

## APPENDICES

### **Appendix. 1 Preliminary Observation (Before Car)**

#### **Preliminary Interview**

| <b>No.</b> | <b>Pertanyaan</b>                                                  | <b>Jawaban</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.         | When does English language instruction begin?                      | English language instruction begins in third grade. However, there are no dedicated English teachers, so English is taught by homeroom teachers..                                                                                                                                                                                                                                                                                                                                           |
| 2.         | What is the required standard for English language instruction?    | 70. However, for now, the KKTP (Minimum Competency Standard) in the Merdeka Belajar (Freedom of Learning) Curriculum is 60.                                                                                                                                                                                                                                                                                                                                                                 |
| 3.         | What is your experience teaching English to students?              | What is your experience teaching English to students? My experience teaching English here has been quite challenging. Many students still score below the minimum passing grade, making it difficult for me to determine their grades on their report cards. I have to assist them with their schoolwork. This is further complicated by my lack of experience in teaching English, making it difficult for me to determine the most effective way to convey understanding to the children. |
| 4.         | Have you ever used videos in teaching English?                     | No, I haven't. I usually only use the projector when teaching other subjects that I am truly proficient in, so for English lessons, I rely solely on the workbooks available in the classroom.                                                                                                                                                                                                                                                                                              |
| 5.         | How do you teach vocabulary to students?                           | Students usually rely on dictionaries available in the library. I assist by explaining and writing down the lessons on the blackboard.                                                                                                                                                                                                                                                                                                                                                      |
| 6.         | Is learning through WhatsApp or other technologies also used here? | Yes, but only for other subjects. Specifically for English, we do not use WhatsApp groups in the teaching and learning process.                                                                                                                                                                                                                                                                                                                                                             |

**Appendix. 2 Teacher Interview Documentation (Before CAR)**



### **Appendix. 3 Blue Print of Instrument and Instrument Validation**

#### **1. Blue Print of Vocabulary Test (Pre-test and Post-test)**

| <b>Scope of Material</b>              | <b>Material</b> | <b>Level Kognitif</b> | <b>Vocabulary Mastery Aspect</b> | <b>Description</b>                                                                                                                                                                                             | <b>Indicator of Questions</b>                                                                               | <b>Total of Questions</b> | <b>Number of Questions</b> |
|---------------------------------------|-----------------|-----------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------|
| I Go to School After Having Breakfast | Daily routines  | C1                    | Understanding                    | Ability to remember and recognizing word meaning.                                                                                                                                                              | 1. Students can remember the meaning of vocabular.                                                          | 8                         | 2,5,6,8, 11, 14, 16, 19,   |
|                                       |                 | C2                    | Pronunciation<br>Spelling        | ability to understand how a word is pronounced in accordance with predetermined rules.<br><br>ability to understand how a word phrase is arranged based on letters that are in accordance with existing rules. | 2. Students can explain, interpret and summarize the arrangement and pronunciation of vocabulary correctly. | 5                         | 1,4,7, 13, 17              |
|                                       |                 | C3                    | Usage                            | ability to use words in an appropriate context, so that the meaning and message are conveyed as intended by the informant                                                                                      | Students can apply their understanding by choosing the appropriate word in a sentence.                      | 7                         | 3,9,10, 12, 15, 18,20      |

|  |  |  |  |  |    |  |  |
|--|--|--|--|--|----|--|--|
|  |  |  |  |  | 3. |  |  |
|--|--|--|--|--|----|--|--|

### Expert Judgment of Vocabulary Test

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

| No. | Items of Instrument                                                                                                                                   | Relevant | Irrelevant | Note |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|------|
| 1.  | Susunlah kembali huruf-huruf tersebut untuk membentuk kata yang benar: <b>“R-O-W-K.”</b><br>a. Wash<br>b. Watch<br>c. Catch<br>d. Work<br>[C2]        | ✓        |            |      |
| 2.  | 2. Apa yang dimaksud dengan <b>“Drink”</b> ?<br>a. Membaca buku<br>b. Mengerjakan PR<br>c. Minum<br>d. Makan<br>[C1]                                  | ✓        |            |      |
| 3.  | Apa kata kerja yang tepat untuk kalimat ini: <b>“Every day, I ___ to school at 7 AM “</b><br>a. Go<br>b. Make<br>c. Brush<br>d. Eat<br>[C3]           | ✓        |            |      |
| 4.  | Susun kembali huruf-huruf tersebut untuk membentuk kata yang benar: <b>“H-O-S-E-W-R.”</b><br>a. Shower<br>b. Work<br>c. Sleep<br>d. Breakfast<br>[C2] | ✓        |            |      |
| 5.  | Apa arti dari <b>“wake up”</b> ?<br>a. Untuk memulai tidur<br>b. Bangun tidur<br>c. Sarapan<br>d. Mandi<br>[C1]                                       | ✓        |            |      |
| 6.  | Apa arti kata kerja <b>“brush”</b> dalam <b>“brush my teeth”</b> ?<br>a. Menyikat                                                                     | ✓        |            |      |

|     |                                                                                                                                                          |   |  |  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|
|     | b. Tidur<br>c. Makan<br>d. Bangun<br>[C1]                                                                                                                |   |  |  |
| 7.  | Susunlah kembali huruf-huruf tersebut untuk membentuk kata yang benar: “ <b>L-S-E-P-E</b> ”<br>a. Shower<br>b. Brush<br>c. Breakfast<br>d. Sleep<br>[C2] | ✓ |  |  |
| 8.  | Apa yang dimaksud dengan “ <b>take a shower</b> ”?<br>a. Mengeringkan tubuh<br>b. Mandi<br>c. Tidur<br>d. Memakai pakaian<br>[C1]                        | ✓ |  |  |
| 9.  | Pilihlah kata kerja yang tepat untuk tindakan ini: “ <b>I __ at school</b> ”<br>a. Wash<br>b. Study<br>c. Sleep<br>d. Go<br>[C3]                         | ✓ |  |  |
| 10. | Tentukan kata kerja yang benar: “ <b>in sunday, I always __ my cloth</b> ”<br>a. Wash<br>b. Brush<br>c. Sleep<br>d. Go<br>[C3]                           | ✓ |  |  |
| 11. | Apa arti kata kerja “ <b>eat</b> ”?<br>a. Minum<br>b. Makan<br>c. Tidur<br>d. berjalan-jalan<br>[C1]                                                     | ✓ |  |  |
| 12. | Pilihlah kata kerja yang tepat untuk kalimat tersebut: “ <b>I __ TV in the morning</b> ”<br>a. Sleep<br>b. Watch<br>c. Brush<br>d. Make                  | ✓ |  |  |



|     |                                                                                                                                                                        |   |  |  |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|
|     | [C3]                                                                                                                                                                   |   |  |  |
| 13. | <p>Susun kembali huruf-huruf tersebut untuk membentuk kata yang benar: “<b>K-E-A-W-P-U.</b>”</p> <p>a. Wake up<br/>b. Make up<br/>c. Walk<br/>d. Sleep</p> <p>[C2]</p> | ✓ |  |  |
| 14. | <p>Apa yang dimaksud dengan “<b>breakfast</b>”?</p> <p>a. Sarapan<br/>b. Pergi ke sekolah<br/>c. Bangun pagi<br/>d. Tidur</p> <p>[C1]</p>                              | ✓ |  |  |
| 15. | <p>Tentukan kata kerja yang tepat untuk konteks ini: “<b>I go to __ at 10 PM every night</b>”</p> <p>a. Sleep<br/>b. Brush<br/>c. Make<br/>d. Wash</p> <p>[C2]</p>     | ✓ |  |  |
| 16. | <p>Apa arti dari “<b>I __ soccer with my friends</b>”?</p> <p>a. Play<br/>b. Wear<br/>c. Breakfast<br/>d. Sleep</p> <p>[C1]</p>                                        | ✓ |  |  |
| 17. | <p>Susunlah kembali huruf-huruf tersebut untuk membentuk kata yang benar: “<b>O-O-C-K</b>”</p> <p>a. Rock<br/>b. Took<br/>c. Look<br/>d. Cook</p> <p>[C2]</p>          | ✓ |  |  |
| 18. | <p>Pilihlah tindakan yang benar: “<b>My Father __ in office</b>”</p> <p>a. Wash<br/>b. Work<br/>c. Brush<br/>d. Make</p> <p>[C3]</p>                                   | ✓ |  |  |
| 19. | <p>Apa arti dari “<b>Run</b>”?</p> <p>a. Berlari</p>                                                                                                                   | ✓ |  |  |

|     |                                                                                                        |   |  |  |
|-----|--------------------------------------------------------------------------------------------------------|---|--|--|
|     | b. Sleep<br>c. Wash<br>d. Walk<br>[C1]                                                                 |   |  |  |
| 20. | Pilihlah tindakan yang tepat:<br>“I _ the bedroom”<br>a. Work<br>b. Go<br>c. Watch<br>d. Clean<br>[C3] | ✓ |  |  |

### KUNCI JAWABAN

- |       |       |
|-------|-------|
| 1. D  | 11. B |
| 2. C  | 12. B |
| 3. A  | 13. A |
| 4. A  | 14. A |
| 5. B  | 15. A |
| 6. A  | 16. A |
| 7. D  | 17. D |
| 8. B  | 18. B |
| 9. B  | 19. A |
| 10. A | 20. D |

Singaraja, January 24<sup>th</sup>, 2024  
Expert Judge I



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

### Expert Judgment of Vocabulary Test

Expert Judge II: Gede Mahendrayana, S.Pd., M.Pd.

