# APPENDICES

## APPENDIX 1

### Observation Sheet

| No | Statements | Available | Unavailable |
|---|---|---|---|
| **The Existence of Textbook as Supplementary Media in the Library** | | | |
| 1. | English textbooks as supplementary books or media integrated with Merdeka Curriculum. | ✔ | |
| **The Use of Learning Media as supplementary Media in the Class** | | | |
| 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 media in the form of media to support the book named "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 students motivation. | ✔ | |
| 7. | Using supplementary media in the form of digital based media in the learning process. | ✔ | |
| 8. | The use of supplementary media in the form of media in the learning process can improve students' English language skill. | ✔ | |
| 9. | The use of supplementary 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. | ✔ | |

UNIVERSITAS PENDIDIKAN GANESHA
UNDIKSHA

## APPENDIX 2

### English Teacher Interview Guide

| Basic Theories | Response | | |
|---|---|---|---|
| | Yes | No | Question & Answer |
| The education curriculum in Indonesia has changed from time to time. The curriculum currently implemented in schools is the Merdeka curriculum. This Merdeka curriculum focuses on character development in students and emphasizes basic knowledge and student growth according to phases and procedures (Amanda et al, 2023). | ✔ | | **Question:**<br>Does SD Negeri 1 Baktiseraga implemented the Merdeka curriculum for all classes?<br><br>(Apakah di SD Negeri 1 Baktiseraga sudah menerapkan kurikulum Merdeka untuk semua kelas?)<br><br>**Answer:**<br>SD Negeri 1 Baktiseraga has implemented Merdeka Curriculum for all grades.<br><br>(SD Negeri 1 Baktiseraga sudah menerapkan Kurikulum Merdeka untuk semua kelas). |
| Suplementary media is quite effective and efficient in delivering learning materials for students and can also encourage students motivation. In teaching vocabulary using additional media is easier understand in delivering material (Spratt et al, 2012 and Aba, 2019). | ✔ | | **Question:**<br>Does SD Negeri 1 Baktiseraga use digital media for the learning process and what kind of digital media is used?<br><br>(Apakah di SD Negeri 1 Baktiseraga menggunakan media digital untuk proses pembelajaran dan media digital seperti apa yang digunakan?)<br><br>**Answer:**<br>Teachers have implemented digital media for learning by using |

| | | | |
|---|---|---|---|
| | | | the Kahoot and Quizizz platforms, both media are used at grade 5 level and according to teachers digital media is able to make the learning atmosphere in the classroom more interactive and interesting.<br><br>(Guru sudah menerapkan media digital untuk pembelajaran dengan menggunakan platform Kahoot dan Quizizz, kedua media tersebut digunakan pada tingkat kelas 5 dan menurut guru media digital mampu membuat suasana belajar di kelas menjadi lebih interaktif dan menarik). |
| Suplementary media is quite effective and efficient in delivering learning materials for students and can also encourage students motivation. In teaching vocabulary using additional media is easier understand in delivering material (Spratt et al, 2012 and Aba, 2019). | ✔ | | **Question:**<br>Is this digital media also used in the English learning process, especially in vocabulary learning at SD Negeri 1 Baktiseraga?<br><br>(Apakah media digital ini digunakan juga dalam proses pembelajaran Bahasa Inggris terutama pada pembelajaran kosa kata di SD Negeri 1 Baktiseraga?)<br><br>**Answer:**<br>Teachers use Kahoot and Quizizz to teach English to Grade 5 students by aligning the material in the textbook into digital media.<br><br>(Guru menggunakan Kahoot dan Quizizz untuk mengajar bahasa inggris pada siswa kelas 5 dengan menyelaraskan materi pada buku paket kedalam media digital). |

| | | | |
|---|---|---|---|
| Textbooks are a medium that is often used in the learning process. The government in Indonesia has provided textbooks in every school from the primary level to the upper high school level in accordance with the current Merdeka Curriculum. The book "My Next Words" is an English book that has been provided by the Ministry of Education and Culture in accordance with the Merdeka Curriculum. (Permindikbud, 2016; Bulqiyah & Ambarawati, 2023). | ✔ | | **Question:**<br>Does SD Negeri 1 Baktiseraga use the book "My Next Word" as a reference material in learning English?<br><br>(Apakah di SD Negeri 1 Baktiseraga menggunakan buku "My Next Word" sebagai acuan materi dalam pembelajaran bahasa inggris?)<br><br>**Answer:**<br>SD Negeri 1 Baktiseraga has used the My Next Word book as the main book, but for grade 6 it still uses e-books and grades 4,5 have used physical books.<br><br>(SD Negeri 1 Baktiseraga sudah menggunakan buku My Next Word sebagai buku utama, namun untuk kelas 6 masih menggunakan e-book dan kelas 4 dan 5 sudah menggunakan buku fisik). |
| The number of students as a process component has been a concern of previous researchers. To create the quality of education means the learning process must be more effective, one of which is taking into account the comparative capacity of the number of students in one class (Apridasari, 2016). | ✔ | | **Question:**<br>How many the total number of students at SD Negeri 1 Baktiseraga for 5A class?<br><br>(Berapa jumlah total siswa di SD Negeri 1 Baktiseraga untuk kelas 5A?)<br><br>**Answer:**<br><br>Total number of students :<br><br>5A : 30 students |

