



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 : 906/UN48.7.1/DT/2025

11 Maret 2025

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SD Negeri 1 Karangasem
 di Karangasem

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

Nama : Ni Putu Utami Riyanthi
 NIM : 2112021014
 Jurusan : Bahasa Asing
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang : S1
 Tahun Akademik : 2024/2025

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

a.n. Dekan,
 Wakil Dekan I,

NLP Luh Putu Eka Sulistia Dewi
 NIP. 198104192006042002

Tembusan:

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

Appendix 2 Research Permission Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 3381 /UN48.7.1/ TA.00.03/2025

17 September 2025

Hal : Permohonan Izin Penelitian

Yth.

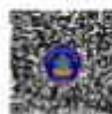
Kepala SD Negeri 1 Karangasem
di Karangasem

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 Putu Utami Riyanthi
NIM	:	2112021014
Jurusan	:	Bahasa Asing
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S1
Tahun Akademik	:	2025/2026
Judul	:	The Implementation Of Game-Based Learning Media "Educandy" Towards Students' Vocabulary Mastery In Fifth Grade Of Sd Negeri 1 Karangasem

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. Koordinator Pendidikan Bahasa Inggris
3. Sub Bagian Akademik FBS



Balai
Sertifikasi
Elektronik

Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini serendah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE. Surat ini dapat dibuktikan keabsahannya dengan menggunakan qr code yang telah tersedia

Appendix 3 Research Letter



PEMERINTAH KABUPATEN KARANGASEM
 DINAS PENDIDIKAN KEMERUPOAAN DAN OLAHRAGA
 SATUAN PENDIDIKAN
 SEKOLAH DASAR NEGERI 1 KARANGASEM



Alamat : Jalan Gatot Subroto - Amlapura - Bali, Telp. 036325166, Kode Pos 80811

SURAT KETERANGAN PENELITIAN

Nomor :487/108/ SDN 1 Kr.Asem/2025

Yang bertanda tangan di bawah ini,

Nama : I Nyoman Budiasa, M.Pd
NIP : 19700816 199803 1 011
Pangkat / Golongan : Pembina Utama Muda, IV/c
Jabatan : Kepala Sekolah

dengan ini menerangkan bahwa,

Nama : Ni Putu Utami Riyanthi
NIM : 2112021014
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

telah selesai melaksanakan penelitian melalui metode kuantitatif kepada kelas V dengan judul penelitian "The Implementation Of Game-Based Learning Media Educandy Towards Students Vocabulary Mastery In Fifth Grade Of SD Negeri 1 Karangasem".

Demikian surat keterangan ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Karangasem, 21 Oktober 2025
Kepala SD Negeri 1 Karangasem

I Nyoman Budiasa, M.Pd
NIP. 19700816 199803 1 011

Appendix 4 Research Sample

No.	Experimental Group (5B)	Control Group (5A)
1.	A A A I P	E D A
2.	A A A M Z N	I G W P M
3.	A B S	I G A A P A
4.	D A B	I G L A I K
5.	D N A D E	I K A M
6.	I D A D K W	I K G R W
7.	I G A P P	I K I
8.	I G A A O M	I K P N A
9.	I G A V S	I K P Y S
10.	I K K S J	I P A P M
11.	I K K L P H	I P A A P
12.	I K R P	I W A S
13.	I K S D	I W A J
14.	I K A R S	K K T N
15.	I K R H B	N K G A M
16.	I P A A	N K G K P
17.	I A A W S	N K Y D
18.	I A D L M	N K A T P
19.	I B G U J P	N K P S
20.	K K L	N K A P N
21.	M P T	N K D G A
22.	N K V M D	N K R I P
23.	N K I A	N M A D C
24.	N L A T	N N A P B
25.	N M D A K	N N P L G
26.	N M V C D	N P A A P
27.	N P A N W	N P N A P
28.	N P S D A	N W V A
29.	P K D P D N	P C D S

30.	P K A P L	P K A P D
31.	P A N W	I K R W A
32.	P E L P	I K S G S

Appendix 5 Blueprint Instrument

BLUEPRINT INSTRUMENT

No	Learning Objectives	Indicators	Aspects of Vocabulary	Level	Number of Items
1.	Students can recognize and mention food and drink vocabulary in English.	Students can choose the correct food/drink name from the picture or description.	Spelling	C1 (Remember)	2, 6, 10, 14, 18
2.	Students can recognize and mention taste vocabulary in English.	Students can choose the correct taste word from the available choices.	Meaning, Word Classes	C1 (Remember)	- Meaning (1, 5, 9, 13, 17) - Word Classes (3, 7, 11, 15, 19)
3.	Students can complete or choose appropriate simple sentences about food/taste.	Students can choose the right sentences to describe food/drinks and their taste.	Word Use	C2 (Understand)	4, 8, 12, 16, 20

