APPENDICES

***Appendix 1** Attachment Letters*

RESEARCH PERMISSION LETTER

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 2448/UN48.7.1/DT/2021   13 September 2021

Perihal : **Permohonan Izin Penelitian**

Yth. Kapala SD Dana Punia Singaraja
    di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I Kadek Arya Antara
NIM	: 1812021006
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: THE IMPLEMENTATION OF EDUCANDY AS A DIGITAL GAME-BASED LANGUAGE LEARNING IN TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

RESEARCH PERMISSION LETTER FROM SD DANA PUNIA SINGARAJA

YAYASAN DANA PUNIA

SEKOLAH DASAR DANA PUNIA SINGARAJA

Jalan Pulau Timor No. 24 Banyuning Barat, Singaraja

SURAT KETERANGAN

Nomor : 0139/SDDPS/IX/2021

Yang bertandatangan di bawah ini Kepala SD Dana Punia Singaraja, Kecamatan Buleleng, Kabupaten Buleleng:

Nama : I Putu Ari Sudiada, M.Pd.

NIP   : -

Jabatan : Kepala Sekolah

Unit Kerja : SD Dana Punia Singaraja

Menerangakan bahwa:

Nama : I Kadek Arya Antara

NIM   : 1812021006

Jurusan : Bahasa Asing

Program Studi : Pendidikan Bahasa Inggris

Dengan ini kami memberikan ijin kepada mahasiswa di atas untuk melaksanakan Penelitian di Sekolah Dasar Dana Punia Singaraja.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 20 September 2021
Kepala SD Dana Punia Singaraja

I Putu Ari Sudiada, M.Pd.
NIP. -

Appendix 2 *List of The Students*

**LIST OF THIRD-GRADE STUDENTS AT SD DANA PUNIA SINGARAJA
IN ACADEMIC YEAR 2021/2022**

No	IIIA	IIIB
1	Aaron Kou Sanjaya	Komang Aditya Wiguna
2	I Kadek Abhi Manyu	Afika Misyana Putri
3	I Made Amarendra Ananta W. D.	Kadek Agus Sastrawan
4	I Komang Ardian Widiadnyana	Ketut Alit Darma Putra
5	Putu Ayu Purnama Yanti	Ni Komang Ayana Sekar Jasmine
6	Putu Claudya Putri Komalasari	Putu Ayu Disa Arifa Prasetia
7	Komang Davindra Krisna Wahyudi	Ketut Ayu Sintya Dewi
8	Kadek Dimas Aryaningrat	Ida Ayu Putu Bunga Tambira Putri
9	Komang Divya Artayu Syakirani	Putu Cahaya Prema Nareswari
10	Kadek Gita Dharma	Ketut Farhan Rohmani
11	Komang Grecia Esterlina	Ida Bagus MK Lanang Radesta
12	Ketut Harumi Puji Rahayu	Putu Nareswara Dama Adiwangsa
13	Made Masayu Riska	Putu Nitha Pratiwi
14	Ketut Mutia Ceysaria	Desak Putu Parwati Aishwarya Dewi
15	Kadek Prama Shuardhana Artha	Komang Rania Nirbita
16	Raffa Xaviera Chairy	Putu Rema Jani Indah Lestari
17	Putu Gede Sacchidananda Putra	Kadek Reza Adi Prabhawayana
18	Putu Serlin Diantini	Komang Rizky Raditya
19	Ketut Teisya Arifta Putri	Putu Senita Angelyana Putri
20	Komang Tristan Natha Wiguna	Gusti Ayu Suwandewi
21	Ketut Viola Marta	Kadek Whidi Yana
22	Kadek Yudi Darmawan	Putu Widi Saputra Yasa
23	Gede Jeffry Andriawan	Kadek Yoga Prasetiya
24	Ketut Kenzie Rafa Ananda Putra Ega	Putu Zivara Aralyn Sudarmawan

Appendix 3 Lesson Plans

LESSON PLAN 1

Subject	: English
Class/Semester	: 3/I
Topic	: Birthday' Party
Skill	: Vocabulary
Time Allotment	: 3 hours of lessons (3 meetings)

A. BASIC COMPETENCY AND INDICATOR

BASIC COMPETENCY	INDICATOR
Indicating times.	Identifying time by using English
Mentioning daily activities	Mentioning daily activities using English

