APPENDIX I

APPROVAL LETTER

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : Prof. Dr. Ni Made Ratminingsih, M.A. (as the 1st Prospective supervisor) NIP 196609081991022002

Name : Made Hery Santosa, S.Pd, M.Pd., Ph.D. (as the 2nd Prospective supervisor) NIP 197910232003121001

Confirm that we approve to guide the thesis submitted by:

Name : Polo Jumita Sari Panjaitan

NIM 2012021061

Class : 7C

A Thesis title : The Effectiveness Of Digital Multilingual Thematic Dictionary To Enhance Literacy Of Fifth Grade Elementary Students At SDN 3 Banjar Jawa

We hope this letter can be used as the basis of thesis supervisor assignment by the department.

1st Prospective supervisor,	2nd Prospective supervisor
Prof. Dr. Ni Made Ratminingsih, M.A.	Made Hery Santosa, S.Pd, M.Pd.,
Ph.D. NIP. 196609081991022002	NIP. 197910232003121001

Appendix 2: Blue Print of the Pre-Test

Blueprint for 5th Grade

Topic : Food and Drink

Validity Content Expert Judgment

Grand Theory

The development of the globalization era requires students to improve learning achievement, literacy is one of the demands that underlies this development, this is supported by Zaenudin, (2022) the growing globalization era requires students to improve learning achievement, literacy is one of the demands that underlies development. Literacy includes several skills such as reading, writing, arithmetic, critical thinking, communicating, and using technology. Literacy is not only limited to the ability to read and write, but also involves understanding content, critical analysis, and using information effectively. This sentence refers to the Definition of Literacy according to UNESCO Lestari et al., (2021) is a form of real skill, which specifically is the cognitive skill of reading and writing, which is independent of the context in which the skill was acquired, who acquired it, and how to acquire it. It can be concluded that literacy does not depend on who acquires it. This means that literacy can be developed by anyone, from children, adolescents, adults, to the elderly.

Harras, (1995) the nature of literacy or the ability to read and write has a very important nature as the main foundation for the progress of mankind, this view is also reinforced by cultural anthropologists. These experts state that the existence of a literacy culture has a crucial role in leading humanity towards progress in various aspects of life and achieving a higher culture. Literacy also does not depend on the method or method of how these skills are acquired. This means that someone can acquire literacy through various ways, such as through formal education, reading books, taking courses, or even through direct experience in everyday life. To develop one's understanding, knowledge and skills, literacy habits should be instilled from an early age (Lestari et al., 2021). Literacy involves more than just recognizing letters and words. Literacy is also about reading with understanding, writing and observing carefully yes strong messages. Literacy is also accompanied by critical thinking so that someone can communicate or convey messages without losing sight of their meaning (Kharizmi, 2015).

Literacy is very important because it provides a basis for students to learn many things such as finding information, knowledge, and so on. Students' abilities in writing,

reading, and arithmetic are important components in assessing their basic literacy skills in low grade elementary schools (Anwas and Hediana, 2022). Vocabulary is the basic of literacy, the more vocabulary, the better the students' language literacy (Ibeng, 2020; Ganesis, 2019; Putra, 2020). Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language (Santosa, 2019). Vocabulary has an important role in enriching literacy. The wider, more numerous and varied the vocabulary a person has, the better the student's ability to appreciate ideas, both orally and in writing (Alqahtani, 2015)

Based on the study above, literacy refers to students' reading and writing abilities, which are developed from insight development. Reading ability is measured through understanding words and sentences, while writing ability is measured through the ability to translate sentences and arrange random words into sentences. This literacy test focuses on understanding related to the themes, namely food & drink.

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Competencies:

KI 1 **:** Accept, implement and respect the teachings of the religion they adhere to.

KI 2 : Demonstrate honest, disciplined, responsible, polite, caring and confident behavior in interacting with family, friends, teachers and neighbors.

KI 3 : Understand factual and conceptual knowledge by observing, asking, and trying based on curiosity about himself, God's creatures and their activities, and the objects he encounters at home, school, and on the playground.

KI 4 : Presenting factual and conceptual knowledge in clear, systematic, logical and critical language, in aesthetic works, in movements that reflect the behavior of children who believe and have noble morals.

Blueprint for 5th Grade

Topic : Food and Drink

Blueprint for 5th Grade Students

No	Basic competencies	Indicator	Cognitive Domain Level				Total
			C1	C2	C3	C6	
1	**od and Drink** 3.8 Know and understand the use of simple vocabulary related to food and drink correctly and in context.	3.8.1 Mention vocabulary related to food and drink.	1, 3, 6				**3**
		3.8.2 Determine the use of vocabulary about food and drink.			2, 4, 7, 8		**4**
		3.8.3 Summarize the meaning of vocabulary about food and drink.		5, 9, 10			**3**
	4.8 Write simple sentences involving words and phrases related to food and drink.	4.8.1 Rearrange non-consecutive words into correct sentences.				11, 12, 13, 14, 15	**5**
		4.8.2 Translate simple sentences related to food and drink into				16, 17, 18, 19,	**5**

		English or Indonesian.				20	
	Total Number of Items						**20**

Appendix 3 : Blue Print of the Post Test

Blueprint for 5th Grade

Topic : Clothes

Validity Content Expert Judgment

Grand Theory

The development of the globalization era requires students to improve learning achievement, literacy is one of the demands that underlies this development, this is supported by Zaenudin, (2022) the growing globalization era requires students to improve learning achievement, literacy is one of the demands that underlies development. Literacy includes several skills such as reading, writing, arithmetic, critical thinking, communicating, and using technology. Literacy is not only limited to the ability to read and write, but also involves understanding content, critical analysis, and using information effectively. This sentence refers to the Definition of Literacy according to UNESCO Lestari et al., (2021) is a form of real skill, which specifically is the cognitive skill of reading and writing, which is independent of the context in which the skill was acquired, who acquired it, and how to acquire it. It can be concluded that literacy does not depend on who acquires it. This means that literacy can be developed by anyone, from children, adolescents, adults, to the elderly.

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Blueprint for 5th Grade Students

No	Basic competencies	Indicator	Cognitive Domain Level				Total
			C1	C2	C3	C6	
1	**othes** 3.9 Know and understand the use of simple vocabulary related to clothes correctly and in context.	3.9.1 Mention vocabulary related to clothes.	1, 3, 6				**3**
		3.9.2 Determine the use of vocabulary about clothes.			2, 4, 7, 8		**4**
		3.9.3 Summarize the meaning of vocabulary about clothes.		5, 9,10			**3**
	4.9 Write simple sentences involving words and phrases related to clothes.	4.9.1 Rearrange non-consecutive words into correct sentences.				11, 12, 13, 14, 15	**5**

		4.9.2 Translate simple sentences related to clothes into English or Indonesian.				16, 17, 18, 19, 20	**5**
	Total Number of Items						**20**

Appendix 4. Pre-Test Question

Instrumen Pre-Test Kemampuan Literasi Bahasa Inggris Kelas 5

Petunjuk:

Di bawah ini adalah instrumen Pre-Test untuk mengetahui kemampuan literasi dalam pelajaran Bahasa Inggris di kelas 5 sekolah dasar. Anak-anak diharapkan memberikan jawaban dengan sejujurnya sesuai kemampuan. Nilai tes ini tidak ada hubungan dengan nilai raport di sekolah. Pada soal bagian I, anak-anak memilih jawaban yang paling benar dengan menuliskan pilihan a, b, c, atau d pada lembar jawaban yang disediakan. Selanjutnya untuk soal bagian II, anak-anak diminta untuk menyusun kalimat Bahasa Inggris yang benar dari kata-kata yang diacak. Pada soal bagian III, anak-anak diminta untuk menerjemahkan kalimat ke dalam Bahasa Inggris atau Bahasa Indonesia. Tes tidak boleh dicorat-coret. Terimakasih.

I. Please choose option a, b, c, or d to answer each question below!

1.

What picture is this?

a. Garlic
b. Tomato
c. Potato
d. Onion

2. I drink a glass of___

a. egg
b. noodle
c. candy
d. milk

3.

I have many__

4. I cook the__

a. rice
b. durian
c. watermelon
d. grape

5. I bring watermelon for my mother. What does the sentence mean in Indonesian?

a. Saya mempunyai semangka untuk ibu saya
b. Saya mengambil semangka dari ibusaya
c. Saya membawa semangka untuk ibusaya
d. Saya mendapatkan semangka dari ibu saya

6.

What picture is this?

a. A melon
b. A mango
c. A guava
d. A jackfruit

a. onion
b. melon
c. papaya
d. oranges

7. I make__juice.

a. beef
b. avocado
c. cake
d. chip

8. _tastes salty.

a. Sugar
b. Salt
c. Egg
d. Flour

9. My favorite food is fried prawn. What does the sentence mean in Indonesian?

a. Makanan kesukaan saya adalah udang goreng
b. Makanan yang tidak saya sukai adalah udang goreng
c. Kakak saya menyukai udang goreng
d. Saya memberikan udang goreng

10. Saya membeli dua kilogram daging. What does the sentence mean in English?

a. I cook two kilograms of meat
b. I have two kilograms of meat
c. I bring two kilograms of meat
d. I buy two kilograms of meat

II. Please arrange the words into appropriate sentence!

11. buy – at – vegetable – market – the - I
12. cook – I – a – of – glass - rice
13. I – avocado – juice – make
14. chop– a – potato – I
15. guava – I – have – a

III. Please translate this sentence into English /Indonesian

16. Sugar tastes sweet.
17. I drink two glasses of ice tea.
18. I get a jackfruit.
19. Buah adalah makanan yang sehat.
20. Saya membeli beberapa anggur.

