

APPENDICES



Appendix 1. Research Permission Letters



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 : 1450/UN48.7.1/DT/2023

19 Mei 2023

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SD Negeri 1 Wanagiri
di Wanagiri, Kec. Sukasada, Kabupaten Buleleng

Dalam rangka pengumpulan data untuk menyelesaikan Pelaksanaan Try Out Validitas Soal Penelitian Skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Septiawan Arco Padova
NIM : 1912021097
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2022/2023

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. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS



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 : 1628/UN48.7.1/DT/2023

6 Juni 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 3 Munduk
di Munduk, Kec. Banjar, Buleleng

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

Nama	: Septiawan Arco Padova
NIM	: 1912021097
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023
Judul	: THE EFFECT OF CRAM.COM DIGITAL FLASHCARDS ON STUDENTS' READING COMPREHENSION AT FIFTH GRADE OF SD N 3 MUNDUK

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

sa.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 2. Research Schedule

No	Date	Activity
1	Wednesday, May 31 st , 2023	Giving a try-out to the fifth-grade students at SD N 1 Wanagiri. The activity started at 07.30 – 09.00 WITA.
2	Monday, June 5 th , 2023	Giving a pre-test to fifth-grade students at SD N 3 Munduk. The activity started at 08.00 – 09.00 WITA.
4	Tuesday, June 6 th , 2023	Conducting the first treatment and teaching material about "Home Activities" to the fifth-grade students at SD N 3 Munduk. The activity started at 08.30 – 10.30 WITA.
5	Wednesday, June 7 th , 2023	Conducting the second treatment and teaching material about "Home Activities" " to the fifth-grade students at SD N 3 Munduk. The activity started at 09.00-11.00 WITA
6	Friday, June 8 th , 2023	Conducting the third treatment and teaching material about "Home Activities" " to the fifth-grade students at SD N 3 Munduk. The activity started at 07.30 – 09.30
7	Saturday, June 9 th , 2023	Giving a post-test to fifth-grade students at SD N 3 Munduk. The activity started at 10.00 – 11.00 WITA.

Appendix 3. Syllabus for fifth grade English subject at SD N 3 Munduk

SILABUS

Satuan Pendidikan : SDN 3 Munduk
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : V/2
 Tujuan : Siswa dapat memahami makna kalimat dan mengidentifikasi ide pokok sederhana dalam bahasa Inggris terkait dengan lingkungan terdekat sesuai dengan dunia anak-anak.



Tema	Kompetensi Dasar	Sub-Tema	Indikator	Pengalaman Belajar	Penilaian	Alokasi Waktu	Bahan/Sarana/Alat
<i>At The Doctor's</i>	<ol style="list-style-type: none"> Mendeskripsikan bagian-bagian tubuh dalam bentuk tulisan. Merespons instruksi sangat sederhana secara non-verbal mengenai bagian-bagian tubuh. Mengidentifikasi pesan singkat berisi harapan kesembuhan seseorang dalam bentuk tulisan dengan menggunakan bahasa yang tepat. 	<p><i>Symptoms/illness</i></p> <p><i>Part of body</i></p> <p><i>Sympathy</i></p>	<ul style="list-style-type: none"> Mengidentifikasi bagian-bagian tubuh dan penyakit dalam bentuk tulisan dengan benar. Membaca dialog singkat tentang kabar seseorang. Menjawab pertanyaan dari pesan singkat dengan tepat dalam bentuk tulisan. 	<ul style="list-style-type: none"> Membaca dan menulis. Membaca dan Melakukan. Membaca dan mencermati. 	Autentik dengan unjuk kerja (<i>performance</i>)	4 jam pelajaran	Realita yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> gambar benda buku bergambar yang relevan
<i>Describing People</i>	<ol style="list-style-type: none"> Mendeskripsikan ciri fisik seseorang dalam bentuk tulisan. Merespons instruksi sangat 	<p><i>Parts of body</i></p> <p><i>Adjectives</i></p>	<ul style="list-style-type: none"> Mengidentifikasi ciri fisik seseorang dengan benar. Mengisi teks rumpang. 	<ul style="list-style-type: none"> Mengidentifikasi dan menulis. Membaca dan menulis. 	Autentik dengan unjuk kerja (<i>students' performance</i>)	6 jam pelajaran	Realita yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> gambar benda

	sederhana mengenai bentuk dalam bentuk tulisan.		mengenai teks deskripsi seseorang.				<ul style="list-style-type: none"> buku bergambar yang relevan
<i>I Like Orange</i>	<ol style="list-style-type: none"> Memahami dan mengidentifikasi makna teks singkat dalam bentuk tulisan. Merespon instruksi sederhana mengenai makanan kesukaan dalam bentuk tulisan. 	<p><i>Fruits</i></p> <p><i>Verb (Like)</i></p>	<ul style="list-style-type: none"> Mengidentifikasi ide pokok dari teks singkat mengenai buah-buahan secara tertulis. Mengisi teks rumpang mengenai buah-buahan dalam bentuk tulisan 	<ul style="list-style-type: none"> Membaca dan melakukan Membaca dan menulis 	Autentik dengan unjuk kerja (<i>students' performance</i>)	4 jam pelajaran	Realita yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> gambar benda buku bergambar yang relevan

UNDIKSHA

Appendix 4. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SD N 3 Munduk, Kec. Banjar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/II (genap)
Materi Pokok	: I Like Orange
Alokasi Waktu	: 2 x 35 menit
Pertemuan	: 1 (Pertama)

A. Kompetensi Dasar dan Indikator

3.7 Memahami kalimat dan menyerap informasi dari teks deskriptif bergambar dengan sangat sederhana secara tepat

3.7.1 Mengidentifikasi berbagai informasi dalam kalimat-kalimat yang sangat sederhana

4.7 Mengenali gambar yang sesuai dengan yang dijelaskan oleh kalimat sederhana yang melibatkan kata dan frasa terkait buah dan makanan

4.7.1 Mengidentifikasi kalimat sederhana dan memahami informasi tertulis sehingga mampu mengenali gambar yang sesuai dengan maksud yang dijelaskan oleh kalimat

B. Tujuan Pembelajaran

1. Melalui kegiatan membaca secara cermat menggunakan media *Flashcards*, siswa mampu mengidentifikasi informasi dalam kalimat-kalimat sangat sederhana dengan benar.
2. Melalui kegiatan memahami teks kalimat sederhana bergambar, siswa mampu mengidentifikasi informasi yang terdapat dalam pesan tertulis sangat sederhana terkait buah dan makanan dengan tepat.

