

APPENDICES

Appendix 1 English Module

MODUL AJAR KURIKULUM MERDEKA 2022 BAHASA INGGRIS KELAS 4

| INFORMASI UMUM | |
|--|---------------------------|
| A. IDENTITAS MODUL | |
| Penyusun | : Gde Dody Sumadi, S.Pd |
| Instansi | : SD Negeri 1 Baktiseraga |
| Tahun Penyusunan | : Tahun 2022 |
| Jenjang Sekolah | : SD |
| Mata Pelajaran | : Bahasa Inggris |
| Fase /Kelas | : B / 4 |
| Semester | : I (Ganjil) |
| Unit / Tema | : 1. What Are You Doing? |
| Alokasi Waktu | : 6 Minggu (2 X 35 Menit) |
| B. KOMPETENSI AWAL | |
| <ul style="list-style-type: none">❖ Anak mampu mengungkapkan aktivitas menggunakan Verb ing❖ Anak mampu membuat kalimat tentang kegiatannya. | |
| C. PROFILPELAJAR PANCASILA | |
| <ul style="list-style-type: none">❖ Mandiri❖ Kreatif❖ Bergotong royong | |
| D. SARANADAN PRASARANA | |
| <ul style="list-style-type: none">❖ Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 <i>My Next Words Grade 4 Student's Book For Elementary School</i>, Penulis : EYLC Team dan Internet), Lembar kerja peserta didik❖ Peralatan Pembelajaran : Laptop, Alat Bantu Audio (Speaker), Proyektor, Papan Tulis, Dan Alat Tulis, Seperti Spidol Atau Kapur Tulis. | |
| E. TARGET PESERTA DIDIK | |
| <ul style="list-style-type: none">❖ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.❖ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin | |
| F. JUMLAH PESERTA DIDIK | |
| <ul style="list-style-type: none">❖ Minimum 15 Peserta didik, Maksimum 25 Peserta didik | |
| G. MODEL PEMBELAJARAN | |

- ❖ Pembelajaran Tatap Muka

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

- ❖ **Capaian Pembelajaran :**

Menyimak-Berbicara

Peserta didik mampu menggunakan bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas yang makin luas namun masih dapat diprediksi (rutin) menggunakan kalimat dengan pola tertentu.

Peserta didik mampu mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar, seperti menyampaikan perasaan, menyampaikan kebutuhan, dan meminta pertolongan.

Peserta didik mampu memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosakata sederhana.

Peserta didik mampu mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.

Menulis Mempresentasikan

Peserta didik mampu mengomunikasikan ide dan pengalamannya melalui gambar dan salinan tulisan.

Dengan bantuan guru, peserta didik mampu menghasilkan teks deskripsi dan prosedur sederhana menggunakan kata/frasa sederhana dan gambar.

Peserta didik mampu menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam Bahasa Inggris menggunakan ejaan yang diciptakan sendiri oleh anak.

- ❖ **Tujuan Pembelajaran:**

- Peserta didik mampu mengekspresikan aktivitas sehari-hari menggunakan verb ing dan mampu membuat kalimat berdasarkan aktivitasnya.
- Peserta didik mampu membuat kalimat dengan menggunakan verb ing.

B. PEMAHAMAN BERMAKNA

What are you doing?

What is she/he doing?

Going, singing, playing, having breakfast, watching, swimming,

C. PERTANYAAN PEMANTIK

- ❖ What are you doing?
- ❖ What is she/he doing?

D. KEGIATAN PEMBELAJARAN

Prosedur Kegiatan

Kegiatan Pendahuluan

Let's Sing

1. Guru menyapa peserta didik .

2. Guru mengajak peserta didik untuk menyanyikan lagu pada halaman 2.
Ok children, today we are going to sing. Do you like singing?
3. Guru memberi contoh menyanyikan lagu pada halaman 2.
4. Peserta didik menyanyikan lagu.
5. Guru mengajak siswa untuk menebak apa yang sedang dilakukan guru didepan kelas.
What am I doing? Singing.

Kegiatan Inti

Look and Say

1. Guru meminta peserta didik mengamati gambar pada halaman 3-5.
2. *Look at the picture on page 3-5. What are they doing?*
3. Guru meminta peserta didik untuk membacakan kalimat yang ada pada halaman 3-5.
4. Guru membetulkan beberapa pengucapan yang belum benar.
5. Guru meminta peserta didik untuk menirukan pengucapan kata yang benar.
6. Peserta didik diminta mengulang pengucapan secara mandiri untuk hal 3 – 5. Contoh kalimat guru : *Let's read and say together*

Pair work

1. Guru memeragakan satu kegiatan di depan kelas. *“Let's guess what am I doing?”*
Peserta didik: *“you are singing”*
2. Guru meminta beberapa siswa memeragakan kegiatan yang sedang mereka lakukan.
Peserta didik yang lain menebak kegiatan yang diperagakan teman di depan kelas
3. Guru membagikan kartu bergambar pada masing-masing peserta didik.
4. Guru meminta dua anak melakukan tanya jawab dengan memperhatikan gambar pada kartu dan bertanya *“what is he/she doing”*
5. Siswa melakukan tanya jawab secara berpasangan dengan menggunakan kartu.

Look and Write

1. Guru menunjukkan gambar sebuah kegiatan dan bertanya, **“What is he doing?”**
2. Peserta didik mengamati gambar dan menjawab, **“Dimas is swimming”**
3. Guru meminta peserta didik mengamati gambar pada halaman 7 dan menuliskan kegiatan sesuai **“look at the picture! write what are they doing”**

Listen and Write

1. Guru mengajak siswa mengamati gambar Cici yang sedang sarapan di kantin. **“Look at the picture, listen to my sentence and write”**
2. Guru membacakan kalimat sesuai dengan gambar, peserta didik menuliskannya di bawah gambar **“Number one, Lili is having breakfast.”**

3. Guru melanjutkan membacakan kalimat selanjutnya. *Number two, They are buying cakes. Number three, Joshua and friends are playing football. Number four, Aisyah is studying Math. Number five, they are reading book. Number six, they are studying English. Number seven, Made is washing his hands. Number eight, they are playing marbles. Number nine, Cici is borrowing some books.*
4. Guru mengajak siswa mendiskusikan hasil dari kegiatan listening.

Look and Write

1. Peserta didik diminta mengamati gambar dan contoh kalimat tentang kegiatan yang dilakukan serta tempat kegiatannya. Guru menuntun peserta didik untuk mengungkapkan kalimat berdasarkan gambar.
2. Contoh kalimat guru: *"look at the picture, what is Joshua Doing?/what are they doing?"*
3. Guru mengajak siswa mengamati gambar pada halaman 11-12. *"Look at the picture, what are they doing?"*
4. Peserta didik menuliskan kalimat yang sesuai dengan gambar yang ada di buku peserta didik halaman 11-12. Contoh kalimat guru : *"let's write the sentence on your book"*

Kegiatan Penutup

My New Words

1. Pada tahap ini peserta didik diajak untuk menyebutkan kembali semua kosakata yang telah dipelajari sebelumnya dengan benar. *"Let's say together: going, eating, etc"*
2. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

E. REFLEKSI

Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta Didik:

Siswa mengungkapkan secara lisan apa yang dipelajarinya hari ini.

F. ASESMEN/ PENILAIAN

Rubrik Penilaian

Berikut adalah penilaian yang dapat digunakan oleh guru dalam menilaisiswa pada unit 1.

Rubrik penilaian writing pada halaman 11-12

| No. | Nama | Aspek | | | | | | | | | Rata-rata |
|-----|--------|-------------------|---|---|------------|---|---|--|---|---|-----------|
| | | Akurasi (grammar) | | | Ketuntasan | | | Mekanik (pactuation, spelling, kapitalisasi) | | | |
| | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | |
| 1 | Haidar | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |

G. KEGIATAN PENGAYAAN DAN REMEDIAL

Pengayaan adalah kegiatan pembelajaran yang diberikan pada peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal.

Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Saat merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

MODUL AJAR KURIKULUM MERDEKA 2022 BAHASA INGGRIS KELAS 4

| | |
|---|--|
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| B. KOMPETENSI AWAL | |
| <ul style="list-style-type: none"> ❖ Anak mampu mengidentifikasi angka 50-100. ❖ Anak sudah bisa menghitung benda | |
| C. PROFILPELAJAR PANCASILA | |
| <ol style="list-style-type: none"> 1. Bernalar kritis 2. Kreatif | |
| D. SARANADAN PRASARANA | |
| <ul style="list-style-type: none"> ❖ Sumber Belajar : Lembar kerja peserta didik ❖ Peralatan Pembelajaran : Laptop, Alat Bantu Audio (Speaker), Proyektor, Papan Tulis, Dan Alat Tulis, Seperti Spidol Atau Kapur Tulis. | |
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| <ul style="list-style-type: none"> ❖ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar. ❖ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin | |
| F. JUMLAH PESERTA DIDIK | |
| <ul style="list-style-type: none"> ❖ Minimum 15 Peserta didik, Maksimum 25 Peserta didik | |
| G. MODEL PEMBELAJARAN | |
| <ul style="list-style-type: none"> ❖ Pembelajaran Tatap Muka | |
| KOMPONEN INTI | |
| A. TUJUAN KEGIATAN PEMBELAJARAN | |
| <ul style="list-style-type: none"> ❖ Capaian Pembelajaran : Membaca-Memirsa Peserta didik mampu memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi. Peserta didik mampu membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif. | |

Menulis-Mempresentasikan

Peserta didik mampu mengomunikasikan ide dan pengalamannya melalu gambar dan salinan tulisan.

Dengan bantuan guru, peserta didik mampu menghasilkan teks deskripsi dan prosedur sederhana menggunakan kata/frasa sederhana dan gambar.

Peserta didik mampu menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam Bahasa Inggris menggunakan ejaan yang diciptakan sendiri oleh anak.

❖ Tujuan Pembelajaran:

- Peserta didik dapat mengidentifikasi angka 50-100 dalam Bahasa Inggris.
- Peserta didik dapat menghitung benda dengan menggunakan angka 50-100 dalam bahasa Inggris.

B. PEMAHAMAN BERMAKNA

How many English books are there?

Fifty, sixty, seventy, eighty, ninetyone hundredPlus, minus.

C. PERTANYAAN PEMANTIK

Berapa banyak buku bahasa Inggris? di sana?

D. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan

1. Siswa dan guru saling menyapa dalam bahasa Inggris, lalu secara tertib mempersiapkan diri untuk mengikuti pembelajaran.
2. Siswa yang mendapat giliran memimpin doa untuk memulai proses pembelajaran.
3. Siswa menjawab pertanyaan dari guru seputar perasaan mereka dan kondisi kesehatan mereka di hari itu sambil guru melakukan presensi.