| No. | Items of Instrument                                                                                                                                                     | Relevant | Irrelevant | Note |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|------|
| 1.  | <p>Susunlah kembali huruf-huruf tersebut untuk membentuk kata yang benar: “<b>R-O-W-K.</b>”</p> <p>a. Wash<br/>b. Watch<br/>c. Catch<br/>d. Work</p> <p>[C2]</p>        | ✓        |            |      |
| 2.  | <p>2. Apa yang dimaksud dengan “<b>Drink</b>”?</p> <p>a. Membaca buku<br/>b. Mengerjakan PR<br/>c. Minum<br/>d. Makan</p> <p>[C1]</p>                                   | ✓        |            |      |
| 3.  | <p>Apa kata kerja yang tepat untuk kalimat ini: “<b>Every day, I ___ to school at 7 AM</b>”</p> <p>a. Go<br/>b. Make<br/>c. Brush<br/>d. Eat</p> <p>[C3]</p>            | ✓        |            |      |
| 4.  | <p>Susun kembali huruf-huruf tersebut untuk membentuk kata yang benar: “<b>H-O-S-E-W-R.</b>”</p> <p>a. Shower<br/>b. Work<br/>c. Sleep<br/>d. Breakfast</p> <p>[C2]</p> | ✓        |            |      |
| 5.  | <p>Apa arti dari “<b>wake up</b>”?</p> <p>a. Untuk memulai tidur<br/>b. Bangun tidur<br/>c. Sarapan<br/>d. Mandi</p> <p>[C1]</p>                                        | ✓        |            |      |
| 6.  | <p>Apa arti kata kerja “<b>brush</b>” dalam “<b>brush my teeth</b>”?</p> <p>a. Menyikat<br/>b. Tidur<br/>c. Makan<br/>d. Bangun</p>                                     | ✓        |            |      |



|     |                                                                                                                                                                          |   |  |  |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|
|     | [C1]                                                                                                                                                                     |   |  |  |
| 7.  | <p>Susunlah kembali huruf-huruf tersebut untuk membentuk kata yang benar: “<b>L-S-E-P-E</b>”</p> <p>a. Shower<br/>b. Brush<br/>c. Breakfast<br/>d. Sleep</p> <p>[C2]</p> | ✓ |  |  |
| 8.  | <p>Apa yang dimaksud dengan “<b>take a shower</b>”?</p> <p>a. Mengeringkan tubuh<br/>b. Mandi<br/>c. Tidur<br/>d. Memakai pakaian</p> <p>[C1]</p>                        | ✓ |  |  |
| 9.  | <p>Pilihlah kata kerja yang tepat untuk tindakan ini: “<b>I__ at school</b>”</p> <p>a. Wash<br/>b. Study<br/>c. Sleep<br/>d. Go</p> <p>[C3]</p>                          | ✓ |  |  |
| 10. | <p>Tentukan kata kerja yang benar: “<b>in sunday, I always__ my cloth</b>”</p> <p>a. Wash<br/>b. Brush<br/>c. Sleep<br/>d. Go</p> <p>[C3]</p>                            | ✓ |  |  |
| 11. | <p>Apa arti kata kerja “<b>eat</b>”?</p> <p>a. Minum<br/>b. Makan<br/>c. Tidur<br/>d. berjalan-jalan</p> <p>[C1]</p>                                                     | ✓ |  |  |
| 12. | <p>Pilihlah kata kerja yang tepat untuk kalimat tersebut: “<b>I__TV in the morning</b>”</p> <p>a. Sleep<br/>b. Watch<br/>c. Brush<br/>d. Make</p> <p>[C3]</p>            | ✓ |  |  |

|     |                                                                                                                                                                        |   |  |  |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|--|
| 13. | <p>Susun kembali huruf-huruf tersebut untuk membentuk kata yang benar: “<b>K-E-A-W-P-U.</b>”</p> <p>a. Wake up<br/>b. Make up<br/>c. Walk<br/>d. Sleep</p> <p>[C2]</p> | ✓ |  |  |
| 14. | <p>Apa yang dimaksud dengan “<b>breakfast</b>”?</p> <p>a. Sarapan<br/>b. Pergi ke sekolah<br/>c. Bangun pagi<br/>d. Tidur</p> <p>[C1]</p>                              | ✓ |  |  |
| 15. | <p>Tentukan kata kerja yang tepat untuk konteks ini: “<b>I go to__ at 10 PM every night</b>”</p> <p>a. Sleep<br/>b. Brush<br/>c. Make<br/>d. Wash</p> <p>[C3]</p>      | ✓ |  |  |
| 16. | <p>Apa arti dari “<b>I __ soccer with my friends</b>”?</p> <p>a. Play<br/>b. Wear<br/>c. Breakfast<br/>d. Sleep</p> <p>[C1]</p>                                        | ✓ |  |  |
| 17. | <p>Susunlah kembali huruf-huruf tersebut untuk membentuk kata yang benar: “<b>O-O-C-K</b>”</p> <p>a. Rock<br/>b. Took<br/>c. Look<br/>d. Cook</p> <p>[C2]</p>          | ✓ |  |  |
| 18. | <p>Pilihlah tindakan yang benar: “<b>My Father __ in office</b>”</p> <p>a. Wash<br/>b. Work<br/>c. Brush<br/>d. Make</p> <p>[C3]</p>                                   | ✓ |  |  |
| 19. | <p>Apa arti dari “<b>Run</b>”?</p> <p>a. Berlari<br/>b. Sleep</p>                                                                                                      | ✓ |  |  |

|     |                                                                                                                |   |  |  |
|-----|----------------------------------------------------------------------------------------------------------------|---|--|--|
|     | c. Wash<br>d. Walk<br>[C1]                                                                                     |   |  |  |
| 20. | Pilihlah tindakan yang tepat:<br>“I <u>  </u> the bedroom”<br>a. Work<br>b. Go<br>c. Watch<br>d. Clean<br>[C3] | ✓ |  |  |

### KUNCI JAWABAN

- |       |       |
|-------|-------|
| 1. D  | 11. B |
| 2. C  | 12. B |
| 3. A  | 13. A |
| 4. A  | 14. A |
| 5. B  | 15. A |
| 6. A  | 16. A |
| 7. D  | 17. D |
| 8. B  | 18. B |
| 9. B  | 19. A |
| 10. A | 20. D |

Singaraja, January 24<sup>th</sup>, 2024  
Expert Judge II



Gede Mahendrayana, S.Pd., M.Pd.

### 1. Blue Print of Interview Guide

| No. | Items of Instrument                                                                                                                                                                                                                        | Number of Items |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1.  | Can drilling techniques through video vocabulary improve your English vocabulary mastery?<br>(Apakah teknik drilling melalui video vocabulary dapat meningkatkan penguasaan kosakata bahasa inggris anda?)                                 | 5               |
| 2.  | Can drilling techniques through video vocabulary increase your engagement in learning English vocabulary?<br>(Apakah teknik drilling melalui video vocabulary dapat meningkatkan keterlibatan anda dalam belajar kosakata bahasa inggris?) |                 |
| 3.  | Can drilling techniques through video vocabulary increase your confidence in the learning process?<br>(Apakah teknik drilling melalui video vocabulary dapat meningkatkan kepercayaan diri anda di dalam proses belajar?)                  |                 |
| 4.  | Does your motivation increase when implementing drilling techniques through video vocabulary?<br>(Apakah motivasi anda meningkat ketika diterapkannya teknik drilling melalui video vocabulary?)                                           |                 |
| 5.  | Is drilling techniques through video vocabulary the method you need in the learning process?<br>(Apakah teknik drilling melalui video vocabulary adalah metode yang anda butuhkan dalam proses pembelajaran?)                              |                 |

### Expert Judgment of Interview Guide

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

| No. | Items of Instrument                                                                                                                                                                                                                        | Relevant | Irrelevant | Note |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|------|
| 1.  | Can drilling techniques through video vocabulary improve your English vocabulary mastery?<br>(Apakah teknik drilling melalui video vocabulary dapat meningkatkan penguasaan kosakata bahasa Inggris anda?)                                 | ✓        |            |      |
| 2.  | Can drilling techniques through video vocabulary increase your engagement in learning English vocabulary?<br>(Apakah teknik drilling melalui video vocabulary dapat meningkatkan keterlibatan anda dalam belajar kosakata bahasa Inggris?) | ✓        |            |      |
| 3.  | Can drilling techniques through video vocabulary increase your confidence in the learning process?<br>(Apakah teknik drilling melalui video vocabulary dapat meningkatkan kepercayaan diri anda di dalam proses belajar?)                  | ✓        |            |      |
| 4.  | Does your motivation increase when implementing drilling techniques through video vocabulary?<br>(Apakah motivasi anda meningkat ketika diterapkannya teknik drilling melalui video vocabulary?)                                           | ✓        |            |      |
| 5.  | Is drilling techniques through video vocabulary the method you need in the learning process?<br>(Apakah teknik drilling melalui video vocabulary adalah metode yang anda butuhkan dalam proses pembelajaran?)                              | ✓        |            |      |

Singaraja, January 24<sup>th</sup>, 2024

Expert Judge I



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



## Expert Judgment of Interview Guide

**Expert Judge II: Gede Mahendrayana, S.Pd., M.Pd.**

| No. | Items of Instrument                                                                                                                                                                                                                        | Relevant | Irrelevant | Note |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|------|
| 1.  | Can drilling techniques through video vocabulary improve your English vocabulary mastery?<br>(Apakah teknik drilling melalui video vocabulary dapat meningkatkan penguasaan kosakata bahasa Inggris anda?)                                 | ✓        |            |      |
| 2.  | Can drilling techniques through video vocabulary increase your engagement in learning English vocabulary?<br>(Apakah teknik drilling melalui video vocabulary dapat meningkatkan keterlibatan anda dalam belajar kosakata bahasa Inggris?) | ✓        |            |      |
| 3.  | Can drilling techniques through video vocabulary increase your confidence in the learning process?<br>(Apakah teknik drilling melalui video vocabulary dapat meningkatkan kepercayaan diri anda di dalam proses belajar?)                  | ✓        |            |      |
| 4.  | Does your motivation increase when implementing drilling techniques through video vocabulary?<br>(Apakah motivasi anda meningkat ketika diterapkannya teknik drilling melalui video vocabulary?)                                           | ✓        |            |      |
| 5.  | Is drilling techniques through video vocabulary the method you need in the learning process?<br>(Apakah teknik drilling melalui video vocabulary adalah metode yang anda butuhkan dalam proses pembelajaran?)                              | ✓        |            |      |

Singaraja, January 24<sup>th</sup>, 2024  
Expert Judge II



Gede  
Mahendrayana, S.Pd., M.Pd.

