# APPENDICES

## Appendix 1 *Attachment 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 : 421.204/073/Pendas/2022

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

| | |
|---|---|
| Nama | : Made Faldi Anandystia Viratama |
| Tempat/Tgl.Lahir | : Busungbiu, 20 Juni 2001 |
| NIM | : 1912021073 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Jurusan | : Bahasa Asing |
| 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, 05 Desember 2022
Plt. Kepala SD Negeri 3 Banjar Jawa

I Gede Indra Supriadi, M.Pd.
NIP. 198703182014021001

*Appendix 2 Sample of the study*

*VI A CLASS (Try-out Student)*

| NO | NAMA SISWA |
|----|------------|
| 1 | Komang Andre Armawan |
| 2 | Putu Angga Sastrawan |
| 3 | Ketut Aprilian Dwi Permana |
| 4 | I Gusti Ketut Arvika Saghita A |
| 5 | Putu Ardianti Pramestya Dewi |
| 6 | Made Auryn Ginalih Rusmantara |
| 7 | Kadek Avesta Maheswara Wijaya |
| 8 | Made Darda Natha Kumara |
| 9 | Made Demira Agustana Putri |
| 10 | Dery Septiyan Virgalis |
| 11 | Gede Dharma Putra Wijaya |
| 12 | Nymn Dimas Tribawana Widya S |
| 13 | Ida Ayu Febina Santiani Putri |
| 14 | Hika Ulani Asril |
| 15 | Irfan Arya Permana |
| 16 | Putu Kanaya Anassuya |
| 17 | Putu Kenzie Beatricia Parta N |
| 18 | Putu Kinara Agnydiva Sukiada |
| 19 | Nandia Putri Ida Ayu Kade |
| 20 | Pande Putu Eka Wiri Satriaji |
| 21 | Komang Pandu Wirottama P |

| 22 | Ni Made Rianti Wika Oktavia P |
|----|-------------------------------|
| 23 | Putu Seravina Ananda Delani |
| 24 | Gede Tyo Eka Nugraha |
| 25 | Putu Vania Sri Kusuma Dewi |
| 26 | Kadek Widhiartama |
| 27 | Made Wira Prayoga |
| 28 | Gede Deva Nanada Dinata |

**VI B (Control Group)**

| NO | NAMA SISWA |
|----|------------|
| 1 | Ketut Andra Dinata Kusuma Riawan |
| 2 | Putu Anggy Myiesha Ayu |
| 3 | Gede Arya Kusuma Wijaya |
| 4 | Ayu Wulan Kirana |
| 5 | Ni Kadek Bella Putri Widyastini |
| 6 | I Gede Dastan Pradanadyaksa |
| 7 | Made Devi Dwivayanti |
| 8 | Luh Putu Dewi Sintia Sari |
| 9 | Made Dinda Oktareni |
| 10 | Ida Ayu Putu Dika Divya Dewi |
| 11 | Ni Made Fredline Ristana Lovelya |
| 12 | Pt Hinnant Deva Adnyana |
| 13 | Ni Kadek Jenar Lakshmi Sanjaya |

| | |
|---|---|
| 14 | Gede Kenan Vedanara Darmana |
| 15 | Luh Putu Kharisma Adi Setianingsih |
| 16 | I.G.A Mardhi Kirana Sahwahita |
| 17 | Nyoman Nadya Triwahyuni |
| 18 | Ketu Narya Kinanta Liang |
| 19 | Ida Bagus Nathan Bramastha |
| 20 | Komang Nindy Yuli Jayanthi |
| 21 | Kadek Puspa Widiani |
| 22 | Gusti Ngurah Sena Pratama |
| 23 | Putu Theona Dianda Wijaya |
| 24 | I Made Wahyu Candra Sutika |
| 25 | Nyoman Wichitrananda Budi Darma |
| 26 | I Dewa Made Widiatmaja |
| 27 | Putu Wilma Danuarsa |
| 28 | Ketut Rizki Wira Saputra |
| 29 | Kadek Abhika Pradnyana |
| 30 | I Kadek Sidhi Mardha Yuda |

**VI C (Experimental Group)**

| NO | NAMA SISWA |
|---|---|
| 1 | Putu Ayu Meli artini |
| 2 | Ananta Caka Iswara Sukawati |
| 3 | Putu Arya Manik putrawan |

| 4 | Ni Gusti Putu ayu Cintya wahyuni |
|---|---|
| 5 | Luh Asri Purnamayani |
| 6 | Ngurah arya Werdi Putra |
| 7 | A.A Ananda Kirana Parameswari |
| 8 | Kadek Ari Juni Asrini |
| 9 | Putu Anya Permata |
| 10 | Komang Aditya Cassanova Adiptha |
| 11 | Kadek Billy Lando |
| 12 | Putu Briyan Suma Ardana |
| 13 | Rastie Gayatri Putri Robin |
| 14 | Gede Genta Widiadnyana |
| 15 | Komang Indah Trisna Ningsih |
| 16 | I Gusti Ngurah Joey Jayadiningrat |
| 17 | Kadek Jodhy Adyastha |
| 18 | Putu Marven Satria Wibawa |
| 19 | Made Mahatma Putra Sudaya |
| 20 | Putu ngurah Randy  Agastya U |
| 21 | I Gusti Ayu Putri Ratna Mandala |
| 22 | Ni Komang Santhi Devi Wijayanti |
| 23 | Putu Sandat Aira Kurniawan |
| 24 | Ida Ayu Putu Sekar Rinjani |
| 25 | Kadek Teguh Wiweka Nanda |
| 26 | Kadek Wrestyana Wiweka  P |

| 27 | I Gede Yugananda Pratama Artha |
| 28 | Kadek Mahendra Ananda Krsna S |
| 29 | Gede Bimandya Manugraha K |
| 30 | Desak Made Arista Felicia |

*Appendix 3 Blue print*

**SDN 3 Banjar Jawa Teacher's 6ᵗʰ Grades Syllabus**

| | | |
|---|---|---|
| 3.2. Berbicara Berdialog tentang lingkungan sekolah | 3.2.Berbicara Melakukan dialog dengan menggunakan fungsi bahasa yaitu: <br> a. Merespon perintah /permintaan secara verbal <br> b. Meminta seseorang melakukan sesuatu <br> c. Minta izin untuk melakukan sesuatu <br> d. merespon seseorang yang mina izin melkukan sesuatu secara verbal <br> e. Mengajak melakukan sesuatu <br> f. merespon ajakan <br> g. melarang seseorang melakukan sesuatu | 3 May I sit here, (draw a map, write on the book) <br> 4.Let us sit here (draw a map, write on the wall) <br> 5.Don't sit there (draw a map, write on the wall) <br> B. Respon siswa & guru <br> 1. all right <br> 2. sure <br> 3. OK <br> 4. don't worry <br> 5. No,I won't <br> C. Teks deskriptif tentang Hal yang berkaitan dengan sekolah <br> D. Kosa kata |
| 3.3 Membaca <br> a. memahami is teks tentang lingkungan sekolah <br> b. membaca nyaring | 3.3.Membaca <br> a. menemukan informasi tertentu <br> b. menemukan informasi rinci pada teks deskriptif tentang sekolah <br> c. Membaca nyaring dengan ucapan yang berterima | 1. kata kerja : Sweep, water, clean, write, read, draw, sit, stand, raise, open, get, lend, turn on, turn off, show, work, do, throw <br> 2. kata benda : Yard, dust, rubbish, spade, broom, lawn, grass, grassknife, <br> E. Tata Bahasa |
| 3.4. Menulis <br> a. menulis kata, frasa dan kalimat tentang lingkungan sekolah | 3.4 Menulis <br> a. menyalin kalimat sederhana tentang lingkungan sekolah <br> b. menulis kata-kata tentang lingkungan sekolah | 1. Kalimat perintah <br> 2. Penggunaan Modal Auxiliary Could dan May |

| | | | |
|---|---|---|---|
| | a. Waktu<br>b. Aktivitas<br><br>2.2 Berbicara<br>Bertanya jawab secara lisan tentang kegiatan sehari hari sesuai dengan waktu dan tempat :<br><br><br>2.3 Membaca<br>a. Menemukan informasi rinci pada teks tentang kegiatan sehari hari<br>b. Membaca Nyaring<br><br><br><br>2.4 Menulis<br>Menulis kalimat sederhana | b.Merespon instruksi sederhana secara fisik<br>2. Berbicara<br>a. menanyakan waktu kegiatan<br>b. menyatakan kegiatan pada waktu tertentu.<br>c. Mengajak melakukan sesuatu<br>d. menyetujui ajakan melakukan sesuatu<br>e. Menolak melakukan sesuatu<br>3. Membaca<br>a. Menemukan informasi rinci<br>• tempat kegiatan<br>• Jenis kegiatan<br>• waktu kegiatan<br>b. Membaca nyaring dengan ucapan yang berterima<br>2.4 Menulis<br>a. Mengutip teks tentang kegiatan sehari hari<br>b. menulis kalimat sederhana tentang kegiatan sehari hari | 3. Who gets up Bobi do at<br>4. What does 07.00<br>B. Ungkapan siswa dan guru<br>1. What time do you get up ( take a bath, get dressed, etc)<br>2. at five o'clock, at five thirty, at five fifteen, etc<br>3. What do you do at seven o'clock, (at nine o'clock,etc)<br>4. I go to school ( have breakfast etc<br>5. Let's go to school<br>6. OK<br>7. let's not go to school<br>C. Teks tentang hal yang berkaitan dengan kegiatan seseorang sehari- hari<br>D. Kosa kata<br>Number 1-60, time, clock. School, get up, take a bath, Have breakfast, get dressed, leave home, start, take arrest, arrive, finish<br>E. Tata Bahasa<br>Kalimat perintah.<br>Kalimat verbal ( simple present) pernyataan dan kalimat Tanya | |
| 3 | Lingkungan Sekolah<br>3.1. Mendengarkan,<br>a. perintah<br>b.aktivitas seseorang | 1.Mendengarkan<br>a. Mengidentifikasi aktivitas seseorang yang disampaikan secara lisan<br>b. merespon perintah secara lisan | A.Ungkapan guru dan siswa<br>1.Help me ( get me some chalk)<br>2.Could you please listen to me?<br>3. open your book, clean the blackboard) | |

| 2 | Kebiasaan sehari-hari | 1.Mendengarkan | A. Ungkapan Guru |
|---|---|---|---|
| | 2.1. Mendengarkan<br>a. Waktu<br>b. Aktivitas | a.Mengidentifikasi kata 'kata yang berkaitan dengan waktu secara lisan | 1. Point to the clock.<br>2. Which clock shows 05.30?<br>3. Who gets up at 06.00<br>4. What does Bobi do at 07.00 |
| | 2.2 Berbicara<br>Bertanya jawab secara lisan tentang kegiatan sehari hari sesuai dengan waktu dan tempat : | b.Merespon instruksi sederhana secara fisik<br>2. Berbicara<br>a. menanyakan waktu kegiatan<br>b. menyatakan kegiatan pada waktu tertentu.<br>c.Mengajak melakukan sesuatu<br>d.menyetujui ajakan melakukan sesuatu<br>e.Menolak melakukan sesuatu | B. Ungkapan siswa dan guru<br>1. What time do you get up (take a bath, get dressed, etc)<br>2. at five o'clock, at five thirty, at five fifteen, etc<br>3. What do you do at seven o'clock, (at nine o'clock,etc) |
| | 2.3 Membaca<br>a.Menemukan informasi rinci pada teks tentang kegiatan sehari hari<br>b. Membaca Nyaring | 3. Membaca<br>a. Menemukan informasi rinci<br>• tempat kegiatan<br>• Jenis kegiatan<br>• waktu kegiatan<br>b.Membaca nyaring dengan ucapan yang berterima | 4. I go to school ( have breakfast etc<br>5. Let's go to school<br>6. OK<br>7. let's not go to school<br>C. Teks tentang hal yang berkaitan dengan kegiatan seseorang sehari- hari |
| | 2.4. Menulis<br>Menulis kalimat sederhana | 2.4 Menulis<br>a. Mengutip teks tentang kegiatan sehari hari<br>b. menulis kalimat sederhana tentang kegiatan sehari hari | D. Kosa kata<br>Number 1-60, time, clock, School, get up, take a bath, Have breakfast, get dressed, leave home, start, take arrest, arrive, finish<br>E. Tata Bahasa<br>Kalimat perintah,<br>Kalimat verbal ( simple present) pernyataan dan kalimat Tanya |
| 3 | Lingkungan Sekolah<br>3.1. Mendengarkan;<br>a. perintah<br>b. aktivitas seseorang | 1.Mendengarkan<br>a. Mengidentifikasi aktivitas seseorang yang disampaikan secara lisan<br>b. merespon perintah secara fisik | A.Ungkapan guru dan siswa<br>1.Help me ( get me some chalk)<br>2.Could you please listen to me?<br>(open your book, clean the blackboard) |