Kegiatan Inti

Look and Say

1. Peserta didik diminta mengamati gambar di halaman 15. *“Let’s see the picture, wow it’s a wonderful flowers/garden, there are some animals, bird, goat, bee, butterfly and some flowers, they are red, yellow, purple, and blue, can you count the flowers?”*
2. Peserta didik menirukan pelafalan guru tentang angka yang terdapat dalam gambar. *“Ok children, let’s say the number, please listen and repeat after me. Seventy eight, sixty nine”*
3. Setelah selesai, secara acak beberapa peserta didik diminta untuk menyebutkan angka yang ditunjuk oleh guru di gambar tersebut. *“please, say the number” / “what number is it?”*

Look and Answer

1. Guru mengenalkan plus dan minus serta penggunaannya dengan cara menuliskan di papan tulis sambil menyebutkan operasi hitungnya. *“seventy plus three is seventy-three, forty minus three is forty- seven, etc”*

2. Secara lisan, peserta didik diajak bersama-sama menggunakan penjumlahan dan pengurangan angka. **Contoh: I will asking you some question and you answer orally, twenty plus thirty is...**
3. Peserta didik diminta mengerjakan halaman 15 secara mandiri. **Now open your text book page 16, let's count it**
4. Game (Kegiatan ini berupa guessing (tebakan) dengan menggunakan media kartu yang bertuliskan angka 50 – 100)

Guru membutuhkan kartu flash card, bisa membuat sendiri dengan menuliskan/mencetak tulisan angka-angka mulai dari 50 – 100 dari kertas bufalo atau karton.

5. Guru meminta siswa mencontohkan cara menggunakan kartu.
"I have a number, it is between 50 and 60. Guess it, what is my number?"
Jika diperlukan hal yang sama bisa dilakukan beberapa kali sesuai kebutuhan.
6. Selanjutnya, guru membagi peserta didik menjadi beberapa kelompok, tiap kelompok beranggotakan 4 - 5 peserta didik.
7. Guru memberikan kartu kepada tiap peserta didik dan kemudian peserta didik secara bergantian bertanya jawab dengan teman kelompoknya.

Look and Match

1. Guru mengingatkan kembali tentang nomor yang telah dipelajari sambil menunjukkan kartu angka. ***"What number is this?"***
2. Peserta didik menyebutkan nomor sesuai angka yang ditunjukkan guru.
3. Peserta didik diminta mengamati gambar di halaman 17. ***"open your book page 17 and match the number"***
4. Peserta didik diminta untuk mencocokkan sesuai tulisan dan angka.

Look and Write

1. Peserta didik diminta untuk mengamati gambar di halaman 18. ***"let's see the picture."*** ***"What number is Mr. Putra's house?"***
2. Peserta didik menuliskan data yang diperoleh pada table.

Game

1. Kegiatan ini berupa media permainan Ular Tangga. Alat tambahan yang digunakan adalah dadu dan pion.
2. Guru menjelaskan bahwa mereka akan diajak bermain Ular Tangga.

Contoh kalimat guru:

Ok children, we are going to play Snake and Ladder. Look at me, I will give you an example. Enjoy the game!

3. Guru memberi contoh cara bermain. Setiap selesai melempar dadu dan mendapatkan nomornya, ia meletakkan pion dan menyebutkan nomor yang di dapat. Ketika terdapat gambar tentang sebuah kegiatan, maka selain menyebutkan nomornya ia juga menyebutkan kegiatannya.
4. Selanjutnya, peserta didik dibagi dalam beberapa kelompok yang terdiri atas 4 - 5 peserta didik.
5. Peserta didik diminta untuk bermain sebagaimana yang dicontohkan guru.
“you can play with your friends”

Kegiatan Penutup

My New Words

1. Pada tahap ini peserta didik diajak untuk menyebutkan kembali semua angka yang telah dipelajari sebelumnya dengan benar. *“say the number”*
2. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

E. REFLEKSI

Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta Didik:

Siswa mengungkapkan secara lisan apa yang dipelajarinya hari ini.

F. ASESMEN/ PENILAIAN

Rubrik Penilaian

Berikut adalah penilaian yang dapat digunakan oleh guru dalam menilai siswa pada unit 2.

Rubrik penilaian writing pada halaman 18

| No. | Nama | Aspek | | | | | | | | | Rata-rata | |
|-----|--------|-------------------|---|---|------------|---|---|---|---|---|-----------|--|
| | | Akurasi (grammar) | | | Ketuntasan | | | Mekanik (punctuation, spelling, kapitalisasi) | | | | |
| | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | |
| 1 | Haidar | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |

G. KEGIATAN PENGAYAAN DAN REMEDIAL

Pengayaan adalah kegiatan pembelajaran yang diberikan pada peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal.

Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang. Saat merancang kegiatan pengayaan, perlu diperhatikan mengenai diferensiasi contohnya lembar belajar/kegiatan yang berbeda dengan kelas.

MODUL AJAR KURIKULUM MERDEKA 2022 BAHASA INGGRIS KELAS 4

INFORMASI UMUM

A. IDENTITAS MODUL

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| Penyusun | : | Gde Dody Sumadi, S.Pd. |
| Instansi | : | SD Negeri 1 Baktiseraga |
| Tahun Penyusunan | : | Tahun 2022 |
| Jenjang Sekolah | : | SD |
| Mata Pelajaran | : | Bahasa Inggris |
| Fase /Kelas | : | B / 4 |
| Semester | : | I (Ganjil) |
| Unit / Tema | : | 3. My Living Room is Beside Kitchen |
| Alokasi Waktu | : | 6 Minggu (2 X 35 Menit) |

B. KOMPETENSI AWAL

- ❖ Anak mampu mengidentifikasi kata depan.
- ❖ Anak mampu mendeskripsikan ruangan.
- ❖ Anak mampu membuat kalimat dengan menggunakan kata depan

C. PROFILPELAJAR PANCASILA

1. Mandiri
2. Kreatif

D. SARANADAN PRASARANA

- ❖ Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021 *My Next Words Grade 4 Student's Book For Elementary School*, Penulis : EYLC Team dan Internet), Lembar kerja peserta didik
- ❖ Peralatan Pembelajaran : Laptop, Alat Bantu Audio (Speaker), Proyektor, Papan Tulis, Dan Alat Tulis, Seperti Spidol Atau Kapur Tulis.

E. TARGET PESERTA DIDIK

- ❖ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
- ❖ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin

F. JUMLAH PESERTA DIDIK

- ❖ Minimum 15 Peserta didik, Maksimum 25 Peserta didik

G. MODEL PEMBELAJARAN

- ❖ Pembelajaran Tatap Muka

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

- ❖ **Capaian Pembelajaran :**
Menyimak-Berbicara

Peserta didik mampu menggunakan Bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas yang makin luas namun masih dalam prediksi (rutin).

Peserta didik mampu menggunakan bahasa formula untuk berpartisipasi dalam rutinitas kelas dan aktivitas belajar seperti menyampaikan perasaan, menyampaikan kebutuhan dan meminta pertolongan.

Peserta didik mampu memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosakata sederhana.

Peserta didik mampu mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.

- ❖ **Tujuan Pembelajaran:**

- Pada pembelajaran unit 3 siswa mampu mengidentifikasi preposisi dalam konteks ruang-ruangan yang ada di dalam rumah dan dapat membuat kalimat dengan menggunakan preposisi.

B. PEMAHAMAN BERMAKNA

Where is the kitchen?

How is the room?

Living room, dining room, bedroom, bath room, kitchen, garage. Beside, behind, in front of, between, Clean, dirty, tidy, big, large, empty.

C. PERTANYAAN PEMANTIK

- ❖ Dimana dapur?
- ❖ Bagaimana ruangnya?

D. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan

1. Siswa dan guru saling menyapa dalam bahasa Inggris, lalu secara tertib mempersiapkan diri untuk mengikuti pembelajaran.
2. Siswa yang mendapat giliran memimpin doa untuk memulai proses pembelajaran.
3. Siswa menjawab pertanyaan dari guru seputar perasaan mereka dan kondisi kesehatan mereka di hari itu sambil guru melakukan presensi.

Kegiatan Inti

Look and Say

1. Guru meminta siswa untuk mengamati gambar pada hal 22.
2. Guru mengucapkan nama-nama ruangan yang ada di rumah, kemudian siswa diminta untuk menirukan pengucapannya.

“Hello class, right now we are going to say rooms at our house : garage, livingroom, bedroom, bathroom, dining room, kitchen. let’s together “

3. Siswa mengulang secara mandiri pengucapan pada halaman 22. *Let’s Search*
4. Guru mengajak untuk menirukan pengucapan semua kata di halaman 22 (*garage, living room, bedroom, bathroom, dining room, kitchen*). *Teacher:*
“we are going to say names of room in to your house.
5. Guru meminta peserta didik untuk mengamati alfabet pada hal 23. *“Let’s search words about room in the box”*
6. Guru memberikan contoh bagaimana cara menemukan nama ruangan pada huruf acak, dengan cara melingkari huruf-hurufnya. *Look and Write*
7. Guru mengingatkan kembali penggunaan *in, on, under, beside*, dan *behind* serta dengan membawa media, baik gambar ataupun realita benda-benda di kelas. *“Children, do you still remember how to use in, on, under, beside and behind?” “Now, look at me and answer my question!”*
8. Guru meminta peserta didik mengamati gambar pada halaman 24 dan bertanya kepada peserta didik. *Ok children, now look at the picture. Where is the kitchen?”*
9. Peserta didik diminta mengerjakan halaman 24.

Look and Mark the boxes

1. Guru meminta peserta didik mengamati posisi dapur pada gambar halaman 25 dan bertanya *“Ok children, now look the picture, is the bedroom behind the kitchen?” Students and teacher: No. Teacher: Ok, find the right place from the picture, by giving tick (v) or cross (x)*

Look and answer

1. Guru menjelaskan bahwa saat ini peserta didik akan diajak menulis cerita berdasarkan gambar. *Ok class, today we are going to make a story through the picture. There are some sentences and complete the story. Now, look at the picture and the sentences!*
2. Siswa diminta untuk mengamati gambar dan cerita pada halaman 26.
3. Guru menjelaskan per kalimat dengan media atau melalui gesture. Ketika sampai pada kalimat *“They stop in an empty house”*, guru menggunakan gambar di buku untuk memperjelas kalimat.
4. Guru membimbing peserta didik membuat kalimat, kemudian peserta didik dapat membuat kalimat secara mandiri.
5. Guru meminta peserta didik untuk membuat kalimat lain berdasarkan gambar dan menuliskannya dalam rangkaian cerita tersebut. Contoh kalimat guru: *“Ok children, now look at the picture and complete the story!
There are mice on the plate. How about the mice under the table? Yes, there are two mice under the table. Now, please write your sentences.*

Let’s sing

1. Guru menjelaskan bahwa saat ini peserta didik akan diajak menyanyi *“children, today we are going to sing.” “Do you like singing? Now, let me sing first.”*
2. Guru memberikan contoh cara menyanyikan lagu dengan irama rap dan peserta didik diminta mendengarkannya.