**Appendix. 4 Vocabulary Test Questions****VOCABULARY TEST BAHASA INGGRIS KELAS 4 SDN 1 TUNJUNG****NILAI**

|  |
|--|
|  |
|--|

1.



a. Go

b. Make

c. Brush

d. Eat

[C3]

Susunlah kembali huruf-huruf tersebut untuk membentuk kata yang benar: **“R-O-W-K”**

a. Wash

b. Watch

c. Catch

d. Work

[C2]

2. Apa yang dimaksud dengan **“Drink”**?

a. Membaca buku

b. Mengerjakan PR

c. Minum

d. Makan

[C1]

3. Apa kata kerja yang tepat untuk kalimat ini: **“Every day, I \_\_\_ to school at 7 AM”**

4.



Susun kembali huruf-huruf tersebut untuk membentuk kata yang benar:

**“H-O-S-E-W-R”**

a. Shower

b. Work

c. Sleep

d. Breakfast

[C2]

5. Apa arti dari **“wake up”**?

a. Untuk memulai tidur

b. Bangun tidur

- c. Sarapan  
d. Mandi  
[C1]  
6. Apa arti kata kerja “**brush**” dalam “**brush my teeth**”?

- a. Menyikat  
b. Tidur  
c. Makan  
d. Bangun  
[C1]

7.



Susunlah kembali huruf-huruf tersebut untuk membentuk kata yang benar: “**L-S-E-P-E**”

- a. Shower  
b. Brush  
c. Breakfast  
d. Sleep  
[C2]  
8. Apa yang dimaksud dengan “**take a shower**”?

- a. Mengeringkan tubuh

- b. Mandi  
c. Tidur  
d. Memakai pakaian

[C1]

9. Pilihlah kata kerja yang tepat untuk tindakan ini: “**I\_\_at school**”

- a. Wash  
b. Study  
c. Sleep  
d. Go

[C3]

10. Tentukan kata kerja yang benar: “**in sunday, I always\_\_my cloth**”

- a. Wash  
b. Brush  
c. Sleep  
d. Go

[C3]

11. Apa arti kata kerja “**eat**”?

- a. Minum  
b. Makan  
c. Tidur  
d. berjalan-jalan

[C1]

12. Pilihlah kata kerja yang tepat untuk kalimat tersebut: “**I\_\_TV in the morning**”

- a. Sleep  
b. Watch

c. Brush

d. Make

[C3]

13.



Susun kembali huruf-huruf tersebut untuk membentuk kata yang benar: **“K-E-A-W-P-U.”**

a. Wake up

b. Make up

c. Walk

d. Sleep

[C2]

14. Apa yang dimaksud dengan **“breakfast”**?

a. Sarapan

b. Pergi ke sekolah

c. Bangun pagi

d. Tidur

[C1]

15. Tentukan kata kerja yang tepat untuk konteks ini: **“I go to\_\_ at 10 PM every night “**

a. Sleep

b. Brush

c. Make

d. Wash

[C3]

16. Apa arti dari **“I\_\_soccer with my friends”**?

a. Play

b. Wear

c. Breakfast

d. Sleep

[C1]

17.



Susunlah kembali huruf-huruf tersebut untuk membentuk kata yang benar: **“O-O-C-K”**

a. Rock

b. Took

c. Look

d. Cook

[C2]

18. Pilihlah tindakan yang benar: **“My Father\_\_in office”**

a. Wash

- b. Work
- c. Brush
- d. Make

[C3]

19. Apa arti dari “**Run**”?

- a. Berlari
- b. Sleep
- c. Wash
- d. Walk

[C1]

20.



Pilihlah tindakan yang tepat: “**I\_\_the bedroom**”

- a. Work
- b. Go
- c. Watch
- d. Clean

[C3]





## **Appendix. 5 Teaching Module**

### **Modul ajar 9**

|                          |                                                |
|--------------------------|------------------------------------------------|
| <b>Satuan Pendidikan</b> | <b>: SD Negeri 1 Tunjung</b>                   |
| <b>Kelas/Semester</b>    | <b>: IV (Empat) / Genap</b>                    |
| <b>Fase</b>              | <b>: B</b>                                     |
| <b>Tahun Pelajaran</b>   | <b>: 2024/2025</b>                             |
| <b>Mata Pelajaran</b>    | <b>: Bahasa Inggris</b>                        |
| <b>Unit 9</b>            | <b>: I Go to School After Having Breakfast</b> |
| <b>Alokasi Waktu</b>     | <b>: 4 x 2 x35 Menit</b>                       |

### **KOMPETENSI AWAL**

- Siswa dapat mengidentifikasi kosakata tentang kata kerja daily routines.
- Siswa dapat mengekspresikan kegiatan dengan menggunakan kata kerja daily routines kata.
- Siswa dapat menyusun kalimat sederhana tentang kegiatan mereka.

### **PROFIL PELAJAR PANCASILA**

- Mandiri;
- Kreatif;
- Bergotong royong;

### **SARANA DAN PRASARANA**

- Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2021  
My Next Words Grade 4-Buku Guru untuk SD Kelas 4  
Judul Asli: Teacher's Book for Elementary School - My Next Words Grade 4  
Penulis : EYLCTeam  
ISBN 978-602-244-508-1 (Jilid lengkap), ISBN 978-602-244-510-4 (Jilid 4)
- Lembar Kerja Siswa, Laptop, Handphone, LCD Proyektor
- Alat Tulis
- Video vocabulary Bahasa Inggris :
  - <https://youtube.com/watch?v=qD1pnquNDM&feature=shared>
  - <https://youtube.com/watch?v=M4FMEmI0qTM&feature=shared>
  - <https://youtu.be/g0Eomu9dSIU?si=6RrRM27O36u9cytX>
  - <https://youtube.com/watch?v=oEjyoWQdpes&feature=shared>
  - <https://youtu.be/ju-Z9Hv0mT8?si=0RTB7uUoEmMRvuKz>
  - <https://youtu.be/3e30zkV9LVc?si=MjB9AVQnBKP5uljk>

### **TUJUAN PEMBELAJARAN**

#### **Capaian Pembelajaran:**

#### **Membaca-Memirsa**

- dengan bantuan gambar/ilustrasi, siswa mampu memahami kata-kata yang sering digunakan sehari-hari
- Siswa mampu membaca dan memberikan respon terhadap teks pendek sederhana.

***Menulis-Mempresentasikan:***

- Siswa mampu menulis kosakata sederhana tentang kata kerja rutinitas harian dalam Bahasa Inggris.

**Tujuan Pembelajaran:**

- Siswa mampu mengenal dan mengingat kata kerja rutinitas harian dalam Bahasa Inggris.
- Siswa mampu mengucapkan dengan benar serta menggunakan kata kerja rutinitas harian dalam konteks yang tepat
- Siswa mampu menyusun kalimat mengenai kata kerja rutinitas harian sederhana dengan benar.

**FOKUS BAHASA**

- **Work, Drink, Go, Shower, Wake Up, Brush, Sleep, Study, Wash, Eat, Watch, Breakfast, Play, Cook, Run, Clean.**

**KEGIATAN PEMBELAJARAN**

➤ ***OFFLINE TEACHING ACTIVITIES***

***Kegiatan Pendahuluan***

- Salam di pimpin oleh salah satu siswa.
- Guru menyapa dan memberi salam, mengecek kehadiran, kebersihan dan kerapian siswa
- Guru memastikan bahwa semua siswa dalam keadaan sehat
- Siswa diajak untuk berbagi pengalaman mereka mengenai belajar Bahasa Inggris.

***Kegiatan Inti***

***Look and Say***

- Siswa diajak untuk melakukan *brain storming* aktivitas sehari-hari mereka.
- Siswa diminta untuk menyebutkan kata kerja yang mewakili rutinitas mereka dan menyebutkannya dalam Bahasa Inggris.

***Let's Find Out***

- Guru menayangkan video vocabulary Bahasa Inggris mengenai kata kerja sehari-hari.
- Siswa diminta untuk memperhatikan pengucapan dari nama-nama benda tersebut dalam Bahasa Inggris.
- Guru menjeda pada setiap pengucapan kosakata dalam video pembelajaran dan meminta siswa untuk mengulangi pengucapan

kosakata tersebut menggunakan jenis teknik *Repetition Drill*, sembari mengoreksi hingga siswa mengucapkannya dengan benar.

- Siswa diberikan contoh kalimat pendek yang berisikan kosakata yang sedang di pelajari.
- Guru membacakan kalimat tersebut kemudian diikuti oleh siswa untuk mengulangi pengucapannya.
- Guru mengulang ulang pembacaan kalimat tersebut dalam Bahasa Inggris maupun Bahasa Indonesia menggunakan jenis teknik *Translation Drill*.
- Siswa diminta untuk mencatat kosakata yang Tengah di pelajari.
- Guru mengajak siswa untuk melakukan *Ice breaking*.

