



APPENDICES

Appendix 1 Observation 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 : 3268 /UN48.7.1/ TA.00.03/2025 9 September 2025
Lamp : -
Hal : Permohonan Izin Observasi Awal Proposal Skripsi

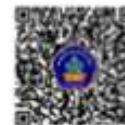
Yth,
Kepala SD Negeri 4 Padangkerta
di Karangasem

Dalam rangka pengumpulan data awal penyusunan proposal skripsi, dengan hormat kami mohon bantuan Bapak/Ibu untuk mengizinkan mahasiswa di bawah ini mengumpulkan data yang diperlukan pada institusi yang Bapak/Ibu pimpin :

Nama : Ni Ketut Paula Lita
NIM : 2112021017
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2025/2026

Demikian kami sampaikan permohonan ini, atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Koorprodi Pendidikan Bahasa Inggris
3. Sub Bagian Akademik 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 : 3390 /UN48.7.1/ TA.00.03/2025
Hal : Permohonan Izin Penelitian

18 September 2025

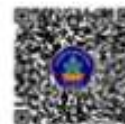
Yth.
Kepala SD Negeri 4 Padangkerta
di Karangasem

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

Nama	: Ni Ketut Paula Lita
NIM	: 2112021017
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2025/2026
Judul	: The Effect of Wordwall Digital Games on Students' Vocabulary Achievement at Grade V of SD Negeri 4 Padangkerta

Demikian kami sampaikan permohonan ini, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

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

Appendix 3 Research Letter SD Negeri 1 Padangkerta

 
PEMERINTAH KABUPATEN KARANGASEM
SD NEGERI 1 PADANGKERTA
Jalan Untung Surapati Amlapura
Email : sdn1padangkerta@gmail.com

SURAT IZIN PENELITIAN
Nomor : 024/62/VIII/SDN 1 Padangkerta/2025

Yang bertanda tangan di bawah ini kepala SD Negeri 1 Padangkerta, memberikan izin kepada:

Nama	: Ni Ketut Paula Lita
NIM	: 2112021017
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025

Yang tersebut diatas memang benar telah melakukan penelitian disekolah kami untuk melengkapi data penyusunan skripsi.

Demikian surat izin Penelitian ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Amlapura, 19 Agustus 2025
Kepala SD Negeri 1 Padangkerta


Ni Nyoman Serianingsih, S.Pd.SD
NIP. 197205262000122003

Appendix 4 Research Letter SD Negeri 4 Padangkerta


PENERBITAN KABUPATEN KARANGASEM
DINAS PENDIDIKAN DAN BUDAYA
SD NEGERI 4 PADANGKERTA
KARANGASEM
Jl. ...
Telp. ...

SURAT IZIN PENELITIAN
Nomor : 045.2/233/SDN4Padangkerta/IX/2025

Yang bertanda tangan di bawah ini kepala SD Negeri 4 Padangkerta, memberikan izin kepada:

Nama : Ni Ketut Paula Lita
NIM : 2112021017
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2025/2026

Untuk melengkapi penelitian di SD Negeri 4 Padangkerta dengan judul : The Effect of Wordwall Digital Games on Students' Vocabulary Achievement at Grade V of SD Negeri 4 Padangkerta.

Demikian surat izin Penelitian ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.


Amarta, 26 September 2025
Plt. Kepala SD Negeri 4 Padangkerta
Ni Luh Sari Suryastini, S.Pd.SD
NIP: 197107171991052001

Appendix 5 English Module

Lesson Plan Experimental Group

GENERAL INFORMATION

A. MODULE IDENTITY

Compiler	: Ni Ketut Paula Lita
Institution	: SD Negeri 4 Padangkerta
Year	: 2025
Subject	: Bahasa Inggris
Class/Phase	: V/C
Semester	: 1 (Ganjil)
Theme	: Farm Animals
Time Allocation	: 80 minutes

Learning Outcomes

At the end of Phase C, students understand and respond to simple spoken, written, and visual texts in English. They use simple English to interact and communicate in familiar, common, and routine situations. Students understand the relationship between letter sounds in simple English vocabulary and use this understanding to comprehend and produce simple written and visual texts in English with the help of examples.

The Learning Outcomes for each element are as follows:

Elemen	Description
Listening – Speaking	Students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities such as asking simple questions, requesting clarification and seeking permission. They use some strategies to identify key information in most contexts such as asking a speaker to repeat or to speak slowly, or asking what a word means. They follow a series of simple instructions related to classroom procedures and learning activities.
Reading – Viewing	Students understand familiar and new vocabulary with support from visual cues or context clues. They read and respond to a wide range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts.

	They find basic information in a sentence and explain a topic in a text read or viewed.
Writing – Presenting	Students communicate their ideas and experience through copied writing and their own basic writing, showing evidence of a developing understanding of the writing process. They demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose. With teachers’ support, they produce simple descriptions, recounts and procedures using certain patterns of sentences and modelled examples at word and simple sentence level. They show awareness of the need for basic punctuation and capitalization. They demonstrate knowledge of some English letter-sound relationships and the spelling of high-frequency words. In their writing, they use vocabulary related to their class and home environments and use basic strategies, such as copying words or phrases from books or word lists, using images and asking how to write a word.

B. LEARNING OUTCOMES

- ❖ Recognize various types of farm animals commonly found in daily life.
- ❖ Identify the body parts and sounds of farm animals.
- ❖ Classify the several types of food that farm animals eat and make sentences related to the material from farm animals.

C. PANCASISLA STUDENT PROFILE

- ❖ Independent
- ❖ Creative
- ❖ Critical Thinking
- ❖ Collaborative

D. LEARNING SOURCE, MEDIA & TOOL

- ❖ Learning Source : Buku Grow With English 5, English text and pictures from internet.
- ❖ Media : Wordwall, WhatsApp, PowerPoint
- ❖ Teaching Tool : Laptop, Projector, Handphone

E. TARGET STUDENTS

- ❖ Regular/typical students: Generally, they have no difficulty in processing and understanding the learning material.

- ❖ High-achieving students: They quickly grasp and understand the material, are capable of higher-order thinking skills (HOTS), and possess leadership abilities.

F. NUMBER OF STUDENTS

- ❖ Minimum 15 students, maximum 35 students.

G. LEARNING METHOD

- ❖ Approach : Communicative approach
- ❖ Method : Audio Lingual Method
- ❖ Technique : Repetition drill, dictation, discussion and question and answer.

CORE COMPONENTS

A. LEARNING OBJECTIVES

1. Students are able to recognize various types of farm animals.
2. Students are able to identify the parts of a body and the sounds of farm animals.
3. Students are able to classify the several foods of farm animals.
4. Students are able to make sentences related to farm animals.

B. PROVOCATIVE QUESTIONS

1. What kind of farm animals do you know?
2. What kind of farm animal do you want to have?

C. LEARNING PREPARATION

- ❖ Teachers prepare materials, media, tools, and other facilities to support the learning process in the classroom.

