



Appendix 1. 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 : 5664 /UN48.7.1/ TA.00.03/2025
Hal : Permohonan Izin Penelitian

12 Desember 2025

Yth.
Kepala SD Negeri 2 Bengkala
di Buleleng

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	:	Ngurah Ketut Raharya Sidiaji
NIM	:	2212021055
Jurusan	:	Bahasa Asing
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S1
Tahun Akademik	:	2025/2026
Judul	:	The Implementation of Assemblr Augmented Reality in Teaching English Vocabulary Mastery to Deaf Students

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. Pre-Test

Nama :

No. Absen :

English Vocabulary Test

Topic: Parts of the Body and Their Functions

Grade: 5

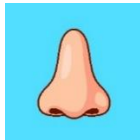
Instruction:

Choose the correct answer. For matching questions, match the word with the correct picture or function.

1. Which part is on your face?

- a. Hand
- b. Foot
- c. Eye
- d. Leg

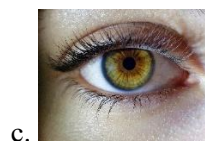
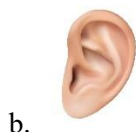
2. Which word names this body part?



- a. Ear
- b. Nose
- c. Mouth
- d. Eye

3. Match the body parts with the correct pictures.

- 1. Eye
- 2. Ear
- 3. Nose



4. Read the sentence.

“This is my mouth.”

What body part is mentioned?

- a. Nose
 - b. Eye
 - c. Mouth
 - d. Ear
-

5. Which body part is used to hear?

- a. Eye
 - b. Ear
 - c. Mouth
 - d. Hand
-

6. Which body part do you use to eat?

- a. Eye
 - b. Ear
 - c. Mouth
 - d. Hand
-

7. Read the sentence.

“I see with my eyes.”

What is the function of eyes?

- a. Eating
 - b. Hearing
 - c. Seeing
 - d. Walking
-

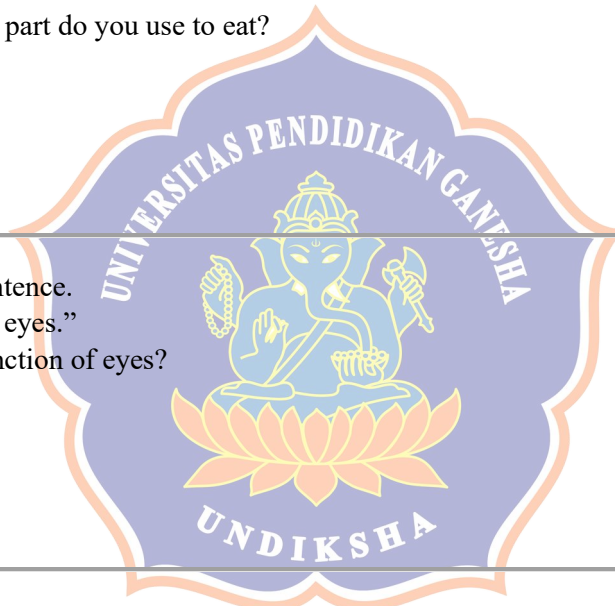
8. Match the body parts with their functions.

- 1. Mouth
- 2. Eye
- 3. Ear

- a. Hear
 - b. Eat
 - c. See
-

9. Which sentence is correct?

- a. I eat with my ears.
- b. I see with my mouth.
- c. I hear with my eyes.
- d. I eat with my mouth.



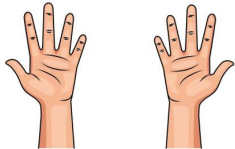
10. Which body part helps you hear sounds?

- a. Mouth
 - b. Ear
 - c. Eye
 - d. Foot
-

11. Which body part is used to walk?

- a. Hand
 - b. Arm
 - c. Leg
 - d. Mouth
-

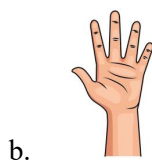
12. Which word names this body part?



- a. Feet
 - b. Arms
 - c. Hands
 - d. Legs
-

13. Match the body parts with the correct pictures.

- 1. Head
- 2. Leg
- 3. Hand



14. Read the sentence.

“This is my body.”

What does the sentence talk about?

- a. Food
- b. Animals
- c. Body parts
- d. Clothes

15. Which body part is at the end of your arm?

- a. Foot
- b. Hand
- c. Leg
- d. Head



Appendix 3. Post-test

Nama :

No. Absen :

English Vocabulary Test

Topic: Parts of the Body and Their Functions

Grade: 5

Instruction:

Choose the correct answer. For matching questions, match the word with the correct picture or function.

1. Which body part is used to walk?

- a. Arm
- b. Hand
- c. Leg
- d. Mouth

2. Which body part is at the top of your body?

- a. Foot
- b. Head
- c. Hand
- d. Leg

3. Which sentence is correct?

- a. I hear with my eyes.
- b. I eat with my mouth.
- c. I see with my ears.
- d. I walk with my hands.

4. Read the sentence.

“I hear with my ears.”

What body part is mentioned?

- a. Eye
- b. Ear
- c. Mouth
- d. Hand

5. Which body part is used to see?

- a. Eye
 - b. Ear
 - c. Nose
 - d. Mouth
-



6. Which word names this body part?

- a. Eye
 - b. Ear
 - c. Nose
 - d. Mouth
-

7. Read the sentence.

“This is my body.”

What does the sentence talk about?

- a. Food
 - b. Body parts
 - c. Animals
 - d. Clothes
-

8. Which body part is at the end of your arm?

- a. Foot
 - b. Head
 - c. Hand
 - d. Leg
-

9. Which body part do you use to eat?

- a. Eye
 - b. Ear
 - c. Mouth
 - d. Foot
-

10. Which function is correct?

- a. Eyes – hear
 - b. Mouth – eat
 - c. Ears – see
 - d. Legs – eat
-

11. Which body part helps you hear sounds?

- a. Nose
 - b. Ear
 - c. Eye
 - d. Mouth
-

12. Read the sentence.

“This is my nose.”

Which body part is mentioned?

- a. Eye
- b. Nose
- c. Mouth

d. Ear

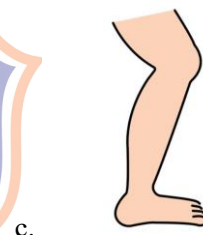
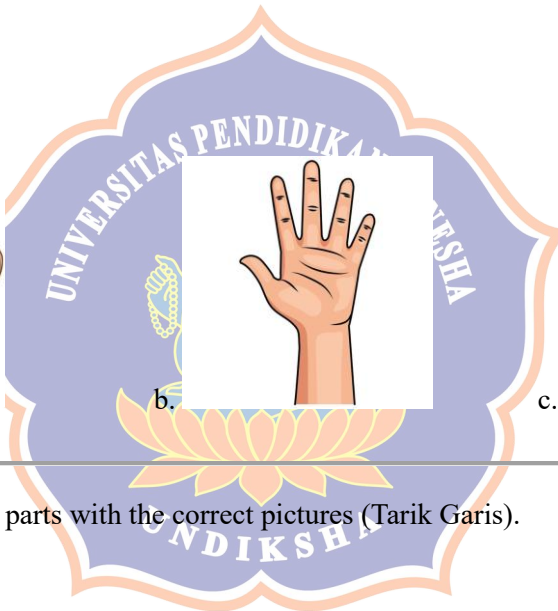
13. Match the body parts with their functions (Tarik garis).