C. Media Pembelajaran

- *Cram.com Flashcards*
- English Textbooks
- Laptop

- Screen Projector

D. Kegiatan Pembelajaran

Kegiatan Pembuka	
5 menit	<ul style="list-style-type: none"> • Guru menyapa siswa dengan membawa salam • Guru menanyakan keadaan siswa • Guru meminta siswa untuk berdoa bersama sebelum mengawali kegiatan • Guru menyampaikan nama materi yang akan dipelajari dan tujuan pembelajaran
Kegiatan Inti	
25 menit	<ul style="list-style-type: none"> • Guru memperkenalkan kosa kata nama buah dan makanan dalam bahasa Inggris beserta gambarnya menggunakan media <i>Cram.com Flashcards</i> kepada siswa sebagai stimulus (https://www.cram.com/flashcards/unit-7-13405181) • Guru membalik <i>Flashcards</i> pada sisi yang berisi kalimat sederhana yang mendeskripsikan gambar beserta kosa kata yang telah ditunjukkan sebelumnya. • Guru mengajak siswa untuk memahami kalimat sederhana secara cermat dan membantu siswa dalam mengidentifikasi dan memahami informasi yang terdapat dalam kalimat sederhana • Guru memberikan kesempatan untuk bertanya kepada siswa jika ada yang masih belum dapat dipahami • Guru memberikan soal latihan tentang mengidentifikasi gambar sesuai dengan yang dimaksudkan oleh penjelasan dari kalimat sederhana • Guru memberikan feedback terhadap hasil kerja siswa
Kegiatan Penutup	
	<ul style="list-style-type: none"> • Guru bersama dengan siswa menyimpulkan materi yang telah dipelajari

5 menit	<ul style="list-style-type: none"> • Guru dan siswa melakukan doa bersama sebelum meninggalkan kelas • Guru mengucapkan salam dan meninggalkan kelas
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E. Instrumen Penilaian

- The students' reading in literal comprehension of identifying specific information

Aspect	Score Interval				Score
	4	3	2	1	
Ability of understanding the main idea of the text	Clearly states the main idea and details that support it, and correctly sums up key points.	Provides a basic summary of the main idea and some supporting information.	Attempts to summarize, but only gets the basic idea and a few supporting details right.	difficult to determine the main idea and the aspects that support it, and does not provide a consistent summary.	
The processes of Inference and Interpretation	Draws correct conclusions from the text and substantiates interpretations with evidence taken from it.	Draws logical conclusions and substantiates their interpretations with evidence where applicable.	Only draws restricted conclusions and tries to substantiate their opinions with a small amount of facts.	difficult to draw conclusions and interpretations, and there is insufficient proof to support their claims.	
Vocabulary and word meaning	Clearly demonstrates a solid understanding	demonstrates a strong understanding of vocabulary	demonstrates only a limited comprehension of vocabulary	Having trouble comprehending language and finding it	

	of vocabulary, and the ability to correctly determine the meaning of words based on context.	and is able to correctly determine the meaning of words based on their context.	and makes some attempt to figure out the meanings of words based on their context.	difficult to determine word meanings based on context.	
The Organisation and Construction of the Text	Identifies and provides an explanation of the organisational structure of the text, as well as how it adds to the meaning of the text	Identifies the organisational structure of the text as well as some of the relationships between the ideas.	Attempts to make connections while also providing a partial identification of the organisational structure of the text	difficult to determine how the text is organised and to establish connections between all of the ideas.	
Total Score					
Final Score = <i>total score</i> + 4 x 5					

Students' Assignment

A. Please read the sentence carefully, then choose the picture that matches what is meant in the text !

1. A grape is a small, round fruit that grows on a vine. It can be green, red, or purple and is often eaten as a snack or used to make juice, jam, or wine. Grapes are also a good source of vitamins and minerals, like vitamin C and potassium, which are important for our bodies to stay healthy. Which fruit is it?



C.



2. Fried chicken is a dish made by coating chicken pieces with a seasoned batter or breading and then deep-frying them in hot oil until they become crispy and golden brown on the outside and juicy and tender on the inside. It is a popular comfort food in many parts of the world and is often served with sides like mashed potatoes, coleslaw, or corn on the cob. Which food is it?



C.



3. Mango is a tropical fruit that is typically oval-shaped and has a yellow or green skin that can sometimes have a red or orange blush. The flesh of the mango is juicy and sweet and has a fibrous texture. Mangoes are commonly eaten fresh, either sliced or in salads, smoothies, or desserts. Mangoes are a good source of vitamins, minerals, and antioxidants, which can help to boost the immune system and promote overall health. Which fruit is it?



A.



B.

C.



4. Soup is a type of liquid dish that is typically made by combining vegetables, meat, or fish with water or broth and simmering them together until the flavors meld together. Soups can be thick or thin, and may contain a variety of ingredients such as noodles, beans, grains, or spices. They can be served hot or cold, and may be enjoyed as a main course or as a starter or side dish. Which food is it?



A.



B.

C.



5. A banana is a long, curved fruit with a yellow or green skin that is easy to peel. The inside of the banana is soft and sweet, and is usually eaten raw, either as a snack or added to smoothies, desserts, or breakfast dishes. They are also a popular ingredient in baking, and can be used to make banana bread, muffins, pancakes, and other treats. Which fruit is it?



A.



B.

C.



RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SD N 3 Munduk, Kec. Banjar
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/II (genap)
Materi Pokok	: I Like Orange
Alokasi Waktu	: 2 × 35 menit
Pertemuan	: II (Kedua)

F. Kompetensi Dasar dan Indikator

3.8 Mengidentifikasi gambar dan menyebutkan nama buah yang ditampilkan dengan kosa kata yang tepat secara cepat

3.8.1 Mengidentifikasi berbagai jenis buah dari gambar terlampir beserta nama buah dan memahami informasi dari buah terkait dengan kalimat sederhana.

4.8 Membaca dan memahami informasi dari kalimat sederhana mengenai buah-buahan tertentu

4.8.1 Mengisi kalimat yang kosong sehingga menjadi kalimat sederhana yang utuh dengan tepat

G. Tujuan Pembelajaran

1. Melalui kegiatan mengidentifikasi gambar dan membaca secara cermat menggunakan media *Flashcards*, siswa mampu mengetahui kosa kata nama buah dan menerima informasi terkait buah-buahan tertentu dalam kalimat-kalimat sangat sederhana dengan benar.

2. Melalui kegiatan memahami teks kalimat sederhana bergambar, siswa mampu mengisi kalimat yang kosong dengan kosa kata yang tepat sehingga membentuk kalimat yang utuh dan tepat.