**APPENDIX 3**

# MODUL AJAR

## A. INFORMASI UMUM MODUL

| | |
|---|---|
| **Nama Penyusun** | : Gde Dody Sumadi, S.Pd. |
| **Instansi/Sekolah** | : SD Negeri 1 Baktiseraga |
| **Jenjang / Kelas** | : SD / V |
| **Alokasi Waktu** | : 2X 3 Pertemuan ( 6 X 35 Menit ) |
| **Tahun Pelajaran** | : 2022 / 2023 |

## B. KOMPONEN INTI

| **Capaian Pembelajaran FaseC** | |
|---|---|
| Pada akhir Fase C, peserta didik memahami dan merespon teks lisan, tulisan, dan visual sederhana dalam bahasa Inggris. Mereka menggunakan bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dalam situasi yang familiar/lazim/rutin. Peserta didik memahami hubungan bunyi huruf pada kosakata sederhana dalam bahasa Inggris dan menggunakan pemahaman tersebut untuk memahami dan memproduksi teks tulisan dan visual sederhana dalam bahasa Inggris dengan bantuan contoh. | |
| **Fase B Berdasarkan Elemen** | |
| Elemen Menyimak – Berbicara | Pada akhir Fase C, peserta didik menggunakan kalimat dengan pola tertentu dalam bahasa Inggris untuk berinteraksi pada lingkup situasi sosial dan kelas yang makin luas, namun masih dapat diprediksi atau bersifat rutin. Mereka mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam aktivitas belajar, seperti membuat pertanyaan sederhana, meminta klarifikasi dan meminta izin. Mereka menggunakan beberapa strategi untuk mengidentifikasi informasi penting/inti dalam berbagai konteks, seperti meminta pembicara untuk mengulangi atau berbicara dengan lebih pelan, atau bertanya arti sebuah kata. Mereka mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar.<br>*By the end of Phase C, students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities such as asking simple questions, requesting clarification and seeking permission. They use some strategies to identify key information in most contexts such as asking a speaker to repeat or to speak slowly, or asking what a word means. They follow aseries of simple instructions related to classroom procedures and learning activities.* |

| | |
|---|---|
| Elemen Membaca – Memirsa | Pada akhir Fase C, peserta didik memahami kata-kata yang sering digunakan sehari-hari dan memahami kata-kata baru dengan bantuan gambar/ilustrasi serta kalimat dalam konteks yang dipahami peserta didik. Mereka membaca dan memberikan respon terhadap beragam teks pendek, sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif. Mereka menemukan informasi pada sebuah kalimat dan menjelaskan topik sebuah teks yang dibaca atau diamatinya.<br>*By the end of Phase C, students understand familiar and new vocabulary with support from visual cues or context clues. They read and respond to a wide range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts. They find basic information in a sentence and explain a topic in a text read or viewed*. |
| Elemen Menulis – Mempresentasikan | Pada akhir Fase C, peserta didik mengomunikasikan ide dan pengalamannya melalui salinan tulisan dan tulisan sederhana mereka sendiri, serta menunjukkan perkembangan pemahaman terhadap proses menulis. Mereka menunjukkan kesadaran awal bahwa teks dalam bahasa Inggris ditulis dengan kaidah (konvensi) yang disesuaikan dengan konteks dan tujuannya. Dengan bantuan guru, mereka menghasilkan teks deskripsi, cerita, dan prosedur sederhana menggunakan kalimat dengan pola tertentu dan contoh pada tingkatan kata dan kalimat sederhana. Mereka menunjukkan kesadaran atas pentingnya tanda baca dasar dan penggunaan huruf kapital. Mereka menunjukkan pemahaman terhadap beberapa hubungan bunyi-huruf dalam bahasa Inggris dan ejaan dari kata-kata yang umum digunakan. Dalam menulis, mereka menggunakan kosakata yang berkaitan dengan lingkungan kelas dan rumah, dan mereka juga menggunakan beberapa strategi dasar seperti menyalin kata atau frasa dari buku atau daftar kata, menggunakan gambar, dan bertanya bagaimana cara menuliskan sebuah kata.<br>*By the end of Phase C, students communicate their ideas and experience through copied writing and their own basic writing, showing evidence of a developing understanding of the writing process. They demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose. With teachers' support, they produce simple descriptions, recounts and procedures using certain patterns of sentences and modelled examples at word and simple sentence level. They show awareness of the need for basic punctuation and capitalization. They demonstrate knowledge of some English letter-sound relationships and the spelling of high-frequency words. In their writing, they use vocabulary related to their class and home environments, and use basic strategies, such as copying words or phrases from books or word lists, using images and asking how to write a word.* |