Appendix 6 Lesson Plan Control Group

LESSON PLAN CONTROL GROUP

Compiler : Ni Putu Utami Riyanthi
 Institution : SD Negeri 1 Karangasem
 Subject : English
 Class/Phase : V/C
 Semester : 1 (Ganjil)
 Unit/Theme : 1/What a Delicious Bakso!
 Time Allocation : 60 minutes

LEARNING OUTCOMES PHASE C

By the end of Phase C, learners understand and respond to simple spoken, written, and visual texts in English. They use simple English to interact and communicate in familiar/routine situations. Learners understand the letter-sound relationships of simple English vocabulary and use this understanding to understand and produce simple written and visual texts in English with the help of examples.

ELEMENTS

Listening – Speaking

By the end of Phase C, 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	By the end of Phase C, 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	By the end of Phase C, 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.
LEARNING OUTCOMES	
1. Understand and respond to simple spoken, written, and visual texts about food, drinks, and taste. 2. Use simple English to express and ask about taste. 3. Use simple sentences to describe food/drinks and taste.	
LEARNING OBJECTIVES	
1. Students are able to identify taste of different foods and drinks. 2. Students are able to mention taste of different foods and drinks. 3. Students are able to make sentences to express taste of foods and drinks.	
PANCASILA PROFILE	
➤ Independent ➤ Creative ➤ Critical thinking ➤ Collaborative	
LEARNING SOURCE, MEDIA & TOOLS	
➤ Learning Source: English Textbook Grade V ➤ Learning Media: Book ➤ Tools: Whiteboard, markers	
STUDENTS TARGET	
Regular students	
NUMBER OF STUDENTS	
Maximum 35 students	
LEARNING METHOD	
➤ Discussion ➤ Question and answer	

LEARNING PREPARATION
➤ Ensure conducive classroom conditions. ➤ Prepare all materials, media, tools and other facilities that will be used during the learning process.
LEARNING MATERIAL
➤ Identify taste of different foods and drinks. ➤ Mention taste of different foods and drinks. ➤ Make sentences to express taste of foods and drinks.
LEARNING ACTIVITY
1st Meeting ➤ Pre-Activities 1. The teacher greets and motivates the students. 2. The teacher conducts a short Q&A session: “What is your favorite food?” 3. Relates the material to the students’ daily experiences. ➤ Main Activities 1. Giving a multiple-choice pre-test consisting of 20 questions. 2. The teacher introduces food and drink vocabulary using pictures in the textbook. 3. Students imitate pronunciation and write vocabulary in books. 4. Practice matching pictures and words in the textbook. ➤ Post-Activities 1. Students mention their favorite foods/drinks verbally. 2. The teacher concludes the material that has been studied. 3. The teacher gives homework: Observe the food/drinks at home and write the vocabulary in a book. 4. The teacher closes the lesson with a greeting.
2nd Meeting ➤ Pre-Activities 1. The teacher greets and motivates the students. 2. The teacher conducts a brief review of food/drink vocabulary.

3. The teacher conducts a Q&A session about favorite foods and preferred taste.

➤ **Main Activities**

1. The teacher introduces taste vocabulary (sweet, salty, sour, bitter, spicy).
2. Students imitate the pronunciation and write the taste vocabulary in the book.
3. Practice matching food/drinks with the right taste in the textbook.

➤ **Post-Activities**

1. The teacher provides feedback and motivation.
2. The teacher concludes the material that has been studied.
3. The teacher closes the lesson with a greeting.

3rd Meeting

➤ **Pre-Activities**

1. The teacher greets and motivates the students.
2. Review vocabulary of taste and food/drinks.
3. Students read vocabulary and simple sentences about taste and food/drinks.

➤ **Main Activities**

1. The teacher gives example sentences: “Bakso tastes delicious.”, “Candy is sweet.”
2. Students make their own sentences based on the pictures in the textbook.
3. Students practice in pairs asking and answering questions: “How does ... taste?” – “It tastes ...”
4. The teacher guides students who are having difficulties.

➤ **Post-Activities**

1. Some students read simple sentences in front of the class.
2. The teacher gives praise and motivation.
3. The teacher concludes the material that has been studied.
4. The teacher closes the lesson with a greeting.