3. Guru mengajak peserta didik menyanyi bersama. Contoh kalimat guru:

“Now, let sing together”.

Look and Say

1. Guru menggunakan gambar besar atau slide, berbagai ruangan di rumah kemudian mengajak peserta didik berdialog tentang kondisi ruangnya.
2. Contoh kalimat guru: *“Look at the picture! How is the bathroom? clean or dirty?”*
3. Peserta didik diminta mengidentifikasi gambar ruangan dan kondisinya di halaman 28 - 29, kemudian membaca tulisan di bawahnya bersama-sama.

Let’s Talk

1. Guru mengingatkan kembali tentang nama ruangan dan kondisinya dengan realita ruangan kelasnya. *“Children, do you still remember the room?”*
“Now, look at our class room? How is our classroom.”
2. Guru menjelaskan bahwa mereka akan melakukan dialog dengan temannya dengan menggunakan kartu sebagai media kemudian mencatatnya di table halaman 30. *“Ok class. Now, let’s ask your friend and write the answer on your book!”*
3. Guru membuat beberapa kelompok yang beranggotakan 4-5 peserta didik.
4. Semua peserta didik mendapatkan kartu. Setiap anak secara bergantian bertanya kepada teman kelompoknya tentang ruangan dan kondisinya sesuai dengan kartu yang dimiliki.

Contoh kegiatan:

Student A: (Sambil menunjukkan kartunya) *“How is the kitchen?”* Student

B: (Melihat kartu dari temannya) *“The kitchen is dirty”.*

Look and Write

1. Guru menuntun peserta didik untuk menuliskan kalimat berdasarkan gambar. *Teacher: “Look at the picture and say how is the condition!”*
Students: “Clean.”
Teacher: “Good... The bedroom is clean. Now write on your book!”
2. Peserta didik menuliskan kalimat sesuai gambar di buku peserta didik halaman 31 – 32.

My New Words

1. Guru mengajak peserta didik untuk menyebutkan kembali semua kosakata yang telah dipelajari sebelumnya dengan benar pada halaman 33.

Kalimat guru : *“ok, let’s say together.”*

Contoh kegiatan:

Student A: (Sambil menunjukkan kartunya) *“How is the kitchen?”* Student

B: (Melihat kartu dari temannya) *“The kitchen is dirty”.*

Look and Write

1. Guru menuntun peserta didik untuk menuliskan kalimat berdasarkan gambar.

Teacher: "Look at the picture and and say how is the condition!"

Students: "Clean."

Teacher: "Good... The bedroom is clean. Now write on your book!"

2. Peserta didik menuliskan kalimat sesuai gambar di buku peserta didik halaman 31 – 32.

Kegiatan Penutup

My New Words

1. Guru mengajak peserta didik untuk menyebutkan kembali semua kosakata yang telah dipelajari sebelumnya dengan benar pada halaman 33. Kalimat guru : "ok, let's say together."
2. Siswa yang mendapat giliran memimpin doa untuk menutup proses pembelajaran.
3. Siswa mengucapkan salam dan terima kasih, kemudian bersama dengan guru saling mengucapkan selamat berpisah.

E. REFLEKSI

Refleksi Guru

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta Didik:

Siswa mengungkapkan secara lisan apa yang dipelajarinya hari ini.

F. ASESMEN/ PENILAIAN

Pada unit 3 ini dilakukan penilaian berbicara pada halaman 30.

Siswa bertanya jawab dengan temannya dalam konteks rooms and preposition.

Rubrik penilaian sikap berbicara

| No. | Name | Kriteria | | | | |
|-----|--------|----------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Haidar | | | | | |
| 2 | Halwa | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |

Keterangan :

5 = jelas dan sangat mudah dipahami

4 = mudah dipahami walau dengan aksen khusus

3 = ada masalah dalam pengucapan, sehingga kurang jelas didengar

2 = sulit dipahami dan harus diulang ulang

1 = tidak bisa dipahami

Rubrik penilaian berbicara

| No. | Rubrik penilaian berbicara | Rentang | | |
|-----|----------------------------|---------|------|------|
| | | 1-10 | 1-10 | 1-10 |
| 1 | Fluency | | | |
| 2 | Vocabulary | | | |
| 3 | Grammatikal | | | |

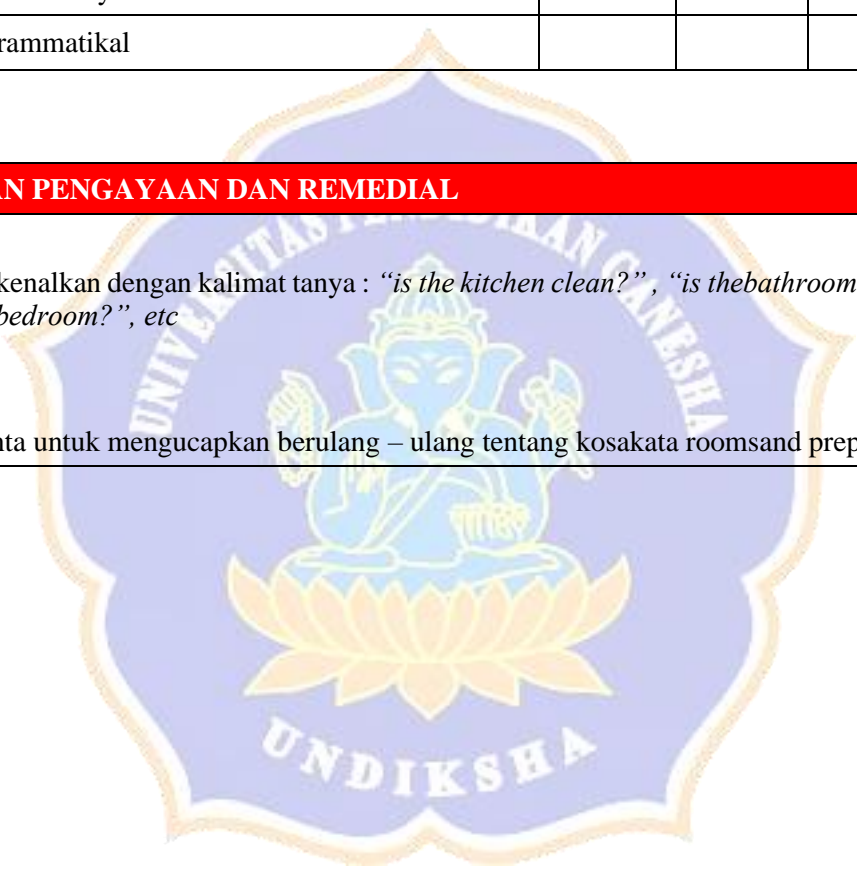
G. KEGIATAN PENGAYAAN DAN REMEDIAL

Pengayaan

Siswa diperkenalkan dengan kalimat tanya : *“is the kitchen clean?”* , *“is the bathroom dirty?”* , *“how about your bedroom?”* , etc

Remedial

Siswa diminta untuk mengucapkan berulang – ulang tentang kosakata rooms and preposition.



Appendix 2 Observation Sheet

OBSERVATION SHEET

Grade : 4th grade

Date : 21 February 2024

| No | Statements | Available | Unavailable |
|--|---|-----------|-------------|
| The Existence of Textbook as supplementary materials in the library | | | |
| 1. | English textbooks as supplementary books or materials integrated with Merdeka Curriculum | ✓ | |
| The use of supplementary media in learning | | | |
| 2. | Using media or materials in English language learning in the learning process | ✓ | |
| 3. | Using media in English language as supplementary media integrated to Merdeka Curriculum | ✓ | |
| 4. | Using supplementary materials in the form of media to support the book "My Next Words" | | ✓ |
| The learning process | | | |
| 5. | The teacher uses student-centered methods in the learning process | ✓ | |
| 6. | The learning process students actively participate and can increase student motivation | ✓ | |
| 7. | Using additional digital media in the learning process | ✓ | |
| 8. | The use of additional media in the learning process can improve students' English skills | ✓ | |
| 9. | The use of additional media in the learning process can motivate students | ✓ | |
| 10. | The teacher uses technology in the learning process | ✓ | |
| 11. | The teacher uses supplementary media in English language learning, especially in teaching vocabulary. | | ✓ |

Appendix 3 Interview Guidelines

INTERVIEW GUIDELINES

| No | Question | Answer |
|----|--|--|
| 1 | <p><i>Apakah di SD Negeri 1 Baktiseraga sudah menerapkan kurikulum merdeka untuk semua kelas?</i></p> <p>Translate: Does SD Negeri 1 Baktiseraga implement the Curriculum Merdeka for all classes?</p> | <p><i>".....SD Negeri 1 Baktiseraga has implemented the Merdeka curriculum for all classes. Implementing the Merdeka curriculum in English language learning is very flexible because it has the freedom to design learning according to students' needs and interests....."</i></p> |
| 2 | <p><i>Apa saja bahan ajar Bahasa Inggris yang selama ini digunakan di kelas?</i></p> <p>Translate: What English teaching materials have been used in the classroom?</p> | <p><i>".....The teaching materials that I always use in the learning process in class are the textbooks from the Ministry of Education and Culture to teach English in class...."</i></p> |
| 3 | <p><i>Apakah di Bapak/Ibu sudah menggunakan buku "My Next Words" dari Kemendikbudristek sebagai acuan materi dalam pembelajaran bahasa Inggris?</i></p> <p>Translate: Have you used textbook "My Next Words" from Kemendikbudristek as a reference material in English teaching?</p> | <p><i>".....Yes, I have used the book "My Next Words" from Kemendikbudristek as a reference material in learning English in class in accordance with the current curriculum, namely the Merdeka curriculum....."</i></p> |
| 4 | <p><i>Apakah Bapak/Ibu menggunakan media tambahan selain buku teks dalam proses pembelajaran?</i></p> | <p><i>".....In addition to using textbooks as reference materials in learning</i></p> |

| | | |
|----|---|---|
| | <p><i>Media seperti apa yang digunakan?</i></p> <p>Translate: Have you used supplementary media other than textbook in the learning process? What kind of media are used?</p> | <p><i>English, I also use additional technological media, namely chromebooks as technological media. Besides that, I also use applications such as kahoot and quizizz as additional media, however, these applications are used only when needed.</i></p> |
| 5. | <p><i>Apakah Bapak/Ibu menggunakan media tambahan dalam pembelajaran kosakata bahasa inggris untuk mendukung buku "My Next Word" dari Kemendikbudristek?</i></p> <p>Translate: Have you used supplementary media to English teaching vocabulary to support textbook "My Next Words" from Kemendikbudristek?</p> | <p><i>".....I never use additional media in learning English vocabulary to support the Ministry of Education's "My Next Word" book...."</i></p> |
| 6. | <p><i>Bagaimana harapan Bapak/Ibu mengenai media tambahan berbentuk digital untuk pembelajaran bahasa inggris khususnya pembelajaran kosakata?</i></p> <p>Translate: What are your expectations regarding additional digital media for English language learning, especially vocabulary learning?</p> | <p><i>"..... I hope that the existence of additional digital media in English language learning, especially vocabulary learning, can expand students' understanding and mastery of vocabulary and can also make students more enthusiastic about their learning..."</i></p> |
| 7. | <p><i>Apakah media tambahan berbentuk digital diperlukan untuk pembelajaran kosakata bahasa inggris?</i></p> <p>Translate:</p> | <p><i>".....It is very necessary because the Merdeka curriculum also requires using technology as a tool in the teaching and learning process because it can create interesting,</i></p> |

| | | |
|----|---|--|
| | Are additional digital media needed for English vocabulary learning? | <i>interactive and effective learning for students...."</i> |
| 8. | <p><i>Jika disediakan oleh pengembang media tambahan berbentuk game digital dalam pembelajaran kosakata bahasa inggris untuk mendukung buku "My Next Words", bagaimana pendapat Bapak/Ibu?</i></p> <p>Translate: If provided by the developer of additional media in the form of digital games in learning English vocabulary to support the book "My Next Words", what do you think?</p> | <p><i>".....It is very good, if additional digital media is provided for English language learning, especially vocabulary learning to support the book "My Next Words" because this can make it easier for me as a teacher in the teaching and learning process in the classroom and can attract students' enthusiasm for learning because it uses digital media..."</i></p> |



