

APPENDIXES

Appendix 1. Observation Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3712/UN48.7.1/DT/2024

27 September 2024

Perihal : **Permohonan Izin Observasi**

Yth. Kepala Sekolah SD Negeri 2 Bengkala
di Singaraja

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

| | |
|----------------|-----------------------------|
| Nama | : Putu Rani Pratiwi |
| NIM | : 2112021203 |
| Jurusan | : Bahasa Asing |
| Program Studi | : Pendidikan Bahasa Inggris |
| Jenjang | : S1 |
| Tahun Akademik | : 2024/2025 |

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,

N Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2. Research Permission Letter



**KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
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 : 1813/UN48.78.1/DT/2025
Hal : Permohonan Izin Penelitian


27 May 2025

Yth.
Kepala SD Negeri 2 Bengkala
di Kecamatan Kubutambahan

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

Nama : Putu Rani Pratiwi
NIM : 2112021203
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2024/2025
Judul : The Use Of Flashcard Media With Sign Language In Improving English Vocabulary Of Deaf Students In Grade VI At Sd Negeri 2 Bengkala

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


Wakil Dekan I,
Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

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

Appendix 3. Multiple Choice Test Sheet

Multiple Choice Task Instructions

1. Read each question carefully before choosing the most appropriate answer.
2. Each question has four answer choices: A, B, C, and D. Choose the most appropriate answer by marking the circle next to your chosen answer on the answer sheet.
3. Review your answers before submitting the assignment.
4. There is only one correct answer for each question.
5. Answer the questions accurately and correctly, following the instructions and the context provided in each question.

Student Identity

Full Name :

Class :

Subject :

1. What does "read" mean in Indonesian?

- A. Membaca
- B. Menulis
- C. Menonton
- D. Memasak

2. What does "write" mean in Indonesian?

- A. Membaca
- B. Menulis
- C. Mencatat
- D. bermain

3. What does "dance" mean in Indonesian?

- A. Bermain
- B. Belajar
- C. Menulis
- D. Menari

4. What does "play" mean in Indonesian?

- A. Bermain
- B. Menari
- C. Mencuci
- D. Belajar

5. What does "cook" mean in Indonesian?

- A. Menari
- B. Tidur
- C. Memasak
- D. Belajar

6. What is the correct word for this picture?



- A. Call
- B. Study
- C. Dance
- D. Watch

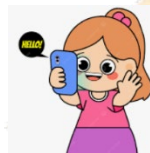


7. What is the correct word for this picture?



- A. Call
- B. Dance
- C. Study
- D. Watch

8. What is the correct word for this picture?



- A. Call
- B. Watch
- C. Dance
- D. Study

9. What is the correct spelling of the past tense of "study"?

- A. Studied
- B. Studyed
- C. Studdy
- D. Studyed

10. What is the correct spelling of the past tense of "play"?

- A. Playd
- B. Played
- C. Plated
- D. Plyed

11. What is the correct spelling of the past tense of "write"?

- A. Writed
- B. Wrote
- C. Writen
- D. Written

12. What is the correct spelling of the past tense of "read"?

- A. Readed
- B. Red
- C. Read
- D. Readd

13. What is the correct spelling of the past tense of "call"?

- A. Caaled
- B. Called
- C. Callled
- D. Caald

14. What is the correct spelling of the past tense of "watch"?

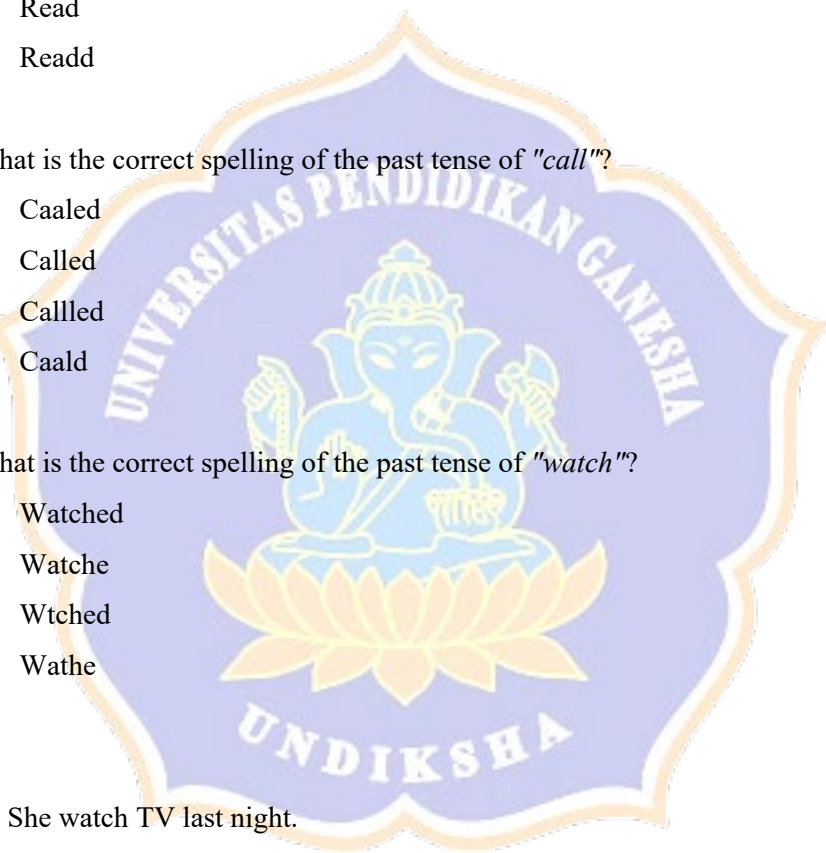
- A. Watched
- B. Watche
- C. Wtched
- D. Wathe

15.