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UNDIKSHA

Lembar Jawaban Pre-Test Kelas 5 Sekolah Dasar

I. Please write down your answer of option a, b, c, or d.

No Item	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

II. Please arrange the words into appropriate sentence!

No Item	Answer
11	
12	
13	
14	
15	

III. Please translate this sentence into English /Indonesian

No Item	Answer
16	
17	
18	
19	
20	

Instrumen Pre-Test Kemampuan Literasi Bahasa Inggris Kelas 6

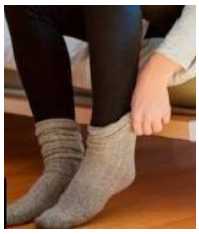
Petunjuk:

Di bawah ini adalah instrumen Pre-Test untuk mengetahui kemampuan literasi dalam pelajaran Bahasa Inggris di kelas 5 sekolah dasar. Anak-anak diharapkan memberikan jawaban dengan sejujurnya sesuai kemampuan. Nilai tes ini tidak ada hubungan dengan nilai raport di sekolah. Pada soal bagian I, anak-anak memilih jawaban yang paling benar dengan menuliskan pilihana, b, c, atau d pada lembar jawaban yang disediakan. Selanjutnya untuk soal bagian II, anak- anak diminta untuk menyusun kalimat Bahasa Inggris yang benar dari kata-kata yang diacak. Pada soal bagian III, anak-anak diminta untuk menerjemahkan kalimat kedalam Bahasa Inggris atau Bahasa Indonesia. Tes tidak boleh dicorat-coret.

Terimakasih.

I. Please choose option a, b, c, or d to answer each question below!

1. What picture is this?



   a. shoes
   b. socks
   c. boots
   d. clothes

2. Students wear _____to school.

   a. uniform
   b. t-shirt
   c. raincoat
   d. jeans

3. What is it? It is a black _____

   a. t-shirt
   b. shirt
   c. dress
   d. jacket

4. It is hot. We wear _____.

   a. raincoat
   b. sweater
   c. hat
   d. socks

5. Kian wears a raincoat. What does the sentence mean in Indonesian?

   a. Kian mempunyai jas hujan
   b. Kian membeli jas hujan
   c. Kian menaruh jas hujan
   d. Kian memakai jas hujan

6. We wear yellow _____

   a. skirts
   b. shirts
   c. caps
   d. raincoats

7. It is cold. Dona wears _____.

   a. tie
   b. shirt
   c. short pants
   d. jacket

8. Students wear _____on the neck.

   a. hat

   b. tie

   c. belt

   d. jacket

9. Shakira memakai rok berwarna merah. What does the sentence mean in English?

   a. Shakira wears a red skirt

   b. Shakira likes a red skirt

   c. Shakira buys a red skirt

   d. Shakira has a red skirt

10. Doni buys a pair of shoes. What does the sentence mean in Indonesian?

   a. Doni membeli sepasang sepatu

   b. Doni memakai sepasang sepatu

   c. Doni membawa sepasang sepatu

   d. Doni menaruh sepasang sepatu

II. Please arrange the words into appropriate sentence!

11. Students – a uniform – wear – to school
12. Agus – a pair of – buys– black pants
13. I – from my mom – get – a purple hat
14. I – yellow – get – cup – a
15. blouse – green – a – have – I

III. Please translate this sentence into English /Indonesian

16. I wear a green jacket.

17. I buy a t-shirt.

18. This is my uniform.

19. Saya memakai topi merah muda.

20. Saya membeli sebuah ikat pinggang.

Lembar Jawaban Pre-Test Kelas 5 Sekolah Dasar

I. Please write down your answer of option a, b, c, or d.

No Item	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

II. Please arrange the words into appropriate sentence!

No Item	Answer
11	
12	
13	
14	
15	

III. Please translate this sentence into English /Indonesian

No Item	Answer
16	
17	
18	
19	
20	

Appendix 4

Nilai Pre-Test Siswa

NO	NAMA SISWA	Jumlah benar	Rata-Rata
1	**S1**	17	85
2	**S2**	4	20
3	**S3**	15	75
4	**S4**	10	50
5	**S5**	18	90
6	**S6**	16	80
7	**S7**	15	75
8	**S8**	12	60
9	**S9**	17	85
10	**S10**	18	90
11	**S11**	17	85
12	**S12**	10	50
13	**S13**	18	90
14	**S14**	11	55
15	**S15**	17	85
16	**S16**	19	95
17	**S17**	17	85
18	**S18**	18	90
19	**S19**	17	85
20	**S20**	16	80
21	**S21**	9	45
22	**S22**	17	85
23	**S23**	4	20
24	**S24**	17	85
25	**S25**	17	85

Appendix 5

Nilai Post-Test Siswa Cycle-1

NO	NAMA SISWA	Jumlah benar	Rata-Rata
1	**S1**	19	95
2	**S2**	5	25
3	**S3**	16	80
4	**S4**	12	60
5	**S5**	14	70
6	**S6**	17	85
7	**S7**	17	85
8	**S8**	14	70
9	**S9**	11	55
10	**S10**	17	85
11	**S11**	12	60
12	**S12**	18	90
13	**S13**	15	60
14	**S14**	10	50
15	**S15**	15	75
16	**S16**	10	50
17	**S17**	12	60
18	**S18**	20	100
19	**S19**	20	100
20	**S20**	12	60
21	**S21**	16	80
22	**S22**	18	90
23	**S23**	5	25
24	**S24**	-	-
25	**S25**	19	95

Appendix 6

Nilai Post-Test Siswa Cycle-2

NO	NAMA SISWA	Jumlah Benar	Rata-rata
1	**S1**	20	100
2	**S2**	14	70
3	**S3**	20	100
4	**S4**	16	80
5	**S5**	20	100
6	**S6**	20	100
7	**S7**	18	90
8	**S8**	18	90
9	**S9**	20	100
10	**S10**	20	100
11	**S11**	20	100
12	**S12**	17	85
13	**S13**	20	100
14	**S14**	18	90
15	**S15**	20	100
16	**S16**	20	100
17	**S17**	20	100
18	**S18**	20	100
19	**S19**	20	100
20	**S20**	17	85
21	**S21**	18	90
22	**S22**	20	100
23	**S23**	16	80
24	**S24**	20	100
25	**S25**	20	100

Appendix 7

Result of Validity Content Expert Judgment

Grand Theory

The development of the globalization era requires students to improve learning achievement, literacy is one of the demands that underlies this development, this is supported by Zaenudin, (2022) the growing globalization era requires students to improve learning achievement, literacy is one of the demands that underlies development. Literacy includes several skills such as reading, writing, arithmetic, critical thinking, communicating, and using technology. Literacy is not only limited to the ability to read and write, but also involves understanding content, critical analysis, and using information effectively. This sentence refers to the Definition of Literacy according to UNESCO Lestari et al., (2021) is a form of real skill, which specifically is the cognitive skill of reading and writing, which is independent of the context in which the skill was acquired, who acquired it, and how to acquire it. It can be concluded that literacy does not depend on who acquires it. This means that literacy can be developed by anyone, from children, adolescents, adults, to the elderly.

Harras, (1995) the nature of literacy or the ability to read and write has a very important nature as the main foundation for the progress of mankind, this view is also reinforced by cultural anthropologists. These experts state that the existence of a literacy culture has a crucial role in leading humanity towards progress in various aspects of life and achieving a higher culture. Literacy also does not depend on the method or method of how these skills are acquired. This means that someone can acquire literacy through various ways, such as through formal education, reading books, taking courses, or even through direct experience in everyday life. To develop one's understanding, knowledge and skills, literacy habits should be instilled from an early age (Lestari et al., 2021). Literacy involves more than just recognizing letters and words. Literacy is also about reading with understanding, writing and observing carefully yes strong messages. Literacy is also accompanied by critical thinking so that someone can communicate or convey messages without losing sight of their meaning (Kharizmi, 2015).

Literacy is very important because it provides a basis for students to learn many things such as finding information, knowledge, and so on. Students' abilities in writing, reading, and arithmetic are important components in assessing their basic literacy skills in low grade elementary schools (Anwas & Hediana, 2022). Vocabulary is the basic of literacy,

the more vocabulary, the better the students' language literacy (Ibeng, 2020; Ganesis, 2019; Putra, 2020). Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language (Santosa, 2019). Vocabulary has an important role in enriching literacy. The wider, more numerous and varied the vocabulary a person has, the better the student's ability to appreciate ideas, both orally and in writing (Alqahtani, 2015)

Based on the study above, literacy refers to students' reading and writing abilities, which are developed from insight development. Reading ability is measured through understanding words and sentences, while writing ability is measured through the ability to translate sentences and arrange random words into sentences. This literacy test focuses on understanding related to two main themes, namely food & drink and clothes.

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Competencies:

KI 1 **:** Accept, implement and respect the teachings of the religion they adhere to.

KI 2 : Demonstrate honest, disciplined, responsible, polite, caring and confident behavior in interacting with family, friends, teachers and neighbors.

