

Appendix 1 Research Permission Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 2757/UN48.7.1/DT/2024

22 Juli 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 3 Abiansema
di Sibangkaja

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

Nama	: Ni Kadek Widnyani
NIM	: 2112021004
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: Implementing Digital Flashcards to Teach Basic English Literacy

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




Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 2 Letter of Conducting Research

 **PEMERINTAH KABUPATEN BADUNG**
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAH RAGA
SMP NEGERI 3 ABIANSEMAL
NSS " 201220402003 Email : smpn3abs@yahoo.co.id NPSN : 50101635
Alamat : Br. Piakan, Sibangkaja, Abiansemal, Badung

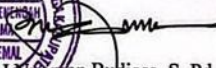
Nomor : 423.4/403/SMPN.3/ABS/2024
Lampiran : -
Perihal : Menerima Ijin Penelitian


Kepada :
Yth. Dekan Universitas Pendidikan Ganesha
di-
Tempat

Menujuk surat dari Universitas Pendidikan Ganesha Fakultas Bahasa dan Seni, Nomor: 2757/Un48.7.1/DT/2024 tanggal 22 Juli 2024 Prihal Permohonan Ijin Penelitian, bahwa kami Kepala SMP Negeri 3 Abiansemal, dengan ini meberikan ijin penelitian kepada Mahasiswa a/n :

Nama : Ni Kadek Widnyani
NIM : 2112021004
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Implementing Digital Flashcards to Teach Basic English Literacy

Demikian surat ini dapat kami buat, untuk mendapat perhatian dan dipergunakan sebagaimana mestinya.

Sibangkaja, 26 Juli 2024
Kepala SMP Negeri 3 Abiansemal

Nyoman Butiasa, S. Pd., M.M
NIP. 19670714 199512 1 003



Tembusan disampaikan Kepada Yth :

1. Yang bersangkutan
2. Arsip

Appendix 3 Research Sample

Experimental Class			Control Class		
No	Nama Siswa	L/P	No	Nama Siswa	L/P
1	DKDMS	P	1	DAD	P
2	GNAP	L	2	GBDRA	L
3	IGAN	L	3	GGDP	L
4	IGAAP	L	4	GMGP	L
5	IGNRPP	L	5	IGAM	L
6	IKWS	L	6	IGAMDM	P
7	IKWP	L	7	IGASLP	P
8	IMDP	L	8	IKPA	L
9	IMKAP	L	9	IMDAP	L
10	IMPP	L	10	INAM	L
11	IPAP	L	11	INRG	L
12	IPBAP	L	12	IPAPP	L
13	IBAEP	L	13	IPDPAP	L
14	IBGYBP	L	14	IWRS	L
15	KHSM	L	15	IAGPKP	P
16	MBASP	L	16	KIWP	L
17	NKNSD	P	17	NKDSS	P
18	NLMDW	P	18	NKSD	P
19	NMADW	P	19	NKYDA	P
20	NMDP	P	20	NKRW	P
21	NMKP	P	21	NLPMH	P
22	NMM	P	22	NMAM	P
23	NPAP	P	23	NMPD	P
24	NPRM	P	24	NPDA	P
25	NPWAR	P	25	NPVA	P
26	NPWSA	P	26	PMDW	L
27	NPYA	P	27	PAR	P
28	NWCPP	P	28	PKPN	L
29	NMC	P			
30	PKKK	L			

Appendix 4 Students' Latest English Score

Experimental Class	Control Class
83	89
89	77
81	81
78	75
85	73
78	80
71	81
90	75
80	85
80	79
80	78
76	76
78	84
85	80
81	82
83	88
83	86
89	79
81	79
79	88
82	88
79	85
79	78
79	84
81	86
87	76
79	77
75	86
79	
84	

Appendix 5 Post-test Score

Experimental Class	Control Class
Score	
84	88
88	64
92	76
80	72
92	68
80	68
76	64
88	60
84	84
88	60
72	76
88	68
92	72
84	80
96	76
80	64
80	72
88	84
72	80
80	80
92	72
96	84
84	76
84	76
96	60
80	64
76	80
88	72
68	
92	

Appendix 6 Lesson Plan for Control Group

MODUL AJAR KURIKULUM MERDEKA

FASE D - KELAS IX SMP

MATA PELAJARAN: BAHASA INGGRIS

MATERI: *UPCYCLING USED MATERIALS*

INFORMASI UMUM

A. IDENTITAS MODUL



Nama Penyusun	: Ni Kadek Widnyani
Instansi	: Universitas Pendidikan Ganesha
Satuan Pendidikan	: SMP Negeri 3 Abiansemal
Mata Pelajaran	: Bahasa Inggris
Kelas/Fase	: IX/D
Semester	: Genap
Tahun Pelajaran	: 2024/2025
Alokasi Waktu	: 6 pertemuan (2 x 70 Menit/pertemuan) (12 JP)

B. CAPAIAN PEMBELAJARAN

Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

C. PROFIL PELAJAR PANCASILA (PPP)

- ❖ Model Project Based Learning
- ❖ Metode ceramah, diskusi, penugasan
 - Profil Pelajar Pancasila yang ingin dicapai adalah bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, bernalar kritis dan kreatif, bergotong royong, serta kebhinnekaan global.

D. SARANA DAN PRASARANA

Media : LKPD dan lain-lain.

Sumber Belajar : Buku Teks, E-book, dan lain-lain

E. TARGET PESERTA DIDIK

Peserta didik regular umur 14-15 tahun.

F. MODEL DAN METODE PEMBELAJARAN

Pembelajaran dengan tatap muka menggunakan:

KOMPETENSI INTI

A. TUJUAN PEMBELAJARAN

- Peserta didik mampu menginformasikan berbagai hal dengan mendeskripsikan bahan dan fungsinya.
- Peserta didik mampu mengidentifikasi dan mengkategorikan informasi spesifik tentang barang beserta harganya.
- Peserta didik mampu mendeskripsikan sebuah objek dengan karakteristik dan detail yang spesifik.

B. PERTANYAAN PEMANTIK

- Pernahkah kalian melihat barang-barang bekas di sekitar rumah? Apa yang biasanya kalian lakukan dengan barang-barang tersebut?
- Apakah kalian tahu bahwa barang-barang bekas bisa disulap menjadi benda yang lebih berguna? Bagaimana caranya?

C. MATERI PEMBELAJARAN

- ❖ **Unit 1. Look At My Creation**
Describing a used material that can find around the house using adjectives.
- ❖ **Unit 2. They're On Sale!**
Study how to ask and say how much something costs.
- ❖ **Unit 3. Let's Donate**
Learn how to use the passive form (verb to be+past participle).

D. KEGIATAN PEMBELAJARAN			
PERTEMUAN KE-1			
No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	<ul style="list-style-type: none"> Guru membuka pembelajaran dengan mengucapkan salam. Melakukan pembiasaan berdoa, memeriksa kehadiran, kerapian pakaian, posisi tempat duduk peserta didik dan kebersihan kelas. Guru memberikan motivasi, memberikan pertanyaan pemantik materi yang akan diajarkan. Guru memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila (bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, bernalar kritis dan kreatif, bergotong royong, serta kebhinnekaan global) Guru melakukan asesmen awal dengan bertanya tentang <i>Upcycling Used Materials</i> dalam kehidupan sehari-hari dan siswa menjawab dengan prediksi masing-masing. Guru mengaitkan <i>Upcycling Used Materials</i> yang diajarkan dengan kehidupan nyata. Guru menyampaikan tujuan pembelajaran dan memberikan gambaran terkait manfaat pembelajaran dalam kehidupan sehari-hari.
2	Inti	50 menit	<ul style="list-style-type: none"> Section 1: Vocabulary <ul style="list-style-type: none"> Guru meminta siswa pasangkan/cocokkan beberapa gambar dan kosakata bahan (barang bekas) di buku English for Nusantara (buku paket) halaman 210. Section 2: Reading <p>Guru meminta peserta didik untuk membaca dan memahami definisi atau fungsinya setiap bahan (barang bekas) yang telah dibahas.</p> Section 3: Writing <p>Guru meminta siswa mencoba</p>

			kembali definisi/fungsi bahan (barang bekas) yang telah dijelaskan menggunakan kata-kata sendiri.
3	Penutup	10 menit	<ul style="list-style-type: none"> Guru membimbing peserta didik menyimpulkan pembelajaran yang telah dilakukan Melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan Guru menutup kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-2


No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	<ul style="list-style-type: none"> Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. Guru mengulas kembali pembelajaran sebelumnya terkait bahan (barang bekas) yang ada di sekitaran peserta didik kemudian melanjutkan pembelajaran ke materi selanjutnya.
2	Inti	50 menit	<ul style="list-style-type: none"> Section 1: Vocabulary (Adjective Order) Guru menjelaskan tentang adjective order ketika mendeskripsikan bahan (barang bekas) yang ada pada rumah mereka. (Buku paket 220) Section 2: Reading Guru meminta siswa untuk membaca dan memahami cara mendeskripsikan bahan (barang bekas) sesuai dengan adjective order. Setelah itu menjawab pertanyaan pada halaman 222. Section 3: Writing Guru meminta peserta didik untuk membuat contoh kalimat mereka sendiri yang menjelaskan adjective order pada bahan (barang bekas).
3	Penutup	10 menit	<ul style="list-style-type: none"> Guru membimbing peserta didik menyimpulkan pembelajaran yang telah dilakukan

			<ul style="list-style-type: none"> • Melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan • Guru menutup kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.
PERTEMUAN KE-3			
No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. • Guru mengulas kembali materi yang dipelajari di Unit 1 dengan menanyakan apa yang peserta didik ingat dari Unit 1. • Guru menanyakan beberapa pertanyaan pemantik berupa: <ul style="list-style-type: none"> - “Have you ever bought one of the items on sale?” - “Did you check the discounts before you bought something?” - “Where do you usually find the advertisements?” - “Do you understand what discount means?”
2	Inti	50 menit	<ul style="list-style-type: none"> • Section 1: Vocabulary Guru mengenalkan kepada peserta didik mengenai bahasa promosi pada halaman 232.. • Section 2: Reading Guru meminta peserta didik untuk membaca dan memahami teks pada buku paket halaman 235. Guru meminta peserta didik untuk menjawab pertanyaan yang berkaitan dengan teks tersebut (halaman 236-237). • Section 3: Writing Guru meminta siswa mencoba menulis diskon/barang promo yang ingin dijual.

3	Penutup	10 menit	<ul style="list-style-type: none"> Guru membimbing peserta didik menyimpulkan pembelajaran yang telah dilakukan. Melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan. Guru menutup kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.
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PERTEMUAN KE-4

No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	<ul style="list-style-type: none"> Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. Guru mengulas kembali pembelajaran sebelumnya terkait bahan (barang bekas) yang ada di sekitaran peserta didik kemudian melanjutkan pembelajaran ke materi yakni ungkapan untuk bertanya jawab mengenai harga.
2	Inti	50 menit	<ul style="list-style-type: none"> Section 1: Vocabulary Guru mengenalkan kepada peserta didik mengenai <i>how to ask and say how much something costs</i>. Section 2: Reading Setelah memahami <i>how to ask and say how much something costs</i> melalui flashcard, peserta didik diminta untuk membaca buku paket halaman 241 dan menjawab pertanyaannya pada halaman 242. Section 3: Writing Guru meminta siswa mencoba menulis dialog ekspresi <i>how to ask and say how much something costs</i> yang telah mereka pelajari.
3	Penutup	10 menit	<ul style="list-style-type: none"> Guru membimbing peserta didik menyimpulkan pembelajaran yang telah dilakukan.

			<ul style="list-style-type: none"> Melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan. Guru menutup kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.
PERTEMUAN KE-5			
No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	<ul style="list-style-type: none"> Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. Guru mengaktivasi pengetahuan awal peserta didik mengenai jenis sebuah toko berdasarkan gambar di bawah untuk membangun konteks yang akan dibahas pada unit ini.  <ul style="list-style-type: none"> Guru memberikan pertanyaan pemantik berupa: <ul style="list-style-type: none"> What kind of shop is it? If you have such a shop in your school, what items will you sell?
2	Inti	50 menit	<ul style="list-style-type: none"> Section 1: Vocabulary <ul style="list-style-type: none"> Guru menjelaskan kosakata yang berhubungan dengan donasi pada halaman 246. Lalu, meminta peserta didik untuk memasang kosakata dengan gambarnya. Section 2: Reading <ul style="list-style-type: none"> Guru meminta siswa membaca sebuah teks deskripsi berjudul “SMP Merdeka Friday Shop” pada halaman 247, lalu menjawab pertanyaannya pada halaman 248-249. Section 3: Writing <ul style="list-style-type: none"> Guru meminta siswa mencoba

			menulis definisi dari kosakata yang telah mereka pelajari.
3	Penutup	10 menit	<ul style="list-style-type: none"> Guru membimbing peserta didik menyimpulkan pembelajaran yang telah dilakukan. Melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan. Guru menutup kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-6

No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	<ul style="list-style-type: none"> Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. Guru menanyakan kepada peserta didik mengenai passive form yang mereka ketahui.
2	Inti	50 menit	<ul style="list-style-type: none"> Guru menjelaskan tentang bagaimana pola bahasa pada passive voice. Guru dan peserta didik dapat bersama-sama mengidentifikasi passive forms pada teks yang telah mereka sebelumnya (SMP Merdeka Friday Shop). Section 1: Vocabulary Guru memberikan kosakata kata kerja dalam berbentuk past participle. Section 2: Reading Guru meminta peserta didik untuk membaca teks SMP Merdeka Friday Shop. Lalu, meminta mereka menjawab pertanyaan yang ada pada halaman 251-252. Section 3: Writing <ul style="list-style-type: none"> Guru meminta peserta didik untuk membuat kalimat pasif. Guru meminta peserta didik untuk membaca teks SMP Merdeka Friday Shop. Lalu, meminta mereka menuliskan bagian-bagian/fitur yang terdapat di teks deskripsi.