H. Media Pembelajaran

- *Cram.com Flashcards*
- English Textbooks
- Laptop

- Screen Projector

I. Kegiatan Pembelajaran

Kegiatan Pembuka	
5 menit	<ul style="list-style-type: none"> • Guru menyapa siswa dengan membawa salam • Guru menanyakan keadaan siswa • Guru meminta siswa untuk berdoa bersama sebelum mengawali kegiatan • Guru menyampaikan nama materi yang akan dipelajari dan tujuan pembelajaran
Kegiatan Inti	
25 menit	<ul style="list-style-type: none"> • Guru menunjukkan <i>Flashcards</i> yang berisikan kalimat acak menggunakan proyektor di depan kelas (https://www.cram.com/flashcards/unit-9-13502485) • Guru meminta siswa untuk memahami kalimat acak yang ditampilkan oleh <i>cram.com flashcards</i> dan meminta siswa untuk mencoba Menyusun kalimat acak tersebut menjadi kalimat utuh yang sempurna • Guru meminta siswa untuk menulis jawaban masing masing siswa di buku tulis • Guru memberi kesempatan kepada siswa yang ingin mencoba menjawab • Guru membalik <i>flashcards</i> pada sisi yang berisi kalimat yang sudah tersusun dengan benar dan tepat • Guru mengajak siswa untuk membaca dan memahami kalimat sederhana secara cermat dan membantu siswa dalam mengidentifikasi dan memahami informasi yang terdapat dalam kalimat sederhana yang telah tersusun dengan benar dan sempurna • Guru memberikan kesempatan untuk bertanya kepada siswa jika ada yang masih belum dapat dipahami

	<ul style="list-style-type: none"> • Guru memberikan soal latihan yang mengharuskan siswa untuk Menyusun kalimat acak sehingga membentuk kalimat sederhana yang utuh dan tepat • Guru memberikan feedback terhadap hasil kerja siswa
Kegiatan Penutup	
5 menit	<ul style="list-style-type: none"> • Guru bersama dengan siswa menyimpulkan materi yang telah dipelajari • Guru dan siswa melakukan doa bersama sebelum meninggalkan kelas • Guru mengucapkan salam dan meninggalkan kelas

J. Instrumen Penilaian

- The students' reading in literal comprehension of identifying specific information

Aspect	Score Interval				Score
	4	3	2	1	
Ability of understanding the main idea of the text	Clearly states the main idea and details that support it, and correctly sums up key points.	Provides a basic summary of the main idea and some supporting information.	Attempts to summarize, but only gets the basic idea and a few supporting details right.	difficult to determine the main idea and the aspects that support it, and does not provide a consistent summary.	
The processes of Inference and Interpretation	Draws correct conclusions from the text and substantiates interpretations	Draws logical conclusions and substantiates their interpretations	Only draws restricted conclusions and tries to substantiate their opinions	difficult to draw conclusions and interpretations, and there is	

	with evidence taken from it.	with evidence where applicable.	with a small amount of facts.	insufficient proof to support their claims.	
Vocabulary and word meaning	Clearly demonstrates a solid understanding of vocabulary, and the ability to correctly determine the meaning of words based on context.	demonstrates a strong understanding of vocabulary and is able to correctly determine the meaning of words based on their context.	demonstrates only a limited comprehension of vocabulary and makes some attempt to figure out the meanings of words based on their context.	Having trouble comprehending language and finding it difficult to determine word meanings based on context.	
The Organisation and Construction of the Text	Identifies and provides an explanation of the organisational structure of the text, as well as how it adds to the meaning of the text	Identifies the organisational structure of the text as well as some of the relationships between the ideas.	Attempts to make connections while also providing a partial identification of the organisational structure of the text	difficult to determine how the text is organised and to establish connections between all of the ideas.	
Total Score					
Final Score = <i>total score</i> + 4 x 5					

Students' Assignments

PLEASE FILL IN THE BLANKS WITH THE CORRECT WORDS TO MAKE COMPLETE SENTENCE!



1.

This fruit is called _____. It has a _____ shape. The color of this fruit is _____. Before eating this fruit, we have to peel its _____ first.



2.

This fruit is called _____. This fruit has a variation of color, which are _____ and _____. This fruit has a _____ shape. The _____ of this fruit has a crunchy texture.



3.

This fruit is called _____. The color of this fruit is _____ and has _____ on top of it. The flesh of this has a _____ taste. Other than eat it instantly, we can also blend it into a _____ and drink it.



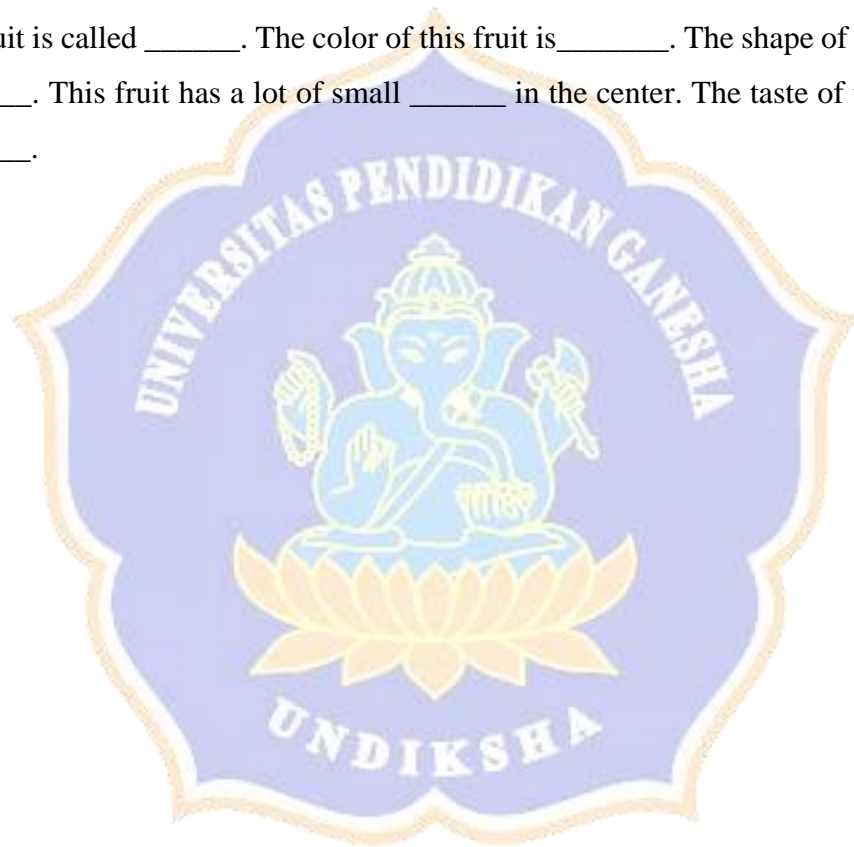
4.

This fruit is called _____. This fruit grows on tree in _____ regions. The shape of this fruit is _____. This fruit has several variations of color, which are _____, _____ and _____.



5.

This fruit is called _____. The color of this fruit is _____. The shape of this fruit is _____. This fruit has a lot of small _____ in the center. The taste of this fruit is _____.



RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SD N 3 Munduk, Kec. Banjar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : V/II (genap)
Materi Pokok : At the doctors

Alokasi Waktu : 2 × 35 menit
Pertemuan : III (Ketiga)

K. Kompetensi Dasar dan Indikator

3.9 Mendeskripsikan bagian-bagian tubuh dalam bentuk tulisan

3.9.1 Mengidentifikasi bagian-bagian tubuh dan penyakit dalam bentuk tulisan dengan benar.

4.9 Merespons instruksi sangat sederhana secara non-verbal mengenai bagian-bagian tubuh.

4.9.1 Menjawab pertanyaan dari pesan singkat dengan tepat dalam bentuk tulisan.

L. Tujuan Pembelajaran

1. Melalui kegiatan memahami informasi dari kalimat, pesan tertulis sederhana menggunakan media *Flashcards*, siswa mampu memahami informasi dari deskripsi bagian tubuh dan menerima informasi dari kalimat-kalimat sederhana dengan tepat.