1. Eye
2. Ear
3. Mouth

- a. Eat
 - b. See
 - c. Hear
-

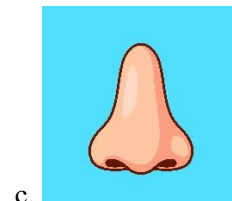
14. Match the body parts with the correct pictures (Tarik garis).

1. Hand
2. Leg
3. Head



15. Match the body parts with the correct pictures (Tarik Garis).

1. Eye
2. Nose
3. Ear



Appendix 4. Lesson Plan (Meeting 1)

Lesson Plan (RPM) 1

School : SD Negeri 2 Bengkulu

Phase/Class : C / Grade 5

Subject : English

Topic : This Is My Head

Time Allocation : 1 x 30 minutes (1 session)

Main Media : Augmented Reality (Assemblr)

Developer : Ngurah Ketut Raharya Sidiaji

GRADUATE PROFILE DIMENSIONS
☐ Faith and Devotion to God Almighty (Keimanan dan Ketakwaan terhadap Tuhan YME) ☐ Citizenship (Kewargaan) ☒ Critical Thinking (Penalaran Kritis) ☒ Creativity (Kreativitas) ☒ Collaboration (Kolaborasi) ☒ Independence (Kemandirian) ☐ Health (Kesehatan) ☒ Communication (Komunikasi)
LEARNING DESIGN
Learning Outcomes At the end of Phase C, students are able to understand and use simple English vocabulary related to daily topics through visual and oral texts. Learning Objectives: Students are able to: 1. Identify at least 4 vocabulary items related to body parts through AR media. 2. Pronounce body part vocabulary with visual support. 3. Use simple sentence patterns such as “This is my ...”. Pedagogical Practice: Visual-based learning and demonstration Learning Environment: Inclusive classroom Digital Integration: Assemblr application
Adaptation for Students with Special Needs (Deaf)

To accommodate students with hearing impairments, the instructional process emphasizes visual-based learning strategies. The teacher uses clear visual demonstrations, written instructions, gestures, and basic sign language to support comprehension. The AR media plays a central role by providing 3D visualizations that help students understand vocabulary without relying on auditory input. Repetition, modeling, and guided practice are consistently applied to reinforce understanding. Instructions are delivered both orally and visually to ensure accessibility for all students.

LEARNING ACTIVITIES

Opening Activity

- The teacher and students greet each other and pray.
- The teacher explains the learning objectives.
- The teacher attracts students' attention using an AR head object.
- The teacher points to their own head and the students' heads while showing the word HEAD.

Main Activity

Understanding

- The teacher displays AR objects of the head and face.
- The teacher introduces vocabulary (head, eyes, ears, nose), and students repeat together.

Applying

- The teacher gives simple instructions such as "Touch your head."
- Students point to the body parts and say "This is my head." with teacher guidance.

Closing Activity

- The teacher and students conclude the vocabulary learned.
- The teacher provides feedback and closes the lesson.

ASESMENT

- **Process Assessment:** Observation of student participation and responses during AR use.
- **Final Assessment:** Students' ability to mention vocabulary and use simple sentences.

Appendix 5. Lesson Plan (Meeting 2)

Lesson Plan (RPM) 2

School : SD Negeri 2 Bengkulu

Phase/Class : C / Grade 5

Subject : English

Topic : This Is My Head

Time Allocation : 1 x 30 minutes (1 session)

Main Media : Augmented Reality (Assemblr)

Developer : Ngurah Ketut Raharya Sidiaji

GRADUATE PROFILE DIMENSIONS
☐ Faith and Devotion to God Almighty (Keimanan dan Ketakwaan terhadap Tuhan YME) ☐ Citizenship (Kewargaan) ☒ Critical Thinking (Penalaran Kritis) ☒ Creativity (Kreativitas) ☒ Collaboration (Kolaborasi) ☒ Independence (Kemandirian) ☐ Health (Kesehatan) ☒ Communication (Komunikasi)
LEARNING DESIGN
Learning Outcomes At the end of Phase C, students are able to understand and use simple English vocabulary related to daily topics through visual and oral texts. Learning Objectives: Students are able to: - Identify body part vocabulary (head, eyes, ears, nose, mouth) through AR. - Understand simple functions of body parts (e.g., we use our eyes to see). - Express simple functions of body parts with visual support. Pedagogical Practice: Visual-based learning and demonstration Learning Environment: Inclusive classroom Digital Integration: Assemblr application
Adaptation for Students with Special Needs (Deaf)

To accommodate students with hearing impairments, the instructional process emphasizes visual-based learning strategies. The teacher uses clear visual demonstrations, written instructions, gestures, and basic sign language to support comprehension. The AR media plays a central role by providing 3D visualizations that help students understand vocabulary without relying on auditory input. Repetition, modeling, and guided practice are consistently applied to reinforce understanding. Instructions are delivered both orally and visually to ensure accessibility for all students.

LEARNING ACTIVITIES

Opening Activity

- The teacher and students greet each other and pray.
- The teacher explains the learning objectives.
- The teacher attracts students' attention using an AR head object.

Main Activity

Understanding

- The teacher reviews previously learned vocabulary related to the head (head, eyes, ears, nose, mouth) using AR media.
- The teacher displays AR objects and asks students to recall the vocabulary together.
- The teacher introduces the functions of body parts (e.g., "We use our nose to smell," "We use our eyes to see").

Adaptation: Vocabulary and functions are presented using clear visual cues, written sentences, and gestures to support deaf students.

Applying

- The teacher asks students to match body parts with their functions through guided questions.
- Students respond by pointing to the body parts and expressing simple sentences such as "We use our eyes to see."

Adaptation: Deaf students are supported with written prompts and visual demonstrations to express their understanding.

Closing Activity

- The teacher and students conclude the vocabulary learned.
- The teacher provides feedback and closes the lesson.

ASESMENT

- **Process Assessment:** Observation of student participation and responses during AR use.
- **Final Assessment:** Students' ability to express simple functions of body parts (e.g., "We use our eyes to see").

