

APPENDIX



Appendix 1 Blueprint vocabulary test (post-test)

No.	Indicator	Vocabulary Aspects	Bloom's Taxonomy	Test Form	Item Number
1	Students are able to match vocabulary with the correct definitions	Word Meaning	Understanding	Matching with the meanings	1–7 (Part A)
2	Students are able to identify the word form (noun, verb, adjective) in a sentence	Word Form	Analyzing	Multiple Choice	1–6 (Part B)
3	Students are able to complete daily activity sentences using appropriate words	Word Use	Applying	Gap-fill (word bank)	1–7 (Part C)
Total					20 items

Students' score categories (Adopted by Arikunto, 2006)

No	Vocabulary mastery level	Category
1	95-100	Excellent
2	85-90	Very Good
3	75-80	Good
4	65-70	Fairly good
5	55-60	Fair
6	35-50	Poor
7	0-30	Very poor

The items measure as follows:

1. The correct answer will be scored 5
2. The wrong answer or no answer will be scored 0

Appendix 1 Instrument Vocabulary Test

Vocabulary Post-test

Subject: English

Class:

Name:

School : SMP Negeri 1 Monta

A. Please match the vocabulary with the right definitions and write A-J in the column below.

Silakan cocokkan kosakata dengan definisi yang benar dan tulis A-J pada kolom di bawah.

1. To do school assignments
2. Make your body and hair clean
3. Meet your friends and learn any subject
4. Your dentist will be happy if you do this twice a day
5. You do this every day after classes are finished.
6. To spend a lot of time in a place with friends
7. You do this when your alarm clock goes off in the morning

- A. Hang out
- B. Go home
- C. Move away
- D. Wake up
- E. Do homework
- F. Brush your teeth
- G. Take a shower
- H. Go to school

I. Work out

J. Tidy up

B. Read each sentence carefully. Then, choose the correct form of the word in brackets (word form) to complete the sentence. Circle or write the letter (a, b, c, or d) of the best answer.

Bacalah setiap kalimat dengan saksama. Lalu, pilih bentuk kata (word form) yang tepat dari kata dalam tanda kurung untuk melengkapi kalimat tersebut. Lingkari atau tuliskan huruf (a, b, c, atau d) dari jawaban yang paling benar.

1. The class became very _____ after the teacher asked everyone to be quiet. (peace)
 - a. Peace
 - b. Peacefully
 - c. Peaceful
 - d. Peaceable
2. Sinta showed great _____ by helping clean the schoolyard without being told. (responsible)
 - a. Response
 - b. Responsibility
 - c. Responsible
 - d. Responsibly
3. Our school has made a lot of _____ to keep the environment clean and green. (improve)
 - a. Improved
 - b. Improves
 - c. Improving
 - d. Improvements
4. The group task was easier because everyone showed good _____. (cooperate)
 - a. Cooperation
 - b. Cooperative
 - c. Cooperate
 - d. Cooperating
5. The principal gave an _____ message about respecting our school environment. (inspire)
 - a. Inspired
 - b. Inspiring

- c. Inspiration
- d. Inspirable
- 6. During the school orientation, the senior students were very _____ and showed us around. (help)
 - a. Help
 - b. Helping
 - c. Helpful
 - d. Helpless

C. Complete the sentences below using the correct words from the box. Each word can only be used once.

(Lengkapi kalimat di bawah ini dengan kata yang tepat dari kotak. Setiap kata hanya digunakan satu kali.)

1. I usually _____ at 5:30 every morning.
2. After I wake up, I _____ my teeth and wash my face.
3. I _____ before wearing my school uniform.
4. I _____ with my family at 6:30 a.m.
5. At 7:00 a.m., I _____ so I'm not late for class.
6. In the afternoon, I _____ after taking a rest.
7. At 9:00 p.m., I _____ because I need enough sleep.

Word Bank

- wake up
- brush
- take a shower
- have breakfast
- go to school
- do homework
- go to bed
- play games
- eat snacks
- hang out

Key Answers

Part A

1. = E
2. = G
3. = H
4. = F
5. = B
6. = A
7. = D

Part B

1. = C
2. = B
3. = D
4. = A
5. = B
6. = C

Part C

1. = wake up
2. = brush
3. = take a shower
4. = have breakfast
5. = go to school
6. = do homework
7. = go to bed

Appendix 2 Blueprint of Learning Engagement

Research Topic	Indicator	Description	Item
Learning Engagement (Adapted by Wang, 2016)	Cognitive engagement	Students' efforts during the learning process. Such as using strategies in learning, critical thinking skills, and trying to understand the material being studied.	1,2,3,4,5,6
	Behavioral engagement	Students' activities can be monitored and observed, such as student participation during the learning process, attendance, involvement in learning activities, and submitting assignments on time.	7,8,9,10,11
	Emotional engagement	Students' emotions during the learning process, such as students' interest, attention, effort, and enthusiasm during learning activities.	12,13,14,15
	Social engagement	Students develop social relationships with other students. Such as student collaboration and interaction with each other.	16,17,18,19,20,21

Appendix 3 Instrument of Learning Engagement

Learning Engagement English version

Questionnaire items to assess students' learning engagement by using
Wordwall to learn vocabulary adapted by Wang (2016)

Name:

Class:

Instructions: This section contains items about your learning engagement in English class using Wordwall to learn vocabulary. Please read each item and indicate whether you (5) strongly agree, (4) agree, (3) Neutral, (2) disagree, (1) strongly disagree by writing a tick (✓) in each item.