KI 3 : Understand factual and conceptual knowledge by observing, asking, and trying based on curiosity about himself, God's creatures and their activities, and the objects he encounters at home, school, and on the playground.

KI 4 : Presenting factual and conceptual knowledge in clear, systematic, logical and critical language, in aesthetic works, in movements that reflect the behavior of children who believe and have noble morals.

Blueprint for 5th Grade

Topic : Food and Drink

Blueprint for 5th Grade Students

No	Basic competencies	Indicator	Cognitive Domain Level				Total
			C1	C2	C3	C6	
1	**od and Drink** 3.10 Know and understand the use of simple vocabulary related to food and drink correctly and in context.	3.10.1 Mention vocabulary related to food and drink.	1, 3, 6				**3**
		3.10.2 Determine the use of vocabulary about food and drink.			2, 4, 7, 8		**4**
		3.10.3 Summarize the meaning of vocabulary about food and drink.		5, 9, 10			**3**
	4.10 Write simple sentences involving words and phrases related to food and drink.	4.10.1 Rearrange non-consecutive words into correct sentences.				11, 12, 13, 14, 15	**5**
		4.10.2 Translate simple sentences related to food and drink into English or Indonesian.				16, 17, 18, 19, 20	**5**
	Total Number of Items						**20**

Expert Judgment of Literacy Test

Material : (Food and Drink)

Expert Judge I : Prof. Dr. Ni Made Ratminingsih, M.A.

Multiple Choices				
No	**Item of Instrument**	**Validation Options**		**Descriptions**
		Relevant	**Irrelevant**	
1.	 What picture is this? a. Garlic b. Tomato c. Potato d. Onion	✓		
2.	I drink a glass of___ a. Egg b. Noodle c. Candy d. Milk	✓		
3.		✓		

	I have Many___ a. Rice b. Durian c. Watermelon d. Grape			
4.	I cook the__ a. Rice b. Durian c. Watermelon d. Grape	✓		
5.	I bring watermelon for my mother.What does the sentence mean in Indonesian? a. Saya mempunyai semangka untuk ibu saya b. Saya mengambil semangka dari ibu saya c. Saya membawa semangka untuk ibu saya d. Saya mendapatkan semangka dari ibu saya	✓		
6	 What picture is this? e. A melon	✓		

	f. A mango g. A guava h. A jackfruit			
7.	I make__ juice. a. Beef b. Avocado c. Cake d. Chip	✓		
8.	___ tastes salty. a. Sugar b. Salt c. Egg d. Flour	✓		
9.	My favorite food is fried prawn. What does the sentence mean in Indonesian? a. Makanan kesukaan saya adalah udang goreng b. Makanan yang tidak saya sukai adalah udang goreng c. Kakak saya menyukai udang goreng d. Saya memberikan udang goreng	✓		
10.	Saya membeli dua kilogram daging. What does the sentence mean in English? a. I cook two kilograms of meat b. I have two kilograms of meat	✓		

	c. I bring two kilograms of meat d. I buy two kilograms of meat			

Keywords

1. A
2. D
3. D
4. A
5. C
6. D
7. B
8. B
9. A
10. D

Re-Arrange				
No	**Item of Instrument**	**Validation Options**		**Descriptions**
		Relevant	**Irrelevant**	
1.	buy – at – vegetable – market – the - I	✓		
2.	cook – I – a – of – glass - rice	✓		
3.	I – avocado – juice – make	✓		
4.	chop– a – potato – I	✓		
5.	guava – I – Have – a	✓		

Keywords

1. I buy vegetable at the market.
2. I cook a glass of rice.

3. I make avocado juice.
4. I chop a potato.
5. I have a guava.

Translation				
No	**Item of Instrument**	**Validation Options**		**Descriptions**
		Relevant	**Irrelevant**	
1.	Sugar tastes sweet.	✓		
2.	I drink two glasses of ice tea.	✓		
3.	I get a jackfruit.	✓		
4.	Buah adalah makanan yang sehat.	✓		
5.	Saya membeli beberapa anggur.	✓		

Keywords

1. Gula rasanya manis.
2. Saya meminum dua gelas es teh.
3. Saya mendapatkan sebuah nangka.
4. Fruit is a healthy food.
5. I buy some grapes

Singaraja, 11 Desember 2023

Expert Judge

Prof. Dr. Ni Made Ratminingsih, M.A.

Expert Judgment of Literacy Test

Material : (Food and Drink)

Expert Judge II : Made Hery Santosa, S.Pd, M.Pd., Ph.D.

Multiple Choices				
No	**Item of Instrument**	**Validation Options**		**Descriptions**
		Relevant	**Irrelevant**	
1.	 What picture is this? a. Garlic b. Tomato c. Potato d. Onion	✓		
2.	I drink a glass of___ a. Egg b. Noodle c. Candy d. Milk	✓		
3.		✓		

	I have Many___ a. Rice b. Durian c. Watermelon d. Grape			
4.	I cook the__ a. Rice b. Durian c. Watermelon d. Grape	✓		
5.	I bring watermelon for my mother.What does the sentence mean in Indonesian? a. Saya mempunyai semangka untuk ibu saya b. Saya mengambil semangka dari ibu saya c. Saya membawa semangka untuk ibu saya d. Saya mendapatkan semangka dari ibu saya	✓		
6	 What picture is this? a. A melon	✓		

	b. A mango c. A guava d. A jackfruit			
7.	I make__ juice. a. Beef b. Avocado c. Cake d. Chip	✓		
8.	___ tastes salty. a. Sugar b. Salt c. Egg d. Flour	✓		
9.	My favorite food is fried prawn. What does the sentence mean in Indonesian? a. Makanan kesukaan saya adalah udang goreng b. Makanan yang tidak saya sukai adalah udang goreng c. Kakak saya menyukai udang goreng d. Saya memberikan udang goreng	✓		
10.	Saya membeli dua kilogram daging. What does the sentence mean in English? a. I cook two kilograms of meat b. I have two kilograms of meat	✓		

	c. I bring two kilograms of meat d. I buy two kilograms of meat			

Keywords

1. A
2. D
3. D
4. A
5. C
6. D
7. B
8. B
9. A
10. D

Re-Arrange				
No	**Item of Instrument**	**Validation Options**		**Descriptions**
		Relevant	**Irrelevant**	
1.	buy – at – vegetable – market – the - I	✓		
2.	cook – I – a – of – glass - rice	✓		
3.	I – avocado – juice – make	✓		
4.	chop– a – potato – I	✓		
5.	guava – I – Have – a	✓		

Keywords

1. I buy vegetable at the market.
2. I cook a glass of rice.
3. I make avocado juice.

4. I chop a potato.
5. I have a guava.

Translation				
No	**Item of Instrument**	**Validation Options**		**Descriptions**
		Relevant	**Irrelevant**	
1.	Sugar tastes sweet.	✓		
2.	I drink two glasses of ice tea.	✓		
3.	I get a jackfruit.	✓		
4.	Buah adalah makanan yang sehat.	✓		
5.	Saya membeli beberapa anggur.	✓		

Keywords

a. Gula rasanya manis.
b. Saya meminum dua gelas es teh.
c. Saya mendapatkan sebuah nangka.
d. Fruit is a healthy food.
e. I buy some grapes

Singaraja, 06 December 2023
Expert Judge,

Made Hery Santosa, Ph.D.

Blueprint for 5th Grade

Topic : Clothes

Blueprint for 5th Grade Students

No	Basic competencies	Indicator	Cognitive Domain Level				Total
			C1	C2	C3	C6	
1	**othes** 3.11 Know and understand the use of simple vocabulary related to clothes correctly and in context.	3.11.1 Mention vocabulary related to clothes.	1, 3, 6				**3**
		3.11.2 Determine the use of vocabulary about clothes.			2, 4, 7, 8		**4**
		3.11.3 Summarize the meaning of vocabulary about clothes.		5, 9,10			**3**
	4.11 Write simple sentences involving words and phrases related to clothes.	4.11.1 Rearrange non-consecutive words into correct sentences.				11, 12, 13, 14, 15	**5**
		4.11.2 Translate simple sentences related to clothes into English or Indonesian.				16, 17, 18, 19, 20	**5**
	Total Number of Items						**20**

Expert Judgment of Literacy Test

Material : (Clothes)

Expert Judge I : Prof. Dr. Ni Made Ratminingsih, M.A.