| | |
|---|---|
| **Tujuan Pembelajaran** | 1. Peserta didik mampu menggunakan kata sifat perbandingan untuk menjelaskan ciri manusia, binatang, dan benda-benda lainnya. |
| **Profil Pancasila** | • Mandiri<br>• Kreatif<br>• Berpikir kritis<br>• Bergotong royong |
| **Kata kunci** | Animal, giraffe, deer, smaller than, taller than, younger than, faster than, cheaper than, more expensive than, bigger than, shorter than, newer than, thinner than, longer than, older than, fatter than, slower than. |

| |
|---|
| **Target Peserta Didik** : |
| Peserta didik Reguler |
| **Jumlah Siswa** : |
| 30 Peserta didik (dimodifikasi dalam pembagian jumlah anggota kelompok ketika jumlah siswa sedikti atau lebih banyak) |
| **Assesmen** : |
| Guru menilai ketercapaian tujuan pembelajaran<br>- Asesmen individu<br>- Asesmen kelompok |
| **Jenis Assesmen** : |
| • Presentasi<br>• Produk<br>• Tertulis<br>• Unjuk Kerja<br>• Tertulis |
| **Model Pembelajaran** |
| • Tatap muka |
| **Ketersediaan Materi** : |
| • Pengayaan untuk peserta didik berpencapaian tinggi:<br>YA/TIDAK<br>• Alternatif penjelasan, metode, atau aktivitas untuk peserta didik yang sulit memahami konsep:<br>YA/TIDAK |
| **Kegiatan Pembelajaran Utama / Pengaturan peserta didik** : |
| • Individu |

- Berkelompok (Lebih dari dua orang)

**Metode dan Model Pembelajaran**:

Diskusi, Presentasi, Demontrasi, Permainan

**Media Pembelajaran**

1. Laptop
2. Alat bantu audio (speaker)
3. Proyektor
4. Jaringan internet
5. Video yang berkaitan dengan dengan materi
6. Gambar yang berkaitan dengan materi

**Materi Pembelajaran**

The giraffe is taller than the deer

- Students are able to use comparative adjectives to talk about people, animals, and things

**Sumber Belajar** :

1. Sumber Utama
   - Buku bahasa inggris My Next Words kelas V SD
   - Internet

2. Sumber Alternatif

   Guru juga dapat menggunakan alternatif sumber belajar yang terdapat di lingkungan sekitar dan disesuaikan dengan tema yang sedang dibahas.

**Persiapan Pembelajaran** :

a. Memastikan semua sarana prasarana, alat, dan bahan tersedia
b. Memastikan kondisi kelas kondusif
c. Mempersiapkan bahan tayang
d. Mempersiapkan lembar kerja siswa

**Langkah-langkah Kegiatanpembelajaran :**

**Kegiatan Pembuka**

- Guru mempersiapkan peserta didik secara fisik maupun psikis untuk dapat mengikuti pembelajaran dengan baik.
- Guru memberikan dorongan kepada peserta didik di kelas agar bersemangat pada saat mengikuti pelajaran melalui apersepsi yang dapat membangkitkan semangat belajar peserta didik.
- Peserta didik diberikan kesempatan untuk memimpin doa bersama sesuai dengan agama dan kepercayaannya masing-masing sebelum pembelajaran dilaksanakan.
- Setelah berdoa selesai, Siswa yang mendapat tugas bergilir, menyuruh teman–temannya untuk berdiri menggunakan Bahasa Inggris dan memimpin menyanyikan lagu pilihan yang disiapkan oleh guru, atau lagu dalam Bahasa Inggris yang lainnya yang sudah pernah dipelajari.
- Peserta didik bersama dengan guru mendiskusikan tujuan dan rencana kegiatan pembelajaran.

