angket kuisioner penelitian pengajaran Bahasa inggris kepada pembelajar muda menggunakan Mind Meister sebagai media pembelajaran di SD 3 Banjar Jawa Singaraja. Kuisioner ini di desain bertujuan untuk mendapatkan respon peserta didik berkaitan dengan metode pembelajaranliterasi menggunakan metode Mind Mapping dengan aplikasi Mind Meister. Kuisioner ini tidak berkaitan sama sekali terhadap nilai siswa, peserta didik diharapkan untuk memberikan respon secara terbuka dan sejujurnya terhadap pernyataan-pernyataan di bawah ini:

Nama :

No. Absen :

Kelas :

Keterangan

4 = Sangat sering

3 = Sering

2 = Jarang

1 = Tidak pernah

No.	Pernyataan	1	2	3	4
A					
1.	Saya lebih mudah memahami materi saat menggunakan aplikasi Mind Meister				
2.	Visualisasi gambar yang di gunakan dalam materi membuat pembelajaran Bahasa inggris menjadi lebih menyenangkan				
3.	Saya mampu mengikuti proses pembelajaran dengan aplikasi Mind Meister				
4.	Saya merasa lebih cepat memahami materi yang di sampaikan dengan menggunakan Mind Meister				
5.	Saya merasa Mind Meister lebih membantu saya dalam mempelajari kosa kata				
6.	Saya menikmati tampilan gambar/visual yang disajikan pada aplikasi Mind Meister				
7.	Belajar Bahasa inggris dengan menggunakan Mind Meister membuat proses pembelajaran menjadi lebih menarik				
8.	Saya mampu memahami pemaparan materi yang di jelaskan dengan menggunakan Mind Meister				
9.	Saya mampu mengingat lebih banyak kosa kata saat belajar dengan Mind Meister				
10.	Pembelajaran menggunakan aplikasi Mind Meister membuat saya lebih terpacu untuk menjawab pertanyaan saat proses pembelajaran berlangsung				
B	Berikan respon kalian tentang penggunaan aplikasi MINDMEISTER dalam proses pembelajaran Bahasa inggris yang belum ditanyakan dalam pernyataan di atas, Jawab secara singkat dan jelas. 1. _____ 2. _____				

3. _____	

- Observation sheet (content validity)
  ## A. Blueprint observation sheet

No	Theories	Item	Subject
1	With game based learning, students also extra enthusiastic in learning process (Wati & Yuniawatika, 2020)	2.2, 2.3	Students
2	Game- based totally mastering is appropriate for all publications as a coaching approach and it makes students sense satisfied withinside the mastering process (Jana et al., 2016)	1.1, 1.4	Students
3	The implementation of game-based learning can improve students' focus in class (Sidi, 2019)	2.3,2.5	Students
4	Game-based learning can be seen to allow learners to engage with topics and ideas through interaction and simulation, rather than through the conventional materials and formats of schooling: textbooks, lessons,	1.2,1.3	Students

	assignments and so forth (Perrota, 2013)		
5	The incorporation of game-primarily based totally gaining knowledge of into schooling is frequently extra powerful than conventional coaching techniques in improving energetic participation (Liu & Chen, 2013)	2.1,2.2	Students
6	One purpose why video games should paintings properly as a teaching approach is due to the alternate that has come about in teaching, wherein college students have grown to be a whole lot extra energetic withinside the learning process (Liu, Fei.et,al., 2021)	2.4	Students

B. Final instrument

Observation Sheets

No	Activities to be observed	Yes	No	Explanation
1	Student Competence			
1.1	competence in vocabulary increases with the use of Mind Meister learning media			
1.2	Competence in reading increases with the use of Mind Meister learning media			
1.3	Competence in listening increases with the use of Mind Meister learning media			
2	Student Performance			
2.1	Students become active in learning English using the			

	Mind Meister application			
2.2	Students become more enthusiastic about learning English			
2.3	Students become more serious in learning English with the Mindmeister application			
2.4	Students are interested in the Mind Meister app			
2.5	Students become motivated to learn English			

Appendix 6 Expert Judgement

EXPERT JUDGMENT (VOCABULARY TEST) I

Expert : Prof. Dr. Ni Nyoman Padmadewi, M.A.

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		

16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
23	√		
24	√		
25	√		
26	√		
27	√		
28	√		
29	√		
30	√		
31	√		
32	√		
33	√		
34	√		
35	√		

36	√		
37	√		
38	√		
39	√		
40	√		

Singaraja,_____

Judge I

Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP. 196202021988032001

EXPERT JUDGMENT (VOCABULARY TEST) II

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

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		

17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
23	√		
24	√		
25	√		
26	√		
27	√		
28	√		
29	√		
30	√		
31	√		
32	√		
33	√		
34	√		
35	√		
36	√		

37	√		
38	√		
39	√		
40	√		

Singaraja,_____

Judge II

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

NIP. 193309192018032001

EXPERT JUDMENT (QUESTIONAIRE SHEET) I

Expert : Prof. Dr. Ni Nyoman Padmadewi, M.A.