Appendix 6. Lesson Plan (Meeting 3)

Lesson Plan (RPM) 3

School : SD Negeri 2 Bengkulu

Phase/Class : C / Grade 5

Subject : English

Topic : This Is My Head

Time Allocation : 1 x 30 minutes (1 session)

Main Media : Augmented Reality (Assemblr)

Developer : Ngurah Ketut Raharya Sidiaji

GRADUATE PROFILE DIMENSIONS
☐ Faith and Devotion to God Almighty (Keimanan dan Ketakwaan terhadap Tuhan YME) ☐ Citizenship (Kewargaan) ☒ Critical Thinking (Penalaran Kritis) ☒ Creativity (Kreativitas) ☒ Collaboration (Kolaborasi) ☒ Independence (Kemandirian) ☐ Health (Kesehatan) ☒ Communication (Komunikasi)
LEARNING DESIGN
Learning Outcomes At the end of Phase C, students are able to understand and use simple English vocabulary related to daily topics through visual and oral texts. Learning Objectives: Students are able to: - Recall previously learned body part vocabulary. - Complete simple vocabulary through fill in the blank activity - Show their understanding through simple classroom activities. Pedagogical Practice: Visual-based learning and demonstration Learning Environment: Inclusive classroom Digital Integration: Assemblr application
Adaptation for Students with Special Needs (Deaf)

To accommodate students with hearing impairments, the instructional process emphasizes visual-based learning strategies. The teacher uses clear visual demonstrations, written instructions, gestures, and basic sign language to support comprehension. The AR media plays a central role by providing 3D visualizations that help students understand vocabulary without relying on auditory input. Repetition, modeling, and guided practice are consistently applied to reinforce understanding. Instructions are delivered both orally and visually to ensure accessibility for all students.

LEARNING ACTIVITIES

Opening Activity

- The teacher and students greet each other and pray.
- The teacher explains the learning objectives.
- The teacher attracts students' attention using an AR head object.

Main Activity

Understanding

- The teacher recalls vocabulary related to the head using AR media and visual prompts.
- The teacher reviews both vocabulary and functions briefly.

Applying

- The teacher conducts a simple formative activity using a spin wheel to randomly select students.
- Selected students are asked to complete fill-in-the-blank vocabulary tasks (e.g., a r → hair).
- Students come forward and write or say the correct answer.
- Both regular and deaf students are given equal opportunities to participate.

Adaptation: Deaf students are guided using written instructions and visual cues when completing the task.

Closing Activity

- The teacher and students conclude the vocabulary learned.
- The teacher provides feedback and closes the lesson.

ASESMENT

- **Process Assessment:** Observation of student participation and responses during AR use.
- **Final Assessment:** Students' ability to complete simple vocabulary through fill-in-the-blank activity.

Appendix 7. Lesson Plan (Meeting 4)

Lesson Plan (RPM) 4

School : SD Negeri 2 Bengkulu

Phase/Class : C / Grade 5

Subject : English

Topic : This Is My Head

Time Allocation : 1 x 30 minutes (1 session)

Main Media : Augmented Reality (Assemblr)

Developer : Ngurah Ketut Raharya Sidiaji

GRADUATE PROFILE DIMENSIONS
☐ Faith and Devotion to God Almighty (Keimanan dan Ketakwaan terhadap Tuhan YME) ☐ Citizenship (Kewargaan) ☒ Critical Thinking (Penalaran Kritis) ☒ Creativity (Kreativitas) ☒ Collaboration (Kolaborasi) ☒ Independence (Kemandirian) ☐ Health (Kesehatan) ☒ Communication (Komunikasi)
LEARNING DESIGN
Learning Outcomes At the end of Phase C, students are able to understand and use simple English vocabulary related to daily topics through visual and oral texts. Learning Objectives: Students are able to: 10. Identify lower body vocabulary (hands, legs, feet) through AR. 11. Pronounce body part vocabulary with visual support. 12. Use simple sentence patterns such as “This is my ...”. Pedagogical Practice: Visual-based learning and demonstration Learning Environment: Inclusive classroom Digital Integration: Assemblr application
Adaptation for Students with Special Needs (Deaf)

To accommodate students with hearing impairments, the instructional process emphasizes visual-based learning strategies. The teacher uses clear visual demonstrations, written instructions, gestures, and basic sign language to support comprehension. The AR media plays a central role by providing 3D visualizations that help students understand vocabulary without relying on auditory input. Repetition, modeling, and guided practice are consistently applied to reinforce understanding. Instructions are delivered both orally and visually to ensure accessibility for all students.

LEARNING ACTIVITIES

Opening Activity

- The teacher and students greet each other and pray.
- The teacher explains the learning objectives.
- The teacher attracts students' attention using an AR body object.

Main Activity

Understanding

- The teacher introduces new vocabulary related to the lower body (hands, legs, feet, etc.) using AR media.
- The teacher displays 3D AR models and presents each vocabulary item clearly.
- Students observe and repeat the vocabulary together.

Adaptation: Visual emphasis, gestures, and written words are used to support comprehension for deaf students.

Applying

- The teacher models simple sentence patterns such as "This is my hand," "This is my leg."
- Students practice pointing to their body parts while saying the sentences.

Adaptation: Deaf students follow the activity using visual modeling and written sentence patterns.

Closing Activity

- The teacher and students conclude the vocabulary learned.
- The teacher provides feedback and closes the lesson.

ASESMENT

- **Process Assessment:** Observation of student participation and responses during AR use.
- **Final Assessment:** Students' ability to identify and mention lower body vocabulary.

Appendix 8. Lesson Plan (Meeting 5)

Lesson Plan (RPM) 5

School : SD Negeri 2 Bengkulu

Phase/Class : C / Grade 5

Subject : English

Topic : This Is My Head

Time Allocation : 1 x 30 minutes (1 session)

Main Media : Augmented Reality (Assemblr)

Developer : Ngurah Ketut Raharya Sidiaji

GRADUATE PROFILE DIMENSIONS
☐ Faith and Devotion to God Almighty (Keimanan dan Ketakwaan terhadap Tuhan YME) ☐ Citizenship (Kewargaan) ☒ Critical Thinking (Penalaran Kritis) ☒ Creativity (Kreativitas) ☒ Collaboration (Kolaborasi) ☒ Independence (Kemandirian) ☐ Health (Kesehatan) ☒ Communication (Komunikasi)
LEARNING DESIGN
Learning Outcomes At the end of Phase C, students are able to understand and use simple English vocabulary related to daily topics through visual and oral texts. Learning Objectives: Students are able to: 13. Identify lower body vocabulary through AR. 14. Understand simple functions of body parts (e.g., we use our legs to walk). 15. Express simple functions with visual support. Pedagogical Practice: Visual-based learning and demonstration Learning Environment: Inclusive classroom Digital Integration: Assemblr application
Adaptation for Students with Special Needs (Deaf)

To accommodate students with hearing impairments, the instructional process emphasizes visual-based learning strategies. The teacher uses clear visual demonstrations, written instructions, gestures, and basic sign language to support comprehension. The AR media plays a central role by providing 3D visualizations that help students understand vocabulary without relying on auditory input. Repetition, modeling, and guided practice are consistently applied to reinforce understanding. Instructions are delivered both orally and visually to ensure accessibility for all students.

