



APPENDICES

UNDIKSHA

APPENDIX 1

“ATTACHEMENT LETTER”



Appendix 1. 1 Research Permission Letter From Ganesha University Of Education



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 : 2454/UN48.7.1/DT/2021

13 September 2021

Perihal : **Permohonan Izin Penelitian**

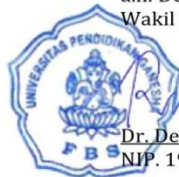
Yth. Kepala SD Dana Punia Singaraja
di Banyuning Barat, Singaraja, Buleleng

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

Nama	: Nyoman Adi Purnawan
NIM	: 1812021219
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: THE IMPLEMENTATION OF KAHOOT ON VOCABULARY MASTERY FOR ENGLISH 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

Appendix 1. 2 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

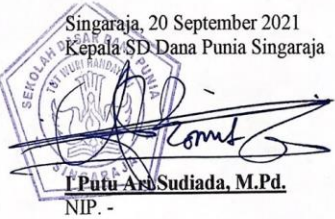
Menerangkan bahwa:

Nama : Nyoman Adi Purnawan
NIM : 1812021219
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 STUDENT”

Appendix 2. 1 Sample Try-Out Fourth-Grade Student Sdn 3 Banjar Jawa

1	SANG KETUT ALIT NOVA SUARDANA	IV
2	PUTU ADITYA DARMAYASA	IV
3	I GUSTI NGURAH AJUNK PANJI KRESNA	IV
4	KADEK ARFIN ANGGARA KUSUMA	IV
5	KADEK AYUNI PUTRI MAHESTRA	IV
6	MADE AYU LINDAYANI PUTRI	IV
7	PUTU ANGGUN CINTA MAHARANI	IV
8	NYOMAN BAYU ARYA NATHAKUSUMA	IV
9	KADEK BENING KIRANA NANDITYA W.F	IV
10	I GUSTI BAGUS DHARMADI ADNYANA	IV
11	PUTU DAYLLAN KURNIA PERMANA	IV
12	I GUSTI MADE DAFA PADARTHA	IV
13	KADEK DINDA NAYDIS MAYURIYA	IV
14	NI MADE DWIPA ALVINAYANTI	IV
15	PUTU DEANA TIADISTY WIJAYA	IV
16	PUTU FABIO NARARYA SUTA	IV
17	PUTU GIANTARA PRATAMA PUTRA	IV
18	KADEK KESYA PUTRI SENA	IV
19	MADE KIRANA ANASSUYA	IV
20	NI PUTU KIRANA AURELIA ANGGARA PUTRI	IV
21	IDA AYU KIRANA MAHADEWI	IV

22	NI KOMANG RATIH DEVIA NARESWARI	IV
23	KADEK RADHA AMRITA DISTA	IV
24	I GEDE RAMATHA MAHA RIBHU	IV
25	LUH PUTU RESHMA GAURI DARMADIPUTRI	IV
26	KADEK TIARA DWI CAHYANI	IV
27	PUTU VANIA PRICILLA ADRYANI	IV
28	PUTU VENESSYA PUTRI SUBRATHA	IV
29	MADE PUTU INDRA ARTHA WIBAWA	IV
30	PUTU VENADA FRSTCHIA SWANA PRATIKA	IV
31	KIRANA PUTRI	IV
32	DEANDRA	IV



Appendix 2. 2 List Of Fourth-Grade Student At SD Dana Punia Singaraja

NO	NAMA	KELAS
1	KOMANG ANOM SUMERTA JAYA	IV
2	NI MADE ANINDYA PUTRI DEJASWARI	IV
3	KADEK BIMA PRATAMA	IV
4	KADEK FAJAR MUDITA	IV
5	KOMANG GITA ARYANTI	IV
6	KOMANG GITA FRIDAYANTI	IV
7	NI LUH INDAH TIRTAYANI	IV
8	JANITA DIVASTRIA NALINI PUTRI	IV
9	PUTU LISTYA ARYANINGRUM	IV
10	KETUT MITHA WAHYUNI	IV
11	GEDE PARAMESWARA KUSUMA WIJAYA GIRI	IV
12	I DEWA PUTU RAMA ADITYA WIGUNA	IV
13	LUH PUTU RISKA NOVI ANTARI	IV
14	KOMANG SANJAYA PUTRA	IV
15	KOMANG TARUNA DESI LIA	IV

16	KOMANG VANY AYUNIA PUTRI	IV
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APPENDIX 3

“SYLLABUS”

Appendix 3. 1 Syllabus

Satuan Pendidikan : SD Dana Punia Singaraja
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IV/1
Tujuan : Siswa dapat berinteraksi secara lisan dengan guru dan teman dalam bahasa Inggris sederhana terkait dengan lingkungan terdekat dan sesuai dengan dunia anak-anak.

Tema	Kompetensi Dasar	Sub-Tema	Indikator	Pengalaman Belajar	Penilaian	Alokasi Waktu	Bahan/Sarana/Alat
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<p>A New Friend</p>	<p>1. Menyapa dan mengucapkan salam perpisahan kepada teman dan guru. 2. Menanyakan nama teman.</p>	<p><i>Greetings</i> <i>Farewell</i> <i>Spelling</i> <i>Names</i></p>	<ul style="list-style-type: none"> • Menyapa teman dan guru dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. • Mengucapkan salam perpisahan kepada teman dan guru dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. • Menanyakan nama teman dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar 	<ul style="list-style-type: none"> • Memperhatikan gambar dan menjawab pertanyaan. • Mendengarkan alfabet dalam bahasa Inggris. • Mendengarkan audio lalu mewarnai. • Mengelompokkan kata sesuai kategorinya. • Menyanyi bersama dengan gerakan. • Mendengarkan audio dan melakukan sesuatu. • Mendengarkan audio dan memilih jawaban. • Mendengarkan percakapan dan menirukannya. • Mendengarkan sapaan dan menirukannya. 	<p>Autentik dengan unjuk kerja (<i>performance</i>)</p>	<p>4 jam pelajaran</p>	<p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa: gambar benda buku bergambar yang relevan pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)</p>
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			<ul style="list-style-type: none"> • Mengeja kata dan nama dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. 	<ul style="list-style-type: none"> • Menjodohkan gambar dengan kata. • Mendengarkan percakapan lalu menjawab pertanyaan. • Bermain mengeja. <p>Melengkapi percakapan.</p>			
Schedule	<p>1. Menanyakan dan menyebut nama hari.</p> <p>Menanyakan dan memberitahu mata pelajaran favorit.</p>	<p><i>Days</i></p> <p><i>School Subjects</i></p>	<ul style="list-style-type: none"> • Menanyakan nama hari dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. • Menyebut nama hari dengan 	<ul style="list-style-type: none"> • Memperhatikan gambar dan menjawab pertanyaan. • Mendengarkan audio dan melakukan sesuatu. • Menyanyi bersama dengan gerakan. 	<p>Autentik dengan unjuk kerja (<i>performance, role play, project</i>)</p>	<p>4 jam pelajaran</p>	<p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa:</p> <p>gambar benda buku bergambar yang relevan pemutar audio (<i>mp3 player, CD/DVD</i>)</p>