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		

3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
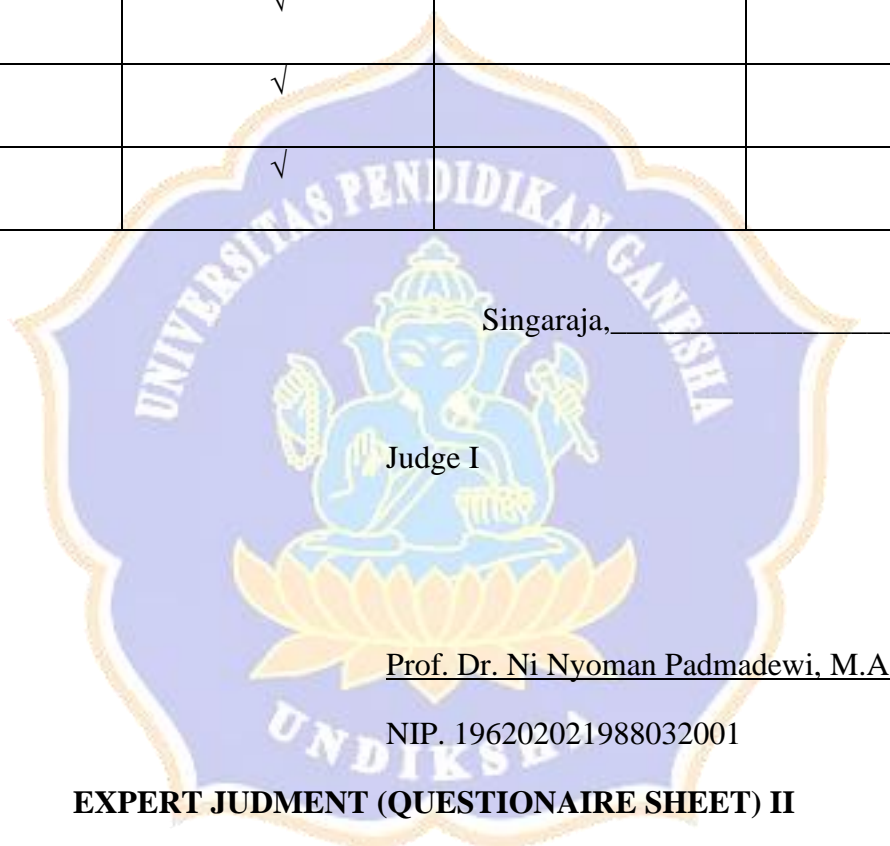
Singaraja,_____

Judge I

Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP. 196202021988032001

EXPERT JUDMENT (QUESTIONAIRE SHEET) II

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

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		

3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		

Singaraja,_____

Judge II

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

NIP. 193309192018032001

EXPERT JUDGMENT (OBSERVATION CHECKLIST) I

Expert : Prof. Dr. Ni Nyoman Padmadewi, M.A.

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		

Item Number	Decision		Suggestion
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		

Singaraja,_____

Judge I

Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP. 196202021988032001

EXPERT JUDGMENT (OBSERVATION CHECKLIST) II

Expert : Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
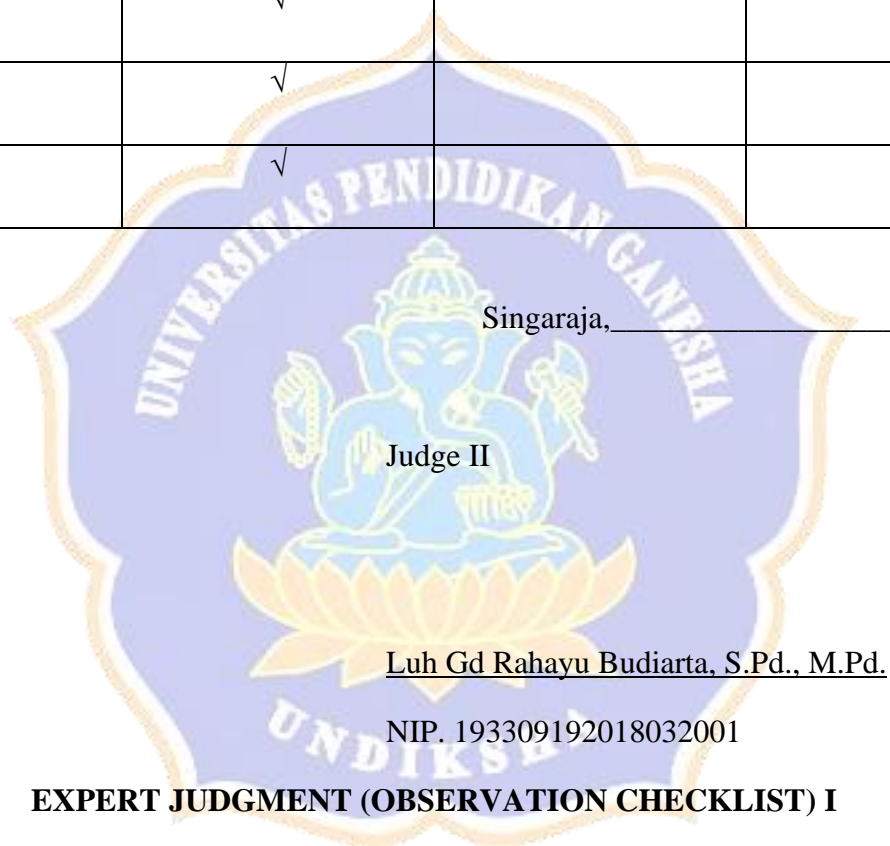
Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		

2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		

Singaraja,_____

Judge II

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

NIP. 193309192018032001

Appendix 7 Data Result

Pretest Result

No	Name	Pre-Test
1	Student 1	80
2	Student 2	74

3	Student 3	77
4	Student 4	70
5	Student 5	70
6	Student 6	67
7	Student 7	60
8	Student 8	67
9	Student 9	67
10	Student 10	60
11	Student 11	74
12	Student 12	77
13	Student 13	70
14	Student 14	70
15	Student 15	60
16	Student 16	64
17	Student 17	64
18	Student 18	67