Multiple Choices				
No	**Item of Instrument**	**Validation Options**		**Descriptions**
		Relevant	**Irrelevant**	
1.	What picture is this? a. shoes b. socks c. boots d. clothes	✓		
2.	Students wear _____ to school. a. uniform b. t-shirt c. raincoat d. jeans	✓		
3.	What is it? It is a black _____ a. t-shirt b. shirt c. dress d. jacket	✓		

4.	It is hot. We wear _____. a. raincoat b. sweater c. hat d. socks	✓		
5.	Kian wears a raincoat. What does the sentence mean in Indonesian? a. Kian mempunyai jas hujan b. Kian membeli jas hujan c. Kian menaruh jas hujan d. Kian memakai jas hujan	✓		
6	We wear yellow _____ a. skirts b. shirts c. caps d. raincoats	✓		
7.	It is cold. Dona wears _____. a. tie b. shirt c. short pants d. jacket	✓		
8.	Students wear _____ on the neck. a. hat b. tie c. belt	✓		

	d. jacket			
9.	Shakira memakai rok berwarna merah. What does the sentence mean in English? a. Shakira wears a red skirt b. Shakira likes a red skirt c. Shakira buys a red skirt d. Shakira has a red skirt	✓		
10.	Doni buys a pair of shoes. What does the sentence mean in Indonesian? a. Doni membeli sepasang sepatu b. Doni memakai sepasang sepatu c. Doni membawa sepasang sepatu d. Doni menaruh sepasang sepatu	✓		

Keywords

1. B
2. A
3. A
4. C
5. D
6. D
7. D
8. B
9. A
10. A

Re-arrange				
No	**Item of Instrument**	**Validation Options**		**Descriptions**
		Relevant	**Irrelevant**	
1.	Students – a uniform – wear – to school .	✓		
2.	Agus – a pair of – buys– black pants.	✓		
3.	I – from my mom – get – a purple hat	✓		
4.	I – purple – get – cup – a	✓		
5.	I wear a green jacket.	✓		

Keywords

1. Students wear a uniform to school.
2. Agus buys a pair of black pants.
3. I get a purple hat from my mom
4. I get a yellow cup.
5. I have a green blouse.

Translate				
No	**Item of Instrument**	**Validation Options**		**Descriptions**
		Relevant	**Irrelevant**	
1.	I wear a green jacket.	✓		
2.	I buy a t-shirt.	✓		
3.	This is my uniform.	✓		
4.	Saya memakai topi merah muda.	✓		
5.	Saya membeli sebuah pinggang.ikat.	✓		

Keywords

1. I have a green blouse.
2. Saya membeli sebuah kaos
3. Ini adalah seragamku.
4. I wear a pink hat.
5. I buy a belt.

Singaraja, 11 Desember 2023

Expert Judge

Prof. Dr. Ni Made Ratminingsih, M.A.

Expert Judgment of Literacy Test

Material : (Clothes)

Expert Judge II : Made Hery Santosa, S.Pd, M.Pd., Ph.D.

Multiple Choices				
No	**Item of Instrument**	**Validation Options**		**Descriptions**
		Relevant	**Irrelevant**	
1.	What picture is this? a. shoes b. socks c. boots d. clothes	✓		
2.	Students wear _____ to school. a. uniform b. t-shirt c. raincoat d. jeans	✓		
3.	What is it? It is a black _____ a. t-shirt b. shirt c. dress d. jacket	✓		
4.	It is hot. We wear _____.	✓		

	a. raincoat b. sweater c. hat d. socks			
5.	Kian wears a raincoat. What does the sentence mean in Indonesian? a. Kian mempunyai jas hujan b. Kian membeli jas hujan c. Kian menaruh jas hujan d. Kian memakai jas hujan	✓		
6	We wear yellow _____ a. skirts b. shirts c. caps d. raincoats	✓		
7.	It is cold. Dona wears _____. a. tie b. shirt c. short pants d. jacket	✓		
8.	Students wear _____ on the neck. a. hat b. tie c. belt d. jacket	✓		

9.	Shakira memakai rok berwarna merah. What does the sentence mean in English? a. Shakira wears a red skirt b. Shakira likes a red skirt c. Shakira buys a red skirt d. Shakira has a red skirt	✓		
10.	Doni buys a pair of shoes. What does the sentence mean in Indonesian? a. Doni membeli sepasang sepatu b. Doni memakai sepasang sepatu c. Doni membawa sepasang sepatu d. Doni menaruh sepasang sepatu	✓		

Keywords

1. B
2. A
3. A
4. C
5. D
6. D
7. D
8. B
9. A
10. A

Re-arrange				
No	**Item of Instrument**	**Validation Options**		**Descriptions**
		Relevant	**Irrelevant**	
1.	Students – a uniform – wear – to school .	✓		
2.	Agus – a pair of – buys– black pants.	✓		
3.	I – from my mom – get – a purple hat	✓		
4.	I – purple – get – cup – a	✓		
5.	I wear a green jacket.	✓		

Keywords

1. Students wear a uniform to school.
2. Agus buys a pair of black pants.
3. I get a purple hat from my mom
4. I get a yellow cup.
5. I have a green blouse.

Translate				
No	**Item of Instrument**	**Validation Options**		**Descriptions**
		Relevant	**Irrelevant**	
1.	I wear a green jacket.	✓		
2.	I buy a t-shirt.	✓		
3.	This is my uniform.	✓		
4.	Saya memakai topi merah muda.	✓		
5.	Saya membeli sebuah pinggang.ikat.	✓		

Keywords

1. I have a green blouse.
2. Saya membeli sebuah kaos
3. Ini adalah seragamku.
4. I wear a pink hat.
5. I buy a belt.

Singaraja, 06 December 2023
Expert Judge,

Made Hery Santosa, Ph.D.

Appendix 8

Observation of Class VB Learning Activities

Cycle 1 Session 1

Food and Drink

Opening Activities		**Observation Results**
5 menit	• The teacher greets students by giving greetings • The teacher asks about the students' condition • The teacher asks students to pray together before starting the activity • The teacher conveys the topic of material to be studied and the learning objectives	When class started the students looked very enthusiastic, they responded enthusiastically to the greetings given by the teacher.
Core activities		
10 menit	**Stimulation** • Teacher introduces a song related to the theme (complete with song handout) • Students mention vocabulary related to the theme in the song. • Students pronounce vocabulary about food and drink guided by the teacher.	When playing the song (brainstorming), students sing the song together enthusiastically, they are also able to remember the vocabulary related to the topic being discussed. Apart from that, there were 5 students who mentioned again the vocabulary contained in the song. There was 1 student asking about the meaning of the vocabulary (fries) mentioned which he did not know then another student answered the question.
5 menit	**Identification of problems** • The teacher divides the students into pairs. • The teacher gives an assignment in the form of a cross word puzzle to be done with a partner.	Students work in pairs to make it easier for them to do the cross word puzzle.

15 menit	**Data collection** • The teacher introduces the digital dictionary link. • Students check the digital dictionary link and look for related themes.	The teacher gives directions to students to turn on their cellphones and open the digital dictionary link that has been written on the blackboard. Students listen carefully when the teacher explains the use of digital dictionaries that will be used during the learning process. Students listen carefully when the teacher explains the use of digital dictionaries that will be used during the learning process. Students are able to find vocabulary and its meaning along with how to pronounce it in a digital dictionary.
	• Students with teacher guidance find vocabulary and its meaning along with how to pronounce it in a digital dictionary.	
15 menit	**Data Processing** • Students work in pairs to complete the cross word puzzle task.	Some students had difficulty completing the cross word puzzle. Apart from that, some students seemed able to do it well. Apart from that, there were also some students who asked questions regarding the meaning of several words in the cross word puzzle.

10 men it	**Verification** • The teacher checks the correctness of students' answers to the crossword puzzle task through question and answer. • The teacher provides feedback on student work results.	When checking students' answers, students exchange answer sheets with their classmates to check the correct answers, then the teacher reads the questions and the correct answers are stated together by the students. Each student's correct answer will be given a score of 1 and each student's incorrect answer will be given a score of 0. The examination results of the 32 students, who got a score above 70, were 21 students and 11 had a score of 70.
5 men it	**Draw a conclusion** • Some students mention at least 2 words they have learned related to the theme. • The teacher provides feedback on student work results.	4 students raise their hands to mention 2 vocabulary words related to the theme then the teacher provides feedback on the students' answers.
Closing Activities		
5 men it	• Students conclude the material they have studied. • Students ask things they don't understand. • The teacher asks students' opinions regarding the learning that has taken place (their feelings) • Teachers and students pray together before leaving the classroom • The teacher says hello and leaves the classroom	Together the students mentioned the topic of the meeting material, then 1 student concluded the related material, the students felt happy and easy on the related theme.

Observation of Class VB Learning Activities

Cycle 1 Session 2

Food and Drink

Opening Activities		Observation Results
5 men it	• The teacher greets students by giving greetings • The teacher asks about the students' condition • The teacher asks students to pray together before starting the activity • The teacher conveys the topic of material to be studied and the learning objectives.	When the teacher entered the class, the students greeted them warmly with the opening greeting "Good Morning Miss", the students also looked enthusiastic when the teacher presented a topic that was still related to the topic in the previous meeting.
Core activities		The students were very enthusiastic when the teacher introduced and distributed handouts of songs that would be sung together, the students were very enthusiastic about raising their hands to say what vocabulary was in the song, then the students were very serious about listening and reciting together the correct pronunciation.
10 men it	**Stimulation** • The teacher introduces a song related to the theme (equipped with a song handout) • Students mention vocabulary related to the theme in the song. • Students pronounce vocabulary about food and drink guided by the teacher.	
5 men it	**Identification of problems** • The teacher divides the students into pairs. • The teacher gives a task in the form of arranging words that are not in sequence into correct sentences. • The teacher gives the task of translating sentences into English or Indonesian.	Students discuss with their classmates to make it easier for them to complete the work given. There are some students who do not want to work together but after being directed they end up working together and discussing the work given.
10 men it	**Data collection** • The teacher asks students to open the digital dictionary link. • Students check the digital dictionary link and look for related themes. • Students find vocabulary and its meaning along with how to pronounce it in a digital dictionary related to reading.	Students discuss with their classmates to make it easier for them to work on the problems of composing words and translating the sentences given. There are some students who do not want to work together but after being directed they end up working together and discussing the work on composing