			- Guru meminta siswa membuat teks deskripsi secara berkelompok tentang Charity Shop impian mereka.
3	Penutup	10 menit	<ul style="list-style-type: none"> Guru membimbing peserta didik menyimpulkan pembelajaran yang telah dilakukan. Melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan. Guru menutup kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

E. ASESMEN / PENILAIAN

1. Asesmen Diagnostik (Sebelum Pembelajaran)

Diagnostic Assesment Rubric

Date:		Class:		Unit:
Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the teacher	S/he can answer simple questions with the help of peers	S/he cannot provide any answer to the teacher's questions
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

2. Asesmen Formatif (Selama Proses Pembelajaran)

Asesmen formatif dilakukan oleh guru selama proses pembelajaran berlangsung, khususnya saat siswa melakukan kegiatan diskusi (menjawab pertanyaan), presentasi dan refleksi tertulis.

- 1) Teknik Asesmen : Observasi, Unjuk Kerja
- 2) Bentuk Instrumen : LKPD

3. Asesmen Sumatif

a. Asesmen Pengetahuan

Teknik Asesmen:

- Tes : Tertulis
- Non Tes : Observasi

Bentuk Instrumen:

- Asesmen tidak tertulis : Daftar pertanyaan
- Asesmen tertulis : Jawaban singkat

b. Asesmen Keterampilan

- Teknik Asesmen : Kinerja
- Bentuk Instrumen : Lembar Kinerja

Asesmen formatif dilakukan oleh guru selama proses pembelajaran berlangsung, khususnya saat siswa melakukan kegiatan diskusi (menjawab pertanyaan dengan Quizlet), presentasi dan refleksi tertulis.

F. REFLEKSI GURU DAN PESERTA DIDIK

Refleksi Guru:

Teacher Reflection Sheet

Date: _____ Chapter/Unit: _____ Class: _____

1 – I did very well!

2 – I did OK!

3 – I must do better!

Pedagogical Skills	Rating	Notes
Lesson Preparation is always up to date		
Create a learner-centered learning environment		
Activities are age and developmentally-appropriate		
Activities promote further curiosity		
Use variety of resources to introduce themes/topics		
Provide a massive amount of English exposure		
Lesson structure	Rating	Notes
The learning objective is clear		
Inform the learning intention/objective		
Inform the success criteria of the lesson		
Provide hook activity (brainstorming)		
Provide relevant assessment		
Engagement with learners and learning atmosphere	Rating	Notes
Use the appropriate tone of voice		
Always friendly, caring, and positive		
Always friendly, caring, and positive		
Interact on learners' level		
Focus on positive behavior		
Encourage learners' talents and strengths		
What else went well?		
What could have made this lesson even more effective?		

Refleksi Peserta Didik:

LEARNING REFLECTION




Name: _____ Chapter: 4 5 Date: _____



What I liked doing most:

What I didn't like or found difficult:

How I worked:

• on my own	• with commitment	• with difficulty
• with the help of the teacher	• without much commitment	• without difficulty
• with the help of the other student		

NOW I CAN			
talk about things by describing the materials and functions			
locate and categorize specific information about goods and their prices			
describe an object with specific characteristics and details			
identify stages of descriptive text			
write a descriptive text about your dream charity shop			

If you ticked  or  you need to revise these parts.

I shared with my family:

My Parent's Signature


LAMPIRAN:

Students' Activities in Control group

ACTIVITY 1

- a. Look at the pictures in the box.
Draw lines to match them with the words.


















ACTIVITY 2

Think about the phrases you can make using nouns below.

Picture	Size	Shape	Color	Material	Noun
		round		rubber	table
					
					
					
					

Activity 3

Read the following text and answer the questions that follow. Number one has been done for you.

Galang was at the school bazaar. The bazaar was held to raise funds for Bhinneka Orphanage. He participated in the event by selling his preloved items, which were in a good condition. They were a pair of sneakers, two backpacks, a pair of jeans, a T-shirt, and a shirt.

Galang's sneakers were in two different tones. The soles and the shoelaces were yellow. The upper parts were gray and made of canvas. Distinctive logos were embossed on the canvas. The size of the sneakers was 41. He was trying to sell them for 50,000 rupiahs.

There were two backpacks; one was big and the other was small. The big one had six compartments. Two main compartments, two front pockets and two side pockets. It was mostly black with some blue. The blue color was for the side pockets. In contrast, the small one had four compartments; two main compartments and two side pockets. It came in black only. Galang wanted to sell them for 50,000 rupiahs each. However, he would sell them for 80,000 rupiahs.

Galang felt excited about the school bazaar. Galang hoped to get 100,000 rupiahs for his preloved clothing items. He would donate all his money to the orphanage near his school.



1. Rp50,000
2. Save 20% for 2 items
3. Special price: Rp100,000 for all items of clothing.
4. Rp50,000

Questions

- The text is about
 - fundraising
 - school bazaar
 - Galang's preloved items
 - Galang's clothes
- From paragraph 1, we can guess that the phrase preloved items probably means
 - new items
 - used items
 - things sold at a bazaar
 - things sold half price
- The word them in paragraph 2 refers to
 - canvas
 - logos
 - sneakers
 - shoelaces
- From paragraph 3, we can conclude that
 - the backpacks were in a different size
 - the backpacks were actually similar
 - the bottle pockets were different
 - buyers got 30,000 rupiahs discount
- If you buy both backpacks, you save
 - 50,000 rupiahs
 - 20%
 - 30,000 rupiahs
 - 80%
- If you want to participate at the bazaar, you can
 - sell your new sneakers
 - buy some new clothes
 - save some money
 - sell your old toys

Activity 4

Look at the following poster about promotions and answer the questions that follow. Number one has been done for you.

Grand Shopping Center
Whole Sale!

Rainbow Store
30% Off + 10% Off

GRAND STORE
BUY 1 GET 1 10 AM To 02 PM

Orlaz Store
BUY 2 GET 1 FREE

Star STORE
Special Prices IDR 20.000

XP STORE
10% Off
For Bringing your own shopping bag

DINA STORE
SPECIAL OFFER 50% Off
Weekdays 11 AM - 3 PM

Don't miss it!

Questions

In which store can you find the following information?

1. You will get another item if you purchase at 1 PM.
Grand Store
2. Buy 2 items and you will get 3 items.

3. Pay only half price at this store.

4. Get a discount for your concern about the environment.

5. Get additional discounts for special items.

6. Get a special discount for purchasing on Wednesday at 12 PM.

7. You can get an item for as low as 25,000 rupiahs.

Activity 5

a. Match the word with the picture!



charity

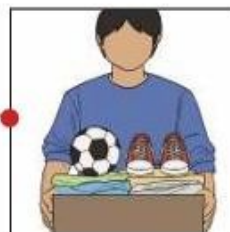
to donate

a volunteer

a shopper

to purchase

stationery



b. Answer the question based on the text!

SMP Merdeka Friday Shop

Students at SMP Merdeka are very passionate about charity and donations in general. The students' association of SMP Merdeka even has a charity shop. They name it Merdeka Friday Shop. It is run by student volunteers. The shop opens on Fridays at 10:00 AM and closes at 11:00 AM.

Merdeka Friday Shop is a small shop that sells a variety of items at a low price. The students can purchase high-quality used items from the shop. The price of the items in the charity shop is generally much cheaper than that in regular stores. For example, shoppers can buy a used backpack for only Rp. 15, 000.

Students can donate their preloved items to Merdeka Friday Shop. Donations of second-hand clothes, bags, books, stationery, shoes, cutlery, and other bric-a-brac are accepted by the shop. However, there are things that cannot be donated, such as medicine, food, and jewelry. The charity shop is not permitted to sell anything that is illegal, unsafe, or unhealthy.

All profits from Merdeka Friday Shop are donated to a good cause. The money is used to help students at the school or people around them, such as providing food for the hungry or free wheelchairs for disabled students.

Questions:

1. In paragraph 1, who manages SMP Merdeka Friday Shop?

The students' association of SMP Merdeka

2. In paragraph 2, what does at a low price mean?

3. In paragraph 2, what do shoppers in "...shoppers can buy a used backpack for only Rp. 15,000" refer to?

4. In paragraph 3, what do students donate to the charity shop?

5. In paragraph 3, why do you think students can't donate medicine, food, and jewelry?

6. In paragraph 4, how does SMP Merdeka Friday Shop donate the profits they gain?

c. Match the following words with the definitions!

1. preloved	<input checked="" type="radio"/>	A. knives, forks, and spoons, used for eating and serving food
2. cutlery	<input type="radio"/>	B. not new; owned by somebody else before
3. bric-a-brac	<input type="radio"/>	C. an organization or idea that people support or fight for
4. unhealthy	<input type="radio"/>	D. the money that you make by selling things
5. cause	<input type="radio"/>	E. harmful to your health; likely to make you sick
6. profits	<input type="radio"/>	F. ornaments and other small decorative objects of little value

d. Read the following statements. Write T if the statement is true and F if the statement is false according to the text in Section 2.

1. SMP Merdeka Friday Shop is run by the school principal. ☒ F
2. The charity shop is open every Friday between 10:00 AM and 11:00 AM. ☐
3. Students can donate their second-hand items to SMP Merdeka charity shop. ☐
4. The used items sold in charity shops are generally low-priced. ☐
5. SMP Merdeka Friday Shop does not accept donations such as cutlery and stationery. ☐
6. SMP Merdeka Friday Shop is permitted to sell illegal items ☐

Activity 6

a. Underline the verb to be + participle, then change the sentences into active forms. Number one has been done for you.

1. SMP Merdeka Friday Shop is loved by the students.
The students love SMP Merdeka Friday Shop.
2. Preloved items can be donated by the students to Merdeka Friday Shop.

3. Donations of second-hand clothes, bags, books, stationery, shoes, cutlery, and other bric-a-brac are accepted by the shop.

4. Medication, food, and jewelry cannot be donated to the charity shop.

5. All profits from Merdeka Friday Shop are donated to a good cause.

6. The money is used to help students at the school or people around them

b. Put the words in the correct order to make passive sentences.
Number one has been done for you. Start your sentence with the word in bold.

1. sold - sofa - has - been - **The** - used

The sofa has been sold.

2. sold - shop - **Second-hand** - chairs - local - charity - are - in - this

3. uniforms - to - **Her** - unwanted - donated - orphanage - an - school
- are

4. profits - in - used - are - cancer - patients - **All** - hospitals - to - support
- adult

5. used - school - the - charity - to - **Your** - shop - high-quality - donated
- backpacks - be - can

6. not - are - wristwatch - his - charity - by - shop - and - school - accepted
- jewelry - **Preloved**

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Appendix 7 . Lesson Plan for Experimental Group

MODUL AJAR KURIKULUM MERDEKA

FASE D - KELAS IX SMP

MATA PELAJARAN: BAHASA INGGRIS

MATERI: *UPCYCLING USED MATERIALS*

INFORMASI UMUM

A. IDENTITAS MODUL



Nama Penyusun	: Ni Kadek Widnyani
Instansi	: Universitas Pendidikan Ganesha
Satuan Pendidikan	: SMP Negeri 3 Abiansemal
Mata Pelajaran	: Bahasa Inggris
Kelas/Fase	: IX/D
Semester	: Genap
Tahun Pelajaran	: 2024/2025
Alokasi Waktu	: 6 pertemuan (2 x 70 Menit/pertemuan) (12 JP)

B. CAPAIAN PEMBELAJARAN

Pada akhir fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

C. PROFIL PELAJAR PANCASILA (PPP)

- ❖ Model Game & Project Based Learning
- ❖ Metode ceramah, diskusi, penugasan
 - Profil Pelajar Pancasila yang ingin dicapai adalah bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, bernalar kritis dan kreatif, bergotong royong, serta kebhinnekaan global.

D. SARANA DAN PRASARANA

Media : Quizlet, LCD proyektor, laptop dan HP.

Sumber Belajar : Buku Bahasa Inggris, E-book, dan lain-lain

E. TARGET PESERTA DIDIK

Peserta didik regular umur 14-15 tahun.

F. MODEL DAN METODE PEMBELAJARAN

Pembelajaran dengan tatap muka menggunakan:

KOMPETENSI INTI

A. TUJUAN PEMBELAJARAN

Melalui media pembelajaran Quizlet:

- Peserta didik mampu menginformasikan berbagai hal dengan mendeskripsikan bahan dan fungsinya.
- Peserta didik mampu mengidentifikasi dan mengkategorikan informasi spesifik tentang barang beserta harganya.
- Peserta didik mampu mendeskripsikan sebuah objek dengan karakteristik dan detail yang spesifik.

B. PERTANYAAN PEMANTIK

- Pernahkah kalian melihat barang-barang bekas di sekitar rumah? Apa yang biasanya kalian lakukan dengan barang-barang tersebut?
- Apakah kalian tahu bahwa barang-barang bekas bisa disulap menjadi benda yang lebih berguna? Bagaimana caranya?

C. MATERI PEMBELAJARAN

- ❖ **Unit 1. Look At My Creation**
Describing a used material that can find around the house using adjectives.
- ❖ **Unit 2. They're On Sale!**
Study how to ask and say how much something costs.
- ❖ **Unit 3. Let's Donate**
Learn how to use the passive form (verb to be+past participle).