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| 4 | Hubungan Keluarga | | A: Ungkapan Guru |
|---|---|---|---|
| | 4.1. Mendengarkan kata-kata dan frasa tentang keluarga | 4.1.Mendengarkan<br>a. Mengidentifikasi makna kata tentang keluarga yang disampaikan secara lisan<br>b. Menggambar silsilah keluarga sesuai dengan perintah | 1. Who is John's father ?<br>2. What's the name of John's mother ?<br>3. John is married. His wife is Mary<br>B. Ungkapan Guru dan siswa<br>1. what 's your mother's name ? |
| | 4.2 Berbicara bercakap-cakap tentang hubungan keluarga | 4.2.Berbicara melakukan dialog tentang hubungan dalam keluarga dengan menggunakan ungkapan antara lain:<br>a. menanyakan nama anggota keluarga<br>b. menyatakan nama anggota keluarga<br>c. menanyakan hubungan keluarga seseorang<br>d. Menyatakan hubungan Menanyakan jumlah anggota keluarga | 2. Who is Mary ?<br>3. She is John's mother<br>4. Do you have any brother ?<br>5. How many brothers do you have ?<br>C. Teks deskriptif tentang hal Yang yang berkaitan dengan keluarga<br>D. Kosa Kata<br>Wife, husband, son, daughter, father, mother, sister, children, grand father, grand mother, cousin<br>E. Tata Bahasa |
| | | e. menyatakan jumlah anggota keluarga | 1. kata ganti kepunyaan ; my, your, our,<br>2. kata kerja Bantu do<br>3. kata Tanya ' How many |
| | 4.3. Membaca<br>a.Memahami isi teks tentang keluarga<br>b.Membaca Nyaring | 4.3.Membaca<br>a. menemukan informasi rinci pada teks tentang keluarga<br>• jumlah anggota keluarga<br>• hubungan keluarga<br>b. membaca nyaring dengan ucapan yang berterima | |
| | 4.4 Menulis menulis Kalimat sederhana tentang keluarga | c. Menulis<br>a. menyusun kalimat tentang keluarga<br>b. menulis kalimat sederhana tentang hubungan seseorang dalam keluarga sesuai dengan silsilah | |

*Appendix 4 Lesson Plan*

| SDN 3 BANJAR JAWA | LESSON PLAN | |
|---|---|---|
| | Learning Objectives | |
| **Subject:**<br>English | 1. Students are able to identify Activities at Home<br>2. Students are able to describe Activities at Home<br>3. Students are able to produce sentences using present continous tense. | |
| **Class/Semester:**<br>VI/I | Learning Activities | Time |
| **Topic:**<br>Daily Activities at Home | Preliminary:<br>1. Teacher greets the students with the greeting and lead the pray<br>2. The teacher checks the attendance of student<br>3. The teacher introduces the learning method and the learning topic<br>4. Teacher see students' knowledge about comics by asking students | 10 minutes |
| **Lesson/Meeting:**<br>3/1<br><br>**Time Allocation:**<br>2 x 35 Minutes<br>(1 x Meeting) | Main Activity:<br>1. The teacher applies the treatment by introducing the use of Comic which is integrated with blended learning, and asking students to pay attention and directs them to name the daily activities in the pictures given.<br>2. The teacher provides activities in the form of matching pictures and English words related to daily activities.<br>3. The teacher asks students to name other daily activities that they usually do.<br>4. The teacher reminded the use present continuous tense. | 20 minutes |
| | Closing Activities:<br>1. Teachers and students conclude the learning activities<br>2. The teacher does reflection, feedback, and closing the learning activities | 5 minutes |
| | Assessment: | |

| Knowledge | Skills | Assignment |
|---|---|---|
| Students answer the question about Daily Activities at Home | Pronunciation | Teacher asks students to do homework given through *Google Classroom* related to Daily Activities at Home |

Singaraja, 30th August 2022

Principal of SDN 3 Banjar Jawa          English Practice Students


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| | LESSON PLAN | |
|---|---|---|
| **SDN 3 BANJAR JAWA**<br><br>**Subject:**<br>English<br><br>**Class/Semester:**<br>VI/I<br><br>**Topic:**<br>Daily Activities at Home<br><br>**Lesson/Meeting:**<br>3/2<br><br>**Time Allocation:**<br>2 x 35 Minutes<br>(1 x Meeting) | Learning Objectives | |
| | 1. Students are able to identify Activities at Home<br>2. Students are able to describe Activities at Home<br>3. Students are able to produce sentences using present continous tense. | |
| | Learning Activities | Time |
| | Preliminary:<br>1. Teacher greets the students with the greeting and lead the pray<br>2. The teacher checks the attendance of student<br>3. Teacher Motivate students by using comics in learning | 10 minutes |
| | Main Activity:<br>1. Teachers and students discuss the material and assignments in Google Classroom that have been given previously<br>2. The teacher gives students an example of a short story about daily activities by displaying pictures using Digital Comic.<br>3. The teacher instructs the students to make a short story related to their daily activities at home.<br>4. After discussing the previous activities, the teacher instructs the students to make short conversations with their classmates related to the Daily Activities at Home. | 20 minutes |
| | Closing Activities:<br>1. Teachers and students conclude the learning activities<br>2. The teacher does reflection, feedback, and closing the learning activities<br>3. At the end, the teacher gives a digital comic related to "Daily activities at home" in Google Classroom to prepare for the next meeting | 5 minutes |
| | Assessment: | |
| | Knowledge | Skills |
| | Students answer the question about Daily Activities at Home | Pronunciation |

Singaraja, 30th August 2022

Principal of SDN 3 Banjar Jawa     English Practice Students


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Viratama

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| SDN 3 BANJAR JAWA | **LESSON PLAN** | | |
|---|---|---|---|
| | Learning Objectives | | |
| **Subject:** English | 1. Students are able to identify Activities at Home<br>2. Students are able to describe Activities at Home<br>3. Students are able to produce sentences using present continuous tense. | | |
| **Class/Semester:** VI/I | Learning Activities | | Time |
| **Topic:** Daily Activities at Home<br><br>**Lesson/Meeting:** 3/3 | Preliminary:<br>1. Teacher greets the students with the greeting and lead the pray<br>2. The teacher checks the attendance of student<br>3. The teacher brainstorms by having discussions with students about the material that has been taught previously. | | 10 minutes |
| **Time Allocation:** 2 x 35 Minutes (1 x Meeting) | Main Activity:<br>1. Teachers and students discuss the material and assignments in Google Classroom that have been given previously<br>2. The teacher applying treatment in the form of using integrated comics with blended learning and gives students another example of a short story about daily activities by displaying pictures using Digital Comic.<br>3. The teacher provides opportunities for students to ask questions if there are difficulties found in learning<br>4. The teacher instructs students to interview their classmates about their daily activities at home and make a summary in the form of a short story about their classmate's activities. | | 20 minutes |
| | Closing Activities:<br>1. Teachers and students conclude the learning activities<br>2. The teacher does reflection, feedback, and closing the learning activities<br>3. At the end, the teacher gives a Final examination related to daily activities at home and prepare for the next meeting through Google Classroom | | 5 minutes |
| | Assessment: | | |
| | Knowledge | Skills | Assignment |
| | Students answer the question about Daily Activities at Home | Pronunciation | Final Examination |

| **SDN 3 BANJAR JAWA** | **LESSON PLAN** | |
|---|---|---|
| | Learning Objectives | |
| **Subject:** English | 1. Students are able to use expressions related to family.<br>2. Students are able to understand the content of descriptive text<br>3. Students are able to write paragraphs about family | |
| **Class/Semester:** VI/I | Learning Activities | Time |
| | Preliminary: | |
| **Topic:** Family | 1. Teacher greets the students with the greeting and lead the pray<br>2. The teacher checks the attendance of student<br>3. The teacher introduces the learning method and the learning topic | 10 minutes |
| **Lesson/Meeting:** 4/1 | Main Activity: | |
| **Time Allocation:** 2 x 35 Minutes (1 x Meeting) | 1. Teacher shows some pictures of family members and instruct students to mentions name of family members.<br>2. The teacher applies the treatment by giving a descriptive text using comics related to family. The teacher and students discuss related to the text given.<br>3. After discussion, students are given the opportunity to ask questions related to things that are difficult and have not been understood.<br>4. The teacher gives a large family chart to students by asking questions below about family relationships. | 20 minutes |
| | Closing Activities: | |
| | 1. Teachers and students conclude the learning activities<br>2. The teacher does reflection, feedback, and closing the learning activities | 5 minutes |
| | Assessment: | |

| Knowledge | Skills | Assignment |
|---|---|---|
| Students answer the question about Family | Pronunciation | Teacher asks students to do homework given through *Google Classroom* related to |

Singaraja, 30th August 2022

Principal of SDN 3 Banjar Jawa          English Practice Students


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| SDN 3 BANJAR JAWA | **LESSON PLAN** | |
|---|---|---|
| | Learning Objectives | |
| **Subject:**<br>English | 1. Students are able to use expressions related to family.<br>2. Students are able to understand the content of descriptive text<br>3. Students are able to write paragraphs about family | |
| **Class/Semester:**<br>VI/I | Learning Activities | Time |
| | Preliminary:<br>1. Teacher greets the students with the greeting and lead the pray<br>2. The teacher checks the attendance of student<br>3. The teacher brainstorms by having discussions with students about the material that has been taught previously. | 10 minutes |
| **Topic:**<br>Family<br><br>**Lesson/Meeting:**<br>4/2<br><br>**Time Allocation:**<br>2 x 35 Minutes<br>(1 x Meeting) | Main Activity:<br>1. The teacher applies the treatment by giving an example of a descriptive text combine with digital comic that describes one family member and discusses it with the students.<br>2. After discussing, the teacher instructs the students to ask their classmates about one of their family members.<br>3. Students compose a short descriptive text about one of the family members of their classmate<br>4. The teacher instructs the students to read aloud in front of the class. | 20 minutes |
| | Closing Activities:<br>1. Teachers and students conclude the learning activities<br>2. The teacher does reflection, feedback, and closing the learning activities<br>3. At the end, the teacher gives a digital comic related to "Family" in Google Classroom to prepare for the next meeting | 5 minutes |
| | Assessment: | |

| Knowledge | Skills |
|---|---|
| Students answer the question about Family | Pronunciation |