Description: SD : Strongly Disagree

D: Disagree

N : Neutral

A : Agree

SA : Strongly Agree

Types	Number	Items	SD	D	N	A	SA
Cognitive Engagement	1.	I go through the work in Wordwall and make sure that it's right					
	2.	I try to connect what I am learning to things I have learned before in Wordwall					
	3.	I try to understand my mistakes when I get something wrong in Wordwall					
	4.	I prefer to do the work by myself in Wordwall instead of being told the answer.					
	5.	I think about different ways to solve a problem in Wordwall					
	6.	When work is hard, I would challenge myself to learn the difficult part in the Wordwall					

Behavioral Engagement	7.	I stay focused on learning vocabulary in Wordwall					
	8.	I put effort into learning English vocabulary in Wordwall					
	9.	I keep trying to learn vocabulary in Wordwall even if something is hard					
	10.	I complete my homework in Wordwall on time					
	11.	I learn vocabulary in Wordwall outside of class					
Emotional Engagement	12.	I look forward to learning English vocabulary through Wordwall					
	13.	I enjoy learning new vocabulary in Wordwall					
	14.	I want to understand what is learned in English vocabulary on Wordwall					
	15.	I feel good in learning vocabulary on Wordwall					
Social Engagement	16.	I try to understand other people's ideas when learning vocabulary in Wordwall					
	17.	I care about other people's ideas when learning vocabulary on Wordwall					
	18.	I try to work with others who can help me learn English vocabulary in Wordwall					
	19.	I try to help others who are struggling in learning vocabulary in Wordwall					
	20.	I share ideas with others when learning vocabulary on Wordwall					
	21.	I like learning vocabulary on Wordwall with other people					

Appendix 4 Vocabulary scores in the Control and Experiment Group

Vocabulary Test Scores				
Control Group			Experiment Group	
No	Pre-test	Post-test	Pre-test	Post-test
1	50	65	45	70
2	55	60	65	80
3	60	70	50	75
4	55	65	60	80
5	50	55	55	75
6	50	45	50	75
7	45	50	45	70
8	75	70	55	80
9	60	55	40	80
10	65	65	55	75
11	55	60	60	90
12	60	55	70	95
13	55	60	55	75
14	65	70	50	70
15	70	75	60	80
16	60	55	70	85
17	55	65	65	80
18	65	60	55	75
19	50	55	60	80
20	55	55	55	70
21	45	50	60	80
22	60	55	75	95
23	65	70	70	90
24	60	65	55	75
25	55	50	60	80
26	75	80	50	75
27	60	70	45	70
28	55	60	55	80
29	50	55	60	85
30	45	50	55	70

Appendix 5 Learning Engagement Result

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
S1	4	4	4	4	4	4	5	4	4	5	4	4	4	3	4	4	4	5	4	4	4
S2	5	4	5	4	5	3	4	4	4	5	4	4	4	4	4	3	4	5	4	4	5
S3	4	3	5	5	4	3	4	4	4	4	3	4	3	5	5	4	3	4	4	4	5
S4	5	4	4	5	3	2	5	3	4	4	4	4	4	4	5	4	4	4	4	3	4
S5	4	3	5	5	4	4	4	4	4	4	4	5	4	5	5	2	4	4	4	4	5
S6	5	4	5	4	3	4	4	4	5	4	4	5	4	4	4	4	3	5	4	3	4
S7	4	4	4	4	4	4	5	4	5	5	4	4	4	5	4	4	4	4	5	4	5
S8	5	3	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	5	4	4	4
S9	4	4	4	4	4	4	5	4	4	4	3	4	4	4	4	4	3	5	4	3	4
S10	5	4	5	4	4	4	4	3	4	5	4	4	4	3	4	4	4	4	5	4	5
S11	4	4	4	4	5	3	4	3	4	5	4	5	5	4	5	4	4	4	5	4	5
S12	5	3	4	4	3	4	4	4	4	5	4	4	5	4	5	3	4	4	5	3	5
S13	4	3	4	4	4	4	5	4	4	4	3	4	5	3	4	4	3	4	4	4	4
S14	5	4	4	5	4	5	5	5	5	4	4	5	4	4	5	4	3	4	5	4	4
S15	4	3	5	4	4	3	4	4	5	5	4	3	4	4	5	3	4	4	5	3	4
S16	5	4	5	3	4	4	5	4	4	4	4	4	4	3	4	4	4	5	4	4	4
S17	4	4	4	5	3	4	5	5	4	4	3	4	4	4	5	3	4	5	4	4	5
S18	5	4	4	3	4	3	4	4	4	4	5	4	4	4	4	3	4	4	5	4	4
S19	4	3	5	5	4	3	5	5	4	5	4	5	5	4	5	4	3	5	4	3	5
S20	4	4	4	4	5	4	4	4	5	5	5	5	4	3	4	4	3	4	4	4	4
S21	5	3	4	4	4	2	4	4	4	5	3	5	5	4	5	2	4	4	4	3	5
S22	4	4	5	3	5	4	4	3	4	4	4	4	5	5	4	4	4	4	4	4	5
S23	5	3	5	4	4	2	5	4	5	4	4	4	4	4	4	4	3	5	5	4	4
S24	4	4	5	4	5	3	4	5	4	4	3	4	4	5	5	3	3	4	4	3	4
S25	5	4	4	4	4	4	5	4	4	5	4	4	4	4	4	4	4	5	5	4	5
S26	4	3	4	5	4	3	4	5	4	4	4	5	5	4	4	4	4	4	5	4	4
S27	5	4	5	3	3	3	5	4	4	4	4	5	4	5	4	2	4	4	4	4	5
S28	4	3	4	4	5	4	5	3	4	5	4	5	5	4	5	3	4	4	5	3	4
S29	4	4	4	5	4	4	5	4	5	4	3	5	5	4	5	4	3	4	4	4	4
S30	4	5	5	4	5	4	4	3	4	5	3	4	4	5	4	3	4	4	5	3	4