19	Student 19	74
20	Student 20	67
21	Student 21	67
22	Student 22	77
23	Student 23	70
24	Student 24	67
25	Student 25	70
26	Student 26	60
27	Student 27	70
28	Student 28	77
29	Student 29	74
30	Student 30	67
31	Student 31	70
32	Student 32	77

Post Test Result

No	Name	Post-Test

1	Student 1	100
2	Student 2	94
3	Student 3	100
4	Student 4	90
5	Student 5	90
6	Student 6	77
7	Student 7	84
8	Student 8	87
9	Student 9	87
10	Student 10	80
11	Student 11	94
12	Student 12	80
13	Student 13	90
14	Student 14	87
15	Student 15	94
16	Student 16	74

17	Student 17	90
18	Student 18	87
19	Student 19	87
20	Student 20	90
21	Student 21	94
22	Student 22	87
23	Student 23	97
24	Student 24	94
25	Student 25	90
26	Student 26	94
27	Student 27	84
28	Student 28	94
29	Student 29	97
30	Student 30	80
31	Student 31	84
32	Student 32	97

Questionnaire Result

According to the blueprint of the questionnaire three dimensions of the questionnaire become 10 items and 1 item if there are questions about Mindmeister to be asked. Then, divide the 10 questions into four items according to the answer scale, (4) Very often, (3) Often, (2) Rarely and (1) Never. The results of the questionnaire are shown in the figure below:

Table 4.4 Student Responses about Mindmeister Implementation

No.	Question	1	2	3	4
A					
1.	It is easier for me to understand the material when I use the Mind Meister in learning process	0	1	8	23
2.	Visualization of the images used in the material makes learning English more fun	0	1	9	22
3.	I am able to follow the learning process with the Mind Meister application	0	1	5	26
4.	I feel faster to understand the material presented by using Mind Meister	0	0	12	20
5.	I feel Mind Meister helps me more in learning vocabulary	0	2	10	20

6.	I enjoy the image/visual display presented on the Mind Meister application	0	2	7	23
7.	Learning English using Mind Meister makes the learning process more interesting	0	1	9	22
8.	I am able to understand the presentation of the material explained using Mind Meister	0	0	13	19
9.	I am able to remember more vocabulary while studying with Mind Meister	0	4	9	19
10.	Learning using the Mind Meister application makes me more motivated to answer questions during the learning process	0	3	10	19
B	Give your response about the use of the MINDMEISTER application in the English learning process that has not been asked in the statement above, Answer briefly and clearly. 1. _____ 2. _____ 3. _____				

Student response regarding to the result of questionnaire:

1. It is easier for me to understand the material when I use the Mind Meister in learning process
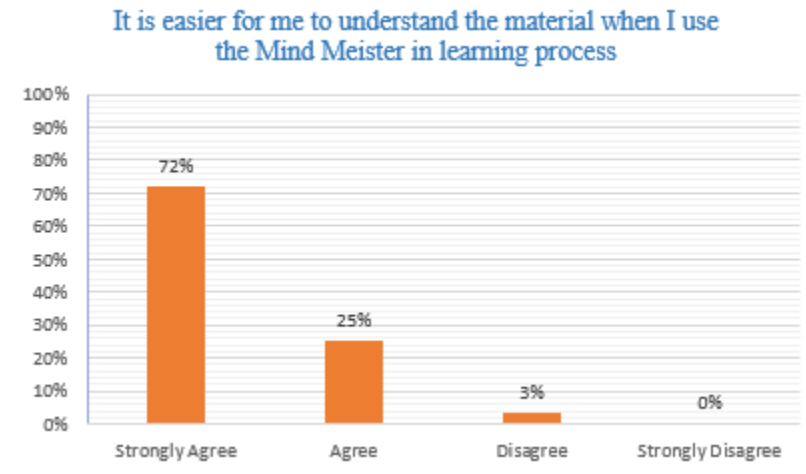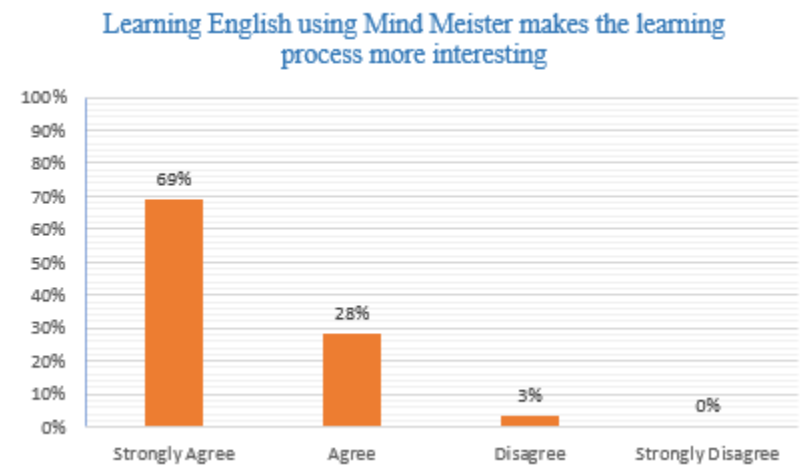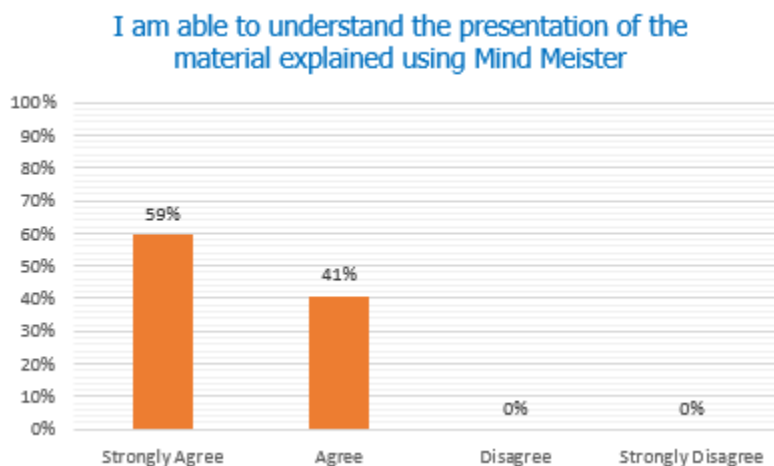