LEARNING ACTIVITIES

Opening Activity

- The teacher and students greet each other and pray.
- The teacher explains the learning objectives.
- The teacher attracts students' attention using an AR body object.

Main Activity

Understanding

- The teacher reviews lower body vocabulary using AR media.
- The teacher introduces functions of body parts (e.g., "We use our legs to walk," "We use our hands to hold").

Adaptation: Functions are explained using visual demonstration, gestures, and written support.

Applying

- Students are guided to connect body parts with their functions through simple practice.
- Students respond using short sentences such as "We use our legs to walk."

Adaptation: Deaf students are supported with written cues and repeated modeling.

Closing Activity

- The teacher and students conclude the vocabulary learned.
- The teacher provides feedback and closes the lesson.

ASESMENT

- **Process Assessment:** Observation of student participation and responses during AR use.
- **Final Assessment:** Students' ability to express simple functions of body parts.

Appendix 9. Lesson Plan (Meeting 6)

Lesson Plan (RPM) 6

School : SD Negeri 2 Bengkulu

Phase/Class : C / Grade 5

Subject : English

Topic : This Is My Head

Time Allocation : 1 x 30 minutes (1 session)

Main Media : Augmented Reality (Assemblr)

Developer : Ngurah Ketut Raharya Sidiaji

GRADUATE PROFILE DIMENSIONS
☐ Faith and Devotion to God Almighty (Keimanan dan Ketakwaan terhadap Tuhan YME) ☐ Citizenship (Kewargaan) ☒ Critical Thinking (Penalaran Kritis) ☒ Creativity (Kreativitas) ☒ Collaboration (Kolaborasi) ☒ Independence (Kemandirian) ☐ Health (Kesehatan) ☒ Communication (Komunikasi)
LEARNING DESIGN
Learning Outcomes At the end of Phase C, students are able to understand and use simple English vocabulary related to daily topics through visual and oral texts. Learning Objectives: Students are able to: 16. Recall body part vocabulary (head and body). 17. Associate body parts with their functions in a simple way. Pedagogical Practice: Visual-based learning and demonstration Learning Environment: Inclusive classroom Digital Integration: Assemblr application
Adaptation for Students with Special Needs (Deaf)

To accommodate students with hearing impairments, the instructional process emphasizes visual-based learning strategies. The teacher uses clear visual demonstrations, written instructions, gestures, and basic sign language to support comprehension. The AR media plays a central role by providing 3D visualizations that help students understand vocabulary without relying on auditory input. Repetition, modeling, and guided practice are consistently applied to reinforce understanding. Instructions are delivered both orally and visually to ensure accessibility for all students.

LEARNING ACTIVITIES

Opening Activity

- The teacher and students greet each other and pray.
- The teacher explains the learning objectives.
- The teacher attracts students' attention using an AR body object.

Main Activity

Understanding

- The teacher reviews all previously learned vocabulary (head, upper body, and lower body) using AR media.
- Students are encouraged to recall vocabulary through guided questioning and visual prompts.

Adaptation: Visual reinforcement and repetition are emphasized for deaf students.

Applying

- The teacher conducts a comprehensive review activity by asking students to identify body parts and their functions.
- Students respond by pointing, matching, or producing simple sentences such as "This is my ..." and "We use our ... to ...".

Adaptation: Deaf students are supported through visual instructions, written prompts, and guided participation.

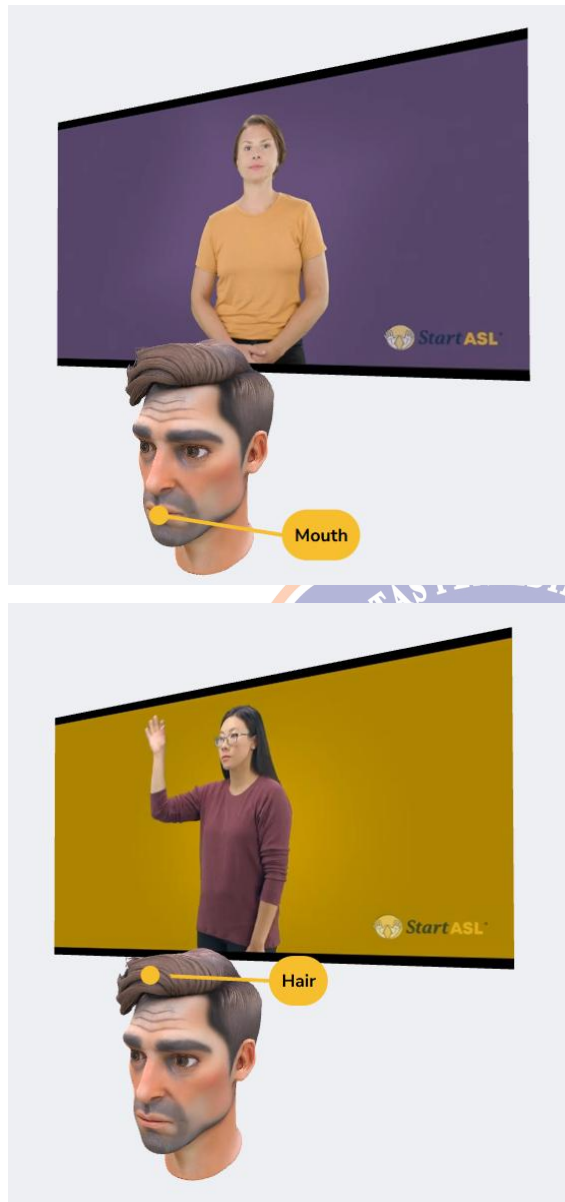
Closing Activity

- The teacher and students conclude the vocabulary learned.
- The teacher provides feedback and closes the lesson.

ASESMENT

- **Process Assessment:** Observation of student participation and responses during AR use.
- **Final Assessment:** Students' ability to recall vocabulary and associate body parts with their functions.