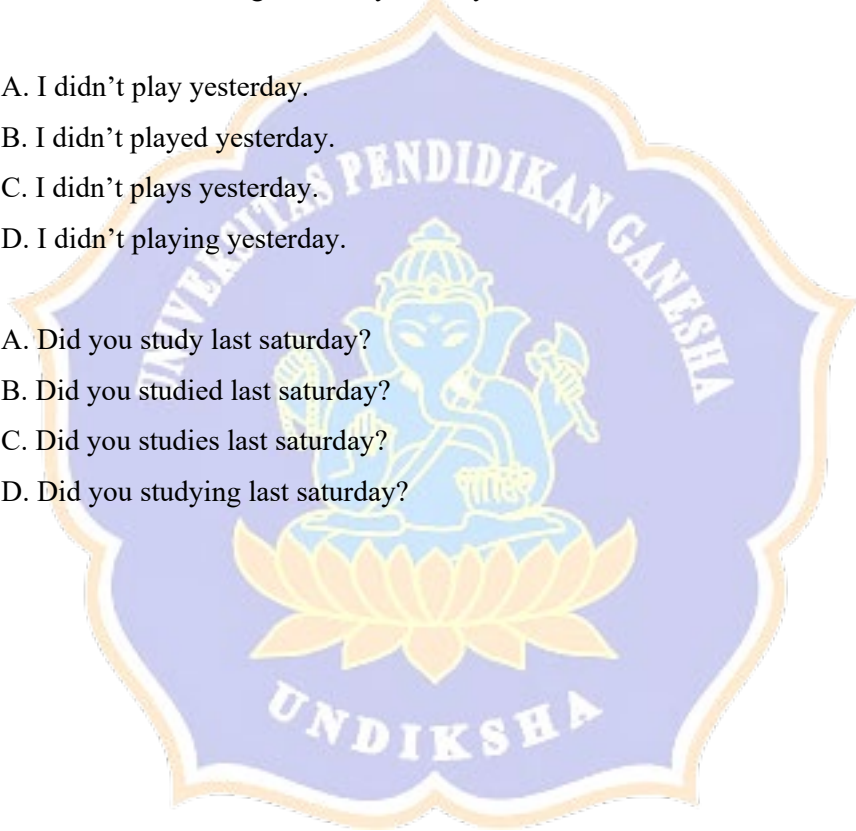
- A. She watch TV last night.
- B. She watched TV last night.
- C. She watching TV last night.
- D. She watches TV last night.

16.

- A. He cooked pasta last night
- B. He cook pasta last night
- C. He cooks pasta last night
- D. He cook pasta last night



- 17.
- A. Did we called us last Saturday?
 - B. Did we calling us last Saturday?
 - C. Did we calls us last Saturday?
 - D. Did we call us last Saturday?
- 18.
- A. You didn't danced with me yesterday.
 - B. You didn't dance with me yesterday.
 - C. You didn't dances with me yesterday.
 - D. You didn't dancing with me yesterday.
- 19.
- A. I didn't play yesterday.
 - B. I didn't played yesterday.
 - C. I didn't plays yesterday.
 - D. I didn't playing yesterday.
- 20.
- A. Did you study last saturday?
 - B. Did you studied last saturday?
 - C. Did you studies last saturday?
 - D. Did you studying last saturday?



Appendix 4. Lesson Plan Sheet

School : SD Negeri 2 Bengkulu
Subject : English
Class : 6 (Deaf Students)
Subject Matter : Simple Past Tense and Vocabulary (Verbs)
Topic : Improving Vocabulary with Flashcard Media
Time Allocation : 120 minutes (1 meeting)

1. Learning Objectives:

By the end of this lesson, students should be able to:

- Students are expected to understand and know the correct meaning of the English vocabulary they have learned.
- Students be able to memorize the correct spelling of the taught vocabulary to be used as communication materials.
- Students be able to use grammar in the simple past tense that has been taught.

2. Basic Competencies and Indicators of Competency Achievement.

1) Basic Competencies:

- Students will be able to understand and know the correct meaning of the English vocabulary they have learned.
- Students will be able to spell the vocabulary learned.
- Students will be able to use grammar in simple past tense.

2) Competency Achievement Indicators:

- Students can demonstrate understanding of the meaning of vocabulary through flashcards.
- Students can spell vocabulary in the past tense.
- Students can form correct sentences using basic simple past tense

3. Learning Materials:

- **-Subjects and objects as complements only**

Saya : I - Me

Kamu : You - You

Dia Laki-laki : He - Him

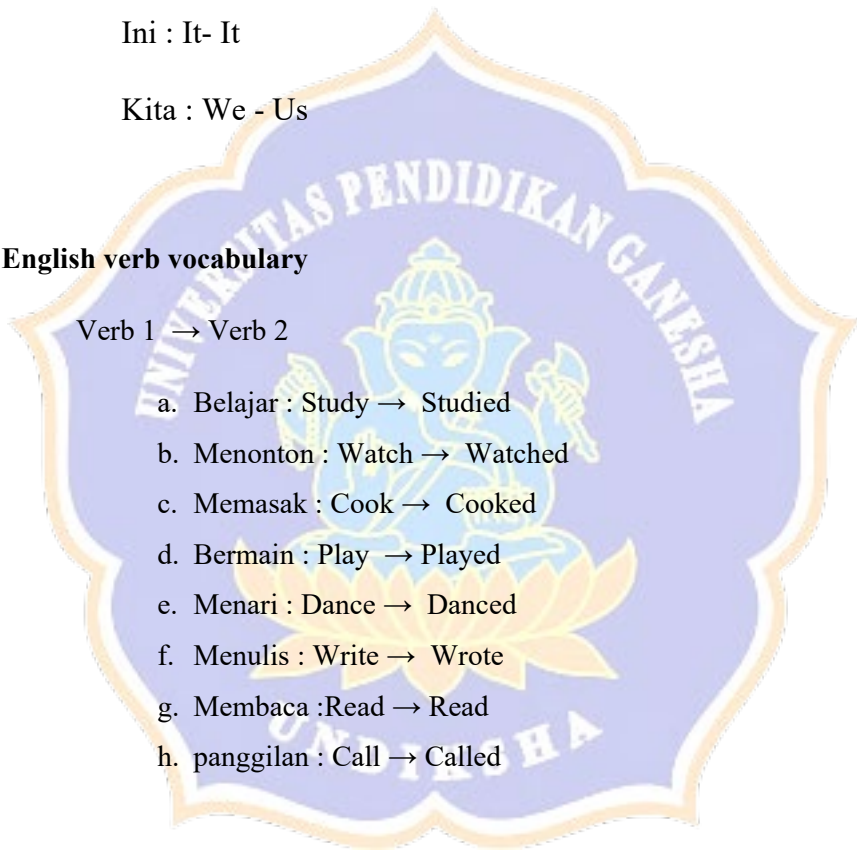
Dia Perempuan : She - Her

Ini : It- It

Kita : We - Us

- **English verb vocabulary**

Verb 1 → Verb 2

- 
- a. Belajar : Study → Studied
 - b. Menonton : Watch → Watched
 - c. Memasak : Cook → Cooked
 - d. Bermain : Play → Played
 - e. Menari : Dance → Danced
 - f. Menulis : Write → Wrote
 - g. Membaca : Read → Read
 - h. panggilan : Call → Called

- **Tenses that are used : Simple Past Tense**

The formula :

- 1) Positive sentence
S + Verb 2
- 2) Negative sentence
S + Did + Not + Verb 1
- 3) Question sentence
Did + S + V 1

Example Sentence:

1. She watched TV last night
2. He Cooked Pasta last night.
3. Did we Call us last Saturday?
4. You didn't Dance with me yesterday.
5. I didn't Play yesterday.
6. Did you Study last Saturday?