		<p>menggunakan bahasa Inggris dengan lafal dan ucapan yang benar.</p> <ul style="list-style-type: none"> • Menanyakan mata pelajaran favorit dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. <p>Memberitahu mata pelajaran favorit dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar.</p>	<ul style="list-style-type: none"> • Membaca nyaring. • Mencari kata dalam <i>puzzle</i>. • Menjodohkan gambar dengan kata. • Mendengarkan audio lalu melengkapi Table. • Mendengarkan percakapan dan menirukannya. • Menanyakan mata pelajaran favorit teman dan melaporkannya. • Membaca jadwal pelajaran lalu menentukan pernyataan benar atau salah. • Melengkapi teks. <p>Membuat prakarya tentang hari kesukaan.</p>		<p><i>player/smartphone</i>)</p>
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<p>My Living Room</p>	<p>Menanyakan dan memberitahukan lokasi benda Mendeskripsikan ruang tamu secara singkat Memberi instruksi singkat</p>	<p><i>Things in the Living room</i> <i>Simple instructions</i></p>	<p>Menanyakan lokasi suatu benda dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. Memberitahukan lokasi suatu benda dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. Mendeskripsikan ruang tamu secara singkat dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. Memberi instruksi singkat dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar.</p>	<p>Memperhatikan gambar dan menjawab pertanyaan. Membaca nyaring. Menyanyi bersama dengan gerakan. Memperhatikan gambar lalu menentukan pernyataan benar atau salah. Bertanya jawab lokasi suatu benda berdasarkan informasi pada gambar. Mendengarkan audio lalu menentukan pernyataan benar atau salah. Menanyakan dan memberitahu letak barang berdasarkan ingatan terhadap gambar. Mendengarkan audio dan melakukan sesuatu. Membuat intruksi berdasarkan gambar. Menyusun gambar acak dan menjawab pertanyaan berdasarkan gambar</p>	<p>Autentik dengan unjuk kerja (<i>student's drawing & performance</i>)</p>	<p>4 jam pelajaran</p>	<p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa: gambar benda buku bergambar yang relevan pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)</p>
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				Menggambarkan ruang tamu di rumah dan mendeskripsikannya secara singkat Melengkapi teks.			
<i>In the Garden</i>	Mendeskrripsikan kebun secara singkat. Meminta sesuatu Mengikuti suatu prosedur.	<i>Things in the Garden</i> <i>Asking for something</i> <i>Procedure</i>	Mendeskrripsikan kebun secara singkat dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. Meminta sesuatu dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar. Mengikuti prosedur yang diberikan dalam bahasa Inggris.	Memperhatikan gambar dan menjawab pertanyaan. Membaca nyaring. Memperhatikan gambar dan menulis. Memperhatikan gambar lalu menentukan pernyataan benar atau salah. Mendengarkan dan menirukan. Mendengarkan audio dan melakukan sesuatu. Menyanyi bersama dengan gerakan. Mendengarkan audio dan menandai gambar yang disebutkan. Mendengarkan audio lalu mengurutkan gambar.	Autentik dengan unjuk kerja (<i>performance</i>)	4 jam pelajaran	Realia yang ada di dalam kelas dan benda yang dimiliki siswa: gambar benda buku bergambar yang relevan pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)

			<p>Memperhatikan gambar dan membacanya. Berdialog berdasarkan gambar. Mencari kata di dalam <i>puzzle</i>. Melengkapi teks prosedur.</p>		
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APPENDIX 4

“LESSON PLAN”

Appendix 4. 1 Lesson Plan

LESSON PLAN

Subject	:English
Class/Semester	:4/I
Topic	:My Living Room
Skill	:Vocabulary
TimeAllotment	: 3 hours of lessons (3 meetings)

A. BASIC COMPETENCY AND INDICATOR

BASIC COMPETENCY	INDICATOR
a) Asking and telling the location of thing	a) Asking the location of a thing using English with correct pronunciation and speech
b) Describing the living room briefly	b) Telling the location of a thing using English with correct pronunciation and speech
c) Giving brief instruction	c) describing the living room using English with correct pronunciation and speech
	d) Giving brief instructions using English with correct pronunciation and speech

B. LEARNING OBJECTIVES

- The students are able to Ask the location of a thing using English with correct pronunciation and speech
- The students are able to Tell the location of a thing using English with correct pronunciation and speech
- The students are able to describe the living room using English with correct pronunciation and speech

d. The students are able to give brief instructions using English with correct pronunciation and speech

e. LEARNING METHOD

Audio Lingual Method (ALM) & TPR (Total Physical Response)

f. LEARNING MEDIA

- a) Picture
- b) Kahoot
- c) Laptop
- d) Handphone

g. LEARNING ACTIVITIES

1st Meeting

<p>Opening Activities (10 Minutes)</p>	<p>-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</p>
<p>Main Activities (30 Minutes)</p>	<p>a) Teacher show a video about preposition about thing in the living room to the student b) After that, teacher gives example by showing a thing in front of the class. "Where is the book". "The book is on the Table" c) The teacher asks the students to play game quiz in the Kahoot. d) The teacher instruct student to prepare their handphone and open Kahoot application. e) Then, teacher spread Kahoot's code to the student. f) Student playing game about thing in the living room and must be answered correctly</p>

	g) The teacher discusses the result with the students.
Closing Activities (10 Minutes)	-The teacher concludes for today's material -The teacher leads the pray -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 (30 Minutes)	a) The teacher shows a picture about living room to the student b) The teacher asks students to mention "What thing do you find in this picture"? c) Student mentioning the things found in the picture by say "There are.....things in the living room, namely....." d) The teacher asks the students to play game true or false in the Kahoot. In this game, student will answer true or false about picture that have they seen in the Kahoot. e) The teacher instruct student to prepare their handphone and open Kahoot application. f) Then, teacher spread Kahoot's code to the student. g) Student playing game about thing in the living room and must be answered correctly h) The teacher asks the students about the thing that they have found in the Kahoot

	i) Teacher make sure their understanding about thing in the living room by showing some picture again about it.
Closing Activities (10 Minutes)	-The teacher concludes for today's material -The teacher leads the pray -The teacher close today's meet

3rd 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 (30 Minutes)	a) The teacher shows a video about how to give instruction. b) After that, teacher give an instruction to the student, such as "open the window, please". Then student open the window a) The teacher asks the students to play game "Poll" in the Kahoot. The teacher spreads code of Kahoot. b) The student playing the game, by choosing sentence that relate to the picture. For example, the picture show about opens the window. The student has to choose which one sentence about open the window c) The teacher discusses the result with the students.
Closing Activities (10 Minutes)	-The teacher concludes for today's material -The teacher leads the pray

	-The teacher close today's meet
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LESSON PLAN

Subject	:English
Class/Semester	:4/I
Topic	:In The garden
Skill	:Vocabulary
TimeAllotment	:3 hours of lessons (3 meetings)

h. BASIC COMPETENCY AND INDICATOR

BASIC COMPETENCY	INDICATOR
a. describing the garden briefly. b. Asking for something c. Following a procedure	a. Describing the garden briefly using English with correct pronunciation and pronunciation. b. Asking for something using English with correct pronunciation and speech. c. Following the procedures given in English.

a. LEARNING OBJECTIVES

- a. The students are able to Describe the garden briefly using English with correct pronunciation
- b. The students are able to ask something using English with correct pronunciation and speech.
- c. The students are able to Follow the procedures given in English.

b. LEARNING METHOD

c. LEARNING MEDIA

- a. Picture
- b. Kahoot
- c. Laptop
- d. Handphone

e. LEARNING ACTIVITIES

1st Meeting	
Opening Activities (10 Minutes)	<ul style="list-style-type: none"> - 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 (30 inutes)	<ol style="list-style-type: none"> a. The teacher shows a picture about garden to the student b. The teacher asks students to mention "What thing do you find in this picture"? c. Student mention the things found in the picture by say "There are..... in the garden" d. The teacher asks the students to play game true or false in the Kahoot. In this game, student will answer true or false about picture that have they seen in the Kahoot. e. The teacher instruct student to prepare their handphone and open Kahoot application.