4th Meeting

➤ **Pre-Activities**

1. The teacher greets and motivates the students.
2. The teacher gives ice breaking: guess the picture of food/drinks.
3. Review simple question and answer sentences.

➤ **Main Activities**

1. The teacher introduces the question pattern: “What is your favorite food/drink?” and the answers.
2. Students write sentences about their favorite food/drink in their books.
3. Practice asking and answering questions in pairs using the pattern.
4. Short presentations by several pairs in front of the class.

➤ **Post-Activities**

1. The teacher provides feedback and motivation.
2. The teacher concludes the material that has been studied.
3. The teacher closes the lesson with a greeting.

5th Meeting

➤ **Pre-Activities**

1. The teacher greets and motivates the students.
2. Review the vocabulary and sentences that have been learned.

➤ **Main Activities**

1. Students do role play in pairs using sentences about food and taste.
2. Practice questions in the textbook related to vocabulary and sentences.
3. The teacher provides guidance and correction.

➤ **Post-Activities**

1. A brief discussion of the materials that have been studied.
2. The teacher concludes the material that has been studied.
3. The teacher closes the lesson with a greeting.

6th Meeting

➤ **Pre-Activities**

1. The teacher greets and motivates the students.

2. Review vocabulary and simple sentences about taste and food/drinks that have been learned previously.

➤ **Main Activities**

1. Students work on a multiple-choice post-test consisting of 20 questions.

➤ **Post-Activities**

1. Teachers and students reflect on all the material that has been learned.
2. The teacher concludes all the material that has been studied.
3. The teacher provides feedback and motivation for independent learning.
4. The teacher closes the lesson with a greeting.

Appendix 7 Lesson Plan Experimental Group

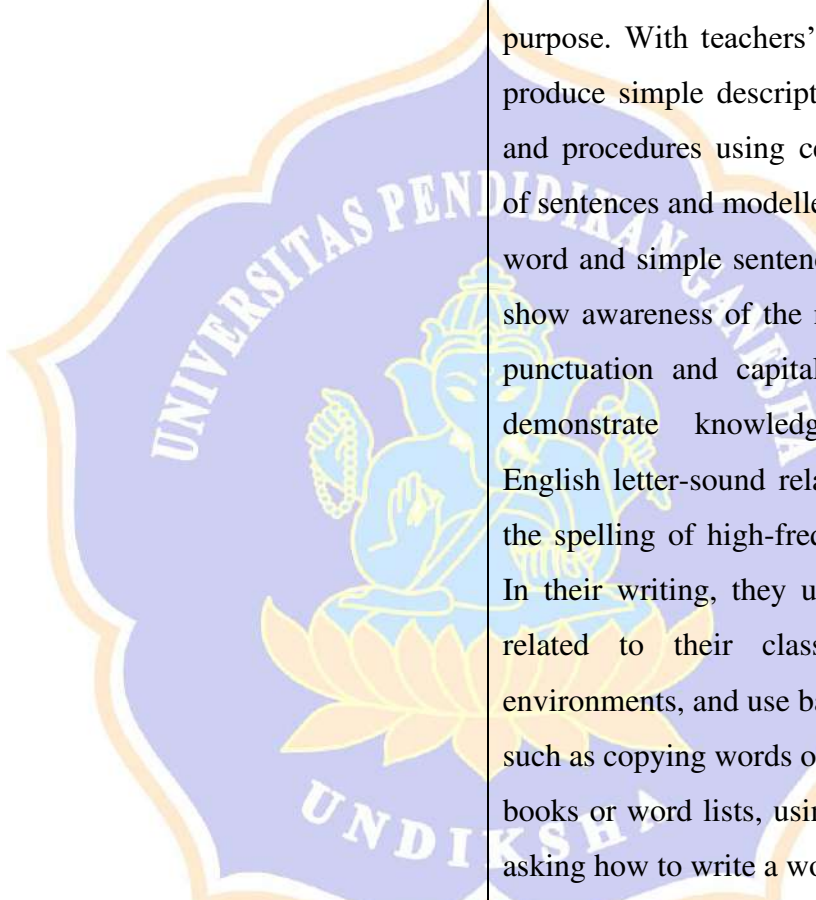
LESSON PLAN EXPERIMENTAL GROUP

Compiler	: Ni Putu Utami Rianthi
Institution	: SD Negeri 1 Karangasem
Subject	: English
Class/Phase	: V/C
Semester	: 1 (Ganjil)
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of simple English vocabulary and use this understanding to understand and produce simple written and visual texts in English with the help of examples.	
ELEMENTS	
Listening – Speaking	By the end of Phase C, 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.
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LEARNING OUTCOMES	
1. Understand and respond to simple spoken, written, and visual texts about food, drinks, and taste. 2. Use simple English to express and ask about taste. 3. Use simple sentences to describe food/drinks and taste.	
LEARNING OBJECTIVES	
1. Students are able to identify taste of different foods and drinks. 2. Students are able to mention taste of different foods and drinks.	