Appendix 6 Content Validity of Vocabulary Test

Expert Judgment Sheet

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

Vocabulary Test (Post-test)

Section	Number	Expert Response		Suggestion
		Relevant	Irrelevant	
A	1	✓		
	2	✓		
	3	✓		
	4	✓		
	5	✓		
	6	✓		
	7	✓		
B	1	✓		
	2	✓		
	3	✓		
	4	✓		
	5	✓		
	6	✓		
C	1	✓		
	2	✓		
	3	✓		
	4	✓		
	5	✓		
	6	✓		
	7	✓		

Singaraja, 4 June 2024

Judged 1 by



Made Hery Santosa, S.Pd., M.Pd., Ph.D.
NIP. 197910232003121001

Expert Judgment Sheet

Judge II: I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.

Vocabulary Test (Post-test)

Section	Number	Expert Response		Suggestion
		Relevant	Irrelevant	
A	1	✓		
	2	✓		
	3	✓		
	4	✓		
	5	✓		
	6	✓		
	7	✓		
B	1	✓		
	2	✓		
	3	✓		
	4	✓		
	5	✓		
	6	✓		
C	1	✓		
	2	✓		
	3	✓		
	4	✓		
	5	✓		
	6	✓		
	7	✓		

Singaraja, 4 June 2024

Judged II by



Putu Indra Kusuma, S.Pd., M.Pd., Ph.D
NIP. 19870117201404100

Appendix 7 Face Validity of Vocabulary Test

Lembar Penilaian Validitas Instrumen

Nama : Titin Muliana, S.Pd

Unit Kerja : Guru Mata Pelajaran Bahasa Inggris kelas VIII, SMPN 1 Monta

Petunjuk:

- Mohon kesediaan dan bantuan Bapak/Ibu untuk melakukan validasi bentuk (face validity) dengan menuliskan “layak” jika pertanyaan sesuai dan layak untuk digunakan, dan menuliskan “tidak layak” jika butir pertanyaan dalam instrumen tersebut tidak layak untuk digunakan.
- Jika instrument tidak layak, maka mohon bantuan Bapak/Ibu untuk memberikan saran yang dianggap layak, sesuai dan relevan dengan penelitian

VALIDASI INSTRUMEN VOCABULARY TEST

Bagian	Butir Soal	Kelayakan	Saran
A	1	Layak	
	2	Layak	
	3	Layak	
	4	Layak	
	5	Layak	
	6	Layak	
	7	Layak	
B	1	Layak	
	2	Layak	
	3	Layak	
	4	Layak	
	5	Layak	
	6	Layak	
C	1	Layak	
	2	Layak	
	3	Layak	
	4	Layak	
	5	Layak	
	6	Layak	
	7	Layak	

Bima, 1 June 2024
English Teacher



Titin Muliana, S.Pd

Appendix 8 Empirical Validity of Vocabulary Test

No Items	R _{calculated}	R _{table}	Sig.	Descriptions
1	0.506	0.361	0.004	Valid
2	0.657	0.361	0.001	Valid
3	0.664	0.361	0.001	Valid
4	0.606	0.361	0.004	Valid
5	0.449	0.361	0.012	Valid
6	0.516	0.361	0.003	Valid
7	0.625	0.361	0.002	Valid
8	0.656	0.361	0.001	Valid
9	0.676	0.361	0.001	Valid
10	0.501	0.361	0.004	Valid
11	0.706	0.361	0.001	Valid
12	0.636	0.361	0.002	Valid
13	0.406	0.361	0.026	Valid
14	0.417	0.361	0.021	Valid
15	0.595	0.361	0.001	Valid
16	0.424	0.361	0.019	Valid
17	0.568	0.361	0.011	Valid
18	0.409	0.361	0.024	Valid
19	0.423	0.361	0.019	Valid
20	0.435	0.361	0.022	Valid

Appendix 9 Expert Judgement Sheet of Learning Engagement

Expert Judge Sheet for Survey

For: Learning Engagement

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

Types	Statement	Expert Response		Suggestion
		Relevant	Irrelevant	
Cognitive Engagement	1. I go through the work in Wordwall and make sure that it is right	✓		
	2. I try to connect what I am learning to things I have learned before in Wordwall	✓		
	3. I try to understand my mistakes when I get something wrong in Wordwall	✓		
	4. I prefer to do the work by myself in Wordwall instead of being told the answer.	✓		
	5. I think about different ways to solve a problem in Wordwall	✓		
	6. When work is hard, I would challenge myself to learn the difficult part in the Wordwall	✓		
Behavioral Engagement	7. I stay focused on learning vocabulary in Wordwall	✓		
	8. I put effort into learning English vocabulary in Wordwall	✓		
	9. I keep trying to learn vocabulary in Wordwall even if something is hard	✓		
	10. I complete my homework in Wordwall on time	✓		
	11. I learn vocabulary in Wordwall outside of class	✓		

Emotional Engagement	12. I look forward to learning English vocabulary through Wordwall	✓		
	13. I enjoy learning new vocabulary in Wordwall	✓		
	14. I want to understand what is learned in English vocabulary on Wordwall	✓		
	15. I feel good in learning vocabulary on Wordwall	✓		
Social Engagement	16. I try to understand other people's ideas when learning vocabulary in Wordwall	✓		
	17. I care about other people's ideas when learning vocabulary on Wordwall	✓		
	18. I try to work with others who can help me learn English vocabulary in Wordwall	✓		
	19. I try to help others who are struggling in learning vocabulary in Wordwall	✓		
	20. I share ideas with others when learning vocabulary on Wordwall	✓		
	21. I like learning vocabulary on Wordwall with other people.	✓		