		words and translating the sentences given.
20 menit	**Data Processing** • Students work in pairs to rearrange unordered words into correct sentences. • Students translate sentences into English or Indonesian.	Students look for the meaning of words and sentences in the digital dictionary provided. Several students asked the teacher about the meaning of words in the problem of arranging words and translating, then the teacher guided the students to look for the words in the dictionary and the students found the words.
10 menit	**Verification** • The teacher checks the correctness of students' answers to the task of arranging words into correct sentences. • The teacher checks the correctness of students' answers to the translation assignment. • The teacher provides feedback on the results of student work.	The activity of checking students' answers is carried out by exchanging their answer sheets with their classmates to check the correctness of the answers. The students are very enthusiastic about answering questions about arranging words and translating sentences. Students raise their hands when they want to answer the question and the teacher will point to the student who will answer, then on students answer questions 5 and 6 simultaneously, then on the next question students answer the question by raising their hands first. From the results of examining students' answers, there were 21 students with scores of 70-100, then there were 11 students with answers of 0-60.
5 menit	**Draw a conclusion** • Several students mentioned at least 2 words they had learned related to the theme. • The teacher provides feedback on the results of student work.	The students raised their hands to mention the vocabulary they had learned, 3 students mentioned the vocabulary and repeated it simultaneously. Students and teachers applauded for the work results

		obtained by the students.
Closing Activities		
5 menit	• Students conclude the material they have studied. • Students ask things they don't understand. • The teacher asks students' opinions regarding the learning that has taken place (their feelings) • Teachers and students pray together before leaving the classroom. • The teacher said hello and left the classroom	Students mentioned the topic of material they had studied, then 3 students concluded the material very well, when asked about today's material the students said it was more difficult than the previous material and after that the students and teacher said a closing sentence to end the meeting.

Observation of Class 5B Learning Activities

Cycle 1 Session 1

Cltohes

Opening Activities		**Observation Results**
5 menit	• The teacher greets students by giving greetings. • The teacher asks about the students' condition. • The teacher asks students to pray together before starting the activity. • The teacher conveys the topic of material to be studied and the learning objectives.	The teacher and students gave a good opening greeting and the students guessed the material in cycle 2 and listened to the purpose of the material to be studied.
Core activities		Students were very excited when they wanted to listen to songs, before that the students kindly helped the teacher to distribute handouts of songs that would be sung together. After that the students returned to collect the song handouts, the students were also seen memorizing the vocabulary in the song lyrics, then
10 menit	**Stimulation** • The teacher introduces a song related to the theme (accompanied by a song handout). • Students mention vocabulary related to the theme in the song.	

	• Students pronounce vocabulary about the names of clothes guided by the teacher.	the students raised their hands when the teacher asked about the vocabulary in the song, there were 5 students mentioning the vocabulary in the song after that the students together repeated the pronunciation correct vocabulary guided by the teacher.
5 menit	**Identification of problems** • The teacher divides the students into pairs. • The teacher gives an assignment in the form of a cross word puzzle to be done with a partner.	Students listen carefully to the teacher's directions to collaborate or discuss with their classmates, students also help the teacher distribute cross word puzzles, arrange words and translate sentences with their friends.
10 menit	**Data collection** • The teacher asks students to open the digital dictionary link and look for related themes. • Students, with teacher guidance, find vocabulary and its meaning along with how to pronounce it in a digital dictionary.	Students with the teacher's direction open their cellphones and open the digital thematic dictionary that they want to use. Students ask about the theme in the thematic dictionary, then the teacher answers by directing students to open the dictionary with the theme clothes and look for the vocabulary they want to find.
20 menit	**Data Processing** • Students work in pairs to complete the cross word puzzle task. • Students rearrange unordered words into correct sentences. • Students are able to translate simple sentences related to the names of clothes into English or Indonesian.	Students discuss or work together well in working on cross word puzzles and translating sentences, some students also have problems opening the dictionary link due to poor signal, students change to an internet connection with the help of the teacher, there are some students who are embarrassed to ask about vocabulary but after directed by the teacher students can understand easily.
10 menit	**Verification** • The teacher checks the correctness of students' answers to the crossword puzzle task, composes	Students check their answers by exchanging worksheets with their classmates, students enthusiastically raise their hands to answer the cross word puzzle, in

	sentences, and translates through question and answer. • The teacher provides feedback on the results of student work.	the word ordering check students are appointed to come forward to write the correct order, and in the translating part students say the answers together. The assessment instrument for the cross word puzzle is that students get a score of 1 for the correct answer and a score of 0 for the wrong answer. In composing the words the correct answer is given a score of 2. The incorrect answer is given a score of 1 and the wrong answer is given a score of 0. The teacher invites the students to clap their hands. for good work results and providing words of congratulations and motivation to increase enthusiasm for learning.
5 menit	**Draw a conclusion** • Several students mentioned at least 2 words they had learned related to the theme. • The teacher provides feedback on the results of student work.	Students enthusiastically raise their hands to mention the vocabulary they have learned, then the teacher gives thumbs up and applause for student participation in today's learning.
	Closing Activities	
5 menit	• Students conclude the material they have studied • Students ask things they don't understand. • The teacher asks students' opinions regarding the learning that has taken place (their feelings). • Teachers and students pray together before leaving the classroom.	Two students concluded today's learning and several students said that learning this material was a little difficult and the teacher provided motivation to be more enthusiastic about learning and said closing greetings.

Observation of Class VB Learning Activities

Cycle 1 Session 2

Cltohes

Opening Activities	Observation Results

5 menit	• The teacher greets the students by bringing greetings. • The teacher asks about the students' condition. • The teacher asks students to pray together before starting the activity. • The teacher conveys the name of the material to be studied and the learning objectives.	Students and teachers say opening greetings well, students enthusiastically answer the teacher's greetings, students orderly listen to the topics and learning objectives that will be studied and students also repeat what objectives will be obtained at the 5th meeting.
Core activities		
10 menit	**Stimulation** • The teacher introduces a song related to the theme (accompanied by a song handout). • Students mention vocabulary related to the theme in the song. • Students pronounce vocabulary about the names of clothes guided by the teacher.	Students and teachers together sing songs related to learning, after that 4 students say the vocabulary in the song then the teacher repeats the correct pronunciation and the students follow.
5 menit	**Identification of problems** • The teacher divides the students into pairs. • The teacher gives a task in the form of arranging words that are not in sequence into correct sentences. • The teacher gives the task of translating sentences into English or Indonesian	Students work together or discuss with their classmates, then students orderly receive the task of composing words and translating sentences.
10 menit	**Data collection** • The teacher asks students to open the digital dictionary link. • Students check the digital dictionary link and look for related themes. • Students find vocabulary and its meaning along with how to pronounce it in a digital	Students open the digital thematic dictionary and search for the theme clothes and find the desired vocabulary. There was one student who didn't bring a cellphone and was helped with a cellphone owned by the teacher.

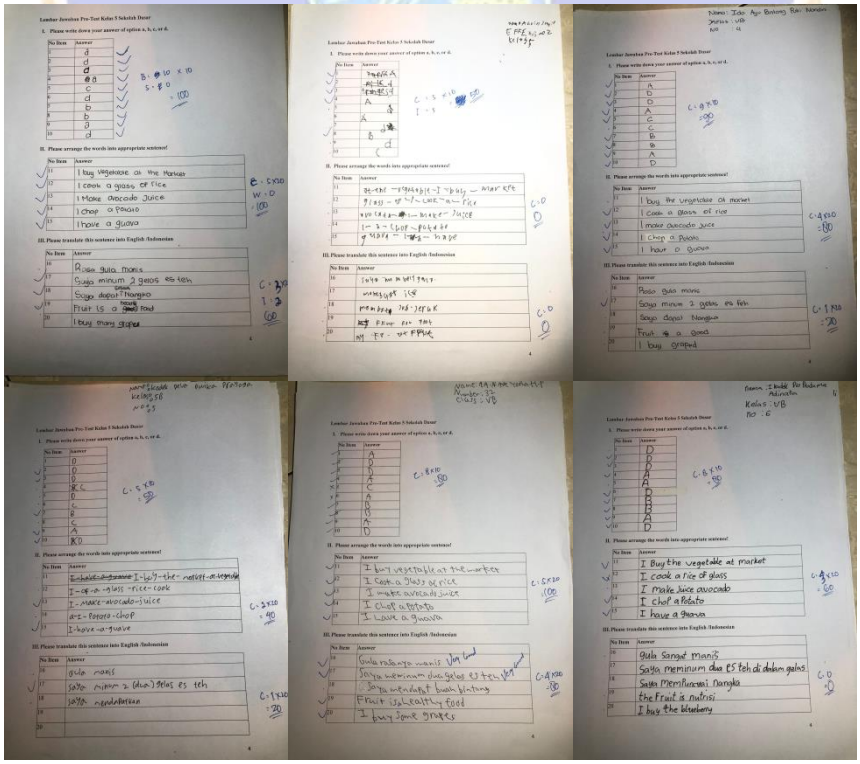
	dictionary related to reading.	
20 menit	**Data Processing** • Students work in pairs to rearrange unordered words into correct sentences. • Students translate sentences into English or Indonesian.	Students work together or discuss composing words and translating sentences. There are several students asking about the meaning of the questions and the teacher guides the students to find the words in the thematic dictionary which has been opened previously. After finding them in the dictionary, the teacher also explains the meaning of the sentences contained in them. dictionary.
10 menit	**Verification** • The teacher checks the correctness of students' answers to the task of arranging words into correct sentences. • The teacher checks the correctness of students' answers to the translation assignment. • The teacher provides feedback on the results of student work.	In the answer checking activity, the students exchange answer sheets with their classmates, the students answer together on the first answer, on the next number the students raise their hands and answer the section on composing words, then on question number 3 they answer simultaneously and on number 4 the teacher points to the student who will answer the correct arrangement of the questions. The students looked very enthusiastic when they wanted to answer the questions on arranging words and translating sentences. This assessment is on the question of arranging words and translating sentences, namely the correct answer is given a score of 2, an incorrect answer is given a score of 1 and an incorrect answer is given a score of 0. At this meeting the students looked very active and enthusiastic, which can also be seen in the marks they got. Most of the students got marks. which is very good.
5 menit	**Draw a conclusion** • Several students mentioned at least 2 words they had	The students enthusiastically raised their hands to mention the vocabulary they had learned, the students