From the table above, it can be seen that student responses showed 72% of respondents responded strongly agree "It is easier for me to understand the material when I use the Mind Meister in learning process". Because Mindmeister is a learning application that makes it easier for students to understand the material in more detail and neatly arranged. Mindmeister is also an easy-to-use application for students to summarize material in the form of a mind map that is easy for students to understand.

2. Visualization of the images used in the material makes learning English more fun
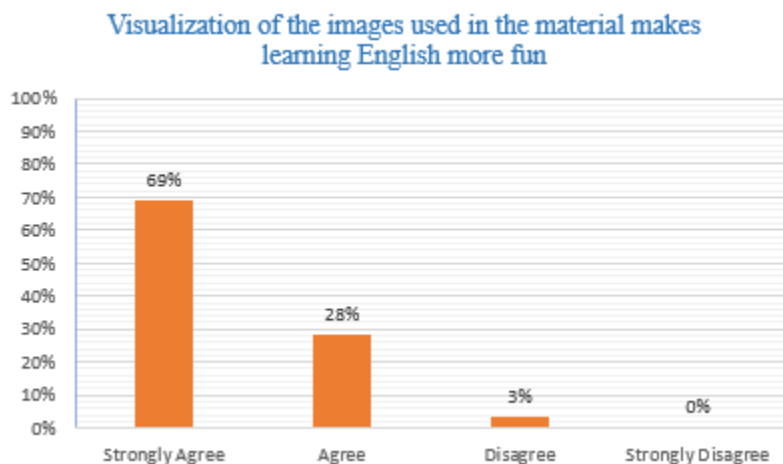
Visualization of the images used in the material makes learning English more fun
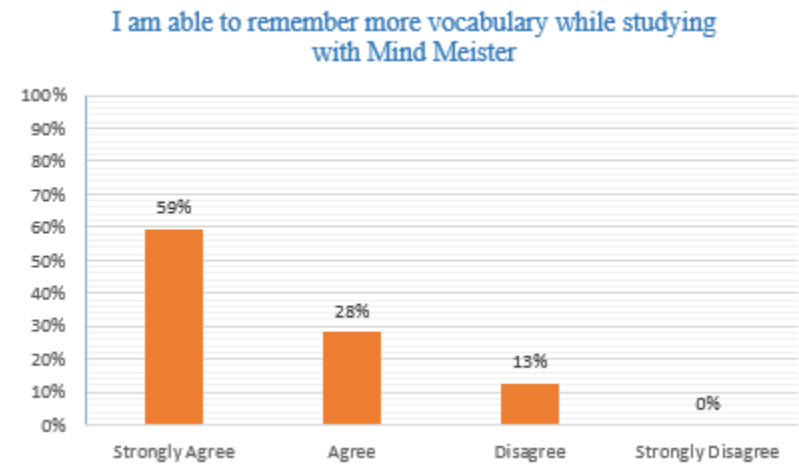

From the table above, it can be seen that student responses showed 69% of respondents responded strongly agree "Visualization of the images used in the material makes learning English more fun". Because, the use of the Mindmeister application can input any images according to learning needs freely and the visual appearance of Mindmeister is neat and attractive to look at.

3. I am able to follow the learning process with the Mind Meister application
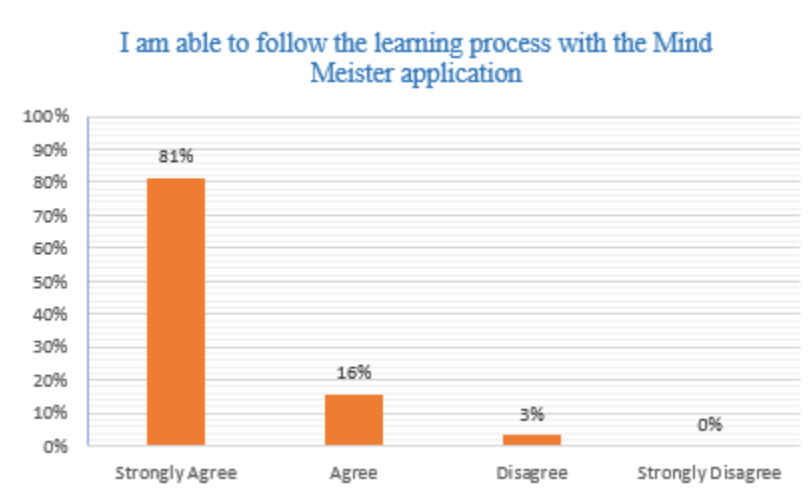
From the table above, it can be seen that student responses showed 81% of respondents responded strongly agree "I am able to follow the learning process with the Mind Meister application". Because, the learning process brought by the teacher using the Mindmeister application makes the material more organized and clearer, making it easier for students to focus on learning materials and follow the learning process.