Singaraja, 4 June 2024



Made Hery Santosa, S.Pd., M.Pd., Ph.D.
NIP. 197910232003121001

Expert Judge Sheet for Survey

For: Learning Engagement

Judge II: I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D

Types	Statement	Expert Response		Suggestion
		Relevant	Irrelevant	
Cognitive Engagement	1. I go through the work in Wordwall and make sure that it is right	✓		
	2. I try to connect what I am learning to things I have learned before in Wordwall	✓		
	3. I try to understand my mistakes when I get something wrong in Wordwall	✓		
	4. I prefer to do the work by myself in Wordwall instead of being told the answer.	✓		
	5. I think about different ways to solve a problem in Wordwall	✓		
	6. When work is hard, I would challenge myself to learn the difficult part in the Wordwall	✓		
Behavioral Engagement	7. I stay focused on learning vocabulary in Wordwall	✓		
	8. I put effort into learning English vocabulary in Wordwall	✓		
	9. I keep trying to learn vocabulary in Wordwall even if something is hard	✓		
	10. I complete my homework in Wordwall on time	✓		
	11. I learn vocabulary in Wordwall outside of class	✓		
Emotional Engagement	12. I look forward to learning English	✓		

	vocabulary through Wordwall			
	13. I enjoy learning new vocabulary in Wordwall	✓		
	14. I want to understand what is learned in English vocabulary on Wordwall	✓		
	15. I feel good in learning vocabulary on Wordwall	✓		
Social Engagement	16. I try to understand other people's ideas when learning vocabulary in Wordwall	✓		
	17. I care about other people's ideas when learning vocabulary on Wordwall	✓		
	18. I try to work with others who can help me learn English vocabulary in Wordwall	✓		
	19. I try to help others who are struggling in learning vocabulary in Wordwall	✓		
	20. I share ideas with others when learning vocabulary on Wordwall	✓		
	21. I like learning vocabulary on Wordwall with other people.	✓		

Singaraja, 4 June 2024

Judged II by



Putu Indra Kusuma, S.Pd., M.Pd., Ph.D
NIP. 198701172014041001

Appendix 10 Empirical Validity for Learning Engagement

Variable	Item	R _{calculated}	R _{table}	Sig.	Descriptions
Student Engagement	1	0.557	0.361	0.001	Valid
	2	0.654	0.361	0.001	Valid
	3	0.761	0.361	0.001	Valid
	4	0.800	0.361	0.001	Valid
	5	0.449	0.361	0.013	Valid
	6	0.512	0.361	0.004	Valid
	7	0.625	0.361	0.001	Valid
	8	0.756	0.361	0.001	Valid
	9	0.679	0.361	0.001	Valid
	10	0.701	0.361	0.001	Valid
	11	0.725	0.361	0.001	Valid
	12	0.636	0.361	0.001	Valid
	13	0.406	0.361	0.001	Valid
	14	0.517	0.361	0.003	Valid
	15	0.695	0.361	0.001	Valid
	16	0.829	0.361	0.001	Valid
	17	0.568	0.361	0.001	Valid
	18	0.409	0.361	0.025	Valid
	19	0.423	0.361	0.020	Valid
	20	0.416	0.361	0.022	Valid
	21	0.509	0.361	0.004	Valid

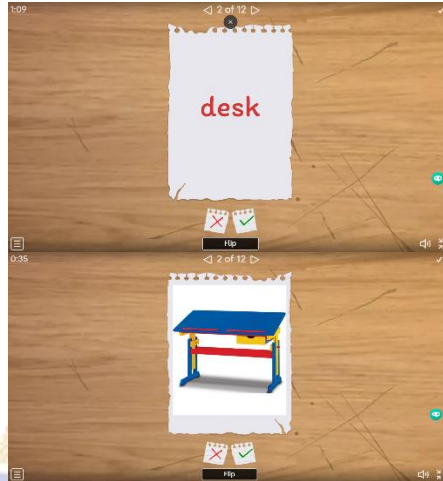
Appendix 11 Lesson Plan Experiment Group

Lesson Plan Meeting 1 & 2

Nama Penyusun: Rananur Alfiah		
Sekolah : SMPN 1 Monta		
Kelas : VIII/Experiment Group		
Mata Pelajaran: Bahasa Inggris		
Topik : Things at School (Vocabulary buildings)		
Alokasi Waktu : 2 x 45 menit		
Tujuan Pembelajaran:		
➤ Siswa mampu mengidentifikasi benda yang ada di lingkungan sekolah ➤ Siswa mampu mengelompokkan kosakata yang berkaitan dengan benda-benda yang ada di sekolah ➤ Siswa mampu menggunakan kosakata tersebut dalam kalimat		
Materi Pembelajaran	Things at School	
Model Belajar	Diskusi interaktif, tanya jawab	
Metode Pembelajaran	Pembelajaran Interaktif dan berbasis teknologi	
Media, Alat dan Bahan Ajar	Website Wordwall, LCD, Laptop/HP	
Sumber Belajar	Buku paket bahasa Inggris, Internet (https://wordwall.net/)	
Penilaian	Individu, kelompok	
Kegiatan Pembelajaran		
Jenis Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	1. Berdoa 2. Mengecek kehadiran 3. Guru menampilkan gambar benda-benda yang ada di rumah (Ex: Chair, Window, table) 4. Siswa diminta untuk menyebutkan nama benda tersebut dalam bahasa Inggris 5. Menyampaikan topik pembelajaran 6. Memperkenalkan website Wordwall kepada siswa	15 Menit
Kegiatan Inti	Aktivitas 1: Flash cards (Menentukan kata dan gambar) 1. Guru menampilkan aktivitas flash cards di Wordwall	60 Menit