B. LEARNING OBJECTIVES

a) The students are able to identify time by using English

b) The students are able to mention daily activities using English

C. LEARNING METHOD

a) Audio Lingual Method

D. LEARNING MEDIA

a) Pictures

b) Educandy

E. LEARNING ACTIVITIES

1st Meeting

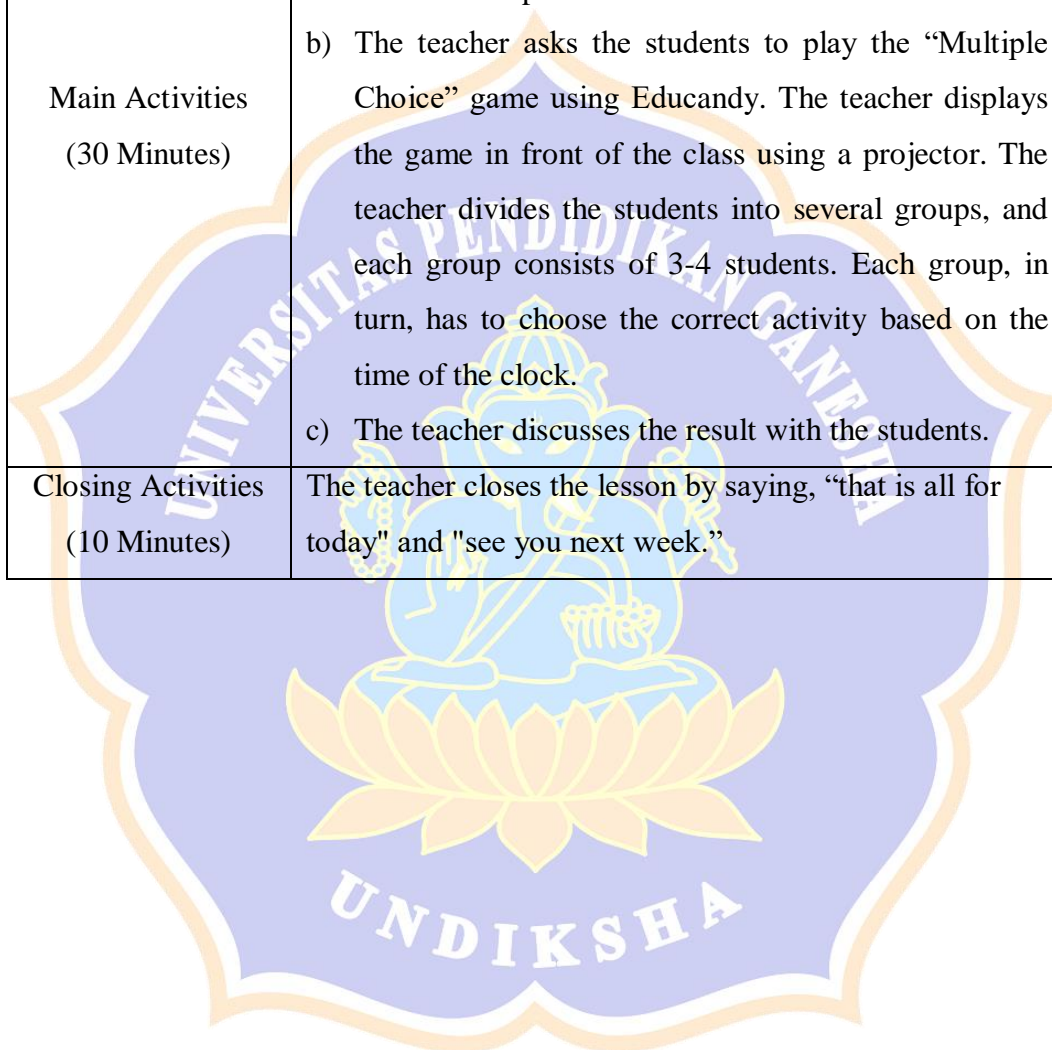|	
Opening Activities (10 Minutes)	The teacher greets the students with the greeting, "Hello, how are you today? Are you ready to learn English?" and students answer the greeting correctly and adequately.
Main Activities (30 Minutes)	a) The teacher asks the students, "do you know, what time is it?" b) The teacher shows some pictures and says, "look at these clocks!" and "Listen and say!" (Pointing to ear and mouth). Then the teacher says the time, and students are asked to repeat what they heard "please

	repeat after me." The teacher makes sure that the students can pronounce it correctly.
	c) The teacher tells each student to ask time to a friend, "what time is it?" and the other student needs to respond to it.
	d) The teacher asks the students to play the "Match-Up" game by using Educandy. The teacher displays the game in front of the class using a projector, then the teacher asks the students to stand up and make a line. One by one of them has to choose which text matches its pair.
	e) The teacher discusses the result with the students.
Closing Activities (10 Minutes)	The teacher closes the lesson by saying, "that is all for today" and "see you next week."

2ⁿᵈ Meeting

Opening Activities (10 Minutes)	The teacher greets the students with the greeting, "Hello, how are you today? Are you ready to learn English?" and students answer the greeting correctly and adequately.
Main Activities (30 Minutes)	a) The teacher asks students what activities they do every day, "What activity do you do every day?" and then explains the time and activities they do every day.
	b) The teacher asks the students to play the game "Anagrams" and displays Educandy using a projector. Then the teacher divides the students into pairs. During the game, letters of the word have been randomized, and the teacher tells the clues about the word. The students must rearrange it correctly.
	c) The teacher asks the students about the words they have discovered, "What words you have arranged?"
Closing Activities (10 Minutes)	The teacher closes the lesson "that is all for today" and "see you next week."

3ʳᵈ Meeting

Opening Activities (10 Minutes)	The teacher greets the students with the greeting, "Hello, how are you today? Are you ready to learn English?" Students answer the greeting correctly and adequately.
Main Activities (30 Minutes)	a) The teacher shows a picture of a clock and asks, what do you do at this time?" and then the teacher shows more pictures and explains the activities that they do based on the pictures of the clock. b) The teacher asks the students to play the "Multiple Choice" game using Educandy. The teacher displays the game in front of the class using a projector. The teacher divides the students into several groups, and each group consists of 3-4 students. Each group, in turn, has to choose the correct activity based on the time of the clock. c) The teacher discusses the result with the students.
Closing Activities (10 Minutes)	The teacher closes the lesson by saying, "that is all for today" and "see you next week."