D. KEGIATAN PEMBELAJARAN			
PERTEMUAN KE-1			
No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	<ul style="list-style-type: none"> ▪ Guru membuka pembelajaran dengan mengucapkan salam. ▪ Melakukan pembiasaan berdoa, memeriksa kehadiran, kerapian pakaian, posisi tempat duduk peserta didik dan kebersihan kelas. ▪ Guru memberikan motivasi, memberikan pertanyaan pemantik materi yang akan diajarkan. ▪ Guru memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila (bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia, bernalar kritis dan kreatif, bergotong royong, serta kebhinnekaan global) ▪ Guru melakukan asesmen awal dengan bertanya tentang <i>Upcycling Used Materials</i> dalam kehidupan sehari-hari dan siswa menjawab dengan prediksi masing-masing. ▪ Guru mengaitkan <i>Upcycling Used Materials</i> yang diajarkan dengan kehidupan nyata. ▪ Guru menyampaikan tujuan pembelajaran dan memberikan gambaran terkait manfaat pembelajaran dalam kehidupan sehari-hari.
2	Inti	50 menit	<ul style="list-style-type: none"> • Section 1: Vocabulary <ul style="list-style-type: none"> - Melalui layar proyektor, guru menampilkan Link Quizlet Flashcard yang diakses pada laman: https://quizlet.com/994789272/flashcards?funnelUID=db548295-2847-4a5c-8a72-


			<p>55ad9449d658</p> <ul style="list-style-type: none"> - Guru memperlihatkan gambar tentang beberapa bahan (barang bekas) yang ada di sekitaran peserta didik yang ada pada link quizlet (flashcard feature). • Section 2: Reading Guru meminta peserta didik untuk membaca dan memahami definisi setiap bahan (barang bekas) yang tampil di link quizlet (flashcard feature). Lalu, menyelesaikan feature “Learn”. Link akses: https://quizlet.com/994789272/learn • Section 3: Writing Guru meminta siswa mencoba menulis definisi bahan (barang bekas) yang mereka telah pelajari. Link akses: https://quizlet.com/994789272/blocks
3	Penutup	10 menit	<ul style="list-style-type: none"> • Guru membimbing peserta didik menyimpulkan pembelajaran yang telah dilakukan • Melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan • Guru menutup kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.
PERTEMUAN KE-2			
No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. • Guru mengulas kembali

			pembelajaran sebelumnya terkait bahan (barang bekas) yang ada di sekitaran peserta didik kemudian melanjutkan pembelajaran ke materi selanjutnya.
2	Inti	50 menit	<ul style="list-style-type: none"> • Section 1: Vocabulary (Adjective Order) Guru menjelaskan tentang adjective order ketika mendeskripsikan bahan (barang bekas) yang ada pada rumah mereka. Link akses: https://quizlet.com/994804188/flashcards?funnelUUID=c17c0ac5-05d8-4347-b048-a6052c315510 • Section 2: Reading Guru meminta siswa untuk membaca dan memahami cara mendeskripsikan bahan (barang bekas) sesuai dengan adjective order. Setelah itu menjawab pertanyaan melalui fitur “learn” Link: https://quizlet.com/994804188/learn • Section 3: Writing Guru meminta peserta didik untuk mengerjakan quiz sesuai dengan apa yang telah dijelaskan. Link akses: https://quizlet.com/994804188/test?funnelUUID=2e743192-cbd9-469b-ae5c-11003b11f940 Setelah mengerjakan quiz, peserta didik diminta untuk membuat kalimat yang menjelaskan adjective order pada bahan (barang bekas).
3	Penutup	10 menit	<ul style="list-style-type: none"> • Guru membimbing peserta didik menyimpulkan pembelajaran yang telah dilakukan • Melakukan refleksi dan tanya jawab untuk mengevaluasi

			<p>kegiatan pembelajaran yang telah dilaksanakan</p> <ul style="list-style-type: none"> Guru menutup kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.
PERTEMUAN KE-3			
No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	<ul style="list-style-type: none"> Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. Guru mengulas kembali materi yang dipelajari di Unit 1 dengan menanyakan apa yang peserta didik ingat dari Unit 1. Guru menanyakan beberapa pertanyaan pemantik berupa: <ul style="list-style-type: none"> “Have you ever bought one of the items on sale?” “Did you check the discounts before you bought something?” “Where do you usually find the advertisements?” “Do you understand what discount means?”
2	Inti	50 menit	<ul style="list-style-type: none"> Section 1: Vocabulary Guru mengenalkan kepada peserta didik mengenai bahasa promosi melalui flashcard. Link flashcard: https://quizlet.com/995144883/flashcards?funnelUUID=11ddb8-28d8-427f-a7c4-425bd1b4e4bf Section 2: Reading Guru meminta peserta didik untuk membaca dan memahami definisi bahasa

			<p>promosi yang tampil di link quizlet (flashcard feature). Lalu, menyelesaikan feature “Learn”.</p> <p>Link: https://quizlet.com/995144883/learn</p> <ul style="list-style-type: none"> • Section 3: Writing Guru meminta siswa mencoba menulis definisi bahan (barang bekas) yang telah mereka pelajari. Link akses: https://quizlet.com/995144883/test?funnelUUID=a6aea486-562e-4e34-8c8c-1260f5638735
3	Penutup	10 menit	<ul style="list-style-type: none"> • Guru membimbing peserta didik menyimpulkan pembelajaran yang telah dilakukan. • Melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan. • Guru menutup kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.
PERTEMUAN KE-4			
No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. • Guru mengulas kembali pembelajaran sebelumnya terkait bahan (barang bekas) yang ada di sekitaran peserta didik kemudian melanjutkan pembelajaran ke materi yakni ungkapan untuk bertanya

			jawab mengenai harga.
2	Inti	50 menit	<ul style="list-style-type: none"> Section 1: Vocabulary Guru mengenalkan kepada peserta didik mengenai <i>how to ask and say how much something costs</i> melalui flashcard. Link: https://quizlet.com/995170466/flashcards?funnelUUID=eb03b9a5-ab5f-4631-a136-abaf149925e2 Section 2: Reading Setelah memahami <i>how to ask and say how much something costs</i> melalui flashcard, peserta didik diminta untuk menjawab pertanyaan melalui fitur "Learn". Link: https://quizlet.com/995170466/learn Section 3: Writing Guru meminta siswa mencoba menulis <i>how to ask and say how much something costs</i> yang telah mereka pelajari. Link akses: https://quizlet.com/995170466/test
3	Penutup	10 menit	<ul style="list-style-type: none"> Guru membimbing peserta didik menyimpulkan pembelajaran yang telah dilakukan. Melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan. Guru menutup kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.
PERTEMUAN KE-5			

No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	<ul style="list-style-type: none"> Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan peserta didik untuk mengikuti pembelajaran. Guru mengaktivasi pengetahuan awal peserta didik mengenai jenis sebuah toko berdasarkan gambar di bawah untuk membangun konteks yang akan dibahas pada unit ini.  <ul style="list-style-type: none"> Guru memberikan pertanyaan pemantik berupa: <ul style="list-style-type: none"> What kind of shop is it? If you have such a shop in your school, what items will you sell?
2	Inti	50 menit	<ul style="list-style-type: none"> Section 1: Vocabulary <ul style="list-style-type: none"> Guru memberikan kosakata yang berhubungan dengan donasi melalui fitur “flashcard”. Link akses: https://quizlet.com/995209965/flashcards?funnelUUID=b081f725-4348-4a8e-aa11-1deb7c06c17b Section 2: Reading <ul style="list-style-type: none"> Guru meminta siswa membaca sebuah teks deskripsi berjudul “SMP Merdeka Friday Shop”, lalu menjawab pertanyaannya. Link:

			<p>https://quizlet.com/995221291/learn?funnelUID=af02f6d1-9121-46b9-a317-66dffd7346e4</p> <ul style="list-style-type: none"> - Guru meminta peserta didik untuk membaca pernyataan-pernyataan berikut ini. Lalu meminta peserta didik untuk memilih T jika pernyataan tersebut benar dan F jika pernyataan tersebut salah sesuai dengan teks deskripsi. Link: https://quizlet.com/995221291/learn • Section 3: Writing <ul style="list-style-type: none"> - Guru meminta siswa mencoba menulis definisi dari kosakata yang telah mereka pelajari. Link: https://quizlet.com/995221291/blocks
3	Penutup	10 menit	<ul style="list-style-type: none"> • Guru membimbing peserta didik menyimpulkan pembelajaran yang telah dilakukan. • Melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan. • Guru menutup kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.
PERTEMUAN KE-6			
No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan	10 menit	<ul style="list-style-type: none"> • Guru membuka pembelajaran dengan salam, berdoa, menanyakan kabar, memeriksa kehadiran, dan kesiapan

			<p>peserta didik untuk mengikuti pembelajaran.</p> <ul style="list-style-type: none"> • Guru menanyakan kepada peserta didik mengenai passive form yang mereka ketahui.
2	Inti	50 menit	<ul style="list-style-type: none"> • Guru menjelaskan tentang bagaimana pola bahasa pada passive voice. • Guru dan peserta didik dapat bersama-sama mengidentifikasi passive forms pada teks yang telah mereka sebelumnya (SMP Merdeka Friday Shop). • Section 1: Vocabulary Guru memberikan kosakata dalam berbentuk past participle dengan fitur flashcard. Link: https://quizlet.com/995575117/flashcards • Section 2: Reading - Guru meminta peserta didik untuk membaca teks SMP Merdeka Friday Shop. Lalu, meminta mereka mengubah kalimat passive ke kalimat aktif. Link: https://quizlet.com/995586315/blocks • Section 3: Writing - Guru meminta peserta didik untuk menyusun kata-kata dalam urutan yang benar untuk membuat kalimat pasif. Dengan memulai kalimat dengan kata yang dicetak tebal. Link: https://quizlet.com/995596619/blocks Guru meminta peserta didik untuk membaca teks SMP Merdeka Friday Shop. Lalu, meminta mereka menuliskan

			<p>bagian-bagian/fitur yang terdapat di teks deskripsi.</p> <ul style="list-style-type: none"> - Guru meminta siswa membuat teks deskripsi dalam kelompok tentang Charity Shop impian mereka.
3	Penutup	10 menit	<ul style="list-style-type: none"> • Guru membimbing peserta didik menyimpulkan pembelajaran yang telah dilakukan. • Melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan pembelajaran yang telah dilaksanakan. • Guru menutup kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

E. ASESMEN / PENILAIAN

1. Asesmen Diagnostik (Sebelum Pembelajaran)

Diagnostic Assesment Rubric

Date:		Class:		Unit:
Students	S/he can answer simple questions independently	S/he can answer simple questions with the help of the teacher	S/he can answer simple questions with the help of peers	S/he cannot provide any answer to the teacher's questions
1				
2				
3				
4				
5				
6				
7				
8				

9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

2. Asesmen Formatif (Selama Proses Pembelajaran)

Asesmen formatif dilakukan oleh guru selama proses pembelajaran berlangsung, khususnya saat siswa melakukan kegiatan diskusi (menjawab pertanyaan), presentasi dan refleksi tertulis.

- 1) Teknik Asesmen : Observasi, Unjuk Kerja
- 2) Bentuk Instrumen : Quizlet, LKPD

3. Asesmen Sumatif

a. Asesmen Pengetahuan

Teknik Asesmen:

- Tes : Tertulis

- Non Tes : Observasi

Bentuk Instrumen:

- Asesmen tidak tertulis : Daftar pertanyaan
 - Asesmen tertulis : Jawaban singkat
- b. Asesmen Keterampilan
- Teknik Asesmen : Kinerja
 - Bentuk Instrumen : Lembar Kinerja

Asesmen formatif dilakukan oleh guru selama proses pembelajaran berlangsung, khususnya saat siswa melakukan kegiatan diskusi (menjawab pertanyaan dengan Quizlet), presentasi dan refleksi tertulis.

F. REFLEKSI GURU DAN PESERTA DIDIK

Refleksi Guru:



Teacher Reflection Sheet

Date: _____ Chapter/Unit: _____ Class: _____

1 – I did very well!

2 – I did OK!

3 – I must do better!

Pedagogical Skills	Rating	Notes
Lesson Preparation is always up to date		
Create a learner-centered learning environment		
Activities are age and developmentally-appropriate		
Activities promote further curiosity		
Use variety of resources to introduce themes/topics		
Provide a massive amount of English exposure		
Lesson structure	Rating	Notes
The learning objective is clear		
Inform the learning intention/objective		
Inform the success criteria of the lesson		
Provide hook activity (brainstorming)		
Provide relevant assessment		
Engagement with learners and learning atmosphere	Rating	Notes
Use the appropriate tone of voice		
Always friendly, caring, and positive		
Always friendly, caring, and positive		
Interact on learners' level		
Focus on positive behavior		
Encourage learners' talents and strengths		
What else went well?		
What could have made this lesson even more effective?		

Refleksi Peserta Didik:

LEARNING REFLECTION

Name: _____ Chapter: 4 5 Date: _____




What I liked doing most: _____

What I didn't like or found difficult: _____

How I worked:

• on my own	• with commitment	• with difficulty
• with the help of the teacher	• without much commitment	• without difficulty
• with the help of the other student		

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NOW I CAN			
talk about things by describing the materials and functions			
locate and categorize specific information about goods and their prices			
describe an object with specific characteristics and details			
identify stages of descriptive text			
write a descriptive text about your dream charity shop			

If you ticked 😊 or 😞 you need to revise these parts.