Appendix 4 Instrument Validation of Blueprint

Instrument : Wordwall-media Blueprint

Author : Kadek Pebi Kusuma Ningsih

Expert I : Prof. Dr. I G A Lokita Utami, S.Pd., M.Pd

This instrument of wordwall-media blueprint is field by the expert judges. Give checklist mark (√) in the column.

| No. | Topic | Indicators in the Textbook | Aspect of Vocabulary from Theory Harmer (1991) | Types of game | Target of Vocabulary | Items | Relevant (R) | Not Relevant (NR) |
|-----|--|---|--|---|--|----------|--------------|-------------------|
| 1. | Gerund (using Verb-ing about activities) | <ul style="list-style-type: none"> Express activities using Verb-ing about their activities. | 1. Word meaning 2. Word use | Match up https://wordwall.net/resource/71127639 Gameshow quiz https://wordwall.net/resource/72395892 | 1. Drinking 2. Eating 3. Cleaning 4. Borrowing 5. Swimming 6. Writing 7. Drawing 8. Discussing 9. Buying | 40 items | | |

| | | | | | | | |
|--|--|-------------------|--|--|--|--|--|
| | | 3. Word formation | Speaking card https://wordwall.net/resource/72362200 | 10. Reading 11. Running 12. Playing 13. Dancing | | | |
|--|--|-------------------|--|--|--|--|--|



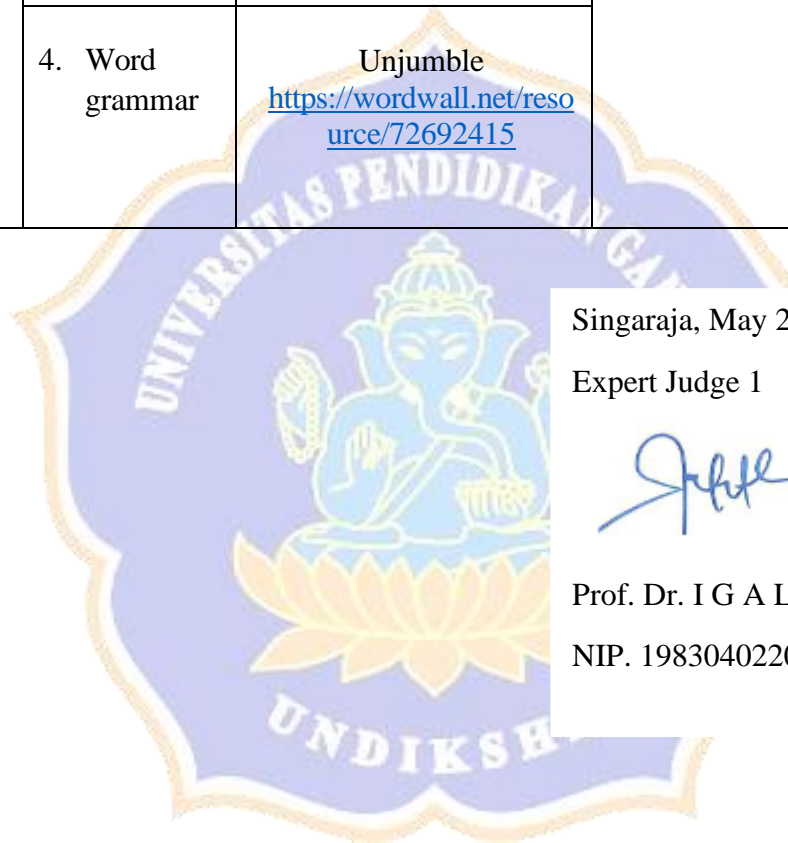
| | | | | | | | | |
|----|---|--|-------------------|--|---|----------|--|--|
| | | | 4. Word grammar | Complete the sentence https://wordwall.net/resource/72407195 | 14. Walking 15. Singing | | | |
| 2. | Cardinal Numbers (Identify number 50-100) | • Identify number 50-100 and able to count the things. | 1. Word meaning | Flash card https://wordwall.net/resource/72437989 | 1. One hundred 2. Eighty 3. Sixty 4. Fifty 5. Seventy 6. Ninety 7. Sixty three 8. Ninety four 9. Fifty Five 10. Eighty Two | 40 items | | |
| | | | 2. Word use | Anagram https://wordwall.net/resource/72546013 | | | | |
| | | | 3. Word formation | Open the box https://wordwall.net/resource/72534079 | | | | |
| | | | 4. Word grammar | Quiz https://wordwall.net/resource/72560571 | | | | |
| 3. | Preposition (Position of describe the room) | • Position of describe the room. | 1. Word meaning | Flash card https://wordwall.net/resource/71135358 | 1. In 2. On 3. Inside 4. Above 5. Outside | 40 items | | |

| | | | | | | | | |
|----|---|--|-------------------|--|--|----------|--|--|
| | | | 2. Word use | Diagram https://wordwall.net/resource/72582988 | 6. Under 7. In front of 8. Between 9. Behind 10. beside | | | |
| | | | 3. Word formation | Complete the sentence https://wordwall.net/resource/72587667 | | | | |
| | | | 4. Word grammar | Quiz https://wordwall.net/resource/72592695 | | | | |
| 4. | Simple Present Tense (identify activities in the house) | <ul style="list-style-type: none"> Identify activities in the house and talk activities in there house. | 1. Word meaning | Game show quiz https://wordwall.net/resource/71158645 | 1. Read 2. Watch 3. Sleep 4. Cook 5. Take a bath 6. Sweep 7. Iron 8. Brush 9. Mop 10. Study | 40 items | | |
| | | | 2. Word use | Match up https://wordwall.net/resource/72596327 | | | | |
| | | | 3. Word formation | Spell the word https://wordwall.net/resource/72605754 | | | | |

| | | | | | | | | |
|----|--|--|-------------------|--|--|----------|--|--|
| | | | | | | | | |
| | | | 4. Word grammar | Quiz https://wordwall.net/resource/72607585 | | | | |
| 5. | Noun (thing in each living room and bedroom) | • Mention the thing in each living room and bedroom. | 1. Word meaning | Word Search https://wordwall.net/resource/71159287 | 1. Table 2. Lamp 3. Cupboard 4. Picture 5. Shelf 6. Vase 7. Television 8. Sofa 9. Clock 10. Bed 11. Pillow 12. Bolster 13. Wardrobe 14. Mirror 15. Blanket | 40 items | | |
| | | | 2. Word use | Game show quiz https://wordwall.net/resource/72630216 | | | | |
| | | | 3. Word formation | Spell the word https://wordwall.net/resource/72630459 | | | | |
| | | | 4. Word grammar | Complete the sentence https://wordwall.net/resource/72631872 | | | | |

| | | | | | | | | |
|----|--|---|-------------------|---|--|----------|--|--|
| 6. | Noun (things in the kitchen and bathroom) | <ul style="list-style-type: none"> Identify things in the kitchen and bathroom. | 1. Word meaning | Find and match https://wordwall.net/resource/72632388 | 1. Plate 2. Spoon 3. Fork 4. Glass 5. Bowl 6. Pan 7. Stove 8. Blander 9. Water 10. Bathtub 11. Soap 12. Tooth paste 13. Tooth brush 14. Shampoo 15. Bucket | 40 items | | |
| | | | 2. Word use | Game show quiz https://wordwall.net/resource/72636919 | | | | |
| | | | 3. Word formation | Speaking card https://wordwall.net/resource/72639409 | | | | |
| | | | 4. Word grammar | Unjumble https://wordwall.net/resource/74033374 | | | | |
| 7. | Modals (The use of can and cannot) | <ul style="list-style-type: none"> Identify the use of can and make short text using cannot. | 1. Word meaning | Group sort https://wordwall.net/resource/72666208 | 1. can 2. cannot | 40 items | | |
| | | | 2. Word use | Gameshow quiz https://wordwall.net/resource/72691132 | | | | |

| | | | | | | | | |
|--|--|--|-------------------|--|--|--|--|--|
| | | | 3. Word formation | speaking card https://wordwall.net/resource/72690518 | | | | |
| | | | 4. Word grammar | Unjumble https://wordwall.net/resource/72692415 | | | | |



Singaraja, May 29th, 2024

Expert Judge 1

Prof. Dr. I G A Lokita Utami, S.Pd., M.Pd

NIP. 198304022006042001

Instrument : Wordwall-media Blueprint
 Author : Kadek Pebi Kusuma Ningsih
 Expert II : G.A.P Suprianti, S.Pd., M.Pd

This instrument of wordwall-media blueprint is field by the expert judges. Give checklist mark (√) in the column.

| No. | Topic | Indicators in the Textbook | Aspect of Vocabulary from Theory Harmer (1991) | Types of game | Target of Vocabulary | Items | Relevant (R) | Not Relevant (NR) |
|-----|--|---|---|---|--|----------|--------------|-------------------|
| 1. | Gerund (using Verb-ing about activities) | <ul style="list-style-type: none"> Express activities using Verb-ing about their activities. | 1. Word meaning 2. Word use 3. Word formation | Match up https://wordwall.net/resource/71127639 Gameshow quiz https://wordwall.net/resource/72395892 Speaking card https://wordwall.net/resource/72362200 | 1. Drinking 2. Eating 3. Cleaning 4. Borrowing 5. Swimming 6. Writing 7. Drawing 8. Discussing 9. Buying 10. Reading 11. Running 12. Playing 13. Dancing | 40 items | √ | |