**Prosedur Kegiatan :**

**Look and say**

## Look and answer

Peserta didik mampu menuliskanjawaban pertanyaan tentang ajektiva komparatif dengan tepat dan benar.

1. Peserta didik diminta membuka buku halaman 83-84.
2. Peserta didik mengamati gambar dan kalimat yang ada pada gambar.
3. Guru menunjuk pada satu contoh gambar dalam buku dan memberikan pertanyaan. Contoh pertanyaan guru:
   ***How is the elephant compared to the rabbit? Is the rabbit bigger?***
4. Peserta didik mencoba menjawab latihan dengan menuliskan jawaban seperti contoh yang diberikan.

| My new words | |
|---|---|
| Peserta didik dan guru mampu melakukan kegiatan penguatan dengan mengucapkan dan mengingat kembali materi pembelajaran dalam unit ini.<br>Pada tahapan ini guru mengajak peserta didik untuk mengingat kembali kosakata tentang perbandingan. | |

**Kegiatan Penutup**

Peserta didik menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam pembelajaranThe giraffe is  taller than the deer
Memberikan umpan balik terhadap proses dan hasil pembelajaran
Peserta didik yang mendapat giliran, memimpin menyanyikan kembali lagu yang sudah dipelajari dalam bahasa Inggris.
Peserta didik yang mendapat tugas bergilir, memimpin doa menggunakan Bahasa Inggris kemudian peserta didik berterima kasih kepada guru dan saling mengucapkan salam perpisahan menggunakan Bahasa Inggris untuk mengakhiri kegiatan belajar

**Pelaksanaan Asesmen**

**Sikap**

- Melakukan observasi selama kegiatan berlangsung dan menuliskannya pada jurnal, baik sikap positif dan negatif.
- Melakukan penilaian antarteman.
- Mengamati refleksi peserta didik.

**Pengetahuan**

- Memberikan tugas tertulis, lisan, dan tes tertulis

**Keterampilan**

- Presentasi
- Proyek
- Portofolio

**Pengayaan dan Remedial**

**Pengayaan:**

- 🕮 Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai kompetensi dasar (KD).
- 🕮 Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- 🕮 Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pembelajaran pengayaan untuk perluasan atau pendalaman materi

**Remedial**

- 🕮 Remedial dapat diberikan kepada peserta didik yang capaian kompetensi dasarnya (KD) belum tuntas.
- 🕮 Guru memberi semangat kepada peserta didik yang belum tuntas.
- 🕮 Guru akan memberikan tugas bagi peserta didik yang belum tuntas dalam bentuk pembelajaran ulang, bimbingan perorangan, belajar kelompok, pemanfaatan tutor sebaya bagi peserta didik yang belum mencapai ketuntasan belajar sesuai hasil analisis penilaian.

**Kriteria Penilaian** :

- Penilaian proses: berupa catatan/deskripsi kerja saat diskusi kelompok.
- Penilaian Akhir: Skor nilai 10-100

**Rubrik Penilaian** :

Berikut adalah penilaian yang dapat digunakan oleh guru dalam menilai peserta didik pada unit 8.

| No | Nama | Aspek | | | | | | | | | Rata-rata |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Akurasi (grammar) | | | Ketuntasan | | | Mekanik (tanda baca, ejaan, kapitalisasi) | | | |
| | | 1 | 2 | 3 | 1 | 2 | 3 | | | | |
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
| 5 | | | | | | | | | | | |

**Refleksi Guru:**

| No | Pertanyaan | Jawaban |
|---|---|---|
| 1 | Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini? | |
| 2 | Apa yang menjadi kendala dalam pembelajaran pada unit ini? | |

| | | |
|---|---|---|
| 3 | Bagaimana pencapaian keberhasilan dalam pembelajaran unit ini? | |
| 4 | Poin penting apakah yang perlu menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini? | |
| 5 | Tuliskan satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini? | |