2. Melalui kegiatan menyalin dan Menyusun kalimat yang sederhana, siswa mampu Menyusun kalimat yang berkaitan dengan anggota tubuh menjadi kalimat yang utuh dan sempurna.

M. Media Pembelajaran

- *Cram.com Flashcards*
- English Textbooks
- Laptop
- Screen Projector

N. Kegiatan Pembelajaran

Kegiatan Pembuka

5 menit	<ul style="list-style-type: none"> • Guru menyapa siswa dengan membawa salam • Guru menanyakan keadaan siswa • Guru meminta siswa untuk berdoa bersama sebelum mengawali kegiatan • Guru menyampaikan nama materi yang akan dipelajari dan tujuan pembelajaran
Kegiatan Inti	
25 menit	<ul style="list-style-type: none"> • Guru menunjukkan gambar buah dengan menggunakan proyektor di depan kelas melalui media <i>Cram.com Flashcards</i> di depan kelas (https://www.cram.com/flashcards/unit-8-13473514) • Guru menanyakan apa nama bagian tubuh yang ditunjukkan di <i>flashcards</i> dengan kosa kata Bahasa Inggris yang tepat • Guru membalik <i>flashcards</i> pada sisi yang berisi kalimat sederhana yang memberikan informasi mengenai bagian tubuh yang telah ditunjukkan pada sisi <i>flashcards</i> sebelumnya • Guru mengajak siswa untuk membaca dan memahami kalimat sederhana secara cermat dan membantu siswa dalam mengidentifikasi dan memahami informasi yang terdapat dalam kalimat sederhana • Guru memberikan kesempatan untuk bertanya kepada siswa jika ada yang masih belum dapat dipahami • Guru memberikan soal latihan yang mengharuskan siswa untuk mengisi kalimat yang kosong dengan kosa kata yang tepat sehingga membentuk kalimat sederhana yang utuh dan tepat • Guru memberikan feedback terhadap hasil kerja siswa
Kegiatan Penutup	

5 menit	<ul style="list-style-type: none"> • Guru bersama dengan siswa menyimpulkan materi yang telah dipelajari • Guru dan siswa melakukan doa bersama sebelum meninggalkan kelas • Guru mengucapkan salam dan meninggalkan kelas
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O. Instrumen Penilaian

- The students' reading in literal comprehension of identifying specific information

Aspect	Score Interval				Score
	4	3	2	1	
Ability of understanding the main idea of the text	Clearly states the main idea and details that support it, and correctly sums up key points.	Provides a basic summary of the main idea and some supporting information.	Attempts to summarize, but only gets the basic idea and a few supporting details right.	difficult to determine the main idea and the aspects that support it, and does not provide a consistent summary.	
The processes of Inference and Interpretation	Draws correct conclusions from the text and substantiates interpretations with evidence taken from it.	Draws logical conclusions and substantiates their interpretations with evidence where applicable.	Only draws restricted conclusions and tries to substantiate their opinions with a small amount of facts.	difficult to draw conclusions and interpretations, and there is insufficient proof to support their claims.	

Vocabulary and word meaning	Clearly demonstrates a solid understanding of vocabulary, and the ability to correctly determine the meaning of words based on context.	demonstrates a strong understanding of vocabulary and is able to correctly determine the meaning of words based on their context.	demonstrates only a limited comprehension of vocabulary and makes some attempt to figure out the meanings of words based on their context.	Having trouble comprehending language and finding it difficult to determine word meanings based on context.	
The Organisation and Construction of the Text	Identifies and provides an explanation of the organisational structure of the text, as well as how it adds to the meaning of the text	Identifies the organisational structure of the text as well as some of the relationships between the ideas.	Attempts to make connections while also providing a partial identification of the organisational structure of the text	difficult to determine how the text is organised and to establish connections between all of the ideas.	
Total Score					
Final Score = <i>total score + 4 x 5</i>					

Students' Assignments

Please read the questions carefully and answer correctly!



Our head has two eyes, one nose, one mouth and two ears. We use our eyes to see. To smell, we use our nose. We speak and eat with our mouth. We can hear sound using our ears.