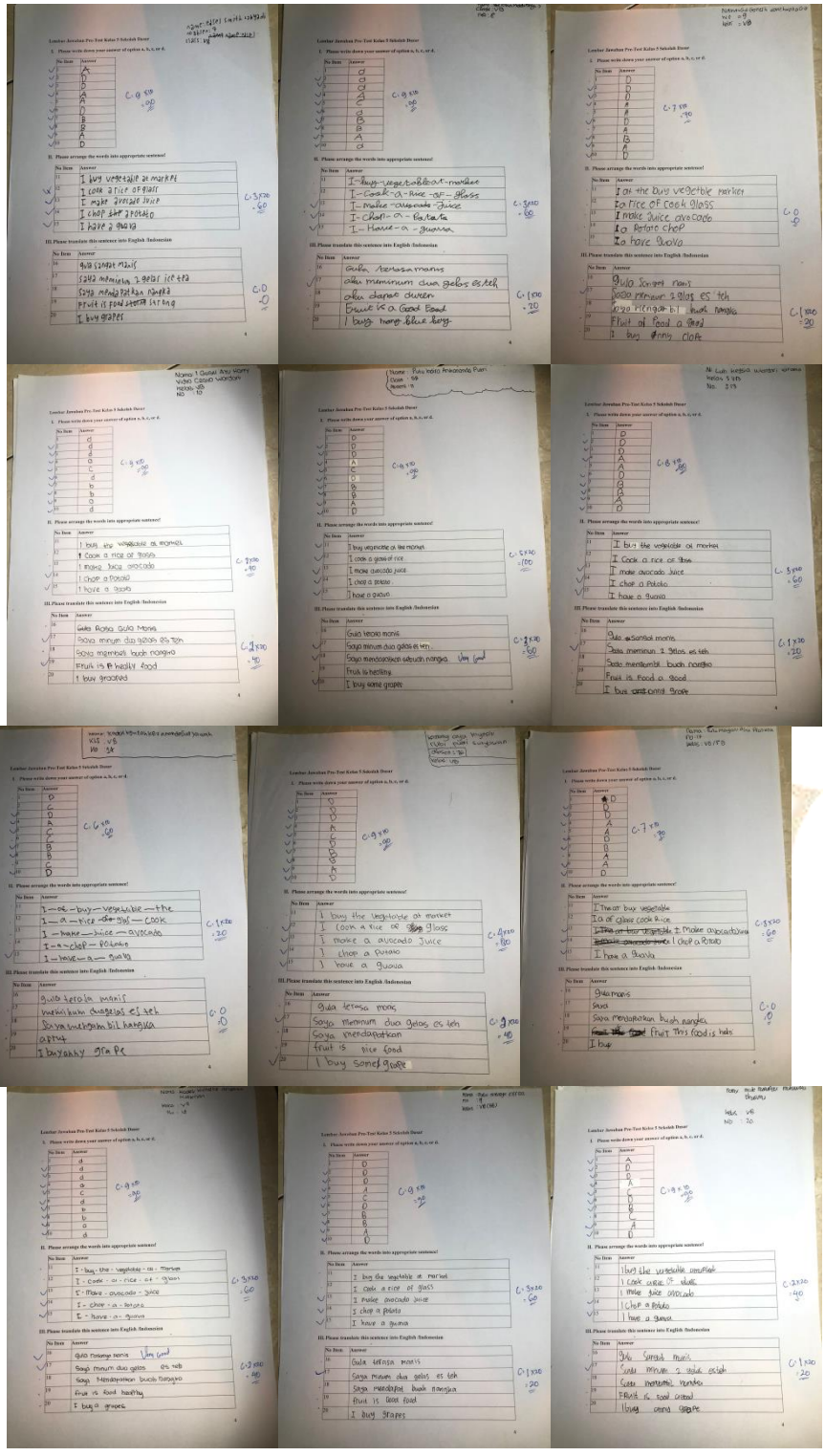
	learned related to the theme. • The teacher provides feedback on the results of student work.	mentioned all the vocabulary and the teacher gave applause as appreciation.
Closing Activities		
5 menit	• Students conclude the material they have studied. • Students ask things they don't understand. • The teacher asks students' opinions regarding the learning that has taken place (their feelings). • Teachers and students pray together before leaving the classroom.	2 students concluded what they had learned, then the students also felt that the learning was very fun and easy, before ending the students also sang again the song that had been sung at the beginning of the lesson, then the teacher and students applauded the learning activity after that the teacher and students said hello closing with enthusiasm.