#### ***Let's try***

- Siswa diminta untuk menuliskan kosakata yang telah di pelajari di papan tanpa membawa catatan kemudian mengucapkannya dengan benar.
- Siswa diberikan kesempatan untuk mengoreksi pekerjaan temanya di papan apabila terdapat kesalahan.

#### ***Kegiatan Penutup***

- Guru menyimpulkan dan memberi penguatan.
- Sesi tanya jawab dan menambahkan informasi dari siswa lainnya.
- Salam penutup.

#### **➤ ONLINE TEACHING ACTIVITIES**

- Guru membagikan link video kosakata Bahasa Inggris melalui grup whatsapp.
- Guru memberikan tugas kepada siswa (mempelajari pengucapan serta penulisan kosakata yang ada di dalam video)
- Guru menginstruksikan murid untuk mencatat kata kata yang ada di dalam video sebanyak 3 kali dalam Bahasa Indonesia dan Bahasa Inggris (*repetition drill dan translation drill*), kemudian di setor pada pertemuan berikutnya.

#### **ASESMEN / PENILAIAN**

##### **Assessment Rubric**

##### **a) Asesmen Pengetahuan**

- Siswa diminta untuk menuliskan kata kata yang diberikan sebanyak 3 kali dalam Bahasa Indonesia (contoh kata kata yang berbeda antara deret bangku kiri, tengah dan kanan).
- Siswa diminta untuk menuliskan kata kata yang diberikan sebanyak 3 kali dalam Bahasa Inggris (contoh kata kata yang berbeda antara deret bangku kiri, tengah dan kanan).

- Kemudian masing masing deret bangku diminta untuk membaca kata kata tersebut secara Bersama-sama. (untuk Latihan *repetition dan translation drilli*)

Rubrik ini dapat digunakan oleh guru untuk menilai siswa dalam pembelajaran di unit 9.

|                          |                       |              |
|--------------------------|-----------------------|--------------|
| <b>Name of student :</b> |                       |              |
| <b>Grade :</b>           |                       |              |
|                          |                       |              |
| <b>No</b>                | <b>Student's Name</b> | <b>Score</b> |
| <b>1.</b>                |                       |              |
| <b>...</b>               |                       |              |
| <b>21.</b>               |                       |              |
| <b>Total</b>             |                       |              |
| <b>Mean Score</b>        |                       |              |
| <b>Max</b>               |                       |              |
| <b>Min</b>               |                       |              |

### PENGAYAAN DAN REMEDIAL

- Pengayaan dalam bentuk pengulangan latihan soal
- Remedial ditujukan bagi siswa yang belum mampu melewati standar penguasaan dalam bentuk bimbingan secara khusus serta berulang.

### REFLEKSI

#### *Refleksi Guru*

- Bagaimanakah reaksi siswa dalam proses pembelajaran?
- kendala pembelajaran?
- Langkah selanjutnya berdasarkan kendala?
- Poin penting dari permasalahan dalam pembelajaran?



# LEMBAR KERJA PESERTA DIDIK

A.



## Daily Routines

|                                                                                          |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                          |                                                                                          |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|         |                                                                                                                                                                                                                                                                                         |         |       |
| <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> | <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>                                                                                                                                                                                                                                                                                 | <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> | <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> |
|        | <ul style="list-style-type: none"> <li>wake up</li> <li>eat breakfast</li> <li>go to school</li> <li>brush hair</li> <li>brush teeth</li> <li>wash</li> <li>study online</li> </ul> <ul style="list-style-type: none"> <li>go home</li> <li>do homework</li> <li>take a bath</li> <li>get dressed</li> <li>eat lunch</li> <li>eat dinner</li> <li>go to sleep</li> </ul> |      |                                                                                          |
| <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> |                                                                                                                                                                                                                                                                                                                                                                          | <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> |                                                                                          |
|       |                                                                                                                                                                                                                                                                                       |      |     |
| <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> | <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>                                                                                                                                                                                                                                                                                 | <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> | <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> |
|       |                                                                                                                                                                                                                                                                                       |       |     |
| <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> | <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>                                                                                                                                                                                                                                                                                 | <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> | <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div> |

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## DAILY ROUTINES IN THE MORNING


















I comb my hair.      I get dressed.      I wash my face.  
 I wake up.      I brush my teeth.      I study in my class.  
 I go to school.      I play with my friends.

wake / comb / get / go / wash / study / brush / play



I ..... my hair.



I .....up.



I ..... dressed.



I .....my face.



I .....my teeth.



I ..... to school.



I ..... in my class.



I .....with my friends.

**B. Terjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan sebaliknya**

1. Bekerja =
2. Minum =
3. Pergi =
4. Mandi =
5. Bangun =
6. Brush =
7. Sleep =
8. Study =
9. Wash =
10. Eat =

**C. SUSUN ULANG HURUF-HURUF UNTUK MEMBENTUK KATA YANG BENAR**

1. Susun ulang huruf-huruf untuk membentuk kata yang benar:  
**K-O-O-C**  
(Petunjuk: kamu melakukan ini di dapur.)
2. Susun ulang huruf-huruf untuk membentuk kata yang benar:  
**B-K-E-A-F-T-S-A-R**  
(Petunjuk: Makanan pertama di hari itu.)
3. Susun ulang huruf-huruf untuk membentuk kata yang benar:  
**B-U-S-H-R**  
(Petunjuk: kamu melakukan ini pada gigi Anda.)
4. Susun ulang huruf-huruf untuk membentuk kata yang benar:  
**S-W-O-R-H-E**  
(Petunjuk: kamu melakukan ini untuk membersihkan tubuh kamu dengan air.)
5. Susun kembali huruf-huruf tersebut untuk membentuk kata yang benar:  
**S-P-E-E-L**  
(Petunjuk: kamu melakukan ini di malam hari.)
6. Susun ulang huruf-huruf untuk membentuk kata yang benar:  
**A-R-E-D**  
(Petunjuk: kamu melakukan ini dengan sebuah buku.)

**Appendix. 6 Teaching Sceario Meeting 1,2,3 and 4**

|                                                                                                                                                                                                                             |                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>English Teaching Scenario for Grade 4 Students at SDN 1 Tunjung</b>                                                                                                                                                      |                                                                                                                                                                                                                                  |
| <b>Target Students</b>                                                                                                                                                                                                      | : Grade 4 students at SDN 1 Tunjung                                                                                                                                                                                              |
| <b>Subject</b>                                                                                                                                                                                                              | : English Vocabulary                                                                                                                                                                                                             |
| <b>Number of Sessions</b>                                                                                                                                                                                                   | : 4 sessions                                                                                                                                                                                                                     |
| <b>Approach</b>                                                                                                                                                                                                             | : Use of Technology (WhatsApp & YouTube),<br>Interactive Learning)                                                                                                                                                               |
| <b>MEETING 1 Cycle I</b>                                                                                                                                                                                                    |                                                                                                                                                                                                                                  |
| <b>Introduction to Vocabulary and Reinforcement Through Visual Media</b>                                                                                                                                                    |                                                                                                                                                                                                                                  |
| <b>Learning Objectives:</b>                                                                                                                                                                                                 |                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>Students recognize and can repeat basic vocabulary related to the theme being studied.</li> <li>Students begin to get used to learning vocabulary through YouTube videos.</li> </ul> |                                                                                                                                                                                                                                  |
| <b>Time in minute</b>                                                                                                                                                                                                       | <b>Offline Activity</b>                                                                                                                                                                                                          |
| 5                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>The teacher begins the lesson with a greeting</li> </ul>                                                                                                                                  |
| 5                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Brainstorm with students about the words they will learn.</li> </ul>                                                                                                                      |
| 10                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Students are invited to watch a vocabulary video on YouTube projected on the screen.</li> </ul>                                                                                           |
| 10                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Together, students repeat the vocabulary shown in the video.</li> </ul>                                                                                                                   |
| 10                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>This is followed by a group activity, where students write or draw related vocabulary words.</li> </ul>                                                                                   |
| 15                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>The teacher guides the class discussion using Indonesian with English vocabulary words inserted.</li> </ul>                                                                               |
| 5                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Teacher close the learning session with reviewing the material and also giving reinforcement.</li> </ul>                                                                                  |
| <b>Online Activity</b>                                                                                                                                                                                                      |                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Give instructions about the tasks they must complete.</li> <li>Provide explanations if any students have questions or do not understand the instructions and directions given.</li> </ul> |

**Notes for Teachers:**

- Avoid directly pointing out students who appear hesitant.
- Praise every participation, whether the answer is correct or needs improvement.