2. Siswa secara berkelompok menentukan apakah kosakata dengan gambar sesuai atau tidak

Contoh:



Link:

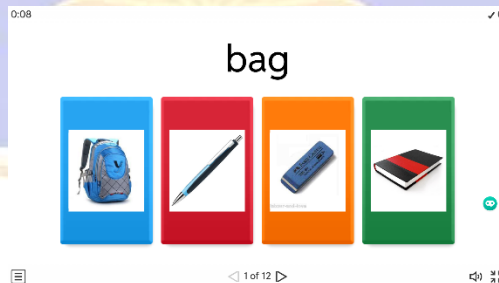
<https://wordwall.net/resource/7455603>

3. Guru dan siswa mendiskusikan jawaban bersama

Aktivitas 2: Quiz

4. Guru membagikan link Quiz Wordwall di grup kelas.
5. Siswa masing-masing mengerjakan Quiz dalam waktu yang telah ditentukan (10-15 menit)

Contoh:



Link:

<https://wordwall.net/resource/24002695>

6. Guru menampilkan peringkat siswa berdasarkan hasil kuis.
7. Guru dan siswa mendiskusikan pertanyaan yang sulit.

Penutup	1. Guru dan siswa mendiskusikan Kembali kosakata yang telah dipelajari 2. Guru meminta siswa menyebutkan beberapa benda di sekolahh mereka menggunakan Bahasa Inggris 3. Siswa diminta untuk membuat satu kalimat dari salah satu benda yang mereka sebutkan Ex: Whiteboard (I write my name on the whiteboard) 4. Siswa diberi tugas rumah “match up activity” Link: https://wordwall.net/resource/2322476	15 Menit
Penilaian	➤ Keaktifan siswa selama mengerjakan tugas kelompok dan individu ➤ Hasil skor kuis ➤ Kemampuan siswa dalam membuat kalimat sederhana	

Lesson Plan Meeting 3 & 4

Nama Penyusun: Rananur Alfiah	
Sekolah : SMPN 1 Monta	
Kelas : VIII/Experiment Group	
Mata Pelajaran: Bahasa Inggris	
Topik : Daily Activity (Vocabulary buildings)	
Alokasi Waktu : 2 x 45 menit	
Tujuan Pembelajaran: ➤ Siswa mampu mengidentifikasi kosakata yang berkaitan dengan kegiatan sehari-hari ➤ Siswa mampu mendeskripsikan kegiatan sehari-hari mereka secara lisan dan tulis ➤ Siswa mampu membuat teks sederhana berkaitan dengan aktivitas sehari-hari mereka	
Materi Pembelajaran	Daily Activity
Model Belajar	Diskusi interaktif, tanya jawab
Metode Pembelajaran	Pembelajaran Interaktif dan berbasis teknologi

Media, Alat dan Bahan Ajar	Website Wordwall, LCD, Laptop/HP	
Sumber Belajar	Buku paket bahasa Inggris, Internet (https://wordwall.net/)	
Penilaian	Individu, kelompok	
Kegiatan Pembelajaran		
Jenis Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	1. Berdoa 2. Mengecek kehadiran 3. Guru bertanya "What do you do every morning?" 4. Menyampaikan tujuan pembelajaran	15 Menit
Kegiatan Inti	Aktivitas 1: Match up (Mencocokkan kata dan gambar) 5. Guru menampilkan aktivitas match up di Wordwall via LCD atau membagikan link 6. Siswa memindahkan suatu objek dengan cara mengklik dan menariknya ke tempat yang telah disediakan di Wordwall. Contoh:  Link: https://wordwall.net/resource/73023116 7. Guru dan siswa mendiskusikan jawaban bersama Aktivitas 2: Unjumble activity 8. Guru membagikan link Wordwall di grup kelas. 9. Siswa masing-masing menyusun kalimat acak dalam Wordwall dengan benar Contoh:	60 Menit

	 make bed a Link: https://wordwall.net/resource/16150381 10. Guru menampilkan skor dan feedback otomatis melalui LCD. 11. Guru dan siswa mendiskusikan pertanyaan yang sulit.	
Penutup	12. Guru dan siswa mendiskusikan Kembali kosakata yang telah dipelajari 13. Siswa diminta untuk melengkapi teks sederhana terkait dengan aktivitas sehari-hari mereka. Link: https://wordwall.net/resource/33791486	15 Menit
Penilaian	➤ Keaktifan siswa selama mengerjakan tugas kelompok dan individu ➤ Hasil skor multiple choice ➤ Kemampuan siswa dalam membuat kalimat sederhana dengan lisan	

Lesson Plan Meeting 5 & 6

Nama Penyusun: Rananur Alfiah
Sekolah : SMPN 1 Monta Kelas : VIII/Experiment Group Mata Pelajaran: Bahasa Inggris Topik : Things at Home (Vocabulary buildings) Alokasi Waktu : 2 x 45 menit
Tujuan Pembelajaran: Vocabulary buildings ➤ Siswa mampu mengidentifikasi kosakata terkait benda-benda yang ada di rumah ➤ Siswa mampu mengelompokkan kosakata yang ada di rumah (Ex: <i>Living room, bedroom, kitchen</i>)