- **Learning media:**

1. Flashcards.
2. Whiteboard and notebook
3. Worksheet.
4. Observation checklist

3. Teaching Methods:

- **Method:** Repetition, Flashcard-based Learning, Game and Interactive Practice
- **Media:** Flashcards containing pictures as well as sign language and verbs used in simple past tense

LEARNING ACTIVITIES

| Activities | Activity Steps | Time |
|---------------|---|------------|
| Introduction | <p>1. Greeting:</p> <ul style="list-style-type: none">• Teacher greets the students using the whiteboard• "Good morning, everyone! How are you today?" <p>2. Introduce the Objective:</p> <p>The teacher explains the learning objectives: "Today, we will learn about the sample past using flash-cards."</p> | 10 minutes |
| Main Activity | <p>A. Material</p> <p>The teacher writes the formula and explains the simple past tense formula</p> <p>The formula for the simple past tense:</p> | 80 minutes |

| | | |
|--|--|--|
| | <p>Positive sentence</p> <p style="padding-left: 40px;">S + Verb 2</p> <p>Negative sentence</p> <p style="padding-left: 40px;">S + Did + Not + Verb 1</p> <p>Question sentence</p> <p style="padding-left: 40px;">Did + S + V1</p> <p>Here the teacher tells the simple past formula after that the teacher tells the students that we will learn the subject and vocabulary in the form of verb 1 and verb 2 by using flashcards media.</p> <p>B. Prepare Flashcards:</p> <p>The teacher prepares flashcards containing vocabulary in the form of verbs (verb 1 and verb 2) and subjects.</p> <p>C. Step-by-Step Flashcard Activity:</p> <ul style="list-style-type: none"> • Teacher Stands in Front of the Class: <p>The teacher stands in front of the class and faces the students.</p> <ul style="list-style-type: none"> • Teacher Holds the Flashcards: <p>Teacher holds the flashcards at chest level and faces the students.</p> <ul style="list-style-type: none"> • Teacher Pulls Out Flashcards One by One: <p>The teacher takes out the flashcards showing one card to explain to the students. Here the teacher explains that the front of the flashcard contains a picture and its</p> | |
|--|--|--|

| | | |
|--|--|--|
| | <p>Indonesian meaning, for example “ saya” on the back contains vocabulary such as “I” in English and sign language accompanied by a small picture in front of the flash-card.</p> <ul style="list-style-type: none"> • Here the teacher shows all the flashcards of the subject word and then shows verb 1 and verb 2. <p>The teacher shows all the flashcards containing the subject vocabulary. First, the teacher shows the front side of the flashcards with the picture and the translation in Indonesian “Saya”. Then, the teacher turns the flashcards over to show the back side which contains a small picture, the English translation, and a sign language, for example: I. Next, the teacher shows flashcards containing verb forms, namely Verb 1 and Verb 2, for example, study - studied. The teacher mentions and explains each vocabulary word one by one. Students are asked to see what the teacher says after that repeat the word that has been mentioned, for example the teacher “saya” after that the students mention, Students are asked to read repeatedly without help from the teacher. Students are asked to say the word that that has been read without</p> | |
|--|--|--|

| | | |
|-------------------|---|-------------------|
| | <p>looking at the flashcards. In this activity, the teacher also explains which is the subject, object, verb 1 and 2 and examples of past tense sentences such as I didn't play yesterday in the sample past formula.</p> <ul style="list-style-type: none"> Game <p>Teacher places the flashcard randomly in a box away from the learners, prepares the learners who will participate, the teacher instructs the learners to look for cards that contain pictures, writings, or symbols according to the instructions, after getting the card, the learners return to their original place, the student shows the picture only and the other students guess it according to the instructions such as One student shows a picture while the other guesses the meaning of the picture in English, spells it, and makes the right sentence based on the vocabulary shown.</p> | |
| Assignment | <p>The teacher asks students to take a multiple-choice test covering aspects of meaning, spelling, and grammar to assess whether their vocabulary has improved.</p> | 25 minutes |
| Closing | <p>1. Review of the Lesson:</p> <p>The teacher summarizes the lesson by revisiting all the verbs learned during</p> | 5 minutes |

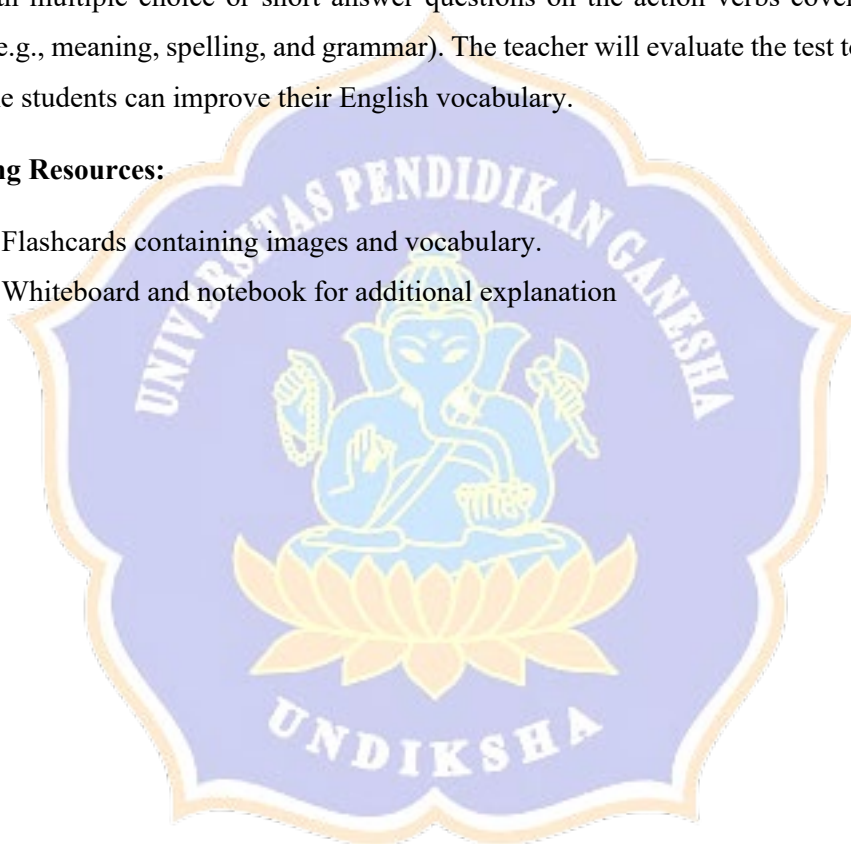
| | | |
|--|--|--|
| | <p>the session and asking students to pronounce them one more time.</p> <p>2. Thanking the Students:</p> <p>The teacher gives positive reinforcement, thanking students for their participation and effort during the lesson.</p> | |
|--|--|--|

Learning outcome assessment:

Test with multiple choice or short answer questions on the action verbs covered in the lesson (e.g., meaning, spelling, and grammar). The teacher will evaluate the test to see how much the students can improve their English vocabulary.