4. I feel faster to understand the material presented by using Mind Meister
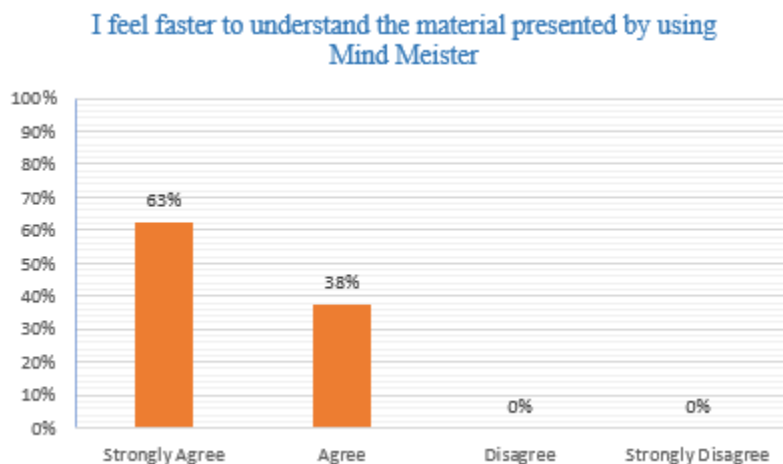
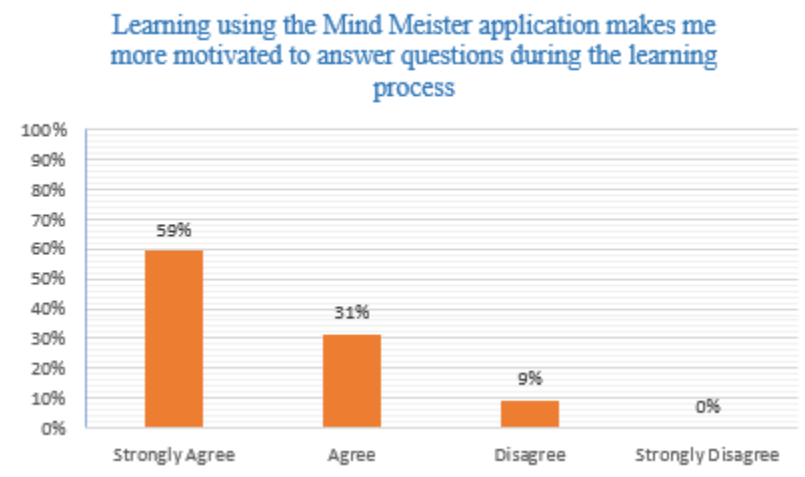I feel faster to understand the material presented by using Mind Meister

From the table above, it can be seen that student responses showed 63% of respondents responded strongly agree "I feel faster to understand the material presented by using Mind Meister". Because, the explanation of the material presented using the Mindmeister application makes it easier for teachers to explain material with a Mindmap design that makes students understand the material presented faster.

5. I feel Mind Meister helps me more in learning vocabulary
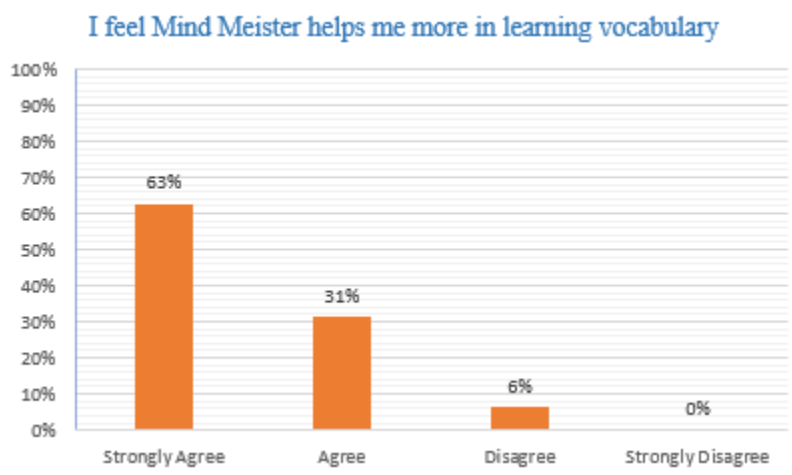
From the table above, it can be seen that student responses showed 63% of respondents responded strongly agree "I feel Mind Meister helps me more in learning vocabulary". Through Mindmeister teacher can create a Mind map that has roots in the vocabulary of a material so that students can understand more vocabulary properly and are directed correctly according to the material presented.