Singaraja, 30th August 2022

Principal of SDN 3 Banjar Jawa     English Practice Students

Ida Bagus Soma Putra, S.Pd., M.Pd. Viratama     Made Faldi Anandystia

NIP: 196209231986061002     NIM: 1912021073

| SDN 3 BANJAR JAWA | LESSON PLAN | |
|---|---|---|
| | **Learning Objectives** | |
| **Subject:** English | 1. Students are able to use expressions related to family.<br>2. Students are able to understand the content of descriptive text<br>3. Students are able to write paragraphs about family | |
| **Class/Semester:** VI/I | Learning Activities | Time |
| | Preliminary:<br>1. Teacher greets the students with the greeting and lead the pray<br>2. The teacher checks the attendance of student | 10 minutes |
| **Topic:** Family | | |
| **Lesson/Meeting:** 4/3 | Main Activity:<br>1. Teachers and students discuss the material and assignments in Google Classroom that have been given previously<br>2. The teacher instructs the students to make a descriptive text about their own family.<br>3. Students are given the opportunity to ask questions related to things that are difficult and have not been understood.<br>4. The teacher instructs the students to read aloud their work in front of the class. | 20 minutes |
| **Time Allocation:** 2 x 35 Minutes (1 x Meeting) | | |
| | Closing Activities:<br>1. Teachers and students conclude the learning activities<br>2. The teacher does reflection, feedback, and closing the learning activities<br>3. At the end, the teacher gives a Final examination related to daily activities at home and prepare for the next meeting through Google Classroom | 5 minutes |

Assessment:

| Knowledge | Skills | Assignment |
|---|---|---|
| Students answer the question about Family | Pronunciation | Final Examination |

Singaraja, 30th August 2022

Principal of SDN 3 Banjar Jawa          English Practice Students

Ida Bagus Soma Putra, S.Pd., M.Pd. Viratama          Made Faldi Anandystia

NIP: 196209231986061002          NIM: 1912021073

CONVENTIONAL

| SDN 3 BANJAR JAWA | LESSON PLAN | | |
|---|---|---|---|
| | **Learning Objectives** | | |
| **Subject:** English | 1. Students are able to identify Activities at Home<br>2. Students are able to describe Activities at Home<br>3. Students are able to produce sentences using present continous tense. | | |
| **Class/Semester:** VI/I | **Learning Activities** | | Time |
| | **Preliminary:** | | |
| **Topic:** Daily Activities at Home | 1. Teacher greets the students with the greeting and lead the pray<br>2. The teacher checks the attendance of student | | 10 minutes |
| **Lesson/Meeting:** 3/1 | **Main Activity:**<br>1. The teacher asks students to pay attention and directs them to name the daily activities in the pictures given.<br>2. The teacher provides activities in the form of matching pictures and English words related to daily activities.<br>3. The teacher asks students to name other daily activities that they usually do.<br>4. The teacher reminded the use present continuous tense. | | 20 minutes |
| **Time Allocation:** 2 x 35 Minutes (1 x Meeting) | **Closing Activities:**<br>1. Teachers and students conclude the learning activities<br>2. The teacher does reflection, feedback, and closing the learning activities | | 5 minutes |
| | **Assessment:** | | |
| | Knowledge | Skills | Assignment |
| | Students answer the question about Daily Activities at Home | Pronunciation | The teacher gives assignments directly to students to be discussed at the next meeting. |

Singaraja, 30th August 2022

Principal of SDN 3 Banjar Jawa          English Practice Students

Ida Bagus Soma Putra, S.Pd., M.Pd.          Made Faldi Anandystia
Viratama

NIP: 196209231986061002          NIM: 1912021073

| SDN 3 BANJAR JAWA | LESSON PLAN | |
|---|---|---|
| **Subject:**<br>English<br><br>**Class/Semester:**<br>VI/I<br><br>**Topic:**<br>Daily Activities at Home<br><br>**Lesson/Meeting:**<br>3/2<br><br>**Time Allocation:**<br>2 x 35 Minutes<br>(1 x Meeting) | Learning Objectives | |
| | 1. Students are able to identify Activities at Home<br>2. Students are able to describe Activities at Home<br>3. Students are able to produce sentences using present continous tense. | |
| | Learning Activities | Time |
| | Preliminary:<br>1. Teacher greets the students with the greeting and lead the pray<br>2. The teacher checks the attendance of student | 10 minutes |
| | Main Activity:<br>1. The teacher and students discuss the assignments from the previous meeting.<br>2. The teacher gives examples of short stories about daily activities to students by displaying printed pictures in front of the class<br>3. The teacher instructs the students to make a short story related to their daily activities at home.<br>4. After discussing the previous activities, the teacher instructs the students to make short conversations with their classmates related to the Daily Activities at Home. | 20 minutes |
| | Closing Activities:<br>1. Teachers and students conclude the learning activities<br>2. The teacher does reflection, feedback, and closing the learning activities | 5 minutes |
| | Assessment: | |

| Knowledge | Skills |
|---|---|
| Students answer the question about Daily Activities at Home | Pronunciation |

Singaraja, 30th August 2022

Principal of SDN 3 Banjar Jawa

English Practice Students

Ida Bagus Soma Putra, S.Pd., M.Pd. Viratama

Made Faldi Anandystia

NIP: 196209231986061002

NIM: 1912021073

| SDN 3 BANJAR JAWA | **LESSON PLAN** | |
|---|---|---|
| | Learning Objectives | |
| **Subject:** English | 1. Students are able to identify Activities at Home<br>2. Students are able to describe Activities at Home<br>3. Students are able to produce sentences using present continous tense. | |
| **Class/Semester:** VI/I | Learning Activities | Time |
| **Topic:** Daily Activities at Home | Preliminary:<br>1. Teacher greets the students with the greeting and lead the pray<br>2. The teacher checks the attendance of student | 10 minutes |
| **Lesson/Meeting:** 3/3<br><br>**Time Allocation:** 2 x 35 Minutes (1 x Meeting) | Main Activity:<br>1. Teachers and students discuss related to the material discussed at the previous meeting<br>2. The teacher gives students another example of a short story about daily activities by displaying pictures in front of the class.<br>3. The teacher provides opportunities for students to ask questions if there are difficulties found in learning<br>4. The teacher instructs students to interview their classmates about their daily activities at home and make a summary in the form of a short story about their classmate's activities. | 20 minutes |
| | Closing Activities:<br>1. Teachers and students conclude the learning activities<br>2. The teacher does reflection, feedback, and closing the learning activities | 5 minutes |
| | Assessment: | |
| | Knowledge | Skills |
| | Students answer the question about Daily Activities at Home | Pronunciation |

Singaraja, 30ᵗʰ August 2022

Principal of SDN 3 Banjar Jawa          English Practice Students

Ida Bagus Soma Putra, S.Pd., M.Pd. Viratama          Made Faldi Anandystia

NIP: 196209231986061002          NIM: 1912021073

| **SDN 3 BANJAR JAWA**<br><br>**Subject:**<br>English<br><br>**Class/Semester:**<br>VI/I<br><br>**Topic:**<br>Family<br><br>**Lesson/Meeting:**<br>4/1<br><br>**Time Allocation:**<br>2 x 35 Minutes<br>(1 x Meeting) | **LESSON PLAN** | |
|---|---|---|
| | Learning Objectives | |
| | 1. Students are able to use expressions related to family.<br>2. Students are able to understand the content of descriptive text<br>3. Students are able to write paragraphs about family | |
| | Learning Activities | Time |
| | Preliminary:<br>1. Teacher greets the students with the greeting and lead the pray<br>2. The teacher checks the attendance of student | 10 minutes |
| | Main Activity:<br>1. Teacher shows some pictures of family members and instruct students to mentions name of family members.<br>2. The teacher gives a descriptive text using comics related to family. The teacher and students discuss related to the text given.<br>3. After discussion, students are given the opportunity to ask questions related to things that are difficult and have not been understood.<br>4. The teacher gives a large family chart to students by asking questions below about family relationships. | 20 minutes |
| | Closing Activities:<br>1. Teachers and students conclude the learning activities<br>2. The teacher does reflection, feedback, and closing the learning activities | 5 minutes |
| | Assessment: | |

| Knowledge | Skills | Assignment |
|---|---|---|
| Students answer the question about Family | Pronunciation | The teacher gives assignments directly to students to be discussed at the next meeting. |

Singaraja, 30th August 2022

Principal of SDN 3 Banjar Jawa      English Practice Students

Ida Bagus Soma Putra, S.Pd., M.Pd. Viratama      Made Faldi Anandystia

NIP: 196209231986061002      NIM: 1912021073

| SDN 3 BANJAR JAWA | LESSON PLAN | |
|---|---|---|
| **Subject:**<br>English<br><br>**Class/Semester:**<br>VI/I<br><br>**Topic:**<br>Family<br><br>**Lesson/Meeting:**<br>4/2<br><br>**Time Allocation:**<br>2 x 35 Minutes<br>(1 x Meeting) | Learning Objectives | |
| | 1. Students are able to use expressions related to family.<br>2. Students are able to understand the content of descriptive text<br>3. Students are able to write paragraphs about family | |
| | Learning Activities | Time |
| | Preliminary:<br>1. Teacher greets the students with the greeting and lead the pray<br>2. The teacher checks the attendance of student | 10 minutes |
| | Main Activity:<br>1. The teacher gives an example of a descriptive text that describes one family member and discusses it with the students.<br>2. After discussing, the teacher instructs the students to ask their classmates about one of their family members.<br>3. Students compose a short descriptive text about one of the family members of their classmate<br>4. The teacher instructs the students to read aloud in front of the class. | 20 minutes |
| | Closing Activities:<br>1. Teachers and students conclude the learning activities<br>2. The teacher does reflection, feedback, and closing the learning activities | 5 minutes |
| | Assessment: | |

| Knowledge | Skills |
|---|---|
| Students answer the question about Family | Pronunciation |

Singaraja, 30th August 2022

Principal of SDN 3 Banjar Jawa                   English Practice Students


Ida Bagus Soma Putra, S.Pd., M.Pd.              Made Faldi Anandystia
Viratama
NIP: 196209231986061002                         NIM: 1912021073

| SDN 3 BANJAR JAWA | LESSON PLAN | |
|---|---|---|
| **Subject:**<br>English<br><br>**Class/Semester:**<br>VI/I<br><br>**Topic:**<br>Family<br><br>**Lesson/Meeting:**<br>4/3<br><br>**Time Allocation:**<br>2 x 35 Minutes<br>(1 x Meeting) | Learning Objectives | |
| | 1. Students are able to use expressions related to family.<br>2. Students are able to understand the content of descriptive text<br>3. Students are able to write paragraphs about family | |
| | Learning Activities | Time |
| | Preliminary:<br>1. Teacher greets the students with the greeting and lead the pray<br>2. The teacher checks the attendance of student | 10 minutes |
| | Main Activity:<br>1. Teachers and students discuss the material have been given in previous meeting<br>2. The teacher instructs the students to make a descriptive text about their own family.<br>3. Students are given the opportunity to ask questions related to things that are difficult and have not been understood.<br>4. The teacher instructs the students to read aloud their work in front of the class. | 20 minutes |
| | Closing Activities:<br>1. Teachers and students conclude the learning activities<br>2. The teacher does reflection, feedback, and closing the learning activities | 5 minutes |
| | Assessment: | |
| | Knowledge | Skills |
| | Students answer the question about Family | Pronunciation |

Singaraja, 30th August 2022

Principal of SDN 3 Banjar Jawa     English Practice Students

Ida Bagus Soma Putra, S.Pd., M.Pd.     Made Faldi Anandystia
Viratama

NIP: 196209231986061002     NIM: 1912021073

***Appendix 5 Validity and Reliability Instrument***

- **Test**

### A. Original Instrument

**POST-TEST**

**PENELITIAN BAHASA INGGRIS**

**NAME**     : ……………………

**NUMBER**   : ……………………

**CLASS**     : ……………………

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

*The following is an example for you.*

1. *Andi is Roger's … .*
a. *Daughter*
~~b.~~ *Son*
c. *Father*
d. *Mother*

1.