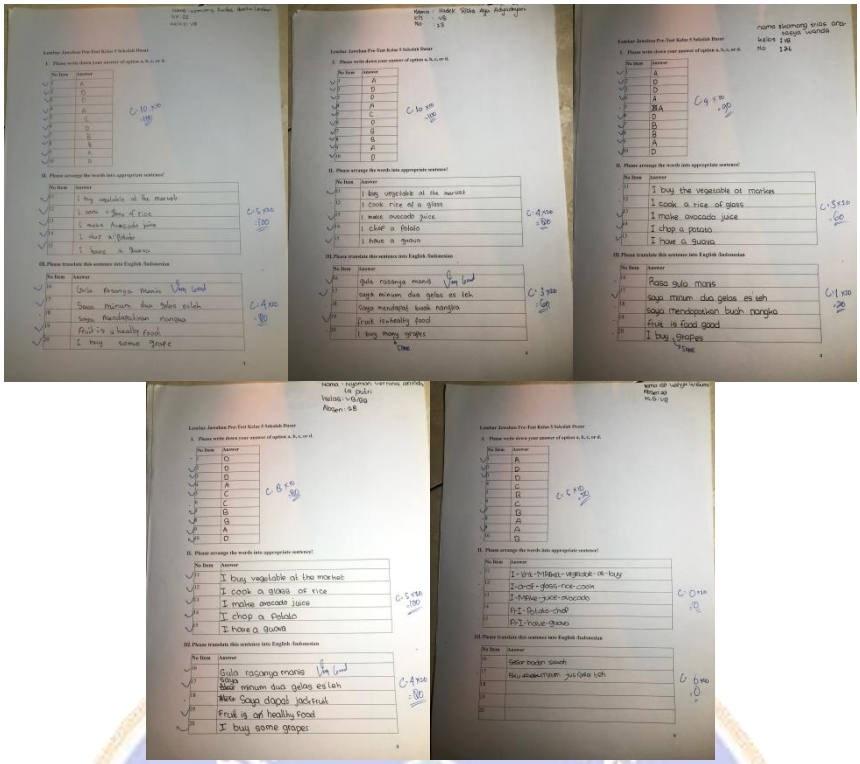
Appendix 9

Documentation of Student Result Score

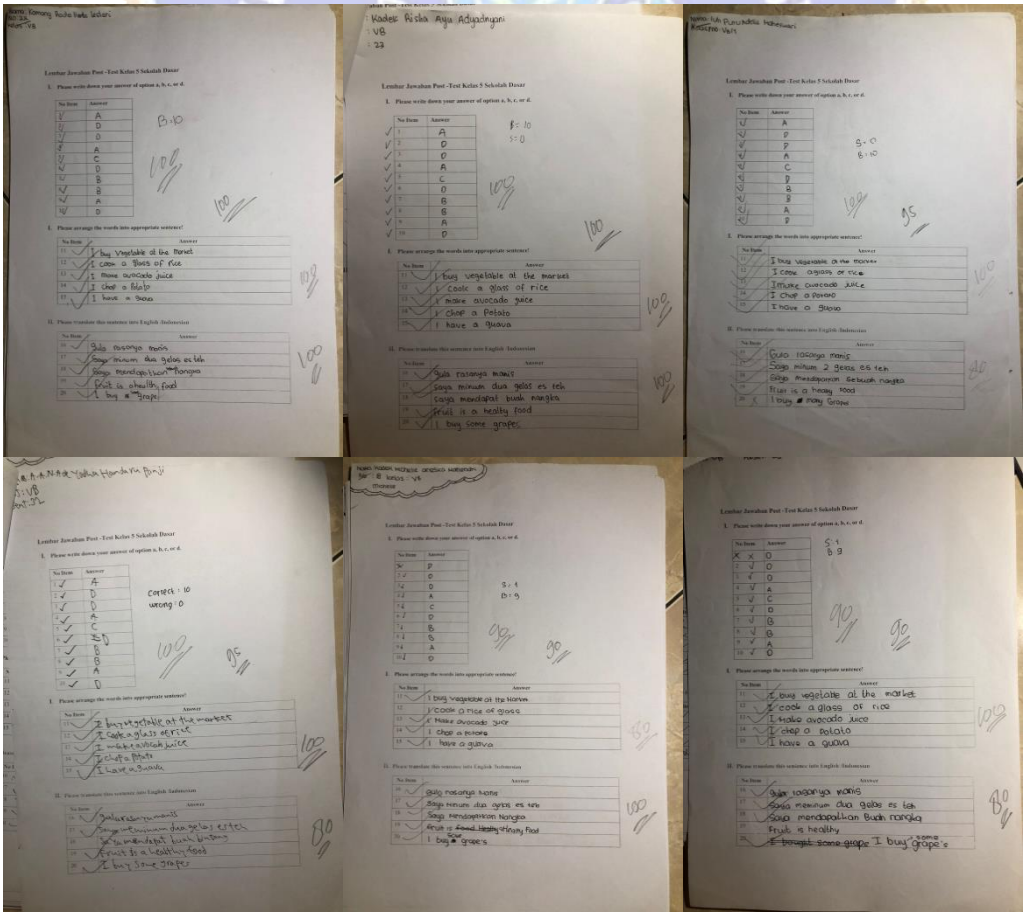
Pre-Test

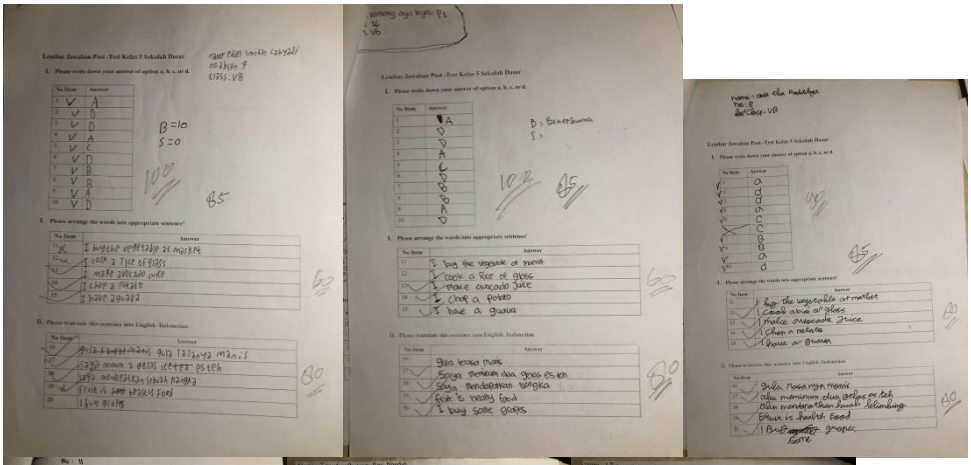


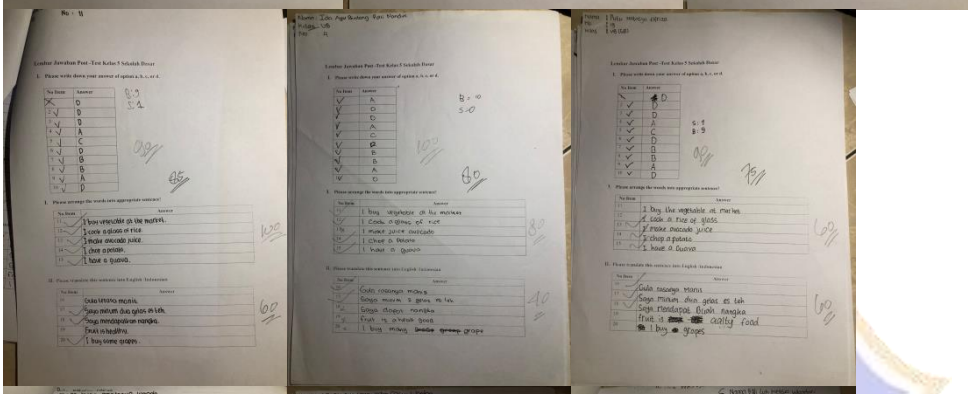


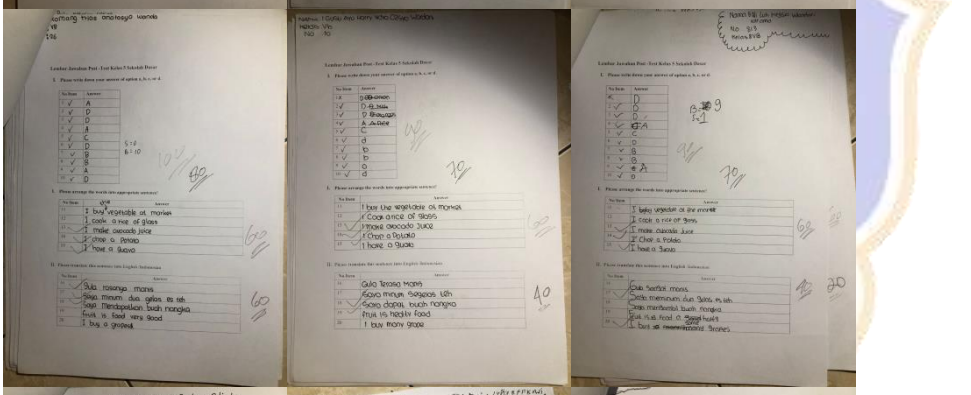


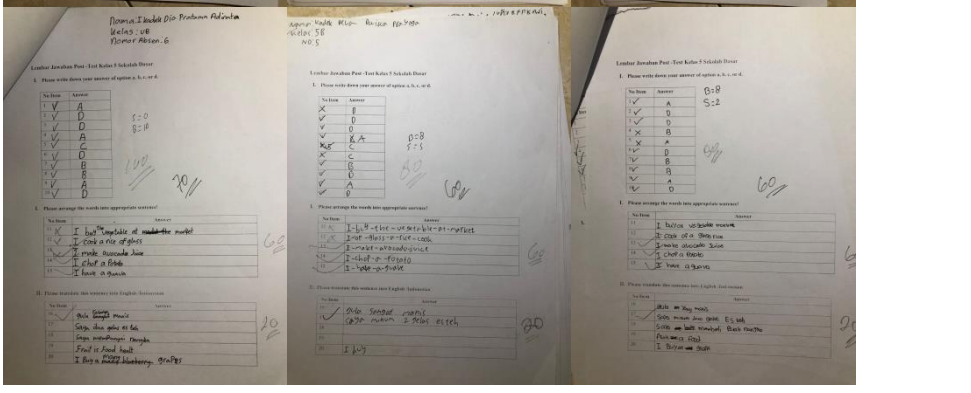
Post-Test Cycle 1

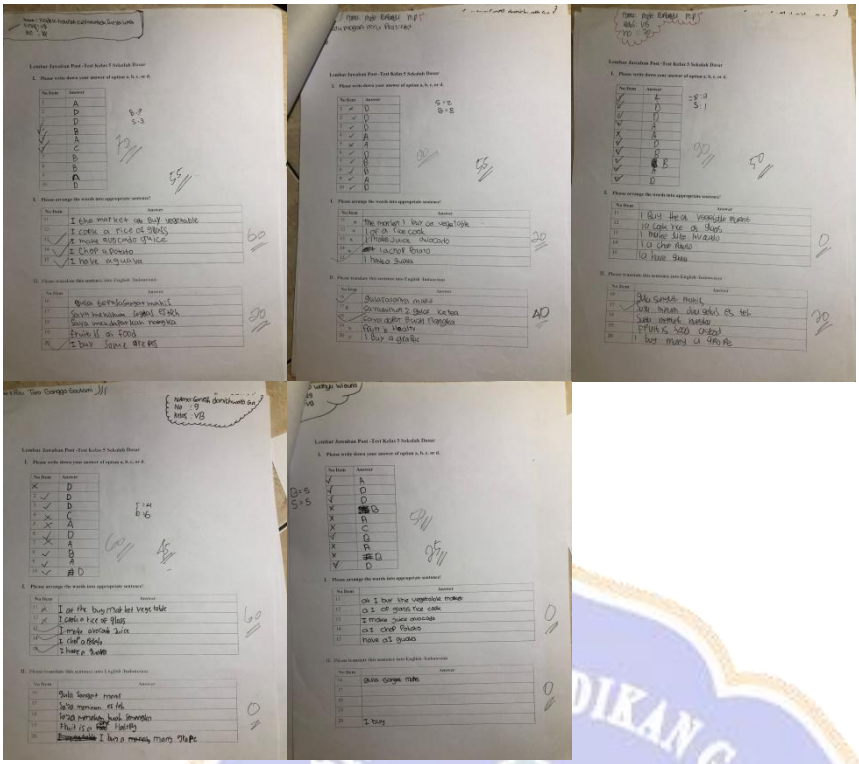




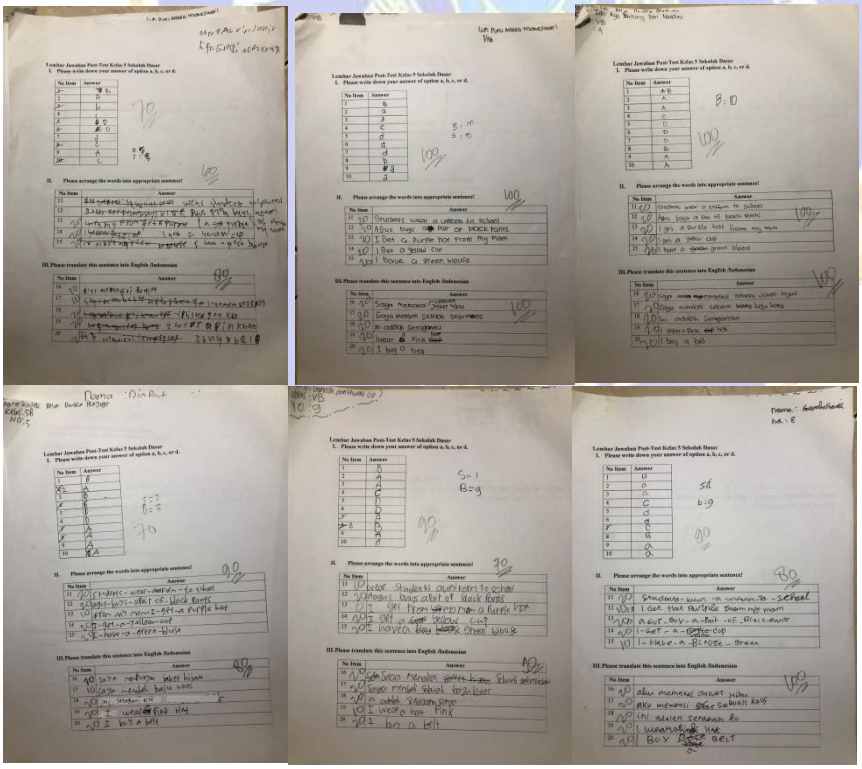