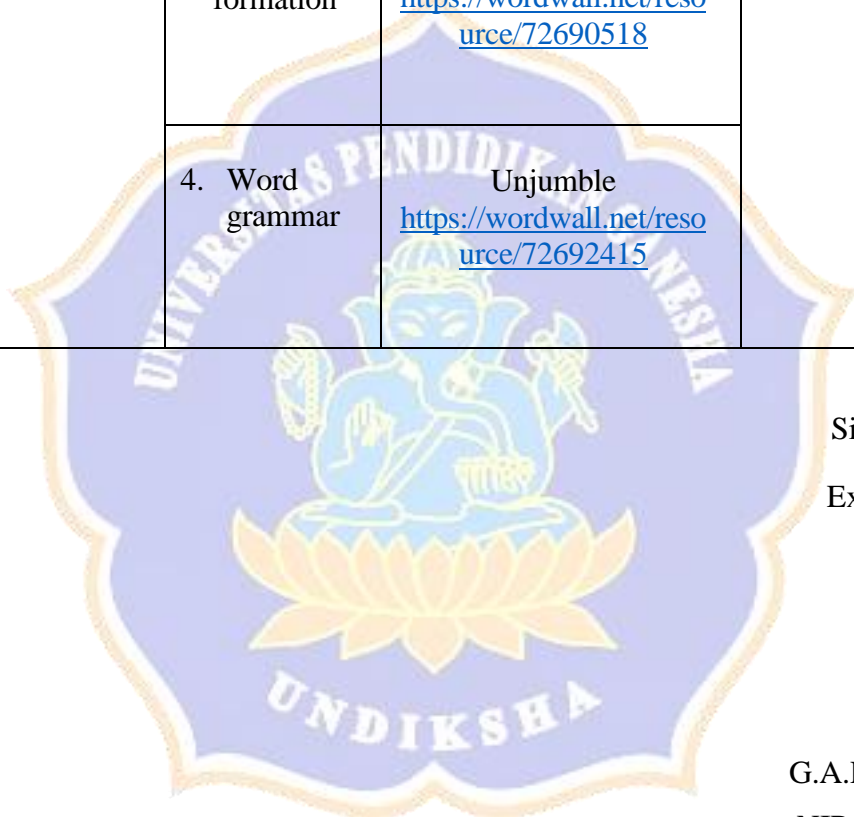
| | | | | | | | | |
|----|---|--|-------------------|--|--|----------|---|--|
| | | | 4. Word grammar | Complete the sentence https://wordwall.net/resource/72407195 | 14. Walking 15. Singing | | | |
| 2. | Cardinal Numbers (Identify number 50-100) | • Identify number 50-100 and able to count the things. | 1. Word meaning | Flash card https://wordwall.net/resource/72437989 | 1. One hundred 2. Eighty 3. Sixty 4. Fifty 5. Seventy | 40 items | √ | |
| | | | 2. Word use | Anagram https://wordwall.net/resource/72546013 | 6. Ninety 7. Sixty three 8. Ninety four 9. Fifty Five 10. Eighty Two | | | |
| | | | 3. Word formation | Open the box https://wordwall.net/resource/72534079 | | | | |
| | | | 4. Word grammar | Quiz https://wordwall.net/resource/72560571 | | | | |
| 3. | Preposition (Position of describe the room) | • Position of describe the | 1. Word meaning | Flash card https://wordwall.net/resource/71135358 | 1. In 2. On 3. Inside 4. Above 5. Outside | 40 items | √ | |

| | | | | | | | | |
|----|---|--|-------------------|--|--|----------|---|--|
| | | room. | 2. Word use | Diagram https://wordwall.net/resource/72582988 | 6. Under 7. In front of 8. Between 9. Behind 10. beside | | | |
| | | | 3. Word formation | Complete the sentence https://wordwall.net/resource/72587667 | | | | |
| | | | 4. Word grammar | Quiz https://wordwall.net/resource/72592695 | | | | |
| 4. | Simple Present Tense (identify activities in the house) | • Identify activities in the house and talk activities in there house. | 1. Word meaning | Game show quiz https://wordwall.net/resource/71158645 | 1. Read 2. Watch 3. Sleep 4. Cook 5. Take a bath 6. Sweep 7. Iron 8. Brush 9. Mop 10. Study | 40 items | √ | |
| | | | 2. Word use | Match up https://wordwall.net/resource/72596327 | | | | |
| | | | 3. Word formation | Spell the word https://wordwall.net/resource/72605754 | | | | |

| | | | | | | | | |
|----|--|--|-------------------|--|---------------|----------|---|--|
| | | | | | | | | |
| | | | 4. Word grammar | Quiz https://wordwall.net/resource/72607585 | | | | |
| 5. | Noun (thing in each living room and bedroom) | • Mention the thing in each living room and bedroom. | 1. Word meaning | Word Search https://wordwall.net/resource/71159287 | 1. Table | 40 items | √ | |
| | | | 2. Word use | Game show quiz https://wordwall.net/resource/72630216 | 2. Lamp | | | |
| | | | 3. Word formation | Spell the word https://wordwall.net/resource/72630459 | 3. Cupboard | | | |
| | | | 4. Word grammar | Complete the sentence https://wordwall.net/resource/72631872 | 4. Picture | | | |
| | | | | | 5. Shelf | | | |
| | | | | | 6. Vase | | | |
| | | | | | 7. Television | | | |
| | | | | | 8. Sofa | | | |
| | | | | | 9. Clock | | | |
| | | | | | 10. Bed | | | |
| | | | | | 11. Pillow | | | |
| | | | | | 12. Bolster | | | |
| | | | | | 13. Wardrobe | | | |
| | | | | | 14. Mirror | | | |
| | | | | | 15. Blanket | | | |

| | | | | | | | | |
|----|--|---|-------------------|---|--|----------|---|--|
| 6. | Noun (things in the kitchen and bathroom) | <ul style="list-style-type: none"> Identify things in the kitchen and bathroom. | 1. Word meaning | Find and match https://wordwall.net/resource/72632388 | 1. Plate 2. Spoon 3. Fork 4. Glass 5. Bowl 6. Pan 7. Stove 8. Blander 9. Water 10. Bathtub 11. Soap 12. Tooth paste 13. Tooth brush 14. Shampoo 15. Bucket | 40 items | √ | |
| | | | 2. Word use | Game show quiz https://wordwall.net/resource/72636919 | | | | |
| | | | 3. Word formation | Speaking card https://wordwall.net/resource/72639409 | | | | |
| | | | 4. Word grammar | Unjumble https://wordwall.net/resource/74033374 | | | | |
| 7. | Modals (The use of can and cannot) | <ul style="list-style-type: none"> Identify the use of can and make short text using cannot. | 1. Word meaning | Group sort https://wordwall.net/resource/72666208 | 1. can 2. cannot | 40 items | √ | |
| | | | 2. Word use | Gameshow quiz https://wordwall.net/resource/72691132 | | | | |

| | | | | | | | | |
|--|--|--|-------------------|--|--|--|--|--|
| | | | | | | | | |
| | | | 3. Word formation | speaking card https://wordwall.net/resource/72690518 | | | | |
| | | | 4. Word grammar | Unjumble https://wordwall.net/resource/72692415 | | | | |



Singaraja, June 10th, 2024

Expert Judge II

G.A.P Suprianti, S.Pd., M.Pd

NIP. 199002242014042001

Appendix 5 Expert Judgment Sheet

EXPERT JUDGMENT SHEET

Expert I: Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

Content Expert Evaluation Sheet

This evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column.

The Content Expert Evaluation Sheet below was adapted from
(Findawati & Suprianto, 2014).

| No | Name of Instrument | Criteria | Relevant | Not Relevant |
|----|---------------------------------|---|----------|--------------|
| 1. | Content expert evaluation sheet | a. The learning objective stated clearly | √ | |
| | | b. The learning objective in accordance with SK/KD/Curriculum/RPS | √ | |
| | | c. The scope and depth of learning objective | √ | |
| | | d. Using the appropriate learning objectives | √ | |
| | | e. Interactivity | √ | |
| | | f. Provide learning motivation | √ | |
| | | g. Contextuality and actuality | √ | |
| | | h. Suitability of the quiz with the learning objectives | √ | |
| | | i. Easy to understand | √ | |
| | | j. Consistency of assessment with learning objective | √ | |
| | | k. The accuracy and consistency of the assessment tool | √ | |

Singaraja, May 29th, 2024

Expert Judge 1



Prof. Dr. I G A Lokita Utami, S.Pd., M.Pd

NIP. 198304022006042001



Expert Evaluation Sheet

Expert 1: Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

For instrument: Media Expert Evaluation Sheet

This evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column.

The Media Expert Evaluation Sheet below was adapted from (Findawati & Suprianto, 2014).

| No | Name of Instrument | Criteria | Relevant | Not Relevant |
|----|---------------------------------|---|----------|--------------|
| 1. | Content expert evaluation sheet | a. Using Interactive design | √ | |
| | | b. Communicative media | √ | |
| | | c. Show the creative design | √ | |
| | | d. The effectiveness in using media | √ | |
| | | e. Can be managed easily | √ | |
| | | f. Sound clarity | √ | |
| | | g. Carrying capacity music | √ | |
| | | h. Easy to open and operate | √ | |
| | | i. Can be used on application on web | √ | |
| | | j. Appropriate selection of application or software or tool types for development | √ | |

Singaraja, May 29th, 2024

Expert Judge 1



Prof. Dr. I G A Lokita Utami, S.Pd., M.Pd

NIP. 198304022006042001



EXPERT JUDGEMENT SHEET

Title : Developing Wordwall Based Digital-Media for Teaching
Vocabulary of FourthGrade 1st Semester at SD Negeri 1 Baktiseraga
Singaraja.

Author : Kadek Pebi Kusuma Ningsih

Expert : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

Content Expert Evaluation

The content Expert Evaluation Sheet below was adapted from (Fidawati & Suprianto,2014).