1. How many ears do we have?

- a. one
- b. two
- c. three
- d. four

2. We can see using our..

- a. nose
- b. mouth
- c. ears
- d. eyes

3. What can we do with our nose?

- a. see
- b. eat
- c. smell
- d. speak

4. With our mouth, we can..

- a. bite and see
- b. speak and eat
- c. smell and bite
- d. hear and see

5. To hear, what do we use?

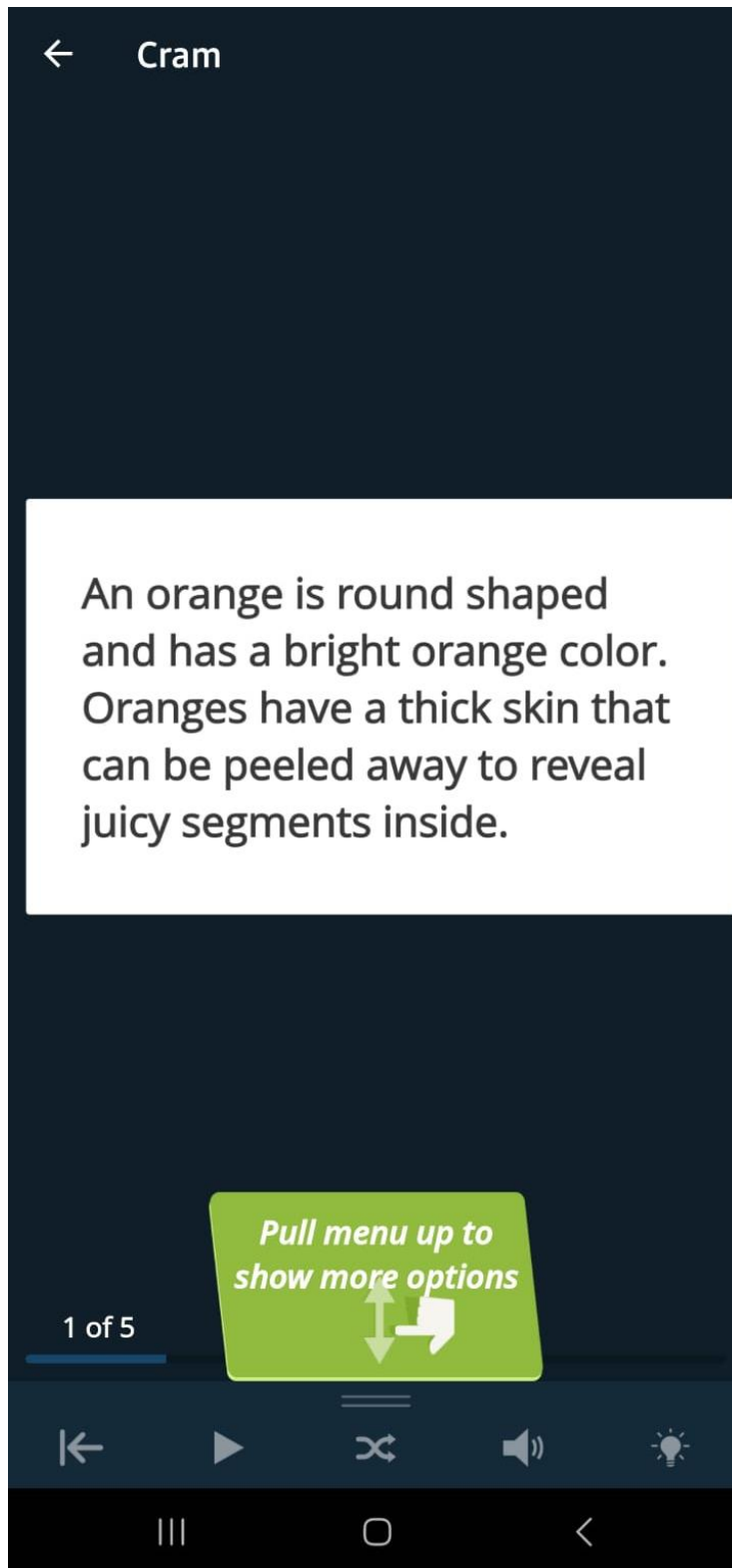
- a. nose



- b. mouth
- c. ear
- d. head



Appendix 5. Example of Cram.com Digital Flashcards Used



Picture 1 The Cram.com digital flashcards used for the treatment

Appendix 6. Try Out Questions

Please read the questions carefully, and choose the correct answer between a, b, c or d!



b. very slow

c. very deep

d. very high

5. What is Wayan's Job?

a. teacher

b. chef

c. merchant

d. firefighter

Wayan is my friend. His hair is curly. He has black skin and white teeth. His legs are long. He can run very fast. He is a firefighter.

1. Who is Wayan?

a. my father

b. my uncle

c. my friend

d. my neighbor

2. Wayan's skin color is..

a. yellow

b. black

c. white

d. brown

3. Wayan has long..

a. hair

b. arms
4. With his long leg, Wayan can run...

a. very fast



Mrs. Feby is a teacher. Mrs. Feby works in a school. She is a beautiful woman. She wears glasses on her eyes. Feby loves reading books.

6. Where does Mrs. Feby work?

a. in a kitchen

b. in a school

c. in a café

d. above the sky

7. What is Mrs. Feby wearing on her eyes?

a. hat

b. shoes

c. shirt

d. glasses

8. What is Mrs. Feby job?

a. a teacher

b. a firefighter

c. a farmer

d. a fisherman

9. Mrs. Feby loves Books

a. buying

b. reading

c. throwing

d. selling

10. Mrs. Feby is a woman

a. young

b. ugly

c. beautiful

d. lazy

12. We can see using our..

a. nose

b. mouth

c. ears

d. eyes

13. What can we do with our nose?

a. see

b. eat

c. smell

d. speak

14. With our mouth, we can..

a. bite and see

b. speak and eat

c. smell and bite

d. hear and see

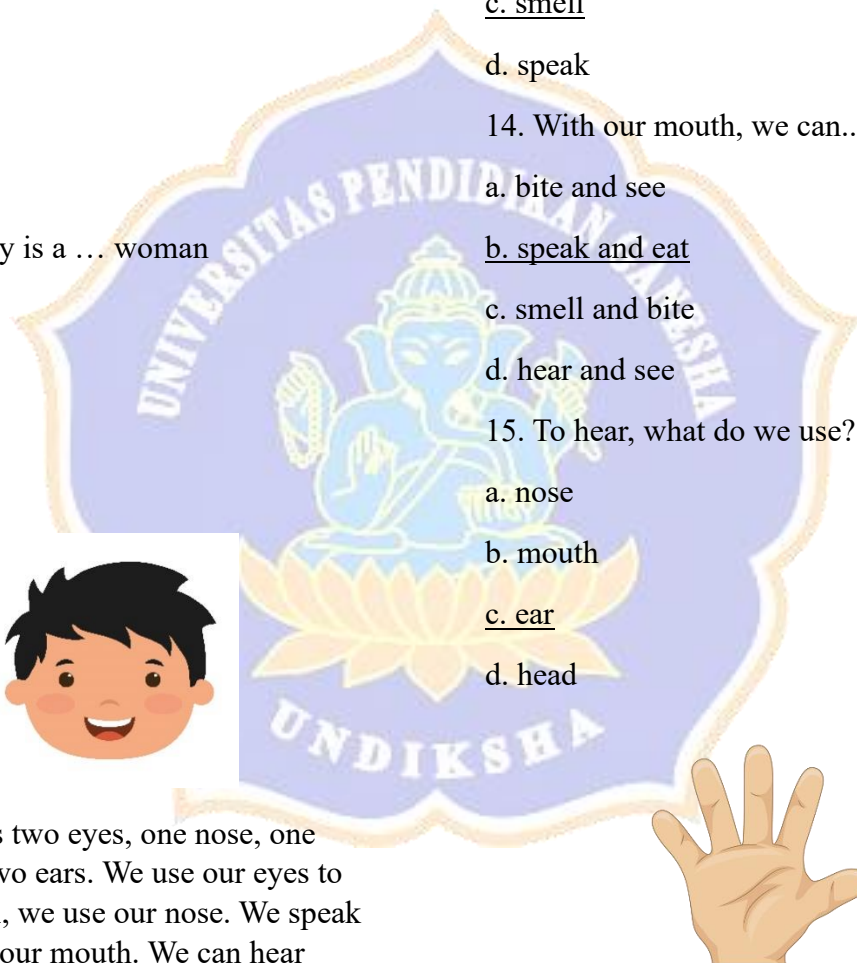
15. To hear, what do we use?

a. nose

b. mouth

c. ear

d. head



Our head has two eyes, one nose, one mouth and two ears. We use our eyes to see. To smell, we use our nose. We speak and eat with our mouth. We can hear sound using our ears.

11. How many ears do we have?

a. one

b. two

c. three

d. four

Our hands have five fingers. We can grab things with our fingers. The base of our fingers is called palm. We can use palm to catch object. Our palm is flat and wide.

16. How many fingers do we have?

a. six

b. five

c. four

d. three

17. With our fingers, we can... things

a. run

b. speak

c. grab

d. hear

18. What is the base of our fingers?

a. body

b. head

c. thumb

d. palm

19. By using palm, we can... object

a. catch

b. see

c. write

d. speak

20. What are the characteristics of our palm?

a. wet and wide

b. small and narrow

c. flat and wide

d. wide and small



A grape is a small, round fruit that grows on a vine. It can be green, red, or purple

and is often eaten as a snack or used to make juice and jam. Grapes are also a good source of vitamins and minerals, like vitamin C and potassium, which are important for our bodies to stay healthy.