6. I enjoy the image/visual display presented on the Mind Meister application
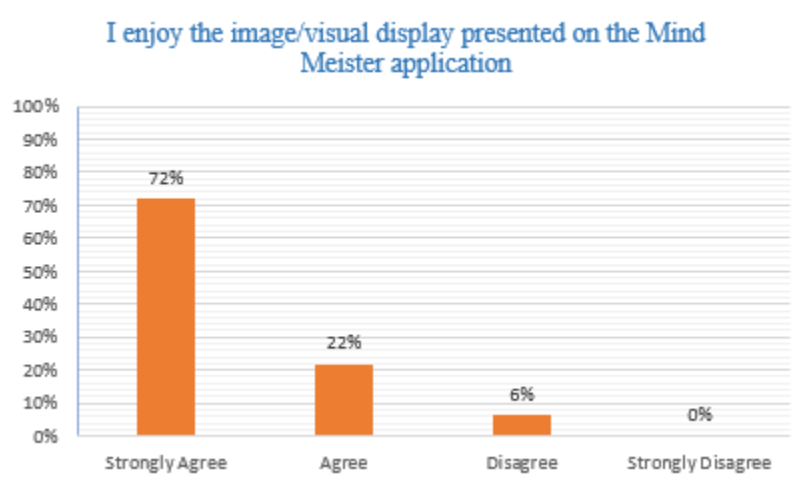
I enjoy the image/visual display presented on the Mind Meister application

From the table above, it can be seen that student responses showed 72% of respondents responded strongly agree "I enjoy the image/visual display presented on the Mind Meister application". In the Mindmeister application, the material displayed with the Mind map design makes it easy for teachers to input images that are neat and comfortable for students to attach.

7. Learning English using Mind Meister makes the learning process more interesting

From the table above, it can be seen that student responses showed 69% of respondents responded strongly agree "Learning English using Mind Meister makes the learning process more interesting". In addition to the learning process using Mindmeister with a Mind map design to explain the material, with Mindmeister we can also make a "fill in the blank" game by guessing vocabulary in an empty column arranged with a Mind map design which will make students more interested in the learning process.

8. I am able to understand the presentation of the material explained using Mind Meister

I am able to understand the presentation of the
material explained using Mind Meister

From the table above, it can be seen that student responses showed 59% of respondents responded strongly agree "I am able to understand the presentation of the material explained using Mind Meister". With Mindmeister teacher can display clear material with the root cause of the material explained clearly and directed and visualizing interesting images so that students can easily understand the material conveyed by the teacher.

9. I am able to remember more vocabulary while studying with Mind Meister

I am able to remember more vocabulary while studying with Mind Meister

From the table above, it can be seen that student responses showed 59% of respondents responded strongly agree "I am able to remember more vocabulary while studying with Mind Meister". Mindmeister makes the presentation of the material more structured with the available Mind map design, with the Mind map design making the vocabulary of all the material conveyed clearer and more focused which makes students remember more vocabulary.

10. Learning using the Mind Meister application makes me more motivated to answer questions during the learning process

Learning using the Mind Meister application makes me more motivated to answer questions during the learning process

From the table above, it can be seen that student responses showed 59% of respondents responded strongly agree "Learning using the Mind Meister application makes me more motivated to answer questions during the learning process". With the use of Mindmeister learning media, teachers can apply various types of new learning material designs that will be conveyed to students with more variants of visualization images, mind map forms and various games that are made to make students more motivated in the learning process.

Observation Sheets

No	Activities to be observed	Yes	No	Explanation
1	Student Competence			
1.1	competence in vocabulary increases with the use of Mind Meister learning media	√		Students' vocabulary competence increases after the implementation of Mindmeister learning media by displaying mind maps that can help students remember more vocabulary in a structured way
1.2	Competence in reading increases with the use of Mind Meister learning media	√		Students' reading competence increases during the process of learning English using Mindmeister because Mindmeister can help students create reading frames using the Mind map method

		√		which makes it easier for students to remember vocabulary
1.3	Competence in listening increases with the use of Mind Meister learning media	√		Students' listening competence during learning using Mindmeister increases because apart from an attractive visual appearance, Mindmeister can also display videos from the available features.
2	Student Performance			
2.1	Students become active in learning English using the Mind Meister application	√		Students become more active in the English learning process because in addition to using the Mindmapping method in the learning process, Mindmeister also uses games that make students

		√		more active while studying.
2.2	Students become more enthusiastic about learning English	√		Students become more enthusiastic in learning English because Mindmeister's visual appearance makes students interested in the English learning process
2.3	Students become more serious in learning English with the Mindmeister application	√		Students become more serious in learning English because, by using Mindmeister students become more focused in the learning process
2.4	Students are interested in the Mind Meister app	√		Students are more interested in Mindmeister because Mindmeister provides a new perspective on learning English

2.5	Students become motivated to learn English	√		Students become more motivated to learn with new learning media by using Mindmeister as a learning medium

Appendix 8 Descriptive Statistics Analysis

Pre-Test and Post-Test Score

Statistics

		Pretest	Posttest
N	Valid	32	32
	Missing	0	0
Mean		69.5313	89.1875
Median		70.0000	90.0000
Mode		67.00[a]	94.00
Std. Deviation		5.52405	6.53742
Variance		30.515	42.738
Range		20.00	26.00
Minimum		60.00	74.00
Maximum		80.00	100.00
Sum		2225.00	2854.00

a. Multiple modes exist. The smallest value is shown

A. **Mean**

Mean is the average of the total score. Based on Table 4.2 Pre-Test mean score was 69.53 and the Post-Test mean score of was 89.18. It showed that the Post-Test mean score was higher than the Pre-Test mean score. From the graphic in Figure 4.2, the mean score of the Post-Test was higher than the mean score of the Pre-Test.

B. **Median**

Median is the middle number from the lowest and the highest score. Table 4.2 showed that the median of the Pre-Test was 70 and the median of the Post-Test was 90. Table 4.2 also shows that the median of the Post-Test was higher than the median of the Pre-Test score.