D. LEARNING MATERIAL

1. Kind of farm animals



Cow



Sheep



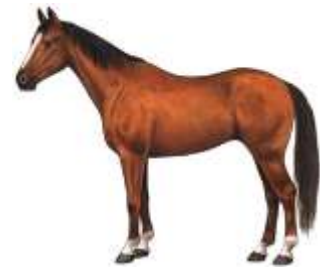
Duck



Hen



Rooster



Horse



Goat



Rabbit



Swan



Pig



Bees

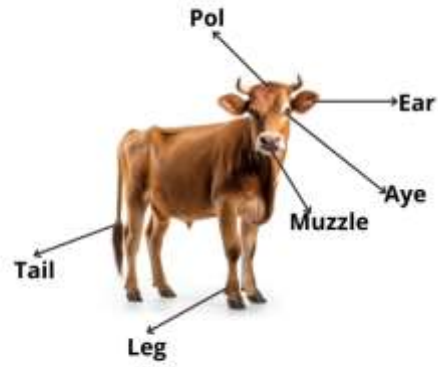


Quail

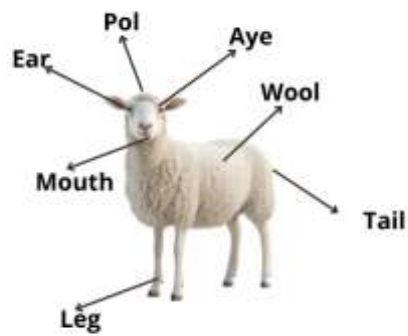


2. The part of a body of farm animals

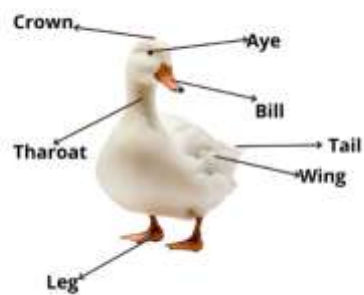
Cow



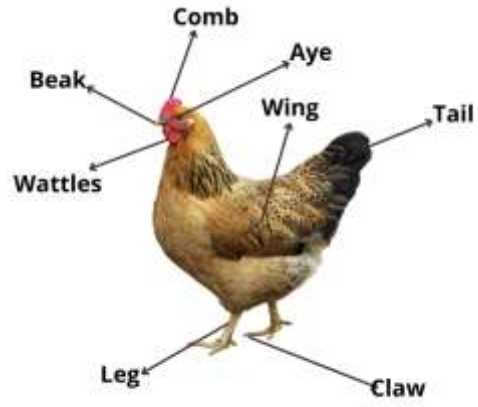
Sheep



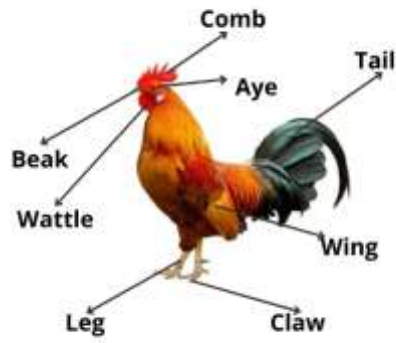
Duck



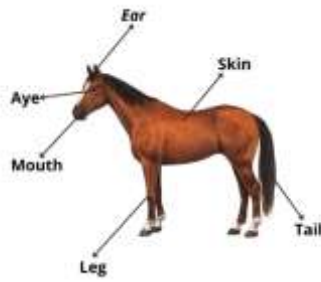
Hen



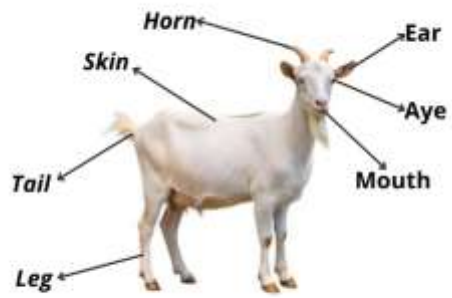
Rooster



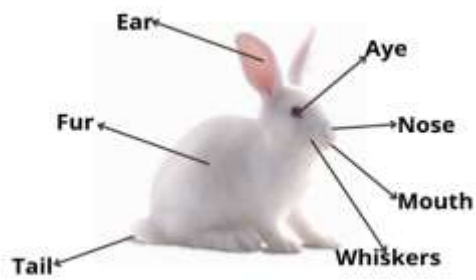
Horse



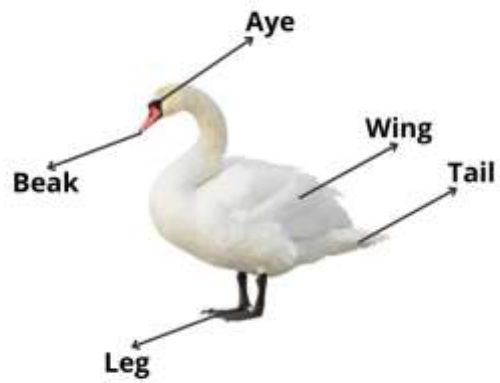
Goat



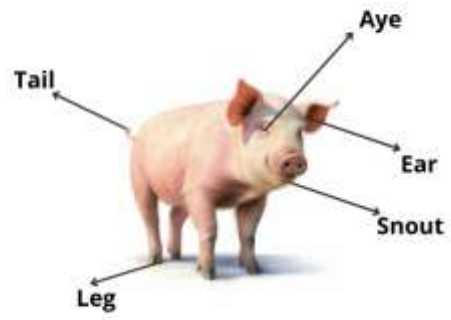
Rabbit



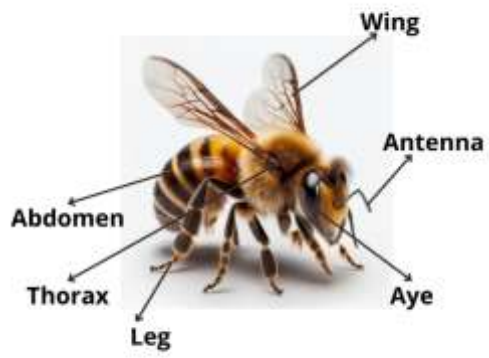
Swan



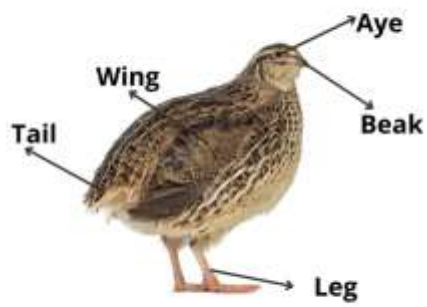
Pig



Bees



Quail



3. The sound of farm animals



Moo, moo, moo



Baa, baa, baa



Quack, quack, quack



Cluck, cluck, Cluck



Cock a doodle doo



Neigh/Whinny



Bleat, bleat, bleat



Hrr, hrr, hrr



Honk, honk, honk



Oink, oink, oink



Buzz, buzz, buzz



Coo, coo, coo

4. Food for Farm Animals

Farm Animal	Food of animals
Cow	Grass, hay, corn
Sheep	Grass, hay, grains
Duck	Grains, plants
Hen	Grains, seeds, corn
Rooster	Grains, corn, seeds
Horse	Hay, grass
Goat	Grass, hay
Rabbit	Carrots, hay
Swan	Aquatic plants, grains
Pig	Vegetables, corn, leftovers
Bees	Nectar, pollen
Quail	Seeds, grains

Language Expression

➤ Kind of Farm animal

- What kind of farm animal is this?
This is a cow.
This is a sheep.
This is a duck.
This is a hen.
This is a rooster.
This is a horse.
This is a goat.
This is a rabbit.
This is a swan.
This is a pig.
This is a bees.
This is a quail.

➤ The part of a body of farm animals

- A cow has four legs.
- A duck has wings and a beak.
- A rabbit has long ears.
- A horse has a long tail.
- A rooster has feathers.
- A sheep has curly wool.
- A goat has two horns.
- A pig has a short tail.
- A swan has a long neck.
- A hen has two legs and wings.
- How many legs does a sheep have?
It has four legs.

➤ The sound of farm animals

- The cow says "moo moo".
- The sheep says "baa baa".
- The duck says "quack quack".
- The hen says "cluck cluck".
- The rooster says "cock-a-doodle-doo".
- The horse says "neigh neigh".
- The goat says "bleat bleat".
- The pig says "oink oink".
- The rabbit makes a "hrr hrr" sound.
- The swan says "honk honk".
- What sound does a cow make?
A cow says "moo moo".
- What sound does a rooster make?
A rooster says "cock-a-doodle-doo".

- How does a pig sound?
A pig says "oink oink".

➤ **Food for Farm Animals**

- A cow eats grass and corn.
- A sheep eats grass and hay.
- A duck eats grains.
- A hen eats corn and seeds.
- A rooster eats grains and corn.
- A horse eats hay and grass.
- A goat eats grass and hay.
- A rabbit eats carrots and hay.
- A swan eats aquatic plants and grains.
- A pig eats vegetables and grains.
- Bees eat nectar and pollen.
- A quail eats seeds and grains.
- What does a cow eat?
A Cow eats grass and corn.

E. LEARNING ACTIVITY

1st Meeting (2JP)

❖ **Pre-Activities (10')**

- 1) Prepare students psychologically and physically for the learning process by starting with greetings and praying.
- 2) Check the students' attendance and prepare learning resources.
- 3) Connect the material to be studied with students' experiences in everyday life and giving students stimulating questions related to the material about various types of farm animals.
- 4) Tell the students about the learning objective that should be achieved during the lesson related to the material.

❖ **Main Activities (60')**

- 1) The teacher gives example of pronunciation of various types farm animal vocabularies correctly.
- 2) The teacher asks the students to repeat the correct vocabulary.
- 3) The teacher shows the picture of various types of farm animals and the name of farm animal in front of the class through PowerPoint.
- 4) The teacher asks students to prepare the laptop or handphone and explains how to enter and play games in Wordwall.
- 5) The teacher shares link code for students to enter in Wordwall with type **match up game**.
- 6) The teacher gives instruction to play the game:

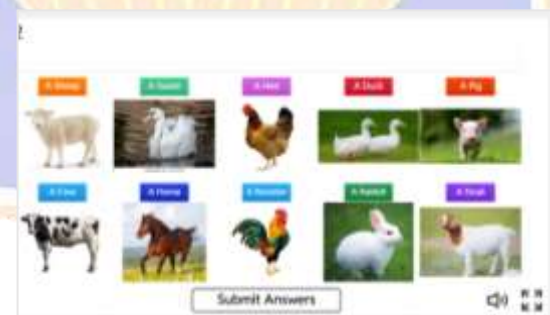
- Before starting the lesson with Wordwall, all students must be ready to enter the Wordwall.
- Once all students are logged in, the teacher clicks the "Start" button to play the game.



- Students answer questions in the game according to the instructions on the screen.



- After all the questions answered, click the "submit answer" button to send the answer.



- The teacher monitors student scores in real time.
 - For the game that judge by the final score, the teacher notes three students who get the higher score.
- 7) After giving instructions, the teacher gives an exercise after applying the game to recognize various types of farm animals. (<https://wordwall.net/resource/88881948>)
 - 8) After the game is finished, the teacher discusses the correct answers and provides clarifications for any misunderstandings.
 - 9) Checking student understanding by providing opportunities for students to ask questions

❖ **Post-Activities (10')**

- 1) At this stage, the teacher invites students to re-state all the vocabulary about the material that has been studied.
- 2) The teacher and the students reflect on evaluating the entire series of learning activities, and the results obtained and then jointly find the direct or indirect benefits of the learning outcomes that have taken place.
- 3) The teacher closes the lesson and prays before leaving the classroom.

2st Meeting (2JP)

❖ **Pre-Activities (10')**

- 1) Prepare students psychologically and physically for the learning process by starting with greeting and praying.
- 2) Check the attendance of students and preparing learning resources.
- 3) Connect the material to be studied with students' experiences in everyday life and giving students stimulating questions related to the material about parts of a body and the sounds of farm animals.
- 4) Tell the students about the learning objective that should be achieved during the lesson related to the material.