➤ Siswa mampu menganalisa fungsi benda-benda yang ada di rumah		
Materi Pembelajaran	Things at Home	
Model Belajar	Diskusi interaktif, tanya jawab	
Metode Pembelajaran	Pembelajaran Interaktif dan berbasis teknologi	
Media, Alat dan Bahan Ajar	Website Wordwall, LCD, Laptop/HP	
Sumber Belajar	Buku paket bahasa Inggris, Internet (https://wordwall.net/)	
Assessment	Individu, kelompok	
Jenis Assesment	Wordwall (Multiple choice, quiz)	
Kegiatan Pembelajaran		
Jenis Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	1. Berdoa 2. Mengecek kehadiran 3. Guru menampilkan gambar benda-benda yang ada di rumah (Ex: Pillow, bed, mirror) 4. Siswa diminta untuk menyebutkan nama benda tersebut dalam bahasa Inggris 5. Menyampaikan topik pembelajaran	15 Menit
Kegiatan Inti	Aktivitas 1: Speaking cards (Tanya jawab antar siswa) 6. Guru menampilkan aktivitas speaking cards di Wordwall menggunakan LCD 7. Siswa secara berpasangan melakukan kegiatan tanya-jawab sesuai dengan gambar yang muncul di Wordwall 8. Salah satu siswa bertanya dan pasangannya menjawab 9. Tukar peran setelah beberapa pertanyaan Contoh: Siswa 1: What is the name of this room? Siswa 2: This is a bedroom	60 Menit

	 Link: https://wordwall.net/resource/23453178 Aktivitas 2: Group short (Mengelompokkan benda sesuai dengan tempatnya) - Guru membagikan link Wordwall Wordwall di grup kelas. - Siswa diminta untuk mengelompokkan benda-benda berdasarkan tempatnya - Siswa masing-masing mengerjakan dalam waktu yang telah ditentukan (10-15 menit) Contoh:  Link: https://wordwall.net/resource/52008058 - Siswa mengerjakan dan mendapat skor serta umpan balik otomatis - Guru dan siswa mendiskusikan pertanyaan yang sulit.	
Penutup	- Guru dan siswa mendiskusikan Kembali kosakata yang telah dipelajari - Guru meminta siswa menuliskan fungsi dari beberapa benda yang telah mereka pelajari di Wordwall - Tugas rumah mengerjakan Quiz https://wordwall.net/resource/2750221	15 Menit

Penilaian	➤ Keaktifan dan partisipasi siswa selama mengerjakan tugas kelompok dan individu ➤ Hasil skor kuis
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Appendix 12 Lesson Plan Control Group

Lesson Plan Meetings 1 & 2

Nama Penyusun: Rananur Alfiah		
Sekolah : SMPN 1 Monta		
Kelas : VIII/Control Group		
Mata Pelajaran: Bahasa Inggris		
Topik : Things at School (Vocabulary buildings)		
Alokasi Waktu : 4 x 45 menit		
Tujuan Pembelajaran:		
➤ Siswa mampu mengidentifikasi benda yang ada di lingkungan sekolah ➤ Siswa mampu mengelompokkan kosakata yang berkaitan dengan benda-benda yang ada di sekolah ➤ Siswa mampu menggunakan kosakata tersebut dalam kalimat		
Materi Pembelajaran	Things at Home	
Model Belajar	Diskusi interaktif, tanya jawab	
Metode Pembelajaran	Pembelajaran secara konvensional dengan membaca buku dan tes tertulis	
Jenis penilaian	Tes Tertulis	
Sumber Belajar	English for Nusantara for eighth-grade students	
Media, alat, dan bahan ajar	Buku paket Bahasa Inggris, Papan tulis, dan Spidol	
Penilaian	Individu, kelompok	
Kegiatan Pembelajaran		
Jenis Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	1. Berdoa 2. Mengecek kehadiran 3. Menyampaikan topik pembelajaran 14. Siswa diminta membuka buku paket tentang”Things at School” 15. Guru membacakan kosakata kemudian siswa mengulangnya	15 Menit

Kegiatan Inti	1. Siswa diminta untuk membaca teks dalam buku paket tentang deskripsi benda-benda di rumah 2. Siswa diminta untuk menandai kosakata yang kurang dipahami 3. Guru menjelaskan penggunaan dan arti kata-kata tersebut dalam 4. Siswa dibagi menjadi beberapa kelompok dan diberikan beberapa kosakata dari buku paket (3-4 orang) 5. Siswa secara berkelompok diminta untuk membuat kalimat sederhana berdasarkan kosakata yang telah diberikan Contoh: 6. Table → I write on the table 7. Masing-masing kelompok membacakan hasil mereka di depan kelas Tugas Individu 8. Siswa diminta mengerjakan Latihan di buku paket terkait kosakata "Things at School" (misalnya, mencocokkan kata dengan maknanya) 9. Guru bersama siswa membahas jawaban Bersama	60 Menit
Penutup	10. Guru memberikan umpan balik positif 11. Guru meminta siswa menyebutkan beberapa benda di rumah mereka menggunakan Bahasa Inggris	15 Menit
Penilaian	1. Keaktifan siswa membaca dan memahami materi 2. Hasil Latihan kelompok dan individu 12. Kemampuan siswa dalam membuat kalimat sederhana	