What are the children doing in the pictures?
A. Playing
B. Studying
C. Eating
D. Running

The text below is for question number 2-4

Every Sunday, I wake up at 6 a.m. Then, I take a shower and have breakfast. After that, my brother and I Accompany my mom to go to the market near my house. We are happy to go to the market because we can buy delicious food there. Then, I visit my friends' houses and play with them. At noon, I have my lunch. Then I play again with my friends. I usually come home at 4 p.m. Then, I take a shower and do my homework. After that, I have dinner with my family. At 9 p.m. I go to bed.

2. What does she do with her brother?
   A. Goes to her friends' houses
   B. Has breakfast
   C. Goes to the market
   D. Plays with her friends

3. What does she do at noon?
   A. Play with her friends
   B. Have a lunch
   C. Take a Shower
   D. Goes to the market
4. What time does she wake up?
   A. 6 A.M
   B. 6 P.M
   C. 9 A.M
   D. 9 P.M
5. Dani….in the afternoon on his bedroom
   A. Go to fishing
   B. Goes to fishing
   C. Take a nap
   D. Takes a nap
6. Andi has … at 7 P.M
   A. Lunch
   B. Dinner
   C. Breakfast
   D. Brunch

Read the Comic strip below to answer the question no 7-8



7. Who does Udin usually invite when playing guitar?
   A. His mother
   B. His friend
   C. His older sister

    D. His younger sister
8. What does Udin do before he takes a bath?
    A. Plays computer games
    B. Reads a book
    C. Plays guitar
    D. Chat with his friend

Read the conversation below and answer questions no 9-11!

Budi: What do you study on Tuesday?
Dika: I have math, science, English, and Indonesian. What about you?
Budi: I have art, physical education, math, and agriculture.
Dika: I have physical education on Friday but my uniform is broken. Can I borrow yours?
Budi: Sure. I'll wash it after I use it tomorrow.
Dika: Thank you Budi.

9. What day does Budi have an art class?
    A. Friday
    B. Saturday
    C. Tuesday
    D. Sunday
10. What day does Budi get physical education subjects?
    A. Friday
    B. Tuesday
    C. Sunday
    D. Monday
11. What did Dika borrow from Budi?
    A. Uniform
    B. Pencil
    C. Bicycle
    D. Shoes
12. Siska usually has a dance practice on weekends.
What does the word "weekend" mean?
    A. Monday & Tuesday
    B. Saturday & Sunday
    C. Thursday & Friday
    D. Tuesday & Wednesday
13. Andi has Dinner with their Family
What time is usually "Dinner" held?
    A. 6-9 A.M
    B. 12 A.M - 2 P.M
    C. 10-11 A.M
    D. 6-8 P.M
14. Dandy …. Basketball in the basketball court
    A. Kick
    B. Play
    C. Plays
    D. Kicks

15. Sundari …. A book in the library
    A. Reads
    B. Read
    C. Study
    D. Studies

The text below is for question number 16-20

Hello my name is Indra and will talking about my family. First my father whose name is Johnson. He is a friendly person, tall and has brown hair. He has blue eyes and a round face. Then my mother whose name is Scarlett. He is quite friendly in the eyes of others, but he can be firm with family members. sometimes my mother scolded me because I made a mistake, and I realized that mother was like that for my good. She has a beautiful face, red hair and also has beautiful brown eyes. I have 2 siblings, the first is Dani as my older brother. Dani is a person who is always happy and likes to joke, he is quite popular among his school friends because of his always cheerful nature. He is 17 years old and has a tall body for his age. Dani has eyes and a face similar to his father's. My next sibling is my younger sister, Sandra, who is now 14 years old. Unlike Dani, Sandra is very similar to her mother, because she has a firm nature. But Sandra also has a beautiful face like her mother and has red hair and brown eyes from her mother. Sandra is also very popular at school because she has a beautiful face, besides that she is also very smart for her age. The three of us have the same passion, which is playing basketball and camping. sometimes we camp on holidays with the whole family to enjoy time together.

16. What does the text tell about?
    A. Indra's Family
    B. Indra's father
    C. Indra's siblings
    D. Family tree
17. Who is Dani's and Indra's sister?
    A. Sinta
    B. Santi
    C. Sandra
    D. Sani
18. Who has a similar face to Johnson?
    A. Scarlet
    B. Indra
    C. Dani
    D. Sandra
19. What do they usually do when holidays?
    A. Riding
    B. Camping
    C. Fishing
    D. Playing Basketball
20. Johnson is Scarlet's …..
    A. Wife
    B. Mother
    C. Son

D. Husband

The Family chart below is for question number 21-26
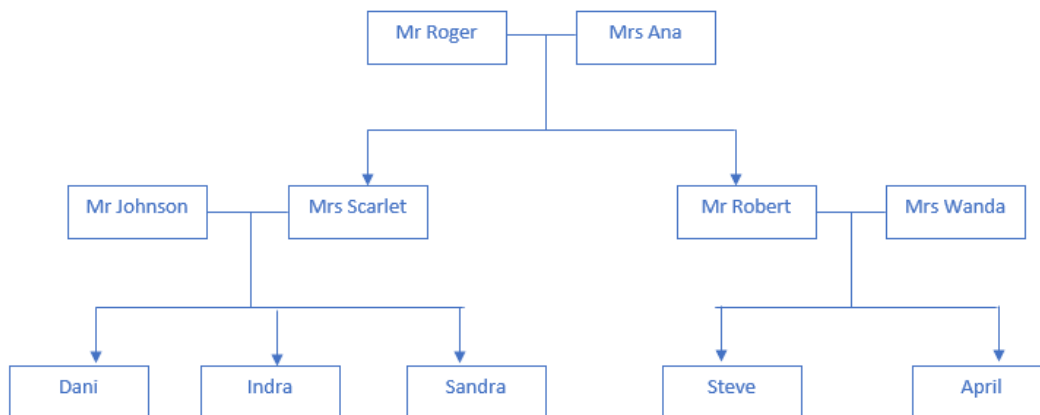


21. What is the relationship between Mr. Robert with Sandra?
    A. Uncle and nephew
    B. Aunt and niece
    C. Father and daughter
    D. Uncle and niece
22. Mr. Roger is Steve's ….
    A. Grandfather
    B. Father
    C. Brother
    D. Uncle
23. Indra is Mr. Robert's ….
    A. Son
    B. Grandson
    C. Brother
    D. Nephew
24. How many grandsons Mr. Roger has?
    A. 3
    B. 4
    C. 8
    D. 7
25. Mrs. Scarlet is Mrs. Wanda's ….
    A. Son-in-law
    B. Daughter-in-law
    C. Sister-in-law
    D. Mother-in-law
26. Mrs. Ana is Mr. Johnson's...
    A. Son-in-law
    B. Father
    C. Mother
    D. Mother-in-law

27. Who is seen in the picture?
    A. Mother
    B. Father
    C. Grandmother
    D. Grandfather



28. Who is seen in the picture?
    A. Father and daughter
    B. Mother and daughter
    C. Brother and sister
    D. Grandfather and Grandmother
29. Kusuma is Ratih's father, Ratih is Sinta's mother.
    Sinta is Kusuma's.....
    A. Father
    B. Granddaughter
    C. Son
    D. Mother
30. Uncle is ….
    A. Mother/Father's brother
    B. Grandfather/Grandmother's sister
    C. Sister's son
    D. Father's son

B. Instrument Validation
   a. Validity

| No. of items | Correlation | Daya Pembeda | Tingkat Kesukaran | Significance |
|---|---|---|---|---|
| 1 | 0,502 | 50 | Mudah | Very Significant |
| 2 | 0,513 | 37,5 | Sangat Mudah | Very Significant |
| 3 | 0,393 | 25 | Mudah | Significant |
| 4 | 0,533 | 75 | Sedang | Very Significant |
| 5 | 0,462 | 62,5 | Sedang | Very Significant |
| 6 | 0,390 | 62,5 | Sedang | Significant |
| 7 | 0,656 | 75 | Sedang | Very Significant |
| 8 | 0,533 | 62,5 | Sedang | Very Significant |
| 9 | 0,472 | 37,5 | Sangat Mudah | Very Significant |
| 10 | 0,401 | 37,5 | Sedang | Significant |
| 11 | 0,605 | 50 | Mudah | Very Significant |
| 12 | 0,404 | 25 | Mudah | Significant |
| 13 | 0,586 | 50 | Mudah | Very Significant |
| 14 | 0,463 | 50 | Sedang | Very Significant |
| 15 | 0,428 | 75 | Sedang | Significant |
| 16 | 0,559 | 62,5 | Mudah | Very Significant |
| 17 | 0,490 | 37,5 | Sangat Mudah | Very Significant |
| 18 | 0,438 | 50 | Sedang | Significant |
| 19 | 0,384 | 37,5 | Mudah | Significant |
| 20 | 0,521 | 62,5 | Sedang | Very Significant |
| 21 | 0,528 | 50 | Mudah | Very Significant |
| 22 | 0,580 | 75 | Sedang | Very Significant |
| 23 | 0,502 | 50 | Sedang | Very Significant |
| 24 | 0,405 | 37,5 | Sedang | Significant |
| 25 | 0,406 | 50 | Mudah | Significant |
| 26 | 0,449 | 62,5 | Sedang | Significant |
| 27 | 0,490 | 25 | Sangat Mudah | Very Significant |
| 28 | 0,452 | 37,5 | Mudah | Very Significant |
| 29 | 0,426 | 62,5 | Sedang | Significant |
| 30 | 0,379 | 37,5 | Mudah | Significant |

   b. Reliability

   Mean                    $= 20,89$

Standard Deviation = 6,40

XY Correlation = 0,84

Test Reliability = 0,92

| Range | Scale |
|-------|-------|
| 0,00 – 0,399 | Low |
| 0,40 – 0,599 | Medium |
| 0,60 – 0,799 | Strong |
| 0,80 – 1,00 | Very Strong |

- Questionnaire
  a. Questionnaire Blue Print
  This study uses an instrument in the form of a questionnaire which will later be given to students, especially in the experimental group. The questionnaire was given to get conclusions about the responses and opinions of students in learning by applying comics as a learning medium by using the blended learning method in the process. This implementation will focus on how blended learning is used as a learning method for young learners.

  In the explanation, Randy & Norman (2008) (Yagcioglu, 2017) states that learning using the blended learning method must be designed to give participants experience and expertise in several designs that include curriculum, teaching strategies, and integration in educational technology. In this way, learning will be able to produce teaching excellence and innovation in supporting student learning (Figure 3.1). Curriculum design will refer to a series of syllabus outlines in blended learning, whether students can get a learning experience that is in accordance with the application of blended learning. Furthermore, teaching strategies refer to how learning allows students to improve and develop student's experiences and abilities in online discussions, group work, and assessment practices that use computers as media. Finally, the integration of educational technology includes the acquisition of students

for experience, strategies, and skills in managing courses. (Randy & Norman, 2008 in Yagcioglu, 2017).
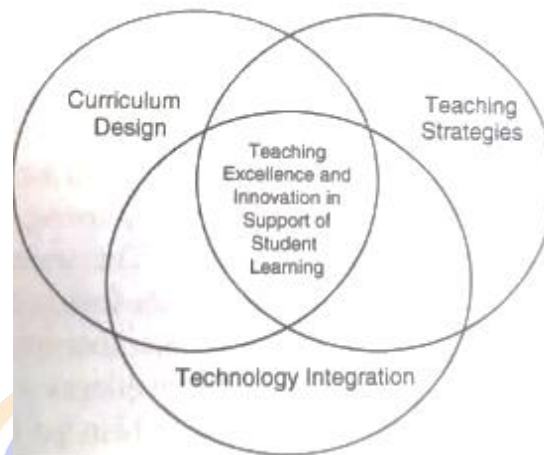


**Figure 3.1 Blended-based learning method principles**

In this study, the questionnaire that will be used is designed and adapted from the theory contained above. In obtaining student responses to the application of the blended learning method using comics as a learning medium, the questionnaire used consisted of four main dimensions, namely (1) student responses to the blended-based learning method in literacy learning, (2) student performance in the implementation of blended based learning. learning, (3) student responses to the use of technology to support literacy learning, and (4) student assessment.