❖ **Main Activities (60')**

- 1) The teacher shows the material about the parts of a body and the sounds of farm animals in front of the class through PowerPoint.
- 2) The teacher asks students to write down vocabulary from the material.
- 3) The students identify pictures of the parts of a body and the sounds of farm animals given by the teacher.
- 4) The students mention vocabulary about the parts of a body and the sounds of farm animals orally.
- 5) The teacher invites students to play together while learning vocabulary to try identify the parts of a body and the sounds of farm animals using Wordwall with the type **Labelled Diagram** and **find the match** game.
- 6) The Wordwall (labelled diagram) game will be operated by the teacher and followed by the students through one-way learning in front of the class using a Laptop and a projector.

Identify the parts of a body

<https://wordwall.net/resource/90747484>



Identify the sounds of farm animals

<https://wordwall.net/resource/90810738>



7) Checking student understanding by providing opportunities for students to ask questions.

❖ **Post-Activities (10')**

- 1) Teachers give assignments related to material about the parts of a body and the sounds of farm animals, and the students have to complete the assignment independently at home with parental guidance.
- 2) The teacher asks the students to play games in Wordwall.
- 3) The teacher shares the link code to enter in Wordwall (link of game).
 - a. Identify the parts of a body of this farm animal!!
<https://wordwall.net/resource/90810012>
 - b. Identify the sounds of these farm animals!!
<https://wordwall.net/resource/90752321>
- 4) Students are required to finish the assignments throughout the Wordwall game as instructed and send a screenshot of their scores to the teacher via WhatsApp group.
- 5) The teacher closes the lesson and prays before leaving the classroom.

3st Meeting (2JP)

❖ **Pre-Activities (10')**

- 1) Prepare students psychologically and physically for the learning process by starting with a greeting and praying.
- 2) Check the students attendance and prepare learning resources.
- 3) Connect the material to be studied with students' experiences in everyday life and giving students stimulating questions related to the material about several foods of farm animals and make sentences related to the topic of farm animals.
- 4) Tell the students about the learning objective that should be achieved during the lesson related to the material.

❖ **Main Activities (60')**

- 1) The teacher shows material about the several foods of farm animals through PowerPoint in front of the class using laptop and projector.
- 2) After giving the material teacher ask students to write the vocabulary.
- 3) The teacher ask students to prepare the laptop or handphone while learning vocabulary to try classify the several foods of farm animals using Wordwall with the type **group short** game.
- 4) The teacher shares link code by Whatshap group for students to enter in Wordwall and make the exsercise by them self.

a). Classify the several foods of farm animals!

<https://wordwall.net/resource/90758832>



- 5) After all the material has been discussed, the last is student to be able make sentences related to the topic of farm animals.
- 6) In this stage, the teacher ask the student to practice making sentences related to the topic of farm animals using Wordwall with the type **Unjumble** game.

b). Arrange these jumbled words into a good sentence!

<https://wordwall.net/resource/88901056>



- 7) After the game is finished, the teacher discusses the correct answers and provides clarifications for any misunderstandings.

❖ **Post-Activities (10')**

- 1) At this stage, the teacher invites students to re-state all the vocabulary about the material that has been studied.
- 2) The teacher and the students reflect on evaluating the entire series of learning activities, and the results obtained and then jointly find the direct or indirect benefits of the learning outcomes that have taken place.
- 3) The teacher closes the lesson and prays before leaving the classroom.

F. REFLECTION

Teacher's Reflection

- 1) How did the students react to the lesson?
- 2) What were the challenges in the learning process?
- 3) How was the achievement of learning success?
- 4) What are the key points to note in solving learning problems?
- 5) One word or sentence that describes the learning achievement?

Students' Reflection

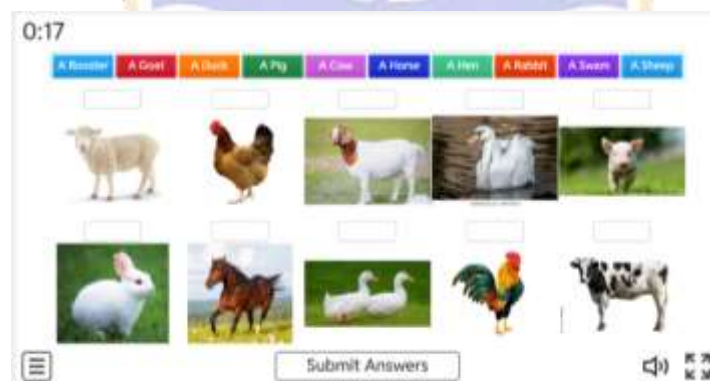
- 1) Students pronounce vocabulary related to the material that has been learned.

G. ASSESSMENT

1st Meeting

The assessment of kind farm animal is provides in Wordwall with 10 questions.

- Please recognize this farm animal with match each farm animal picture with its correct name.
- Drag and drop or click to pair them correctly.
- Link <https://wordwall.net/resource/88881948>



- **Total Score = Correct answer x 10**

2st Meeting

The assessment of the material part of body farm animal is provided in Wordwall with 10 questions.

- Please identify the parts of the body of this farm animal!!
- Drag the pin to its correct place on the image!!
- <https://wordwall.net/resource/90810012>



- Total Score = Correct answer x 10

The assessment of a sound farm animal is provided in Wordwall with 10 questions.

- Please identify the sounds of these farm animals!!
- Tap the matching answer to eliminate it.
- <https://wordwall.net/resource/90752321>



- Total Score = Correct answer x 10

3st Meeting

The assessment of a food farm animal is provided in Wordwall with 5 questions.

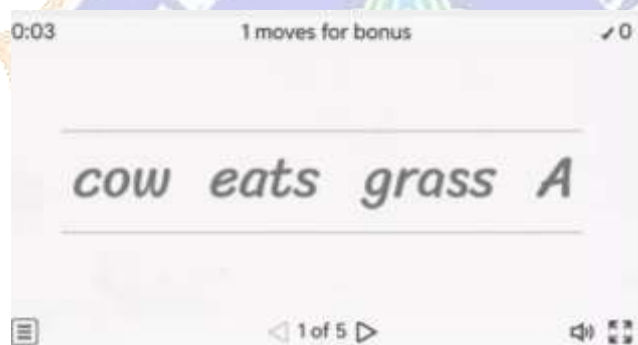
- Please classify the several foods of farm animals!
- Drag and drop each item into its correct group!
- <https://wordwall.net/resource/90758832>



-
- **Total Score = Correct answer x 20**

The assessment of making sentences about farm animals is provided in Wordwall with 5 questions.

- Please arrange these jumbled words into a good sentence!!
- Rearranges each sentence into the correct order by dragging and dropping the words!!
- <https://wordwall.net/resource/88901056>



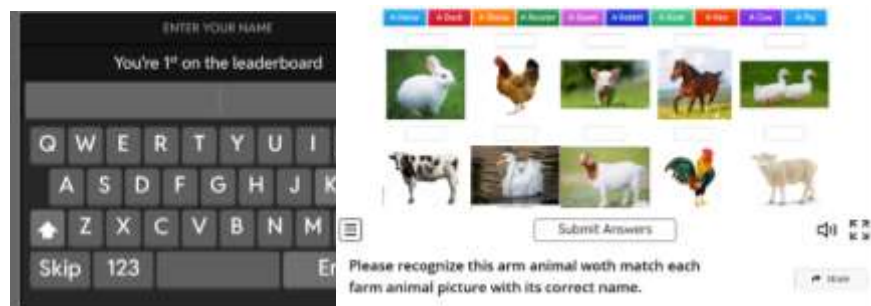
-
- **Total Score = Correct answer x 20**

APPENDIX

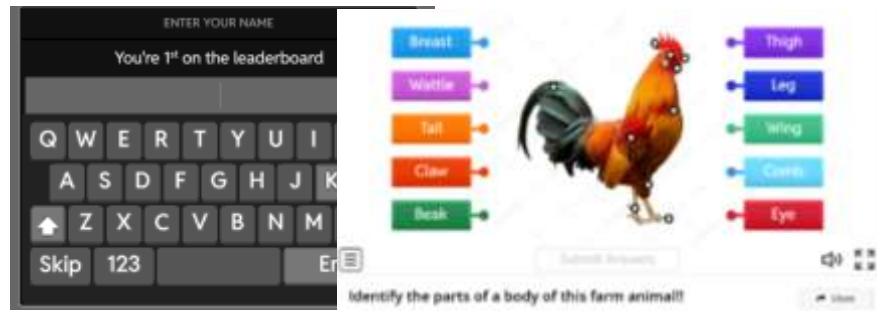
A. LKPD (Lembar Kerja Peserta Didik)

LKPD is available in Wordwall games.

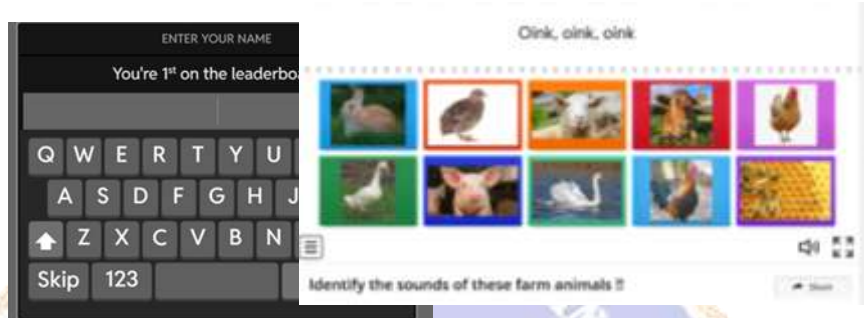
1. <https://wordwall.net/resource/88881948>



2. <https://wordwall.net/resource/90810012>



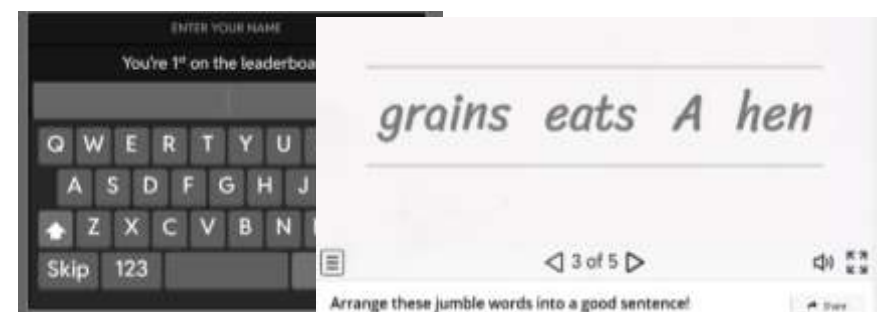
3. <https://wordwall.net/resource/90752321>



4. <https://wordwall.net/resource/90758832>



5. <https://wordwall.net/resource/88901056>



B. TEACHER AND STUDENT READING RESOURCES

Mukarto et al., (2023). *Grow With English 5*. Jakarta: Erlangga.