Lesson Plan Meetings 3 & 4

Nama Penyusun: Rananur Alfiah		
Sekolah : SMPN 1 Monta		
Kelas : VIII/Control Group		
Mata Pelajaran: Bahasa Inggris		
Topik : Daily Activity (Vocabulary buildings)		
Alokasi Waktu : 4 x 45 menit		
Tujuan Pembelajaran:		
➤ Siswa mampu mengidentifikasi kosakata yang berkaitan dengan kegiatan sehari-hari ➤ Siswa mampu mendeskripsikan kegiatan sehari-hari mereka secara lisan dan tulis ➤ Siswa mampu membuat teks sederhana berkaitan dengan aktivitas sehari-hari mereka		
Materi Pembelajaran	Daily Activity	
Model Belajar	Diskusi interaktif, tanya jawab	
Metode Pembelajaran	Pembelajaran secara konvensional dengan membaca buku dan tes tertulis	
Jenis penilaian	Tes Tertulis	
Sumber Belajar	English for Nusantara for eighth-grade students	
Media, alat, dan bahan ajar	Buku paket Bahasa Inggris, Papan tulis, dan Spidol	
Penilaian	Individu, kelompok	
Kegiatan Pembelajaran		
Jenis Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	1. Berdoa 2. Mengecek kehadiran 3. Menyampaikan topik pembelajaran 4. Siswa diminta membuka buku paket tentang materi “Daily Activity”	15 Menit
Kegiatan Inti	5. Guru membacakan kosakata kemudian siswa mengulangnya 6. Siswa diminta untuk menandai kosakata yang kurang dipahami 7. Guru menjelaskan penggunaan dan arti kata-kata tersebut dalam konteks sehari-hari 8. Siswa diminta untuk menulis salah satu kegiatan sehari-hari	60 Menit

	mereka dipapan tulis dalam Bahasa Inggris 9. Siswa diminta untuk membuat teks sederhana terkait dengan aktivitas sehari-hari mereka	
Penutup	10. Guru bersama siswa menyimpulkan hasil pembelajaran 11. Siswa menyampaikan pendapat mereka terkait pembelajaran yang dilakukan	15 Menit
Penilaian	12. Keaktifan siswa membaca dan memahami materi 13. Hasil latihan kelompok dan individu 14. Kemampuan siswa dalam membuat teks sederhana	

Lesson Plan Meetings 5 & 6

Nama Penyusun: Rananur Alfiah	
Sekolah : SMPN 1 Monta	
Kelas : VIII/Control Group	
Mata Pelajaran: Bahasa Inggris	
Topik : Things at Home (Vocabulary buildings)	
Alokasi Waktu : 4 x 45 menit	
Tujuan Pembelajaran: ➤ Siswa mampu mengidentifikasi kosakata terkait benda-benda yang ada di rumah ➤ Siswa mampu mengelompokkan kosakata yang ada di rumah (Ex: <i>Living room, bedroom, kitchen</i>) ➤ Siswa mampu menganalisa fungsi benda-benda yang ada di rumah	
Materi Pembelajaran	Things at Home
Model Belajar	Diskusi interaktif, tanya jawab
Metode Pembelajaran	Pembelajaran secara konvensional dengan membaca buku dan tes tertulis
Jenis penilaian	Tes Tertulis
Sumber Belajar	English for Nusantara for eighth-grade students
Media, alat, dan bahan ajar	Buku paket Bahasa Inggris, Papan tulis, dan Spidol

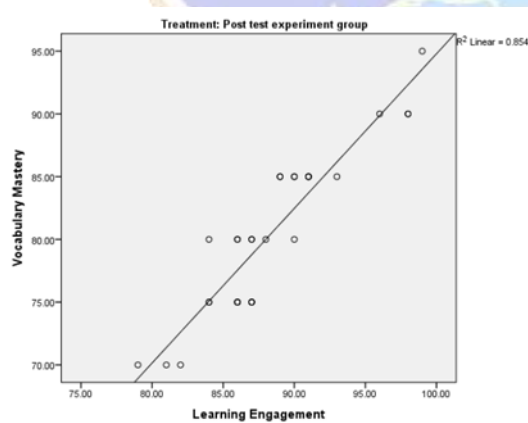
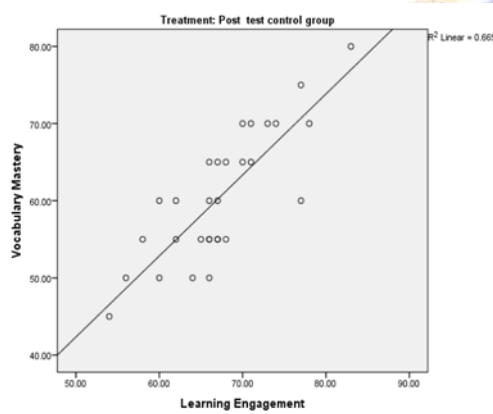
Penilaian	Individu, kelompok	
Kegiatan Pembelajaran		
Jenis Kegiatan	Deskripsi	Alokasi Waktu
Kegiatan Awal	1. Berdoa 2. Mengecek kehadiran 3. Menyampaikan topik pembelajaran 4. Guru meminta siswa untuk menyebutkan benda-benda yang ada dilingkungan sekolah dalam bahasa Inggris “Please, mention the objects in this classroom?” 5. Siswa diminta membuka buku paket tentang materi ”Things at Home”	15 Menit
Kegiatan Inti	6. Siswa diminta untuk membaca teks dalam buku paket tentang deskripsi benda-benda di rumah 7. Guru menjelaskan kosakata satu per satu 8. Guru bertanya apa arti dari kosakata tersebut 9. Siswa secara berkelompok melakukan pengelompokan kosakata berdasarkan ruangan (misal: bedroom, living room, kitchen). 10. Guru memberikan contoh kalimat sederhana dari buku guru 11. Siswa mengerjakan latihan menulis fungsi-fungsi benda sesuai dengan yang ada di buku. 12. Siswa diminta membaca hasil kerja mereka di depan kelas.	60 Menit
Penutup	13. Guru memberikan umpan balik positif 14. Guru memberi penguatan dan motivasi 15. Siswa diminta menulis 5 benda di rumah mereka dan menjelaskan fungsinya dalam bahasa Inggris.	15 Menit
Penilaian	• Keaktifan siswa membaca dan memahami materi • Hasil latihan kelompok dan individu	