I shared with my family: _____

My Parent's Signature

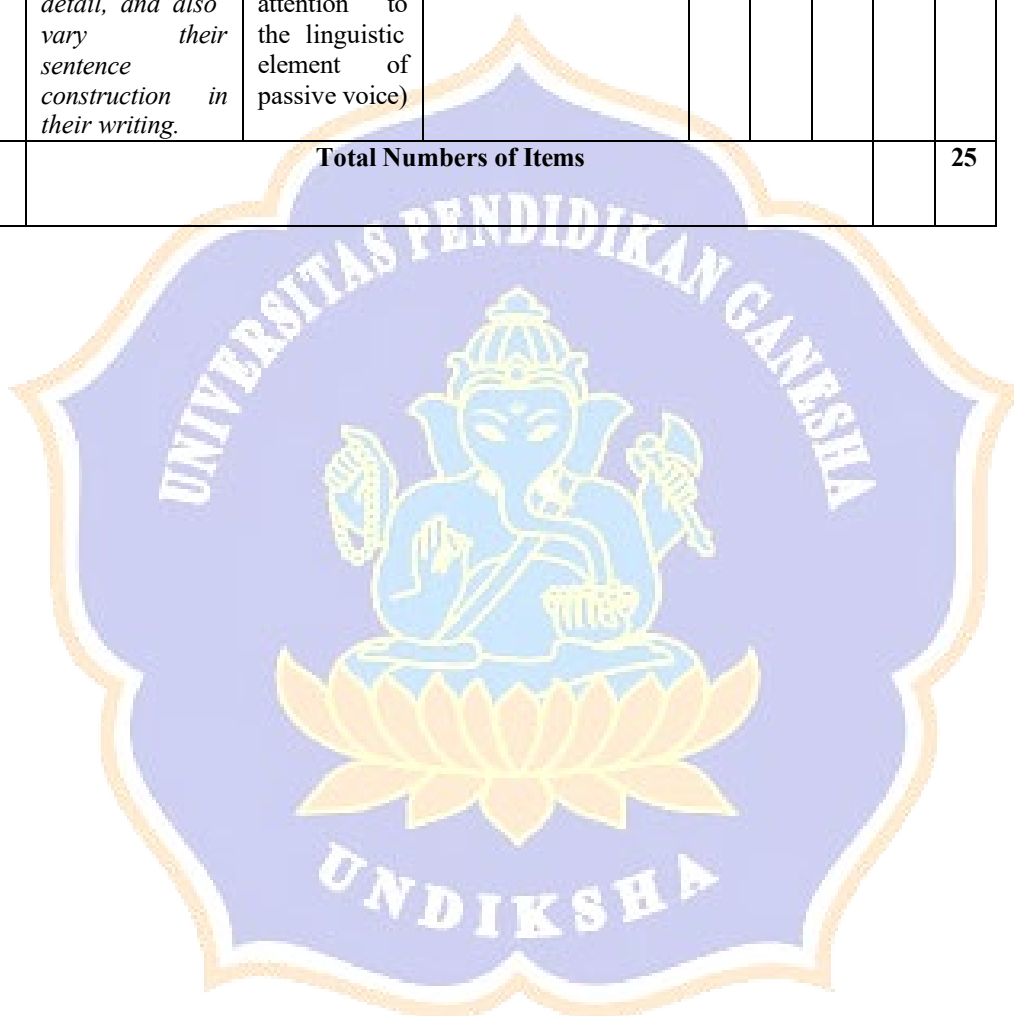
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Appendix 8 Blue Print of Post-Test

No	Learning Outcomes (<i>Capaian Pembelajaran/ CP</i>)	Basic Competency	Indicators	Level of cognitive				Total
				C1	C2	C5	C6	
1.	Elements of Reading-Viewing: <i>By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres.</i>	3.7 Know and understand the use of simple vocabulary related to Upcycling Used Materials relating to the context of everyday life.	<ul style="list-style-type: none"> Determine the meaning of vocabulary related to Upcycling Used Materials. 	1, 2, 3, 4, 5				5
2.	Elements of Reading-Viewing: <i>By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres.</i>	3.8 Understand and obtain information of the text from the reading.	<ul style="list-style-type: none"> Answer questions based on the information contained in the text. 	6, 7, 8, 9, 10				5
			<ul style="list-style-type: none"> Assess the truth of statements based on information contained in the text. 			11, 12, 13, 14, 15		5
3.	Elements of Writing-Presenting: <i>By the end of Phase D, students communicate</i>	4.8 Write sentences involving words and phrase related to Upcycling Used	<ul style="list-style-type: none"> Rearrange non-consecutive words into correct sentence related to Upcycling Used Materials. 				16, 17, 18, 19	5

	<i>their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. They include basic information and detail, and also vary their sentence construction in their writing.</i>	Materials by paying attention to social functions, text structures and linguistic elements that are correct and in accordance with the context. (Pay attention to the linguistic element of passive voice)						, 20	
			<ul style="list-style-type: none">The students write several information related to related to Upcycling Used Materials by fill in the blank sentences to correct sentences.					21 , 22 , 23 , 24 , 25	5
	Total Numbers of Items								25



Appendix 9 Post-test Instrument

Denny's Eco-Friendly Chair

Denny loves to create new things from old materials. Recently, he transformed an old wooden chair into a stylish and eco-friendly piece of furniture. The chair was originally discarded because it had a few scratches and a worn-out seat. However, with some creativity and effort, Denny upcycled it into a beautiful chair that fits perfectly in his living room.

To begin the process, Denny sanded down the rough edges and painted the chair with a vibrant green color, which made it look fresh and modern. He then replaced the old seat with a comfortable cushion covered in recycled fabric, giving it a cozy feel. Now, this once-forgotten chair has become a valuable addition to his home.

Denny believes in sustainability, so he often donates furniture that he no longer needs. Last week, he donated an old sofa to a local charity, ensuring it would be reused rather than thrown away. He knows that by donating items, he helps others while also reducing waste. When Denny decided to sell his upcycled chair at a local market, he cost it at Rp 50.000. However, since he wanted to attract more buyers, he offered a 10% discount, so it save Rp 5.000. This way, he could share his creative work while promoting eco-friendly practices.

A. Instructions: Please match each word with its correct definition!

1	Donated	•	•	Used again for the same purpose or a different one instead of being thrown away.
2	Sustainable	•	•	Sold at a lower price than usual as part of a sale or special offer.
3	Affordable	•	•	Practices that help maintain ecological balance and reduce waste for future generations.
4	Discounted	•	•	Describes an item that is inexpensive and easy to buy without spending too much money.
5	Upcycled	•	•	Something that was given away for free to help others rather than being sold or thrown away.

B. Instructions: Answer the following questions based on the text above.

1. What motivated Denny to transform the old wooden chair?
 - a. He needed more furniture for his living room.
 - b. He wanted to create something new from old materials.

- c. He found it at a garage sale.
- d. He was given it as a gift.
2. Which of the following best describes the condition of the chair before Denny upcycled it?
 - a. It was brand new and unused.
 - b. It had minor scratches and a worn-out seat.
 - c. It was broken beyond repair.
 - d. It was painted in bright colors.
3. What material did Denny use to cover the new seat of the chair?
 - a. Leather
 - b. Cotton
 - c. Recycled fabric
 - d. Plastic
4. How did Denny feel about sustainability?
 - a. He thought it was unnecessary for his lifestyle.
 - b. He believed it was important and practiced it by donating items he no longer needed.
 - c. He cared about making money from his projects.
 - d. He preferred to buy new furniture instead of upcycling old items.
5. What strategy did Denny use to attract more buyers when selling his upcycled chair?
 - a. He painted it a different color before selling it.
 - b. He offered a discount on the price of the chair.
 - c. He placed it in a more visible location at the market.
 - d. He added extra cushions to make it more appealing.

C. Instructions: Read the following statements. Write **T** if the statement is **true** and **F** if the statement is **false** according to the text above.

No	Statements	T/F
1	Denny's decision to upcycle the old chair was primarily motivated by financial gain rather than environmental concerns.	
2	The process of upcycling the chair involved both aesthetic improvements and functional enhancements.	
3	The vibrant green color Denny chose for the chair symbolizes his desire to make a bold statement about environmental awareness through his upcycling projects.	
4	By offering a discount on the upcycled chair, Denny undermined its value as a unique, handcrafted item.	
5	The transformation of the chair from a discarded item to a valuable piece of furniture illustrates the potential for creativity in reducing environmental impact through upcycling.	

D. Instructions: Rearrange the words in each set to create a correct and coherent sentence.

1. discounted - was - The price - significantly - last week
2. donated - were - the shelter - to - The old books - by the students
3. how - me - much – this – vintage - chair - Can – costs? – you - tell
4. given - they - Customers - a - discount - if - can - purchase - multiple items - be
5. materials - from – recycled – made - The new playground - was – equipment

Answer:

1. _____
2. _____
3. _____
4. _____
5. _____

E. Instructions: Fill in the blanks with the correct order of adjectives to complete each sentence. Use the words provided in parentheses.

1. Denny created a _____ (wooden/green/ round /table) from an old door.
2. She found a _____ (box/plastic/blue/square) to store her craft supplies.
3. The children made a _____ (kite/paper/ triangular/colorful) from recycled newspapers.
4. He designed a _____ (white/ rectangular/window/glass) for his upcycled greenhouse.
5. They bought a _____ (pouch/yellow/fabric/small) to hold their tools.

Answer:

1. _____
2. _____
3. _____
4. _____
5. _____

Answer Key:

A.

1. e
2. c
3. d
4. b
5. a

B.

1. b
2. b
3. c
4. b
5. b

C.

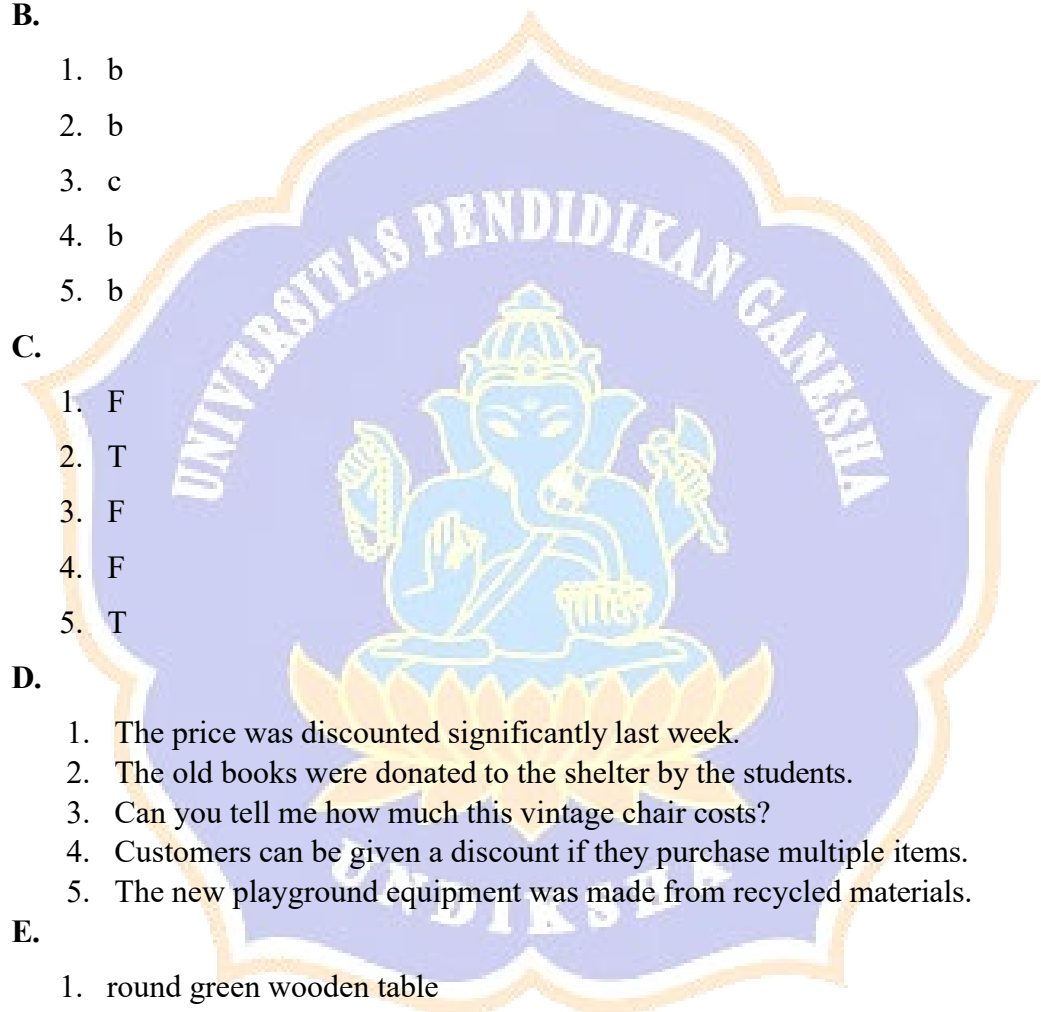
1. F
2. T
3. F
4. F
5. T

D.

1. The price was discounted significantly last week.
2. The old books were donated to the shelter by the students.
3. Can you tell me how much this vintage chair costs?
4. Customers can be given a discount if they purchase multiple items.
5. The new playground equipment was made from recycled materials.

E.

1. round green wooden table
2. square blue plastic box
3. triangular colorful paper kite
4. rectangular white glass window
5. small yellow fabric pouch



Appendix 10 Expert Judgement

1). Prof. Dr. Ni Nyoman Padmadewi, M.A.

EXPERT JUDGEMENT OF LESSON PLAN FOR CONTROL GROUP INSTRUMENT

Expert Judge I : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP 196202021988032001
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the lesson plan for control group in teaching English basic literacy for 9th grade students at SMP Negeri 3 Abiansema, which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Quizlet in Teaching Basic English Literacy to Ninth-Grade Students of SMP Negeri 3 Abiansema" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The following has presented several statement items related to the Lesson plan for teaching basic English literacy for 9th grade students at SMP Negeri 3 Abiansema. The statement is divided into three subs, namely the usability of the media, the material, and the benefits of the application. The total number of statements are 14 items.

The assessment consists of two alternatives.

Relevant: If the instrument is relevant with the aspect being assessed

Not Relevant: If the instrument is not relevant with the aspects being assessed

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Statement	Relevant	Irrelevant
1	The components of the lesson plan include at least objectives, steps, and learning assessment.	✓	
2	The lesson plan and learning scenario are organized coherently.	✓	
3	Include the name of the education unit/school.	✓	
4	Include the subject name.	✓	

5	Include the class and semesters.	✓	
Learning Activity			
6	Pre-Task		
	a. Includes the introduction of the topic and task.	✓	
	b. Includes the exploration of the topic by exposing students to useful words, phrases, and examples.	✓	
7	Task-Cycle		
	a. Includes instructions asking students to do the task in pairs or small groups.	✓	
	b. Include the process of students to prepare reporting the task.	✓	
	c. Include the activity of students presenting the task given.	✓	
8	Language Focus		
	a. Include the discussion activity after the task presentation.	✓	
	b. The teacher conducts practice of the new words with students.	✓	
	c. Include the activities of the teacher giving feedback to students on the topic learned.	✓	
9	Language Use		
	a. The sentences used in the lesson plan are easy to understand.	✓	
Suggestion & Feedback:			
Check grammar one more time to endure its accuracy			

Singaraja, 24 January 2025
Expert Judge I

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

EXPERT JUDGEMENT OF LESSON PLAN FOR EXPERIMENTAL GROUP INSTRUMENT

Expert Judge I : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP 196202021988032001
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the lesson plan for experimental group in teaching English basic literacy for 9th grade students at SMP Negeri 3 Abiansema, which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Quizlet in Teaching Basic English Literacy to Ninth-Grade Students of SMP Negeri 3 Abiansema" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The following has presented several statement items related to the Lesson plan for teaching basic English literacy for 9th grade students at SMP Negeri 3 Abiansema using Digital Learning Media in the form Quizlet. The statement is divided into three subs, namely the usability of the media, the material, and the benefits of the application. The total number of statements are 14 items.