C.GLOSSARY

Assessment	A process to measure students' understanding and learning outcomes.
Audio-Lingual Method	A teaching method that emphasizes repetition and drills to improve speaking skills.
Body Parts of Animals	Different parts of an animal's body, such as beak, hoof, wings, and tail.
Communicative Approach	A teaching method that focuses on communication and interaction in real-life contexts.
Farm Animals	Animals that are raised on a farm for food, milk, eggs, or work. (e.g., cow, chicken, sheep).
Interactive Learning	A learning approach that involves engaging students through digital media and activities.
Jumbled Words	Words that are scrambled and need to be rearranged into a correct sentence.
Matching Game	An activity where students match words with corresponding pictures or definitions.
Pronunciation	The way a word is spoken correctly.
Vocabulary	A collection of words that a person knows or learns in a language.
Wordwall	Interactive online platform for creating educational games and activities.

D. REFERENCES

- Mukarto, Sujatmika, Josephine S.M, & Kiswara Widya. (2023). *Grow With English (A Thematic English Course for Elementary Students)* (T. Saraswati & D. W. Priyanto, Eds.). Pt Penerbit Erlangga Mahameru.
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<https://onlymyenglish.com/duck-anatomy-body-parts-name/>.



Lesson Plan Control Group

GENERAL INFORMATION

A. MODULE IDENTITY

Compiler	: Ni Ketut Paula Lita
Institution	: SD Negeri 4 Padangkerta
Year	: 2025
Subject	: Bahasa Inggris
Class/Phase	: V/C
Semester	: 1 (Ganjil)
Theme	: Farm Animals
Time Allocation	: 80 minutes

Learning Outcomes

At the end of Phase C, students understand and respond to simple spoken, written, and visual texts in English. They use simple English to interact and communicate in familiar, common, and routine situations. Students understand the relationship between letter sounds in simple English vocabulary and use this understanding to comprehend and produce simple written and visual texts in English with the help of examples.

The Learning Outcomes for each element are as follows:

Elemen	Description
Listening – Speaking	Students use English to interact in a range of predictable social and classroom situations using certain patterns of sentences. They change/substitute some elements of sentences to participate in learning activities such as asking simple questions, requesting clarification, and seeking permission. They use some strategies to identify key information in most contexts, such as asking a speaker to repeat or to speak slowly, or asking what a word means. They follow a series of simple instructions related to classroom procedures and learning activities.
Reading – Viewing	Students understand familiar and new vocabulary with support from visual cues or context clues. They read and respond to a wide range of short, simple, familiar texts in the form of print or digital texts, including visual, multimodal or interactive texts.

	They find basic information in a sentence and explain a topic in a text read or viewed.
Writing – Presenting	Students communicate their ideas and experience through copied writing and their own basic writing, showing evidence of a developing understanding of the writing process. They demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose. With teachers’ support, they produce simple descriptions, recounts and procedures using certain patterns of sentences and modelled examples at word and simple sentence level. They show awareness of the need for basic punctuation and capitalization. They demonstrate knowledge of some English letter-sound relationships and the spelling of high-frequency words. In their writing, they use vocabulary related to their class and home environments, and use basic strategies, such as copying words or phrases from books or word lists, using images and asking how to write a word.

B. LEARNING OUTCOMES

- ❖ Recognize various types of farm animals commonly found in daily life.
- ❖ Identify the body parts and sounds of farm animals.
- ❖ Classify the several types of food that farm animals eat and make sentences related to the material from farm animals.

C. PANCASISLA STUDENT PROFILE

- ❖ Independent
- ❖ Creative
- ❖ Critical Thinking
- ❖ Collaborative

D. LEARNING SOURCE, MEDIA & TOOL

- ❖ Learning Source: Buku Grow With English 5
- ❖ Media : Book, PowerPoint
- ❖ Teaching Tool : Whiteboard, markers, Laptop, Projector

E. TARGET STUDENTS

- ❖ Regular/typical students: Generally, they have no difficulty in processing and understanding the learning material.
- ❖ High-achieving students: They quickly grasp and understand the material, are capable of higher-order thinking skills (HOTS), and possess leadership abilities.

F. NUMBER OF STUDENTS

- ❖ Minimum 15 students, maximum 35 students.

G. LEARNING METHOD

- ❖ Approach : Communicative approach.
- ❖ Method : Audio Lingual Method.
- ❖ Technique : repetition drill, dictation, discussion and question and answer.

CORE COMPONENTS

A. LEARNING OBJECTIVES

1. Students are able to recognize various types of farm animals.
2. Students are able to identify the parts of a body and the sounds of farm animals.
3. Students are able to classify the several foods of farm animals.
4. Students are able to make sentences related to farm animals.

B. PROVOCATIVE QUESTIONS

3. What kind of farm animals do you know?
4. What kind of farm animal do you want to have?

C. LEARNING PREPARATION

- ❖ Teachers prepare materials, media, tools, and other facilities to support the learning process in the classroom.

D LEARNING MATERIAL

5. Kind of farm animals (Grow V page 102)



1. Where is Anisa?
2. How many animals do you see?
3. Do you find any of these animals around your house?
4. Do you like these animals?

6. The part of a body of farm animals (Grow V page 105)



7. The sound of farm animals (Grow V page 107)



8. Food for Farm Animals (Grow V page 109)



Language Expression

➤ Kind of Farm animal

- What kind of farm animal is this?

This is a cow.

This is a sheep.

This is a duck.

This is a hen.

This is a rooster.

This is a horse.

This is a goat.

This is a rabbit.

This is a swan.

This is a pig.

This is a bees.

This is a quail.

➤ The part of a body of farm animals

- A cow has four legs.
- A duck has wings and a beak.
- A rabbit has long ears.
- A horse has a long tail.
- A rooster has feathers.
- A sheep has curly wool.
- A goat has two horns.
- A pig has a short tail.
- A swan has a long neck.
- A hen has two legs and wings.
- How many legs does a sheep have?
It has four legs.

➤ The sound of farm animals

- The cow says "moo moo".
- The sheep says "baa baa".
- The duck says "quack quack".
- The hen says "cluck cluck".
- The rooster says "cock-a-doodle-doo".
- The horse says "neigh neigh".
- The goat says "bleat bleat".
- The pig says "oink oink".
- The rabbit makes a "hrr hrr" sound.
- The swan says "honk honk".
- What sound does a cow make?
A cow says "moo moo".

- What sound does a rooster make?
A rooster says "cock-a-doodle-doo".
- How does a pig sound?
A pig says "oink oink".

➤ **Food for Farm Animals**

- A cow eats grass and corn.
- A sheep eats grass and hay.
- A duck eats grains.
- A hen eats corn and seeds.
- A rooster eats grains and corn.
- A horse eats hay and grass.
- A goat eats grass and hay.
- A rabbit eats carrots and hay.
- A swan eats aquatic plants and grains.
- A pig eats vegetables and grains.
- Bees eat nectar and pollen.
- A quail eats seeds and grains.
- What does a cow eat?
A Cow eats grass and corn.

E. LEARNING ACTIVITY

1st Meeting (2JP)

❖ **Pre-Activities**

- 1) Prepare students psychologically and physically for the learning process by starting with greetings and praying.
- 2) Check the students attendance and prepare learning resources.
- 3) Connect the material to be studied with students' experiences in everyday life and giving students stimulating questions related to the material about various types of farm animals.
- 4) Tell the students about the learning objective that should be achieved during the lesson related to the material.

❖ Main Activities

- 1) The teacher asks students to open the Grow With English 5 book on page 102. Students are asked to answer questions 1-4 about Anisa based on the images provided, and allow students to



respond to that question.

- 2) The teacher explains vocabulary about types of farm animals from that material in the front of the class using PowerPoint and asks students to write down the vocabulary in their notebooks.
- 3) The teacher asks the students to do exercises from the book on page 103 to recognize various types of farm animals.



- 4) After doing exercises, the teacher discusses the correct answers and provides clarifications for any misunderstandings.
- 5) After discussing the correct answers, the teachers ask students to mention the vocabulary related to several farm animals in front of the class.
- 6) After that, checking student understanding by providing opportunities for students to ask questions.

❖ Post-Activities

- 1) At this stage, the teacher invites students to re-state all the vocabulary about the material that has been studied.
- 2) The teacher and the students reflect on evaluating the entire series of learning activities, and the results obtained, and then jointly

find the direct or indirect benefits of the learning outcomes about the types of farm animals that have taken place.

- 3) The teacher closes the lesson and prays before leaving the classroom.