**MEETING 2 Cycle I****Vocabulary Application Practice and Building Student Confidence****Learning Objectives:**

- Students practice making simple sentences using the vocabulary they have learned.
- Students become more confident in speaking and presenting in front of the class.

| <b>Time in minute</b>                                                                                                                                                                                    | <b>Offline Activity</b>                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• The teacher begins the lesson with a greeting</li> </ul>                                                                                                                                    |
| 5                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• The teacher reviews the vocabulary that students learned in the previous online session.</li> </ul>                                                                                         |
| 10                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Play the next vocabulary video.</li> </ul>                                                                                                                                                  |
| 10                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Students asked to take note to vocabulary thy being learned</li> </ul>                                                                                                                      |
| 10                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Ask students to voluntarily read their sentences aloud in front of the class.</li> </ul>                                                                                                    |
| 15                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• At the end of the session, students are invited to reflect on what they felt and which vocabulary words they remember most.</li> </ul>                                                      |
| 5                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Teacher close the learning session with reviewing the material and also giving reinforcement.</li> </ul>                                                                                    |
| <b>Online Activity</b>                                                                                                                                                                                   |                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Give instructions about the tasks they must complete.</li> <li>• Provide explanations if any students have questions or do not understand the instructions and directions given.</li> </ul> |
| <b>Notes for Teachers:</b>                                                                                                                                                                               |                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Avoid directly pointing out students who appear hesitant.</li> <li>• Praise every participation, whether the answer is correct or needs improvement.</li> </ul> |                                                                                                                                                                                                                                      |

**MEETING 1 Cycle II****Vocabulary Challenges and Practice Through Voice Notes****Learning Objectives:**

- Students actively participate in games to strengthen their vocabulary mastery.
- Students learn to pronounce vocabulary through voice notes in a WhatsApp group.

| <b>Time in minute</b>                                                                                                                                                                                               | <b>Offline Activity</b>                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• The teacher begins the lesson with a vocabulary guessing game.</li> </ul>                                                                                                                                                       |
| 5                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• The teacher discusses the vocabulary video that they previously learned in the online session.</li> </ul>                                                                                                                       |
| 10                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• The teacher shows a new vocabulary video that students will learn.</li> </ul>                                                                                                                                                   |
| 15                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• The teacher encourages students to do an icebreaker activity. The teacher guides the class discussion using Indonesian with English vocabulary words inserted.</li> </ul>                                                       |
| 15                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• The teacher asks students to note down the vocabulary displayed.</li> </ul>                                                                                                                                                     |
| 5                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Students watch an additional short video and note down new vocabulary.</li> </ul>                                                                                                                                               |
| 5                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Teacher closes the learning session with reviewing the material and also giving reinforcement.</li> </ul>                                                                                                                       |
| <b>Online Activity</b>                                                                                                                                                                                              |                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Each student is asked to send a voice note containing 3 to 5 vocabulary words they have learned.</li> <li>• The teacher acknowledges all the students' efforts, especially those who are usually shy about speaking.</li> </ul> |
| <b>Notes for Teachers:</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Appreciate students' efforts, not just the final results.</li> <li>• Pay attention to the dynamics of the class to keep the atmosphere conducive and enjoyable.</li> </ul> |                                                                                                                                                                                                                                                                          |



**MEETING 2 Cycle II****Review, Simple Evaluation, and Appreciation of Learning Outcomes****Learning Objectives:**

- Students are able to remember and pronounce vocabulary with more confidence.
- Students reflect on their progress in speaking.

| <b>Time in minute</b>                                                                                                                                                                                      | <b>Offline Activity</b>                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• The teacher begins the lesson with a greeting</li> </ul>                                                                                                                      |
| 5                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• The teacher discusses their assignments from the previous online session.</li> </ul>                                                                                          |
| 10                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Each student takes turns creating simple sentences using the vocabulary they have learned.</li> </ul>                                                                         |
| 10                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• A small vote is held to select the most liked or most challenging vocabulary word.</li> </ul>                                                                                 |
| 10                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• The lesson continued with enjoyable group activities such as icebreakers, games, and a closing video.</li> </ul>                                                              |
| 15                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• The teacher guides the class discussion using Indonesian with English vocabulary words inserted.</li> </ul>                                                                   |
| 5                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Teacher close the learning session with reviewing the material</li> </ul>                                                                                                     |
| <b>Online Activity</b>                                                                                                                                                                                     |                                                                                                                                                                                                                        |
|                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• The teacher reviews vocabulary through an interactive quiz game.</li> <li>• The teacher provides positive feedback, appreciating the students' courage and effort.</li> </ul> |
| <b>Notes for Teachers:</b>                                                                                                                                                                                 |                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>• Celebrate every small achievement of the students.</li> <li>• Give quieter students the opportunity to express themselves through drawings or writing.</li> </ul> |                                                                                                                                                                                                                        |

**Appendix. 7 Researcher Fieldnotes in Cycle 1 and 2**

**RESEARCH FIELD NOTES IN CYCLE 1**

| No | Date                                  | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                             |
|----|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                       | Offline observation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Online Observation                                                                                                                                                                                                                                                                                          |
| 1  | Day 1,<br>Monday 3<br>January<br>2025 | <ol style="list-style-type: none"> <li>1. During brain storming, students feel afraid and shy to respond to the approach taken by the teacher. Students tend not to be afraid to answer questions thrown by the teacher even in Bahasa Indonesia.</li> <li>2. Students show their interest in technology in the form of vocabulary videos shown in class.</li> <li>3. Students pay attention to learning well. When the researcher explains, students listen well.</li> <li>4. When pointed out one by one, students feel shy and show their discomfort.</li> <li>5. Students tend to be unsure in giving answers, often they look at their friends before answering. Students also tended to avoid eye contact with the teacher.</li> <li>6. Some students began to be distracted by their friends when asked to think of words related to the material.</li> <li>7. Some students with high initial scores began to bravely answer questions posed by the researcher.</li> </ol> | <ol style="list-style-type: none"> <li>1. Only a few students respond to the instructions given by the teacher, and most only read the message without participating.</li> <li>2. Some students only respond by sending emotes</li> <li>3. Students also tend to only give short 1-word answers.</li> </ol> |

|   |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                           |
|---|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                          | 8. After a while, other students began to express their responses.<br>9. When asked to mention the words that are being learned, there are still many mistakes in students' pronunciation.<br>10. Students claim to be familiar with using whatsapp and youtube applications.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                           |
| 2 | Day 2,<br>Wednesday<br>5 January<br>2025 | 1. Students are more courageous in mentioning the words learned in the online session in the previous meeting.<br>2. There is an increase in students' confidence in responding to instructions from the teacher.<br>3. The increase in students' confidence is matched with an increase in students' understanding of vocabulary.<br>4. Students began to have the courage to come forward when asked to write the vocabulary they had learned before.<br>5. Two students chatted when the teacher was explaining in front of them so they were approached by the researcher and reminded.<br>6. The teacher tried to give positive feedback without focusing too much on the mistakes made by the students.<br>7. Students began to use English vocabulary in | 1. Students seem to have the courage to respond in the group even though it is only 1 or 2 words.<br>2. Some students began to dare to ask questions related to learning. |

|  |  |                                                                                                                                                                                                                                                                                                                                          |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <p>making and speaking simple sentences, although most of the words in the sentences were still in Indonesian.</p> <p>8. Students whisper to each other in judging their friends' answers.</p> <p>9. At the end of the learning session students mentioned their fear of being mocked by their friends if they got the answer wrong.</p> |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

### RESEARCH FIELD NOTES IN CYCLE 2

| No | Date                                   | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                        | Offline observation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Online Observation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1  | Day 1,<br>Monday 10<br>January<br>2025 | <ol style="list-style-type: none"> <li>Students seemed excited about learning in the second cycle. Especially during the game session.</li> <li>17 students who were unable to pass the KKTP began to show progress.</li> <li>4 students did not submit the assignment that had previously been instructed in the WA group.</li> <li>Students remember vocabulary faster than the previous cycle.</li> <li>Many students began to be confident in mentioning English words even though their pronunciation was not yet smooth.</li> <li>The teacher gave more appreciation to increase students' confidence.</li> </ol> | <ol style="list-style-type: none"> <li>Students began to bravely send voice notes to mention the vocabulary they had gotten through the video.</li> <li>The teacher tries to give compliments to increase students' confidence, and encourage other students to participate.</li> <li>Students began to bravely speak through voice notes even though sometimes they need time in constructing the sentences that will be spoken.</li> <li>Participation increased compared to the previous meeting</li> </ol> |

|   |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                         |
|---|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                          | <ol style="list-style-type: none"> <li>7. Students began to make positive and supportive corrections to their peers about their mispronunciations.</li> <li>8. The teacher responds positively in correcting students' mistakes without intimidating them.</li> <li>9. Students are more confident in speaking in front of the class, although some of them still speak in a low voice.</li> <li>10. Some students began to be brave enough to ask questions even though they were in Indonesian and Balinese.</li> <li>11. Students began to feel the courage to laugh in the games implemented which could reduce the tension of the classroom conditions.</li> <li>12. A group of students whispered to give clues about vocabulary to the group that was asked to speak.</li> </ol> | <ol style="list-style-type: none"> <li>5. More and more other students also want to participate.</li> </ol>                                                                                                                                                                                                                                             |
| 2 | Day 2,<br>Thursday<br>13 January<br>2025 | <ol style="list-style-type: none"> <li>1. The teacher tried to ask questions about the vocabulary they had learned before, and the students answered them correctly, although some students did not really remember some of the words that were asked.</li> <li>2. While watching the video, one student distracted his friend.</li> <li>3. The student who distracted his friend seemed more focused</li> </ol>                                                                                                                                                                                                                                                                                                                                                                        | <ol style="list-style-type: none"> <li>1. Students seemed to hesitate in giving answers and participating, but more students were trying than the previous meeting.</li> <li>2. Students seemed excited with the online game presented. Students were enthusiastic by actively asking questions when they had difficulty accessing the game.</li> </ol> |



|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                 |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>when his seat was moved.</p> <p>4. Most of the students showed their enthusiasm in participating in the lesson, such as raising their hands when asked to mention the previously learned word without text.</p> <p>5. Students look more competitive in answering questions asked by the teacher.</p> <p>6. Students look more confident in giving answers even though their answers are still wrong.</p> <p>7. When it came to giving opinions, most students raised their hands voluntarily.</p> <p>8. At the end of the learning session, students claimed to feel happy and confident in speaking English.</p> | <p>3. More students participated because the atmosphere was more relaxed, and did not feel like an assignment.</p> <p>4. Students who previously only read group messages began to respond.</p> |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Appendix. 8 Student's Scores of Pre-tests, Post-test 1 and Post-test 2