3. Students are able to make sentences to express taste of foods and drinks.
PANCASILA PROFILE
➤ Independent ➤ Creative ➤ Critical thinking ➤ Collaborative
LEARNING SOURCE, MEDIA & TOOLS
➤ Learning Source: English Textbook Grade V, internet ➤ Learning Media: Educandy ➤ Tools: Laptop/handphone, projector
STUDENTS TARGET
Regular students
NUMBER OF STUDENTS
Maximum 35 students
LEARNING METHOD
➤ Discussion ➤ Question and answer
LEARNING PREPARATION
➤ Ensure conducive classroom conditions. ➤ Prepare all materials, media, tools and other facilities that will be used during the learning process.
LEARNING MATERIAL
➤ Identify taste of different foods and drinks. ➤ Mention taste of different foods and drinks. ➤ Make sentences to express taste of foods and drinks.
LEARNING ACTIVITY
1st Meeting ➤ Pre-Activities 1. The teacher greets and motivates the students. 2. The teacher conducts a short Q&A session: “What is your favorite food?” ➤ Main Activities

1. Students completed a multiple-choice Pre-Test individually using a Google Form on their mobile phones. Teachers monitored the test to ensure it ran smoothly and without interruption.
2. The teacher uses a projector at the front of the class to display food and drink vocabulary using Educandy's Match-up game with all students. The teacher demonstrates how to play by giving an example first.

Link:

- Foods: <https://www.educandy.com/site/resource.php?activity-code=13b352>

- Drinks: <https://www.educandy.com/site/resource.php?activity-code=13b354>

3. Students form groups of 4-5 people to access the Educandy Word Search and Memory games on their phones, focusing on food/drink vocabulary to reinforce word recognition. Each group discusses and pronounces the words that appear.

- Word Search: <https://www.educandy.com/site/resource.php?activity-code=13b670>

- Memory: <https://www.educandy.com/site/resource.php?activity-code=13b76e>

4. The teacher walks around observing and helping groups who have difficulty pronouncing or recognizing vocabulary.

➤ **Post-Activities**

1. The teacher concludes the material that has been studied.
2. The teacher provides motivation and assignments to observe food/drinks at home.
3. The teacher closes the lesson with a greeting.

2nd Meeting

➤ **Pre-Activities**

1. The teacher greets and motivates the students.

2. Students are invited to repeat some food/drink vocabulary with the Memory game on Educandy by forming small groups consisting of 3-4 students.

- Memory: <https://www.educandy.com/site/resource.php?activity-code=13b76e>

➤ **Main Activities**

1. Teachers will use projectors to display Word Search game on Educandy to introduce taste vocabulary. This activity involves all students and will be guided by the teacher.

- Word Search: <https://www.educandy.com/site/resource.php?activity-code=13bbe8>

2. Afterward, students work in pairs using their phones to play Noughts & Crosses, a game that connects food/drink and taste. While students are playing, the teacher will monitor and help students if any of them experience problems.

- Noughts & Crosses: <https://www.educandy.com/site/resource.php?activity-code=13c547>

3. The teacher guides students in pronunciation during the activity.

➤ **Post-Activities**

1. Students individually mention their favorite food or drink along with the appropriate taste, and the teacher provides appreciation or feedback.
2. The teacher concludes the material that has been studied.
3. The teacher closes the lesson with a greeting.

3rd Meeting

➤ **Pre-Activities**

1. The teacher greets and motivates the students.
2. Students review vocabulary about tastes using the Word Search game on Educandy in small groups of 3-4 people, and students help each other to remember vocabulary.

- Word Search: <https://www.educandy.com/site/resource.php?activity-code=13bbe8>

➤ **Main Activities**

1. The teacher will explain simple sentence patterns and demonstrate examples through the Match-up game on Educandy. This activity will be conducted using a projector at the front of the class and will involve all students.