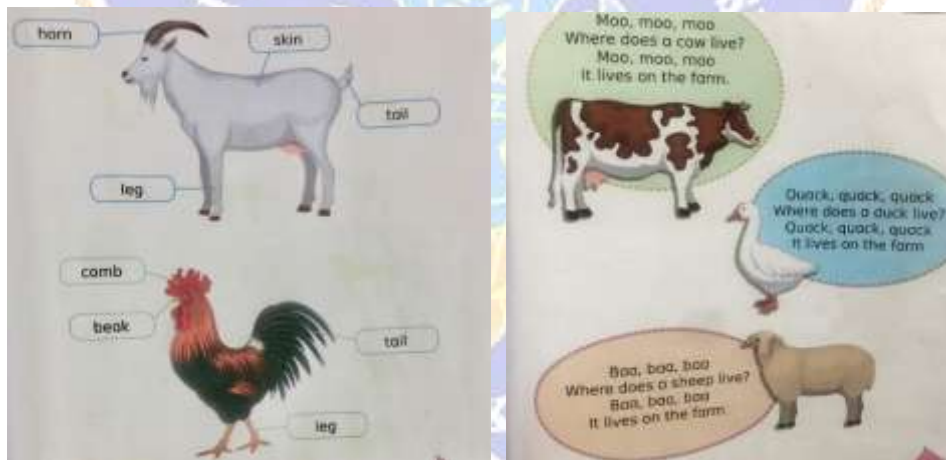
2st Meeting (2JP)

❖ Pre-Activities (10')

- 1) Prepare students psychologically and physically for the learning process by starting with greeting and praying.
- 2) Check the attendance of students and preparing learning resources.
- 3) Connect the material to be studied with students' experiences in everyday life and giving students stimulating questions related to the material about parts of a body and the sounds of farm animals.
- 4) Tell the students about the learning objective that should be achieved during the lesson related to the material.

❖ Main Activities (60')

- 1) Invite students to open the Grow book on page 105 and 107, regarding the material parts of a body farm animals and the sound of part animal.



- 2) The teacher explains the vocabulary about parts of the body farm animals and the sounds of farm animals from that material in the front of the class used PowerPoint and asks students to write down vocabulary in their notebooks.

- 3) After students finish write the vocabulary in their notebook, the teacher give the students exercise in the form of worksheet that contains parts of the body and the sounds of farm animal.

Meeting 2

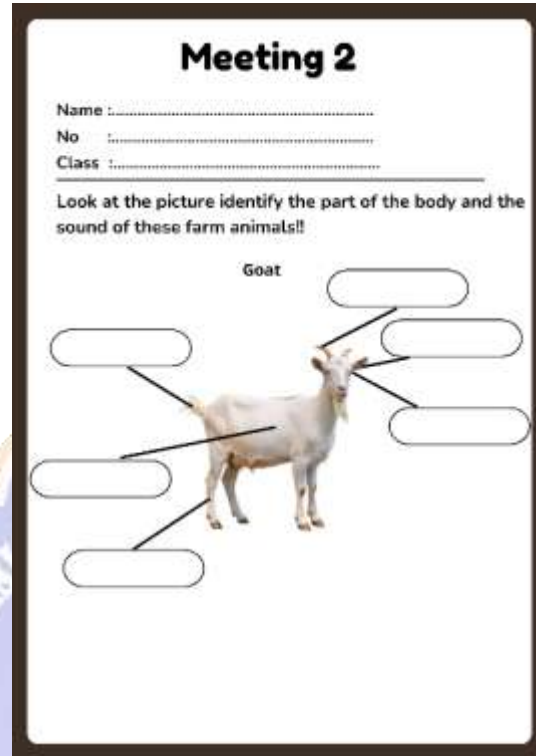
Name :

No :

Class :

Look at the picture identify the part of the body and the sound of these farm animals!!

Goat



- 4) The teacher gives instruction to make the exercise:
- Write your class, name and number in the page.
 - After that, identify the part of the body and the sound of these farm animals (you can make in the page).
 - After finish do the exercise, give the result to the teacher.
- 5) After do exercises, the teacher discusses the correct answers and provides clarifications for any misunderstandings.
- 6) After that, checking student understanding by providing opportunities for students for ask questions.

❖ **Post-Activities (10')**

- 1) Teachers give assignments related to material about the parts of a body and the sounds of farm animals, and the students have to complete the assignment independently at home with parental guidance.
- 2) The teacher asks the students to make that assignment in their home.
- 3) The teacher gives a worksheet to all students that contains an assignment about identifying the part of the body and and sound of a farm animal.

a) Identify the parts of a body of this farm animal!!

Meeting 2

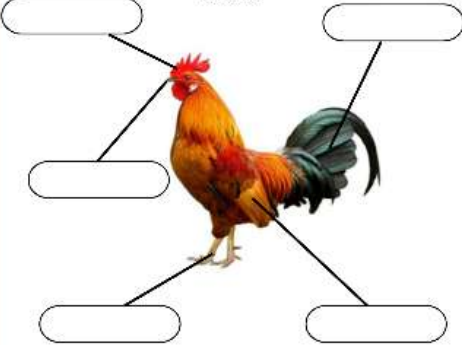
Name :

No :

Class :

Look at the picture identify the part of the body
this farm animals!!

Rooster



b) Identify the sounds of these farm animals!!

Meeting 2

Name :


No :

Class :


Look at the picture identify the sound of these farm
animals!!

Moo, moo, moo Baa, baa, baa cook a doodle doo

Quack, quack, quack Oink,oink,oink



.....



.....

- 4) Students are required to finish the assignments in that page that given by teacher and give the teacher in the next meeting.
- 5) The teacher closes the lesson and prays before leaving the classroom.

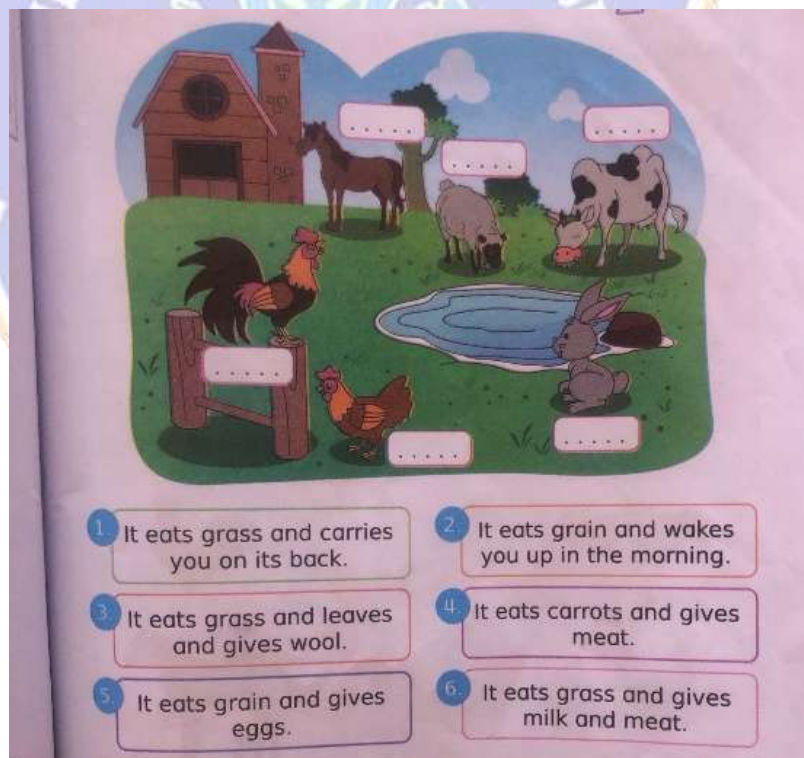
3st Meeting (2JP)

❖ Pre-Activities (10')

- 1) Prepare students psychologically and physically for the learning process by starting with a greeting and praying.
- 2) Check the students attendance and prepare learning resources.
- 3) Connect the material to be studied with students' experiences in everyday life and giving students stimulating questions related to the material about several foods of farm animals and make sentences related to the topic of farm animals.
- 4) Tell the students about the learning objective that should be achieved during the lesson related to the material.

❖ Main Activities (60')

- 1) Invite students to open the Grow book on page 109, regarding the material several food of farm animals.



- 2) The teacher ask student to read aloud together the sentence that include the material food for farm animal.

- 3) The teacher asks students to write down vocabulary related to the material about several food from the material that explains by teacher by Powerpoint of farm animals in their notebooks.
- 4) After students finish write the vocabulary in their notebook, the teacher give exercise in form of worksheet to the students that contains several foods of farm animals.

Meeting 3


Name :

No :

Class :

Please classify the several foods of farm animals!
Write in the item numbers in the list of boxes for each group!

 COW	 RABBIT	 GOAT
 BEES	 FIG	

1	2	3	4	5
				
Nectar	Grass	Lettuce	Pollen	Vegetables
6	7	8	9	10
				
Hay	Grains	Carrots	Corn	Seeds

- 5) The teacher gives instructions to make the exercise:
 - Write your class, name and number in the worksheet.
 - After that, classify the several foods of farm animals (you can make in the worksheet).
 - After finish do the exercise, give the result to the teacher.
- 6) After all the material has been discussed, the last is student to be able make sentences related to the topic of farm animals.

- 7) In this stage, the teacher asks the student to practice making sentences related to the topic of farm animals and ask students to make this exercise in form of worksheet.

Meeting 3

Name :

No :

Class :

Arrange these jumble words into a good sentence!

1) eats - cow - grass - A

answer.....

2) says - pig - "oink-oink" - The

answer.....

3) eats - hens - grains - A

answer.....

4) A - has - legs - horse - four

answer.....

5) A - has - ears - rabbit - long

answer.....

- 8) After completing all the exercises, the teacher discusses the correct answers and clarifies any misunderstandings.

❖ **Post-Activities (10')**

- 1) At this stage, the teacher invites students to re-state all the vocabulary about the material that has been studied.
- 2) The teacher and the students reflect on evaluating the entire series of learning activities, and the results obtained, and then jointly find the direct or indirect benefits of the learning outcomes about the material that have learn before.
- 3) The teacher closes the lesson and prays before leaving the classroom.