Appendix 10. Assemblr AR Learning Media

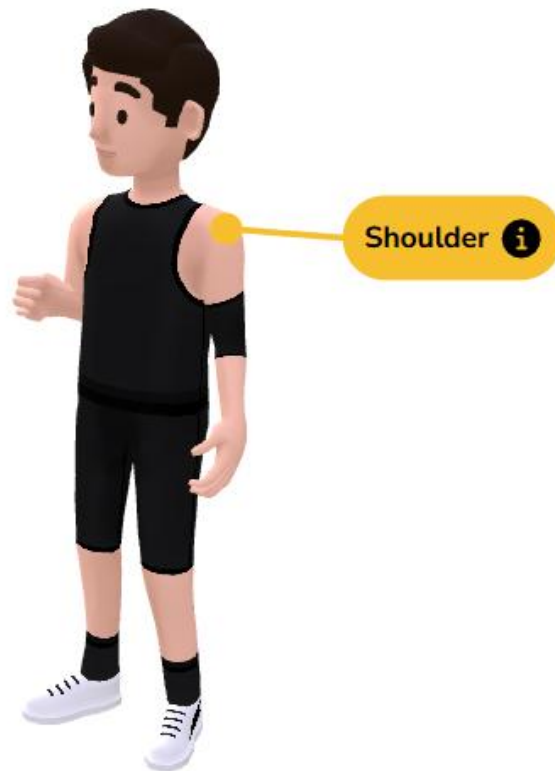




Parts of the Body



Parts of the Face



Appendix 11. Expert Judgement of Vocabulary Test

EXPERT EVALUATION SHEET FOR VOCABULARY TEST

Validator Identity

Expert Judge 1 : Prof.Dr. Ni Nyoman Padmadewi, M.A.
NIP : 196202021988032001
Position : Lecturer in English Language Education
Institution : Ganesha University of Education

Introduction

The researcher would like to request your valuable assistance in reviewing and validating the vocabulary test developed for this study. The test consists of pre-test and post-test items designed to measure students' vocabulary mastery after the implementation of Augmented Reality (AR) media in the learning process.

This instrument is intended to support the research entitled "*The Effect of Augmented Reality (AR) Media on Students' Vocabulary Mastery*". The test focuses on students' ability to identify, understand, and use vocabulary related to body parts and their functions.

Your expertise is essential to ensure that the test items are relevant, appropriate, and aligned with the learning objectives and the characteristics of Grade 5 students, including students with special needs (deaf). The feedback and evaluation you provide will be valuable for improving the quality of the test before it is used in the actual research process.

The researcher sincerely appreciates your time, attention, and contribution to this validation process.

Instruction

The following table presents the test items used in the vocabulary test (pre-test and post-test). Each item is intended to measure students' vocabulary mastery related to body parts and their functions.

The total number of items is based on the developed test instrument.

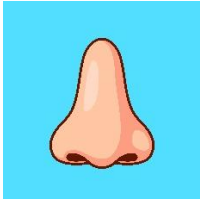
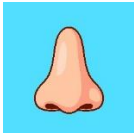
The assessment consists of two alternatives.

Relevant: If the instrument is appropriate.

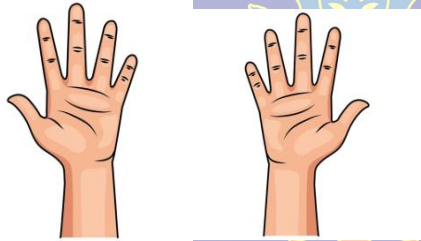
Not Relevant: If the instrument is not relevant.

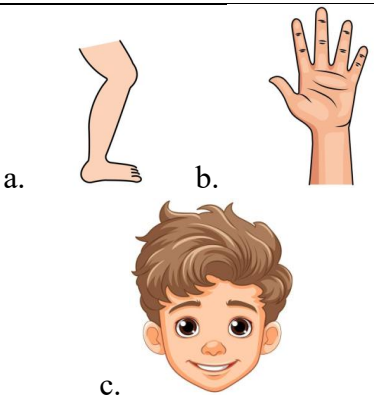
Please put a check mark (✓) in the appropriate column based on your judgment.
You are also encouraged to provide comments or suggestions to improve the quality of the test items.

Vocabulary Test Validation Sheet

No	Evaluation Criteria	Validation Option		Comments
		Relevant	Irelevant	
1	Which part is on your face? a. Hand b. Foot c. Eye d. Leg	✓		
2	Which word names this body part?  a. Ear b. Nose c. Mouth d. Eye	✓		
3	Match the body parts with the correct pictures. 4. Eye 5. Ear 6. Nose  a.  b.  c.	✓		

4	Read the sentence. “This is my mouth.” What body part is mentioned? a. Nose b. Eye c. Mouth d. Ear	✓		
5	Which body part is used to hear? a. Eye b. Ear c. Mouth d. Hand	✓		
6	Read the sentence. “I see with my eyes.” What is the function of eyes? a. Eating b. Hearing c. Seeing d. Walking	✓		
7	Match the body parts with their functions. 4. Mouth 5. Eye 6. Ear a. Hear b. Eat c. See	✓		
8	Which sentence is correct? a. I eat with my ears. b. I see with my mouth.	✓		

	c. I hear with my eyes. d. I eat with my mouth.			
10	Which body part helps you hear sounds? a. Mouth b. Ear c. Eye d. Foot	✓		
11	Which body part is used to walk? a. Hand b. Arm c. Leg d. Mouth	✓		
12	Which word names this body part?  a. Feet b. Arms c. Hands d. Legs	✓		
13	Match the body parts with the correct pictures. 4. Head 5. Leg 6. Hand	✓		

	 a.  b.  c. 			
14	Read the sentence. “This is my body.” What does the sentence talk about? a. Food b. Animals c. Body parts d. Clothes	✓		
15	Which body part is at the end of your arm? a. Foot b. Hand c. Leg d. Head	✓		

Singaraja, 12 Januari 2026

Expert Judge 1



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

NIP. 196202021988032001

EXPERT EVALUATION SHEET FOR VOCABULARY TEST

Validator Identity

Expert Judge 2 : Dr. Kadek Sintya Dewi, S.Pd., M.Pd.
NIP : 198803232015042004
Position : Lecturer in English Language Education
Institution : Ganesha University of Education

Introduction

The researcher would like to request your valuable assistance in reviewing and validating the vocabulary test developed for this study. The test consists of pre-test and post-test items designed to measure students' vocabulary mastery after the implementation of Augmented Reality (AR) media in the learning process.

This instrument is intended to support the research entitled "*The Effect of Augmented Reality (AR) Media on Students' Vocabulary Mastery*". The test focuses on students' ability to identify, understand, and use vocabulary related to body parts and their functions.

Your expertise is essential to ensure that the test items are relevant, appropriate, and aligned with the learning objectives and the characteristics of Grade 5 students, including students with special needs (deaf). The feedback and evaluation you provide will be valuable for improving the quality of the test before it is used in the actual research process.

The researcher sincerely appreciates your time, attention, and contribution to this validation process.

Instruction

The following table presents the test items used in the vocabulary test (pre-test and post-test). Each item is intended to measure students' vocabulary mastery related to body parts and their functions.