- Match-up: <https://www.educandy.com/site/resource.php?activity-code=13c5e0>

2. Afterward, students will be asked to come to the front of the class to play a Word Search game on Educandy, where they will search for a food or drink vocabulary word. Then, by using the vocabulary they find, they will be asked to create a simple sentence with the appropriate taste. This activity will be carried out together with all students and will be guided by the teacher.

- Word Search: <https://www.educandy.com/site/resource.php?activity-code=13b670>

3. Each student will play the Multiple-Choice game on Educandy using a mobile phone to choose the correct answer related to a simple sentence pattern in expressing taste.

- Multiple-Choice: <https://www.educandy.com/site/resource.php?activity-code=13c5f3>

4. The teacher observes and guides students, and provides direct correction when necessary.

➤ **Post-Activities**

1. Some students volunteered to read out sentences they had learned during the previous game.
2. The teacher gives praise and motivation to students.
3. The teacher concludes the material that has been studied.
4. The teacher closes the lesson with a greeting.

4th Meeting

➤ **Pre-Activities**

1. The teacher greets and motivates the students.

2. Provide ice breaking by using Memory games about food/drink vocabulary and taste in small groups consisting of 3-4 people.

- Memory: <https://www.educandy.com/site/resource.php?activity-code=13c547>

3. Conduct a brief review of simple sentence patterns to express taste, with the participation of all students and guided by the teacher.

➤ **Main Activities**

1. The teacher will present a Match-up game on Educandy to practice question patterns such as "What is your favorite food/drink? Why?". This activity will be conducted using a projector and will involve all students, guided by the teacher.

- Match-up: <https://www.educandy.com/site/resource.php?activity-code=13c9cd>

2. After that, students will individually use their cell phones to play the Multiple-Choice game on Educandy to practice asking and answering questions about food/drinks and taste.

- Multiple-Choice: <https://www.educandy.com/site/resource.php?activity-code=13c9df>

3. Students are individually asked to make short sentences about their favorite food/drink, and to give reasons using vocabulary they have learned previously.

➤ **Post-Activities**

1. Several student representatives will read their sentences aloud in front of the class.
2. The teacher concludes the material that has been studied.
3. The teacher closes the lesson with a greeting.

5th Meeting

➤ **Pre-Activities**

1. The teacher greets and motivates the students.
2. Students review vocabulary using Word Search and simple sentences using Match-up games in small groups using cell phones together.

- Word Search:
<https://www.educandy.com/site/resource.php?activity-code=13b670>
- Match-up: <https://www.educandy.com/site/resource.php?activity-code=13c547>

➤ **Main Activities**

1. Students work in pairs to practice creating short dialogues about food/drinks and their tastes, using sentences that they have been learned before, with the teacher guiding the students.
2. After that, students perform role plays in pairs using the dialogues they have created, performed live in front of the class in turns.
3. The teacher guides and give feedbacks.

➤ **Post-Activities**

1. The teacher conducts a brief discussion about the material that has been studied.
2. The teacher concludes the material that has been studied.
3. The teacher closes the lesson with a greeting.

6th Meeting

➤ **Pre-Activities**

1. The teacher greets and motivates the students.

➤ **Main Activities**

1. Students completed a multiple-choice Post-Test individually using a Google Form on their mobile phones. Teachers monitored the test to ensure it ran smoothly and without interruption.

➤ **Post-Activities**

1. Teachers and students reflect on all the material that has been learned.
2. The teacher concludes all the material that has been studied.
3. The teacher provides feedback and motivation for independent learning.
4. The teacher closes the lesson with a greeting.

Appendix 8 Instrument Validation Form

Expert Judge I

VALIDATION FORM OF VOCABULATY TEST INSTRUMENT

Research Identity:

Name: Ni Putu Utami Riyanthi

NIM: 2112021014

Major: English Language Education

Expert Name: Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

No.	Items of Instrument	Decision		Suggestion
		Relevant	Irrelevant	
1.	Dina : "I tried the coffee, but it was too bitter for me." Sari : "Maybe you can add some sugar." In the conversation above, what does the word "<i>bitter</i>" most likely describe? a. The temperature of the coffee b. The taste of the coffee c. The color of the coffee d. The smell of the coffee	✓		
2.	Emily bought some _____ for the party.	✓		