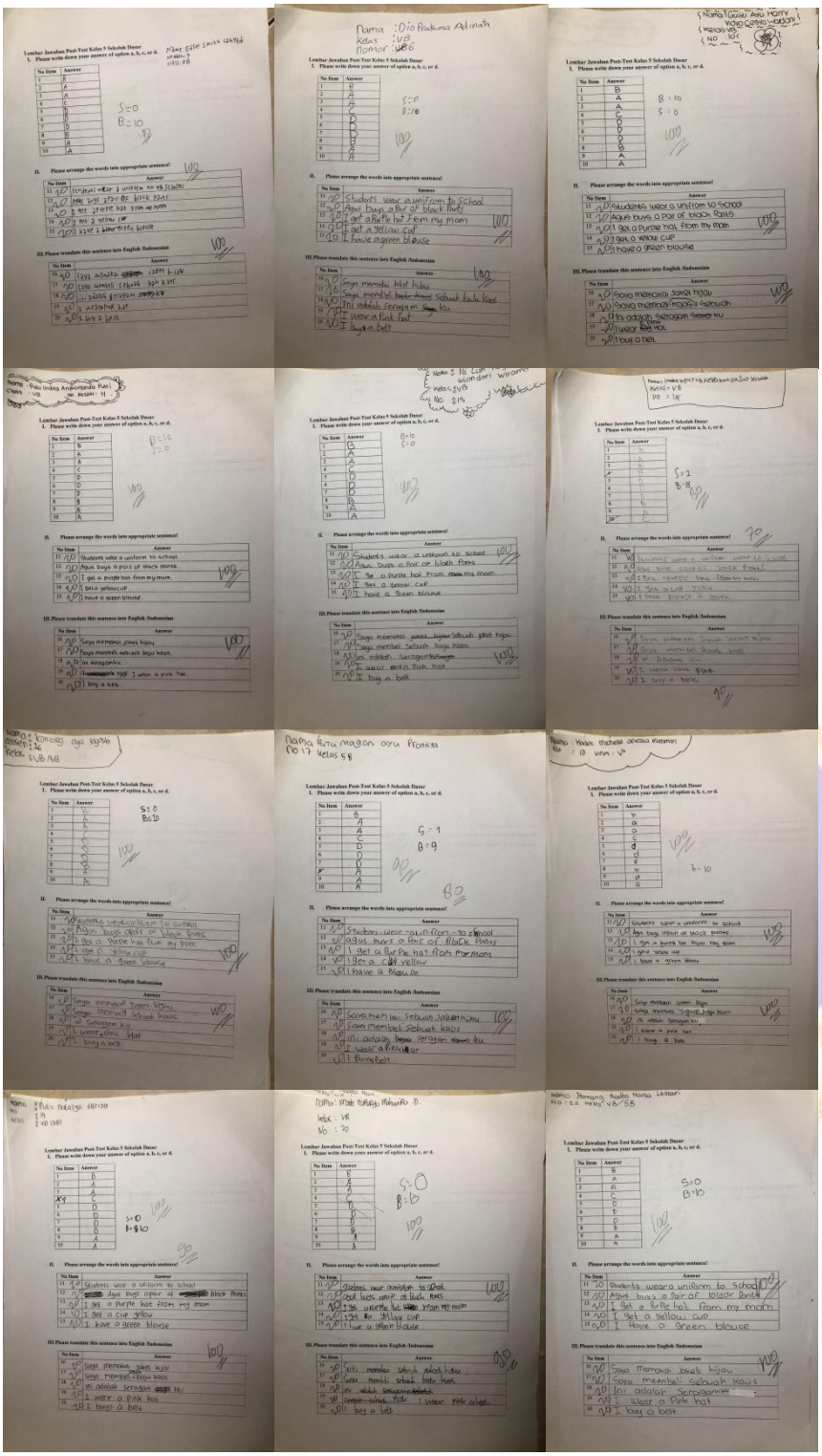


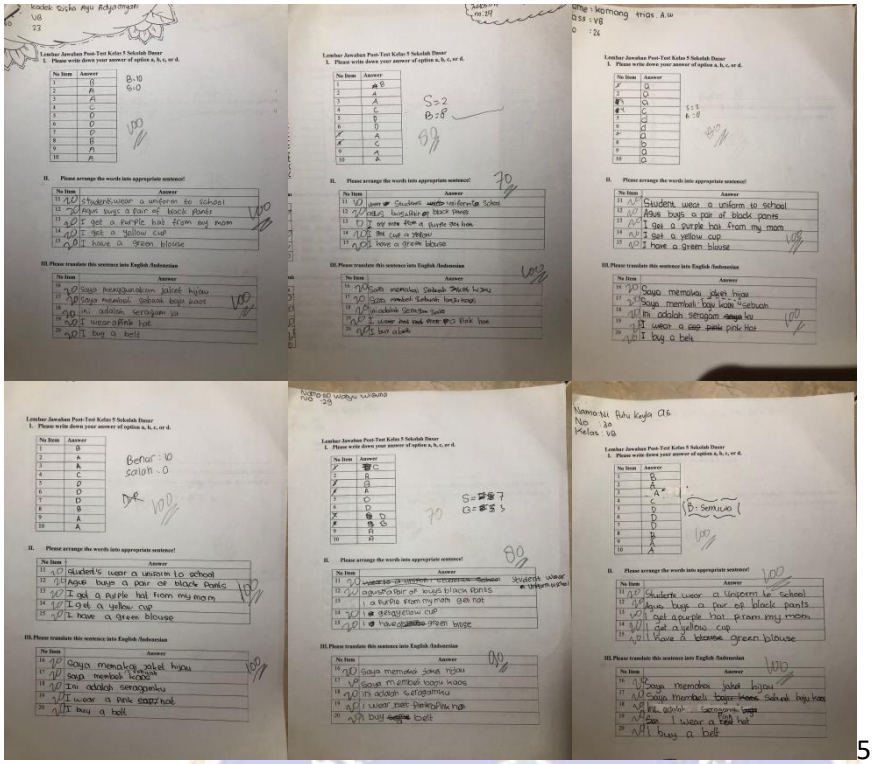




Post-Test Cycle 2







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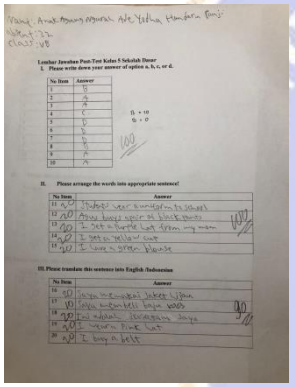


Appendix 10

Documentation

Pre-Test

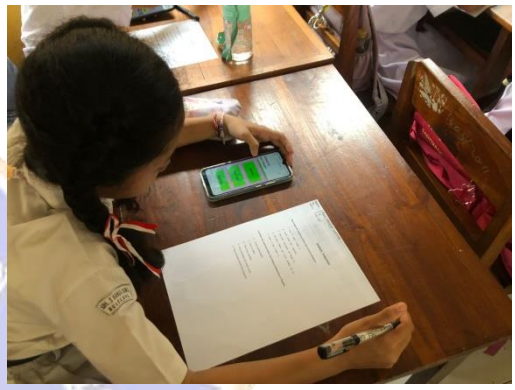
Cycle 1 Meeting 1

Cycle 1 Meeting 2

Post-Test Cycle-1

Cycle 2 Meeting 1

Cycle 2 Meeting 2



Post-Test Cycle-2