21. Where does grape grows?

a. on a roof

b. under the sea

c. on a vine

d. on the sky

22. Besides snack, we can make grape as..

a. jam

b. rice

c. pasta

d. topping

23. what vitamin does grape has?

a. vitamin D

b. vitamin K

c. vitamin C

d. vitamin A

24. What shape does grapes have?

a. square

b. triangle

c. cube

d. round

25. What kind of colors does grapes have?

a. black, yellow, green

b. green, red, purple

c. gray, black, purple

d. green, red, blue



A banana is a long, curved fruit with a yellow or green skin that is easy to peel. The inside of the banana is soft and sweet, and is usually eaten raw, either as a snack or added to smoothies, desserts, or breakfast dishes. They are also a popular ingredient in baking, and can be used to make banana bread, muffins, pancakes, and other treats.

26. What fruit does the text describe?

- a. apple
- b. avocado
- c. mango
- d. banana

27. What kinds of colors does banana have?

- a. black or yellow

28. I _____ my teeth and _____ my face in the bathroom.

- a. Wash – brush
- b. Clean – wash
- c. Brush – clean
- d. Brush – wash

29. Before going to school, I _____

- a. Play together

b. green or yellow

c. blue or green

d. green or red

28. What is the texture of banana?

a. hard

b. sticky

c. soft

d. spiky

30. What kind of dish does banana popular in?

a. soup

b. barbecue

c. fried

d. baking

31. What shapes does banana have?

a. long and curved

b. long and short

c. short and narrow

d. flat and long

b. Take a bath

c. Watch TV

d. Listen to musi

32. Before go to school, I _____ and _____ for breakfast.

a. Play games – wash hands

b. Drink milk – eat bread

c. Drink milk – watch TV

d. Wash hands – eat bread

33. When your room is dirty, what do you do?
- Play together
 - Water the plants
 - Wash the plate
 - Clean the room
34. The dog is hungry. Ryan _____
- Feeds the dog
 - Plays with the dog
 - Sleeps with dog
 - Cleans the dog
35. Made cleans the garden and he moves some plants. Then he _____ sweeps in the garden with _____.
- A hoe
 - A trash bin
 - A broom stick
 - A bucket
36. I always help my mom to _____ after dinner.
- Play music
 - Turn on TV
 - Eat all foods
 - Wash the dishes
37. Dian _____ a story book in the afternoon
- Plays
 - Takes
 - Reads
 - Have
38. To make the teeth clean, we should _____
- Wash the face
 - Brush the teeth
 - Eat breakfast
 - Drink milk
39. Cows and goats love to eat _____.
- Grass
 - Egg
 - Honey
 - Fruit



40. _____ produces honey.

- a. Ant
- b. Bug
- c. Bee
- d. Dragonfly

41. This animal can run very fast.

- a. Horse
- b. Goose
- c. Ant
- d. Parrot

42. It has 2 wings, but it cannot fly. What animal is it?

- a. Rooster
- b. Bird
- c. Penguin
- d. Hen

43. What animal that can live in the water?

- a. Crab, fish, and turtle
- b. Fish, crab, and ant
- c. Turtle, fish, and chicken
- d. Fish, hen, and dolphin

44. You can buy book and pencils in _____

- a. Drugstore
- b. Bookstore
- c. School
- d. Library

45. _____ is a place for sick people.

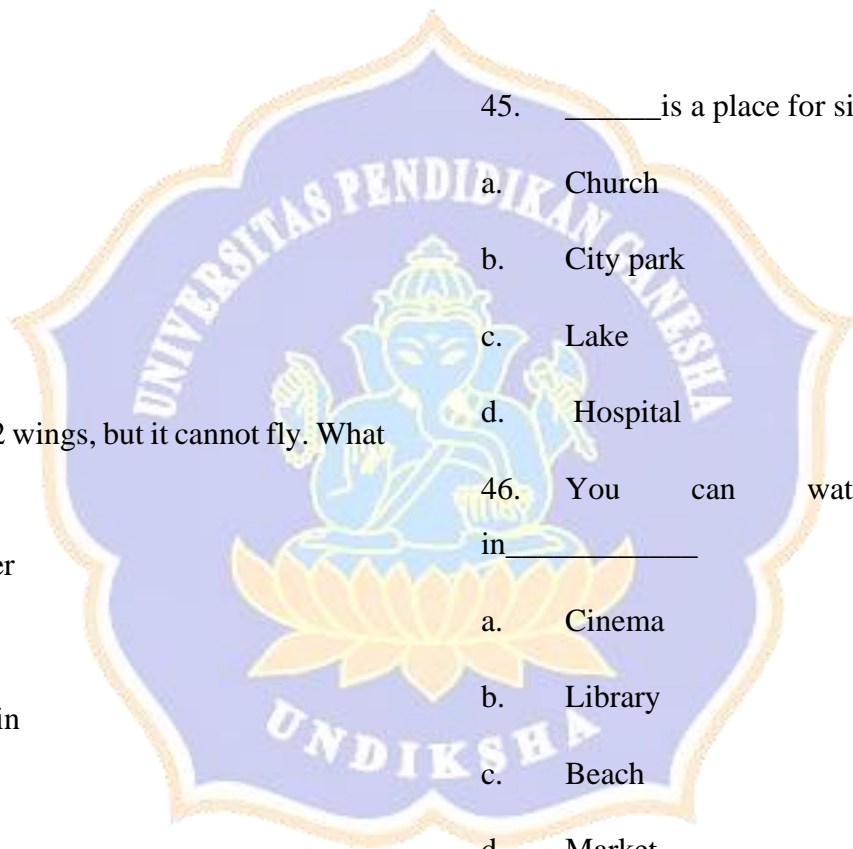
- a. Church
- b. City park
- c. Lake
- d. Hospital