Pertemuan 7

Kelompok Eksperimen	Kelompok Kontrol
- Post-test (vocabulary test) - Close-ended questionnaire https://forms.gle/NCK28SBDbWc87D54A	- Post-test (vocabulary test) - Close-ended questionnaire https://forms.gle/1vBkc9f2KGP47LsZ7

Appendix 13 Data Analysis Result

Linearity Test of Control Group and Experiment Group



Multicollinearity Test of Control Group and Experiment Group

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.943 ^a	.890	.889	4.01744
a. Predictors: (Constant), Engagement				

Normality Test of Control Group and Experiment Group

	Treatment	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Vocabulary Mastery	Post-test control group	.176	30	.019	.953	30	.207
	Post-test experiment group	.169	30	.029	.936	30	.071
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

	Treatment	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Learning Engagement	Control group	.124	30	.200	.976	30	.716
	Experiment group	.147	30	.099	.947	30	.144
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Homogeneity Test of Variance with Levene's Test

	F	df1	df2	Sig.
Vocabulary	2.391	1	58	.127
Engagement	3.057	1	58	.086

Model: Intercept + Treatment					
NOVA Test					
Multivariate Tests					
Effect	Value	F	Hypothesis df	Error df	Significance
Model's Trace	.993	8751.874 ^b	2.000	115.000	.000
Model's Lambda	.007	8751.874 ^b	2.000	115.000	.000
Collinearity's Trace	152.207	8751.874 ^b	2.000	115.000	.000
Model's Largest Root	152.207	8751.874 ^b	2.000	115.000	.000
Model's Trace	.785	24.973	6.000	232.000	.000
Model's Lambda	.248	38.606 ^b	6.000	230.000	.000
Collinearity's Trace	2.895	55.012	6.000	228.000	.000
Model's Largest Root	2.849	110.147 ^c	3.000	116.000	.000
Model: Intercept + Treatment					
An upper bound on F that yields a lower bound on the significance					
Within-subject Effect					

Model: Intercept + Treatment					
NOVA Test					
Multivariate Tests					
Effect	Value	F	Hypothesis df	Error df	Significance
Model's Trace	.993	8751.874 ^b	2.000	115.000	.000
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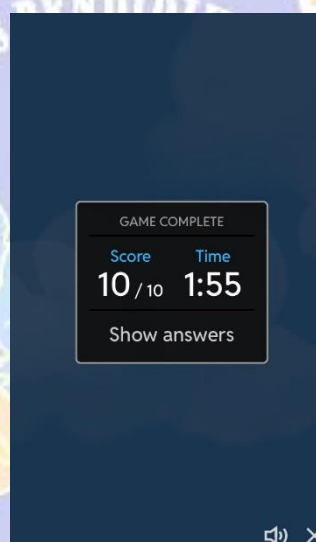
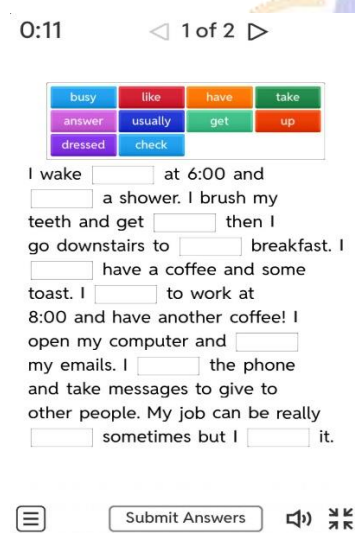
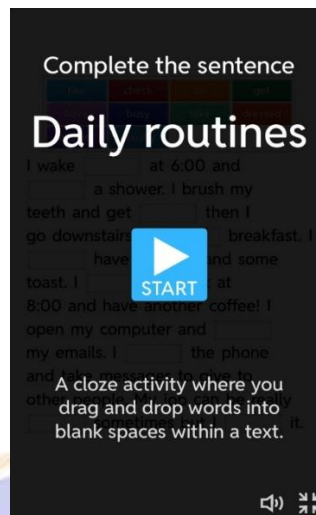
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Model: Intercept + Treatment					
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Model's Largest Root	2.849	110.147 ^c	3.000	116.000	.000
Model: Intercept + Treatment					
An upper bound on F that yields a lower bound on the significance					
Within-subject Effect					

Appendix 14 Research Documentations



Appendix 15 Sample-Wordwall Path



Wordwall Activities

1:20

			
			
			
It's a black pencil	It's a blue table	It's a purple chair	It's a yellow rubber
			
It's a brown table	It's a pink book	It's a red pen	It's an orange pen
			
It's a green pencil	It's a green rubber	It's a pink chair	It's a brown book



Submit Answers



0:11 ✓ 0

What is this?



wardrobe

table

fridge

1 of 10

Show answers ✓ 10

APPLAUSE

1	What is this?	table
2	What is this?	chair
3	What is this?	book
4	What is this?	pen
5	What is this?	rubber
6	What is this?	table
7	What is this?	chair
8	What is this?	book
9	What is this?	pen
10	What is this?	rubber

Back



I wash my hands

I get dressed

I comb my hair

I have lunch

I brush my teeth

I have breakfast

I listen to music

I wake up

I get up

I come home

I wash my face

I take a shower

I go to school