#### PRE-TEST ITEM SCORES

| No          | Stu-Dents | Items |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | Total | Score |
|-------------|-----------|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|-------|
|             |           | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |       |       |
| 1           | S1        | 0     | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0  | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 6     | 30    |
| 2           | S2        | 0     | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 4     | 20    |
| 3           | S3        | 0     | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 4     | 20    |
| 4           | S4        | 0     | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 10    | 50    |
| 5           | S5        | 0     | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 6     | 30    |
| 6           | S6        | 1     | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 10    | 50    |
| 7           | S7        | 0     | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 0  | 7     | 35    |
| 8           | S8        | 1     | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 7     | 35    |
| 9           | S9        | 0     | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 8     | 40    |
| 10          | S10       | 0     | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 4     | 20    |
| 11          | S11       | 0     | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 0  | 0  | 1  | 12    | 60    |
| 12          | S12       | 0     | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 6     | 30    |
| 13          | S13       | 1     | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 1  | 4     | 20    |
| 14          | S14       | 0     | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0  | 1  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 6     | 30    |
| 15          | S15       | 1     | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 14    | 70    |
| 16          | S16       | 1     | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 7     | 35    |
| 17          | S17       | 1     | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 7     | 35    |
| 18          | S18       | 0     | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 0  | 0  | 13    | 65    |
| 19          | S19       | 1     | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 18    | 90    |
| 20          | S20       | 0     | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 0  | 1  | 0  | 10    | 50    |
| 21          | S21       | 0     | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0  | 1  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 4     | 20    |
| Total       |           |       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | 835   |       |
| Mean Scores |           |       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |       | 39,76 |

#### POST-TEST 1 ITEM SCORES

| No          | Stu-Dents | Items |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | Total | Score |
|-------------|-----------|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|-------|
|             |           | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |       |       |
| 1           | S1        | 0     | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 7     | 35    |
| 2           | S2        | 1     | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 8     | 40    |
| 3           | S3        | 1     | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1  | 1  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 10    | 50    |
| 4           | S4        | 1     | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 16    | 80    |
| 5           | S5        | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 16    | 80    |
| 6           | S6        | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0  | 1  | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 1  | 13    | 65    |
| 7           | S7        | 1     | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 0  | 6     | 30    |
| 8           | S8        | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 0  | 1  | 15    | 75    |
| 9           | S9        | 0     | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0  | 0  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 5     | 25    |
| 10          | S10       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 1  | 17    | 85    |
| 11          | S11       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 100   |
| 12          | S12       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 0  | 0  | 1  | 15    | 75    |
| 13          | S13       | 1     | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 0  | 0  | 6     | 30    |
| 14          | S14       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 18    | 90    |
| 15          | S15       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 100   |
| 16          | S16       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 17    | 85    |
| 17          | S17       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 19    | 95    |
| 18          | S18       | 1     | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 16    | 80    |
| 19          | S19       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 100   |
| 20          | S20       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 100   |
| 21          | S21       | 1     | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 14    | 70    |
| Total       |           |       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | 1515  |       |
| Mean Scores |           |       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |       | 72,14 |

#### POST-TEST 2 ITEM SCORES

| No          | Stu-Dents | Items |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | Total | Score |
|-------------|-----------|-------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|-------|
|             |           | 1     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |       |       |
| 1           | S1        | 1     | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 15    | 75    |
| 2           | S2        | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 17    | 85    |
| 3           | S3        | 1     | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 16    | 80    |
| 4           | S4        | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 100   |
| 5           | S5        | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1  | 1  | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 17    | 85    |
| 6           | S6        | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 100   |
| 7           | S7        | 1     | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1  | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 14    | 70    |
| 8           | S8        | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 17    | 85    |
| 9           | S9        | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 15    | 75    |
| 10          | S10       | 1     | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 16    | 80    |
| 11          | S11       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 100   |
| 12          | S12       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 17    | 85    |
| 13          | S13       | 1     | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1  | 1  | 0  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 1  | 13    | 65    |
| 14          | S14       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 19    | 95    |
| 15          | S15       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 100   |
| 16          | S16       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 100   |
| 17          | S17       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 100   |
| 18          | S18       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 100   |
| 19          | S19       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 100   |
| 20          | S20       | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 20    | 100   |
| 21          | S21       | 1     | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 13    | 65    |
| Total       |           |       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | 1855  |       |
| Mean Scores |           |       |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    | 88,33 |       |