	<p>f. Then, teacher spread Kahoot's code to the student.</p> <p>g. Student playing game about garden and must be answered correctly</p> <p>h. The teacher asks the students about the thing that they have found in the Kahoot</p> <p>i. Teacher and student do the discussion</p>
Closing Activities (10 Minutes)	<p>-The teacher concludes for today's material</p> <p>-The teacher leads the pray</p> <p>-The teacher close today's meet</p>

2nd Meeting

Opening Activities (10 Minutes)	<p>- The teacher greets the students with the greeting and lead the pray</p> <p>- The teacher checks the attendance of student</p> <p>- The teacher gives a topic for today's learning to the student</p>
Main Activities (30 Minutes)	<p>h) Teacher show a video about how to asking something</p> <p>i) After that, teacher give example about how to asking something. "Can you pick that flower?"</p> <p>j) The teacher asks the students to play game quiz in the Kahoot.</p> <p>k) The teacher instruct student to prepare their handphone and open Kahoot application.</p> <p>l) Then, teacher spread Kahoot's code to the student.</p> <p>m) Student playing game about asking for something in the garden and must be answered correctly</p> <p>The teacher discusses the result with the students.</p>
Closing Activities (10 Minutes)	<p>-The teacher concludes for today's material</p> <p>-The teacher leads the pray</p>

	-The teacher close today's meet
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3rdMeeting

Opening Activities (10 Minutes)	<ul style="list-style-type: none"> - 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 (30 Minutes)	<ul style="list-style-type: none"> c) The teacher shows a video about following an instruction. d) After that, teacher give a picture about procedure to planting the planting randomly e) Then, students have to arrange those picture correctly d) The teacher asks the students to play game "Poll" in the Kahoot. The teacher spreads code of Kahoot. e) The student playing the game. The student will choose procedure correctly, regarding the picture that have been provided in the Kahoot f) The teacher discusses the result with the students.
Closing Activities (10 Minutes)	<ul style="list-style-type: none"> -The teacher concludes for today's material -The teacher leads the pray -The teacher close today's meet



APPENDIX 5

“EXPERT JUDGEMENT”

Appendix 5. 1 Expert Judgment (Vocabulary Test) I

EXPERT JUDGMENT (VOCABULARY TEST) I

Expert :Prof.Dr.NiNyomanPadmadewi,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	√		

Singaraja, 28 September 2021

Judge I



Appendix 5. 2 Expert Judgment (Vocabulary Test) II

EXPERT JUDGMENT (VOCABULARY TEST) II

Expert :Luh Gd RahayuBudiarta, 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	v		

26	√		
27	√		
28	√		
29	√		
30	√		

Singaraja, 28 September 2021

Judge II



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

NIP. 193309192018032001



Appendix 5. 3 Expert Judgment (Questionnaire Sheet) I

EXPERT JUDMENT (QUESTIONNAIRE SHEET) I

Expert :Prof.Dr.NiNyomanPadmadewi,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.NiNyomanPadmadewi,M.A.

NIP. 196202021988032001

Appendix 5. 4 Expert Judgment (Questionnaire Sheet) II

EXPERT JUDGMENT (QUESTIONNAIRE SHEET) II

Expert :Luh Gd RahayuBudiarta, 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 RahayuBudiarta, S.Pd., M.Pd.

NIP. 193309192018032001

Appendix 5. 5 Expert Judgment (Observation Checklist) I

EXPERT JUDGMENT (OBSERVATION CHECKLIST) I

Expert :Prof.Dr.NiNyomanPadmadewi,M.A.

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		

Singaraja, 28 September 2021

Judge I



Prof.Dr.NiNyomanPadmadewi,M.A.

NIP. 196202021988032001

Appendix 5. 6 Expert Judgment (Observation Checklist) II

EXPERT JUDGMENT (OBSERVATION CHECKLIST) II

Expert :Luh Gd RahayuBudiarta, 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 RahayuBudiarta, S.Pd., M.Pd.

NIP. 193309192018032001



APPENDIX 6

**“VALIDITY & RELIABILITY
INSTRUMENT”**

Appendix 6. 1 Vocabulary Test

a. Content Validity

Judge		Judge I	
		Relevant	Irrelevant
II	Relevant	30	-
	Irrelevant	-	-

$$\text{Content Validity} = \frac{30}{0+0+0+30} = 1$$

b. Instrument Try-out

Correlations

	Soal1	Soal2	Soal3	Soal4	Soal5	Soal6	Soal7	Soal8	Soal9	Soal10	Soal11	Soal12	Soal13	Soal14	Soal15	Soal16	Soal17	Soal18	Soal19	Soal20	Soal21	Soal22	Soal23	Soal24	Soal25	Soal26	Soal27	Soal28	Soal29	Soal30	Totals core
Soal1 Pears on Correlation	1.00**	.71	-.062	.255	.205	.119	.030	.111	.391*	.255	.133	.243	.119	-.017	.205	.205	.169	.119	.364*	1.00**	1.00**	.071	-.062	.255	.243	.133	.243	.119	-.017	.530**	
Sig. (2-tailed)	.000	.699	.736	.159	.260	.517	.869	.544	.027	.159	.469	.180	.517	.926	.260	.260	.356	.517	.041	.000	.000	.699	.736	.159	.180	.469	.180	.517	.926	.002	
N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Soal2 Pears on Correlation	1.00**	1	.071	-.062	.255	.205	.119	.030	.111	.391*	.255	.133	.243	.119	-.017	.205	.205	.169	.119	.364*	1.00**	1.00**	.071	-.062	.255	.243	.133	.243	.119	-.017	.530**
Sig. (2-tailed)	.000	.000	.699	.736	.159	.260	.517	.869	.544	.027	.159	.469	.180	.517	.926	.260	.260	.356	.517	.041	.000	.000	.699	.736	.159	.180	.469	.180	.517	.926	.002