**Refleksi Peserta Didik:**

| **Saya Senang** | | | |
|---|---|---|---|
| 1. Mendengarkan cerita yang dibacakan guru | | | |
| 2. Mengenal kosakata baru untuk menggambarkan perbandingan antara ciri-ciri manusia, binatang, dan benda-benda lainnya di sekitar saya | | | |
| 3. Menulis kalimat menggunakan kata sifat menggambarkan perbandingan antara ciri-ciri manusia, binatang, dan benda-benda lainnya di sekitar saya | | | |
| **Saya Dapat** | | | |
| 1. Menggunakan kosakata baru untuk menggambarkan perbandingan antara ciri-ciri manusia, binatang, dan benda-benda lainnya di sekitar saya | | | |
| 2. Menanyakan dan menjawab pertanyaan mengenai menggambarkan perbandingan antara ciri-ciri manusia, binatang, dan benda-benda lainnya di sekitar saya | | | |

## APPENDIX 4

## Matrix of Module Analysis

| Class | Semester | Topic | Description | Need To Be Developed | No Need To Be Developed |
|---|---|---|---|---|---|
| V | 2 | 6<br>Parts of our body that work together | Students are able to tell different body parts and their functions.<br><br>Students are able to express functions of body parts in daily activities.<br><br>Students are able to write a short text about the use of different body parts. | ✔ | |
| V | 2 | 7<br>How tall are you? | Students are able to identify features of people, animals, and common everyday objects.<br><br>Students are able to use adjectives to describe people, | ✔ | |

| | | | | | |
|---|---|---|---|---|---|
| | | | animals, and common everyday objects. | | |
| V | 2 | 8<br>The giraffe is taller than the deer | Students are able to use comparative adjectives to talk about people, animals, and things. | ✔ | |
| V | 2 | 9<br>The elephant is the biggest | Students are able to use superlative adjectives to talk about people, animals, and things. | ✔ | |
| V | 2 | 10<br>I like playing "balap karung" | Students are able to mention dates and months.<br><br>Students are able to respond to questions using the question word "when".<br><br>Students are able to make sentences about dates and months. | ✔ | |

**APPENDIX 5**

**English Blueprint**

| Unit | Topic | Indicator in The Textbook of My Next Words | Aspect of Vocabulary in The Theory of Harmer (1991:18) | Types of The Games and Links | Target of Vocabulary | Items |
|---|---|---|---|---|---|---|
| 6 | Noun | Students are able to tell different body parts and their functions. | 1) Word Meaning<br>2) Word Use<br>3) Word Formation<br>4) Word Grammar | Match up: https://wordwall.net/resource/71442733<br>Labelled diagram: https://wordwall.net/resource/72775493<br>Spin the wheel: https://wordwall.net/resource/72784778<br>Find the match: https://wordwall.net/resource/72435749 | ▪ **Hair** to cover the scalp.<br>▪ **Head** to think.<br>▪ **Ears** to listen.<br>▪ **Eyes** to see.<br>▪ **Nose** to smell.<br>▪ **Mouth** to speak.<br>▪ **Neck** to swallow food.<br>▪ **Stomach** to digest food.<br>▪ **Hands** to do something.<br>▪ **Foot** to | 40 items |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | walk. | |
| 7 | Adjectives | Students are able to identify features of people, animals, and common everyday objects. | 1) Word Meaning<br>2) Word Use<br>3) Word Formation<br>4) Word Grammar | Crossword: https://wordwall.net/resource/72461458<br>Wordsearch: https://wordwall.net/resource/72789094<br>Anagram: https://wordwall.net/resource/72789322<br>Match up: https://wordwall.net/resource/72790306 | ▪ The giraffe is **tall**.<br>▪ The rabbit is **short**.<br>▪ The grandma is **old**.<br>▪ The girl is **young**.<br>▪ The elephant is **big**.<br>▪ The mouse is **small**.<br>▪ The train is **fast**.<br>▪ The bicycle is **slow**.<br>▪ The apartment is **high**.<br>▪ The swimming pool is **low**. | 40 items |