	 Which is the correct spelling? a. Strawberryys b. Stroberies c. Strawberries d. Strowberries			
3.	Read the sentence below! "The chef prepared a fresh _____ salad."  Which word is correct to fill in the blanks above? a. Tomato b. Tasty c. Spicy d. Crunchy	✓		
4.	"This soup tastes very _____. It has almost no flavor."  Choose the correct word to complete the sentence!	✓		

	a. Sweet b. Salty c. Delicious d. Bland			
5.	"The savory smell of the grilled chicken made me hungry." What does the word "<i>savory</i>" mean in this sentence? a. Sweet and sugary b. Pleasantly salty or full of flavor c. Sour and tangy d. Cold and fresh	✓		
6.	"I like to eat fresh _____ as a healthy snack."  Choose the correct spelling of this fruit! a. Blueberry b. Bluberry c. Bluerberry d. Bluebery	✓		
7.	Look at this sentence! During dinner, Alex said, "This pizza is hot and cheesy." 	✓		

	Which word describes the pizza's taste? a. Dinner b. Dish c. Cheesy d. Pizza			
8.	In which sentence is the word bitter used correctly? a. The lemonade tastes bitter because it has too much sugar b. The coffee is bitter without adding sugar c. He feels bitter after drinking the lemonade d. The bitter cake was very sweet	✓		
9.	Which of the following foods is known for being spicy? a. Chocolate cake  b. Hot chilli peppers 	✓		

	c. Vanilla ice cream  d. Butter 			
10.	Which word is spelled correctly?  a. Vegetabels b. Vegitabels c. Vejetabels d. Vegetables	✓		
11.	Look at the sentence below! "She ordered a glass of fresh orange _____." 	✓		

	Which word completes the sentence as something you can drink? a. Fresh b. Orange c. Juice d. Ordered			
12.	Choose the sentence below that uses the word crispy correctly! a. The crispy apple is very juicy b. I like crispy fried chicken for dinner c. The soup is crispy and hot d. Crispy is a type of soup flavor	✓		
13.	"The salad dressing has a tangy flavor." What does "<i>tangy</i>" mean in the description? a. Sweet and creamy b. Salty and spicy c. Sour and refreshing d. Bitter and strong	✓		
14.	Which is the correct spelling of this fruit?  a. Pineapple b. Pinnapple c. Pinapple d. Pineappel	✓		

15.	"The freshly baked bread is soft and aromatic."  Which word in the sentence describes the texture of the food? a. Bread b. Baked c. Soft d. Freshly	✓		
16.	Choose the correct word to complete the sentence! "Would you like something _____ to drink? Maybe juice or milkshake?" a. Salty b. Juicy c. Bitter d. Sweet	✓		
17.	In a restaurant, which description fits a bland dish? a. Very spicy and hot b. Having little or no flavor c. Too sweet and sugary d. Heavy and greasy	✓		
18.	Which spelling is correct for this food?	✓		

				
	a. French fress b. Frensh fries c. French fries d. Frenchs fries			
19.	"They served fresh bread and a bowl of creamy _____."  Which word completes the sentence as a type of food? a. Creamy b. Bowl c. Soup d. Served	✓		
20.	Which sentence uses the word sweet correctly? a. The cake is very sweet and delicious b. I like my soup to be sweet, not hot c. Sweet potato tastes like bitter peppers d. The sweet coffee is too spicy to drink	✓		

Singaraja, 10 September 2025

Expert Judge I,



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

NIP. 199309192018032001

Expert Judge II

VALIDATION FORM OF VOCABULATY TEST INSTRUMENT

Research Identity:

Name: Ni Putu Utami Riyanthi

NIM: 2112021014

Major: English Language Education

Expert Name: Ni Wayan Monik Rismadewi, S.Pd., M.Pd.

No.	Items of Instrument	Decision		Suggestion
		Relevant	Irrelevant	
1.	Dina : "I tried the coffee, but it was too bitter for me." Sari : "Maybe you can add some sugar." In the conversation above, what does the word "<i>bitter</i>" most likely describe? a. The temperature of the coffee	✓		

	b. The taste of the coffee c. The color of the coffee d. The smell of the coffee			
2.	Emily bought some _____ for the party.  Which is the correct spelling? a. Strawberry b. Stroberies c. Strawberries d. Strowberries	✓		
3.	Read the sentence below! "The chef prepared a fresh _____ salad."  Which word is correct to fill in the blanks above? a. Tomato b. Tasty c. Spicy d. Crunchy	✓		
4.	"This soup tastes very _____. It has almost no flavor."	✓		