LESSON PLAN 2

Subject	: English
Class/Semester	: 3/I
Topic	: It's time for lunch
Skill	: At the party
Time Allotment	: 3 hours of lessons (3 meetings)

A. BASIC COMPETENCY AND INDICATOR

BASIC COMPETENCY	INDICATOR
Identifying foods and drinks	Identifying foods and drinks by using English
Mentioning Actions	Mentioning actions by using English

B. LEARNING OBJECTIVES

a) The students are able to identify foods and drinks by using English

b) The students are able to mention actions by using English

C. The students are able to LEARNING METHOD

a) Audio Lingual Method

D. LEARNING MEDIA

a) Pictures

b) Educandy

E. LEARNING ACTIVITIES

4ᵗʰ Meeting

Opening Activities (10 Minutes)	The teacher greets the students with the greeting, "Hello how are you today? Are you ready to learn English?" while waving. And Students answer the greeting properly and correctly.
Main Activities (30 Minutes)	d) The teacher shows a picture and says, "Look at this picture! Where are they?" Then the teacher says, "It's Nurul's birthday party!" and asks, "What do you say to Nurul?" Then the teacher and students identify the objects in the picture. e) The teacher asks the students to play game "Spell It" using Educandy. The teacher displays the game in front of the class using projector. The teacher asks the

	students, who can spell the word to come to the front of the class.
	f) The teacher asks the students about the words that they have spelled "What words that you have spelled"
Closing Activities (10 Minutes)	The teacher closes the lesson by saying, "that is all for today" and "see you next week."

5th Meeting

Opening Activities (10 Minutes)	The teacher greets the students with the greeting, "Hello, how are you today? Are you ready to learn English?" and students answer the greeting correctly and adequately.
Main Activities (30 Minutes)	a) The teacher shows pictures about foods and drinks, points to the pictures, and says, "Look at this picture!" Then the teacher said, "Now listen to what I say and repeat after me!" then students repeat what they heard. b) The teacher asks the students to play the "Wordsearch" game. The teacher divides the students into two big groups and then displays the game using a projector, and they have to complete it by finding the requested words. c) The teacher asks the students about the words they have discovered "What words you have learned today."
Closing Activities (10 Minutes)	The teacher closes the lesson "that is all for today and see you next week".

6th Meeting

Opening Activities (10 Minutes)	The teacher greets the students with the greeting, "Hello, how are you today? Are you ready to learn English?" and students answer the greeting correctly and adequately.
Main Activities (30 Minutes)	a) The teacher asks the students about foods and drinks, "what foods and drinks do you remember." And the teacher explains how to request some kinds of food and

	drink. Also, the teacher explains how to respond to the request.
	b) The teacher asks the students to play the game "crossword" Using Educandy. The teacher displays the game in front of the class using a projector. The asks a student one by one to come to the front of the class and continue the word written by the previous student.
	c) The teacher asks the students about the words they have discovered "What words you have learned today."
Closing Activities (10 Minutes)	The teacher closes the lesson "that is all for today and see you next week".

Appendix 4 *Expert Judgements*

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	√		

Singaraja, 28 September 2021

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	√		

Singaraja, 28 September 2021

Judge II

Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP. 193309192018032001

EXPERT JUDGMENT (QUESTIONNAIRE 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, 28 September 2021

Judge I

Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

EXPERT JUDGMENT (QUESTIONNAIRE 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, 28 September 2021

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

Singaraja, 28 September 2021

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, 28 September 2021

Judge II

Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP. 193309192018032001

Appendix 5 Instruments

BLUEPRINT OF VOCABULARY TEST

In creating the vocabulary test, the questions were adopted form the students' handbook. The basic competencies and indicators were adjusted with the book. The questions were also adjusted with the students' competency and capability.

Basic Competency	Indicators	Item Number		Number of Items
		C1	C2	
a. Indicating times.	Identifying time by using English	1,2,5,6,8,10		10
b. Mentioning daily activities.	Mentioning daily activities using English		3,4, 7,9	
a. Identifying foods and drinks.	Identifying foods and drinks by using English	11,13,14,15,17,18,20		10
b. Mentioning Actions.	Mentioning actions by using English		12,16,19	
Total Number of Item				20

VOCABULARY TEST

Name :

Class   :

Please choose A, B, C or D as the best answer!

1. What time is it?

    a. It's nine o'clock

    b. It's six o'clock

    c. It's three o'clock

    d. It's two o'clock

2. It's ten o'clock!

    a.

    b.

    c.
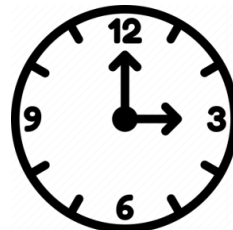
d.

3. It's seven o'clock in the morning. It's time for_____

    a. Breakfast

    b. Bath

    c. Swim

    d. Sleep

4. It's nine o'clock in the evening. It's time for_____

    a. Sleep

    b. Bath

    c. Study

    d. Run

5. What time is it?

    a. It's six o'clock

    b. It's nine o'clock

    c. It's seven o'clock

    d. It's twelve o'clock

6. It's eleven o'clock!

a.

b.

c.

d.
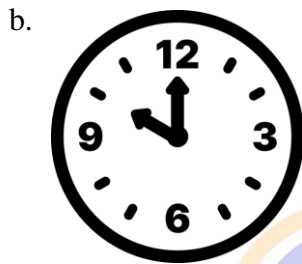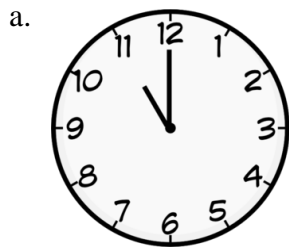
7. It's five o'clock in the afternoon. It' time
    for_____

    a. Sleep

    b. Breakfast

    c. School

    d. Bath

8. What time is it?

   a. It's five o'clock

   b. It's six o'clock

   c.. It's nine o'clock

   d. It's seven o'clock

9. It's one o'clock in the afternoon. It's time

   for_____

   a. Study

   b. Lunch

   c. Sleep

   d. Dinner
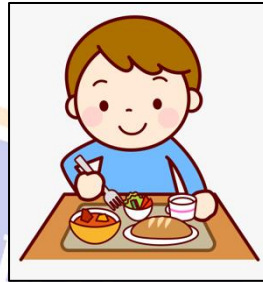
10. What time is it?