The assessment consists of two alternatives.

Relevant: If the instrument is relevant with the aspect being assessed

Not Relevant: If the instrument is not relevant with the aspects being assessed

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Statement	Relevant	Irrelevant
1	The components of the lesson plan include at least objectives, steps, and learning assessment.	✓	
2	The lesson plan and learning scenario are organized coherently.	✓	
3	Include the name of the education unit/school.	✓	
4	Include the subject name.	✓	
5	Include the class and semesters.	✓	
Learning Activity			
6	Pre-Task		

	c. Includes the introduction of the topic and task.	✓	
	d. Includes the exploration of the topic by exposing students to useful words, phrases, and examples.	✓	
7	Task-Cycle		
	d. Includes instructions asking students to do the task in pairs or small groups.	✓	
	e. Include the process of students to prepare reporting the task.	✓	
	f. Include the activity of students presenting the task given.	✓	
8	Language Focus		
	d. Include the discussion activity after the task presentation.	✓	
	e. The teacher conducts practice of the new words with students.	✓	
	f. Include the activities of the teacher giving feedback to students on the topic learned.	✓	
9	Language Use		
	b. The sentences used in the lesson plan are easy to understand.	✓	
Suggestion & Feedback: Make sure the Quizlet will be implemented.			

Singaraja, 24 January 2025
Expert Judge I



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

EXPERT JUDGEMENT OF LEARNING MEDIA

Expert Judge I : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP 196202021988032001
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Ibu Prof. Dr. *Ni Nyoman Padmadewi*, M.A. whom I respect, please allow me to take your time in assessing or validating the Quizlet learning media to teach English basic literacy for 9th grade students at SMP Negeri 3 Abiansema which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Quizlet in Teaching Basic English Literacy to Ninth-Grade Students of SMP Negeri 3 Abiansema" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

Meeting 1: <https://quizlet.com/id/994789272/unit-1a-look-at-my-creation-vocabulary-flash-cards/?i=403imy&x=1jqt>

Meeting 2: <https://quizlet.com/id/994804188/unit-1b-look-at-my-creation-flash-cards/?i=403imy&x=1jqt>

Meeting 3: <https://quizlet.com/id/995144883/unit-2a-theyre-on-sale-flash-cards/?i=403imy&x=1jqt>

Meeting 4: <https://quizlet.com/id/995170466/unit-2b-theyre-on-sale-flash-cards/?i=403imy&x=1jqt>

Meeting 5: <https://quizlet.com/id/995209965/unit-3a-lets-donate-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995221291/unit-3a2-lets-donate-flash-cards/?i=403imy&x=1jqt>
<https://quizlet.com/id/995565623/unit-3a2-lets-donate-flash-cards/?i=403imy&x=1jqt>

Meeting 6:

<https://quizlet.com/id/995575117/unit-3b-lets-donate-past-participle-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995586315/unit-3b2-lets-donate-writing-section-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995596619/unit-3b3-flash-cards/?i=403imy&x=1jqt>

INSTRUCTIONS

The following has presented several statement items related to the Quizlet learning media to teach basic English literacy for 9th grade students at SMP Negeri 3 Abiansema. The statement is divided into three subs, namely the usability of the

media, the material, and the benefits of the application. The total number of statements are 10 items.

The assessment consists of two alternatives.

Relevant: If the instrument is relevant with the aspect being assessed

Not Relevant: If the instrument is not relevant with the aspects being assessed

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Aspect of instrument	Relevant	Irrelevant
1.	The Quizlet media is easy to access and use.	✓	
2.	The Quizlet media can be accessed on multiple devices (computer, tablet, smartphone).	✓	
3.	The Quizlet media has an attractive display.	✓	
4.	The features in Quizlet media are interactive and functional.	✓	
5.	The Quizlet includes various media (images and audio).	✓	
6.	The presented material and instruction are easy to understand.	✓	
7.	The activities in Quizlet incorporates material that support basic English literacy development (reading, writing, and obtain information from the content).	✓	
8.	The activities in Quizlet help students expand their vocabulary.	✓	
9.	The interactive Quizlet can attract students' interest in learning.	✓	
10.	The Quizlet helps teachers to teach students' basic English literacy.	✓	
Suggestion & Feedback:			

Singaraja, 24 January 2025

Expert Judge I



Prof. Dr. Ni Nyoman Padmadewi, M.A

NIP.196202021988032001

EXPERT JUDGEMENT OF POST-TEST

Expert Judge I : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP 196202021988032001
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Mrs. experts whom I respect, please allow me to take your time in assessing or validating the post-test instrument for collecting the data and measure students' basic English literacy that is conducted after the treatment. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Quizlet in Teaching Basic English Literacy at 9th Grade Students of SMP Negeri 3 Abiansema" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The assessment consists of two alternatives.

Relevant: If the instrument is relevant.

Not Relevant: If the instrument is not relevant.

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

Denny's Eco-Friendly Chair

Denny loves to create new things from old materials. Recently, he transformed an old wooden chair into a stylish and eco-friendly piece of furniture. The chair was originally discarded because it had a few scratches and a worn-out seat. However, with some creativity and effort, Denny upcycled it into a beautiful chair that fits perfectly in his living room.

To begin the process, Denny sanded down the rough edges and painted the chair with a vibrant green color, which made it look fresh and modern. He then replaced the old seat with a comfortable cushion covered in recycled fabric, giving it a cozy feel. Now, this once-forgotten chair has become a valuable addition to his home.

Denny believes in sustainability, so he often donates furniture that he no longer needs. Last week, he donated an old sofa to a local charity, ensuring it would be reused rather than thrown away. He knows that by donating items, he helps others while also reducing waste. When Denny decided to sell his upcycled chair at a local market, he cost it at Rp 50.000. However, since he wanted to attract more buyers, he offered a 10% discount, so it save Rp 5.000. This way, he could share his creative work while promoting eco-friendly practices.

Matching Word						
No	Item of Instrument			Validation Options		Descriptions
				Relevant	Irrelevant	
1.	Donated	•	•	Used again for the same purpose or a different one instead of thrown away. ✓		
2.	Sustainable	•	•	Sold at a lower price than its original price as part of a sale or special offer. ✓		
3.	Affordable	•	•	Practices that help maintain ecological balance and reduce waste for future generations. ✓		
4.	Discounted	•	•	Describes an item that is inexpensive and easy to buy without spending too much money. ✓		
5.	Upcycled	•	•	Something that was given or sold for free to help others rather than being sold or thrown away. ✓		
Key Answer 1. e 2. c 3. d 4. b 5. a						

Multiple Choices				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	What motivated Denny to transform the old wooden chair? a. He needed more furniture for his living room. b. He wanted to create something new from old materials. c. He found it at a garage sale. d. He was given it as a gift.	✓		
2.	Which of the following best describes the condition of the chair before Denny upcycled it? a. It was brand new and unused. b. It had minor scratches and a worn-out seat. c. It was broken beyond repair. d. It was painted in bright colors.	✓		
3.	What material did Denny use to cover the new seat of the chair? a. Leather b. Cotton c. Recycled fabric d. Plastic	✓		
4.	How did Denny feel about sustainability? a. He thought it was unnecessary for his lifestyle. b. He believed it was important and practiced it by donating items he no longer needed. c. He cared about making money from his projects. d. He preferred to buy new furniture instead of upcycling old items.	✓		
5	What strategy did Denny use to attract more buyers when selling his upcycled chair? a. He painted it a different color before selling it.	✓		

	b. He offered a discount on the price of the chair. c. He placed it in a more visible location at the market. d. He added extra cushions to make it more appealing.			
Key Answer 1. b 2. b 3. c 4. b 5. b				

True and False				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	Denny's decision to upcycle the old chair was primarily motivated by financial gain rather than environmental concerns.	✓		
2.	The process of upcycling the chair involved both aesthetic improvements and functional enhancements.	✓		
3.	The vibrant green color Denny chose for the chair symbolizes his desire to make a bold statement about environmental awareness through his upcycling projects.	✓		
4.	By offering a discount on the upcycled chair, Denny undermined its value as a unique, handcrafted item.	✓		
5.	The transformation of the chair from a discarded item to a valuable piece of furniture illustrates the potential for creativity in reducing environmental impact through upcycling.	✓		
Key Answer				

1. F
2. T
3. F
4. F
5. T

Rearrange Word				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	discounted - was - The price - significantly - last week	✓		
2.	donated - were - the shelter - to - The old books - by the students	✓		
3.	how - me - much – this – vintage - chair - Can – costs? – you - tell	✓		
4.	given - they - Customers - a - discount - if - can - purchase - multiple items-be	✓		
5.	materials - from – recycled – made - The new playground - was – equipment	✓		
Key Answer <ol style="list-style-type: none"> 1. The price was discounted significantly last week. 2. The old books were donated to the shelter by the students. 3. Can you tell me how much this vintage chair costs? 4. Customers can be given a discount if they purchase multiple items. 5. The new playground equipment was made from recycled materials. 				

Fill in the blank				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	Denny created a _____(wooden/green/round /table) from an old door.	✓		

2.	She found a _____ (box/plastic/blue/square) to store her craft supplies.	✓		
3.	The children made a _____ (kite/paper/triangular/colorful) from recycled newspapers.	✓		
4.	He designed a _____ (white/rectangular/window/glass) for his upcycled greenhouse.	✓		
5.	They bought a _____ (pouch/yellow/fabric/small) to hold their tools.	✓		
Key Answer <ol style="list-style-type: none"> 1. round green wooden table 2. square blue plastic box 3. triangular colorful paper kite 4. rectangular white glass window 5. small yellow fabric pouch 				

Singaraja, 24 January 2025
Expert Judge I



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

VALIDATION FORM OF LESSON PLAN CONTROL CLASS INSTRUMENT

Researcher Identity:

Name : Ni Kadek Widnyani
 NIM : 2112021004
 Major : English Language Education
 Title : The Implementation of Quizlet in Teaching Basic English Literacy at 9th Grade Students of SMP Negeri 3 Abiansema
 Expert Name : Prof. Dr. Ni Nyoman Padmadewi, M.A.

No	Statement	Scale				
		1	2	3	4	5
Format						
1	The components of the lesson plan include at least objectives, steps, and learning assessment.					V
2	The lesson plan and learning scenario are organized coherently.				V	
3	Include the name of the education unit/school.					V
4	Include the subject name.					V
5	Include the class and semesters.					V
Learning Activity						
6	Pre-Task					
	a. Includes the introduction of the topic and task.					V
	b. Includes the exploration of the topic by exposing students to useful words, phrases, and examples.					
7	Task-Cycle					
	a. Includes instructions asking students to do the task in pairs or small groups.					V
	b. Include the process of students to prepare reporting the task.				V	

	c. Include the activity of students presenting the task given.					V
8	Language Focus					
	a. Include the discussion activity after the task presentation.				V	
	b. The teacher conducts practice of the new words with students.					V
	c. Include the activities of the teacher giving feedback to students on the topic learned.					V
9	Language Use					
	a. The sentences used in the lesson plan are easy to understand.					V
Total Score		67				

Suggestion:

Singaraja, 24 January 2025
Expert Judge I



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

VALIDATION FORM OF LESSON PLAN EXPERIMENTAL CLASS INSTRUMENT

Researcher Identity:

Name : Ni Kadek Widnyani
 NIM : 2112021004
 Major : English Language Education
 Title : The Implementation of Quizlet in Teaching Basic English Literacy at 9th Grade Students of SMP Negeri 3 Abiansema
 Expert Name : Prof. Dr. Ni Nyoman Padmadewi, M.A.

No	Statement	Scale				
		1	2	3	4	5
Format						
1	The components of the lesson plan include at least objectives, steps, and learning assessment.					V
2	The lesson plan and learning scenario are organized coherently.					V
3	Include the name of the education unit/school.					V
4	Include the subject name.					V
5	Include the class and semesters.					V
Learning Activity						
6	Pre-Task					
	a. Includes the introduction of the topic and task.					V
	b. Includes the exploration of the topic by exposing students to useful words, phrases, and examples.					V
7	Task-Cycle					
	a. Includes instructions asking students to do the task in pairs or small groups.				V	
	b. Include the process of students to prepare reporting the task.					V

	c. Include the activity of students presenting the task given.						V
8	Language Focus						
	a. Include the discussion activity after the task presentation.						V
	b. The teacher conducts practice of the new words with students.						V
	c. Include the activities of the teacher giving feedback to students on the topic learned.						V
9	Language Use						
	a. The sentences used in the lesson plan are easy to understand.						V
Total Score		68					
Suggestion:							

Singaraja, 24 January 2025
Expert Judge I



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

VALIDATION FORM OF LEARNING MEDIA INSTRUMENT

Researcher Identity:

Name : Ni Kadek Widnyani
 NIM : 2112021004
 Major : English Language Education
 Title : The Implementation of Quizlet in Teaching Basic English Literacy at 9th Grade Students of SMP Negeri 3 Abiansema
 Expert Name : Prof. Dr. Ni Nyoman Padmadewi, M.A.