Soal8	Pears on Correl ation	.03 0	.03 0	.4 73 [*] .	.36 4 [*]	.52 7 ^{**}	.0 71	-. 1 53	.1 1	.25 5	.25 5	.42 5 [*]	.24 3	.39 1 [*]	.11 9	.07 1	.60 7 ^{**}	.30 7	.39 1 [*]	.22 2	.03 0	.03 0	.47 3 ^{**}	.36 4 [*]	.52 7 ^{**}	.11 1	.42 5 [*]	.24 3	.39 1 [*]	.11 9	.615 ^{**}		
	Sig. (2- tailed)	.86 9	.86 9	.0 06	.04 1	.00 2	.6 99	.4 03	.5 44	.15 9	.15 9	.01 5	.18 0	.02 7	.51 7	.69 9	.00 0	.08 7	.02 7	.22 2	.86 9	.86 9	.00 6	.04 1	.00 2	.54 4	.01 5	.18 0	.02 7	.51 7	.000		
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
Soal9	Pears on Correl ation	.11 1	.11 1	-. 0 12	.17 7	.04 9	.3 71 [*]	.0 49	.1 11	.1 1	-. 08 1	.24 9	.12 8	.30 2	.08 7	.08 1	.24 3	.11 6	.11 1	.43 7 [*]	.04 2	.11 1	.11 1	.13 9	.17 7	.04 9	-. 00 4	.24 8	.12 2	.30 7	-. 08 1	.307	
	Sig. (2- tailed)	.54 4	.54 4	.9 48	.33 2	.79 2	.0 37	.7 92	.5 44	.66 0	.79 2	.17 1	.50 7	.08 7	.66 0	.18 0	.52 9	.54 4	.01 2	.81 9	.54 4	.54 4	.44 7	.33 2	.79 2	.98 3	.17 1	.50 7	.08 7	.66 0	.087		
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Soal10	Pears on Correl ation	.39 1 [*]	.39 1 [*]	.2 79	.31 3	.33 3	.1 48	.3 33	.2 55	-. 0 81	.1 7	.37 7 [*]	.43 7 [*]	.20 0	.20 0	.41 1 [*]	.27 9	.25 5	.46 7 ^{**}	.17 4	.39 1 [*]	.39 1 [*]	.27 9	.31 3	.33 3	.04 9	.37 7 [*]	.43 7 [*]	.20 0	.20 0	.620 ^{**}		



Soal13	Pears on Correl ation	.24 3	.24 3	.2 43	.44 8'	.43 7'	- .0 12	.3 07	.2 43	.1 22	.43 7'	.17 8	.24 8	1	- .08 1	.17 8	.24 3	.24 3	.24 3	.30 7	.04 2	.24 3	.24 3	.11 6	.44 8'	.43 7'	- .00 4	.24 8	1.0 00**	- .08 1	.17 8	.514**	
	Sig. (2- tailed)	.18 0	.18 0	.1 80	.01 0	.01 2	.9 48	.0 87	.1 80	.5 07	.01 2	.33 0	.17 1		.66 0	.33 0	.18 0	.18 0	.18 0	.08 7	.81 9	.18 0	.18 0	.52 9	.01 0	.01 2	.98 3	.17 1	.00 0	.66 0	.33 0	.003	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Soal14	Pears on Correl ation	.11 9	.11 9	.0 16	.31 3	.33 3	.2 79	.0 67	.3 91'	.3 07	.20 0	.46 7**	.23 3	- .08 1	.06 7	.41 1'	.27 9	.39 1'	.20 0	.17 4	.11 9	.11 9	.01 6	.31 3	.33 3	.30 7	.23 3	- .08 1	1.0 00**	.06 7	.564**		
	Sig. (2- tailed)	.51 7	.51 7	.9 29	.08 1	.06 2	.1 22	.7 17	.0 27	.0 87	.27 2	.00 7	.19 9	.66 0	.71 7	.02 0	.12 2	.02 7	.27 2	.34 1	.51 7	.51 7	.92 9	.08 1	.06 2	.08 7	.19 9	.66 0	.00 0	.71 7	.001		
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Soal15	Pears on Correl ation	- .01 7	- .01 7	.0 16	.03 5	.06 7	.1 48	.0 67	.1 19	- .0 81	.20 0	.33 3	.23 3	.17 8	.06 7	1	.11 5	.11 5	.25 5	.20 0	- .24 4	- .01 7	- .01 7	.14 8	.03 5	.06 7	.17 8	.23 3	.17 8	.06 7	.86 7**	.268	

Soal18	Pears on Correlation	.169	.169	-.063	.222	.391*	.205	.119	.307	.111	.255	.391*	.425*	.243	.391*	.255	.071	.205	11	.119	-.062	.169	.169	-.063	.222	.391*	.243	.425*	.243	.391*	.255	.540**
	Sig. (2-tailed)	.356	.356	.733	.222	.027	.260	.587	.544	.159	.027	.015	.180	.027	.159	.699	.260	.517	.736	.356	.356	.733	.222	.027	.180	.015	.180	.027	.159	.001		
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
Soal19	Pears on Correlation	.119	.119	.279	.453**	.200	.411*	.367	.437*	.467**	.067	.377*	.307	.200	.200	.279	.279	.119	11	-.244	.119	.119	.279	.453**	.200	.178	.377*	.307	.200	.200	.546**	
	Sig. (2-tailed)	.517	.517	.122	.009	.272	.020	.717	.020	.007	.717	.033	.087	.272	.272	.122	.122	.517	.179	.517	.517	.122	.009	.272	.330	.033	.087	.272	.272	.001		
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
Soal20	Pears on Correlation	.364	.364	.129	-.018	.174	-.009	.035	.222	.042	.174	.104	.174	.042	.174	.129	.403	-.062	-.244	-.244	.364	.364	.129	-.018	.174	-.009	.174	.042	.174	.042	.304	

Soal28	Pears on Correl ation	.24 3	.24 3	.2 43	.44 8	.43 7	- .0 12	.3 07	.2 43	.1 22	.43 7	.17 8	.24 8	1.0 00**	- .08 1	.17 8	.24 3	.24 3	.24 3	.30 7	.04 2	.24 3	.24 3	.11 6	.44 8	.43 7	- .00 4	.24 8	1	- .08 1	.17 8	.514**
	Sig. (2- tailed)	.18 0	.18 0	.1 80	.01 0	.01 2	.9 48	.0 87	.1 80	.5 07	.01 2	.33 0	.17 1	.00 0	.66 0	.33 0	.18 0	.18 0	.18 0	.08 7	.81 9	.18 0	.18 0	.52 9	.01 0	.01 2	.98 3	.17 1	.66 0	.33 0	.003	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Soal29	Pears on Correl ation	.11 9	.11 9	.0 16	.31 3	.33 3	.2 79	.0 67	.3 91*	.3 07	.20 0	.46 7**	.23 3	- .08 1	1.0 00**	.06 7	.41 1*	.27 9	.39 1*	.20 0	.17 4	.11 9	.11 9	.01 6	.31 3	.33 3	.30 7	.23 3	- .08 1	.06 7	.564**	
	Sig. (2- tailed)	.51 7	.51 7	.9 29	.08 1	.06 2	.1 22	.7 17	.0 27	.0 87	.27 2	.00 7	.19 9	.66 0	.00 0	.71 7	.02 0	.12 2	.02 7	.27 2	.34 1	.51 7	.51 7	.92 9	.08 1	.06 2	.08 7	.19 9	.66 0	.71 7	.001	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Soal30	Pears on Correl ation	- .01 7	- .01 7	.0 16	.03 5	.06 7	.1 48	.0 67	.1 19	- .0 81	.20 0	.33 3	.23 3	.17 8	.06 7	.86 7**	.11 5	.11 5	.25 5	.20 0	- .24 4	- .01 7	- .01 7	.01 6	.03 5	.06 7	.17 8	.23 3	.17 8	.06 7	1	.259