   a. It's three o'clock

   b. It's six o'clock

   c. It's eight o'clock

   d. It's two o'clock

11. It is a _____

   a. Meatball

   b. Ice cream

   c. Cake
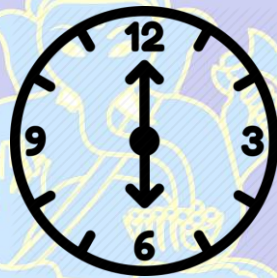
   d. Soup
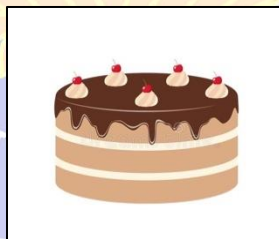
12. Blow the _____

    a. Candles

    b. Tea

    c. Juice

    d. Cake

13. Which one is fried chicken?

    a.

    b.
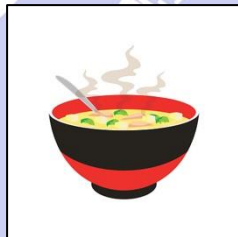
    c.
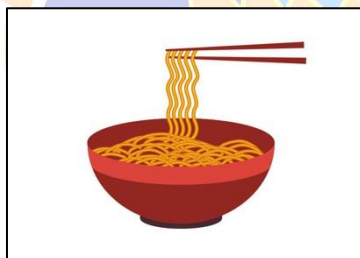
    d.
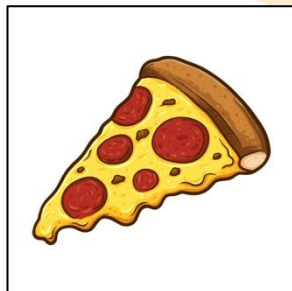
14. What is it?

a. Meatball

b. Soup

c. Vegetables

d. Noodles
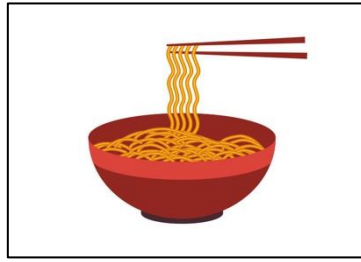
15. Which one is hot tea?

a.

b.

c.

d.
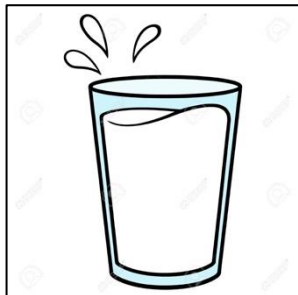
16. _____ the cake.

   a. Eat

   b. Cut

   c. Blow

   d. Make

17. Which one is juice?

   a.

   b.

   c.
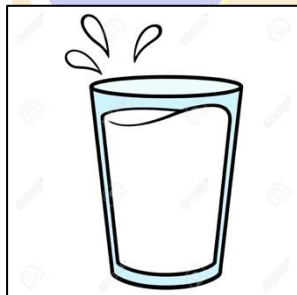
   d.
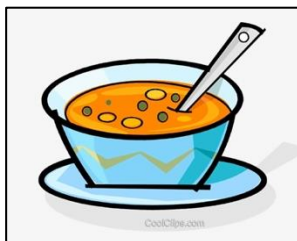
18. What is it?

    a. Rice

    b. Meatball

    c. Cake

    d. Pizza

19. _____the juice.

    a. Drink

    b. Eat

    c. Talk

    d. Take
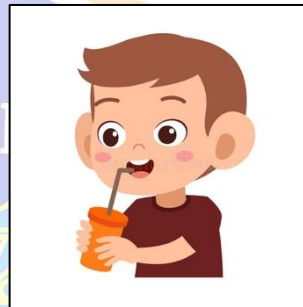
20. Which one is ice cream?

    a.

    b.

c.
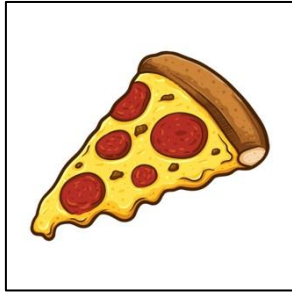
d.