**Appendix. 9 Preliminary Study Documentation**

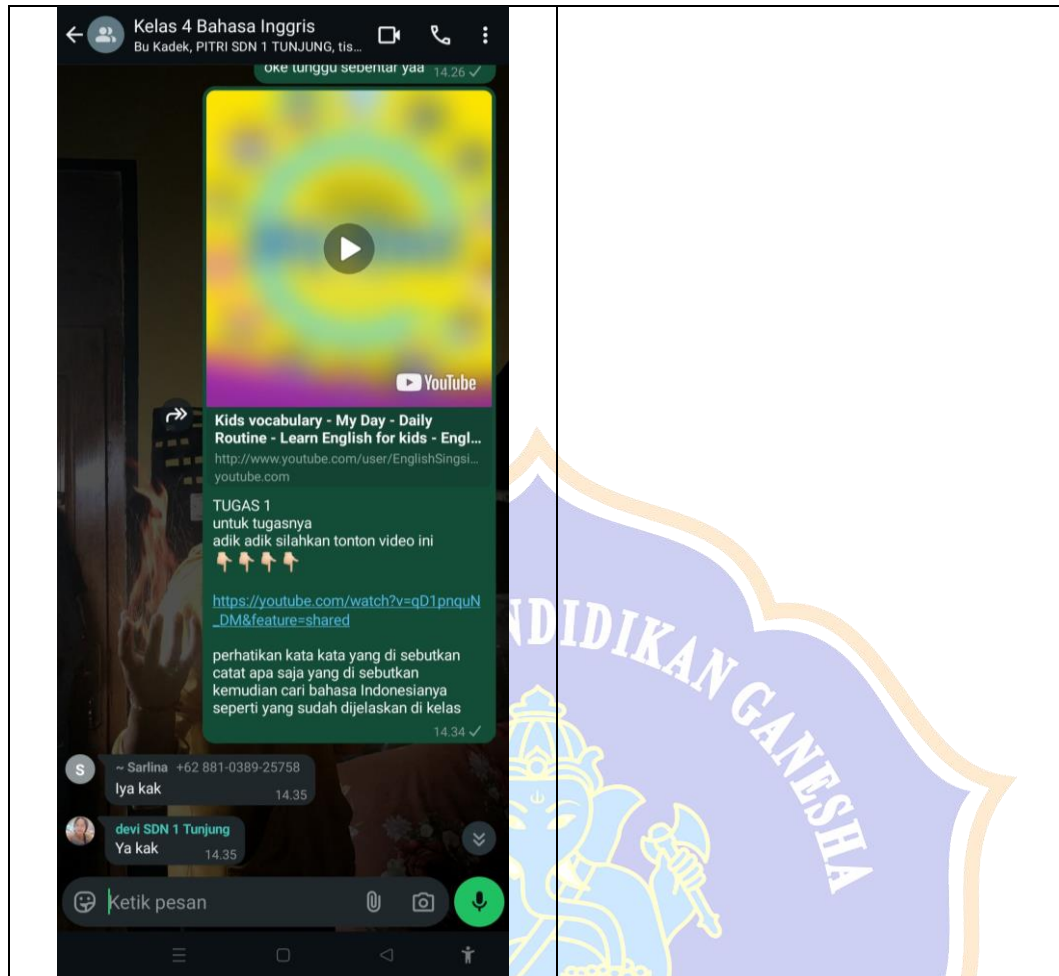


## Appendix. 10 Cycle 1 Documentation

### Meeting 1



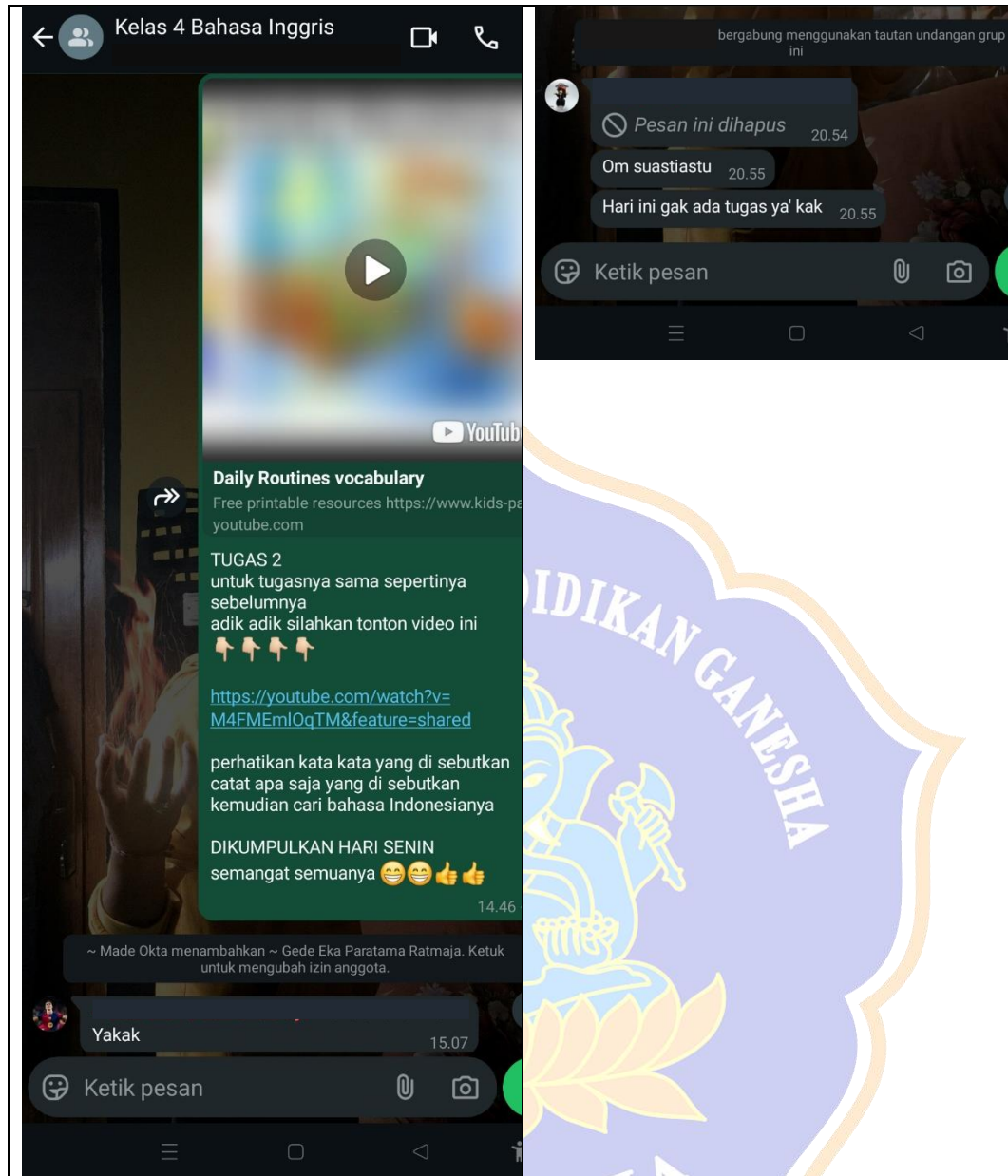




## Meeting 2







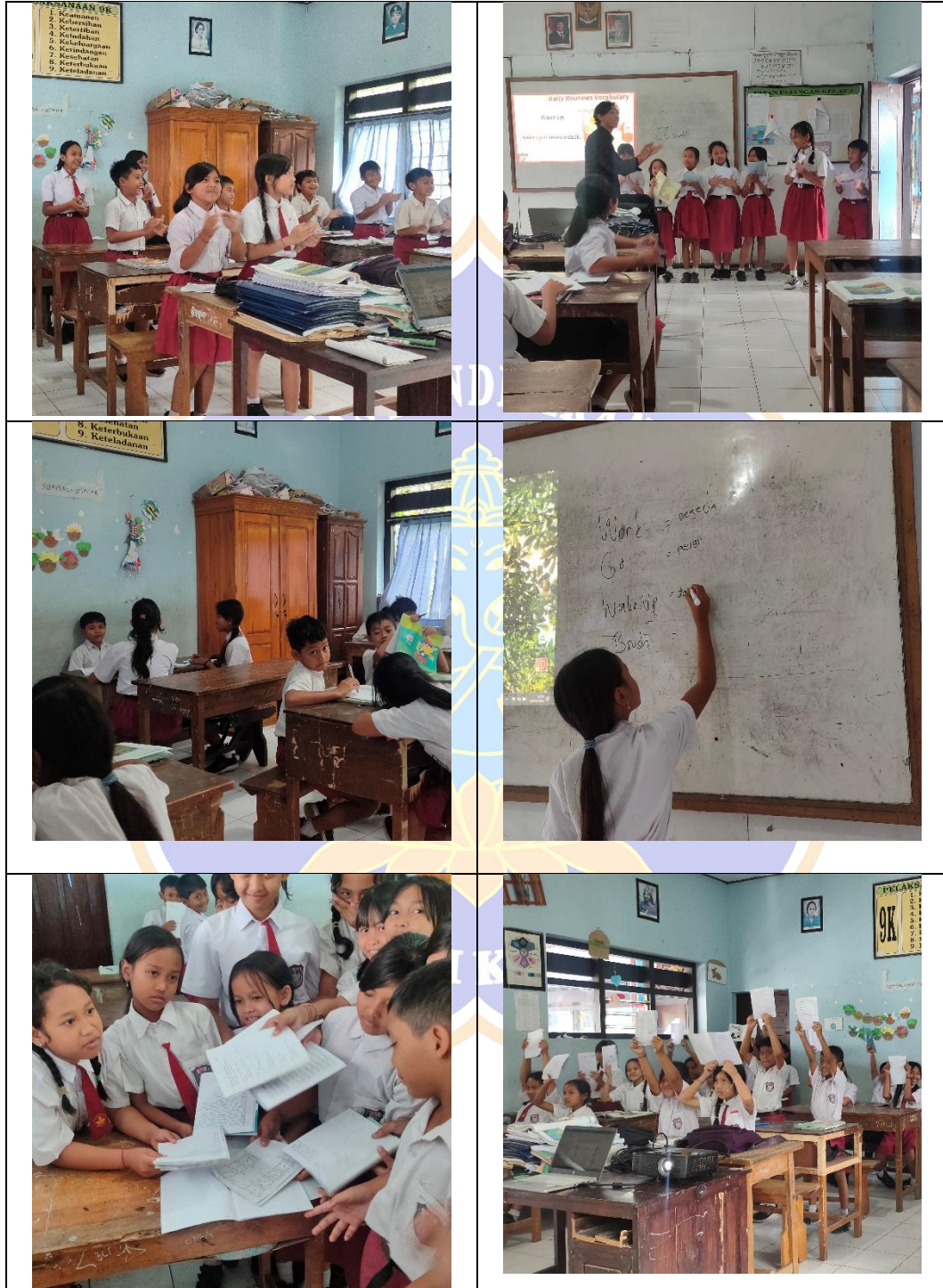


## Post Test

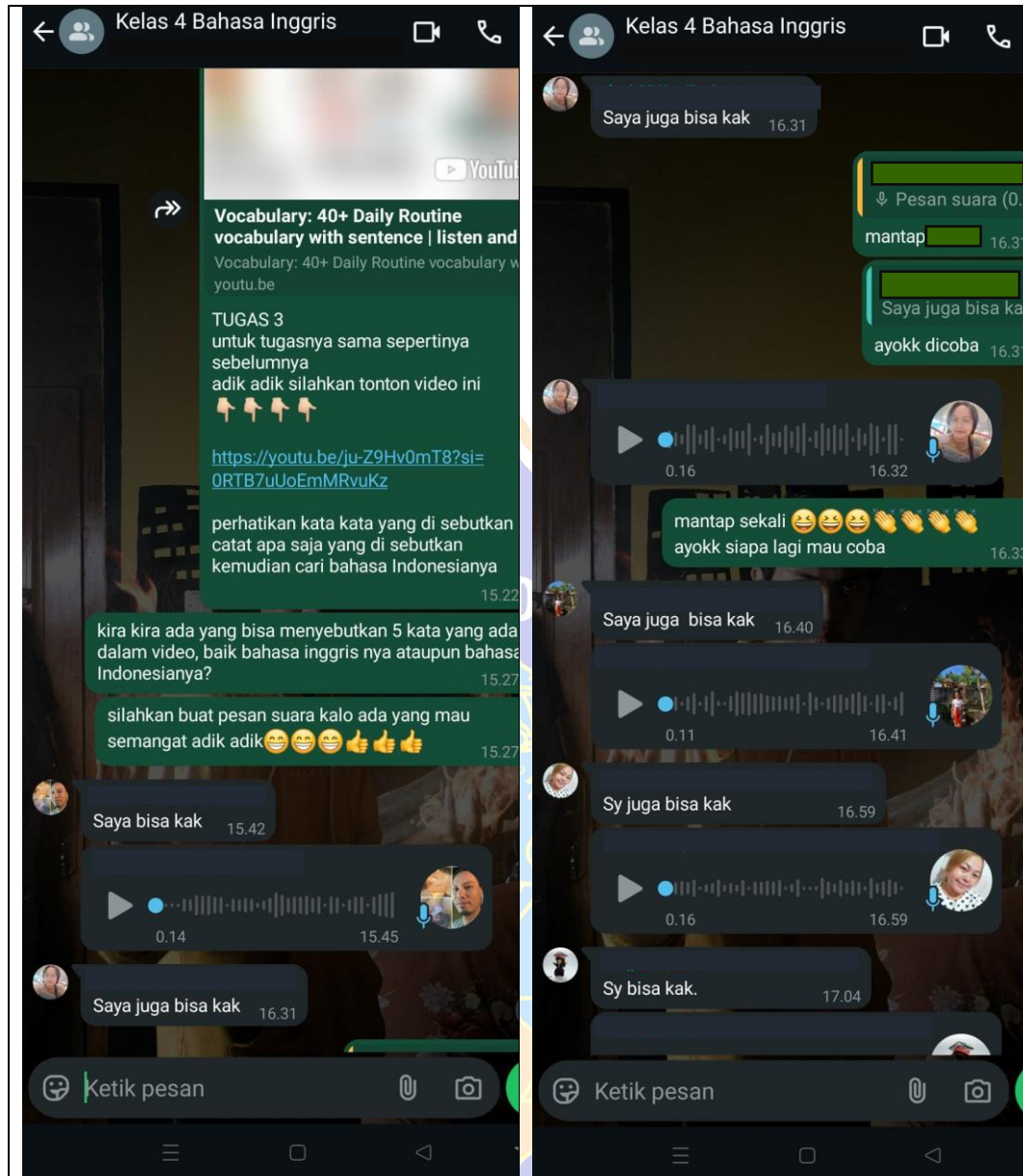


## Appendix. 11 Cycle 2 Documentation

### Meeting 1

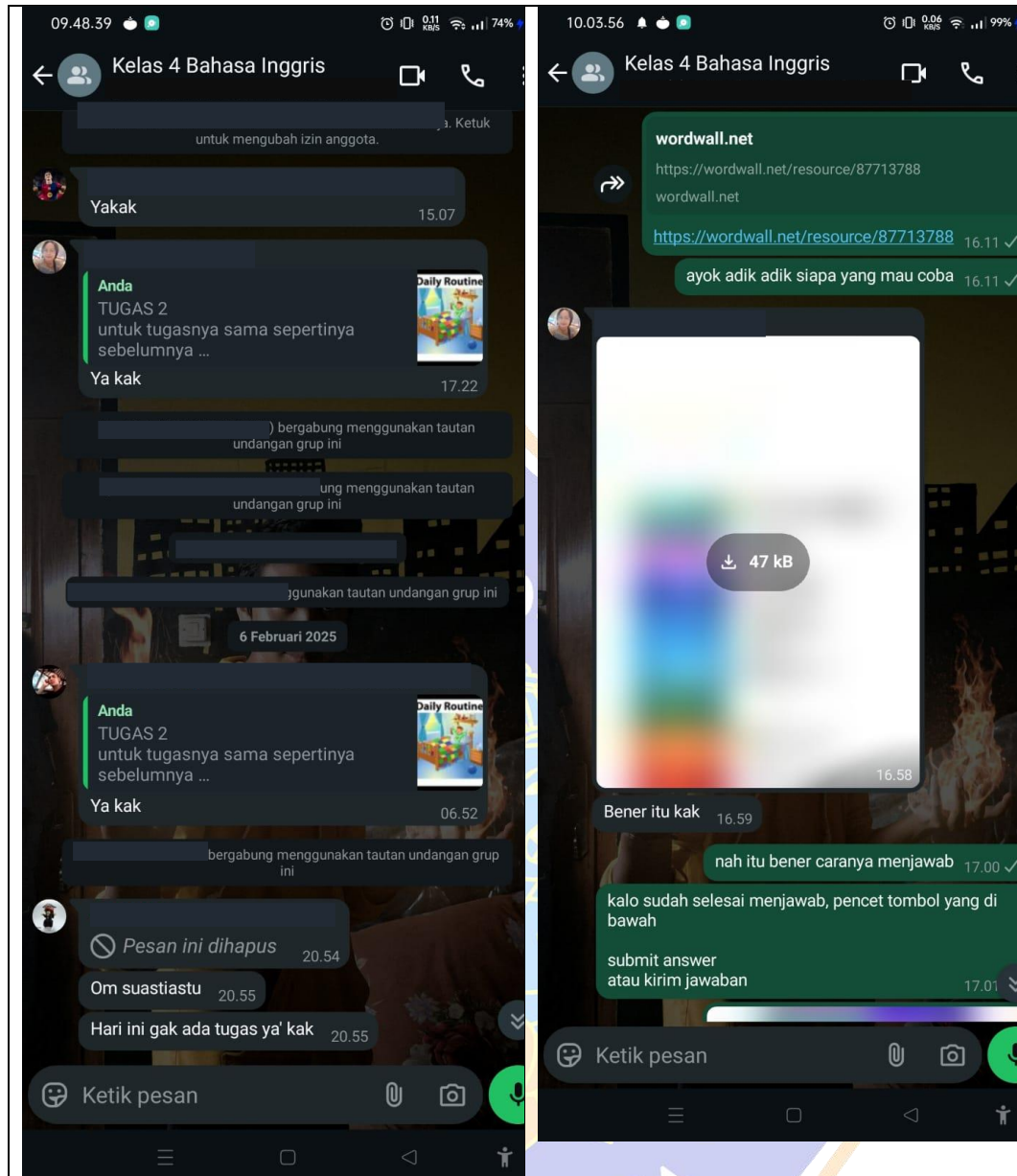






## Meeting 2



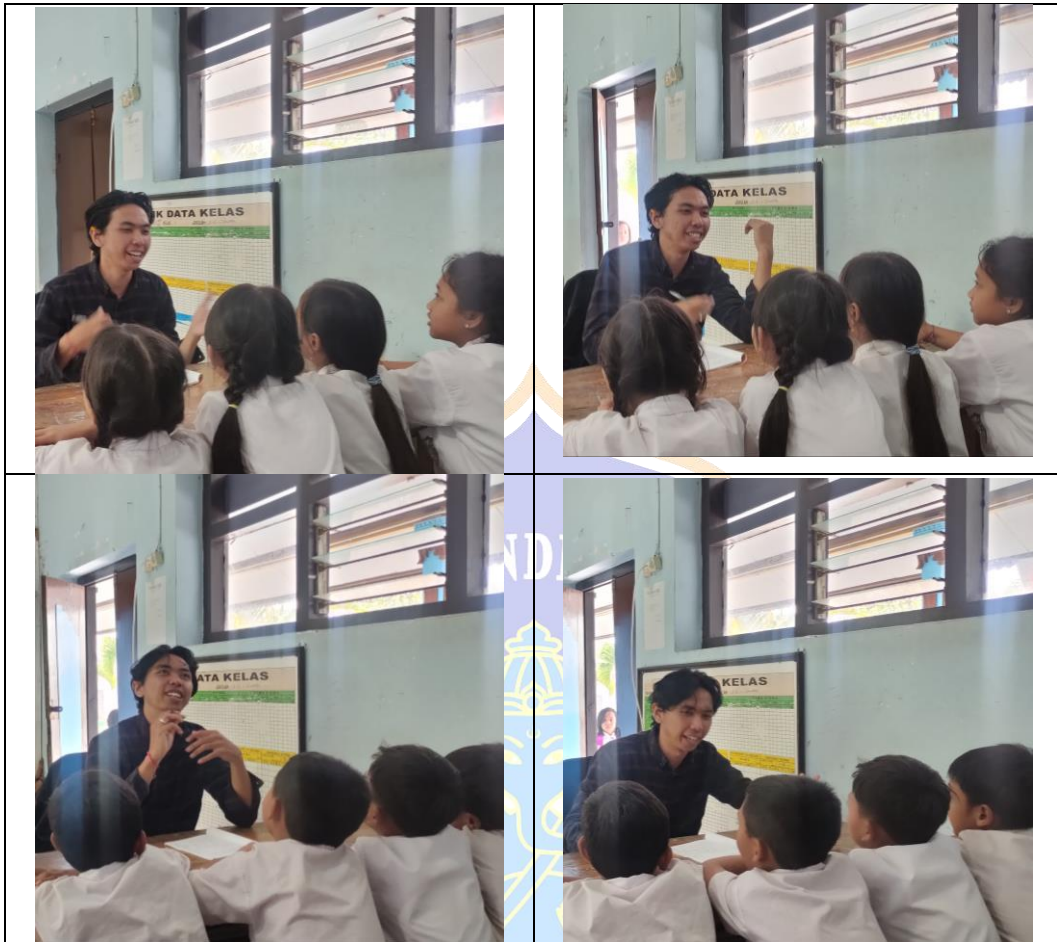




## Post-test 2





**Appendix. 12 Interview Documentation**

### Appendix. 13 Surat Keterangan Penelitian



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 : 2783/UN48.7.1/DT/2024

23 Juli 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD N 1 Tunjung  
 di Buleleng

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

|                |                                                                                                                    |
|----------------|--------------------------------------------------------------------------------------------------------------------|
| Nama           | : I Made Dwimayoga                                                                                                 |
| NIM            | : 2112021054                                                                                                       |
| Jurusan        | : Jurusan Bahasa Asing                                                                                             |
| Program Studi  | : Pendidikan Bahasa Inggris                                                                                        |
| Jenjang        | : S1                                                                                                               |