| | | | | | | |
|---|---|---|---|---|---|---|
| 8 | Comparative Adjectives | Students are able to use comparative adjectives to talk about people, animals, and things. | 1) Word Meaning<br>2) Word Use<br>3) Word Formation<br>4) Word Grammar | Open the box: https://wordwall.net/resource/72799683<br>Hangman: https://wordwall.net/resource/72808245<br>Wordsearch: https://wordwall.net/resource/73157736<br>Complete the sentence: https://wordwall.net/resource/71475884 | ▪ The giraffe is **taller than** the rabbit.<br>▪ The rabbit is **shorter than** the giraffe.<br>▪ The grandma is **older than** the girl.<br>▪ The girl is **younger than** the grandma.<br>▪ The elephant is **bigger than** the mouse.<br>▪ The mouse is **smaller than** the elephant.<br>▪ The train is **faster than** the bicycle.<br>▪ The bicycle is **slower** | 40 items |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | **than** the train.<br>▪ The apartment is **higher than** the swimming pool.<br>▪ The swimming pool is **lower than** the apartment. | |
| 9 | Superlative Adjectives | Students are able to use superlative adjectives to talk about people, animals, and things. | 1) Word Meaning<br>2) Word Use<br>3) Word Formation | Gameshow quiz: https://wordwall.net/resource/72809176<br>Maze chase: https://wordwall.net/resource/72802883<br>Flash cards: https://wordwall.net/resource/72803395 | ▪ The giraffe is the **tallest**.<br>▪ The rabbit is the **shortest**.<br>▪ The grandma is the **oldest**.<br>▪ The girl is the **youngest**.<br>▪ The elephant is the **biggest**. | 40 items |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | 4) Word Grammar | Unjumble: https://wordwall.net/resource/72804023 | ▪ The mouse is the **smallest**.<br>▪ The train is the **fastest**.<br>▪ The bicycle is the **slowest**.<br>▪ The apartment is the **highest**.<br>▪ The swimming pool is the **lowest**. | |
| 10 | Ordinal Number and Adverb of Time | Students are able to mention dates and months. | 1) Word Meaning<br>2) Word Use<br>3) Word Formation | Find the match: https://wordwall.net/resource/71501075<br>Matching pair: https://wordwall.net/resource/72796678<br>Speaking cards: https://wordwall.net/resource/71488703 | ▪ February 14th (Valentine's Day)<br>▪ April 21st (Kartini's Day)<br>▪ May 1st (Labor Day)<br>▪ May 2nd (National Education Day) | 40 items |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | 4) Word Grammar | Quiz: https://wordwall.net/resource/72793102 | ▪ May 20th (National Awakening Day)<br>▪ June 1st (Pancasila Day)<br>▪ August 17th (Indonesian Independence Day)<br>▪ November 10th (National Heroes Day)<br>▪ November 25th (National Teachers' Day)<br>▪ December 22nd (Mother's Day) | |

## APPENDIX 6

### Expert Judgment Sheet

For Instrument : Expert Evaluation Sheet

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

M.Pd.Author : Putu Mayza Widhi Adriyani

**Content Expert Evaluation Sheet**

The Content Expert Evaluation Sheet below was adapted from (Findawati & Suprianto, 2014). This evaluation sheet is filled by the expert judges. *Give checklist mark (√) in the scoring column.*

| 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 28th,

2024Expert Judge I

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.NIP. 198304022006042001

**Expert Evaluation Sheet**

For Instrument : Media Expert Evaluation Sheet

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

M.Pd.Author : Putu Mayza Widhi Adriyani

**Media Expert Evaluation Sheet**

The Media Expert Evaluation Sheet below was adapted from (Findawati & Suprianto, 2014). This evaluation sheet is filled by the expert judges. *Give checklist mark (√) in the scoring column.*

| No | Name of Instrument | Criteria | Relevant | Not Relevant |
|---|---|---|---|---|
| 1. | Content 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 | ✔ | |

Singaraja, May 28th, 2024

Expert Judge I

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

NIP.198304022006042001

**Expert Judgment Sheet**

Title : Developing Wordwall-Based Digital Media for Teaching Vocabulary of Fifth-Grade Students in the 2nd Semester at SD Negeri 1 Baktiseraga

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

Author : Putu Mayza Widhi Adriyani

**1. Content Expert Evaluation**

The Content Expert Evaluation Sheet below was adapted from (Findawati & 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 section.
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. 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. | | | | | ✔ | |

Comment/suggestion: The content or the learning material provided in the Wordwall game is appropriate to develop, but it needed to add more direction to play the games so that the researcher doesn't explain again what the users must do.

**2. Media Expert Evaluation**

The Media Expert Evaluation Sheet below was adapted from (Findawati & 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 section.
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 beused on application on web. | | | | ✔ | | |
| | | j. Appropriate selection of application or software or tool types for development. | | | | | ✔ | |

Comment/suggestion: The media of Wordwall game which has been designed is good and supported with visual elements that can make students more interest in learning vocabulary.

Singaraja, May 28th,

2024Expert Judge I

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.NIP. 198304022006042001

**Expert Judgment Sheet**

For Instrument : Expert Evaluation Sheet

Expert 2 : G.A.P. Suprianti, S.Pd., M.Pd.