BLUEPRINT OF QUESTIONNAIRE SHEET

Based on (Robson et al., 2015), there are three fundamental elements of gamification namely mechanics, dynamics, and emotions. The first element is mechanics, it represents the rules, setups, settings, layouts, contexts, and boundaries within the game. Mechanics equate to the organizational systems and technologies that can be used use to induce the game. The second is dynamics, it concerns with the behaviour of the students. Dynamics describe the behaviours and interactions that emerge during the play of the game. Dynamics can be positive or negative in nature, possible dynamics include competition, cooperation, coopetition, cheating, and many other behaviours. The third is emotions, it focuses on the players' affective states and reactions caused by the experience of the game. These feelings and reactions are the products or outcomes what contribute to engage the students to play the game consequently. To sum it up, understanding what the elements gamification and how these principles relate to one another is key for successfully gamification.
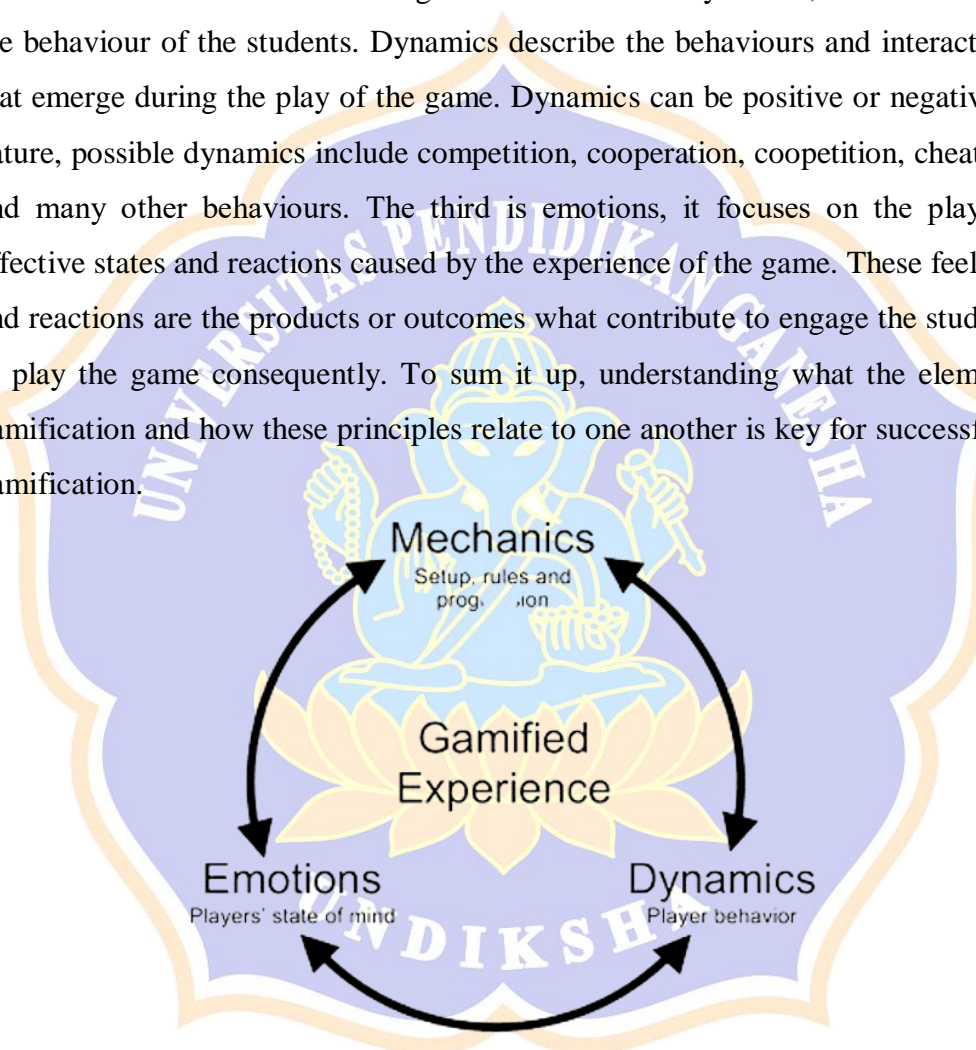
Accordingly, the questionnaire sheet for the present research was developed and adopted from the theory of (Robson et al., 2015). In order to take measurements of the students' responses toward the implementation of Educandy as digital game-based language learning application for teaching vocabulary, the researcher used

the questionnaire sheet that was consisted of three main dimensions, such as: a) students' responses toward the features of Educandy (mechanics), a) students' responses toward the implementation of the Educandy for learning vocabulary (dynamics), and c) students' responses toward the effect of Educandy for learning English vocabulary (emotions).

Blueprint of the Questionnaire Sheet

Variable	Dimensions	Indicators	Item Number	Total
Educandy	The features of Educandy (mechanics)	a. The layout of Educandy is attractive for the students. b. The instruction in Educandy is understandable for the students.	1, 10	2
	The implementation of the Educandy for learning English vocabulary (dynamics)	a. Educandy is easily to be operated by the students for learning vocabulary. b. Students like to use Educandy for learning vocabulary. c. Educandy is suitbale for learning vocabulary.	2, 3, 4	3
	The effects of implementing Educandy for learning English vocabulary (emotions)	a. Educandy helps the students to memorize vocabulary. b. Educandy makes the students interested to learn English vocabulary. c. Educandy makes learning vocabulary more enjoyable.	5, 6, 7, 8, 9	5

| | | d. Educandy motivates the student to vocabulary. | | |
| | | e. Educandy makes the student more active in learning English vocabulary. | | |

QUESTIONNAIRE SHEET

**Angket Penelitian Implementasi Educandy untuk pembelajaran
kosakata bahasa Inggris di SD Dana Punia Singaraja**

Kuesioner berikut bertujuan untuk mendapatkan respon peserta didik mengenai pembelajaran kosakata bahasa Inggris dengan menggunakan Educandy. Pemberian respon tidak ada hubungannya dengan penilaian penilaian peserta didik, maka tidak akan ada jawaban yang dianggap salah ataupun benar. Oleh sebab itu setiap siswa diharapkan bisa memberikan respon dengan jujur, apa adanya.

Nama   :

No. Absen   :

Berikanlah respon kalian dengan memberikan tanda centang (√) pada pilihan yang paling mewakili respon kalian terhadap penggunaan Educandy di dalam pembelajaran kosakata bahasa Inggris.