| Tahun Akademik | : 2023/2024                                                                                                        |
| Judul          | : The use of drilling technique through vocabulary video to improve student's vocabulary mastery at SD N 1 Tunjung |

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



a.n. Dekan,  
 Wakil Dekan I,

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

Tembusan:

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

## RIWAYAT HIDUP



I Made Dwimayoga lahir di Kembang Sari pada tanggal 16 Desember 2002 sebagai anak kedua dari pasangan suami istri I Komang Merdana dan Ni Nengah Armini. Penulis adalah Warga Negara Indonesia asli dan beragama Hindu. Saat ini penulis bertempat tinggal di Jl Gempol, Banyuning, Singaraja, Bali. Adapun riwayat Pendidikan penulis dapat dijabarkan sebagai berikut.

Penulis menyelesaikan Pendidikan Sekolah Dasar di SD Negeri 2 Satera dan lulus pada tahun 2015. Setelahnya, penulis melanjutkan Pendidikan ke bangku Sekolah Menengah Pertama di SMP Negeri 3 Kintamani dan lulus pada tahun 2018. Kemudian melanjutkan Pendidikan ke bangku Sekolah Menengah Kejuruan di SMK Ratna Wartha Ubud dengan mengambil jurusan Akomodasi Perhotelan dan lulus pada tahun 2021. Setelahnya, penulis melanjutkan Pendidikan ke Perguruan Tinggi Negeri di Universitas Pendidikan Ganesha dengan mengambil program studi S1 Pendidikan Bahasa Inggris. Pada akhir tahun 2025 tepatnya di bulan Juni penulis menyelesaikan tugas akhir program sarjana dengan judul **“THE USE OF DRILLING TECHNIQUES INTEGRATED WITH TECHNOLOGY TO IMPROVE STUDENTS’ VOCABULARY MASTERY AT SD NEGERI 1 TUNJUNG”**.