The total number of items is based on the developed test instrument.

The assessment consists of two alternatives.

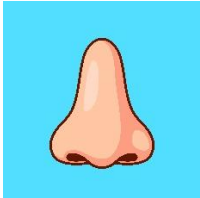
Relevant: If the instrument is appropriate.

Not Relevant: If the instrument is not relevant.

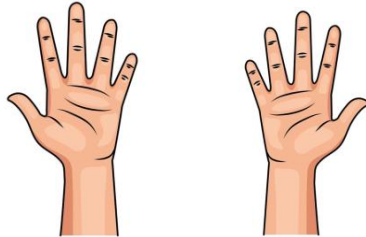
Please put a check mark (✓) in the appropriate column based on your judgment.

You are also encouraged to provide comments or suggestions to improve the quality of the test items.

Vocabulary Test Validation Sheet

No	Evaluation Criteria	Validation Option		Comments
		Relevant	Irelevant	
1	Which part is on your face? a. Hand b. Foot c. Eye d. Leg	✓		
2	Which word names this body part?  a. Ear b. Nose c. Mouth d. Eye	✓		
3	Match the body parts with the correct pictures. 7. Eye 8. Ear 9. Nose  a.  b.  c.	✓		
4	Read the sentence. “This is my mouth.” What body part is mentioned? a. Nose b. Eye c. Mouth	✓		

	d. Ear			
5	Which body part is used to hear? a. Eye b. Ear c. Mouth d. Hand	✓		
6	Read the sentence. “I see with my eyes.” What is the function of eyes? a. Eating b. Hearing c. Seeing d. Walking	✓		
7	Match the body parts with their functions. 7. Mouth 8. Eye 9. Ear a. Hear b. Eat c. See	✓		
8	Which sentence is correct? a. I eat with my ears. b. I see with my mouth. c. I hear with my eyes. d. I eat with my mouth.	✓		
10	Which body part helps you hear sounds? a. Mouth b. Ear c. Eye d. Foot	✓		
11	Which body part is used to walk? a. Hand b. Arm c. Leg d. Mouth	✓		
12	Which word names this body part?	✓		

	 a. Feet b. Arms c. Hands d. Legs			
13	Match the body parts with the correct pictures. 7. Head 8. Leg 9. Hand a.  b.  c. 	✓		
14	Read the sentence. “This is my body.” What does the sentence talk about? a. Food b. Animals c. Body parts d. Clothes	✓		
15	Which body part is at the end of your arm? a. Foot b. Hand c. Leg d. Head	✓		

Singaraja, 12 Januari 2026

Expert Judge 2



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

NIP. 198803232015042004



Appendix 12. Expert Judgement of AR Media (ASSEMBLR EDU)

EXPERT EVALUATION SHEET FOR AR MEDIA (ASSEMBLR EDU)

Validator Identity

Expert Judge 1 : Prof.Dr. Ni Nyoman Padmadewi, M.A.
NIP : 196202021988032001
Position : Lecturer in English Language Education
Institution : Ganesha University of Education

Introduction

The researcher would like to request your valuable assistance in reviewing and validating the Augmented Reality (AR) media developed using Assemblr Edu. This media is designed to support vocabulary learning through 3D visualization and interactive features.

This instrument is part of the research entitled “The Effect of Augmented Reality (AR) Media on Students’ Vocabulary Mastery”. The AR media is used as a supporting tool to present vocabulary related to body parts and their functions in a more engaging and visual way.

Your expertise is essential to evaluate whether the media is relevant, appropriate, and suitable for Grade 5 students, especially in an inclusive classroom setting involving students with hearing impairments (deaf). The feedback and evaluation you provide will help improve the quality of the media before it is implemented in the classroom.

The researcher sincerely appreciates your time, attention, and contribution to this validation process.

Links to Assemblr Augmented Reality for Each Meeting:

- Meeting 1: <https://asblr.com/c2KRGm>
- Meeting 2: <https://asblr.com/z9q9ko>
- Meeting 3: <https://asblr.com/TExVVi>
- Meeting 4: <https://asblr.com/wIRQzW>
- Meeting 5: <https://asblr.com/Ned9Wb>
- Meeting 6: <https://asblr.com/K5mvAx>

Instruction

The following table presents several evaluation criteria related to the AR media, including content, visual clarity, usability, and relevance to learning objectives.

The total number of items reflects key aspects of AR-based learning media.

The assessment consists of two alternatives.

Relevant: If the instrument is appropriate.

Not Relevant: If the instrument is not relevant.

Please put a check mark (✓) in the appropriate column based on your judgment.

You are also encouraged to provide comments or suggestions to improve the quality of the test items.

AR Media Evaluation Sheets (Assemblr Edu)

No	Evaluation Criteria	Validation Option		Comments
		Relevant	Irelevant	
1	The media is aligned with learning objectives	✓		
2	The content is relevant to the material	✓		
3	The visualization is clear and understandable	✓		
4	The media supports vocabulary understanding	✓		
5	The media is appropriate for deaf students (visual clarity)	✓		
6	The media is easy to use in classroom settings	✓		
7	The media enhances student engagement	✓		

Singaraja, 12 Januari 2026

Expert Judge 1

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

NIP. 196202021988032001

EXPERT EVALUATION SHEET FOR AR MEDIA (ASSEMBLR EDU)

Validator Identity

Expert Judge 2 : Dr. Kadek Sintya Dewi, S.Pd., M.Pd.
NIP : 198803232015042004
Position : Lecturer in English Language Education
Institution : Ganesha University of Education

Introduction

The researcher would like to request your valuable assistance in reviewing and validating the Augmented Reality (AR) media developed using Assemblr Edu. This media is designed to support vocabulary learning through 3D visualization and interactive features.

This instrument is part of the research entitled “The Effect of Augmented Reality (AR) Media on Students’ Vocabulary Mastery”. The AR media is used as a supporting tool to present vocabulary related to body parts and their functions in a more engaging and visual way.

Your expertise is essential to evaluate whether the media is relevant, appropriate, and suitable for Grade 5 students, especially in an inclusive classroom setting involving students with hearing impairments (deaf). The feedback and evaluation you provide will help improve the quality of the media before it is implemented in the classroom.

The researcher sincerely appreciates your time, attention, and contribution to this validation process.

Links to Assemblr Augmented Reality for Each Meeting:

- Meeting 1: <https://asblr.com/c2KRGm>
- Meeting 2: <https://asblr.com/z9q9ko>
- Meeting 3: <https://asblr.com/TExVVi>
- Meeting 4: <https://asblr.com/wIRQzW>
- Meeting 5: <https://asblr.com/Ned9Wb>
- Meeting 6: <https://asblr.com/K5mvAx>

Instruction

The following table presents several evaluation criteria related to the AR media, including content, visual clarity, usability, and relevance to learning objectives.

