

APPENDICES

Appendix 1 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 : 2417 /UN48.7.1/ TA.00.03/2026 14 Juli 2026
Hal : Permohonan Izin Penelitian

Yth.
Kepala SD Negeri 1 Kerobokan
di Buleleng

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

Nama : Ni Made Dwi Widiyanti
NIM : 2112021078
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2025/2026
Judul : The Effect of Using Spinning Wheel Teaching Media on English Vocabulary Mastery of Fifth Grade Students at SD N 1 Kerobokan

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



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 tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsrE Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia

Appendix 2 Research Sample

No	Sample
1	DKDD
2	GASD
3	GRPP
4	GWKM
5	GMP
6	GPBWS
7	IGAC
8	IKAS
9	IMAMP
10	IMYDM
11	KASP
12	KDC
13	KDSB
14	KDAV
15	KST
16	KASN
17	KAS
18	KWW
19	KKGK
20	LDA
21	MIW
22	NAB
23	NPPY
24	PAP
25	PEW
26	PGAP
27	PJA
28	PNDP
29	PRAT
30	PSPG
31	PTSP
32	RHM
33	GAKW
34	KNA
35	GIM
36	PPNS
37	PPL



Appendix 3 Lesson plan

PERENCANAAN PEMBELAJARAN FASE C

Nama Penyusun : Ni Made Dwi Widiantri
 Instansi : Universitas Pendidikan Ganesha
 Satuan Pendidikan : SD N 1 Kerobokan
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Fase : VI/C
 Tahun Pelajaran : 2025/2026
 Alokasi Waktu : 3 x 2 x 35 menit

1. IDENTIFIKASI	
A. KOMPETENSI AWAL	
• Murid mampu menyebutkan jenis-jenis pakaian dalam Bahasa Inggris • Murid mampu membedakan pakaian	
B. DIMENSI PROFIL LULUSAN	
Beri tanda (√) pada dimensi profil yang diterapkan ☐ Keimanan dan Ketakwaan terhadap Tuhan YME ☐ Kewargaan ☐ Penalaran Kritis ☐ Kreativitas ☐ Kolaborasi ☐ Kemandirian ☐ Kesehatan ☐ Komunikasi	
2. DESIGN PEMBELAJARAN	
A. CAPIAN PEMBELAJARAN	
Peserta didik mampu memahami dan menggunakan kosakata serta ungkapan sederhana dalam Bahasa Inggris melalui kegiatan	

menyimak, berbicara, membaca, dan menulis pada konteks kehidupan sehari-hari.	
B. TUJUAN PEMBELAJARAN	
- Mengidentifikasi nama-nama pakaian (<i>clothes vocabulary</i>) dengan benar. - Memahami makna kosakata pakaian dalam Bahasa Inggris. - Mengucapkan kosakata pakaian dengan pelafalan yang benar. - Menggunakan kosakata pakaian dalam kalimat sederhana. - Berpartisipasi aktif dalam pembelajaran menggunakan Spinning Wheel learning tool	
C. MATERI PEMBELAJARAN	
Jenis-jenis pakaian	
D. LINGKUNGAN PEMBELAJARAN	
- Ruang kelas yang kondusif: ruang kelas yang nyaman dan mendukung proses pembelajaran - Sarana dan media pembelajaran seperti buku paket My Next Words kelas 5, media Spinning wheel, smart TV, laptop dan referensi lain yang mendukung pembelajaran	
E. PERTANYAAN PEMANTIK	
- What are you wearing today? - Who is wearing a pants? - Do you like wearing a hat? - What do you wear to school?	
F. ASESMEN/PENILAIAN	
1. Asesmen Diagnostik:	• Mengetahui pengetahuan awal peserta didik
2. Asesmen Formatif:	• Diskusi: melatih kemampuan peserta didik untuk mengungkapkan kemampuannya dalam kelas. • Presentasi: melatih kemampuan peserta didik

	dalam melatih berbicara di depan umum, berani mengajukan pertanyaan terhadap pemaparan materi • Unjuk kerja: menilai keterampilan proses yang dimiliki setiap anak, dan perkembangannya
3. Asesmen Sumatif	• Dilaksanakan di akhir pembelajaran dalam bentuk post-test untuk mengukur tingkat capaian pemahaman vocabulary.