Blueprint Questionnaire

| Variable | Dimensions | Indicators | Number of items | Total Items |
|---|---|---|---|---|

| Blended-based Learning Method | Student responses to the blended-based learning method in literacy learning (Curriculum Design) | 1. Blended learning can be used for literacy learning for students 2. Learning with a Blended-based learning method can help students to learn literacy | 1,2,3,8 | 4 |
|---|---|---|---|---|
| | Student performance in the implementation of the blended-based learning (Teaching Strategies) | 1. Students can adapt to activities carried out using the blended learning method 2. Students can follow the learning purposes carried out by using the blended learning method. | 6,7,9,10 | 4 |

| | | | | |
|---|---|---|---|---|
| | Student responses to the use of technology to support literacy learning<br><br>(Technology Integration) | 1. Student's response to the learning activity carries out that integrated with technology<br>2. The use of blended learning can make student learning more interesting and fun | 4,5 | 2 |

b. Validity

**Correlations**

| | | Soal 1 | Soal 2 | Soal 3 | Soal 4 | Soal 5 | Soal 6 | Soal 7 | Soal 8 | Soal 9 | Soal 10 | Skor Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Soal 1 | Pearson Correlation | 1 | .340 | .382* | .360 | .445* | -.219 | .182 | .115 | .364* | .577** | .551** |
| | Sig. (2-tailed) | | .066 | .037 | .050 | .014 | .244 | .336 | .543 | .048 | .001 | .002 |
| | N | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Soal 2 | Pearson Correlation | .340 | 1 | .318 | .663** | .570** | .213 | .198 | .534** | .497** | .298 | .748** |
| | Sig. (2-tailed) | .066 | | .086 | .000 | .001 | .259 | .294 | .002 | .005 | .110 | .000 |
| | N | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Soal 3 | Pearson Correlation | .382* | .318 | 1 | .339 | .034 | -.074 | -.018 | .489** | .642** | .311 | .542** |
| | Sig. (2-tailed) | .037 | .086 | | .067 | .859 | .697 | .923 | .006 | .000 | .094 | .002 |
| | N | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Soal 4 | Pearson Correlation | .360 | .663** | .339 | 1 | .513** | -.043 | .364* | .245 | .241 | .248 | .623** |
| | Sig. (2-tailed) | .050 | .000 | .067 | | .004 | .823 | .048 | .191 | .199 | .187 | .000 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Soal 5 | Pearson Correlation | .445[*] | .570[**] | .034 | .513[**] | 1 | .346 | .532[**] | .171 | .344 | .455[*] | .738[**] |
| | Sig. (2-tailed) | .014 | .001 | .859 | .004 | | .061 | .002 | .366 | .063 | .012 | .000 |
| | N | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Soal 6 | Pearson Correlation | -.219 | .213 | -.074 | -.043 | .346 | 1 | .075 | .382[*] | .426[*] | .252 | .422[*] |
| | Sig. (2-tailed) | .244 | .259 | .697 | .823 | .061 | | .695 | .037 | .019 | .179 | .020 |
| | N | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Soal 7 | Pearson Correlation | .182 | .198 | -.018 | .364[*] | .532[**] | .075 | 1 | -.090 | .016 | .261 | .431[*] |
| | Sig. (2-tailed) | .336 | .294 | .923 | .048 | .002 | .695 | | .638 | .934 | .164 | .017 |
| | N | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Soal 8 | Pearson Correlation | .115 | .534[**] | .489[**] | .245 | .171 | .382[*] | -.090 | 1 | .636[**] | .373[*] | .621[**] |
| | Sig. (2-tailed) | .543 | .002 | .006 | .191 | .366 | .037 | .638 | | .000 | .042 | .000 |
| | N | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Soal 9 | Pearson Correlation | .364[*] | .497[**] | .642[**] | .241 | .344 | .426[*] | .016 | .636[**] | 1 | .424[*] | .759[**] |
| | Sig. (2-tailed) | .048 | .005 | .000 | .199 | .063 | .019 | .934 | .000 | | .019 | .000 |
| | N | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Soal 10 | Pearson Correlation | .577[**] | .298 | .311 | .248 | .455[*] | .252 | .261 | .373[*] | .424[*] | 1 | .675[**] |
| | Sig. (2-tailed) | .001 | .110 | .094 | .187 | .012 | .179 | .164 | .042 | .019 | | .000 |
| | N | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Skor Total | Pearson Correlation | .551[**] | .748[**] | .542[**] | .623[**] | .738[**] | .422[*] | .431[*] | .621[**] | .759[**] | .675[**] | 1 |
| | Sig. (2-tailed) | .002 | .000 | .002 | .000 | .000 | .020 | .017 | .000 | .000 | .000 | |
| | N | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |

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

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

c. Reliability

Reliability Statistics

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .809 | 10 |

The result was showed the reliability of the test is 0.809. it meant that the reliability test category is very high. The result revealed that the test was reliable

d. Final Instrument

**ANGKET KUESIONER PENELITIAN BAHASA INGGRIS PENGGUNAAN METODE BLENDED LEARNING DENGAN MEDIA KOMIK UNTUK SISWA KELAS 6 DI SD N 3 BANJAR JAWA**

Angket kuesioner penelitian pengajaran Bahasa Inggris kepada pembelajar muda menggunakan metode Blended Learning dan Komik sebagai media pembelajaran di SD N 3 Banjar Jawa Singaraja. Kuesioner ini di desain bertujuan untuk mendapatkan respon peserta didik berkaitan dengan metode pembelajaran literasi menggunakan metode Blended Learning (pembelajaran di kelas dan menggunakan Google Classroom) dengan menggunakan Komik sebagai media pembelajaran. Kuesioner ini tidak berkaitan sama sekali terhadap nilai siswa, peserta didik diharapkan untuk memberikan respon secara terbuka dan sejujurnya terhadap pernyataan-pernyataan di bawah ini:

**Keterangan:**

**4 = Sangat Setuju**

**3 = Setuju**

**2 = Tidak Setuju**

**1 = Sangat Tidak Setuju**

**Nama        :…………………………..**

**No. Absen   :…………………………..**

**Kelas       :…………………………..**

- Observation Sheet (Content validity)

| No. | Question | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| **A** | | | | | |
| 1. | Saya dapat mengikuti kegiatan pembelajaran dengan menggunakan blended learning yang terintegrasi dengan komik digital | | | | |
| 2. | Pemanfaatan teknologi dalam pembelajaran memudahkan siswa untuk belajar literasi | | | | |
| 3. | Saya senang belajar literasi dengan memanfaatkan teknologi yang terintegrasi dengan komik | | | | |
| 4. | Pembelajaran menggunakan blended learning cocok untuk pembelajaran literasi | | | | |
| 5. | Saya terbantu dengan metode blended learning dalam pembelajaran literasi | | | | |
| 6. | Saya mudah beradaptasi dengan pembelajaran campuran (Daring & Luring) | | | | |
| 7. | Saya merasa lebih mudah mengikuti materi pembelajaran yang menggunakan metode blended learning | | | | |
| 8. | Belajar literasi menggunakan teknologi yang terintegrasi dengan komik lebih menyenangkan | | | | |
| 9. | Saya bisa lebih mudah memahami menggunakan komik digital | | | | |
| 10. | Saya termotivasi untuk mengikuti pembelajaran menggunakan blended learning yang terintegrasi dengan komik digital | | | | |

A. Blueprint Observation Sheet

| No | Theories | Item | Subject |
|----|----------|------|---------|
| 1 | Students' literacy can be improved using blended learning methods (Wilkes, 2020) | 1.1, 1.2, 1.3 | Students |
| 2 | Learning using blended learning can make student more active in the class (Bolandifar, 2017) | 2.1, 2.5 | Students |
| 3 | Comics can make it easier and also interesting for students to express ideas in the form of pictures and learn languages. (Anastasia Wijaya 2020) | 2.2, 2.3, 2.4 | Students |

B. Final Instrument

| No | Activities to be observed | Yes | No | Explanation |
|----|---------------------------|-----|-----|-------------|
| 1 | Student Competence | | | |
| 1.1 | competence in Literacy increases with the use of comic and Blended Learning methods | | | |
| 1.2 | Competence in reading increases with the use of the Comic and Blended Learning method | | | |
| 1.3 | Competence in vocabulary increases with the use of the Comic and Blended Learning method | | | |

| 2 | Student Performance | | | |
|---|---|---|---|---|
| 2.1 | Students become active in learning English using the Blended learning Method | | | |
| 2.2 | Students become more enthusiastic about learning English | | | |
| 2.3 | Students become more serious about learning English with the Blended learning method | | | |
| 2.4 | Students are interested in the Blended learning method | | | |
| 2.5 | Students become motivated to learn English | | | |

*Appendix 6 Expert Judgement*

**EXPERT JUDGMENT (LITERACY 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 | √ | | |

Singaraja,_____

Judge I

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

# EXPERT JUDGMENT (LITERACY TEST) I

Expert: Putu Adi Krisna Juniarta, 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 | √ | | |

Singaraja,_____

Judge II

Putu Adi Krisna Juniarta, S.Pd., M.Pd

NIP. 198706122015041006

**EXPERT JUDGEMENT (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 JUDGEMENT (QUESTIONAIRE SHEET) II**

**Expert :**

| Item Number | Decision | | Suggestion |
|---|---|---|---|
| | Relevant | Irrelevant | |
| 1 | √ | | |
| 2 | √ | | |
| 3 | √ | | |
| 4 | √ | | |
| 5 | √ | | |
| 6 | √ | | |
| 7 | √ | | |
| 8 | √ | | |
| 9 | √ | | |
| 10 | √ | | |

Singaraja,_____

Judge II

Putu Adi Krisna Juniarta, S.Pd., M.Pd.