					
	Choose the correct word to complete the sentence! a. Sweet b. Salty c. Delicious d. Bland				
5.	"The savory smell of the grilled chicken made me hungry." What does the word "<i>savory</i>" mean in this sentence? a. Sweet and sugary b. Pleasantly salty or full of flavor c. Sour and tangy d. Cold and fresh	✓			
6.	"I like to eat fresh _____ as a healthy snack." 	✓			
	Choose the correct spelling of this fruit! a. Blueberry b. Bluberry c. Bluerberry				

	d. Bluebery			
7.	Look at this sentence! During dinner, Alex said, "This pizza is hot and cheesy."  Which word describes the pizza's taste? a. Dinner b. Dish c. Cheesy d. Pizza	✓		
8.	In which sentence is the word bitter used correctly? a. The lemonade tastes bitter because it has too much sugar b. The coffee is bitter without adding sugar c. He feels bitter after drinking the lemonade d. The bitter cake was very sweet	✓		
9.	Which of the following foods is known for being spicy? a. Chocolate cake	✓		



b. Hot chilli peppers



c. Vanilla ice cream



d. Butter



10. Which word is spelled correctly?

✓



	a. Vegetabels b. Vegitabels c. Vejetabels d. Vegetables			
11.	Look at the sentence below! "She ordered a glass of fresh orange _____."  Which word completes the sentence as something you can drink? a. Fresh b. Orange c. Juice d. Ordered	✓		
12.	Choose the sentence below that uses the word crispy correctly! a. The crispy apple is very juicy b. I like crispy fried chicken for dinner c. The soup is crispy and hot d. Crispy is a type of soup flavor	✓		
13.	"The salad dressing has a tangy flavor." What does " <i>tangy</i> " mean in the description? a. Sweet and creamy b. Salty and spicy	✓		

	c. Sour and refreshing d. Bitter and strong			
14.	Which is the correct spelling of this fruit?  a. Pineapple b. Pinnapple c. Pinapple d. Pineappel	✓		
15.	"The freshly baked bread is soft and aromatic."  Which word in the sentence describes the texture of the food? a. Bread b. Baked c. Soft d. Freshly	✓		
16.	Choose the correct word to complete the sentence! "Would you like something _____ to drink? Maybe juice or milkshake?" a. Salty	✓		

	b. Juicy c. Bitter d. Sweet			
17.	In a restaurant, which description fits a bland dish? a. Very spicy and hot b. Having little or no flavor c. Too sweet and sugary d. Heavy and greasy	✓		
18.	Which spelling is correct for this food?  a. French fress b. Frensh fries c. French fries d. Frenchs fries	✓		
19.	"They served fresh bread and a bowl of creamy ____."  Which word completes the sentence as a type of food? a. Creamy	✓		

	b. Bowl c. Soup d. Served			
20.	Which sentence uses the word sweet correctly? a. The cake is very sweet and delicious b. I like my soup to be sweet, not hot c. Sweet potato tastes like bitter peppers d. The sweet coffee is too spicy to drink	✓		



Singaraja, 10 September 2025

Expert Judge II,

Ni Wayan Monik Rismadewi, S.Pd., M.Pd.

NIP. 198810242023212030

Appendix 9 Vocabulary Test Instrument

VOCABULARY TEST

Please choose one the correct answer by crossing (X) a, b, c or d!

1. Dina : "I tried the coffee, but it was too **bitter** for me."
Sari : "Maybe you can add some sugar."

In the conversation above, what does the word "*bitter*" most likely describe?

- a. The temperature of the coffee
b. The taste of the coffee
c. The color of the coffee
d. The smell of the coffee
2. Emily bought some _____ for the party.



Which is the correct spelling?

- a. Strawberry
b. Stroberies
c. Strawberries
d. Strowberries

3. Read the sentence below!

"The chef prepared a fresh _____ salad."



Which word is correct to fill in the blanks above?

- a. Tomato
- b. Tasty
- c. Spicy
- d. Crunchy

4. "This soup tastes very _____. It has almost no flavor."



Choose the correct word to complete the sentence!

- a. Sweet
- b. Salty
- c. Delicious
- d. Bland

5. "The **savory** smell of the grilled chicken made me hungry."

What does the word "*savory*" mean in this sentence?

- a. Sweet and sugary
- b. Pleasantly salty or full of flavor
- c. Sour and tangy
- d. Cold and fresh

6. "I like to eat fresh _____ as a healthy snack."



Choose the correct spelling of this fruit!

- a. Blueberry
- b. Bluberry
- c. Bluerberry
- d. Bluebery

7. Look at this sentence!

During dinner, Alex said, "This pizza is hot and cheesy."