Learning Resources:

- Flashcards containing images and vocabulary.
- Whiteboard and notebook for additional explanation

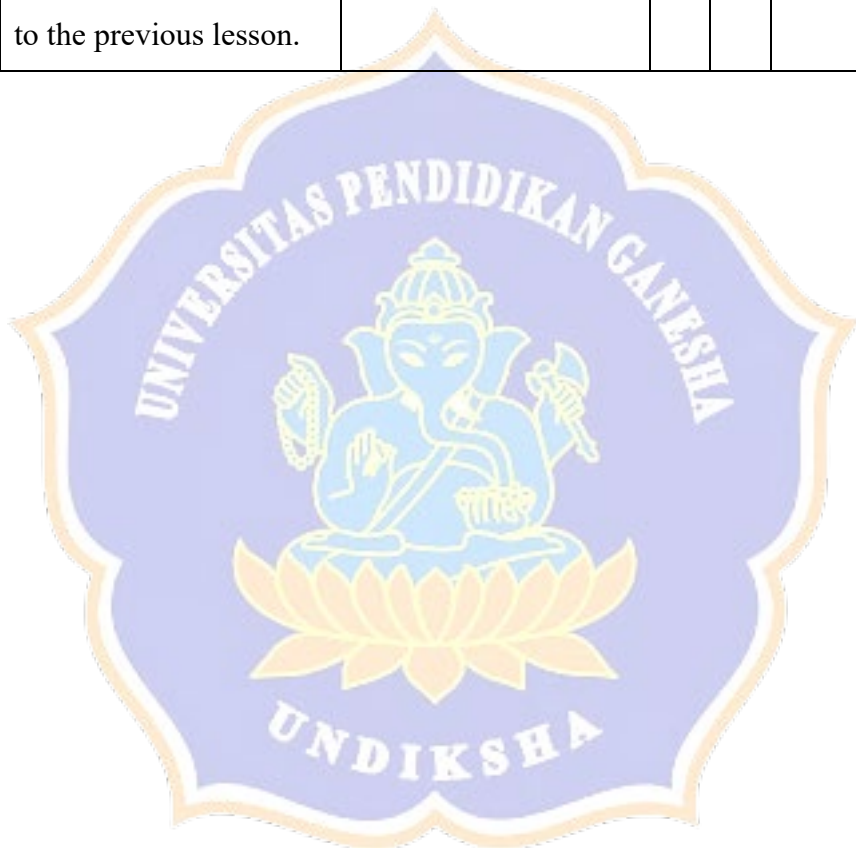


Appendix 5. Observation Checklist

Student observation checklist adapted from Behaviorism theory (Ulum & Fauzi, 2023)

| No | Aspects observed | Behavioristic table | Yes | No | Notes |
|----|---|----------------------|-----|----|-------|
| 1 | Students show interest when flashcards are introduced. | Initial stimulus | | | |
| 2 | Students pay attention to the teacher's explanation of vocabulary using flashcards. | Initial response | | | |
| 3 | Students easily remember the vocabulary in the flashcard with clear pictures and words | | | | |
| 4 | Students are able to spell English vocabulary correctly. | Repeated response | | | |
| 5 | Students are able to arrange words into grammatically correct sentences using flashcards. | | | | |
| 6 | Students can remember the meaning of the picture on the flashcard | Stimulus association | | | |
| 7 | Students show interest in learning to understand the words and pictures on the flashcard. | | | | |

| | | | | | |
|----|---|------------------------------|--|--|--|
| 8 | Students showed enthusiasm during the flash card activity. | Positive behavioral response | | | |
| 9 | Students are able to complete tasks related to vocabulary | Reinforced behavior | | | |
| 10 | There was an increase in participation compared to the previous lesson. | Effects of reinforcement | | | |



Appendix 6. Cyclus 1 Results

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Multiple Choice Task Instructions

1. Read each question carefully before choosing the most appropriate answer.
2. Each question has four answer choices: A, B, C, and D. Choose the most appropriate answer by marking the circle next to your chosen answer on the answer sheet.
3. Review your answers before submitting the assignment.
4. There is only one correct answer for each question.
5. Answer the questions accurately and correctly, following the instructions and the context provided in each question.

Student Identity

Full Name : Rita Riska Pratiwi

Class : VI

Subject : Bahasa Inggris

1. What does "read" mean in Indonesian?
☒ A. Membaca
B. Menulis
C. Menonton
D. Memasak
2. What does "write" mean in Indonesian?
☒ A. Membaca
B. Menulis
C. Mencatat
D. bermain
3. What does "dance" mean in Indonesian?
A. Bermain
B. Belajar
C. Menulis
☒ D. Menari
4. What does "play" mean in Indonesian?
A. Bermain

- B. Menari
- ☒ C. Mencuci
- D. Belajar

5. What does "cook" mean in Indonesian?

- A. Menari
- B. Tidur
- C. Memasak
- ☒ D. Belajar

6. What is the correct word for this picture?



- A. Call
- ☒ B. Study
- C. Dance
- D. Watch

7. What is the correct word for this picture?



- A. Call
- B. Dance
- C. Study
- ☒ D. Watch

8. What is the correct word for this picture?



- A. Call
 - ☒ B. Watch
 - C. Dance
 - D. Study
9. What is the correct spelling of the past tense of "study"?
- ☒ A. Studied
 - B. Studyed
 - C. Studdy
 - D. Studyed
10. What is the correct spelling of the past tense of "play"?
- A. Playd
 - ☒ B. Played
 - C. Plated
 - D. Plyed
11. What is the correct spelling of the past tense of "write"?
- A. Writed
 - B. Wrote
 - ☒ C. Written
 - D. Writen
12. What is the correct spelling of the past tense of "read"?
- A. Readed
 - B. Red
 - ☒ C. Read
 - D. Readd
13. What is the correct spelling of the past tense of "call"?
- A. Caaled
 - B. Called
 - C. Callled
 - ☒ D. Caald
14. What is the correct spelling of the past tense of "watch"?
- A. Watched
 - B. Watche
 - ☒ C. Wtched
 - D. Wathe

15.
A. She watch TV last night.
~~B. She watched TV last night.~~
C. She watching TV last night.
D. She watches TV last night.
16.
A. He cooked pasta last night
B. He cook pasta last night
C. He cooks pasta last night
~~D. He cook pasta last night~~
17.
A. Did we called us last Saturday?
~~B. Did we calling us last Saturday?~~
C. Did we calls us last Saturday?
D. Did we call us last Saturday?
18.
A. You didn't danced with me yesterday.
~~B. You didn't dance with me yesterday.~~
C. You didn't dances with me yesterday.
D. You didn't dancing with me yesterday.
19.
~~A. I didn't play yesterday.~~
B. I didn't played yesterday.
C. I didn't plays yesterday.
D. I didn't playing yesterday.
20.
A. Did you study last saturday?
B. Did you studied last saturday?
~~C. Did you studies last saturday?~~
D. Did you studying last saturday?