	Sig. (2- tailed)	.92 6	.92 6	.9 29	.85 0	.71 7	.4 19	.7 17	.5 17	.6 60	.27 2	.06 2	.19 9	.33 0	.71 7	.00 0	.53 1	.53 1	.15 9	.27 2	.17 9	.92 6	.92 6	.92 9	.85 0	.71 7	.33 0	.19 9	.33 0	.71 7	.152	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
Totalsc ore	Pears on Correl ation	.53 0**	.53 0**	.3 17	.49 8**	.61 1**	.3 08	.2 68	.6 15*	.3 07	.62 0**	.47 2**	.57 5**	.51 4**	.56 4**	.26 8	.33 5	.56 3**	.54 0**	.54 6**	.30 4	.53 0**	.53 0**	.31 7	.49 8**	.61 1**	.34 3	.57 5**	.51 4**	.56 4**	.25 9	.1
	Sig. (2- tailed)	.00 2	.00 2	.0 77	.00 4	.00 0	.0 87	.1 38	.0 00	.0 87	.00 0	.00 6	.00 1	.00 3	.00 1	.13 8	.06 1	.00 1	.00 1	.00 1	.09 0	.00 2	.00 2	.07 7	.00 4	.00 0	.05 4	.00 1	.00 3	.00 1	.15 2	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	

Correlati
on is
significa
nt at the
0.01
level (2-
tailed).



c. Instrument Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.730	31

Appendix 6. 2 Questionnaire Sheet

a. Content validity

Judge		Judge I	
		Relevant	Irrelevant
II	Relevant	10	-
	Irrelevant	-	-

$$\text{Content Validity} = \frac{10}{0+0+0+10} = 1$$

b. Instrument Try-out

		Correlations										
		a	b	c	d	e	f	g	h	i	j	total
a	Pearson Correlation	1	.930**	.530**	.710**	.646**	.514**	.462**	.302	.261	.363*	.787**
	Sig. (2-tailed)		.000	.002	.000	.000	.003	.008	.093	.149	.041	.000
	N	32	32	32	32	32	32	32	32	32	32	32
b	Pearson Correlation	.930**	1	.568**	.709**	.524**	.392*	.390*	.317	.128	.260	.716**
	Sig. (2-tailed)	.000		.001	.000	.002	.026	.027	.077	.485	.150	.000
	N	32	32	32	32	32	32	32	32	32	32	32
c	Pearson Correlation	.530**	.568**	1	.609**	.400*	.407*	.139	.169	-.047	.072	.507**
	Sig. (2-tailed)	.002	.001		.000	.023	.021	.447	.355	.797	.696	.003
	N	32	32	32	32	32	32	32	32	32	32	32
d	Pearson Correlation	.710**	.709**	.609**	1	.802**	.455**	.315	.290	.218	.251	.727**
	Sig. (2-tailed)	.000	.000	.000		.000	.009	.079	.107	.231	.166	.000
	N	32	32	32	32	32	32	32	32	32	32	32
e	Pearson Correlation	.646**	.524**	.400*	.802**	1	.680**	.540**	.425*	.366*	.361*	.786**
	Sig. (2-tailed)	.000	.002	.023	.000		.000	.001	.015	.039	.043	.000
	N	32	32	32	32	32	32	32	32	32	32	32
f	Pearson Correlation	.514**	.392*	.407*	.455**	.680**	1	.693**	.666**	.466**	.537**	.804**
	Sig. (2-tailed)	.003	.026	.021	.009	.000		.000	.000	.007	.002	.000
	N	32	32	32	32	32	32	32	32	32	32	32
g	Pearson Correlation	.462**	.390*	.139	.315	.540**	.693**	1	.622**	.585**	.533**	.747**
	Sig. (2-tailed)	.008	.027	.447	.079	.001	.000		.000	.000	.002	.000

	N	32	32	32	32	32	32	32	32	32	32	32
h	Pearson Correlation	.302	.317	.169	.290	.425*	.666**	.622**	1	.575**	.713**	.724**
	Sig. (2-tailed)	.093	.077	.355	.107	.015	.000	.000		.001	.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32
i	Pearson Correlation	.261	.128	-.047	.218	.366*	.466**	.585**	.575**	1	.889**	.648**
	Sig. (2-tailed)	.149	.485	.797	.231	.039	.007	.000	.001		.000	.000
	N	32	32	32	32	32	32	32	32	32	32	32
j	Pearson Correlation	.363*	.260	.072	.251	.361*	.537**	.533**	.713**	.889**	1	.722**
	Sig. (2-tailed)	.041	.150	.696	.166	.043	.002	.002	.000	.000		.000
	N	32	32	32	32	32	32	32	32	32	32	32
total	Pearson Correlation	.787**	.716**	.507**	.727**	.786**	.804**	.747**	.724**	.648**	.722**	1
	Sig. (2-tailed)	.000	.000	.003	.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. Instrument Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.771	11

Appendix 6. 3 Observation Checklist

a. Content Validity

Judge		Judge I	
		Relevant	Irrelevant
II	Relevant	8	-
	Irrelevant	-	-

$$\text{Content Validity} = \frac{8}{0+0+0+8} = 1$$



APPENDIX 7
“RESEARCH INSTRUMENT”

Appendix 7. 1 Vocabulary Test

a. Blue Print of Original Instrument

Basic Competency	Indicators	Level of Cognitive Domain		Number of Items
		C1	C2	
1. Asking and telling the location of objects 2. Describing the living room briefly	Asking the location of an object using English briefly	2, 14, 15	1,4,8, 12	15
	Describing the living room using English briefly	3,9	5,6,7,10, 11,13	
1. Describing the Garden briefly 2. Asking for something	Describing the garden using English briefly.	23, 24 26	17, 18, 19, 21, 22, ,28	15
	Asking for something using English briefly	16, 29	,20, 23, 25,27, 30	
Total Number of Item				

b. Original Instrument (Vocabulary Test)

Vocabulary Test

Please answer the question below correctly!

1. We put the sofa in the.....
 - a. Kitchen

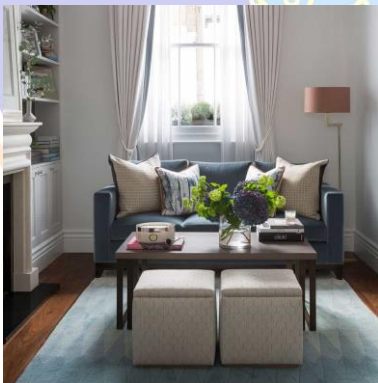
- b. garden
- c. Bathroom
- d.
- e. Livingroom

2.