NIP. 198706122015041006

*Appendix 7 Data Result*

**Post-test Result**

**Post-test Experimental and Control Group Score**

| No | Name | Experimental Group | Control Group |
|---|---|---|---|
| 1 | Student 1 | 93 | 80 |
| 2 | Student 2 | 86 | 84 |
| 3 | Student 3 | 86 | 96 |
| 4 | Student 4 | 96 | 86 |
| 5 | Student 5 | 100 | 66 |
| 6 | Student 6 | 93 | 88 |
| 7 | Student 7 | 96 | 86 |
| 8 | Student 8 | 100 | 80 |
| 9 | Student 9 | 83 | 87 |
| 10 | Student 10 | 78 | 76 |
| 11 | Student 11 | 80 | 78 |
| 12 | Student 12 | 78 | 80 |
| 13 | Student 13 | 86 | 90 |
| 14 | Student 14 | 96 | 80 |
| 15 | Student 15 | 80 | 70 |
| 16 | Student 16 | 96 | 100 |
| 17 | Student 17 | 86 | 76 |
| 18 | Student 18 | 93 | 66 |
| 19 | Student 19 | 86 | 70 |
| 20 | Student 20 | 86 | 83 |

| 21 | Student 21 | 93 | 76 |
|---|---|---|---|
| 22 | Student 22 | 76 | 73 |
| 23 | Student 23 | 90 | 77 |
| 24 | Student 24 | 93 | 76 |
| 25 | Student 25 | 88 | 90 |
| 26 | Student 26 | 76 | 70 |
| 27 | Student 27 | 80 | 80 |
| 28 | Student 28 | 86 | 78 |
| 29 | Student 29 | 92 | 90 |
| 30 | Student 30 | 90 | 70 |
|  | MEAN | 88,06 | 80,06 |

**Questionnaire Result**

In this study, a questionnaire was used to collect students' opinions about improving student's literacy skills using the comic method integrated with Blended Learning for 6th-grade students at SD 3 Banjar Jawa, Singaraja. Looking at the blueprint of the three dimensions the questionnaire becomes 10 items and 1 item if there are questions about comics integrated with the Blended Learning Method. The 10 questions were divided into four items according to the answer scale, (4) strongly agree, (3) agree, (2) disagree, (1) strongly disagree. The results of the questionnaire are shown in the table below:

**Table 4. 8 Student Responses about Comic integrated with Blended Learning Method**

| No. | Question | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| A | | | | | |
| 1. | I can participate in learning activities using blended learning integrated with digital comics | 0 | 2 | 11 | 17 |
| 2. | The use of technology in learning makes it easier for students to learn literacy | 0 | 5 | 11 | 14 |
| 3. | I enjoy learning literacy using the use of technology that is integrated with comics | 0 | 5 | 10 | 15 |
| 4. | Learning using blended learning is suitable for literacy learning | 0 | 3 | 17 | 10 |
| 5. | I was helped by the blended learning method in literacy learning | 0 | 9 | 5 | 16 |
| 6. | I easily adapt to mixed learning | 1 | 4 | 12 | 13 |
| 7. | I find it easier to follow learning materials that use the blended learning method | 1 | 8 | 13 | 8 |
| 8. | Learning literacy using technology that is integrated with comics is more fun | 0 | 3 | 15 | 12 |
| 9. | I can understand more easily using digital comics | 0 | 9 | 7 | 14 |
| 10. | I am motivated to participate in learning using blended learning integrated with digital comics | 0 | 5 | 16 | 9 |
| B | Give your response about the use of Digital comics that are integrated with a blended-based learning method in the English literacy 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. I can participate in learning activities using blended learning integrated with digital comics

## I CAN PARTICIPATE IN LEARNING ACTIVITIES USING BLENDED LEARNING INTEGRATED WITH DIGITAL COMICS

■ I can participate in learning activities using blended learning integrated with digital comics

56,00%

37,00%

7%

0,00%

| 4 | 3 | 2 | 1 |
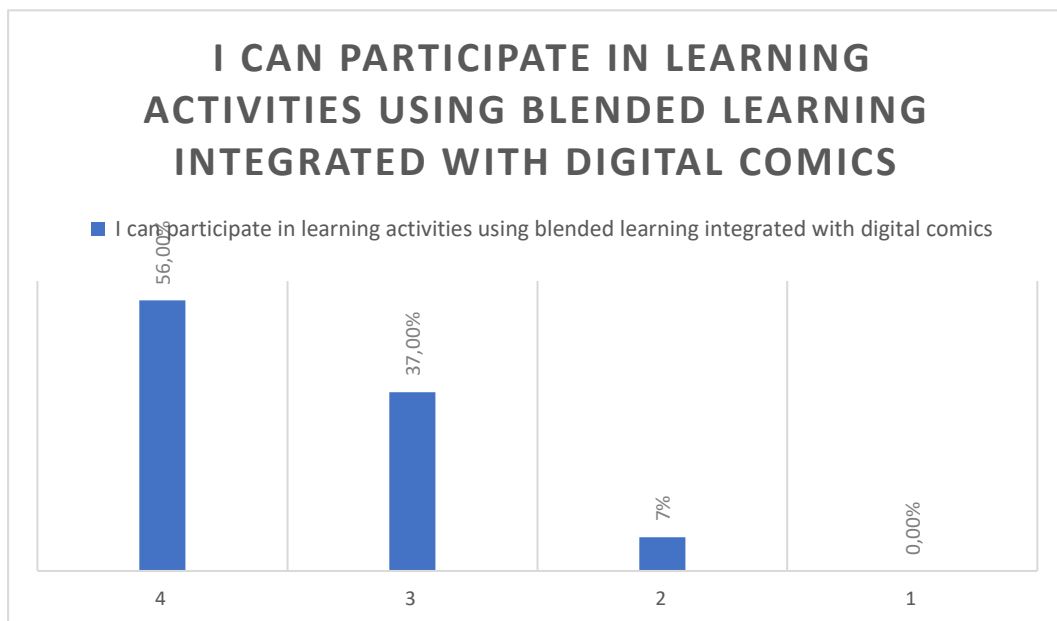
From the table above it can be seen that the student responses indicated that 37% of respondents answered agree and a number of 56% answered strongly agreed to the question "I can participate in learning activities using blended learning integrated with digital comics". Because the blended learning method that is integrated with comics is easy for students to follow.

2. The use of technology in learning makes it easier for students to learn literacy

## THE USE OF TECHNOLOGY IN LEARNING MAKES IT EASIER FOR STUDENTS TO LEARN LITERACY

■ The use of technology in learning makes it easier for students to learn literacy

| | | | |
|---|---|---|---|
| 46% | 47,00% | 17,00% | 0 |
| 4 | 3 | 2 | 1 |
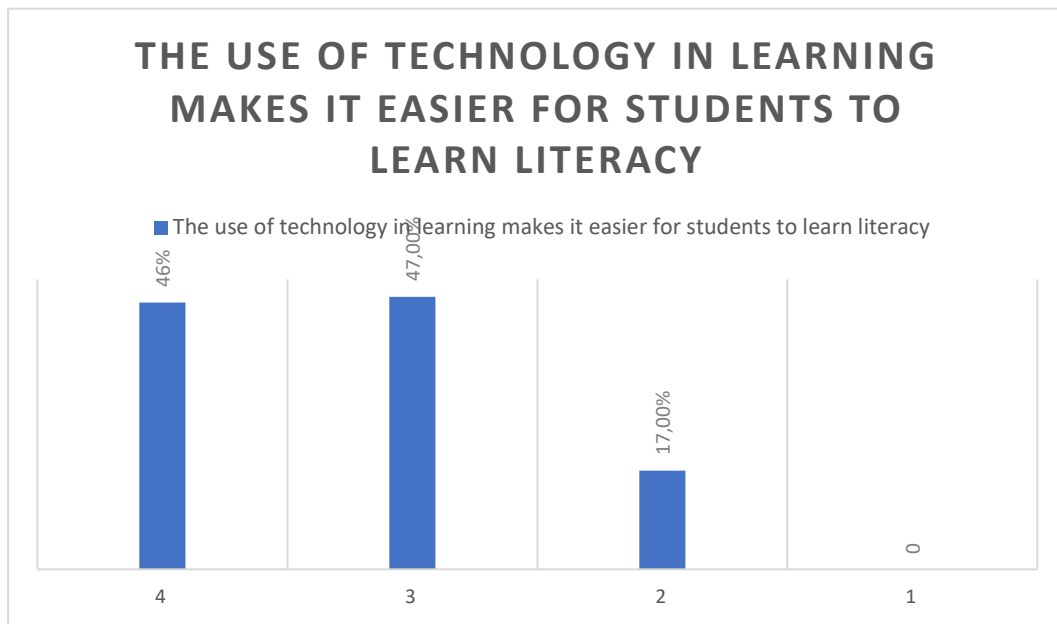
From the table above it can be seen that the student responses indicated that 47% of respondents answered agree and a number of 46% of respondents answered strongly agreed to the question " The use of technology in learning makes it easier for students to learn literacy". This shows that the use of technology in learning can make it easier for students to learn literacy.

3. I enjoy learning literacy using the use of technology that is integrated with comics

## I ENJOY LEARNING LITERACY USING THE USE OF TECHNOLOGY THAT IS INTEGRATED WITH COMICS

■ I enjoy learning literacy using the use of technology that is integrated with comics

| | | | |
|---|---|---|---|
| 50,00% | 33% | 17,00% | 0% |
| 4 | 3 | 2 | 1 |
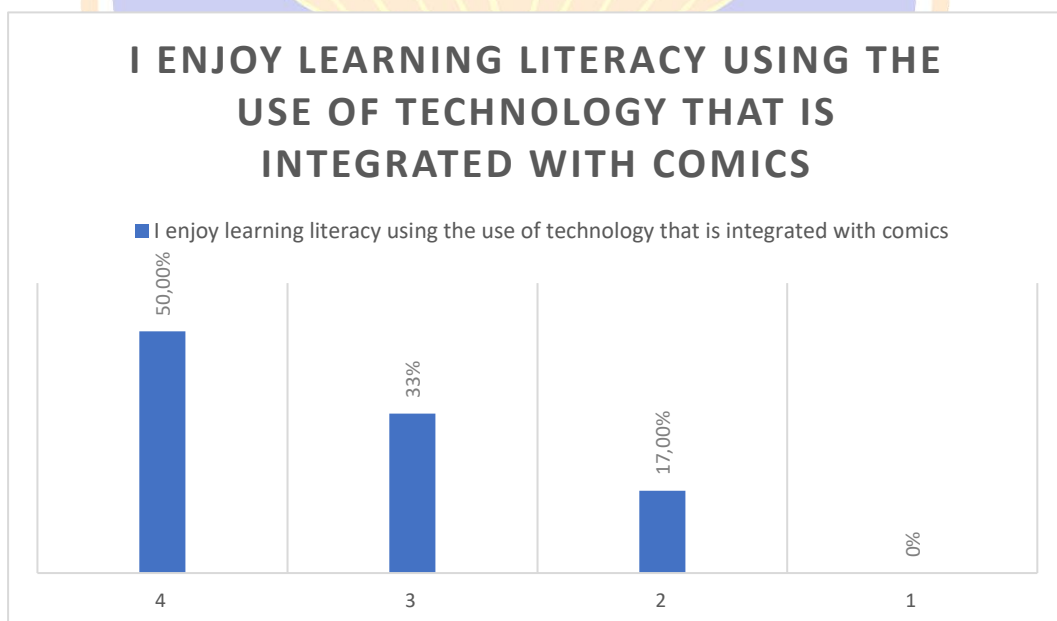
From the data above it can be seen that as many as 50% of respondents answered strongly agree and as many as 33% of respondents answered agreed to the statement " I enjoy learning literacy using the use of technology that is integrated with comics". It can be concluded that students enjoy learning literacy by utilizing technology that is integrated with comics.

4. Learning using blended learning is suitable for literacy learning



**LEARNING USING BLENDED LEARNING IS SUITABLE FOR LITERACY LEARNING**

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| 33% | 57,00% | 10,00% | 0% |
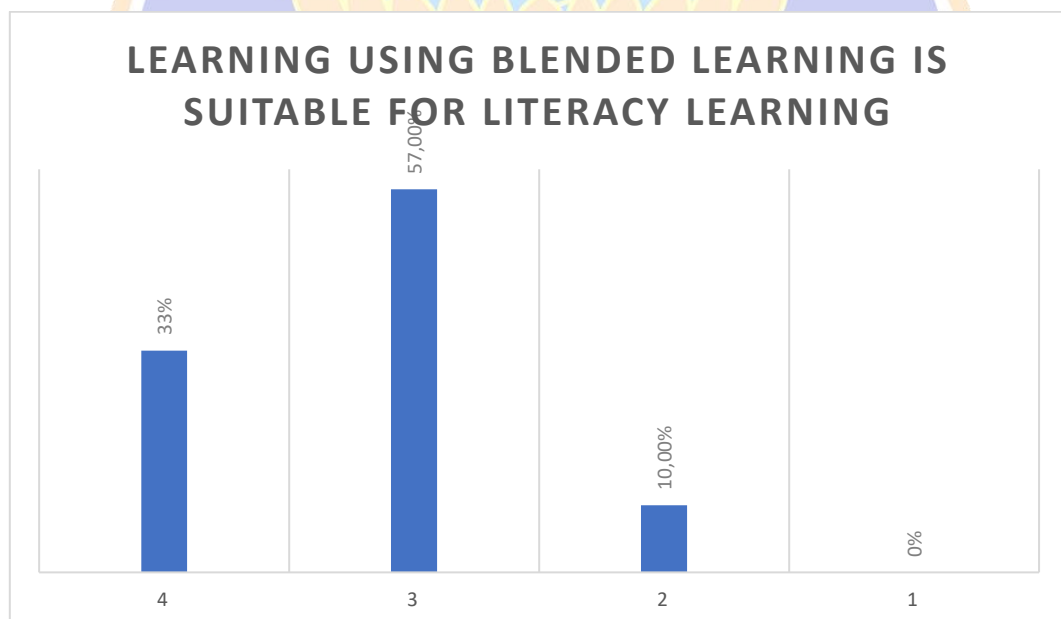
From the data above, it can be seen that the responses of students who answered agreed as much as 57% while students who answered strongly agreed as many as 33% on the question " Learning using blended learning is suitable for literacy learning". This shows that learning using blended learning is suitable for literacy learning.