75

Multiple Choice Task Instructions

1. Read each question carefully before choosing the most appropriate answer.
2. Each question has four answer choices: A, B, C, and D. Choose the most appropriate answer by marking the circle next to your chosen answer on the answer sheet.
3. Review your answers before submitting the assignment.
4. There is only one correct answer for each question.
5. Answer the questions accurately and correctly, following the instructions and the context provided in each question.

Student Identity

Full Name : Nikadik Damar Wicakayanti

Class : III

Subject : Pelajaran 10

1. What does "read" mean in Indonesian?

- A. Membaca
- B. Menulis
- ☒ C. Menonton
- D. Memasak

2. What does "write" mean in Indonesian?

- A. Membaca
- ☒ B. Menulis
- C. Mencatat
- D. bermain

3. What does "dance" mean in Indonesian?

- A. Bermain
- B. Belajar
- C. Menulis
- ☒ D. Menari

4. What does "play" mean in Indonesian?

- ☒ A. Bermain

- B. Menari
- ☒ Mencuci
- D. Belajar

5. What does "cook" mean in Indonesian?

- A. Menari
- B. Tidur
- C. Memasak
- ☒ Belajar

6. What is the correct word for this picture?



- A. Call
- ☒ Study
- C. Dance
- D. Watch

7. What is the correct word for this picture?



- A. Call
- B. Dance
- C. Study
- ☒ Watch

8. What is the correct word for this picture?



- A. Call
 - ☒ B. Watch
 - C. Dance
 - D. Study
9. What is the correct spelling of the past tense of "study"?
- ☒ A. Studied
 - B. Studyed
 - C. Studdy
 - D. Studyed
10. What is the correct spelling of the past tense of "play"?
- A. Playd
 - ☒ B. Played
 - C. Plated
 - D. Plyed
11. What is the correct spelling of the past tense of "write"?
- A. Writed
 - B. Wrote
 - ☒ C. Written
 - D. Written
12. What is the correct spelling of the past tense of "read"?
- A. Readed
 - B. Red
 - ☒ C. Read
 - D. Readd
13. What is the correct spelling of the past tense of "call"?
- A. Caaled
 - B. Called
 - C. Callled
 - ☒ D. Caald
14. What is the correct spelling of the past tense of "watch"?
- A. Watched
 - B. Wathe
 - ☒ C. Wtched
 - D. Wathe

15.
A. She wach TV last night.
☒ B. She watched TV last night.
C. She watching TV last night.
D. She watches TV last night.
16.
☒ A. He cooked pasta last night
B. He cook pasta last night
C. He cooks pasta last night
D. He cook pasta last night
17.
A. Did we called us last Saturday?
B. Did we calling us last Saturday?
C. Did we calls us last Saturday?
☒ D. Did we call us last Saturday?
18.
A. You didn't danced with me yesterday.
☒ B. You didn't dance with me yesterday.
C. You didn't dances with me yesterday.
D. You didn't dancing with me yesterday.
19.
☒ A. I didn't play yesterday.
B. I didn't played yesterday.
C. I didn't plays yesterday.
D. I didn't playing yesterday.
20.
☒ A. Did you study last saturday?
B. Did you studied last saturday?
C. Did you studies last saturday?
D. Did you studying last saturday?

Appendix 7. Cyclus 2 Results

80

Multiple Choice Task Instructions

1. Read each question carefully before choosing the most appropriate answer.
2. Each question has four answer choices: A, B, C, and D. Choose the most appropriate answer by marking the circle next to your chosen answer on the answer sheet.
3. Review your answers before submitting the assignment.
4. There is only one correct answer for each question.
5. Answer the questions accurately and correctly, following the instructions and the context provided in each question.

Student Identity

Full Name : Rani Riska Pratiwi

Class : VI

Subject : Bahasa Inggris

1. What does "read" mean in Indonesian?
☒ A. Membaca
☐ B. Menulis
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6. What is the correct word for this picture?



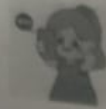
- A. Call
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☒ A. Did you study last saturday?
B. Did you studied last saturday?
C. Did you studies last saturday?
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95

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1. Read each question carefully before choosing the most appropriate answer.
2. Each question has four answer choices: A, B, C, and D. Choose the most appropriate answer by marking the circle next to your chosen answer on the answer sheet.
3. Review your answers before submitting the assignment.
4. There is only one correct answer for each question.
5. Answer the questions accurately and correctly, following the instructions and the context provided in each question.

Student Identity

Full Name : Nikodemus Damar Naro Yanni

Class : XII

Subject : Bahasa Inggris

1. What does "read" mean in Indonesian?
☒ A. Membaca
☐ B. Menulis
☐ C. Menonton
☐ D. Memasak
2. What does "write" mean in Indonesian?
☒ A. Membaca
☐ B. Menulis
☐ C. Mencatat
☐ D. bermain
3. What does "dance" mean in Indonesian?
☐ A. Bermain
☐ B. Belajar
☐ C. Menulis
☒ D. Menari
4. What does "play" mean in Indonesian?
☒ A. Bermain

Appendix 8. Results Of Observation Checklist Cycle 1

| No | Aspects observed | Behavioristic table | No | Yes | Notes |
|----|--|---------------------|----|-----|---|
| 1 | Students show interest when flashcards are introduced. | Initial stimulus | ✓ | | Images and colors that attract the attention of student 1 and student 2. Seen from the faces of students who are curious. |
| 2 | Students pay attention to the teacher's explanation of vocabulary using flashcards. | Initial response | ✓ | | Student 1 pays enough attention and Student 2 pays full attention. |
| 3 | Students easily remember the vocabulary in the flashcard with clear pictures and words | | ✓ | | Students 1 and 2 remember easily, but student 1 is not learning optimally because he feels nervous since he does not know any vocabulary yet, and here students sometimes forget the meaning of the pictures and also the vocabulary behind them. |
| 4 | Students are able to spell English vocabulary correctly. | Repeated response | ✓ | | Students 1 and 2 are able to spell vocabulary words but sometimes forget quickly and become tense. It may be necessary to add pictures on the |