This is

- a. a Television
- b. a Sofa
- c. a Spoon
- d. a Fork



3. How many things in the living room above?
- a. 8
 - b. 9
 - c. 7
 - d. 6



4. Andre : What is this?
 Ryan : This is.....
- a Lamp
 - a Calendar
 - a Table
 - a Chair



Question no 5-9

5. My father sits on the.....
- Calendar
 - Window
 - Sofa
 - Table
6. The sofa....pictures?
- behind
 - under
 - below
 - above

7. Where is the picture?
 - a. under the Table
 - b. on the sofa
 - c. behind the sofa
 - d. in front of the Table

8. The photo.....the sofa
 - a. Above
 - b. Under
 - c. On
 - d. in

9. What are the things in the picture above, except?
 - a. sofa
 - b. picture
 - c. curtain
 - d. clock

10. The calendar is hanging.....the wall
 - a. Under
 - b. At
 - c. in
 - d. on



11. The newspaper is.....the Table
 - a. under
 - b. at
 - c. in
 - d. on



The question from no 12-15

12. Yuda :..... is the vase?
Mika : The vase is on the Table
- What
 - Where
 - When
 - Who
13. John : Where is the book?
Endry : The book is.....the clock
- Beside
 - Behind
 - Under
 - On
14. I always put my book in the living room, the underline of this word is.....
- Buku
 - Meja
 - Lampu
 - Sofa
15. How many things in the picture above, except?
- 20
 - 22
 - 30
 - 29



16. How many things in the picture above, except?

- a. 3
- b. 4
- c. 5
- d. 7

17. We can see plant and flower in the.....

- a. Kitchen
- b. Bathroom
- c. Bedroom
- d. Garden

18. A: Do you like flower?

B:, I do not

- a. Do
- b. Yes
- c. Are
- d. No



19. This is a.....

- a. Flower
- b. Bucket
- c. Hose
- d. Trash can

20. Arya : Can I water this flower?

Surya : No,.....

- a. I can
- b. I can not
- c. I do
- d. I do not



21. Anjel : What is these?

Rendi : These are.....

- a. Plant and flower
- b. Hose and pot
- c. Tree and grass
- d. Shovel and trash



22. Arya : What is it?

Candra : it is a.....

- a. Pool
- b. Pond
- c. Tree
- d. Pot

23. Mike: May I use this gardening water?

Bryan:.....

Mike: Thank you for your kindness

- a. Yes, please
- b. No
- c. I can not
- d. I do not



24. This is a.....

- a. Gardening glove
- b. Fence
- c. Pond
- d. tap

25. Which one is Shovel?



a.



b.



c.



d.

26. Andrew:.....it is?

Parker : It is a shovel.

- a. What
- b. Where
- c. When
- d. Who

27. Which one is fence?



a.



b.





c.



d.

28. The flower looks withered, it need.....

- a. Water
- b. Fire
- c. Wind
- d. Glove

29. Jessica:.....many flowers do you have?

Victoria: I have 3 flowers.

- a. How
- b. What
- c. Where
- d. When

30. A:you water the flower?

B: Yes, I can

please complete the sentence above!

- a. What
- b. Where
- c. Can
- d. Why

c. Blue Print of Final Instrument

Basic Competency	Indicators	Level of Cognitive Domain		Number of Items
		C1	C2	
1. Asking and telling the location of objects 2. Describing the living room briefly	Asking the location of an object using English briefly	2,	1,4,8	10
	Describing the living room using English briefly	3	5,6,7,9,10,	
1. Describing the Garden briefly 2. Asking for something	Describing the garden using English briefly.	12, 16	13,14, 15,19,	10
	Asking for something using English briefly	20	11, 17,18,	
Total Number of Item				

d. Final Instrument

Please answer the question below correctly!

1. We put the sofa in the.....
 - f. Kitchen
 - g. garden
 - h. Bathroom
 - i. Livingroom

2.



This is

- e. a Television
- f. a Sofa
- g. a Spoon
- h. a Fork



3. Andre : What is this?
 Ryan : This is.....
- e. a Lamp
 - f. a Calendar
 - g. a Table
 - h. a Chair



4. My father sits on the.....

- e. Calendar
- f. Window
- g. Sofa
- h. Table

5. The photo.....the sofa

- e. Above
- f. Under
- g. On
- h. in

6. The calendar is hanging.....the wall

- e. Under
- f. At
- g. in
- h. on



7. The newspaper is.....the Table

- e. under
- f. at
- g. in
- h. on



The question from no 8-9

8. Yuda :..... is the vase?
Mika : The vase is on the Table
- What
 - Where
 - When
 - Who
9. John : Where is the book?
Endry : The book is.....the clock
- Beside
 - Behind
 - Under
 - On
10. I always put my book in the living room, the underline of this word is.....
- Buku
 - Meja
 - Lampu
 - Sofa
11. We can see plant and flower in the.....
- Kitchen
 - Bathroom
 - Bedroom
 - Garden
12. A: Do you like flower?
B:, I do not
- Do
 - Yes
 - Are

h. No



13. This is a.....

- e. Flower
- f. Bucket
- g. Hose
- h. Trash can



14. Anjel : What is these?
Rendi : These are.....

- e. Plant and flower
- f. Hose and pot
- g. Tree and grass
- h. Shovel and trash



15. Arya : What is it?

Candra : it is a.....

- e. Pool
- f. Pond
- g. Tree
- h. Pot



16. This is a.....

- e. Gardening glove
- f. Fence
- g. Pond
- h. tap

17. Which one is Shovel?



e.



f.

g.



h.



18. Which one is fence?

e.



f.





19. The flower looks withered, it need.....

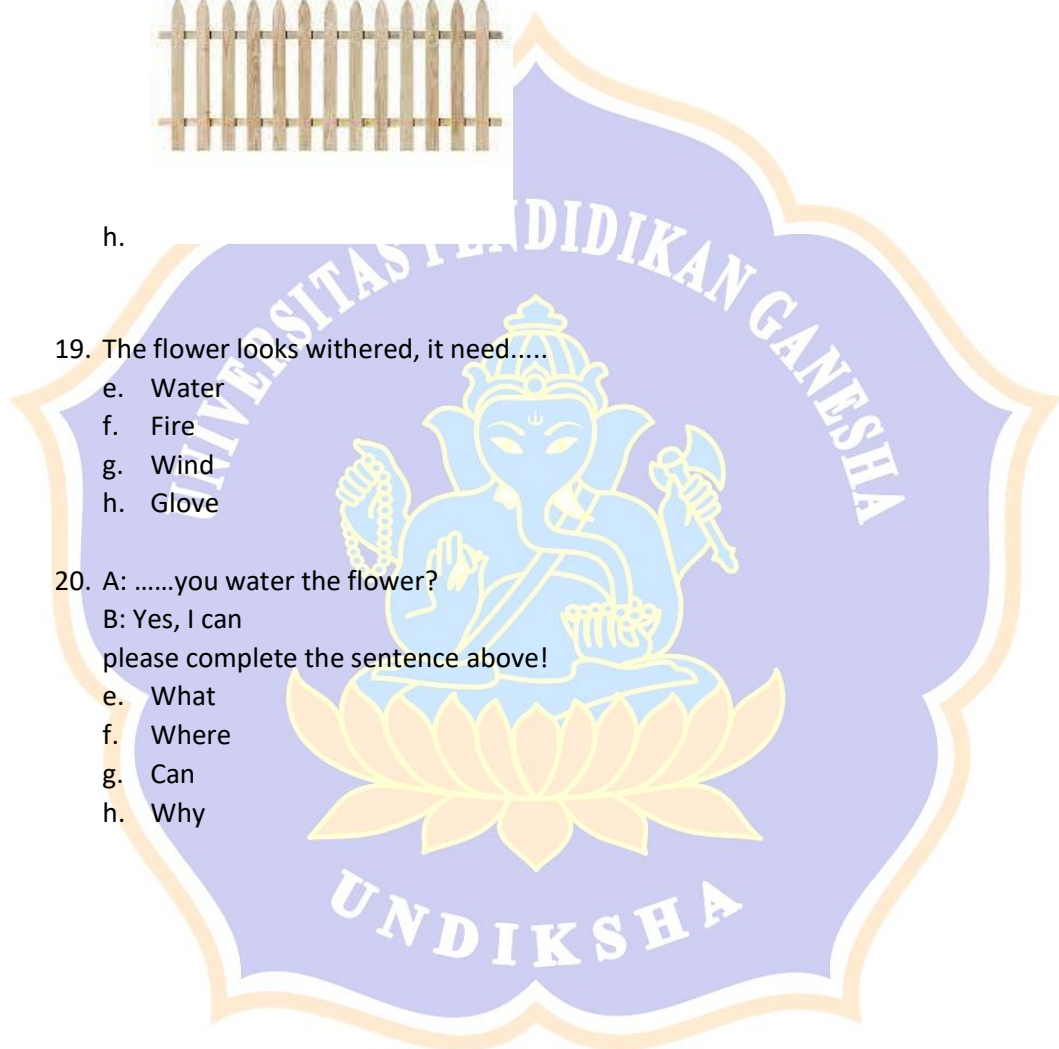
- e. Water
- f. Fire
- g. Wind
- h. Glove