C. Mode

Mode is the number that emerges mostly in the list of numbers. The Pre-Test and Post-Test score can be seen in Table 4.2. It indicated that the mode score of the Pre-Test was 67 and the mode score of the Post-Test was 94. The graphic in Table 4.2 showed that the mode of the Post-Test was higher than the mode of the pre-Test.

D. Standard Deviation

Standard deviation is used to find the dispersion of data distribution. In this study, the Pre-Test standard deviation was 5.52, and the Post-Test standard deviation was 6.53. It showed that the Pre-Test standard deviation was higher than the Post-Test standard deviation.

E. Variance

Variance is an average of squared differences from its mean score and then dissociated by the total number of students in each group. In Table 4.2, the Pre-Test variance was 30.51. However, the Post-Test variance was 42.73. As seen in Figure 4.1, the variance of the Post-Test was higher than the variance of the Pre-Test.

F. Range

The range is the space among the highest and the lowest number in the list of numbers. It can be discovered by findings the difference among the highest and the lowest score. The

highest score in the Pre-Test was 80, and the lowest was 60. Meanwhile, the highest score of the Post Test was 100, and the lowest score was 74. From the highest and the lowest score of each group, it was calculated that the range score of the Post-Test from the highest to the lowest was 26. Meanwhile, the Pre-Test range score from the highest to the lowest was 20. It means that there is a gap between the lowest score and the highest score of the Pre-Test and Post-Test that the number of gaps is 6.

Based on the data above, the pre-test and post-test table showed that descriptive statistics were analyzed to determine mean score, median score, mode score, variance, range score, and standard deviation score of the data. To obtain the result, the SPSS 22 program was used.
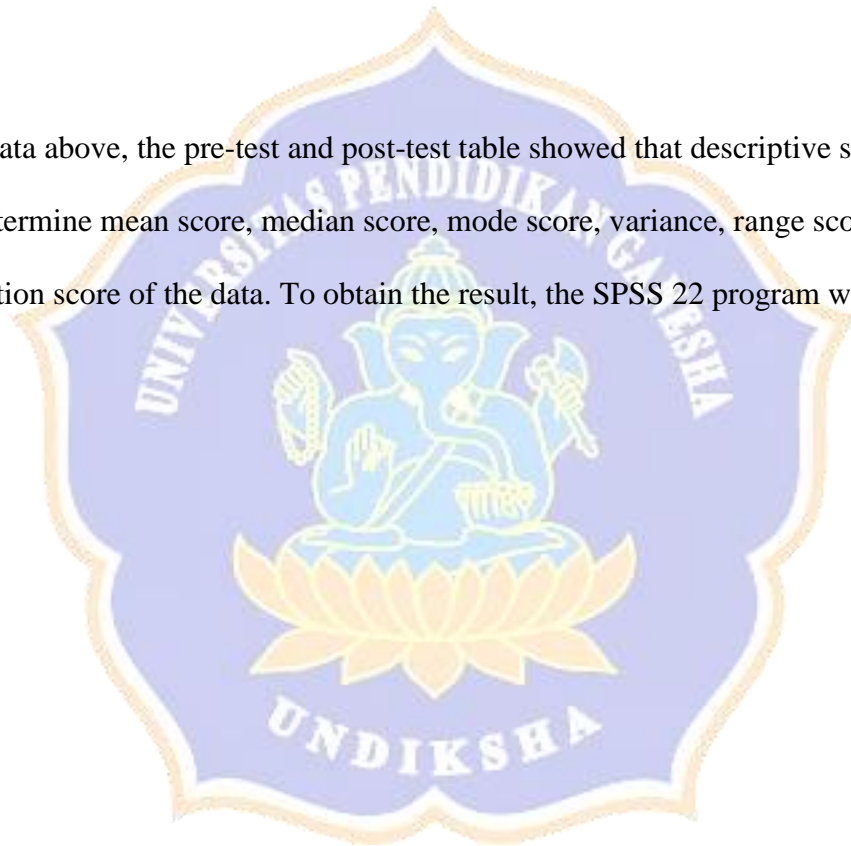
Appendix 9 Inferential Statistics Analysis

Normality Test

In this study, Kolmogorov-Smirnov was used to measure the normality of the data. If the value of the data is greater than 0.05, the data can be classified as normally distributed. On the other hand, if the value of the data is less than 0.05, the data can be classified as abnormal. In addition, the results of the normality test can be seen in the table.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	.154	32	.053	.937	32	.061
Posttest	.144	32	.089	.959	32	.260

a. Lilliefors Significance Correction

The results show that the pre-test significance value is 0.053, and the post-test significance value is 0.089. The results showed that the two groups were in normal distribution, and the significance value was higher than 0.05.

Homogeneity Test

In addition to determining the normal distribution of the data, a homogeneity test was also performed to determine if the data was homogeneous. Statistical analysis were used to check the homogeneity of the sample by inputting the results of the pretest and the posttest into the SPSS program. If the significant value is greater than 0.05, the data can be classified as homogenous. The results of the sample student equality test also use homogeneity. The results can be seen in the table 4…