Author : Putu Mayza Widhi Adriyani

**Content Expert Evaluation Sheet**

The Content Expert Evaluation Sheet below was adapted from (Findawati & Suprianto, 2014). This evaluation sheet is filled by the expert judges. *Give checklist mark (√) in the scoring column.*

| 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 30th, 2024
Expert Judge 2

G.A.P. Suprianti, S.Pd., M.Pd.
NIP 199002242014042001

**Expert Evaluation Sheet**

For Instrument : Media Expert Evaluation Sheet

Expert 2 : G.A.P. Suprianti, S.Pd., M.Pd.

Author : Putu Mayza Widhi Adriyani

**Media Expert Evaluation Sheet**

The Media Expert Evaluation Sheet below was adapted from (Findawati & Suprianto, 2014). This evaluation sheet is filled by the expert judges. *Give checklist mark (√) in the scoring column.*

| No | Name of Instrument | Criteria | Relevant | Not Relevant |
|---|---|---|---|---|
| 1. | Content 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 | ✔ | |

Singaraja, May 30th, 2024
Expert Judge 2

G.A.P. Suprianti, S.Pd., M.Pd.
NIP 199002242014042001

**Expert Judgment Sheet**

Title : Developing Wordwall-Based Digital Media for Teaching Vocabulary of Fifth-Grade Students in the 2nd Semester at SD Negeri 1 Baktiseraga

Expert 2 : G.A.P. Suprianti, S.Pd., M.Pd.

Author : Putu Mayza Widhi Adriyani

**3. Content Expert Evaluation**

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

**Instruction:**

4. 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 section.
5. There are 5 scopes of scoring for every component.
6. 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. 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. | | | | | ✔ | |

Comment/suggestion: The Wordwall-game that has been developed is good including the material which provided in the games accordance to learn without any confusion.

**4. Media Expert Evaluation**

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

**Instruction:**

4. 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 section.
5. There are 5 scopes of scoring for every component.
6. 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 beused on application on web. | | | | ✔ | | |
| | | j. Appropriate selection of application or software or tool types for development. | | | | | ✔ | |

Comment/suggestion: In terms of Wordwall game templates used are good, and fits with the theme that students like, so if it is necessary to make another game in the future, the theme used is should be appropriate and contains educational elements.

Singaraja, May 30th, 2024
Expert Judge 2

G.A.P. Suprianti, S.Pd., M.Pd.
NIP 199002242014042001

## APPENDIX 7

### Evaluation Sheet

### User Judgement for English Teacher

Title : Developing Wordwall-Based Digital Media for Teaching Vocabulary of Fifth-Grade Students in the 2nd Semester at SD Negeri 1 Baktiseraga

Teacher's Name : Gde Dody Sumadi, S.Pd

Author : Putu Mayza Widhi Adriyani

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

| No. | Statements | Response | | | | | Note |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1. | The animation used is interesting. | | | | | | |
| 2. | Selection of background sound. | | | | | | |
| 3. | Harmony between color combinations and games. | | | | | | |
| 4. | The image presented can be seen clearly. | | | | | | |
| 5. | The background does not distract from the text and Images. | | | | | | |
| 6. | Correct button placement. | | | | | | |
| 7. | Ease of using navigation buttons. | | | | | | |
| 8. | The writing in the game is clear and the type and size of the letters/writing used are appropriate. | | | | | | |
| 9. | The audio used sounds clear and the background sound does not disturb concentration. | | | | | | |
| 10. | There are challenges that will challenge students to Play. | | | | | | |
| 11. | The challenge with each game increases. | | | | | | |
| 12. | There is a reward if the player answers correctly. | | | | | | |
| 13. | There is punishment for players who answer questions incorrectly. | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 14. | Use of scores in the game. | | | | | | |
| 15. | Quizzes are prepared with sufficient duration. | | | | | | |
| 16. | Game is easy to operate. | | | | | | |
| 17. | The instructions for use presented are clear and easy to understand. | | | | | | |
| 18. | Products can respond quickly. | | | | | | |
| 19. | The use of language is easy for students to Understand. | | | | | | |
| **TOTAL** | | **90** | | | | | |

Singaraja, June 10th, 2024

Gde Dody Sumadi, S.Pd

# APPENDIX 8

**Evaluation Sheet**

**User Judgement for Students**

Title : Developing Wordwall-Based Digital Media for Teaching Vocabulary of Fifth-Grade Students in the 2nd Semester at SD Negeri 1 Baktiseraga