20. A:you water the flower?

B: Yes, I can

please complete the sentence above!

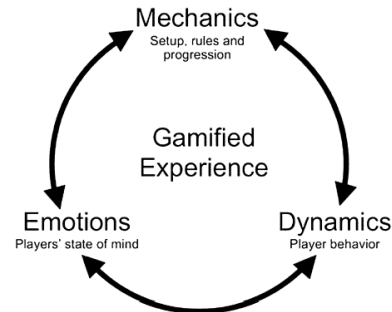
- e. What
- f. Where
- g. Can
- h. Why



Appendix 7. 2 Questionnaire Sheet

a. Blue Print of Questionnaire Sheet

Figure 1. MDE framework of gamification principles



Theory of (Robson et al., 2015)

Regarding the explanation above, the questionnaire of this study will adopt the theory of Robson et al. (2015). That theory was used to measure student opinions toward the implementation of Kahoot on vocabulary mastery for Young English learners. Furthermore, this questionnaire consisted of three dimensions, as follow:

1. Students' opinions toward the Kahoot itself
(mechanics)
2. Students' opinions toward the implementation
of the Kahoot for learning English vocabulary
(dynamics)
3. Students' opinions toward implementing Kahoot
for learning English vocabulary (Emotions).

Table of Blue Print Questionnaire

Variable	Dimensions	Indicators	Number of items	Total
Kahoot	Students' opinions toward the Kahoot itself.	a. Kahoot is easily to be accessed. b. The layout of Kahoot is attractive. c. Kahoot is suitable for the students. d. The instructions in Kahoot are understandable.	8, 9	2
	Students' opinions toward the implementation of the Kahoot for learning English vocabulary.	a. Kahoot makes learning English vocabulary enjoyable. b. Kahoot is easily to be operated for learning vocabulary.	1,3,6, 10	4
	Students' opinions toward the effects of implementing Kahoot for learning English vocabulary.	a. Kahoot helps the students to enrich their English vocabulary. b. Kahoot makes the students interested to	2, 4, 5, 7	4

		<p>learn English vocabulary.</p> <p>c. Kahoot engages the student to English vocabulary.</p> <p>d. Kahoot makes the student to be more active in learning English vocabulary.</p>		
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b. Instrument of Questionnaire Sheet

QUESTIONNAIRE SHEET

Angket Penelitian Implementasi Kahoot untuk pembelajaran kosakata bahasa Inggris di SD Dana PuniaSingaraja

Kuesioner berikut bertujuan untuk mendapatkan respon peserta didik mengenai pembelajaran kosakata bahasa Inggris dengan menggunakan Kahoot. 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 irespon kalian terhadap penggunaan Kahoot di dalam pembelajaran kosakata bahasa Inggris.

Dengan keterangan sebagai berikut:

TS = TidakSetuju

KS = Kurang Setuju

S = Setuju

SS = Sangat Setuju

Students' Questionnaire

No	Pernyataan	TS	KS	S	SS
1	Saya suka menggunakan Kahoot untuk belajar kosakata bahasa Inggris				
2	Saya menjadi tertarik untuk belajar kosakata bahasa Inggris menggunakan Kahoot				
3	Saya bisa menggunakan Kahoot untuk belajar kosakata bahasa Inggris dengan mudah dan praktis				
4	Saya menjadi lebih aktif ketika belajar kosakata bahasa Inggris menggunakan Kahoot				
5	Saya bisa mengingat banyak kosakata bahasa Inggris ketika belajar menggunakan Kahoot				
6	Saya bisa belajar kosakata bahasa Inggris menggunakan Kahoot dimanapun dan kapanpun				
7	Saya merasa tertantang untuk mengerjakan <i>Game</i> dan <i>Kuis</i> di dalam belajar kosakata dengan menggunakan Kahoot				
8	Saya dengan mudah bisa memahami instruksi-instruksi di dalam bermain <i>Game</i> dan mengerjakan <i>Kuis</i> menggunakan Kahoot.				
9	Saya suka dengan tampilan dari game dan kuis yang ada di kahoot.				
10	Saya belajar kosa kata menjadi lebih menyenangkan dengan Kahoot				
<p>Berikan pendapat kalian tentang penggunaan aplikasi Kahoot di dalam belajar kosa kata bahasa Inggris yang belum ditanyakan sebelumnya. Jawab secara singkat dan jelas:</p> <p>1. _____</p> <p>2. _____</p>					

3. _____

Appendix 7. 3 Observation Checklist

a. Blue Print of Observation Checklist

No	Theories	Observed Aspects	Item	Subject
1	students are more enthusiastic in learning by using game-based learning, (Wati & Yuniawatika, 2020)	The students show enthusiasm when learning vocabulary using Kahoot.	1	Students
2	As a teaching method, game-based learning is appropriate for all courses and makes students feel engaged in the learning process. (Jana et al., 2016)	The students feel happy when learning vocabulary using Kahoot.	2	Students
3	Students' focus in class can be improved by implementing game-based learning. (Sidi et al., 2019)	The students look serious when learning vocabulary using Kahoot.	3	Students
4	Game-based learning allows students to interact with topics and concepts through simulation and interaction rather of the traditional resources and formats of schooling such as textbooks, classes, and assignments. (Perrotta et al., 2013)	The students are directly involved in the <i>Games</i> on Kahoot	4	Students

5	Incorporating game-based learning into school is typically more effective in increasing active involvement than traditional teaching techniques. (E. Z. F. Liu & Chen, 2013)	The students are active in participation when learning vocabulary using Kahoot.	5	Students
6	The game-based learning approach assist build problem-solving skills through providing a multiple-avenue approach for finding solutions, assessing students' problem-solving abilities, posing ill-defined challenges, and allowing students to work collaboratively to solve the challenges. (Adipat et al., 2021)	The students are able to complete the Kahoot	6	Students
7	Due to the obvious change in education, where students have become much more active in the learning process, games may work effectively as a teaching tool. (F. Liu et al., 2021)	The students feel bored when learning English vocabulary using Kahoot	7	Students
8	The use of game-based learning methodologies has recently prompted academics all around the world to investigate which would be the greatest fit for their specific conditions or learners. (Chai & Md. Yunus, 2020)	The students find difficulties when learning English vocabulary using Kahoot	8	Students

b. Instrument of Observation Checklist

OBSERVATION SHEET

No	Behaviour being observed	Yes	No	Explanation
1	The students have enthusiasm or motivation when learning vocabulary using Kahoot			
2	The students are happy or delight when learning vocabulary using Kahoot			
3	The students look serious when learning vocabulary using Kahoot			
4	The students are directly involved or engaged in the <i>Game</i> and <i>Quizon</i> Kahoot			
5	The students actively participate to do the <i>Game</i> and <i>Quizon</i> Kahoot			
6	The students are able to complete the <i>Game</i> and <i>Quizon</i> Kahoot			
7	The students feel bored when learning vocabulary using Kahoot			
8	The students find difficulties when learning vocabulary using Kahoot			