F. REFLECTION

Teacher's Reflection

- 1) How did the students react to the lesson?
- 2) What were the challenges in the learning process?
- 3) How was the achievement of learning success?
- 4) What are the key points to note in solving learning problems?
- 5) One word or sentence that describes the learning achievement?

Teacher's Reflection

- 1) Students pronounce vocabulary related to the material that has been learned.

G. ASSESSMENT

1st Meeting

- Recognize various types of these farm animals!
- Match each farm animal picture with its correct name!



- **Total Score = Correct answer x 12,5**

2st Meeting

- Identify the part of the body of these farm animals!

Meeting 2

Name :

No :

Class :

Look at the picture identify the part of the body
this farm animals!!

Rooster

➤ Identify the sounds of these farm animals!

Meeting 2

Name :

No :

Class :

Look at the picture identify the sound of these farm animals!!


Moo, moo, moo

Baa, baa, baa


cock a doodle doo

Quack, quack, quack


Oink,oink,oink




.....




.....



.....



.....



.....

➤ Total Score = Correct answer x 20

3st Meeting

➤ Classify the several foods of these farm animals!


Meeting 3


Name :


No :


Class :


Please classify the several foods of farm animals!
Write in the item numbers in the list of boxes for each group!


COW


RABBIT


QUAIL


BEES


PIG

1

2

3

4

5


6


7


8


9


10



Nectar



Grass



Leftovers



Pollen



Vegetables


Hay


Grains


Carrots


Corn


Seeds

- Arrange these jumble words into a good sentence!

Meeting 3

Name :.....
No :.....
Class :.....

Arrange these jumble words into a good sentence!

1) eats - cow - grass - A
answer.....

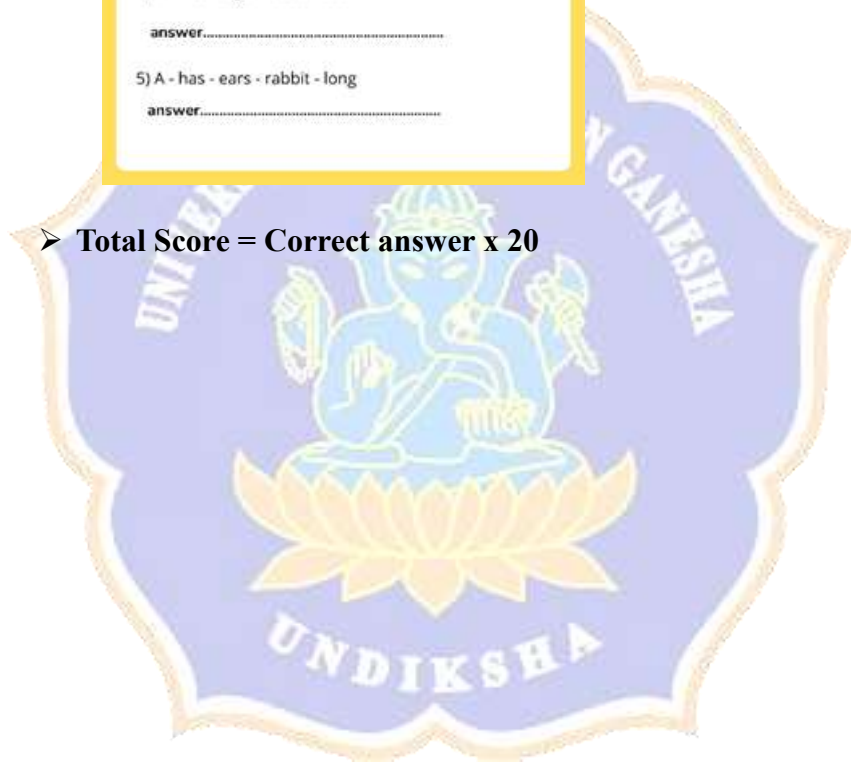
2) says - pig - "oink-oink" - The
answer.....

3) eats - hen - grains - A
answer.....

4) A - has - legs - horse - four
answer.....

5) A - has - ears - rabbit - long
answer.....

- **Total Score = Correct answer x 20**



APPENDIX

A, LKPD (Lembar Kerja Peserta Didik)

LEMBAR KERJA PESERTA DIDIK (LKPD)

Meeting 1

Name :

No :

Class :

Look at the picture and Draw the lines!

1. a cow
2. a sheep
3. a duck
4. a hen
5. a rooster
6. a horse
7. a goat
8. a rabbit

Meeting 2

Name :

No :

Class :

Look at the picture identify the part of the body this farm animals!!

Rooster

Meeting 2

Name :

No :

Class :

Look at the picture identify the sound of these farm animals!!

Moo, moo, moo Baa, baa, baa cock a doodle doo

Quack, quack, quack Oink, oink, oink

Meeting 3

Name :

No :

Class :

Please classify the several foods of farm animals!
Write in the item numbers in the list of boxes for each group!

COW RABBIT QUAIL

BEEES FIG

1	2	3	4	5
Nectar	Grass	Leftovers	Pollen	Vegetables
6	7	8	9	10
Hay	Grains	Carrots	Corn	Seeds

Meeting 3

Name :

No :

Class :

Arrange these jumble words into a good sentence!

1) eats - cow - grass - A

answer.....

2) says - pig - "oink-oink" - The

answer.....

3) eats - hen - grains - A

answer.....

4) A - has - legs - horse - four

answer.....

5) A - has - ears - rabbit - long

answer.....

B. TEACHER AND STUDENT READING RESOURCES

Mukarto et al., (2023). *Grow With English 5*. Jakarta: Erlangga.

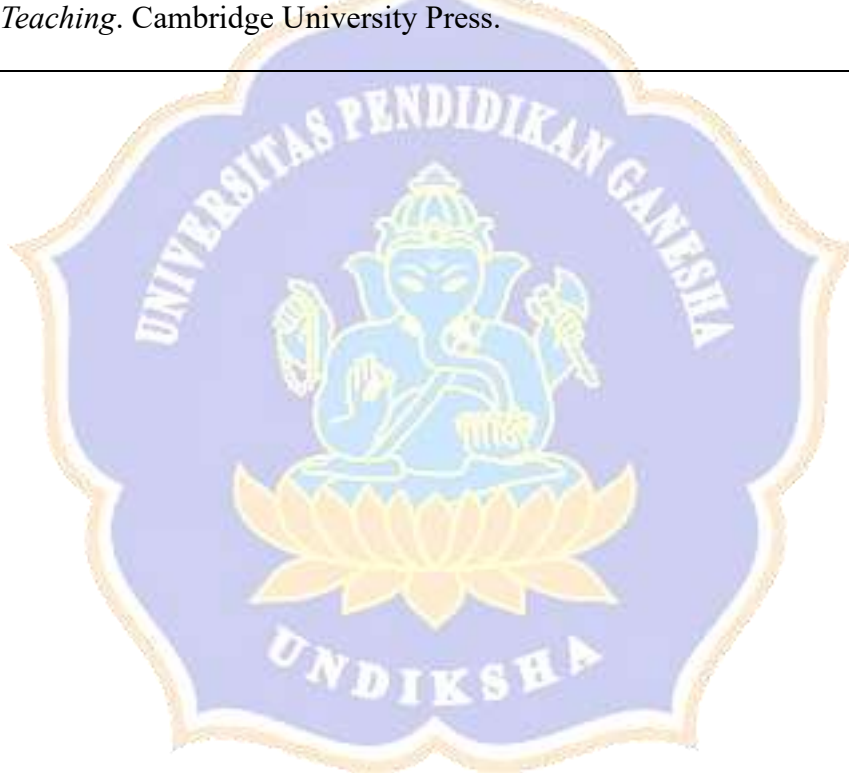
C.GLOSSARY

Assessment	A process to measure students understanding and learning outcomes.
Audio-Lingual Method	A teaching method that emphasizes repetition and drills to improve speaking skills.
Body Parts of Animals	Different parts of an animals body, such as the beak, hoof, wings, and tail.
Communicative Approach	A teaching method that focuses on communication and interaction in real-life contexts.
Farm Animals	Animals that are raised on a farm for food, milk, eggs, or work. (e.g., cow, chicken, sheep).
Interactive Learning	A learning approach that involves engaging students through digital media and activities.
Jumbled Words	Words that are scrambled and need to be rearranged into a correct sentence.

Matching Game	An activity where students match words with corresponding pictures or definitions.
Pronunciation	The way a word is spoken correctly.
Vocabulary	A collection of words that a person knows or learns in a language.

D. REFERENCES

- karto, Sujatmika, Josephine S.M, & Kiswara Widya. (2023). *Grow With English (A Thematic English Course for Elementary Students)* (T. Saraswati & D. W. Priyanto, Eds.). Pt Penerbit Erlangga Mahameru.
- Richards JC, Rodgers TS. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Richards JC, Rodgers TS. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.



Appendix 6 Research Question

No	RQ	Instrument	Technique of Data Collection
1	Is there any significant effect of using Wordwall on the vocabulary achievement of grade V students at SD Negeri 4 Padangkerta compared to the conventional media?	Vocabulary Test (Post-test)	Test

Appendix 7 Post-Test Instrument

1. What is the name of this animal?




- a) Horse
- b) Cow
- c) Sheep
- d) Goat

2. Look at the picture.



Which animal is this?