Meeting 1: <https://quizlet.com/id/994789272/unit-1a-look-at-my-creation-vocabulary-flash-cards/?i=403imy&x=1jqt>

Meeting 2: <https://quizlet.com/id/994804188/unit-1b-look-at-my-creation-flash-cards/?i=403imy&x=1jqt>

Meeting 3: <https://quizlet.com/id/995144883/unit-2a-theyre-on-sale-flash-cards/?i=403imy&x=1jqt>

Meeting 4: <https://quizlet.com/id/995170466/unit-2b-theyre-on-sale-flash-cards/?i=403imy&x=1jqt>

Meeting 5: <https://quizlet.com/id/995209965/unit-3a-lets-donate-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995221291/unit-3a2-lets-donate-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995565623/unit-3a2-lets-donate-flash-cards/?i=403imy&x=1jqt>

Meeting 6: <https://quizlet.com/id/995575117/unit-3b-lets-donate-past-participle-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995586315/unit-3b2-lets-donate-writing-section-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995596619/unit-3b3-flash-cards/?i=403imy&x=1jqt>

No	Aspect of instrument	Scale				
		1	2	3	4	5
1.	The Quizlet media is easy to access and use.					V
2.	The Quizlet media can be accessed on multiple devices (laptop, tablet, smartphone).					V

3.	The Quizlet media has an attractive display.					V
4.	The features in Quizlet media are interactive and functional.					V
5.	The Quizlet includes various media (images and audio).					V
6.	The presented material and instruction are easy to understand.					V
7.	The activities in Quizlet incorporates material that support basic English literacy development (reading, writing, and understand information from the content).				V	
8.	The activities in Quizlet help students expand their vocabulary.					V
9.	The interactive Quizlet can attract students' interest in learning.					V
10.	The Quizlet helps teachers to teach basic English literacy.				V	
Suggestion:						

Singaraja, 24 January 2025
Expert Judge I



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

VALIDATION FORM OF POST TEST INSTRUMENT

Researcher Identity:

Name : Ni Kadek Widnyani

NIM 2112021004

Major : English Language Education

Title : The Effect of Quizlet in Teaching Basic English Literacy at Ninth-Grade Students of SMPN 3 Abiansema

Expert Name : Prof. Dr. Ni Nyoman Padmadewi, M.A.

No	Descriptor	Statement	Scale				
			1	2	3	4	5
Matching Word							
1	Word Meaning Understanding the specific meaning of words in context.	Donated - Something that was given away for free to help others rather than being sold or thrown away.					V
2	Word Meaning Understanding the specific meaning of words in context.	Sustainable - Practices that help maintain ecological balance and reduce waste for future generations.					V
3	Word Meaning Understanding the specific meaning of words in context.	Affordable - Describes an item that is inexpensive and easy to buy without spending too much money.					V

4	Word Meaning Understanding the specific meaning of words in context.	Discounted - Sold at a lower price than usual as part of a sale or special offer.					V
5	Word Meaning Understanding the specific meaning of words in context.	Upcycled - Used again for the same purpose or a different one instead of being thrown away.					V
Total			25				
Multiple Choices							
1	Reading Comprehension Understand and obtain information of the text from the reading.	What motivated Denny to transform the old wooden chair? a. He needed more furniture for his living room. b. He wanted to create something new from old materials. c. He found it at a garage sale. d. He was given it as a gift.					V
2	Reading Comprehension Understand and obtain information of the text from the reading.	Which of the following best describes the condition of the chair before Denny upcycled it? a. It was brand new and unused. b. It had minor scratches and a worn-out seat. c. It was broken beyond repair. d. It was painted in bright colors					V
3	Reading Comprehension	What material did Denny use to cover the new seat of the chair? a. Leather					V

	Understand and obtain information of the text from the reading.	b. Cotton c. Recycled fabric d. Plastic					
4	Reading Comprehension Understand and obtain information of the text from the reading.	How did Denny feel about sustainability? a. He thought it was unnecessary for his lifestyle. b. He believed it was important and practiced it by donating items he no longer needed. c. He cared about making money from his projects. d. He preferred to buy new furniture instead of upcycling old items.					V
5	Reading Comprehension Understand and obtain information of the text from the reading.	What strategy did Denny use to attract more buyers when selling his upcycled chair? a. He painted it a different color before selling it. b. He offered a discount on the price of the chair. c. He placed it in a more visible location at the market. d. He added extra cushions to make it more appealing.					V
Total			25				
True and False							
1	Reading Comprehension Understand and obtain information of the text from the reading.	Denny's decision to upcycle the old chair was primarily motivated by financial gain rather than environmental concerns.					V
2	Reading Comprehension	The process of upcycling the chair involved both aesthetic					V

	Understand and obtain information of the text from the reading.	improvements and functional enhancements.					
3	Reading Comprehension Understand and obtain information of the text from the reading.	The vibrant green color Denny chose for the chair symbolizes his desire to make a bold statement about environmental awareness through his upcycling projects.				V	
4	Reading Comprehension Understand and obtain information of the text from the reading.	By offering a discount on the upcycled chair, Denny undermined its value as a unique, handcrafted item.					V
5	Reading Comprehension Understand and obtain information of the text from the reading.	The transformation of the chair from a discarded item to a valuable piece of furniture illustrates the potential for creativity in reducing environmental impact through upcycling.					V
Total			24				
Rearrange the words							
1	Sentence Construction Rearranging jumbled words to form coherent sentences. <i>Focus: Writing</i>	discounted - was - The price - significantly - last week					V
2	Sentence Construction Rearranging	donated - were - the shelter - to - The old books - by the students					V

	jumbled words to form coherent sentences. <i>Focus: Writing</i>						
3	Sentence Construction Rearranging jumbled words to form coherent sentences. <i>Focus: Writing</i>	how - me - much – this – vintage - chair - Can – costs? – you - tell				V	
4	Sentence Construction Rearranging jumbled words to form coherent sentences. <i>Focus: Writing</i>	given - they - Customers - a - discount - if - can - purchase - multiple items					V
5	Sentence Construction Rearranging jumbled words to form coherent sentences. <i>Focus: Writing</i>	materials - from – recycled – made - The new playground - was – equipment				V	
Total			23				
Fill in the blank							
1	Word Usage Understanding how to use an adjective word orderly in a sentence by filling in the blanks.	Denny created a _____ (wooden/green/ round /table) from an old door.				V	
2	Word Usage Understanding how to use an	She found a _____ (box/plastic/blue/square) to store her craft supplies.					V

	adjective word orderly in a sentence by filling in the blanks.						
3	Word Usage Understanding how to use an adjective word orderly in a sentence by filling in the blanks.	The children made a _____ (kite/paper/ triangular/colorful) from recycled newspapers.					V
4	Word Usage Understanding how to use an adjective word orderly in a sentence by filling in the blanks.	He designed a _____(white/ rectangular/window/glass) for his upcycled greenhouse.				V	
5	Word Usage Understanding how to use an adjective word orderly in a sentence by filling in the blanks.	They bought a _____ (pouch/yellow/fabric/small) to hold their tools					V
Total			23				

Singaraja, 24 January 2025
Expert Judge I

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

2). Kadek Sintya Dewi, S.Pd., M.Pd.

**EXPERT JUDGEMENT OF LESSON PLAN FOR CONTROL GROUP
INSTRUMENT**

Expert Judge I I : Kadek Sintya Dewi, S.Pd., M.Pd.

NIP 198803232015042004

Position : Lecture in English Language Education

Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the lesson plan for control group in teaching English basic literacy for 9th grade students at SMP Negeri 3 Abiansema, which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Quizlet in Teaching Basic English Literacy to Ninth-Grade Students of SMP Negeri 3 Abiansema" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The following has presented several statement items related to the Lesson plan for teaching basic English literacy for 9th grade students at SMP Negeri 3 Abiansema. The statement is divided into three subs, namely the usability of the media, the material, and the benefits of the application. The total number of statements are 14 items.

The assessment consists of two alternatives.

Relevant: If the instrument is relevant with the aspect being assessed

Not Relevant: If the instrument is not relevant with the aspects being assessed

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Statement	Relevant	Irrelevant
1	The components of the lesson plan include at least objectives, steps, and learning assessment.	✓	
2	The lesson plan and learning scenario are organized coherently.	✓	
3	Include the name of the education unit/school.	✓	
4	Include the subject name.	✓	
5	Include the class and semesters.	✓	
Learning Activity			

6	Pre-Task		
	e. Includes the introduction of the topic and task.	✓	
	f. Includes the exploration of the topic by exposing students to useful words, phrases, and examples.	✓	
7	Task-Cycle		
	g. Includes instructions asking students to do the task in pairs or small groups.	✓	
	h. Include the process of students to prepare reporting the task.	✓	
	i. Include the activity of students presenting the task given.	✓	
8	Language Focus		
	g. Include the discussion activity after the task presentation.	✓	
	h. The teacher conducts practice of the new words with students.	✓	
	i. Include the activities of the teacher giving feedback to students on the topic learned.	✓	
9	Language Use		
	c. The sentences used in the lesson plan are easy to understand.	✓	
<p>Suggestion & Feedback:</p> <p>Check grammar one more time to endure its accuracy</p>			

Singaraja, 24 January 2025
Expert Judge II



Kadek Sintya Dewi, S.Pd., M.Pd.
NIP.198803232015042004

EXPERT JUDGEMENT OF LESSON PLAN FOR EXPERIMENTAL GROUP INSTRUMENT

Expert Judge I I : Kadek Sintya Dewi, S.Pd., M.Pd.
NIP : 198803232015042004
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the lesson plan for experimental group in teaching English basic literacy for 9th grade students at SMP Negeri 3 Abiansema, which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Quizlet in Teaching Basic English Literacy to Ninth-Grade Students of SMP Negeri 3 Abiansema" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The following has presented several statement items related to the Lesson plan for teaching basic English literacy for 9th grade students at SMP Negeri 3 Abiansema using Digital Learning Media in the form Quizlet. The statement is divided into three subs, namely the usability of the media, the material, and the benefits of the application. The total number of statements are 14 items.

The assessment consists of two alternatives.

Relevant: If the instrument is relevant with the aspect being assessed

Not Relevant: If the instrument is not relevant with the aspects being assessed

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Statement	Relevant	Irrelevant
1	The components of the lesson plan include at least objectives, steps, and learning assessment.	✓	
2	The lesson plan and learning scenario are organized coherently.	✓	
3	Include the name of the education unit/school.	✓	
4	Include the subject name.	✓	
5	Include the class and semesters.	✓	
Learning Activity			
6	Pre-Task		

	g. Includes the introduction of the topic and task.	✓	
	h. Includes the exploration of the topic by exposing students to useful words, phrases, and examples.	✓	
7	Task-Cycle		
	j. Includes instructions asking students to do the task in pairs or small groups.	✓	
	k. Include the process of students to prepare reporting the task.	✓	
	l. Include the activity of students presenting the task given.	✓	
8	Language Focus		
	j. Include the discussion activity after the task presentation.	✓	
	k. The teacher conducts practice of the new words with students.	✓	
	l. Include the activities of the teacher giving feedback to students on the topic learned.	✓	
9	Language Use		
	d. The sentences used in the lesson plan are easy to understand.	✓	
Suggestion & Feedback:			

Singaraja, 24 January 2025
Expert Judge II



Kadek Sintya Dewi, S.Pd., M.Pd.
NIP.198803232015042004

EXPERT JUDGEMENT OF LEARNING MEDIA

Expert Judge I I : Kadek Sintya Dewi, S.Pd., M.Pd.
NIP : 198803232015042004
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Ibu Kadek Sintya Dewi, S.Pd., M.Pd. whom I respect, please allow me to take your time in assessing or validating the Quizlet learning media to teach English basic literacy for 9th grade students at SMP Negeri 3 Abiansema which is attached along with this assessment instrument. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Quizlet in Teaching Basic English Literacy to Ninth-Grade Students of SMP Negeri 3 Abiansema" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

Meeting 1: <https://quizlet.com/id/994789272/unit-1a-look-at-my-creation-vocabulary-flash-cards/?i=403imy&x=1jqt>

Meeting 2: <https://quizlet.com/id/994804188/unit-1b-look-at-my-creation-flash-cards/?i=403imy&x=1jqt>

Meeting 3: <https://quizlet.com/id/995144883/unit-2a-theyre-on-sale-flash-cards/?i=403imy&x=1jqt>

Meeting 4: <https://quizlet.com/id/995170466/unit-2b-theyre-on-sale-flash-cards/?i=403imy&x=1jqt>

Meeting 5: <https://quizlet.com/id/995209965/unit-3a-lets-donate-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995221291/unit-3a2-lets-donate-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995565623/unit-3a2-lets-donate-flash-cards/?i=403imy&x=1jqt>

Meeting 6:

<https://quizlet.com/id/995575117/unit-3b-lets-donate-past-participle-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995586315/unit-3b2-lets-donate-writing-section-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995596619/unit-3b3-flash-cards/?i=403imy&x=1jqt>

INSTRUCTIONS

The following has presented several statement items related to the Quizlet learning media to teach basic English literacy for 9th grade students at SMP Negeri 3 Abiansema. The statement is divided into three subs, namely the usability of the media, the material, and the benefits of the application. The total number of statements are 10 items.

The assessment consists of two alternatives.

Relevant: If the instrument is relevant with the aspect being assessed

Not Relevant: If the instrument is not relevant with the aspects being assessed

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

No	Aspect of instrument	Relevant	Irrelevant
1.	The Quizlet media is easy to access and use.	✓	
2.	The Quizlet media can be accessed on multiple devices (computer, tablet, smartphone).	✓	
3.	The Quizlet media has an attractive display.	✓	
4.	The features in Quizlet media are interactive and functional.	✓	
5.	The Quizlet includes various media (images and audio).	✓	
6.	The presented material and instruction are easy to understand.	✓	
7.	The activities in Quizlet incorporates material that support basic English literacy development (reading, writing, and obtain information from the content).	✓	
8.	The activities in Quizlet help students expand their vocabulary.	✓	
9.	The interactive Quizlet can attract students' interest in learning.	✓	
10.	The Quizlet helps teachers to teach students' basic English literacy.	✓	
Suggestion & Feedback:			

Singaraja, 24 January 2025

Expert Judge II



Kadek Sintya Dewi, S.Pd., M.Pd.

NIP.198803232015042004

EXPERT JUDGEMENT OF POST-TEST

Expert Judge I I : Kadek Sintya Dewi, S.Pd., M.Pd.
NIP 198803232015042004
Position : Lecture in English Language Education
Institution : Universitas Pendidikan Ganesha (Undiksha)

INTRODUCTION

Mrs. expert whom I respect, please allow me to take your time in assessing or validating the post-test instrument for collecting the data and measure students' basic English literacy that is conducted after the treatment. Your willingness to validate this guide is very important for the success of the development of the research entitled "The Implementation of Quizlet in Teaching Basic English Literacy at 9th Grade Students of SMP Negeri 3 Abiansemal" to determine the feasibility of this media being used. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The assessment consists of two alternatives.