5. I was helped by the blended learning method in literacy learning
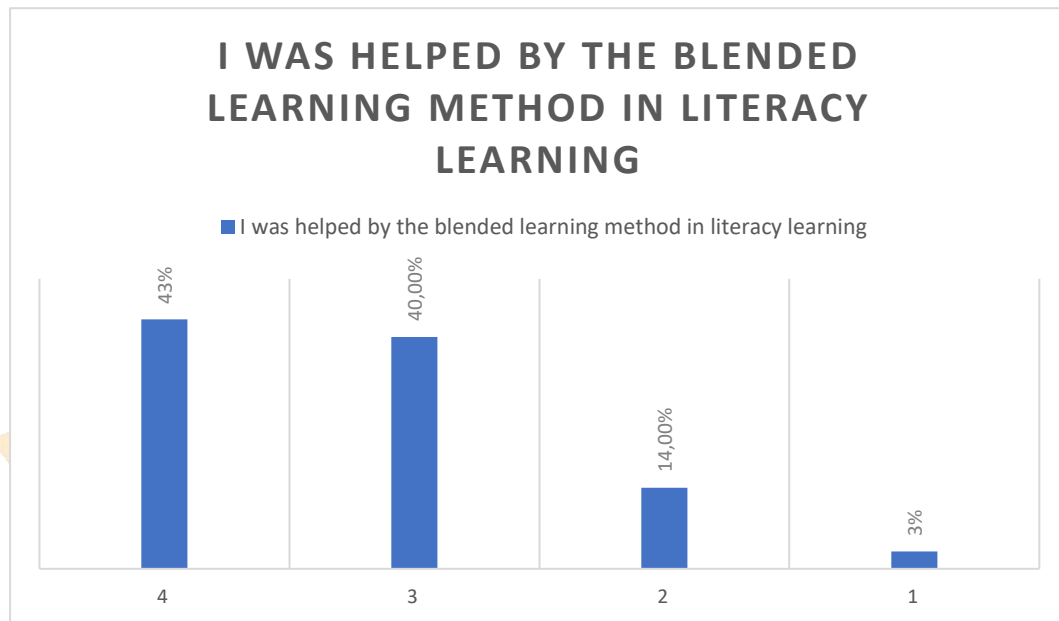


It can be seen from the data above that student responses show that 43% of respondents answered strongly agree and as many as 40% of respondents answered agreeing to the statement "I was helped by the blended learning method in literacy learning". This shows that students are helped a lot by the blended learning method in literacy learning.

6. I easily adapt to mixed learning (Online & Offline)

## I EASILY ADAPT TO MIXED LEARNING (ONLINE & OFFLINE)

■ I easily adapt to mixed learning (Online & Offline)

| | | | |
|---|---|---|---|
| 27,00% | 43% | 27% | 3,00% |
| 4 | 3 | 2 | 1 |
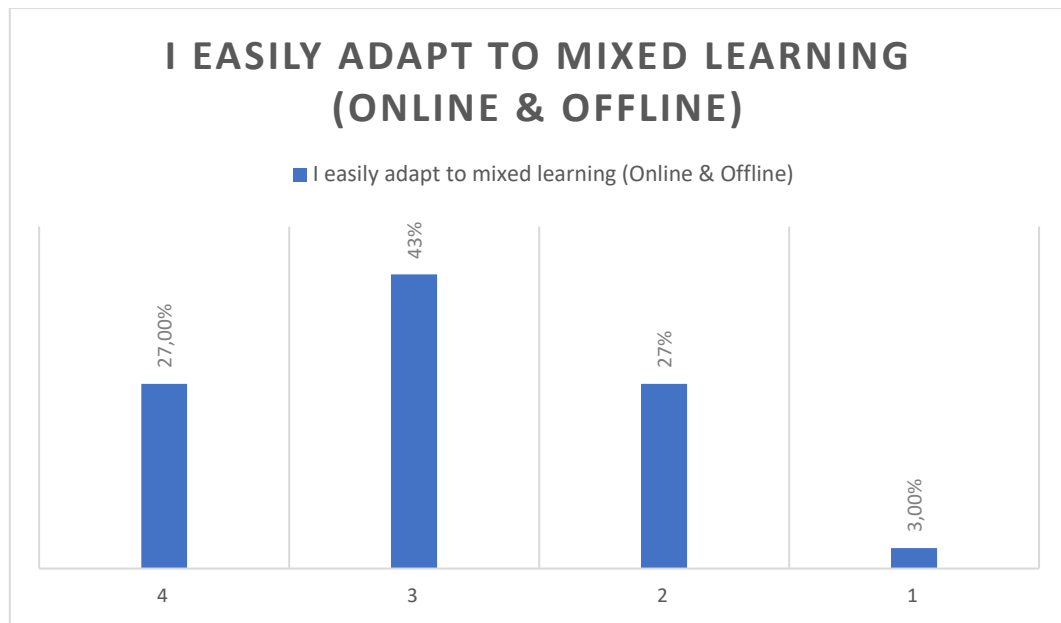
From the data above it can be seen that as many as 27% of respondents answered strongly agree and as many as 43% of respondents answered agreed to the statement " I easily adapt to mixed learning(Online & Offline)". It can be concluded that students easily adapt to mixed learning between online and offline learning.

7. I find it easier to follow learning materials that use the blended learning method
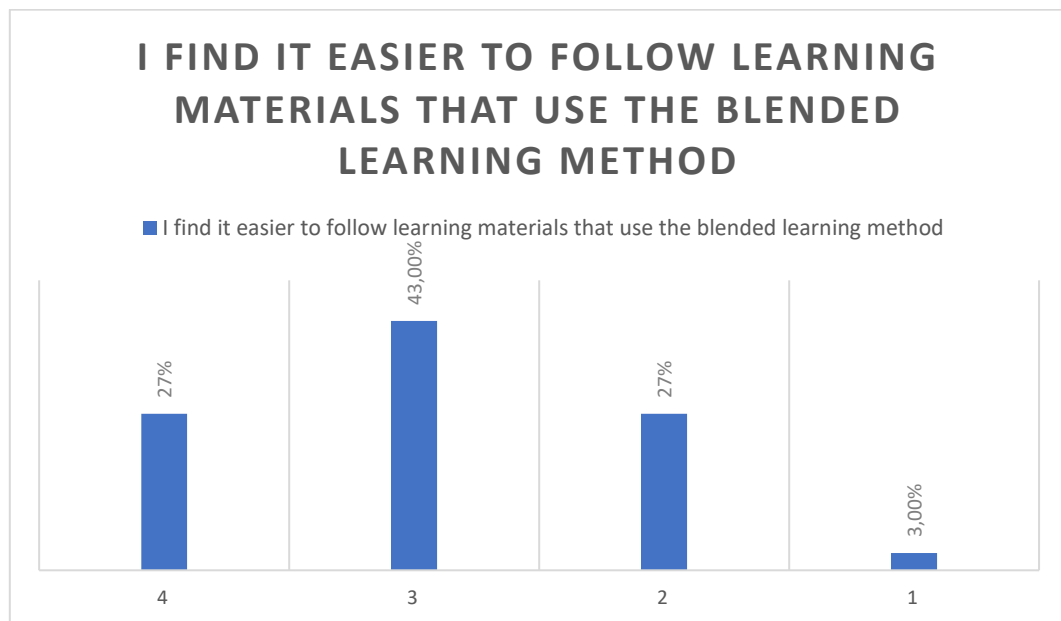


From the data above it can be seen that as many as 43% of respondents answered strongly agree and as many as 27% of respondents answered agreed to the statement "I find it easier to follow learning materials that use the blended learning method". It can be concluded that students find it easier to follow the material provided in learning using the blended learning method.

8. Learning literacy using technology that is integrated with comics is more fun

## LEARNING LITERACY USING TECHNOLOGY THAT IS INTEGRATED WITH COMICS IS MORE FUN

■ Learning literacy using technology that is integrated with comics is more fun

| | | | |
|---|---|---|---|
| 40% | 50,00% | 10,00% | 0% |
| 4 | 3 | 2 | 1 |
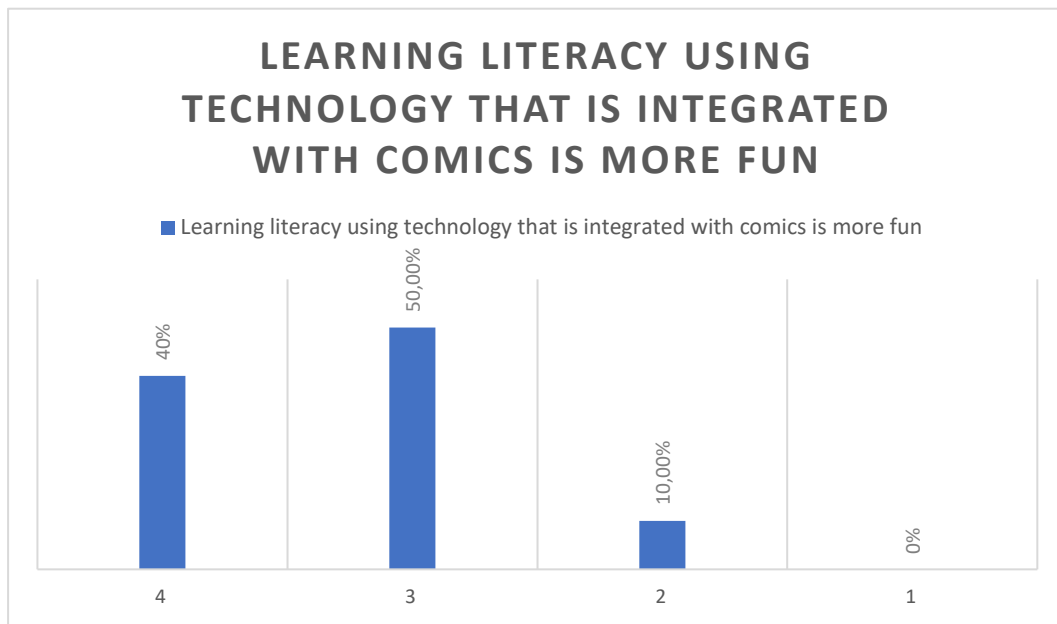
From the data above it can be seen that as many 40% respondents answered strongly agree and as many as 50% of respondents answered agreed with the statement "Learning literacy using technology that is integrated with comics is more fun". It can be concluded that students feel learning literacy by using technology that is integrated with comics is more fun.