The total number of items reflects key aspects of AR-based learning media.

The assessment consists of two alternatives.

Relevant: If the instrument is appropriate.

Not Relevant: If the instrument is not relevant.

Please put a check mark (✓) in the appropriate column based on your judgment. You are also encouraged to provide comments or suggestions to improve the quality of the test items.

AR Media Evaluation Sheets (Assemblr Edu)

No	Evaluation Criteria	Validation Option		Comments
		Relevant	Irelevant	
1	The media is aligned with learning objectives	✓		
2	The content is relevant to the material	✓		
3	The visualization is clear and understandable	✓		
4	The media supports vocabulary understanding	✓		
5	The media is appropriate for deaf students (visual clarity)	✓		
6	The media is easy to use in classroom settings	✓		
7	The media enhances student engagement	✓		

Singaraja, 12 Januari 2026

Expert Judge 2



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

NIP. 198803232015042004

Appendix 13. Expert Judgement of Lesson Plan

EXPERT EVALUATION SHEET FOR LESSON PLAN (RPM)

Validator Identity

Expert Judge 1 : Prof.Dr. Ni Nyoman Padmadewi, M.A.
NIP : 196202021988032001
Position : Lecturer in English Language Education
Institution : Ganesha University of Education

Introduction

The researcher would like to request your valuable assistance in reviewing and validating the lesson plan (RPM) developed for this study. The lesson plans are designed to guide the implementation of teaching and learning activities using Augmented Reality (AR) media in an inclusive classroom.

This instrument supports the research entitled “The Effect of Augmented Reality (AR) Media on Students’ Vocabulary Mastery”. The lesson plans aim to ensure that the learning process is structured, systematic, and aligned with the learning objectives across six meetings.

Your expertise is essential to evaluate whether the lesson plans are appropriate, well-structured, and suitable for Grade 5 students, including students with special needs (deaf). The feedback and evaluation you provide will be helpful in improving the quality of the lesson plans before they are implemented.

The researcher sincerely appreciates your time, attention, and contribution to this validation process.

Links to Lesson Plan for Each Meeting:

- **Meeting 1:**
https://docs.google.com/document/d/1pW1HxG_3EqP6bbP5_zInBdNHm1DEaOQ/edit?usp=drive_link&oid=115950431681964293168&rtpof=true&sd=true
- **Meeting 2:**
https://docs.google.com/document/d/1Mhdj1ezAShNNpc5ZgSUoivYG4Tj3abu/edit?usp=drive_link&oid=115950431681964293168&rtpof=true&sd=true
- **Meeting 3:**
<https://docs.google.com/document/d/1ZgkzEBmsHvbOT3mnbXDcAg>

[6wJf7Hwo9o/edit?usp=drive link&oid=115950431681964293168&rtpof=true&sd=true](https://docs.google.com/document/d/1LnuYZanjn5evjn0jq6DmDi0eFzNqsD7c/edit?usp=drive_link&oid=115950431681964293168&rtpof=true&sd=true)

- **Meeting 4:**
[https://docs.google.com/document/d/1LnuYZanjn5evjn0jq6DmDi0eFzNqsD7c/edit?usp=drive link&oid=115950431681964293168&rtpof=true&sd=true](https://docs.google.com/document/d/1LnuYZanjn5evjn0jq6DmDi0eFzNqsD7c/edit?usp=drive_link&oid=115950431681964293168&rtpof=true&sd=true)
- **Meeting 5:**
[https://docs.google.com/document/d/1QzCTBGTUScVq054C-QI1xDecWhia1N1/edit?usp=drive link&oid=115950431681964293168&rtpof=true&sd=true](https://docs.google.com/document/d/1QzCTBGTUScVq054C-QI1xDecWhia1N1/edit?usp=drive_link&oid=115950431681964293168&rtpof=true&sd=true)
- **Meeting 6:**
[https://docs.google.com/document/d/1WuoSgWT384EFHi28OhbuvAaGpB3B141u/edit?usp=drive link&oid=115950431681964293168&rtpof=true&sd=true](https://docs.google.com/document/d/1WuoSgWT384EFHi28OhbuvAaGpB3B141u/edit?usp=drive_link&oid=115950431681964293168&rtpof=true&sd=true)

Instruction

The following table presents the evaluation criteria for the lesson plan (RPM), including learning objectives, learning activities, integration of AR media, and assessment.

The total number of items reflects the essential components of a well-structured lesson plan.

The assessment consists of two alternatives.

Relevant: If the instrument is appropriate.

Not Relevant: If the instrument is not relevant.

Please put a check mark (✓) in the appropriate column based on your judgment. You are also encouraged to provide comments or suggestions to improve the quality of the test items.

Lesson Plan (RPM) Evaluation Sheets

No	Evaluation Criteria	Validation Options		Comments
		Relevant	Irrelevant	
1	The learning objectives are clearly stated	✓		

2	The objectives are aligned with the material	✓		
3	The learning activities are well-structured	✓		
4	The activities are aligned with AR media use	✓		
5	The lesson plan supports inclusive learning	✓		
6	The instructions are clear and systematic	✓		
7	The assessment is appropriate and relevant	✓		



Singaraja, 12 Januari 2026

Expert Judge 1

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

NIP. 196202021988032001

EXPERT EVALUATION SHEET FOR LESSON PLAN (RPM)

Validator Identity

Expert Judge 2 : Dr. Kadek Sintya Dewi, S.Pd., M.Pd.
NIP : 198803232015042004
Position : Lecturer in English Language Education
Institution : Ganesha University of Education

Introduction

The researcher would like to request your valuable assistance in reviewing and validating the lesson plan (RPM) developed for this study. The lesson plans are designed to guide the implementation of teaching and learning activities using Augmented Reality (AR) media in an inclusive classroom.

This instrument supports the research entitled “The Effect of Augmented Reality (AR) Media on Students’ Vocabulary Mastery”. The lesson plans aim to ensure that the learning process is structured, systematic, and aligned with the learning objectives across six meetings.

Your expertise is essential to evaluate whether the lesson plans are appropriate, well-structured, and suitable for Grade 5 students, including students with special needs (deaf). The feedback and evaluation you provide will be helpful in improving the quality of the lesson plans before they are implemented.

The researcher sincerely appreciates your time, attention, and contribution to this validation process.