- a) Cow
- b) Horse
- c) Duck
- d) Sheep

3. Which of the following is a farm animal?
 - a. Tiger
 - b. Giraffe
 - c. Duck
 - d. Panda
 4. Which of the following animals is a typical farm animal that has long ears and likes eating carrots and hay?
 - a. Rabbit
 - b. Snake
 - c. Cat
 - d. Crocodile
 5. Which of these is not a farm animal?
 - a. Cow
 - b. Snake
 - c. Rabbit
 - d. Horse
 6. Rabbits can hear very well. Which part of the body helps them hear and is long in shape?
 - a. Tail
 - b. Ears
 - c. Wings
 - d. Legs
 7. Which of these animals has feathers?
 - a) Sheep
 - b) Pig
 - c) Chicken
 - d) Goat
 8. Which part of a rooster's body is used to peck food from the ground?
 - a) Beak
 - b) Wing
- 

- c) Tail
- d) Foot

9. The sheep is famous for having something soft and curly covering its body. What is this part called?

- a. Feathers
- b. Skin
- c. Wool
- d. Shell

10. What part of the hen is used to flap and help it fly a short distance?

- a. Beak



- b. Leg
- c. Wing
- d. Tail

11. A farmer tells you that one of his animals says “oink oink” when it is excited. Which animal is he referring to?

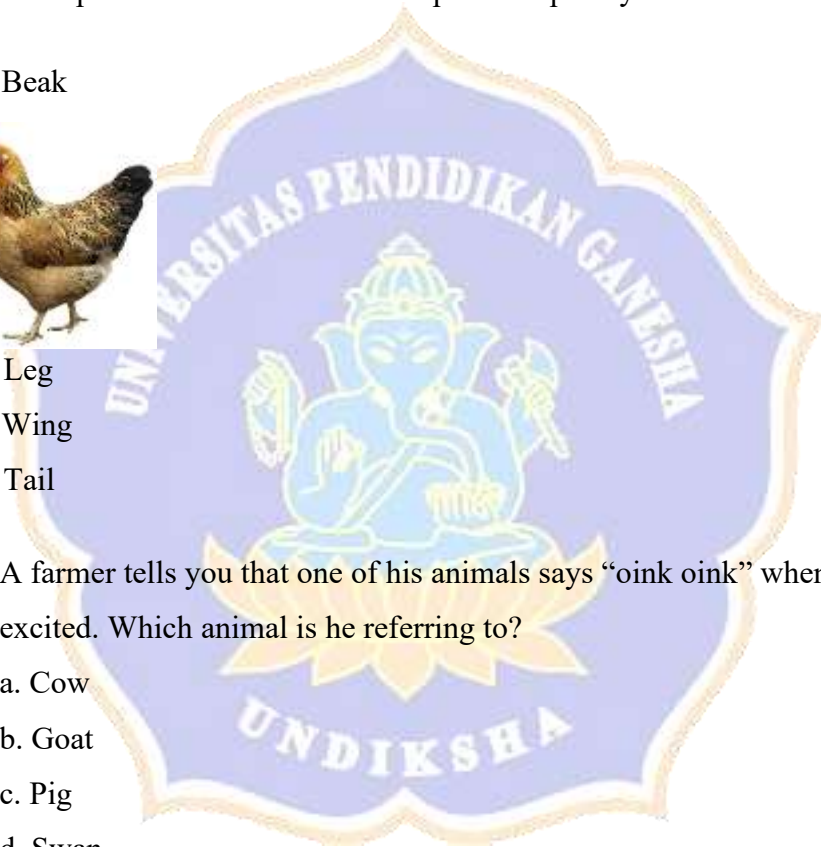
- a. Cow
- b. Goat
- c. Pig
- d. Swan

12. What animal says “quack quack” and loves to swim in ponds?

- a) Cow
- b) Duck
- c) Sheep
- d) Rabbit

13. Imagine you are at the farm early in the morning and hear a loud sound “cock-a-doodle-doo.” Which animal is most likely making that sound?

- a. Duck



- b. Rooster
- c. Cow
- d. Sheep

14. Which of the following animal sounds is made by a cow, especially when it is hungry or calling for its calf?

- a. Baa baa baa
- b. Cluck cluck cluck
- c. Moo moo moo
- d. Quack quack quack

15. What sound does this animal make?

- a) Baa, baa, baa



- b) Oink, oink, oink
- c) Moo, moo, moo
- d) Quack, quack, quack

16. Which of these animals eats aquatic plants and grains?

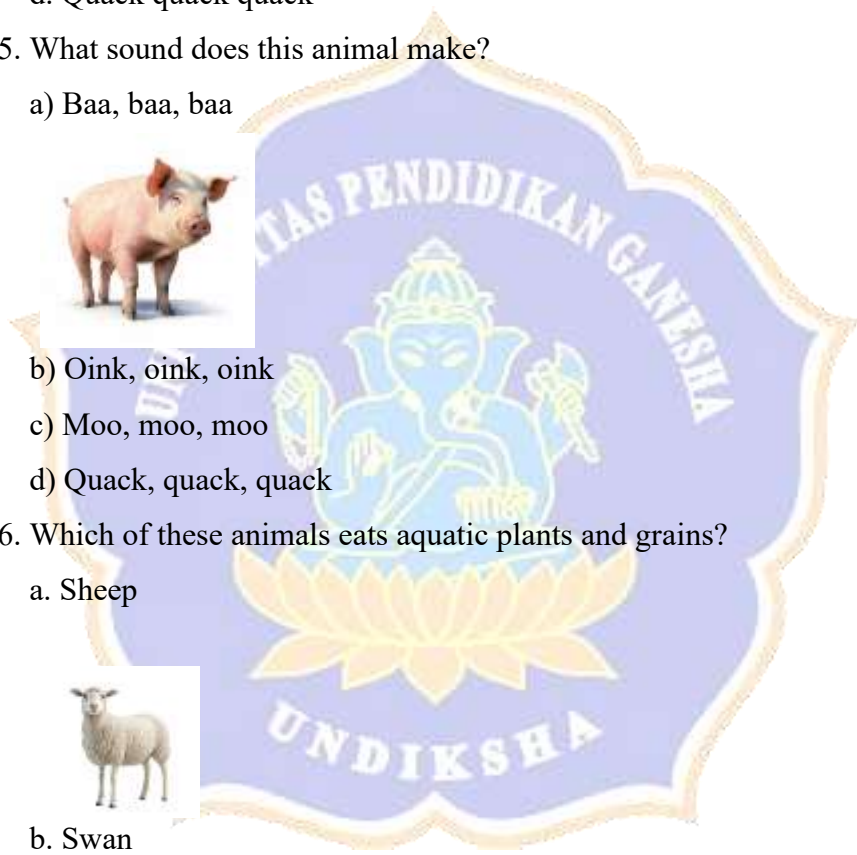
- a. Sheep



- b. Swan



- c. Rabbit





d. Horse



17. What does this animal like to eat?



- a) Fish
- b) Grass
- c) Meat
- d) Rice

18. What is good food for the hen?

- a) Meat
- b) Bread
- c) Corn
- d) Banana

19. Which of the following is a type of food commonly given to farm animals like cows, goats, and sheep?

- a) Candy
- b) Ice cream
- c) Hay
- d) Chocolate

20. Which food is best for a rabbit to eat?

- a) Meat

- b) Carrot
- c) Fish
- d) Bread

21. Please arrange the words below to make a correct sentence:

goat – fence – jumps – the – over – the

- a) Goat the jumps over fence the.
- b) The goat jumps over the fence
- c) The jumps goat the fence over.
- d) Over the fence goat jumps the.

22. Please arrange the words below to make a correct sentence:

Eats – cow – grass – a

- a. Eats a grass cow.
- b. A cow eats grass.
- c. Grass eats a cow.
- d. A grass eats cow.

23. Please arrange the words below to make a correct sentence:

Wool – gives – us – sheep – the

- a) Wool the sheep gives us.
- b) The sheep gives us wool.
- c) Gives wool us sheep the.
- d) Us gives sheep the wool.

24. Please arrange the word below to make a correct sentence:

cow – eats – grass – the – day – every

- a) The cow eats grass every day.
- b) Eats the cow grass every day.
- c) The eats cow grass day every.
- d) Every day eats the cow grass.

25. Please arrange the words below to make a correct sentence:

a – has – legs – horse – four

- a) A horse has four legs.
- b) Four horse legs has a.

- c) Has a horse legs four.
- d) Horse four has a legs.

II. Answer these questions correctly!

26. What part of the body does a cow use to eat?

→ _____

27. What part of the body does a goat use to walk?

→ _____

28. What part of the body does a duck use to swim?

→ _____

29. What sound does a cow make?

→ _____

30. What sound does a duck make?

→ _____

31. What sound does a pig make?

→ _____

32. What sound does a rooster make in the morning?

→ _____

33. What does a cow eat?

→ _____

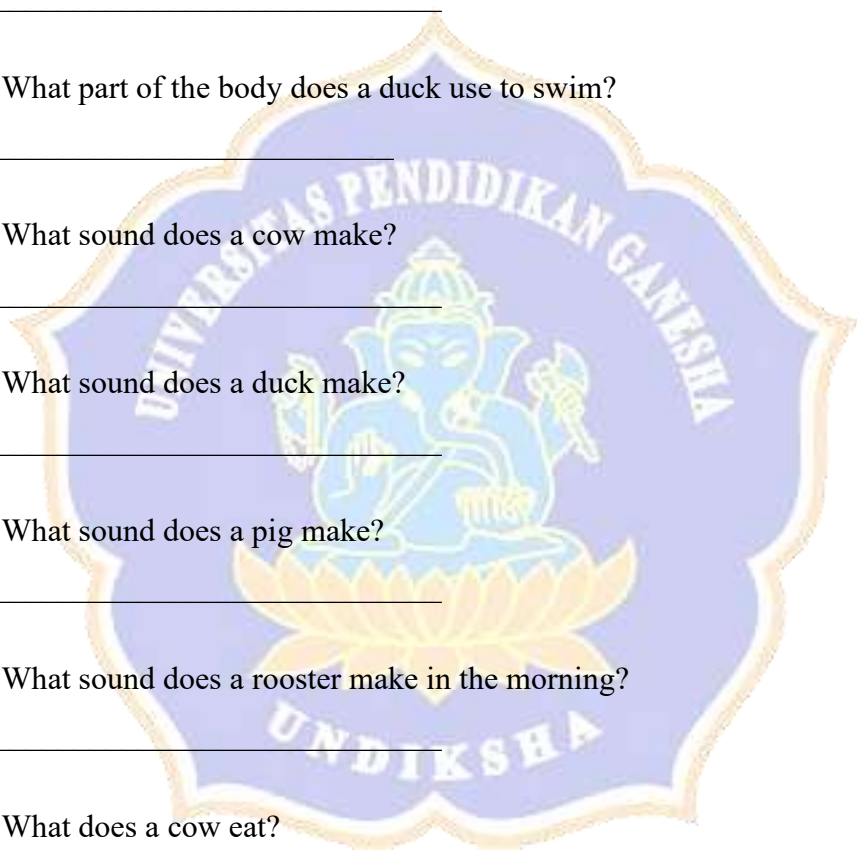
34. What does a rabbit eat?