46. You can watch movie in _____

- a. Cinema
- b. Library
- c. Beach
- d. Market

47. You can borrow books in _____

- a. Bookstore
- b. Drugstore
- c. Library
- d. Bank



48. My house is near the temple. The sentence in Indonesian is _____

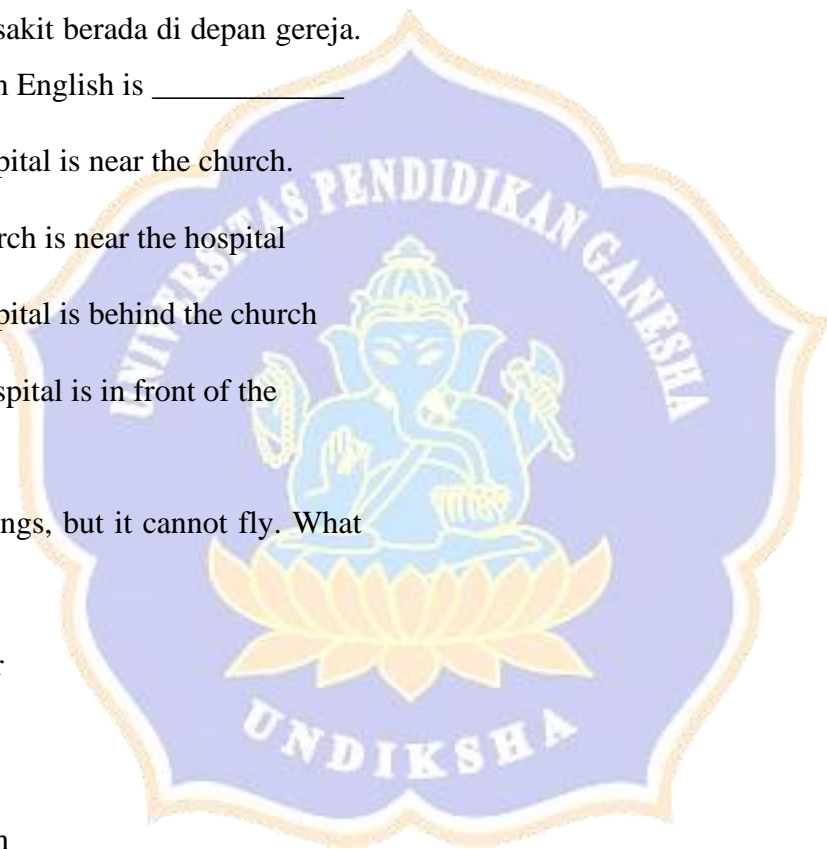
- a. Pura berada di dekat rumah saya.
- b. Rumah saya berada di dekat pura.
- c. Rumah saya di dekat pura berada.
- d. Pura di dekat rumah saya berada.

49. Rumah sakit berada di depan gereja. The sentence in English is _____

- a. The hospital is near the church.
- b. The church is near the hospital
- c. The hospital is behind the church
- d. The hospital is in front of the church

50. It has 2 wings, but it cannot fly. What animal is it?

- a. Rooster
- b. Bird
- c. Penguin
- d. Hen



Appendix 7. The try-out results of fifth grade students at SD N 1 Wanagiri

DAFTAR NILAI TRY OUT KELAS 5 SD N 1 WANAGIRI

No	Nama Lengkap	Nilai
1	MADE REVAN MERTA JATIAKSA	67.5
2	I GEDE AGUS OKTA SURADNYANA	92.5
3	I KADEK WIDI DANA	84.165
4	I KADEK ANGGA MERTA PRANATA	26.665
5	KOMANG RENDY MERTADANA	95
6	KOMANG DETRIAN ADITYA	85
7	KADEK ALDI DARMA PUTRA	37.5
8	KADEK CIPTA MERTADA	98.33
9	KOMANG GEDE ADI SUDARMA	90.83
10	KADEK AGUS SUARTIKA	93.33
11	KOMANG SUSILA DARMA YASA	68.33
12	I WAYAN RAFKA ERGIANSYAH PUTRA	90.83
13	KOMANG YUDAYANA	62.5
14	I GEDE KRISNA ARTA SUADNYANA	98.33
15	KOMANG ARDHI NARENDRA PUTRA	81.665
16	KOMANG ANANTA GEDE ARIMBAWA	91.665
17	I GEDE MERTA UTAMA	95
18	MADE JUNI ARTAWAN	35
19	KADEK DARMA PRABAWA	93.33
20	KOMANG HAYORI JUNIATIKA	94.165
21	LUH GENEP ANGGRENI	91.665
22	NI KOMANG ADELIA PUSPITA YANI	84.165
23	PUTU NITA SATRINI	98.33
24	KADEK SUCI AGUSTINI	64.165
25	NI LUH PUTU INDAH PUSPAYANTI	84.165
26	KADEK LESTARI WATI	83.33
27	NI PUTU EVI RIMA SUDIANI	80
28	KADEK PUSPITA SARI	96.665
29	KOMANG WIDYASTUTI	95.83
30	KOMANG SRI YASTUTI	85
31	PUTU AYUK EKA ARIANTI	90.83
32	KADEK GABY JUNIKA PUTRI	80
33	I KADEK INDAH DEWI LESTARI	35

34	I KETUT SUDEWA ABHIGAINIKA	93.33
35	KADEK BINTANG JULI PRADINATA	94.165
36	I KOMANG PARTA MERTADANA	64.165
37	GEDE PUTRA ASTAWA	84.165
38	KOMANG AGUS SUYASA ADI PUTRA	83.33



Appendix 8. Pre-test questions

Please read the questions carefully, then choose the correct answer between a, b, c, or d!



Our hands have five fingers. We can grab things with our fingers. The base of our fingers is called palm. We can use palm to catch object. Our palm is flat and wide.

1. How many fingers do we have?

- a. six
- b. five
- c. four
- d. three

2. With our fingers, we can... things

- a. run
- b. speak
- c. grab
- d. hear

3. What is the base of our fingers?

- a. body
- b. head
- c. thumb
- d. palm

4. By using palm, we can... object

- a. catch
- b. see
- c. write
- d. speak

5. What are the characteristics of our palm?

- a. wet and wide
- b. small and narrow
- c. flat and wide
- d. wide and small



A grape is a small, round fruit that grows on a vine. It can be green, red, or purple and is often eaten as a snack or used to make juice and jam. Grapes are also a good source of vitamins and minerals, like vitamin C and potassium, which are important for our bodies to stay healthy.

6. Where does grape grows?

- a. on a roof
- b. under the sea
- c. on a vine
- d. on the sky

7. Besides snack, we can make grape as..

- a. jam
- b. rice
- c. pasta
- d. topping

8. what vitamin does grape has?

- a. vitamin D
- b. vitamin K

c. vitamin C

d. vitamin A

9. What shape does grapes have?

a. square

b. triangle

c. cube

d. round

10. What kind of colors does grapes have?

a. black, yellow, green

b. green, red, purple

c. gray, black, purple

d. green, red, blue



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13. What is the texture of banana?

a. hard

b. sticky

c. soft

d. spiky

14. What kind of dish does banana popular in?

a. soup

b. barbecue

c. fried

d. baking

15. What shapes does banana have?

a. long and curved

b. long and short

c. short and narrow

d. flat and long

Appendix 9. Post-test questions

Please read the questions carefully, then choose the correct answer between a, b, c, or d!



d. very high

5. What is Wayan's Job?

a. teacher

b. chef

c. merchant

d. firefighter

Wayan is my friend. His hair is curly. He has black skin and white teeth. His legs are long. He can run very fast. He is a firefighter.

1. Who is Wayan?

a. my father

b. my uncle

c. my friend

d. my neighbor

2. Wayan's skin color is..

a. yellow

b. black

c. white

d. brown

3. Wayan has long..

a. hair

b. arms
4. With his long leg, Wayan can run...

a. very fast

b. very slow

c. very deep



Mrs. Feby is a teacher. Mrs. Feby works in a school. She is a beautiful woman. She wears glasses on her eyes. Feby loves reading books.