Dengan keterangan sebagai berikut:

TS   = Tidak Setuju
KS   = Kurang Setuju
S   = Setuju
SS   = Sangat Setuju

No	Pernyataan	TS	KS	S	SS
1	Saya suka dengan tampilan dari Eduandy.				
2	Saya bisa menggunakan Educandy dengan mudah untuk belajar kosakata bahasa Inggris.				
3	Saya suka menggunakan Educandy untuk belajar kosakata bahasa Inggris.				
4	Saya menjadi tertarik untuk belajar kosakata bahasa inggris menggunakan Educandy.				
5	Saya menjadi lebih aktif ketika belajar kosakata bahasa Inggris menggunakan Educandy.				
6	Saya bisa mengingat banyak kosakata bahasa Inggris ketika belajar menggunakan Educandy.				

7	Saya merasa belajar kosakata bahasa Inggris menjadi lebih gampang dengan menggunakan Educandy.				
8	Saya merasa belajar kosata kata bahasa Inggris menjadi menyenangkan dengan menggunakan Educandy.				
9	Saya merasa termotivasi untuk bermain *Game* dan mengerjakan *Kuis* yang terdapat di Educandy.				
10	Saya bisa memahami instruksi-instruksi di dalam bermain *Game* dan mengerjakan *Kuis* yang terdapat di Educandy.				

Berikan pendapat kalian tentang penggunaan aplikasi Educandy di dalam belajar kosakata bahasa inggris yang beluam ditanyakan sebelumnya. Jawab secara singkat dan jelas:

1. _____

2. _____

3. _____

BLUEPRINT OF OBSERVATION CHECKLIST

No	Theories	Observed Aspects	Item Number	Subject
1	With game-based learning, students are also more enthusiastic in learning (Wati & Yuniawatika, 2020)	The students show enthusiasm when learning vocabulary using Educandy.	1	Students
2	Game-based learning is suitable for all courses as a teaching method and it makes students feel happy in the learning process (Jana et al., 2016)	The students feel happy when learning vocabulary using Educandy.	2	Students
3	The implementation of game-based learning can improve students' focus in class (Sidi & Nor, 2019)	The students look serious when learning vocabulary using Educandy.	3	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, assignments and so forth (Perrotta et al., 2013)	The students are directly involved in the *Games* on Educandy	4	Students

5	The incorporation of game-based learning into education is often more effective than traditional teaching methods in enhancing active participation (E. Z. F. Liu & Chen, 2013)	The students are active in participation when learning vocabulary by using Educandy.	5	Students
6	The game-based learning approach helps build problem-solving skills by first providing a multiple-avenue approach for finding solutions, then assessing students' problem-solving abilities through posing ill-defined challenges, and finally allowing students to work collaboratively to solve the challenges. (Adipat et al., 2021)	The students are able to complete the educandy	6	Students
7	One reason why games could work well as a teaching method is because of the change that has occurred in teaching, where students have become much more active in the learning process (F. Liu et al., 2021)	The students feel bored when learning vocabulary by using educandy	7	Students
8	The application of game-based learning strategies has recently encouraged researchers worldwide to examine which would fit their respective situations or learners best (Ni et al., 2020)	The students find difficulties when learning vocabulary by using educandy	8	Students

OBSERVATION CHECKLIST

No	Observed Behaviors	Yes	No	Explanation
1	The students show enthusiasm when learning vocabulary by using Educandy.			
2	The students feel happy when learning vocabulary by using Educandy.			
3	The students look serious when learning vocabulary by using Educandy.			
4	The students are directly involved in the activities when learning vocabulary by using Educandy.			
5	The students are active in participation when learning vocabulary by using Educandy.			
6	The students are able to complete the *Game* and *Quiz* on Educandy.			
7	The students feel bored when learning vocabulary by using Educandy.			
8	The students find difficulties when learning vocabulary by using Educandy.			

The others' behaviors that have been found during the observation:

1. _____

2. _____

3. _____

Appendix 6 *Validity and Reliability*

VOCABULARY TEST'S VALIDITY

Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Total
Q1	Pearson Correlation	1	.486*	.071	.044	.071	.393	.071	.143	.573**	.393	.314	.143	.044	.393	.567**	.387	.293	.218	.218	-.029	.590**
	Sig. (2-tailed)		.016	.743	.840	.743	.058	.743	.505	.003	.058	.135	.505	.840	.058	.004	.061	.165	.306	.306	.895	.002
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q2	Pearson Correlation	.486*	1	.580**	.393	.410*	.393	.410*	.486*	.201	.218	.486*	.314	.044	.742**	.567**	.387	.293	.218	.393	-.371	.788**
	Sig. (2-tailed)	.016		.003	.058	.047	.058	.047	.016	.345	.306	.016	.135	.840	.000	.004	.061	.165	.306	.058	.074	.000
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q3	Pearson Correlation	.071	.580**	1	.324	.329	.324	-.007	.580**	-.038	-.022	.071	.410*	-.022	.497*	.324	.146	.241	-.022	.324	-.438*	.483*
	Sig. (2-tailed)	.743	.003		.123	.117	.123	.974	.003	.859	.920	.743	.047	.920	.014	.123	.497	.256	.920	.123	.032	.017
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q4	Pearson Correlation	.044	.393	.324	1	.151	.111	-.022	.218	.071	.111	.044	.218	.467*	.111	.111	.450*	.348	.289	.467*	-.306	.468*
	Sig. (2-tailed)	.840	.058	.123		.481	.605	.920	.306	.742	.605	.840	.306	.022	.605	.605	.027	.096	.171	.022	.147	.021
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q5	Pearson Correlation	.071	.410*	.329	.151	1	.324	.497*	.410*	.146	.324	.580**	.410*	.497*	.324	.151	.146	.048	-.022	.151	-.438*	.572**
	Sig. (2-tailed)	.743	.047	.117	.481		.123	.014	.047	.497	.123	.003	.047	.014	.123	.481	.497	.823	.920	.481	.032	.004
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q6	Pearson Correlation	.393	.393	.324	.111	.324	1	.151	.393	.260	.111	.218	.218	.289	.289	.289	.071	-.050	-.067	.644**	-.306	.523**
	Sig. (2-tailed)	.058	.058	.123	.605	.123		.481	.058	.219	.605	.306	.306	.171	.171	.171	.742	.818	.757	.001	.147	.009
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q7	Pearson Correlation	.071	.410*	-.007	-.022	.497*	.151	1	.240	.146	.324	.410*	.410*	.324	.151	-.022	.146	.048	.151	.151	-.269	.447*