→ _____

35. What does a pig eat?

→ _____

III. Tick (✓) the correct words based on the pictures!



36. Cow
Sheep



37. Hen
Rooster



38. Horse
Cow



39. Sheep
Duck



40. Swan
Duck



Appendix 8 Expert Judgment post-test

Expert Judgment Sheet (Instrument Post-test)

Expert Judge I : Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

Questions Number	Expert Response		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6		√	
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22		√	
23	√		
24	√		
25	√		
26	√		
27	√		
28	√		

29	√		
30	√		
31	√		
32	√		
33	√		
34	√		
35	√		
36	√		
37	√		
38	√		
39	√		
40	√		

Singaraja, 15 Juli 2025

Expert Judge I,



Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

NIP. 199309192018032001

Expert Judgment Sheet (Instrument Post-test)

Expert Judge II: Putu Eka Dambayana S., S.Pd., M.Pd.

Questions Number	Expert Response		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
23	√		
24	√		
25	√		
26	√		

27	√		
28	√		
29	√		
30	√		
31	√		
32	√		
33	√		
34	√		
35	√		
36	√		
37	√		
38	√		
39	√		
40	√		

Singaraja,

Expert Judge II, 17 Juli 2025

PED Suputra

Putu Eka Dambayana S., S.Pd., M.Pd.

NIP. 197811142008121002

Appendix 9 Students' sample & score of the try-out instrument

No	Name of sample	Score
1	IGAAD	86
2	IGWAK	29
3	NGATP	66
4	IGAAW	84
5	NPIPP	80
6	IGAIDC	64
7	NGARP	79
8	IGAODA	35
9	IGNA	92
10	NGASOP	89
11	IGAAPC	97
12	IGNN	36
13	IGAP	92
14	IGMADS	81
15	IGAPS	98
16	IGAAK	43
17	IGBUAP	100
18	IGADSA	56
19	IGARA	60
20	NGATU	64
21	NGAAMA	40
22	NGAAD	100
23	IGGSA	55
24	IGAYP	59
25	IGATOP	96
26	NGADIC	32
27	IKFT	39

Appendix 10 Students' Summative Score

No	Experimental Group	Control Group
1	81	80
2	83	82
3	80	82
4	81	82
5	79	81
6	85	80
7	85	79
8	78	80
9	80	77
10	78	84
11	81	81
12	82	82
13	76	84
14	77	83
15	79	80
16	81	81
17	79	79
18	83	78
19	82	81
20	84	86
21	86	79
22	75	81
23	81	84
24	84	85
25	83	77
26	84	80
27	76	87
28	87	81
29	84	79
30	86	82
31	83	81
32	81	79
33	82	79
34	83	78

Appendix 11 Post-Test Score

No	Experimental Group	Control Group
1	91	44
2	78	53
3	91	38
4	91	50
5	91	38
6	82	37
7	91	61
8	87	34
9	91	27
10	91	39
11	91	61
12	91	38
13	97	64
14	91	57
15	79	46
16	89	64
17	91	68
18	91	70
19	91	85
20	91	56
21	91	56
22	91	63
23	91	60
24	91	52
25	82	52
26	88	51
27	70	60
28	91	72
29	91	53
30	91	63
31	89	60
32	91	26
33	91	38
34	86	51

Appendix 13 Reliability Post-test Instrument SPSS 26

Case Processing Summary

		N	%
Cases	Valid	27	100.0
	Excluded ^a	0	.0
	Total	27	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.924	40



Appendix 14 Research Sample

No	Experimental Group	Control Group
1	BBB	GKPW
2	CDP	GPAIM
3	DPRDY	GAW
4	DKGP	GAKAP
5	DMAD	IGPYD
6	IGAAD	IGAPDP
7	IGDOR	IGAVLP
8	IGGBM	IGNAA
9	IGKAS	IGAS
10	IGPDK	KADP
11	IGBTTW	IKKN
12	IKKDA	IKMB
13	IKDA	IKRM
14	IKRA	IKNAD
15	IMAA	IKTAN
16	IMDDS	IPEN
17	INGSAP	IWW
18	IPES	IKIPD
19	IPWWAP	KIANM
20	IWAW	NGAANG
21	IBSKM	NGADLP
22	NKCL	NKNSW
23	NKDAY	NKOAP
24	NKRA	NKSIPS
25	NKNVU	NKACWP
26	NLPA	NKCF
27	NNTSD	NKSESAD
28	NPAD	NMKI
29	NPASD	NPDP
30	NPDAS	IKBLP
31	IPBD	DALWP
32	IGAS	IGAWK
33	GSB	NKSA
34	IPAKP	IGAAP

Appendix 15 Documentations

TRY OUT INSTRUMENT SD 1 PADANGKERTA

Try out instrument with 27 fifth-grade students at SD Negeri 1 Padangkerta.



EXPERIMENTAL GROUP

1st Meeting

Preparing students psychologically and physically for the learning process by starting with greetings and praying.



Check the students' attendance first meeting.



Explaining the learning objectives to the students related to the material about type of farm animal.



Explaining the material about types of farm animals in front of the class using a PowerPoint presentation.



Asking the students to prepare their laptops or smartphones to log in to Wordwall and giving instructions on how to use Wordwall.



The students worked on exercises through the Match Up game on Wordwall.



Writing the top three students' scores.



Discusses the correct answers and provides clarifications for any misunderstandings.



2st Meeting

Preparing students psychologically and physically for the learning process by starting with greetings and praying.



Check the students' attendance second meeting.



Explaining the learning objectives to the students related to the material about parts of a body and the sounds of farm animals.



Explaining the material about parts of a body and the sounds of farm animals in front of the class using a PowerPoint presentation.



Asking students to prepare their laptops or smartphones to log in to Wordwall and giving instructions on how to use Wordwall.



Students worked the exercise through find the match game on Wordwall.



Discusses the correct answers and provides clarifications for any misunderstandings about parts of the body and the sounds of farm animals.



Students mention the vocabulary together and individually.



3st Meeting

Preparing students psychologically and physically for the learning process by starting with greetings and praying.



Check the students' attendance third meeting.



Explaining the material about several foods of farm animals in front of the class using a PowerPoint presentation.



Writing the vocabulary about food animals in their notebooks.



The students worked exercise through Group Sort game on Wordwall.



Students mention the vocabulary individually in the front of class.



Post-test of Experimental Group.



Closes the lesson and prays before leaving the classroom.



CONTROL GROUP

<p>1st Meeting</p> <p>Preparing students psychologically and physically for the learning process by starting with greetings and praying.</p> 	<p>Check the students' attendance first meeting.</p> 
<p>Explaining the learning objectives to the students related to the material about type of farm animal.</p> 	<p>Students to open the Grow With English 5 book and ask to answer questions based on the images provided.</p> 
<p>Explaining the material about types of farm animals in front of the class.</p> 	<p>Students completed the Meeting 1 exercise on the worksheet related to the material of type farm animal.</p> 

Discusses the correct answers of exercise and provides clarifications for any misunderstandings.



Student mention the types of farm animals in front of the class.



2st Meeting

Preparing students psychologically and physically for the learning process by starting with greetings and praying.



Check the students' attendance on the second meeting.



Explaining the learning objectives to the students related to the material parts of a body and the sounds of farm animals.



Students open the Grow With English 5 book regarding the material parts of a body farm animals and the sound of part animal.



Explaining the material about parts of a body and the sounds of farm animals in front of the class.



Students completed the Meeting 2 exercise on the worksheet related to the material parts of a body and the sounds of farm animals.



Discusses the correct answers of exercise and provides clarifications for any misunderstandings.



Giving students homework for exercise on the worksheet related to the material parts of a body and the sounds of farm animals.



3st Meeting

Preparing students psychologically and physically for the learning process by starting with greetings and praying.



Check the students' attendance on the third meeting.



Explaining the learning objectives to the students related to the material food of farm animal and making sentence.



Students open the Grow With English 5 book regarding the material food of farm animal and making sentence.



Students write the vocabulary they learn on the notebook.



Students completed the Meeting 3 exercise on the worksheet related to the material food of farm animals.



Students completed the Meeting 3 exercise on the worksheet related to the material make simple sentence.



Discusses the correct answers of exercise and provides clarifications for any misunderstandings.



students to say the vocabulary that have been learned at this meeting.



Post-test of Control Group.



Post-test of Control Group.



Closes the lesson and prays before leaving the classroom.