Relevant: If the instrument is relevant.

Not Relevant: If the instrument is not relevant.

Please put a check mark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestion in the existing column.

Denny's Eco-Friendly Chair

Denny loves to create new things from old materials. Recently, he transformed an old wooden chair into a stylish and eco-friendly piece of furniture. The chair was originally discarded because it had a few scratches and a worn-out seat. However, with some creativity and effort, Denny upcycled it into a beautiful chair that fits perfectly in his living room.

To begin the process, Denny sanded down the rough edges and painted the chair with a vibrant green color, which made it look fresh and modern. He then replaced the old seat with a comfortable cushion covered in recycled fabric, giving it a cozy feel. Now, this once-forgotten chair has become a valuable addition to his home.

Denny believes in sustainability, so he often donates furniture that he no longer needs. Last week, he donated an old sofa to a local charity, ensuring it would be reused rather than thrown away. He knows that by donating items, he helps others while also reducing waste. When Denny decided to sell his upcycled chair at a local market, he cost it at Rp 50.000. However, since he wanted to attract more buyers, he offered a 10% discount, so it save Rp 5.000. This way, he could share his creative work while promoting eco-friendly practices.

Matching Word						
No	Item of Instrument			Validation Options		Descriptions
				Relevant	Irrelevant	
1.	Donated	•	•	Used again for the same purpose or a different one instead of thrown away. ✓		
2.	Sustainable	•	•	Sold at a lower price than its original price as part of a sale or special offer. ✓		
3.	Affordable	•	•	Practices that help maintain ecological balance and reduce waste for future generations. ✓		
4.	Discounted	•	•	Describes an item that is inexpensive and easy to buy without spending too much money. ✓		
5.	Upcycled	•	•	Something that was given or made for free to help others rather than being sold or thrown away. ✓		
Key Answer <ul style="list-style-type: none"> • e • c • d • b • a 						

Multiple Choices				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	

1.	<p>What motivated Denny to transform the old wooden chair?</p> <p>a. He needed more furniture for his living room.</p> <p>b. He wanted to create something new from old materials.</p> <p>c. He found it at a garage sale.</p> <p>d. He was given it as a gift.</p>	✓		
2.	<p>Which of the following best describes the condition of the chair before Denny upcycled it?</p> <p>a. It was brand new and unused.</p> <p>b. It had minor scratches and a worn-out seat.</p> <p>c. It was broken beyond repair.</p> <p>d. It was painted in bright colors.</p>	✓		
3.	<p>What material did Denny use to cover the new seat of the chair?</p> <p>a. Leather</p> <p>b. Cotton</p> <p>c. Recycled fabric</p> <p>d. Plastic</p>	✓		
4.	<p>How did Denny feel about sustainability?</p> <p>a. He thought it was unnecessary for his lifestyle.</p> <p>b. He believed it was important and practiced it by donating items he no longer needed.</p> <p>c. He cared about making money from his projects.</p> <p>d. He preferred to buy new furniture instead of upcycling old items.</p>	✓		
5	<p>What strategy did Denny use to attract more buyers when selling his upcycled chair?</p> <p>a. He painted it a different color before selling it.</p> <p>b. He offered a discount on the price of the chair.</p> <p>c. He placed it in a more visible location at the market.</p>	✓		

	d. He added extra cushions to make it more appealing.			
Key Answer <ul style="list-style-type: none"> • b • b • c • b • b 				

True and False				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	Denny's decision to upcycle the old chair was primarily motivated by financial gain rather than environmental concerns.	✓		
2.	The process of upcycling the chair involved both aesthetic improvements and functional enhancements.	✓		
3.	The vibrant green color Denny chose for the chair symbolizes his desire to make a bold statement about environmental awareness through his upcycling projects.	✓		
4.	By offering a discount on the upcycled chair, Denny undermined its value as a unique, handcrafted item.	✓		
5	The transformation of the chair from a discarded item to a valuable piece of furniture illustrates the potential for creativity in reducing environmental impact through upcycling.	✓		
Key Answer <ul style="list-style-type: none"> • F 				

- T
- F
- F
- T

Rearrange Word				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	discounted - was - The price - significantly - last week	✓		
2.	donated - were - the shelter - to - The old books - by the students	✓		
3.	how - me - much - this - vintage - chair - Can - costs? - you - tell	✓		
4.	given - they - Customers - a - discount - if - can - purchase - multiple items-be	✓		
5.	materials - from - recycled - made - The new playground - was - equipment	✓		
Key Answer <ul style="list-style-type: none"> • The price was discounted significantly last week. • The old books were donated to the shelter by the students. • Can you tell me how much this vintage chair costs? • Customers can be given a discount if they purchase multiple items. • The new playground equipment was made from recycled materials. 				

Fill in the blank				
No	Item of Instrument	Validation Options		Descriptions
		Relevant	Irrelevant	
1.	Denny created a _____(wooden/green/round /table) from an old door.	✓		

2.	She found a _____ (box/plastic/blue/square) to store her craft supplies.	✓		
3.	The children made a _____ (kite/paper/triangular/colorful) from recycled newspapers.	✓		
4.	He designed a _____ (white/rectangular/window/glass) for his upcycled greenhouse.	✓		
5.	They bought a _____ (pouch/yellow/fabric/small) to hold their tools.	✓		
Key Answer <ul style="list-style-type: none"> • round green wooden table • square blue plastic box • triangular colorful paper kite • rectangular white glass window • small yellow fabric pouch 				

Singaraja, 24 January 2025
Expert Judge II



Kadek Sintya Dewi, S.Pd., M.Pd.

NIP.198803232015042004

VALIDATION FORM OF LESSON PLAN CONTROL CLASS INSTRUMENT

Researcher Identity:

Name : Ni Kadek Widnyani
 NIM : 2112021004
 Major : English Language Education
 Title : The Implementation of Quizlet in Teaching Basic English Literacy at 9th Grade Students of SMP Negeri 3 Abiansemal
 Expert Name : Kadek Sintya Dewi, S.Pd, M.Pd.

No	Statement	Scale				
		1	2	3	4	5
Format						
1	The components of the lesson plan include at least objectives, steps, and learning assessment.					v
2	The lesson plan and learning scenario are organized coherently.				v	
3	Include the name of the education unit/school.					v
4	Include the subject name.					v
5	Include the class and semesters.					v
Learning Activity						
6	Pre-Task					
	a. Includes the introduction of the topic and task.					v
	b. Includes the exploration of the topic by exposing students to useful words, phrases, and examples.					v
7	Task-Cycle					
	a. Includes instructions asking students to do the task in pairs or small groups.					v
	b. Include the process of students to prepare reporting the task.				v	
	c. Include the activity of students presenting the task given.					v
8	Language Focus					

	a. Include the discussion activity after the task presentation.					v
	b. The teacher conducts practice of the new words with students.					v
	c. Include the activities of the teacher giving feedback to students on the topic learned.					v
9	Language Use					
	a. The sentences used in the lesson plan are easy to understand.					v
Total Score		68				

Singaraja, 24 January 2025
Expert Judge II



Kadek Sintya Dewi, S.Pd., M.Pd.
NIP.198803232015042004

VALIDATION FORM OF LESSON PLAN EXPERIMENT CLASS INSTRUMENT

Researcher Identity:

Name : Ni Kadek Widnyani
 NIM : 2112021004
 Major : English Language Education
 Title : The Implementation of Quizlet in Teaching Basic English Literacy
 at 9th Grade Students of SMP Negeri 3 Abiansema
 Expert Name : Kadek Sintya Dewi, S.Pd, M.Pd.

No	Statement	Scale				
		1	2	3	4	5
Format						
1	The components of the lesson plan include at least objectives, steps, and learning assessment.					V
2	The lesson plan and learning scenario are organized coherently.					V
3	Include the name of the education unit/school.					V
4	Include the subject name.					V
5	Include the class and semesters.					V
Learning Activity						
6	Pre-Task					
	a. Includes the introduction of the topic and task.					V
	b. Includes the exploration of the topic by exposing students to useful words, phrases, and examples.					V
7	Task-Cycle					
	a. Includes instructions asking students to do the task in pairs or small groups.					V
	b. Include the process of students to prepare reporting the task.					V
	c. Include the activity of students presenting the task given.					V
8	Language Focus					
	a. Include the discussion activity after the task presentation.					V
	b. The teacher conducts practice of the new words with students.					V

	c. Include the activities of the teacher giving feedback to students on the topic learned.					V
9	Language Use					
	a. The sentences used in the lesson plan are easy to understand.				V	
Total Score		69				

Singaraja, 24 January 2025
Expert Judge II



Kadek Sintya Dewi, S.Pd., M.Pd.

NIP.198803232015042004



VALIDATION FORM OF LEARNING MEDIA INSTRUMENT

Researcher Identity:

Name : Ni Kadek Widnyani
 NIM : 2112021004
 Major : English Language Education
 Title : The Implementation of Quizlet in Teaching Basic English Literacy at 9th Grade Students of SMP Negeri 3 Abiansema
 Expert Name : Kadek Sintya Dewi, S.Pd., M.Pd.

Meeting 1: <https://quizlet.com/id/994789272/unit-1a-look-at-my-creation-vocabulary-flash-cards/?i=403imy&x=1jqt>

Meeting 2: <https://quizlet.com/id/994804188/unit-1b-look-at-my-creation-flash-cards/?i=403imy&x=1jqt>

Meeting 3: <https://quizlet.com/id/995144883/unit-2a-theyre-on-sale-flash-cards/?i=403imy&x=1jqt>

Meeting 4: <https://quizlet.com/id/995170466/unit-2b-theyre-on-sale-flash-cards/?i=403imy&x=1jqt>

Meeting 5: <https://quizlet.com/id/995209965/unit-3a-lets-donate-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995221291/unit-3a2-lets-donate-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995565623/unit-3a2-lets-donate-flash-cards/?i=403imy&x=1jqt>

Meeting 6: <https://quizlet.com/id/995575117/unit-3b-lets-donate-past-participle-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995586315/unit-3b2-lets-donate-writing-section-flash-cards/?i=403imy&x=1jqt>

<https://quizlet.com/id/995596619/unit-3b3-flash-cards/?i=403imy&x=1jqt>

No	Aspect of instrument	Scale				
		1	2	3	4	5
1.	The Quizlet media is easy to access and use.					v
2.	The Quizlet media can be accessed on multiple devices (laptop, tablet, smartphone).					v
3.	The Quizlet media has an attractive display.					v
4.	The features in Quizlet media are interactive and functional.					v
5.	The Quizlet includes various media (images and audio).					v
6.	The presented material and instruction are easy to understand.					v

7.	The activities in Quizlet incorporates material that support basic English literacy development (reading, writing, and understand information from the content).					v
8.	The activities in Quizlet help students expand their vocabulary.					v
9.	The interactive Quizlet can attract students' interest in learning.					v
10.	The Quizlet helps teachers to teach students' basic English literacy.				v	
Suggestion: Let the judge access the quizlet to be able to give match score.						



VALIDATION FORM OF POST-TEST INSTRUMENT

Researcher Identity:

Name : Ni Kadek Widnyani
 NIM : 2112021004
 Major : English Language Education
 Title : The Implementation of Quizlet in Teaching Basic English Literacy at 9th Grade Students of SMP Negeri 3 Abiansema
 Expert Name : Kadek Sintya Dewi, S.Pd, M.Pd.

No	Descriptor	Statement	Scale				
			1	2	3	4	5
Matching Word							
1	Word Meaning Understanding the specific meaning of words in context.	Donated - Something that was given away for free to help others rather than being sold or thrown away.					v
2	Word Meaning Understanding the specific meaning of words in context.	Sustainable - Practices that help maintain ecological balance and reduce waste for future generations.					v
3	Word Meaning Understanding the specific meaning of words in context.	Affordable - Describes an item that is inexpensive and easy to buy without spending too much money.					v
4	Word Meaning Understanding the specific meaning of words in context.	Discounted - Sold at a lower price than usual as part of a sale or special offer.					v
5	Word Meaning Understanding the specific meaning of words in context.	Upcycled - Used again for the same purpose or a different one instead of being thrown away.					v
Total							
Multiple Choices							
1	Reading Comprehension	What motivated Denny to transform the old wooden					v

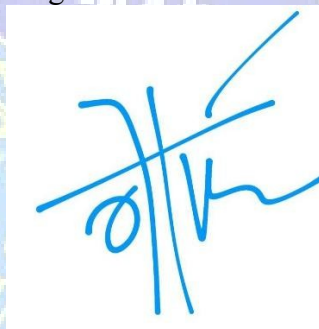
	Understand and obtain information of the text from the reading.	chair? a. He needed more furniture for his living room. b. He wanted to create something new from old materials. c. He found it at a garage sale. d. He was given it as a gift.					
2	Reading Comprehension Understand and obtain information of the text from the reading.	Which of the following best describes the condition of the chair before Denny upcycled it? a. It was brand new and unused. b. It had minor scratches and a worn-out seat. c. It was broken beyond repair. d. It was painted in bright colors					v
3	Reading Comprehension Understand and obtain information of the text from the reading.	What material did Denny use to cover the new seat of the chair? a. Leather b. Cotton c. Recycled fabric d. Plastic					v
4	Reading Comprehension Understand and obtain information of the text from the reading.	How did Denny feel about sustainability? a. He thought it was unnecessary for his lifestyle. b. He believed it was important and practiced it by donating items he no longer needed. c. He cared about making money from his projects. d. He preferred to buy new furniture instead of upcycling old items.					v
5	Reading Comprehension Understand and obtain information of the text from the reading.	What strategy did Denny use to attract more buyers when selling his upcycled chair? a. He painted it a different color before selling it. b. He offered a discount on the price of the chair. c. He placed it in a more visible location at the market.					v

		d. He added extra cushions to make it more appealing.						
Total								
True and False								
1	Reading Comprehension Understand and obtain information of the text from the reading.	Denny's decision to upcycle the old chair was primarily motivated by financial gain rather than environmental concerns.						v
2	Reading Comprehension Understand and obtain information of the text from the reading.	The process of upcycling the chair involved both aesthetic improvements and functional enhancements.						v
3	Reading Comprehension Understand and obtain information of the text from the reading.	The vibrant green color Denny chose for the chair symbolizes his desire to make a bold statement about environmental awareness through his upcycling projects.					v	
4	Reading Comprehension Understand and obtain information of the text from the reading.	By offering a discount on the upcycled chair, Denny undermined its value as a unique, handcrafted item.						v
5	Reading Comprehension Understand and obtain information of the text from the reading.	The transformation of the chair from a discarded item to a valuable piece of furniture illustrates the potential for creativity in reducing environmental impact through upcycling.						v
Total								
Rearrange the words								
1	Sentence Construction Rearranging jumbled words to form coherent sentences. <i>Focus: Writing</i>	discounted - was - The price - significantly - last week						v
2	Sentence Construction Rearranging	donated - were - the shelter - to - The old books - by the students					v	