9. I can understand more easily using digital comics

## I CAN UNDERSTAND MORE EASILY USING DIGITAL COMICS

■ I can understand more easily using digital comics

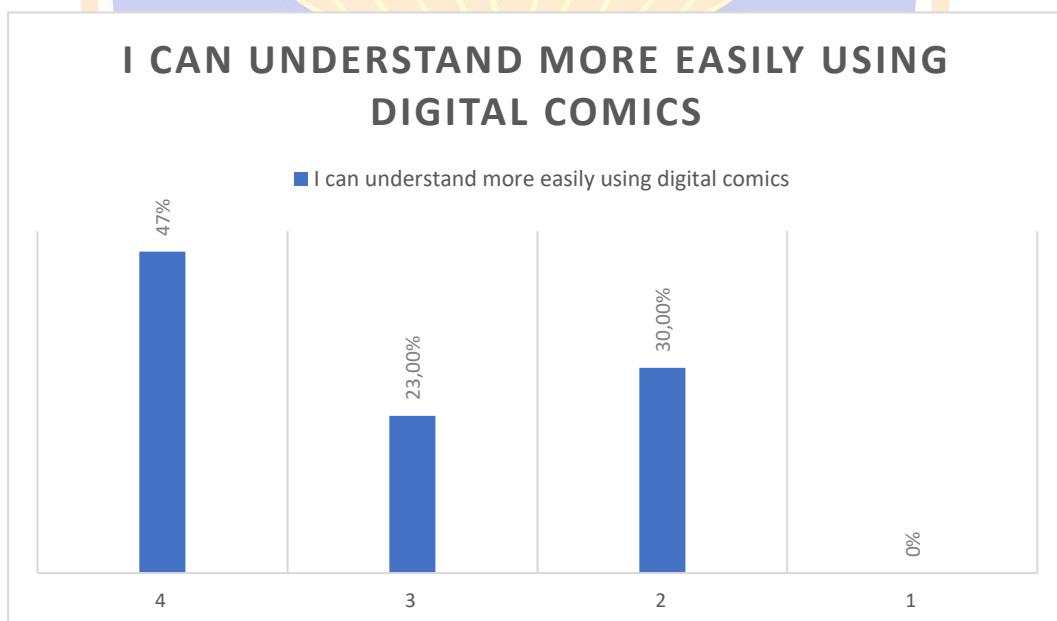| | | | |
|---|---|---|---|
| 47% | 23,00% | 30,00% | 0% |
| 4 | 3 | 2 | 1 |

From the data above it can be seen that as many as 47% of respondents answered strongly agree and as many as 23% of respondents answered agreed with the statement " I can understand more easily using digital comics ". It can be concluded that students find it easier to understand the material provided by using digital comics.

10. I am motivated to participate in learning using blended learning integrated with digital comics
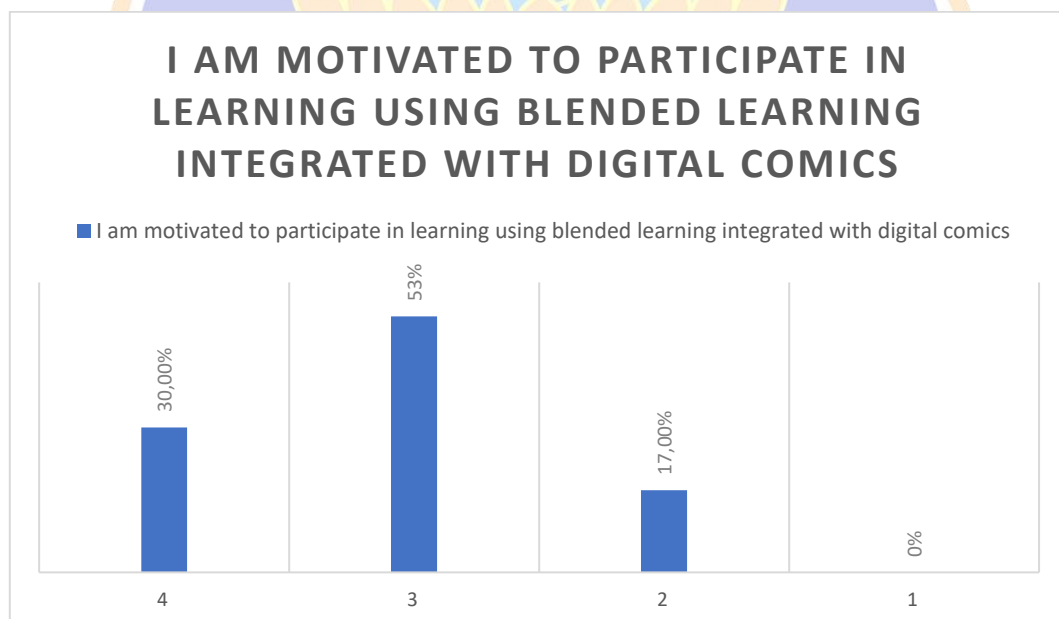
From the data above it can be seen that as many as 30% of respondents answered strongly agree and as many as 53% of respondents answered agreed with the statement " I am motivated to participate in learning using blended learning integrated with digital comics". It can be concluded that students can be more motivated to learn by using the blended learning method which is integrated with digital comics.

**Observation Sheets**

| No | Activities to be observed | Yes | No | Explanation |
|---|---|---|---|---|
| 1 | Student Competence | | | |
| 1.1 | competence in Literacy increases with the use of comic and Blended Learning methods | √ | | Students' literacy competence increases after the implementation of Blended Learning Method that integrated with Comic by displaying visual literacy that can help student more understand with the text. |
| 1.2 | Competence in reading increases with the use of the Comic and Blended Learning method | √ | | Students' reading competence increases during learning using the comic method which is integrated with blended learning because comics can help students in |

| | | | | |
|---|---|---|---|---|
| | | | | making reading frames using comics which makes it easier for students to remember an incident in comics with pictures presented by comics. |
| 1.3 | Competence in vocabulary increases with the use of the Comic and Blended Learning method | √ | | Students' vocabulary competence increases in learning using the integrated comic method with blended learning because comics are rich in new vocabulary that students have never encountered. |
| 2 | Student Performance | | | |
| 2.1 | Students become active in learning English using the Blended learning Method | √ | | Students become more active in the English learning process because the application of blended learning methods and comics can increase student activity by providing an interesting way of learning. |

| 2.2 | Students become more enthusiastic about learning English | √ | | Students become more enthusiastic in learning because comics provide visuals in the form of cartoons which are usually liked by young learners, thus making students more interested in learning English. |
|---|---|---|---|---|
| 2.3 | Students become more serious about learning English with the Blended learning method | √ | | By using this learning method students can focus more on receiving material, so students can be more serious in learning English. |
| 2.4 | Students are interested in the Blended learning method | √ | | Students are more interested in learning like this because learning using comics that is integrated with blended learning provides a new perspective in learning English. |
| 2.5 | Students become motivated to learn English | √ | | By learning using new methods, students become more motivated in learning English. |

*Appendix 8 Descriptive Statistic Analysis*

**Table 4. 9 Experimental Group and Control Group Post-test Statistics**

| Statistics | | Experiment Group | Control Group |
|---|---|---|---|
| N | Valid | 30 | 30 |
| | Missing | 0 | 0 |
| Mean | | 88.0667 | 80.0667 |
| Median | | 87.00 | 80.00 |
| Mode | | 86.00 | 80.00 |
| Std. Deviation | | 7.01198 | 8.48501 |
| Variance | | 49.168 | 71.995 |
| Range | | 24.00 | 34.00 |
| Minimum | | 76.00 | 66.00 |
| Maximum | | 100.00 | 100.00 |

**A. Mean**

The mean is the average of the total score. Based on Table 4.2, the average posttest score for the Experimental group is 88.06 while for the Control Group it is

80,06 so it can be concluded that the average post-test score for the Experimental Group is higher than the average value for the Control Group.

**B. Median**

The median is the middle number of the lowest and highest scores. It can be seen from table 4.2 that the median post-test for the Experimental Group is 87 and the post-test for the Control Group is 80 so it can be concluded that the post-test for the Experimental Group is higher than the median score for the Control Group.

**C. Mode**

The mode is the largest number that appears in a list of numbers. The value of the Post-test mode in the Experimental Group is 86 and the Post-test mode score of the Control Group is 80 thus indicating that the Post-test mode of the Experimental Group is higher than the Control Group.

**D. Standard Deviation**

The standard deviation is used to find the distribution of the data. In this study, the standard deviation of the Control Group was 8.48 while the standard deviation of the Experimental Group was 7.01 This indicates that the standard deviation of the Control Group was higher than that of the Experimental Group.

**E. Variance**

Variance is the average of the squared differences from the average score and then separated by the number of students in each group. The variance of the Experimental Group is 49.168 while the variance of the Control Group is 71.995

**F. Range**

The range is the space between the highest and lowest numbers in a list of numbers. This can be seen from the difference between the highest score and the lowest score. The highest score in the Experimental group is 100, while the lowest score is 76

In the Control Group the highest score is 100 while the lowest score is 66 From the highest and lowest scores for each group it is calculated that the experimental group's score ranges from the highest to the lowest, the lowest is 24 While the range of Group Control scores from the highest to the lowest is 34 This means that there is a difference between the lowest score and the highest score of the experimental group and the control group where the total gap is 10.

After calculating the post-test scores from the Experimental Group and also the Control Group, the researchers used the SPSS 26 program to carry out a descriptive analysis of the data. Mean, median, mode, variance, range, and standard deviation were analyzed to reveal how SD 3 Banjar Jawa Singaraja was implemented in the post-test. Based on this analysis, researchers can investigate whether the use of the Blended Learning method has an impact on students' literacy skills

### Appendix 9 Inferential Statistic Analysis

**Normality Test**

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

### Table 4. 10 Test of Normality

**Tests of Normality**

|  | Kelas | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
|  |  | Statistic | df | Sig. | Statistic | df | Sig. |
| Hasil post test | Kelas Exp | .126 | 30 | .200[*] | .948 | 30 | .150 |
|  | Kelas Kontrol | .136 | 30 | .161 | .970 | 30 | .531 |

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

a. Lilliefors Significance Correction

The result shows that the Experiment group significance value is 0.200, and the Control group significance value is 0.161. 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, in this study, a homogeneity test was also carried out to find out whether the data was homogeneous. Statistical analysis was used to check sample homogeneity by entering the posttest results of the experimental and control groups into the SPSS program. If the significant value is higher than 0.05, the data can be classified as homogeneous. The results of the sample student similarity test also use homogeneity which can be seen in table 4.4

**Table 4. 11 Homogeneity test**

**Test of Homogeneity of Variance**

|  |  | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Hasil post test | Based on Mean | .416 | 1 | 58 | .521 |
|  | Based on Median | .387 | 1 | 58 | .536 |
|  | Based on Median and with adjusted df | .387 | 1 | 53.424 | .536 |
|  | Based on trimmed mean | .408 | 1 | 58 | .525 |

Through the results of table 4.4, the data can be classified as homogeneous if the data obtained has a value higher 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 results 0.521 based on mean which can be said to be homogeneous.

**T-test**

The data undergoes an Independent T-test after the normality and homogeneity test. The SPSS 26 program is used to test whether the null hypothesis is acceptable. If the significance observed is higher than the standard alpha level, accept the null hypothesis.

Conversely, if the significance observed is less than the standard alpha level, the null hypothesis is rejected. In addition, the data significance level is 0.05

**Table 4. 12 Independent Sample T-test**

| | | F | Sig. | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|
| | | **Independent Sample T-test** | | | | |
| | | **Leven's test for Equality of Variances** | | | | |
| Hasil Post-test | Equal Variances Assumed | 0.275 | 0.602 | 3.930 | 58 | 0.000 |
| | Equal variances not assumed | | | 3.930 | 56.407 | 0.000 |

based on Table 4.5 sig. (2-tailed) is 0,0 it can be seen that the significant level observed (sig. 2-tailed) is smaller than the standard alpha level (α = 0.05). Therefore, the null hypothesis is rejected (H0) and the alternative hypothesis (Hα) is accepted. It can be said that there is a significant effect of the application of comics integrated with the Blended Learning method on the English literacy skills of SD 3 Banjar Jawa, Singaraja students.

*Appendix 10 Documentation*