Instruction

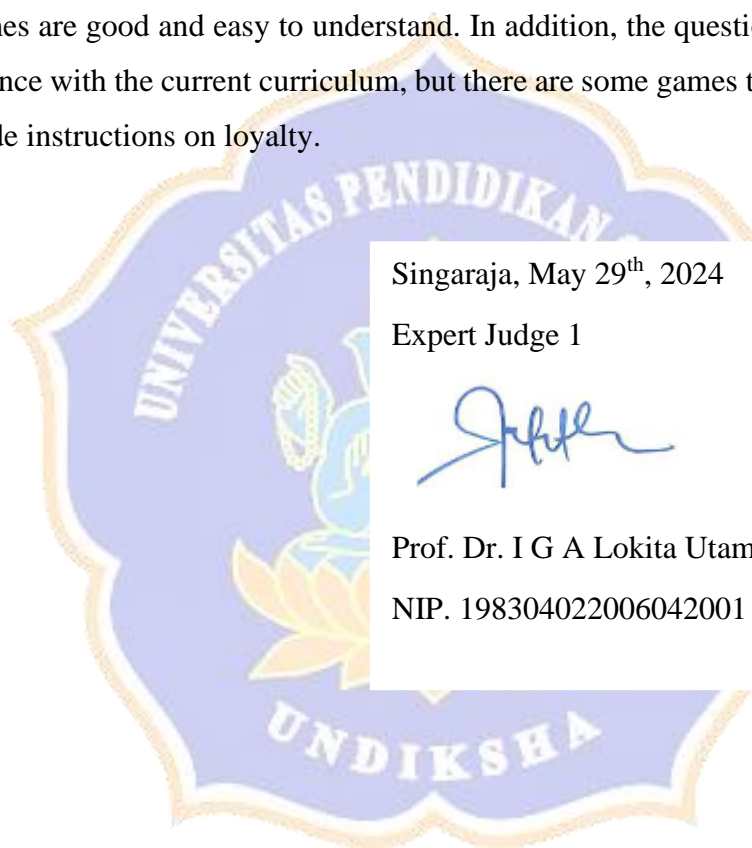
1. This evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoringcolumn and if there are comments, it can be filled in the comment column.
2. There are 5 scopes of scoring for every component
3. Give checklist mark in the scoring column with the following information: (5) Excellent,
(4) Good, (3) Average, (2) Poor, (1) Very poor

| No | Name of Instrument | Criteria | Score | | | | | Total |
|----|---------------------------------|---|-------|---|---|---|---|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Content expert evaluation sheet | a. The learning objective stated clearly | | | | √ | | |
| | | b. The learning objective in accordance with SK/KD/Curriculum/RPS | | | | √ | | |
| | | c. The scope and depth of learning objective | | | √ | | | |
| | | d. Using the appropriate learning objectives | | | √ | | | |
| | | e. Interactivity | | | | √ | | |
| | | f. Provide learning motivation | | | | √ | | |
| | | g. Contextually and actuality | | | | √ | | |

| | | | | | | | | |
|--|--|---|--|--|--|---|--|--|
| | | h. Suitability of the quiz with the learning objectives | | | | √ | | |
| | | i. Easy to understand | | | | √ | | |
| | | j. Consistency of assessment with learning objective | | | | √ | | |
| | | k. The accuracy and consistency of the assessment tool | | | | √ | | |

Comment/suggestion:

Some games are good and easy to understand. In addition, the questions in the game are in accordance with the current curriculum, but there are some games that must be revised and provide instructions on loyalty.



Singaraja, May 29th, 2024

Expert Judge 1

Prof. Dr. I G A Lokita Utami, S.Pd., M.Pd

NIP. 198304022006042001

2. Media Expert Evaluation

The media Expert Evaluation Sheet below was adapted from (Fidawati & Suprianto, 2014).

Instruction

1. This evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column and if there are comments, it can be filled in the comment column.
2. There are 5 scopes of scoring for every component
3. Give checklist mark in the scoring column with the following information: (5) Excellent, (4) Good, (3) Average, (2) Poor, (1) Very poor

| No | Name of Instrument | Criteria | Score | | | | | Total |
|----|-------------------------------|---|-------|---|---|---|---|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Media expert evaluation sheet | a. Using Interactive design | | | | √ | | |
| | | b. Communicative media | | | | √ | | |
| | | c. Show the creative design | | | | √ | | |
| | | d. The effectiveness in using media | | | | √ | | |
| | | e. Can be managed easily | | | | √ | | |
| | | f. Sound clarity | | | | √ | | |
| | | g. Carrying capacity music | | | | √ | | |
| | | h. Easy to open and operate | | | | √ | | |
| | | i. Can be used on application on web | | | | √ | | |
| | | j. Appropriate selection of application or software or tool types for development | | | | √ | | |

Comment/suggestion:

- **Chapter 1**
 1. Question number 5 in the complete sentence game has a sentence that is still ambiguous, the option should be changed.
- **Chapter 4**
 1. In the match up game there is a repetition of sentences in the column that should be written “My Sister mops the floor on weekends” and the picture in this game does not clearly show the mopping activity.
 2. In the Spell the word game the clue in the form of audio is too fast and it might be better to add pictures as hints to make it easier for students to get an idea in answering.
- **Chapter 5**
 1. In the spell the word game, pictures should be added to make it easier for students to answer and also the audio is not clear enough.
- **Chapter 6**
 1. There is an error in writing the word “Blander” because the word is more like an Adjective (blander is comparative of bland) it should be written “Blender” Noun if it means a juicing machine.

Singaraja, May 29th, 2024

Expert Judge 1



Prof. Dr. I G A Lokita Utami, S.Pd., M.Pd

NIP. 198304022006042001

Expert Judgment Sheet

Expert II: G.A.P Suprianti, S.Pd., M.Pd.

Content Expert Evaluation Sheet

This evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column.

The Content Expert Evaluation Sheet below was adapted from (Findawati & Suprianto, 2014).

| No | Name of Instrument | Criteria | Relevant | Not Relevant |
|----|---------------------------------|---|----------|--------------|
| 1. | Content expert evaluation sheet | a. The learning objective stated clearly | √ | |
| | | b. The learning objective in accordance with SK/KD/Curriculum/RPS | √ | |
| | | c. The scope and depth of learning objective | √ | |
| | | d. Using the appropriate learning objectives | √ | |
| | | e. Interactivity | √ | |
| | | f. Provide learning motivation | √ | |
| | | g. Conceptuality and actuality | √ | |
| | | h. Suitability of the quiz with the learning objectives | √ | |
| | | i. Easy to understand | √ | |
| | | j. Consistency of assessment with learning objective | √ | |
| | | k. The accuracy and consistency of the assesment tool | √ | |

Singaraja, June 10th, 2024

Expert Judge II



G.A.P Suprianti, S.Pd., M.Pd

NIP. 199002242014042001



Expert Evaluation Sheet

Expert II: G.A.P Suprianti, S.Pd., M.Pd.

For instrument: Media Expert Evaluation Sheet

This evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column.

The Media Expert Evaluation Sheet below was adapted from (Findawati & Suprianto, 2014).

| No | Name of Instrument | Criteria | Relevant | Not Relevant |
|----|---------------------------------|---|----------|--------------|
| 1. | Content expert evaluation sheet | a. Using Interactive design | √ | |
| | | b. Communicative media | √ | |
| | | c. Show the creative design | √ | |
| | | d. The effectiveness in using media | √ | |
| | | e. Can be managed easily | √ | |
| | | f. Sound clarity | √ | |
| | | g. Carrying capacity music | √ | |
| | | h. Easy to open and operate | √ | |
| | | i. Can be used on application on web | √ | |
| | | j. Appropriate selection of application or software or tool types for development | √ | |

Singaraja, June 10th, 2024

Expert Judge II



G.A.P Suprianti, S.Pd., M.Pd

NIP. 199002242014042001



EXPERT JUDGEMENT SHEET

Title : Developing Wordwall Based Digital-Media for Teaching
Vocabulary of Fourth Grade 1st Semester at SD Negeri 1
Baktiseraga Singaraja.

Author : Kadek Pebi Kusuma Ningsih

Expert II : G.A.P Suprianti, S.Pd., M.Pd

Content Expert Evaluation

The content Expert Evaluation Sheet below was adapted from (Fidawati & Suprianto, 2014).

Instruction

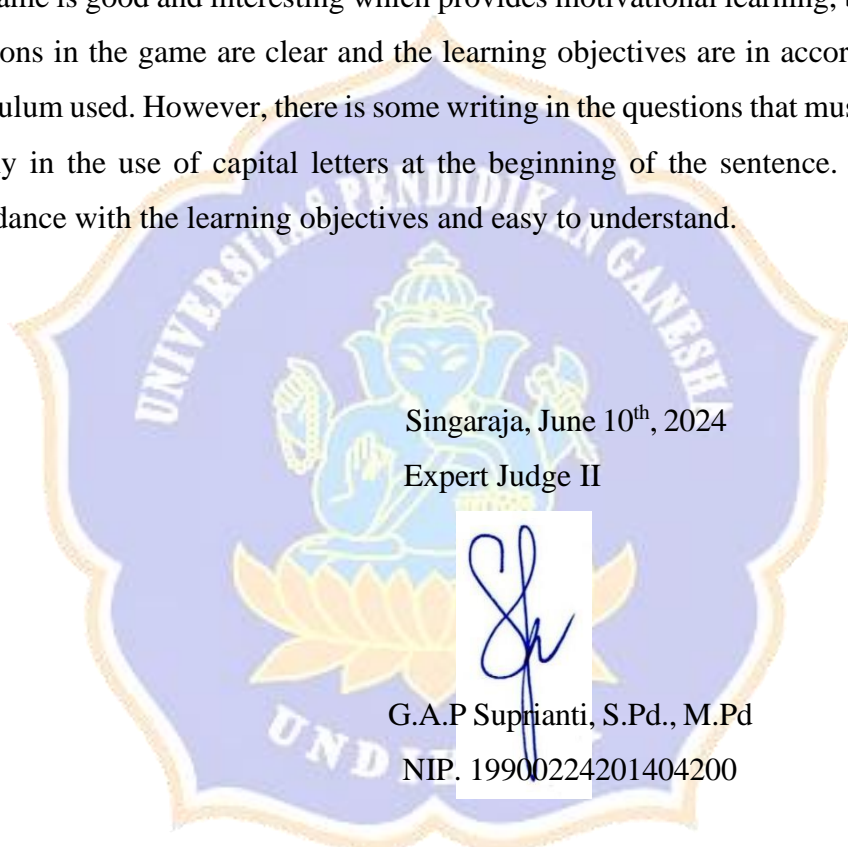
1. This evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column and if there are comments, it can be filled in the comment column.
2. There are 5 scopes of scoring for every component
3. Give checklist mark in the scoring column with the following information: (5) Excellent, (4) Good, (3) Average, (2) Poor, (1) Very poor

| No | Name of Instrument | Criteria | Score | | | | | Total |
|----|---------------------------------|---|-------|---|---|---|---|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Content expert evaluation sheet | a. The learning objective stated clearly | | | | √ | | |
| | | b. The learning objective in accordance with SK/KD/Curriculum/RPS | | | | | √ | |
| | | c. The scope and depth of learning objective | | | | √ | | |
| | | d. Using the appropriate learning objectives | | | | | √ | |
| | | e. Interactivity | | | | | √ | |
| | | f. Provide learning motivation | | | | | √ | |
| | | g. Contextually and actuality | | | | | √ | |

| | | | | | | | | |
|--|--|---|--|--|--|--|---|--|
| | | h. Suitability of the quiz with the learning objectives | | | | | √ | |
| | | i. Easy to understand | | | | | √ | |
| | | j. Consistency of assessment with learning objective | | | | | √ | |
| | | k. The accuracy and consistency of the assessment tool | | | | | √ | |

Comment/suggestion:

The game is good and interesting which provides motivational learning, besides that the questions in the game are clear and the learning objectives are in accordance with the curriculum used. However, there is some writing in the questions that must be improved, namely in the use of capital letters at the beginning of the sentence. The quiz is in accordance with the learning objectives and easy to understand.