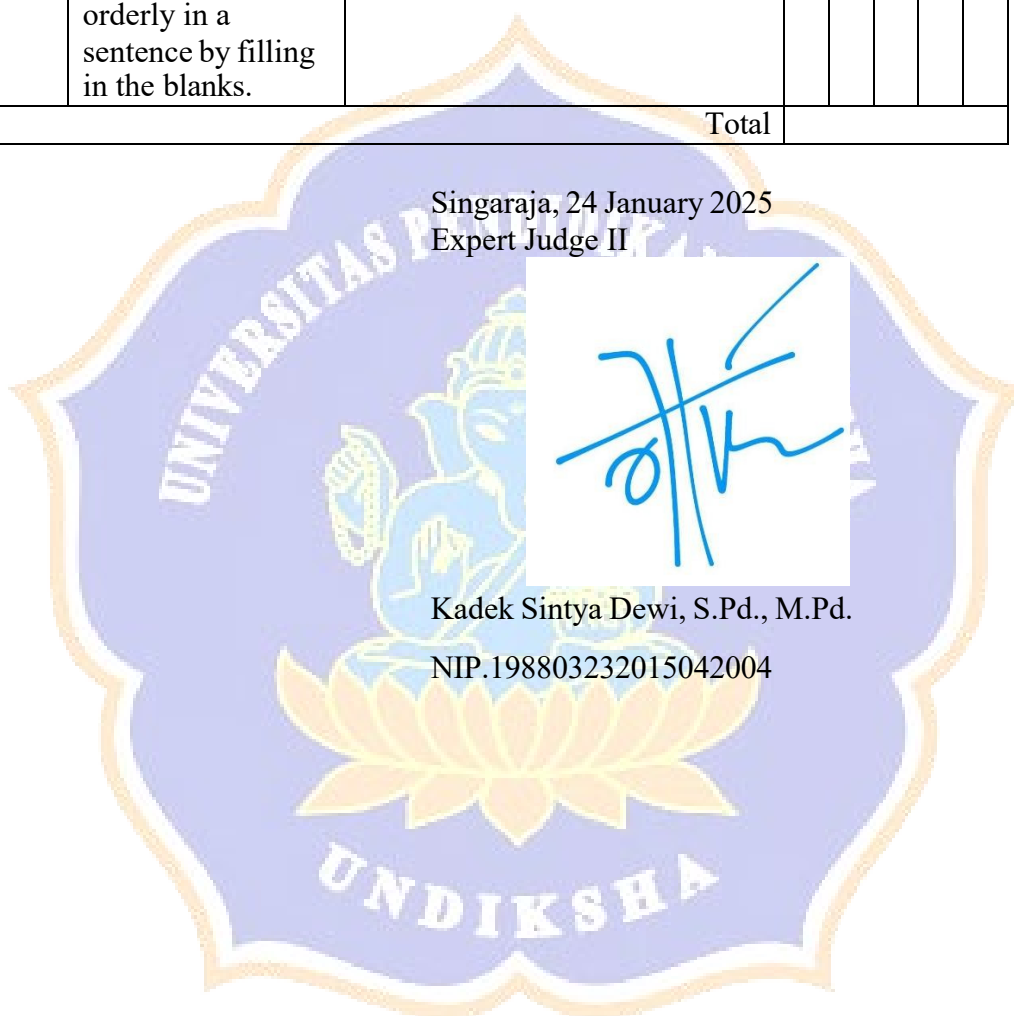
	jumbled words to form coherent sentences. <i>Focus: Writing</i>						
3	Sentence Construction Rearranging jumbled words to form coherent sentences. <i>Focus: Writing</i>	how - me - much – this – vintage - chair - Can – costs? – you - tell					v
4	Sentence Construction Rearranging jumbled words to form coherent sentences. <i>Focus: Writing</i>	given - they - Customers - a - discount - if - can - purchase - multiple items					v
5	Sentence Construction Rearranging jumbled words to form coherent sentences. <i>Focus: Writing</i>	materials - from – recycled – made - The new playground - was – equipment				v	
Total							
Fill in the blank							
1	Word Usage Understanding how to use an adjective word orderly in a sentence by filling in the blanks.	Denny created a _____ (wooden/green/ round /table) from an old door.				v	
2	Word Usage Understanding how to use an adjective word orderly in a sentence by filling in the blanks.	She found a _____ (box/plastic/blue/square) to store her craft supplies.					v
3	Word Usage Understanding how to use an adjective word orderly in a sentence by filling in the blanks.	The children made a _____ (kite/paper/ triangular/colorful) from recycled newspapers.					v

4	Word Usage Understanding how to use an adjective word orderly in a sentence by filling in the blanks.	He designed a _____ (white/ rectangular/window/glass) for his upcycled greenhouse.				v	
5	Word Usage Understanding how to use an adjective word orderly in a sentence by filling in the blanks.	They bought a _____ (pouch/yellow/fabric/small) to hold their tools					v
Total							

Singaraja, 24 January 2025
Expert Judge II



Kadek Sintya Dewi, S.Pd., M.Pd.
NIP.198803232015042004



Appendix 11 Normality and Homogeneity Test Before Treatment

1) Case Processing Summary of Students' Latest English Score

Case Processing Summary

		Valid		Cases Missing		Total	
Class		N	Percent	N	Percent	N	Percent
Students' Latest English Score	IX G	28	100.0%	0	0.0%	28	100.0%
	IX H	30	100.0%	0	0.0%	30	100.0%

2) The Result of Normality Test of Students' Latest English Score

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
Students' Latest English Score	IX G	.115	28	.200*	.949	28	.185
	IX H	.146	30	.102	.956	30	.247

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

a. Lilliefors Significance Correction

3) The Result of Homogeneity Test of Students' Latest English Score

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Students' Latest English Score	Based on Mean	1.603	1	56	.211
	Based on Median	1.429	1	56	.237
	Based on Median and with adjusted df	1.429	1	54.878	.237
	Based on trimmed mean	1.600	1	56	.211

4) The Result of Independent Sample T-test of Students' Latest English Score

Independent Samples Test

Levene's
Test for
Equality of
Variances

t-test for Equality of Means

		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post- Test Score	Equal variances assumed	.277	.601	5.818	56	.000	11.80952	2.02997	7.74300	15.87604
	Equal variances not assumed			5.802	54.823	.000	11.80952	2.03543	7.73013	15.88891



Appendix 12 Validity and Reliability Result

Validity Testing

1) Control Group Lesson Plan Validation

a. Cross Tabulation

		JUDGE I	
		Irrelevant	Relevant
JUDGE II	Irrelevant	A = 0	C = 0
	Relevant	B = 0	D = 14

b. Formula Calculation

$$\text{Content Validity} = \frac{14}{0+0+0+14} = \frac{14}{14} = 1$$

2) Experimental Group Lesson Plan Validation

a. Cross Tabulation

		JUDGE I	
		Irrelevant	Relevant
JUDGE II	Irrelevant	A = 0	C = 0
	Relevant	B = 0	D = 14

b. Formula Calculation

$$\text{Content Validity} = \frac{14}{0+0+0+14} = \frac{14}{14} = 1$$

3) Learning Media Validation

a. Cross Tabulation

		JUDGE I	
		Irrelevant	Relevant
JUDGE II	Irrelevant	A = 0	C = 0
	Relevant	B = 0	D = 10

b. Formula Calculation

$$\text{Content Validity} = \frac{10}{0+0+0+10} = \frac{10}{10} = 1$$

4) Post-test Validation

a. Cross Tabulation

		JUDGE I	
		Irrelevant	Relevant
JUDGE II	Irrelevant	A = 0	C = 0
	Relevant	B = 0	D = 25

b. Formula Calculation

$$\text{Content Validity} = \frac{25}{0+0+0+25} = \frac{25}{25} = 1$$

Reliability Testing

1) Reliability Testing of Control Group Lesson Plan

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.772 ^a	.428	.921	7.769	13	13	.000
Average Measures	.871 ^c	.599	.959	7.769	13	13	.000

2) Reliability Testing of Experimental Group Lesson Plan

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.649 ^a	.202	.872	4.692	13	13	.004
Average Measures	.787 ^c	.336	.932	4.692	13	13	.004

3) Reliability Testing of Learning Media

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.640 ^a	.062	.897	4.556	9	9	.017
Average Measures	.780 ^c	.116	.945	4.556	9	9	.017

4) Reliability Testing of Post-test

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.654 ^a	.357	.831	4.784	24	24	.000
Average Measures	.791 ^c	.526	.908	4.784	24	24	.000

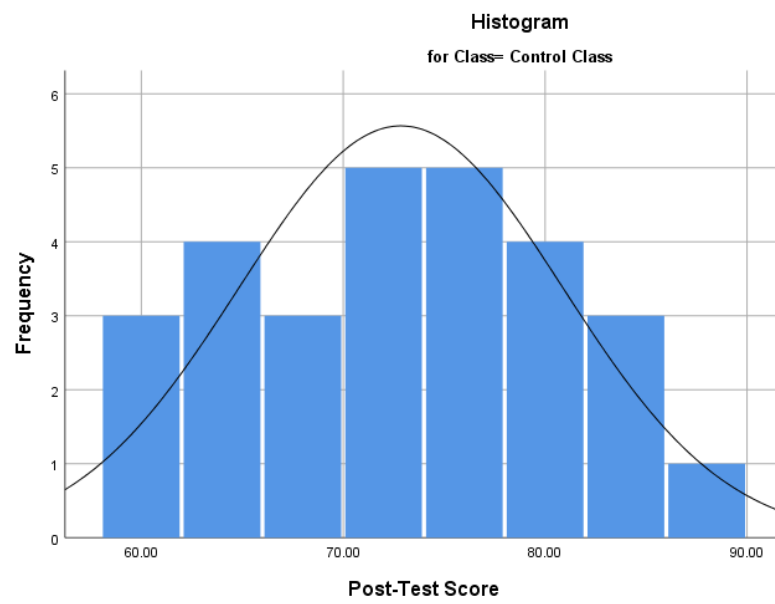


Appendix 13 Descriptive Statistic Analysis Result

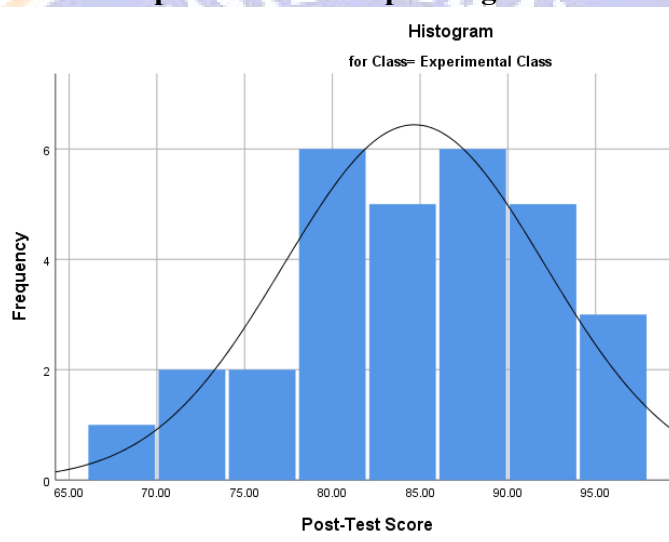
1) Post-test Descriptive Statistical Analysis

Descriptives				Statistic	Std. Error
Post-Test Score	Class				
	Experimental Class	Mean		84.6667	1.35726
		95% Confidence Interval for Mean	Lower Bound	81.8908	
			Upper Bound	87.4426	
		5% Trimmed Mean		84.8889	
		Median		84.0000	
		Variance		55.264	
		Std. Deviation		7.43400	
		Minimum		68.00	
		Maximum		96.00	
		Range		28.00	
		Interquartile Range		12.00	
		Skewness		-.364	.427
		Kurtosis		-.456	.833
	Control Class	Mean		72.8571	1.51685
		95% Confidence Interval for Mean	Lower Bound	69.7448	
			Upper Bound	75.9695	
		5% Trimmed Mean		72.7937	
		Median		72.0000	
		Variance		64.423	
		Std. Deviation		8.02641	
		Minimum		60.00	
		Maximum		88.00	
		Range		28.00	
		Interquartile Range		15.00	
		Skewness		-.021	.441
		Kurtosis		-.934	.858

2) Post-test Control Group Histogram



3) Post-test Experimental Group Histogram



Appendix 14 Inferential Statistical Analysis Result

1) Normality Testing of Post-test

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Post-Test Score	Experimental Class	.140	30	.140	.953	30	.208
	Control Class	.117	28	.200*	.953	28	.235

2) Homogeneity Testing of Post-test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Post-Test Score	Based on Mean	.277	1	56	.601
	Based on Median	.244	1	56	.624
	Based on Median and with adjusted df	.244	1	55.864	.624
	Based on trimmed mean	.259	1	56	.613

Appendix 15 Hypothesis Testing Result

1) Post-test Independent Sample T-test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Post-Test Score	Equal variances assumed	.277	.601	5.818	56	.000	11.80952	2.02997	7.74300 15.87604
	Equal variances not assumed			5.802	54.823	.000	11.80952	2.03543	7.73013 15.88891



Appendix 16 Documentation

Activity	Documentation
Preliminary Research	
Treatment session in the control group	
Treatment session in the experimental group using Quizlet	