| | | | | | |
|----|---|------------------------------|---|--|--|
| | | | | | back to help them remember or activities such as games. |
| 5 | Students are able to arrange words into grammatically correct sentences using flashcards. | | ✓ | | Students 1 and 2 are able to understand |
| 6 | Students can remember the meaning of the picture on the flashcard | Stimulus association | ✓ | | Students 1 and 2 were able to remember the meaning of the pictures, but student 1 was not yet at his best because he sometimes forgot the meaning and was sometimes tense. |
| 7 | Students show interest in learning to understand the words and pictures on the flashcard. | Stimulus association | ✓ | | Students 1 and 2 are interested in learning because the pictures are interesting to look at for those who are curious. |
| 8 | Students showed enthusiasm during the flash card activity. | Positive behavioral response | ✓ | | Student 2 was very enthusiastic, student 1 was satisfied because there were pictures in the flashcard. |
| 9 | Students are able to complete tasks related to vocabulary | Reinforced behavior | ✓ | | Students 1 and 2 were able to complete the test. Here, student 2 met the Minimum Competency Standards, but student 1 did not meet the Minimum Competency Standards. |
| 10 | There was an increase in participation compared to the previous lesson. | Effects of reinforcement | ✓ | | Students seem eager to learn because there are flashcards available. |

Appendix 9. Results Of Observation Checklist Cycle 2

| No | Aspects observed | Behavioristic table | Ya | Tidak | Catatan |
|----|--|---------------------|----|-------|--|
| 1 | Students show interest when flashcards are introduced. | Initial stimulus | ✓ | | There is meaning in front of the flashcard and the picture on the back makes students 1 and 2 more interested and curious. |
| 2 | Students pay attention to the teacher's explanation of vocabulary using flashcards. | Initial response | ✓ | | Students 1 and 2 were more enthusiastic about paying attention because there were games. |
| 3 | Students easily remember the vocabulary in the flashcard with clear pictures and words | | ✓ | | Both students experienced an increase in vocabulary memory. |
| 4 | Students are able to spell English vocabulary correctly. | Repeated response | ✓ | | Students 1 and 2 found it very easy to memorize the spelling of vocabulary words because of the modifications and games. |
| 5 | Students are able to arrange words into grammatically correct | | ✓ | | Students 1 and 2 can understand the grammar taught and can remember it because there are pictures and |

| | | | | | |
|----|--|------------------------------|---|--|--|
| | sentences using flash-cards. | | | | game in the learning process. |
| 6 | Students can remember the meaning of the picture on the flash-card | Stimulus association | ✓ | | Adding meaning to images makes it very easy for student 1 to remember the meaning, and student 2 remembers better. It also provides a game that improves students' memory. |
| 7 | Students show interest in learning to understand the words and pictures on the flash-card. | | ✓ | | Media that has been modified by adding (images, meanings) and games makes activities fun and greatly increases student interest. |
| 8 | Students showed enthusiasm during the flash card activity. | Positive behavioral response | ✓ | | Both students were enthusiastic because there were pictures and games. |
| 9 | Students are able to complete tasks related to vocabulary | Reinforced behavior | ✓ | | All students achieved the minimum passing grade and received perfect scores. |
| 10 | There was an increase in participation compared to the previous lesson. | Effects of reinforcement | ✓ | | Students seem more eager to learn because there is flashcard media. |

Appendix 10. Validity Results

VALIDATION SHEET

Validator Information

Name of Validator : Made Hery Santosa

Position / Institution : Universitas Pendidikan Ganesha

Instructions for Validators:

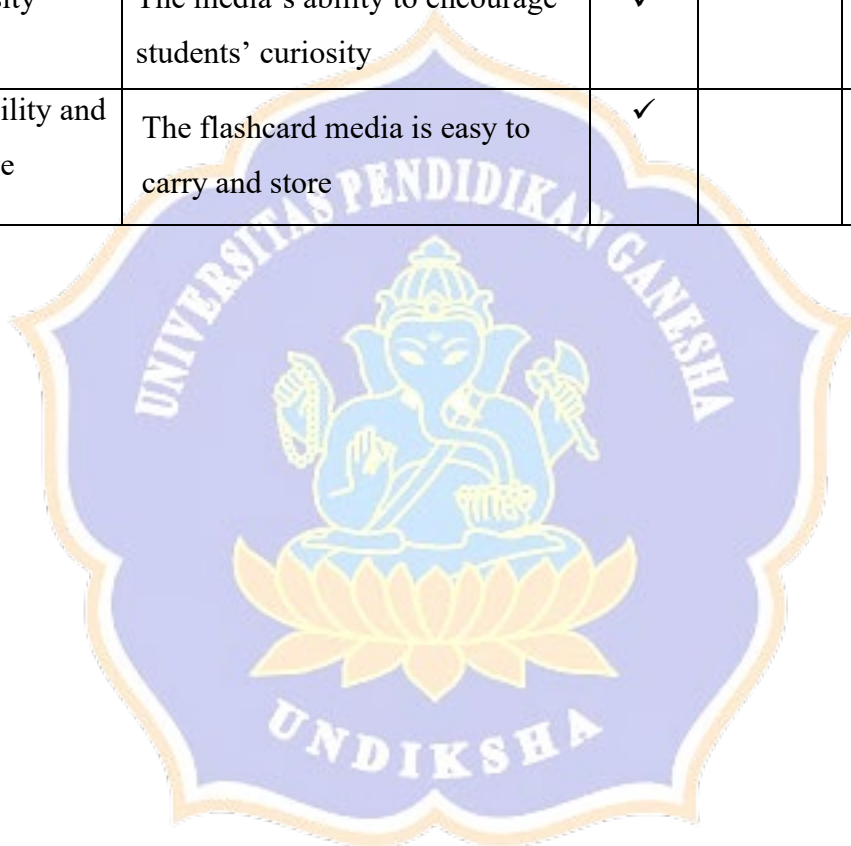
1. You are requested to provide an assessment (validation) based on several aspects contained in the media sheet, lesson plan, test and observation.
2. Please provide an assessment by checking the column listed below.
3. You are requested to provide comments and suggestions if needed for the improvement of the Assessment Instrument, by writing in the space provided.