Singaraja, June 10th, 2024

Expert Judge II

G.A.P Suprianti, S.Pd., M.Pd

NIP. 19900224201404200

Media Expert Evaluation

The media Expert Evaluation Sheet below was adapted from (Fidawati & Suprianto, 2014).

Instruction

1. This evaluation sheet is filled by the expert judges. Give checklist mark (√) in the scoring column and if there are comments, it can be filled in the comment column.
2. There are 5 scopes of scoring for every component
3. Give checklist mark in the scoring column with the following information: (5) Excellent, (4) Good, (3) Average, (2) Poor, (1) Very poor

| No | Name of Instrument | Criteria | Score | | | | | Total |
|----|-------------------------------|---|-------|---|---|---|---|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Media expert evaluation sheet | a. Using Interactive design | | | | | √ | |
| | | b. Communicative media | | | | | √ | |
| | | c. Show the creative design | | | | | √ | |
| | | d. The effectiveness in using media | | | | | √ | |
| | | e. Can be managed easily | | | | √ | | |
| | | f. Sound clarity | | | | √ | | |
| | | g. Carrying capacity music | | | | | √ | |
| | | h. Easy to open and operate | | | | | √ | |
| | | i. Can be used on application on web | | | | | √ | |
| | | j. Appropriate selection of application or software or tool types for development | | | | | √ | |

Comment/suggestion:

The game already uses interactive and creative design. However, there are some games that should be improved, namely:

- **Chapter 1**

1. For Match up game, there is an error in writing, namely in the word “Drinking” which is correct in writing is “Drinking”.
2. In the show quiz game, change the capital letter in the option because the use of capital letters is used for beginning of the sentence and not used in the middle of the sentence.

- **Chapter 2**

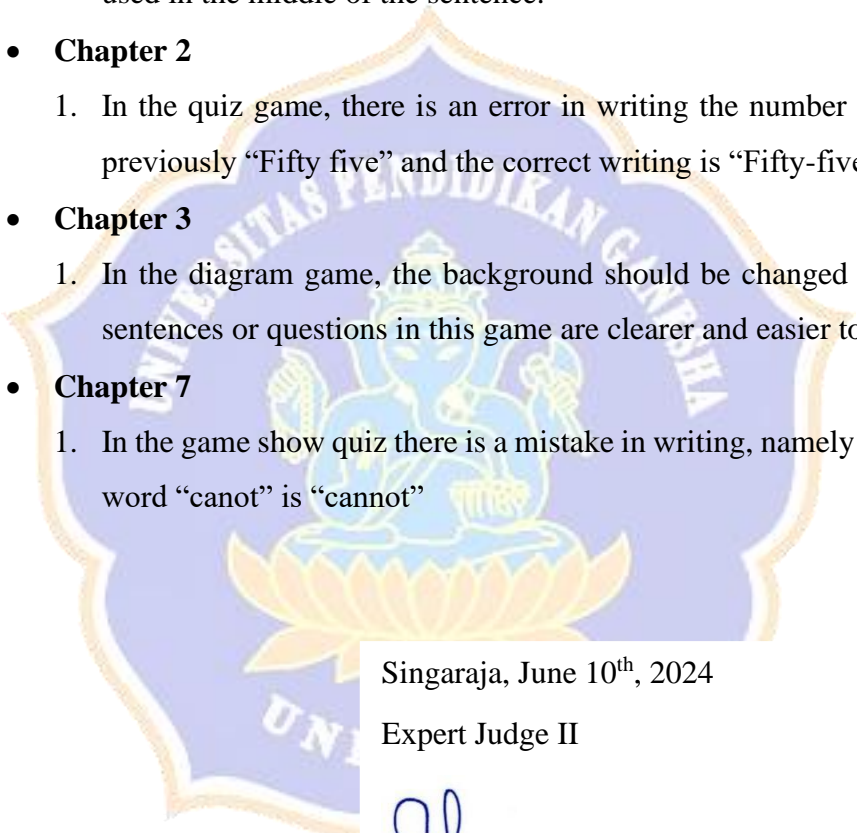
1. In the quiz game, there is an error in writing the number which was previously “Fifty five” and the correct writing is “Fifty-five”.

- **Chapter 3**

1. In the diagram game, the background should be changed so that the sentences or questions in this game are clearer and easier to read.

- **Chapter 7**

1. In the game show quiz there is a mistake in writing, namely the correct word “canot” is “cannot”



Singaraja, June 10th, 2024

Expert Judge II



G.A.P Suprianti, S.Pd., M.Pd

NIP. 199002242014042001

Appendix 6 User Evaluation Questioner

Evaluation Sheet

User Evaluation Questioner for English Teacher

Title : Developing Wordwall-Based Digital Media for Teaching English Vocabulary of Fifth-Grade 1st Semester at SD Negeri 1 Baktiseraga

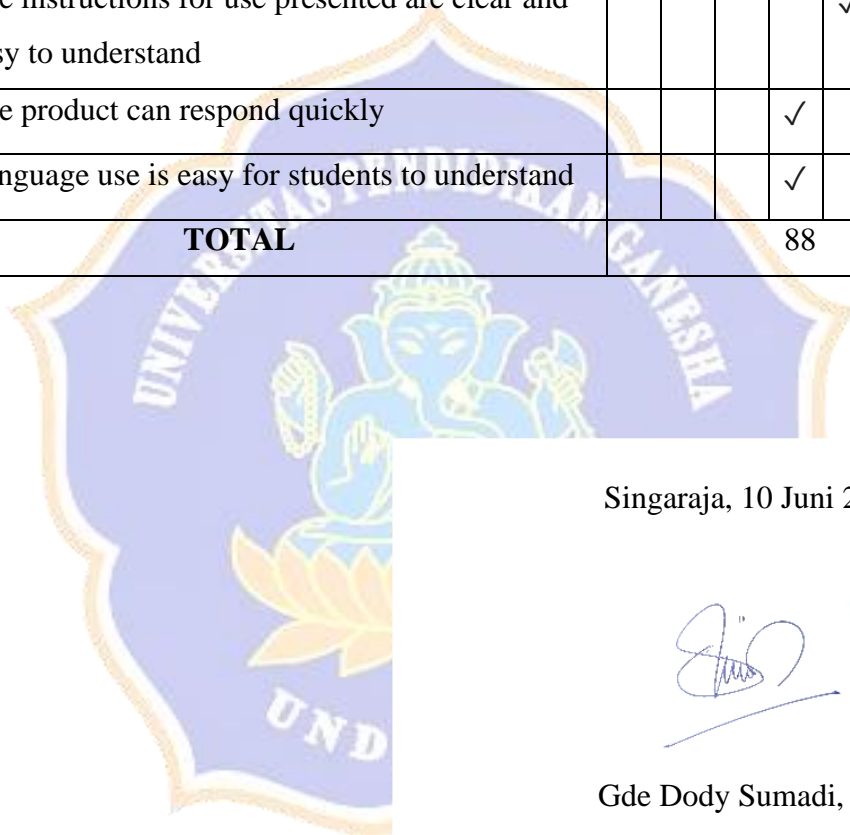
Name : Gde Dody Sumadi, S.Pd

Author : Komang Santi Widi Rahayu

This instrument of Evaluation Sheet is filled by the user. Give checklist mark (✓) in the column.

| NO | Questions | Response | | | | | Note |
|-----|--|----------|---|---|---|---|------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1. | The Animation used is interesting | | | | | ✓ | |
| 2. | Selection of back sound | | | | ✓ | | |
| 3. | Harmony between color and game combination | | | | | ✓ | |
| 4. | Images presented can be seen clearly | | | | | ✓ | |
| 5. | Background does not distract from text and images | | | | ✓ | | |
| 6. | Appropriate button placement | | | | | ✓ | |
| 7. | Easy to use navigation buttons | | | | | ✓ | |
| 8. | The writing in the game is clear and the type and size of the font used is appropriate | | | | | ✓ | |
| 9. | The audio used is clearly audible and the back sound does not use concentration | | | | | ✓ | |
| 10. | There are challenges that keep students challenged to play. | | | | | ✓ | |
| 11. | The challenge of each game increases | | | | | ✓ | |

| | | | | | | | |
|--------------|---|--|--|--|---|----|--|
| 12. | There is a reward if the player answers correctly | | | | ✓ | | |
| 13. | There is a punishment for players who answer the wrong questions | | | | ✓ | | |
| 14. | Use of score in the game | | | | | ✓ | |
| 15. | Quizzes that are structured with enough time to complete | | | | ✓ | | |
| 16. | The game is easy to operate | | | | | ✓ | |
| 17. | The instructions for use presented are clear and easy to understand | | | | | ✓ | |
| 18. | The product can respond quickly | | | | ✓ | | |
| 19. | Language use is easy for students to understand | | | | ✓ | | |
| TOTAL | | | | | | 88 | |



Singaraja, 10 Juni 2024

Gde Dody Sumadi, S.Pd

Appendix 7 User Questioner for Student

Evaluation Sheet

User Judgement for Student

Title : Developing Wordwall-Based Digital Media for Teaching English Vocabulary of Fourth-Grade 1st Semester at SD Negeri 1 Baktiseraga

Name : Puh Dea Amandayan

Grade : 4A

This instrument of Evaluation Sheet is filled by the user. Give checklist mark (✓) in the column.

| NO | Pernyataan | Response | | | | | Note |
|-----|---|----------|---|---|---|---|------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Animasi yang digunakan menarik | | | | | ✓ | |
| 2. | Pemilihan backsound | | | | ✓ | | |
| 3. | Keserasaian antara kombinasi warna dan game | | | | | ✓ | |
| 4. | Gambar yang disajikan dapat terlihat dengan jelas | | | | ✓ | | |
| 5. | Latar belakang tidak mengganggu teks dan gambar | | | | ✓ | | |
| 6. | Penempatan tombol yang sudah sesuai | | | | | ✓ | |
| 7. | Kemudahan dalam menggunakan tombol navigasi | | | | ✓ | | |
| 8. | Tulisan dalam game jelas serta jenis dan ukuran huruf/tulisan yang digunakan sesuai | | | | ✓ | | |
| 9. | Audio yang digunakan terdengar jelas dan backsound tidak menggunakan konsentrasi | | | | | ✓ | |
| 10. | Terdapat challenge yang akan membuat siswa tertantang untuk bermain | | | | ✓ | | |
| 11. | Tantangan pada setiap game meningkat | | | | | ✓ | |
| 12. | Terdapat reward jika pemain menjawab benar | | | | | ✓ | |
| 13. | Terdapat punishment bagi pemain yang salah dalam menjawab soal | | | | ✓ | | |
| 14. | Penggunaan score pada permainan | | | | | ✓ | |
| 15. | Kuis yang disusun dengan durasi pengerjaan yang cukup | | | | ✓ | | |
| 16. | Game mudah untuk dioperasikan | | | | | ✓ | |

| | | | | | | | |
|--------------|---|--|--|--|--|---|--|
| 17. | Petunjuk penggunaan yang disajikan jelas dan mudah dimengerti | | | | | ✓ | |
| 18. | Produk dapat merespon dengan cepat | | | | | ✓ | |
| 19. | Penggunaan Bahasa mudah dimengerti oleh siswa | | | | | ✓ | |
| TOTAL | | | | | | | |