Test of Homogeneity of Variances

Variable

Levene Statistic	df1	df2	Sig.
.982	1	62	.325

Through the results of table 4… the data can be classified as homogeneous if the data obtained has a value greater than 0.05. from the homogeneity test that has been carried out on the data obtained, it can be concluded that the data obtained has exceeded the value of 0.05 with the results of 0.325 which can be said to be homogeneous.
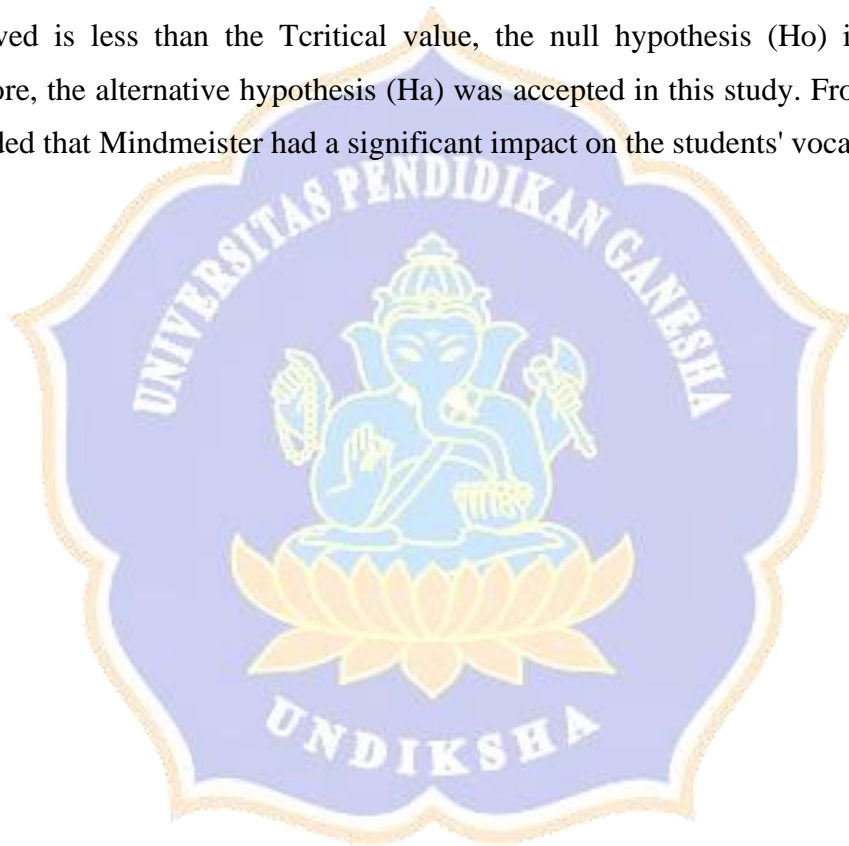
T-test

The data undergoes a paired T test after normality test. The SPSS 22.0 program is used to test whether the null hypothesis is acceptable. If Tobserved is higher than the Tcritical value, accept the null hypothesis. Conversely, if Tobserved is less than the Tcritical value, the null hypothesis is rejected. In addition, the significance level of the data (0.05)
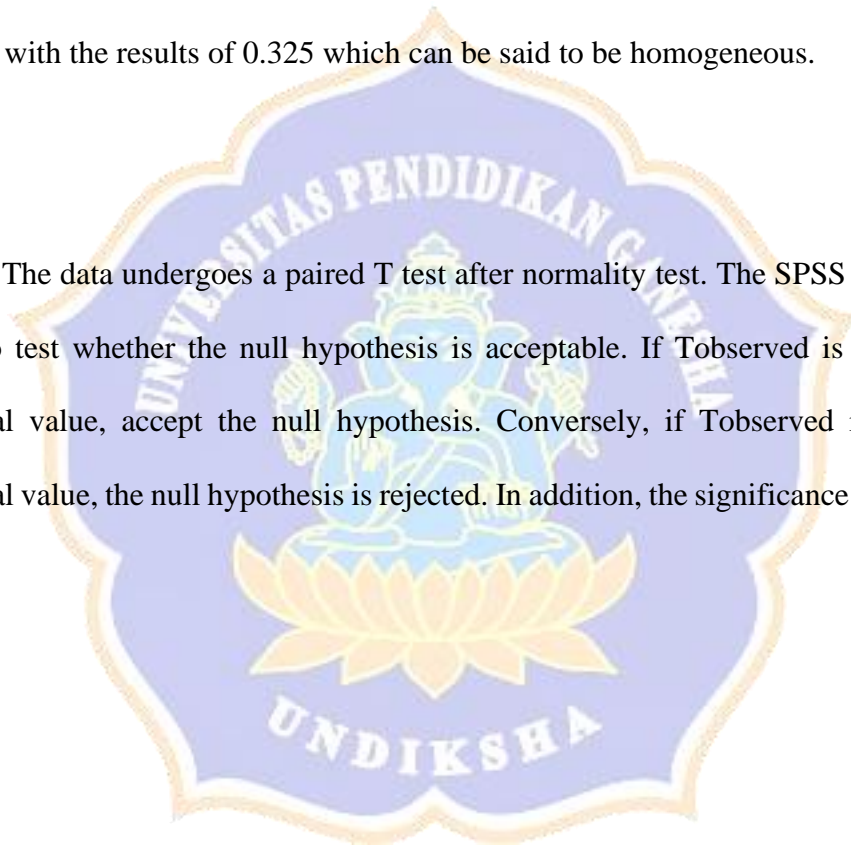
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	32	.393	.026

The result showed that the value of Sig. Was 0.026 as Tobserved. The Tcritical value is now 0.05. It meant the significant value of Sig. (2-tailed) was lower than 0.05. If Tobserved is less than the Tcritical value, the null hypothesis (Ho) is also rejected. Therefore, the alternative hypothesis (Ha) was accepted in this study. From this it can be concluded that Mindmeister had a significant impact on the students' vocabulary mastery.

Appendix 10 Documentation