MEDIA VALIDATION SHEET

Table 3.1 Media Evaluation Criteria Based on (Hayati, 2022)

| No | Evaluation Aspect | Statement | Valid | Invalid | Comments |
|----|-------------------|--|-------|---------|----------|
| 1 | Clarity | The flashcard media is clear in its presentation | ✓ | | |
| 2 | Neatness | The flashcard media is neatly arranged | ✓ | | |
| 3 | Visual Appeal | The design of the flashcard media is attractive | ✓ | | |

| | | | | | |
|---|-------------------------|--|---|--|--|
| 4 | Engagement | The flashcard media can attract students' interest | ✓ | | |
| 5 | Usability | The flashcard media is simple and easy to use | ✓ | | |
| 6 | Durability | The flashcard media is reusable and durable | ✓ | | |
| 7 | Motivation | The ability of media to increase student motivation in English | ✓ | | |
| 8 | Curiosity | The media's ability to encourage students' curiosity | ✓ | | |
| 9 | Portability and Storage | The flashcard media is easy to carry and store | ✓ | | |



LESSON PLAN VALIDATION SHEET

Table 3.2 Lesson Plan Evaluation Criteria Based on (Zaidah et al., 2022)

| No | Evaluation Aspect | Statement | Valid | Invalid | Comments |
|----|-------------------------------|---|-------|---------|----------|
| 1 | Lesson Plan Identity | Format for writing the identity section of each lesson plan includes: Educational Unit, Subject, Class, Semester, Main Topic, and Time Allocation for each activity. | ✓ | | |
| 2 | Learning Objectives | The alignment between learning objectives and the indicators to be achieved. | ✓ | | |
| 3 | Learning Activities Structure | Clear presentation of the three stages of learning activities: introduction, main activities, and closing. | ✓ | | |
| 4 | Time Allocation | Provision of time allocation in each | ✓ | | |

| | | | | | |
|---|------------------------------|--|---|--|--|
| | | activity (beginning, core and end) | | | |
| 5 | Learning strategy | Use of learning strategy syntax that is in accordance with the Problem-Based Learning model. | ✓ | | |
| 6 | Assessment Instruments | Alignment of cognitive learning assessment with the instruments used. | ✓ | | |
| 7 | Media And Material Alignment | Suitability of the instructional media with the subject matter. | ✓ | | |
| 8 | Learning Resources | Selection of learning resources or textbooks that match the teaching materials. | ✓ | | |
| 9 | Language Use | Use of concise, clear, and easy-to-understand language. | ✓ | | |

VALIDATION SHEETTEST

Table 3.3 Test Evolution Criteria Based on (Zaidah et al., 2022)

| No | Evaluation Aspect | Statement | Valid | Invalid | Comments |
|----|-------------------------------|---|-------|---------|----------|
| 1 | Test Identity | The identity of the test is clearly written. | ✓ | | |
| 2 | Student Information Section | The student identity section is clearly provided. | ✓ | | |
| 3 | Instruction | The instructions for answering are easy to understand. | ✓ | | |
| 4 | Relevance to Basic Competence | The test items align with the Basic Competencies (KD). | ✓ | | |
| 5 | Content Validity | The questions are based on the taught material | ✓ | | |
| 6 | Visual | Any images or diagrams used in the test are clear and understandable. | ✓ | | |
| 7 | Language Use | The language used is simple, clear, and easy to comprehend. | ✓ | | |

VALIDATION OBSERVATION CEKLISH

Student observation checklist adapted from Behaviorism theory (Ulum & Fauzi, 2023)

| No | Aspects observed | Behavioristic Table | Valid | Invalid | Comments |
|----|---|----------------------|-------|---------|----------|
| 1 | Students show interest when flashcards are introduced. | Initial stimulus | ✓ | | |
| 2 | Students pay attention to the teacher's explanation of vocabulary using flashcards. | Initial response | ✓ | | |
| 3 | Students easily remember the vocabulary in the flashcard with clear pictures and words | | ✓ | | |
| 4 | Students are able to spell English vocabulary correctly. | Repeated response | ✓ | | |
| 5 | Students are able to arrange words into grammatically correct sentences using flashcards. | | ✓ | | |
| 6 | Students can remember the meaning of | Stimulus association | ✓ | | |

| | | | | | |
|----|---|------------------------------|---|--|--|
| | the picture on the flashcard | | | | |
| 7 | Students show interest in learning to understand the words and pictures on the flashcard. | | ✓ | | |
| 8 | Students showed enthusiasm during the flash card activity. | Positive behavioral response | ✓ | | |
| 9 | Students are able to complete tasks related to vocabulary | Reinforced behavior | ✓ | | |
| 10 | There was an increase in participation compared to the previous lesson. | Effects of reinforcement | | | |

Singaraja, 14 April 2025

Made Hery Santosa



NIP 197910232003121001

VALIDATION SHEET

Validator Information

Name of Validator : I Ketut Trika Adi Ana

Position / Institution : Universitas Pendidikan Ganesha

☒ Instructions for Validators:

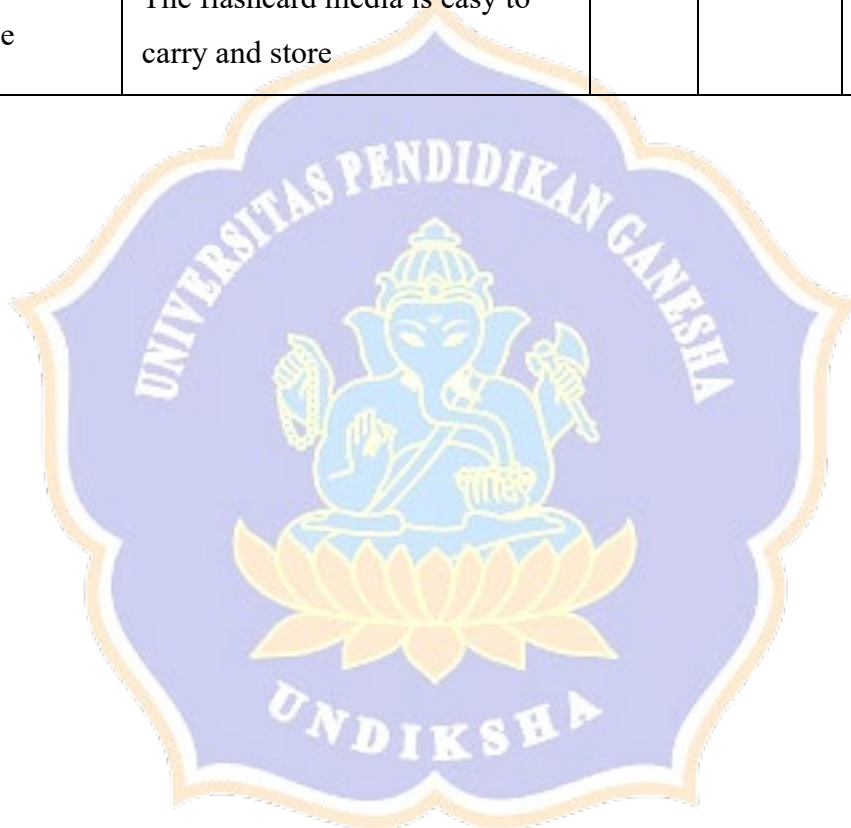
1. You are requested to provide an assessment (validation) based on several aspects contained in the media sheet, lesson plan, test and observation.
2. Please provide an assessment by checking the column listed below.
3. You are requested to provide comments and suggestions if needed for the improvement of the Assessment Instrument, by writing in the space provided.