Which word describes the pizza's taste?

- a. Dinner
- b. Dish
- c. Cheesy
- d. Pizza

8. In which sentence is the word **bitter** used correctly?

- a. The lemonade tastes bitter because it has too much sugar
- b. The coffee is bitter without adding sugar
- c. He feels bitter after drinking the lemonade
- d. The bitter cake was very sweet

9. Which of the following foods is known for being **spicy**?

- a. Chocolate cake



- b. Hot chilli peppers



- c. Vanilla ice cream



d. Butter



10. Which word is spelled correctly?



- a. Vegetabels
- b. Vegitabels
- c. Vejetabels
- d. Vegetables

11. Look at the sentence below!

"She ordered a glass of fresh orange _____."



Which word completes the sentence as something you can drink?

- a. Fresh
- b. Orange
- c. Juice
- d. Ordered

12. Choose the sentence below that uses the word **crispy** correctly!

- a. The crispy apple is very juicy
- b. I like crispy fried chicken for dinner
- c. The soup is crispy and hot
- d. Crispy is a type of soup flavor

13. "The salad dressing has a **tangy** flavor."

What does "*tangy*" mean in the description?

- a. Sweet and creamy
- b. Salty and spicy
- c. Sour and refreshing
- d. Bitter and strong

14. Which is the correct spelling of this fruit?



- a. Pineapple
- b. Pinnapple
- c. Pinapple
- d. Pineappel

15. "The freshly baked bread is soft and aromatic."



Which word in the sentence describes the texture of the food?

- a. Bread
- b. Baked
- c. Soft
- d. Freshly

16. Choose the correct word to complete the sentence!

"Would you like something _____ to drink? Maybe juice or milkshake?"

- a. Salty
- b. Juicy
- c. Bitter
- d. Sweet

17. In a restaurant, which description fits a **bland** dish?

- a. Very spicy and hot
- b. Having little or no flavor
- c. Too sweet and sugary
- d. Heavy and greasy

18. Which spelling is correct for this food?



- a. French fress
- b. Frensh fries
- c. French fries
- d. Frencs fries

19. "They served fresh bread and a bowl of creamy _____."



Which word completes the sentence as a type of food?

- a. Creamy
- b. Bowl
- c. Soup
- d. Served

20. Which sentence uses the word **sweet** correctly?

- a. The cake is very sweet and delicious
- b. I like my soup to be sweet, not hot
- c. Sweet potato tastes like bitter peppers
- d. The sweet coffee is too spicy to drink

Key Answer:

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

Appendix 10 Pre-Test Score

No.	Experimental Group (5B)	Control Group (5A)
1.	60	65
2.	55	50
3.	60	60
4.	55	50
5.	65	65
6.	70	60
7.	60	55
8.	65	70
9.	60	60
10.	60	30
11.	55	35
12.	45	60
13.	65	55
14.	65	40
15.	40	65
16.	45	60
17.	55	50
18.	65	60
19.	60	60
20.	65	55
21.	60	70
22.	50	65
23.	60	55
24.	70	55
25.	60	65
26.	65	65
27.	55	70
28.	65	55
29.	65	60

30.	60	55
31.	60	60
32.	65	55

Appendix 11 Post-Test Score

No.	Experimental Group (5B)	Control Group (5A)
1.	80	65
2.	90	60
3.	95	65
4.	85	55
5.	85	65
6.	85	55
7.	100	60
8.	90	60
9.	85	60
10.	85	40
11.	80	40
12.	100	60
13.	85	70
14.	85	50
15.	100	70
16.	90	65
17.	90	65
18.	95	65
19.	100	65
20.	80	60
21.	95	70
22.	85	50
23.	100	60
24.	90	65

25.	85	70
26.	85	55
27.	90	70
28.	85	65
29.	90	45
30.	100	70
31.	80	65
32.	90	70

Appendix 12 Results of Descriptive Statistic Analysis

		Statistics			
		Pre-test Experimental	Post-test Experimental	Pre-test Control	Post-test Control
N	Valid	32	32	32	32
	Missing	0	0	0	0
Mean		59.53	89.38	57.34	60.94
Median		60.00	90.00	60.00	65.00
Mode		60	85	60	65
Std. Deviation		6.998	6.568	9.244	8.466
Variance		48.967	43.145	85.459	71.673
Range		30	20	40	30
Minimum		40	80	30	40
Maximum		70	100	70	70
Sum		1905	2860	1835	1950

Appendix 13 Documentations

Control Group



Experimental Group