Links to Lesson Plan for Each Meeting:

- Meeting 1:

https://docs.google.com/document/d/1pW1HxG_3EqP6bbP5_zInBdNHm1DEaOQ/edit?usp=drive_link&oid=115950431681964293168&rtpof=true&sd=true

- Meeting 2:

https://docs.google.com/document/d/1Mhdj1ezAShNNpc5ZgSUoivYG4Tj3abu/edit?usp=drive_link&oid=115950431681964293168&rtpof=true&sd=true

- **Meeting 3:**

https://docs.google.com/document/d/1ZgkzEBmsHvbOT3mnbXDcAg6wJf7Hwo9o/edit?usp=drive_link&oid=115950431681964293168&rtpof=true&sd=true

- **Meeting 4:**

https://docs.google.com/document/d/1LnuYZanjn5evjn0jq6DmDi0eFzNqsD7c/edit?usp=drive_link&oid=115950431681964293168&rtpof=true&sd=true

- **Meeting 5:**

https://docs.google.com/document/d/1QzCTBGTUScVq054C-QI1xDecWhia1N1/edit?usp=drive_link&oid=115950431681964293168&rtpof=true&sd=true

- **Meeting 6:**

https://docs.google.com/document/d/1WuoSgWT384EFHi28OhbuvAaGpB3B141u/edit?usp=drive_link&oid=115950431681964293168&rtpof=true&sd=true

Instruction

The following table presents the evaluation criteria for the lesson plan (RPM), including learning objectives, learning activities, integration of AR media, and assessment.

The total number of items reflects the essential components of a well-structured lesson plan.

The assessment consists of two alternatives.

Relevant: If the instrument is appropriate.

Not Relevant: If the instrument is not relevant.

Please put a check mark (✓) in the appropriate column based on your judgment. You are also encouraged to provide comments or suggestions to improve the quality of the test items.

Lesson Plan (RPM) Evaluation Sheets

No	Evaluation Criteria	Validation Options		Comments
		Relevant	Irrelevant	

1	The learning objectives are clearly stated	✓		
2	The objectives are aligned with the material	✓		
3	The learning activities are well-structured	✓		
4	The activities are aligned with AR media use	✓		
5	The lesson plan supports inclusive learning	✓		
6	The instructions are clear and systematic	✓		
7	The assessment is appropriate and relevant	✓		

Singaraja, 12 Januari 2026

Expert Judge 2

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

NIP. 198803232015042004

Appendix 14. Expert Judgement of Observation Sheet

EXPERT EVALUATION SHEET FOR OBSERVATION SHEET

Validator Identity

Expert Judge 1 : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP : 196202021988032001
Position : Lecturer in English Language Education
Institution : Ganesha University of Education

Introduction

The researcher would like to request your valuable assistance in reviewing and validating the observation sheet developed for this study.

The observation sheet is designed to assess and record classroom activities, student behaviors, and learning responses during the implementation of Augmented Reality (AR) media in the learning process. This instrument supports the research entitled “The Effect of Augmented Reality (AR) Media on Students’ Vocabulary Mastery”.

Your expertise is essential to evaluate whether the observation aspects and indicators are relevant, appropriate, and suitable for measuring the target classroom behaviors of Grade 5 students, including students with special needs (deaf), in an inclusive setting. The feedback and evaluation you provide will be highly valuable for improving the quality of the observation instrument before it is used in the actual research process.

The researcher sincerely appreciates your time, attention, and contribution to this validation process.

Link to Observation Sheet:

https://docs.google.com/document/d/1ZqovMpTd1GUVFftoJ_uH1MNe7VIaPe4eG1lY67f7-vg/edit?usp=sharing

Instruction

The following table presents several evaluation criteria related to the classroom observation sheet, including the clarity of indicators, relevance to the research objectives, and usability for the observer.

The assessment consists of two alternatives.

Relevant: If the instrument is appropriate.

Not Relevant: If the instrument is not relevant.

Please put a check mark (✓) in the appropriate column based on your judgment. You are also encouraged to provide comments or suggestions to improve the quality of the test items.

No	Evaluation Criteria	Validation Options		Comments
		Relevant	Irrelevant	
1	The observation aspects are clearly stated and well-defined.	✓		
2	The indicators are aligned with the research objectives and title.	✓		
3	The indicators effectively cover student engagement and media interaction.	✓		
4	The sheet appropriately includes specific behaviors relevant to deaf students (e.g., sign language, visual interaction).	✓		
5	The scoring criteria (1–4) are clear, systematic, and easy for the observer to apply.	✓		

6	The layout provides sufficient space for observation notes and additional comments.	✓		
7	The instrument is practical and feasible to use in a classroom environment.	✓		

Singaraja, 12 Januari 2026

Expert Judge 1

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

NIP. 196202021988032001



EXPERT EVALUATION SHEET FOR OBSERVATION SHEET

Validator Identity

Expert Judge 2 : Dr. Kadek Sintya Dewi, S.Pd., M.Pd.
NIP : 198803232015042004
Position : Lecturer in English Language Education
Institution : Ganesha University of Education

Introduction

The researcher would like to request your valuable assistance in reviewing and validating the observation sheet developed for this study.

The observation sheet is designed to assess and record classroom activities, student behaviors, and learning responses during the implementation of Augmented Reality (AR) media in the learning process. This instrument supports the research entitled “The Effect of Augmented Reality (AR) Media on Students’ Vocabulary Mastery”.

Your expertise is essential to evaluate whether the observation aspects and indicators are relevant, appropriate, and suitable for measuring the target classroom behaviors of Grade 5 students, including students with special needs (deaf), in an inclusive setting. The feedback and evaluation you provide will be highly valuable for improving the quality of the observation instrument before it is used in the actual research process.

The researcher sincerely appreciates your time, attention, and contribution to this validation process.

Link to Observation Sheet:

https://docs.google.com/document/d/1ZqovMpTd1GUVFftoJ_uH1MNe7VIaPe4eG1lY67f7-vg/edit?usp=sharing

Instruction

The following table presents several evaluation criteria related to the classroom observation sheet, including the clarity of indicators, relevance to the research objectives, and usability for the observer.

The assessment consists of two alternatives.

Relevant: If the instrument is appropriate.

Not Relevant: If the instrument is not relevant.

Please put a check mark (✓) in the appropriate column based on your judgment. You are also encouraged to provide comments or suggestions to improve the quality of the test items.

No	Evaluation Criteria	Validation Options		Comments
		Relevant	Irrelevant	
1	The observation aspects are clearly stated and well-defined.	✓		
2	The indicators are aligned with the research objectives and title.	✓		
3	The indicators effectively cover student engagement and media interaction.	✓		
4	The sheet appropriately includes specific behaviors relevant to deaf students (e.g., sign language, visual interaction).	✓		
5	The scoring criteria (1–4) are clear, systematic, and easy for the observer to apply.	✓		
6	The layout provides sufficient space for	✓		

	observation notes and additional comments.			
7	The instrument is practical and feasible to use in a classroom environment.	✓		

Singaraja, 12 Januari 2026

Expert Judge 2



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

NIP. 198803232015042004



Appendix 15. Documentation