MEDIA VALIDATION SHEET

Table 3.1 Media Evaluation Criteria Based on (Hayati, 2022)

| No | Evaluation Aspect | Statement | Valid | Invalid | Comments |
|----|-------------------|--|-------|---------|----------|
| 1 | Clarity | The flashcard media is clear in its presentation | ✓ | | |
| 2 | Neatness | The flashcard media is neatly arranged | ✓ | | |
| 3 | Visual Appeal | The design of the flashcard media is attractive | ✓ | | |
| 4 | Engagement | The flashcard media can attract students' interest | ✓ | | |

| | | | | | |
|---|-------------------------|--|---|--|--|
| 5 | Usability | The flashcard media is simple and easy to use | ✓ | | |
| 6 | Durability | The flashcard media is reusable and durable | ✓ | | |
| 7 | Motivation | The ability of media to increase student motivation in English | ✓ | | |
| 8 | Curiosity | The media's ability to encourage students' curiosity | ✓ | | |
| 9 | Portability and Storage | The flashcard media is easy to carry and store | ✓ | | |



LESSON PLAN VALIDATION SHEET

Table 3.2 Lesson Plan Evaluation Criteria Based on (Zaidah et al., 2022)

| No | Evaluation Aspect | Statement | Valid | Invalid | Comments |
|----|-------------------------------|---|-------|---------|----------|
| 1 | Lesson Plan Identity | Format for writing the identity section of each lesson plan includes: Educational Unit, Subject, Class, Semester, Main Topic, and Time Allocation for each activity. | ✓ | | |
| 2 | Learning Objectives | The alignment between learning objectives and the indicators to be achieved. | ✓ | | |
| 3 | Learning Activities Structure | Clear presentation of the three stages of learning activities: introduction, main activities, and closing. | ✓ | | |
| 4 | Time Allocation | Provision of time allocation in each | ✓ | | |

| | | | | | |
|---|------------------------------|--|---|--|--|
| | | activity (beginning, core and end) | | | |
| 5 | Learning strategy | Use of learning strategy syntax that is in accordance with the Problem-Based Learning model. | ✓ | | |
| 6 | Assessment Instruments | Alignment of cognitive learning assessment with the instruments used. | ✓ | | |
| 7 | Media And Material Alignment | Suitability of the instructional media with the subject matter. | ✓ | | |
| 8 | Learning Resources | Selection of learning resources or textbooks that match the teaching materials. | ✓ | | |
| 9 | Language Use | Use of concise, clear, and easy-to-understand language. | ✓ | | |

VALIDATION SHEETTEST

Table 3.3 Test Evolution Criteria Based on (Zaidah et al., 2022)

| No | Evaluation Aspect | Statement | Valid | Invalid | Comments |
|----|-------------------------------|--|-------|---------|----------|
| 1 | Test Identity | The identity of the test is clearly written. | ✓ | | |
| 2 | Student Information Section | The student identity section is clearly provided. | ✓ | | |
| 3 | Instruction | The instructions for answering are easy to understand. | ✓ | | |
| 4 | Relevance to Basic Competence | The test items align with the Basic Competencies (KD). | ✓ | | |
| 5 | Content Validity | The questions are based on the taught material | ✓ | | |
| 6 | Visual | Any images or diagrams used in the test are clear and understand able. | ✓ | | |
| 7 | Language Use | The language used is simple, clear, and easy to comprehend. | ✓ | | |

VALIDATION OBSERVATION CEKLISH

Student observation checklist adapted from Behaviorism theory (Ulum & Fauzi, 2023)

| No | Aspects observed | Label Behavioristik | Valid | Invalid | Comments |
|----|---|----------------------|-------|---------|----------|
| 1 | Students show interest when flashcards are introduced. | Initial stimulus | ✓ | | |
| 2 | Students pay attention to the teacher's explanation of vocabulary using flashcards. | Initial response | ✓ | | |
| 3 | Students easily remember the vocabulary in the flashcard with clear pictures and words | | ✓ | | |
| 4 | Students are able to spell English vocabulary correctly. | Repeated response | ✓ | | |
| 5 | Students are able to arrange words into grammatically correct sentences using flashcards. | | ✓ | | |
| 6 | Students can remember the meaning of the picture on the flashcard | Stimulus association | ✓ | | |

| | | | | | |
|----|--|------------------------------|---|--|--|
| 7 | Students show interest in learning to understand the words and pictures on the flash-card. | Respons perilaku positif | ✓ | | |
| 8 | Students showed enthusiasm during the flash card activity. | Positive behavioral response | ✓ | | |
| 9 | Students are able to complete tasks related to vocabulary | Reinforced behavior | ✓ | | |
| 10 | There was an increase in participation compared to the previous lesson. | Effects of reinforcement | | | |

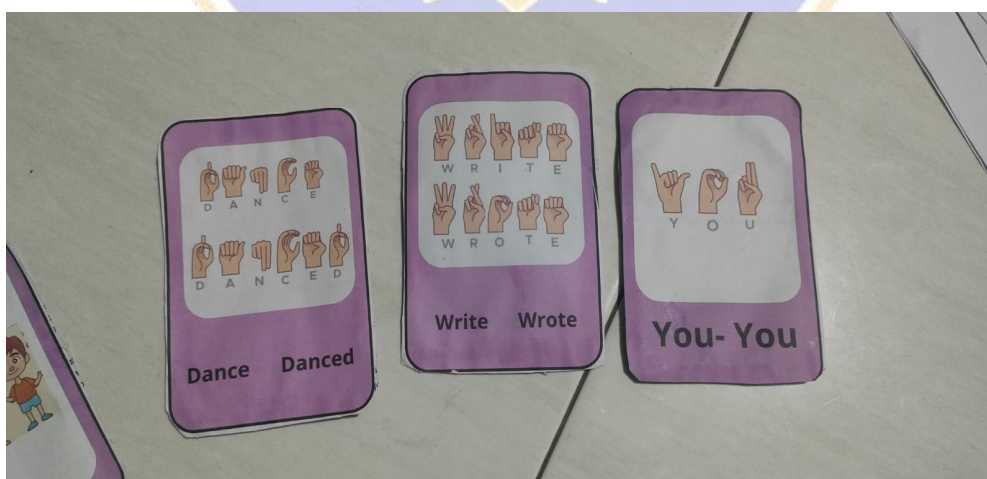
Singaraja, 14 April 2025



I Ketut Trika Adi Ana

NIP 198508022023211012

Appendix 11. Flashcard Cycles 1



Appendix 12. Flashcard Cycles 2



Appendix 13. Cycle 1 Activity Documentation



Appendix 14. Cycle 2 Activity Documentation