	Sig. (2-tailed)	.743	.047	.974	.920	.014	.481		.258	.497	.123	.047	.047	.123	.481	.920	.497	.823	.481	.481	.204	.028
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q8	Pearson Correlation	.143	.486*	.580**	.218	.410*	.393	.240	1	-.170	-.131	.314	.314	.218	.218	.044	.387	.488*	.218	.393	-.200	.572**
	Sig. (2-tailed)	.505	.016	.003	.306	.047	.058	.258		.426	.542	.135	.135	.306	.306	.840	.061	.016	.306	.058	.349	.003
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q9	Pearson Correlation	.573**	.201	-.038	.071	.146	.260	.146	-.170	1	.828**	.015	.201	.260	.260	.450*	.193	.053	.071	.071	.015	.468*
	Sig. (2-tailed)	.003	.345	.859	.742	.497	.219	.497	.426		.000	.943	.345	.219	.219	.027	.366	.806	.742	.742	.943	.021
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q10	Pearson Correlation	.393	.218	-.022	.111	.324	.111	.324	-.131	.828**	1	.218	.218	.467*	.111	.289	.260	.149	.111	.111	-.131	.505*
	Sig. (2-tailed)	.058	.306	.920	.605	.123	.605	.123	.542	.000		.306	.306	.022	.605	.171	.219	.487	.605	.605	.542	.012
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q11	Pearson Correlation	.314	.486*	.071	.044	.580**	.218	.410*	.314	.015	.218	1	.143	.393	.393	.393	.201	.098	.044	.218	-.371	.537**
	Sig. (2-tailed)	.135	.016	.743	.840	.003	.306	.047	.135	.943	.306		.505	.058	.058	.058	.345	.650	.840	.306	.074	.007
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q12	Pearson Correlation	.143	.314	.410*	.218	.410*	.218	.410*	.314	.201	.218	.143	1	.218	.393	.218	.201	.098	.044	.218	-.543**	.501*
	Sig. (2-tailed)	.505	.135	.047	.306	.047	.306	.047	.135	.345	.306	.505		.306	.058	.306	.345	.650	.840	.306	.006	.013
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q13	Pearson Correlation	.044	.044	-.022	.467*	.497*	.289	.324	.218	.260	.467*	.393	.218	1	-.244	-.067	.260	.149	.111	.289	-.306	.450*
	Sig. (2-tailed)	.840	.840	.920	.022	.014	.171	.123	.306	.219	.022	.058	.306		.250	.757	.219	.487	.605	.171	.147	.027
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q14	Pearson Correlation	.393	.742**	.497*	.111	.324	.289	.151	.218	.260	.111	.393	.393	-.244	1	.822**	.071	-.050	-.067	.111	-.306	.541**
	Sig. (2-tailed)	.058	.000	.014	.605	.123	.171	.481	.306	.219	.605	.058	.058	.250		.000	.742	.818	.757	.605	.147	.006
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q15	Pearson Correlation	.567**	.567**	.324	.111	.151	.289	-.022	.044	.450*	.289	.393	.218	-.067	.822**	1	.260	.149	.111	.111	-.306	.559**
	Sig. (2-tailed)	.004	.004	.123	.605	.481	.171	.920	.840	.027	.171	.058	.306	.757	.000		.219	.487	.605	.605	.147	.004

	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q16	Pearson Correlation	.387	.387	.146	.450*	.146	.071	.146	.387	.193	.260	.201	.201	.260	.071	.260	1	.900**	.828**	.450*	-.170	.662**
	Sig. (2-tailed)	.061	.061	.497	.027	.497	.742	.497	.061	.366	.219	.345	.345	.219	.742	.219		.000	.000	.027	.426	.000
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q17	Pearson Correlation	.293	.293	.241	.348	.048	-.050	.048	.488*	.053	.149	.098	.098	.149	-.050	.149	.900**	1	.745**	.348	-.098	.526**
	Sig. (2-tailed)	.165	.165	.256	.096	.823	.818	.823	.016	.806	.487	.650	.650	.487	.818	.487	.000		.000	.096	.650	.008
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q18	Pearson Correlation	.218	.218	-.022	.289	-.022	-.067	.151	.218	.071	.111	.044	.044	.111	-.067	.111	.828**	.745**	1	.289	-.131	.413*
	Sig. (2-tailed)	.306	.306	.920	.171	.920	.757	.481	.306	.742	.605	.840	.840	.605	.757	.605	.000	.000		.171	.542	.045
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q19	Pearson Correlation	.218	.393	.324	.467*	.151	.644**	.151	.393	.071	.111	.218	.218	.289	.111	.111	.450*	.348	.289	1	-.306	.578**
	Sig. (2-tailed)	.306	.058	.123	.022	.481	.001	.481	.058	.742	.605	.306	.306	.171	.605	.605	.027	.096	.171		.147	.003
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q20	Pearson Correlation	-.029	-.371	-.438*	-.306	-.438*	-.306	-.269	-.200	.015	-.131	-.371	-.543**	-.306	-.306	-.306	-.170	-.098	-.131	-.306	1	-.414*
	Sig. (2-tailed)	.895	.074	.032	.147	.032	.147	.204	.349	.943	.542	.074	.006	.147	.147	.147	.426	.650	.542	.147		.044
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Total	Pearson Correlation	.590**	.788**	.483*	.468*	.572**	.523**	.447*	.572**	.468*	.505*	.537**	.501*	.450*	.541**	.559**	.662**	.526**	.413*	.578**	-.414*	1
	Sig. (2-tailed)	.002	.000	.017	.021	.004	.009	.028	.003	.021	.012	.007	.013	.027	.006	.004	.000	.008	.045	.003	.044	
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24