Evaluation Sheet

User Judgement for Student

Title : Developing Wordwall-Based Digital Media for Teaching English Vocabulary of Fourth-Grade 1st Semester at SD Negeri 1 Baktiseraga

Name : Ruti Indra Wardana

Grade : 4A

This instrument of Evaluation Sheet is filled by the user. Give checklist mark (✓) in the column.

| NO | Pernyataan | Response | | | | | Note |
|-----|--|----------|---|---|---|---|------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Animasi yang digunakan menarik | | | | | ✓ | |
| 2. | Pemilihan backsound | | | | | ✓ | |
| 3. | Keserasaian antara kombinasi warna dan <i>game</i> | | | | | ✓ | |
| 4. | Gambar yang disajikan dapat terlihat dengan jelas | | | | ✓ | | |
| 5. | Latar belakang tidak mengganggu teks dan gambar | | | | ✓ | | |
| 6. | Penempatan tombol yang sudah sesuai | | | | | ✓ | |
| 7. | Kemudahan dalam menggunakan tombol navigasi | | | | ✓ | | |
| 8. | Tulisan dalam <i>game</i> jelas serta jenis dan ukuran huruf/tulisan yang digunakan sesuai | | | | | ✓ | |
| 9. | Audio yang digunakan terdengar jelas dan <i>backsound</i> tidak menggunakan konsentrasi | | | | ✓ | | |
| 10. | Terdapat <i>challenge</i> yang akan membuat siswa tertantang untuk bermain | | | | | ✓ | |
| 11. | Tantangan pada setiap <i>game</i> meningkat | | | | | ✓ | |
| 12. | Terdapat <i>reward</i> jika pemain menjawab benar | | | | | ✓ | |
| 13. | Terdapat <i>punishment</i> bagi pemain yang salah dalam menjawab soal | | | | | ✓ | |
| 14. | Penggunaan <i>score</i> pada permainan | | | | | ✓ | |
| 15. | Kuis yang disusun dengan durasi pengerjaan yang cukup | | | | | ✓ | |
| 16. | Game mudah untuk dioperasikan | | | | | ✓ | |

| | | | | | | | |
|--------------|---|--|--|--|--|---|--|
| 17. | Petunjuk penggunaan yang disajikan jelas dan mudah dimengerti | | | | | ✓ | |
| 18. | Produk dapat merespon dengan cepat | | | | | ✓ | |
| 19. | Penggunaan Bahasa mudah dimengerti oleh siswa | | | | | ✓ | |
| TOTAL | | | | | | | |

Evaluation Sheet

User Judgement for Student

Title : Developing Wordwall-Based Digital Media for Teaching English
Vocabulary of Fourth-Grade 1st Semester at SD Negeri 1 Baktiseraga

Name : Ketut Indah Pradnyantari

Grade : 4A

This instrument of Evaluation Sheet is filled by the user. Give checklist mark (✓) in the column.

| NO | Pernyataan | Response | | | | | Note |
|-----|--|----------|---|---|---|---|------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Animasi yang digunakan menarik | | | | | ✓ | |
| 2. | Pemilihan backsound | | | | | ✓ | |
| 3. | Keserasaian antara kombinasi warna dan <i>game</i> | | | | ✓ | | |
| 4. | Gambar yang disajikan dapat terlihat dengan jelas | | | | ✓ | | |
| 5. | Latar belakang tidak mengganggu teks dan gambar | | | | | ✓ | |
| 6. | Penempatan tombol yang sudah sesuai | | | | | ✓ | |
| 7. | Kemudahan dalam menggunakan tombol navigasi | | | | ✓ | | |
| 8. | Tulisan dalam <i>game</i> jelas serta jenis dan ukuran huruf/tulisan yang digunakan sesuai | | | | ✓ | | |
| 9. | Audio yang digunakan terdengar jelas dan <i>backsound</i> tidak menggunakan konsentrasi | | | | ✓ | | |
| 10. | Terdapat <i>challenge</i> yang akan membuat siswa tertantang untuk bermain | | | | ✓ | | |
| 11. | Tantangan pada setiap <i>game</i> meningkat | | | | | ✓ | |
| 12. | Terdapat <i>reward</i> jika pemain menjawab benar | | | | ✓ | | |
| 13. | Terdapat <i>punishment</i> bagi pemain yang salah dalam menjawab soal | | | | ✓ | | |
| 14. | Penggunaan score pada permainan | | | | | ✓ | |
| 15. | Kuis yang disusun dengan durasi pengerjaan yang cukup | | | | ✓ | | |
| 16. | Game mudah untuk dioperasikan | | | | | ✓ | |

| | | | | | | | |
|--------------|---|--|--|--|---|---|--|
| 17. | Petunjuk penggunaan yang disajikan jelas dan mudah dimengerti | | | | ✓ | | |
| 18. | Produk dapat merespon dengan cepat | | | | | ✓ | |
| 19. | Penggunaan Bahasa mudah dimengerti oleh siswa | | | | | ✓ | |
| TOTAL | | | | | | | |

Evaluation Sheet

User Judgement for Student

Title : Developing Wordwall-Based Digital Media for Teaching English Vocabulary of Fourth-Grade 1st Semester at SD Negeri 1 Baktiseraga

Name : Gusti Bagus Kesawa

Grade : 4A

This instrument of Evaluation Sheet is filled by the user. Give checklist mark (✓) in the column.

| NO | Pernyataan | Response | | | | | Note |
|-----|--|----------|---|---|---|---|------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Animasi yang digunakan menarik | | | | ✓ | | |
| 2. | Pemilihan backsound | | | | | ✓ | |
| 3. | Keserasaian antara kombinasi warna dan <i>game</i> | | | | | ✓ | |
| 4. | Gambar yang disajikan dapat terlihat dengan jelas | | | | ✓ | | |
| 5. | Latar belakang tidak mengganggu teks dan gambar | | | | ✓ | | |
| 6. | Penempatan tombol yang sudah sesuai | | | | | ✓ | |
| 7. | Kemudahan dalam menggunakan tombol navigasi | | | | | ✓ | |
| 8. | Tulisan dalam <i>game</i> jelas serta jenis dan ukuran huruf/tulisan yang digunakan sesuai | | | | ✓ | | |
| 9. | Audio yang digunakan terdengar jelas dan <i>backsound</i> tidak menggunakan konsentrasi | | | | ✓ | | |
| 10. | Terdapat <i>challenge</i> yang akan membuat siswa tertantang untuk bermain | | | | ✓ | | |
| 11. | Tantangan pada setiap <i>game</i> meningkat | | | | | ✓ | |
| 12. | Terdapat <i>reward</i> jika pemain menjawab benar | | | | ✓ | | |
| 13. | Terdapat <i>punishment</i> bagi pemain yang salah dalam menjawab soal | | | | ✓ | | |
| 14. | Penggunaan <i>score</i> pada permainan | | | | | ✓ | |
| 15. | Kuis yang disusun dengan durasi pengerjaan yang cukup | | | | | ✓ | |
| 16. | Game mudah untuk dioperasikan | | | | | ✓ | |

| | | | | | | | |
|--------------|---|--|--|--|---|---|--|
| 17. | Petunjuk penggunaan yang disajikan jelas dan mudah dimengerti | | | | | ✓ | |
| 18. | Produk dapat merespon dengan cepat | | | | ✓ | | |
| 19. | Penggunaan Bahasa mudah dimengerti oleh siswa | | | | | ✓ | |
| TOTAL | | | | | | | |

Evaluation Sheet

User Judgement for Student

Title : Developing Wordwall-Based Digital Media for Teaching English Vocabulary of Fourth-Grade 1st Semester at SD Negeri 1 Baktiseraga

Name : Komang Rahh Maharuni

Grade : 4A

This instrument of Evaluation Sheet is filled by the user. Give checklist mark (✓) in the column.

| NO | Pernyataan | Response | | | | | Note |
|-----|---|----------|---|---|---|---|------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1. | Animasi yang digunakan menarik | | | | | ✓ | |
| 2. | Pemilihan backsound | | | | | ✓ | |
| 3. | Keserasaian antara kombinasi warna dan <i>game</i> | | | | ✓ | | |
| 4. | Gambar yang disajikan dapat terlihat dengan jelas | | | | ✓ | | |
| 5. | Latar belakang tidak mengganggu teks dan gambar | | | | | ✓ | |
| 6. | Peneempatan tombol yang sudah sesuai | | | | | ✓ | |
| 7. | Kemudahan dalam menggunakan tombol navigasi | | | | | ✓ | |
| 8. | Tulisan dalam <i>game</i> jelas serta jenis dan ukuran huru/tulisan yang digunakan sesuai | | | | | ✓ | |
| 9. | Audio yang digunakan terdengar jelas dan <i>backsound</i> tidak menggunakan konsentrasi | | | ✓ | | | |
| 10. | Terdapat <i>challenge</i> yang akan membuat siswa tertantang untuk bermain | | | | | ✓ | |
| 11. | Tantangan pada setiap <i>game</i> meningkat | | | | | ✓ | |
| 12. | Terdapat <i>reward</i> jika pemain menjawab benar | | | | | ✓ | |
| 13. | Terdapat <i>punishment</i> bagi pemain yang salah dalam menjawab soal | | | | | ✓ | |
| 14. | Penggunaan <i>score</i> pada permainan | | | | | ✓ | |
| 15. | Kuis yang disusun dengan durasi pengerjaan yang cukup | | | | | ✓ | |
| 16. | Game mudah untuk dioperasikan | | | | | ✓ | |

| | | | | | | | |
|--------------|---|--|--|--|--|---|--|
| 17. | Petunjuk penggunaan yang disajikan jelas dan mudah dimengerti | | | | | ✓ | |
| 18. | Produk dapat merespon dengan cepat | | | | | ✓ | |
| 19. | Penggunaan Bahasa mudah dimengerti oleh siswa | | | | | ✓ | |
| TOTAL | | | | | | | |

Appendix 8 Implementation