Student's Name : Putu Santana Putra

Author : Putu Mayza Widhi Adriyani

*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 menggagu teks dan gambar. | | | | | ✓ | |
| 6. | Penempatan tombol yang sudah sesuai. | | | | ✓ | | |
| 7. | Kemudahan dalam menggunakan tombol navigasi. | | | | ✓ | | |
| 8. | Tulisan dalam *game* jelas sertya jenisdan 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 penggun aan yang disajikan jelas dan mudah dimengerti. | | | | ✓ | | |
| 18. | Produk dapat merespon dengan cepat. | | | | | ✓ | |
| 19. | Penggunaan Bahasa mudah dimengerti oleh siswa. | | | | | ✓ | |
| **TOTAL** | | | | | 85 | | |

**Evaluation Sheet**

**User Judgement for Students**

Title : Developing Wordwall-Based Digital Media for Teaching Vocabulary of Fifth-Grade Students in the 2nd Semester at SD Negeri 1 Baktiseraga

Student's Name : Putu Rava Widiatta

Author : Putu Mayza Widhi Adriyani

*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 menggagu teks dan gambar. | | | | ✓ | | |
| 6. | Penempatan tombol yang sudah sesuai. | | | | | ✓ | |
| 7. | Kemudahan dalam menggunakan tombol navigasi. | | | | | ✓ | |
| 8. | Tulisan dalam *game* jelas sertya jenisdan 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 penggun aan yang disajikan jelas dan mudah dimengerti. | | | | | ✓ | |
| 18. | Produk dapat merespon dengan cepat. | | | | ✓ | | |
| 19. | Penggunaan Bahasa mudah dimengerti oleh siswa. | | | | | ✓ | |
| **TOTAL** | | | | 88 | | | |

**Evaluation Sheet**

**User Judgement for Students**

Title : Developing Wordwall-Based Digital Media for Teaching Vocabulary of Fifth-Grade Students in the 2nd Semester at SD Negeri 1 Baktiseraga

Student's Name : Samuel Hosena

Author : Putu Mayza Widhi Adriyani

*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 menggagu teks dan gambar. | | | | ✓ | | |
| 6. | Penempatan tombol yang sudah sesuai. | | | | ✓ | | |
| 7. | Kemudahan dalam menggunakan tombol navigasi. | | | | | ✓ | |
| 8. | Tulisan dalam *game* jelas sertya jenisdan 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 penggun aan yang disajikan jelas dan mudah dimengerti. | | | | | ✓ | |
| 18. | Produk dapat merespon dengan cepat. | | | | | ✓ | |
| 19. | Penggunaan Bahasa mudah dimengerti oleh siswa. | | | | ✓ | | |
| **TOTAL** | | | | | 85 | | |

**Evaluation Sheet**

**User Judgement for Students**

Title : Developing Wordwall-Based Digital Media for Teaching Vocabulary of Fifth-Grade Students in the 2nd Semester at SD Negeri 1 Baktiseraga

Student's Name : Tessy Mikhalia

Author : Putu Mayza Widhi Adriyani

*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 menggagu teks dan gambar. | | | | ✓ | | |
| 6. | Penempatan tombol yang sudah sesuai. | | | | | ✓ | |
| 7. | Kemudahan dalam menggunakan tombol navigasi. | | | | | ✓ | |
| 8. | Tulisan dalam *game* jelas sertya jenisdan 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 penggun aan yang disajikan jelas dan mudah dimengerti. | | | | | ✓ | |
| 18. | Produk dapat merespon dengan cepat. | | | | ✓ | | |
| 19. | Penggunaan Bahasa mudah dimengerti oleh siswa. | | | | ✓ | | |
| **TOTAL** | | 88 | | | | | |

**Evaluation Sheet**

**User Judgement for Students**

Title : Developing Wordwall-Based Digital Media for Teaching Vocabulary of Fifth-Grade Students in the 2nd Semester at SD Negeri 1 Baktiseraga

Student's Name : Putu Kurniawan

Author : Putu Mayza Widhi Adriyani

*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 menggagu teks dan gambar. | | | | √ | | |
| 6. | Penempatan tombol yang sudah sesuai. | | | | | √ | |
| 7. | Kemudahan dalam menggunakan tombol navigasi. | | | | | √ | |
| 8. | Tulisan dalam *game* jelas sertya jenisdan 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 penggun aan yang disajikan jelas dan mudah dimengerti. | | | | | √ | |
| 18. | Produk dapat merespon dengan cepat. | | | | | √ | |
| 19. | Penggunaan Bahasa mudah dimengerti oleh siswa. | | | | | √ | |
| **TOTAL** | | 91 | | | | | |

## APPENDIX 9

## Documentation