6. Where does Mrs. Feby work?

a. in a kitchen

b. in a school

c. in a café

d. above the sky

7. What is Mrs. Feby wearing on her eyes?

a. hat

b. shoes

c. shirt

d. glasses

8. What is Mrs. Feby job?

a. a teacher

b. a firefighter

c. a farmer

d. a fisherman

9. Mrs. Feby loves Books

a. buying

b. reading

c. throwing

d. selling

10. Mrs. Feby is a ... woman

a. young

b. ugly

c. beautiful

d. lazy

d. eyes

13. What can we do with our nose?

a. see

b. eat

c. smell

d. speak

14. With our mouth, we can..

a. bite and see

b. speak and eat

c. smell and bite

d. hear and see

15. To hear, what do we use?

a. nose

b. mouth

c. ear

d. head



Our head has two eyes, one nose, one mouth and two ears. We use our eyes to see. To smell, we use our nose. We speak and eat with our mouth. We can hear sound using our ears.

11. How many ears do we have?

a. one

b. two

c. three

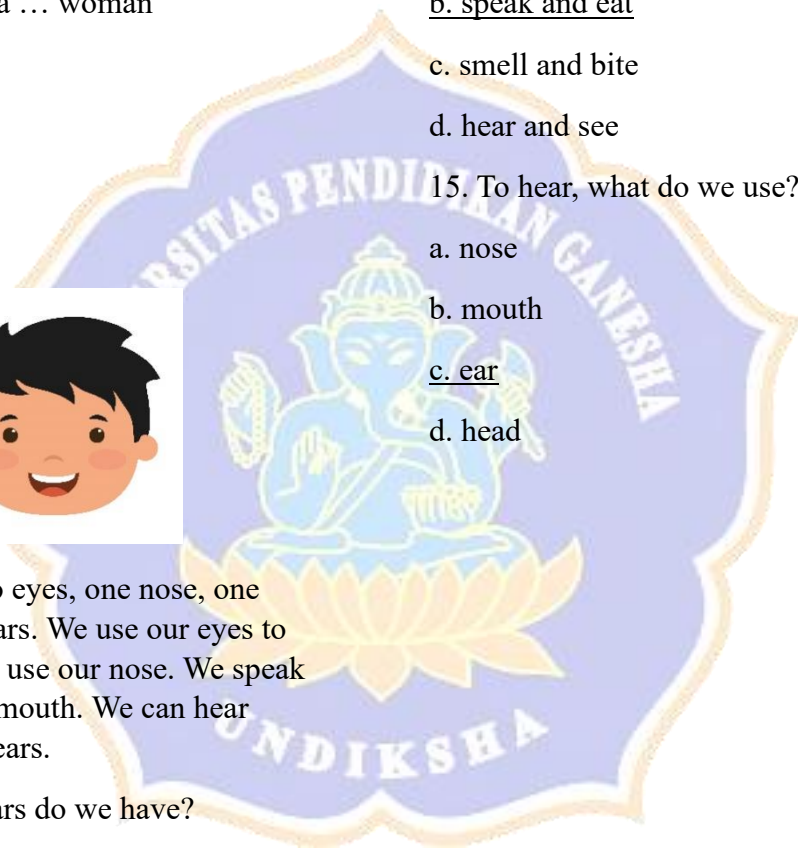
d. four

12. We can see using our..

a. nose

b. mouth

c. ears





Appendix 10. Documentations



Picture 1 Conducting Try-out at fifth grade of SD N 1 Wanagiri



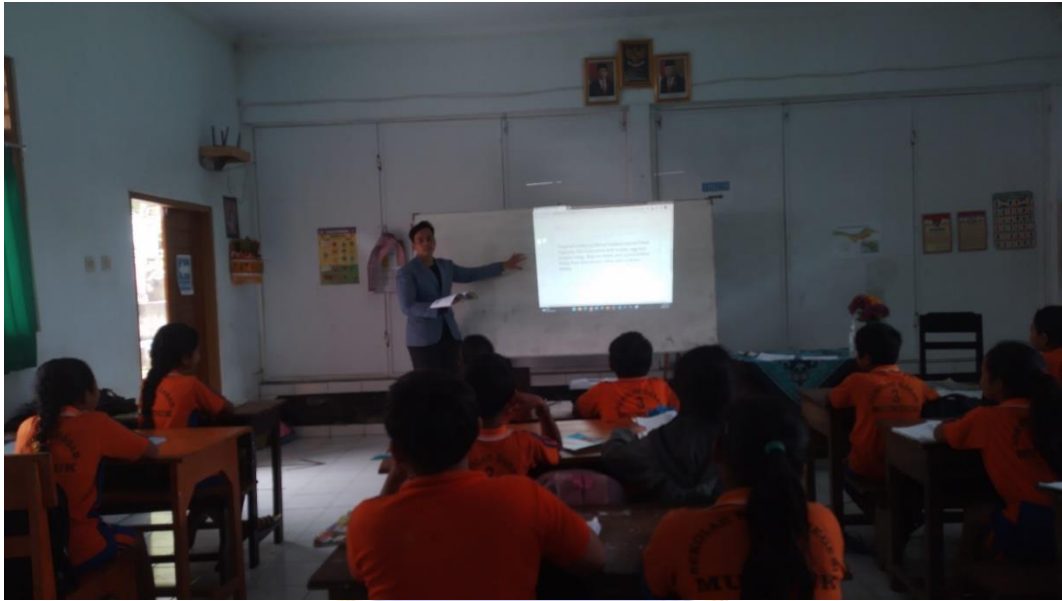
Picture 2 Conducting pre-test at for the fifth grade of SD N 3 Munduk



Picture 3 Conducting the first treatment using cram.com for fifth grade students at SD N 3 Munduk



Picture 4 Conducting the second treatment using cram.com for fifth grade of SD N 3 Munduk



Picture 5 Conducting the third treatment using cram.com for fifth grade students at SD N 3 Munduk



Picture 6 Conducting post-test for fifth grade students at SD N 3 Munduk

RIWAYAT HIDUP



Septiawan Arco Padova lahir di Batam pada tanggal 03 September 2000. Penulis lahir dari pasangan suami istri, yakni Bapak Eldison dan Ibu Ni Nyoman Sumitri. Penulis berkebangsaan Indonesia dan beragama Islam. Kini penulis beralamat di Jalan Kemuning no.9A Kota Singaraja, Kecamatan Buleleng, Kabupaten Buleleng, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD N 002 Nongsa Kota Batam dan lulus pada tahun 2012. Kemudian penulis melanjutkan di SMP Negeri 12 Batam dan lulus pada tahun 2015. Pada tahun 2015, Penulis lulus dari SMA Negeri 15 Batam jurusan IPS dan melanjutkan ke S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2023 penulis telah menyelesaikan Skripsi yang berjudul “The Effect of Cram.com Digital Flashcards on Students’ Reading Comprehension at Fifth Grade of SD N 3 Munduk”.