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

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

VOCABULARY TEST'S RELIABILITY

Reliability Statistics

Cronbach's Alpha	N of Items
.831	20

QUESTIONNAIRE SHEET'S VALIDITY

Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	TOTAL
Q1	Pearson Correlation	1	.919**	.461*	.579**	.568**	.596**	.366	.444*	.310	.474*	.871**
	Sig. (2-tailed)		.000	.023	.003	.004	.002	.079	.030	.140	.019	.000
	N	24	24	24	24	24	24	24	24	24	24	24
Q2	Pearson Correlation	.919**	1	.508*	.589**	.414*	.436*	.276	.450*	.116	.333	.773**
	Sig. (2-tailed)	.000		.011	.002	.044	.033	.192	.027	.589	.112	.000
	N	24	24	24	24	24	24	24	24	24	24	24
Q3	Pearson Correlation	.461*	.508*	1	.480*	.184	.422*	-.125	.205	-.207	.052	.444*
	Sig. (2-tailed)	.023	.011		.018	.389	.040	.561	.337	.332	.809	.030
	N	24	24	24	24	24	24	24	24	24	24	24
Q4	Pearson Correlation	.579**	.589**	.480*	1	.547**	.439*	-.008	.341	.129	.234	.652**
	Sig. (2-tailed)	.003	.002	.018		.006	.032	.970	.103	.549	.270	.001
	N	24	24	24	24	24	24	24	24	24	24	24
Q5	Pearson Correlation	.568**	.414*	.184	.547**	1	.443*	.318	.260	.248	.170	.613**
	Sig. (2-tailed)	.004	.044	.389	.006		.030	.129	.219	.243	.427	.001
	N	24	24	24	24	24	24	24	24	24	24	24
Q6	Pearson Correlation	.596**	.436*	.422*	.439*	.443*	1	.372	.710**	.220	.501*	.766**
	Sig. (2-tailed)	.002	.033	.040	.032	.030		.074	.000	.302	.013	.000
	N	24	24	24	24	24	24	24	24	24	24	24
Q7	Pearson Correlation	.366	.276	-.125	-.008	.318	.372	1	.529**	.490*	.405*	.548**
	Sig. (2-tailed)	.079	.192	.561	.970	.129	.074		.008	.015	.050	.006
	N	24	24	24	24	24	24	24	24	24	24	24
Q8	Pearson Correlation	.444*	.450*	.205	.341	.260	.710**	.529**	1	.229	.609**	.723**
	Sig. (2-tailed)	.030	.027	.337	.103	.219	.000	.008		.281	.002	.000
	N	24	24	24	24	24	24	24	24	24	24	24
Q9	Pearson Correlation	.310	.116	-.207	.129	.248	.220	.490*	.229	1	.787**	.511*
	Sig. (2-tailed)	.140	.589	.332	.549	.243	.302	.015	.281		.000	.011
	N	24	24	24	24	24	24	24	24	24	24	24
Q10	Pearson Correlation	.474*	.333	.052	.234	.170	.501*	.405*	.609**	.787**	1	.703**

	Sig. (2-tailed)	.019	.112	.809	.270	.427	.013	.050	.002	.000		.000
	N	24	24	24	24	24	24	24	24	24	24	24
TOTAL	Pearson Correlation	.871**	.773**	.444*	.652**	.613**	.766**	.548**	.723**	.511*	.703**	1
	Sig. (2-tailed)	.000	.000	.030	.001	.001	.000	.006	.000	.011	.000	
	N	24	24	24	24	24	24	24	24	24	24	24

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

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

QUESTIONNAIRE SHEET'S RELIABILITY

Reliability Statistics

Cronbach's Alpha	N of Items
.858	10

Appendix 7 *Data Analysis*

DESCRIPTIVE STATISTICS RESULT

Statistics

		Pretest	Posttest
N	Valid	24	24
	Missing	0	0
Mean		55.0000	71.2500
Median		55.0000	70.0000
Mode		45.00	55.00
Std. Deviation		14.37086	14.83606
Variance		206.522	220.109
Range		50.00	45.00
Minimum		30.00	50.00
Maximum		80.00	95.00
Sum		1320.00	1710.00

NORMALITY TEST RESULT

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.132	24	.200*	.958	24	.393
Posttest	.151	24	.167	.923	24	.069

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

HOMOGENEITY TEST RESULT

Tests of Homogeneity

Levene Statistic	df1	df2	Sig.
.293	1	46	.591

PAIRED SAMPLE CORRELATION

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	24	.714	.000

PAIRED SAMPLE T-TEST

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PRETEST - POSTEST	-16.04167	11.12959	2.27182	-20.74128	-11.34205	-7.061	23	.000

Appendix 8 Documentations

CONDUCTING PRE-TEST

GIVING TREATMENT

CONDUCTING POST-TEST

ADMINISTRATING QUESTIONNAIRE SHEET