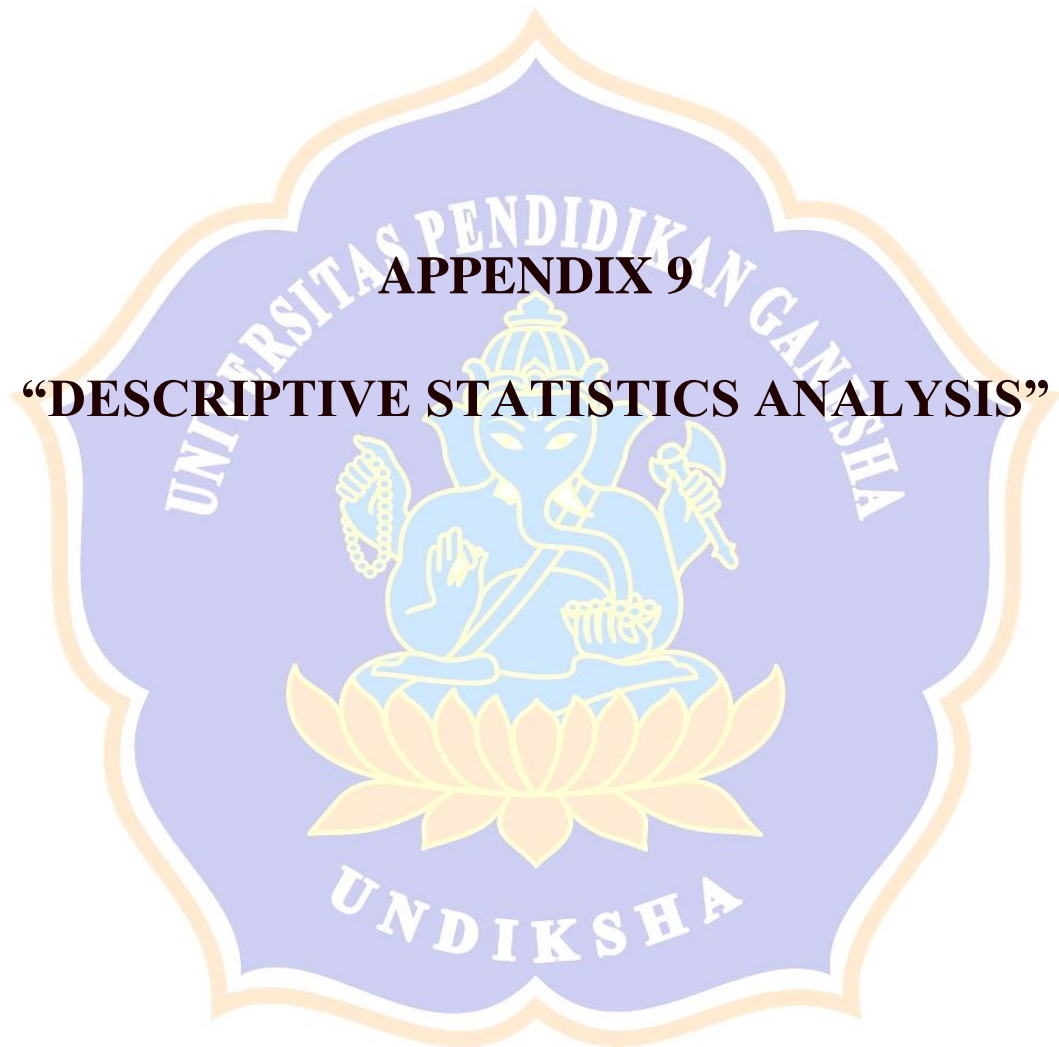
APPENDIX 8
“THE RESULT OF RESEARCH”

Appendix 8. 1 Vocabulary Test Result

No	Students	Score	
		Pre-Test	Post-Test
1	Student 1	35	30
2	Student 2	60	65
3	Student 3	55	60
4	Student 4	65	45
5	Student 5	30	35
6	Student 6	60	65
7	Student 7	40	45
8	Student 8	40	75
9	Student 9	40	65
10	Student 10	65	85
11	Student 11	85	80
12	Student 12	35	40
13	Student 13	65	65
14	Student 14	60	75
15	Student 15	50	70
16	Student 16	75	85

Appendix 8. 2 Questionnaire Sheet Result

No	Item	SD	D	A	SA
1	I like using Kahoot to learn English vocabulary	0	0	10	6
2	I became interested in learning English vocabulary when using Kahoot	0	0	14	2
3	I can use Kahoot to learn English vocabulary easily and practically	0	0	7	9
4	I become more active when learning English vocabulary using Kahoot	1	2	6	7
5	I can remember a lot of English vocabulary when using Kahoot	0	2	11	3
6	I can learn English vocabulary using Kahoot anywhere and anytime	1	2	8	5
7	I feel challenged to play Games and Quizzes in learning vocabulary using Kahoot	1	4	8	3
8	I can easily understand the instructions in playing games and doing quizzes using Kahoot	1	1	9	5
9	I love the appearance of the games and quizzes on Kahoot	0	2	11	3
10	I have more fun learning English vocabulary when using Kahoot	1	2	5	8



APPENDIX 9

“DESCRIPTIVE STATISTICS ANALYSIS”

Appendix 9. 1 Descriptive Statistics Analysis

DESCRIPTIVE STATISTICS

		pretest	posttest
N	Valid	16	16
	Missing	0	0
Mean		53.75	61.56
Median		57.50	65.00
Mode		40.00 ^a	65.00
Std. Deviation		15.86	17.58
Variance		251.67	309.06
Range		55.00	55.00
Minimum		30.00	30.00
Maximum		85.00	85.00
Sum		860.00	985.00



APPENDIX 10

“INFERENCE STATISTICS ANALYSIS”

Appendix 10. 1 Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.182	16	.163	.944	16	.404
POSTTES T	.203	16	.078	.926	16	.207

Appendix 10. 2 Homogeneity Test

Test of Homogeneity

Levene Statistic	df1	df2	Sig.
.107	1	30	.746

Appendix 10. 3 Paired Sample T-Test

	Paired Differences					t	df	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTTEST	-7.81250	13.16166	3.29041	-14.82585	-.79915	2.374	15	.031

Appendix 10. 4 Effect Size Cohen's D Calculator

Effect Size Calculator

\bar{x}_1

s_1

\bar{x}_2

s_2

r

Cohen's d



APPENDIX 11

“DOCUMENTATION”

Appendix 11. 1 Documentation 1



Appendix 11. 2 Documentation 2



Appendix 11. 3 Documentation 3



Appendix 11. 4 Documentation 4