3. PENGALAMAN BELAJAR

Deskripsi Pembelajaran

Pertemuan 1

Pendahuluan (10 Menit)

Pendidik menyapa dan mengajak siswa berdoa sebelum belajar.
 Memeriksa kehadiran peserta didik.
 Melakukan *ice breaking* sederhana.
 Menyampaikan tujuan pembelajaran.
 Mengaitkan materi dengan pengalaman peserta didik

Keiatan Inti (50 Menit)

Memahami

Pendidik mengajak peserta didik mengamati gambar berbagai jenis pakaian yang ditampilkan
 Pendidik menghubungkan materi dengan pengalaman sehari-hari.
 Contoh pertanyaan:
 What do you wear to school?
 Do you wear shoes or sandals?
 Peserta didik menjawab berdasarkan pengalaman mereka

Pendidik menampilkan gambar jenis-jenis pakaian yang dapat diakses melalui: <https://share.google/PvIivM3GTtJio2lYX>
 Pendidik memperkenalkan kosakata baru tentang jenis-jenis pakaian
 Pendidik mengucapkan setiap kosakata tentang jenis-jenis pakaian
 Peserta didik menirukan pengucapan secara bersama-sama.

Pendidik menunjuk beberapa gambar dan meminta peserta didik menyebutkan nama pakaian tersebut.
Mengaplikasi
Melalui <i>Smart TV</i>, pendidik menampilkan <i>Spinning wheel</i> yang bisa diakses melalui: https://share.google/vArQGDHMWwFeKH4k0 Pendidik menjelaskan aturan permainan menggunakan <i>Spinning Wheel</i>. Secara bergiliran peserta didik memutar roda digital yang ditampilkan melalui <i>smart TV</i> Setelah roda berhenti, peserta didik diminta menyebutkan nama pakaian yang muncul. Guru memberikan umpan balik apabila terdapat jawaban yang kurang tepat. Peserta didik lain diminta mengulangi jawaban sehingga seluruh kelas tetap aktif mengikuti intruksi yang diberikan.
Penutup (10 Menit)
Guru dan peserta didik menarik kesimpulan tentang pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas Guru menutup pembelajaran dengan doa dan salam penutup.
Pertemuan 2
Pendahuluan (10 Menit)
Pendidik menyapa dan mengajak siswa berdoa sebelum belajar. Memeriksa kehadiran peserta didik, melakukan ice breaking sederhana dan menyampaikan tujuan pembelajaran. Pendidik melakukan apersepsi dengan mengulas kosakata yang telah dipelajari sebelumnya. Pendidik menyampaikan tujuan pembelajaran
Keiatan Inti (50 Menit)
Memahami dan Mengaplikasi
Pendidik menunjukkan gambar pakaian, peserta didik menyebutkan nama pakaian. What is this? What do you wear when it rains? Peserta didik menjawab berdasarkan pengalaman mereka

Pendidik kembali memberikan arahan lanjutan tentang cara penggunaan *Spinning wheel*

Peserta didik memutar *spinning wheel* pada *smart TV* yang dapat diakses melalui:

<https://share.google/Wgw5Ynce5Q2iEVBHF>

Setelah roda berhenti, guru memberikan tantangan sesuai kosakata yang muncul.

Contoh:

Spell the word!

Pronounce the word correctly!

What does it means in Indonesian?

Pendidik menjelaskan arti setiap kosakata.

Pendidik memperagakan pelafalan yang benar.

Peserta didik mengulang pelafalan secara individu maupun bersama-sama.

Penutup (10 Menit)

Pertemuan 3

Pendahuluan (10 Menit)

Pendidik menanyakan kabar peserta didik dan mengajaknya berdoa sebelum belajar.

Memeriksa kehadiran peserta didik. Pendidik juga menanyakan kesiapan peserta didik dalam mengikuti pembelajaran.

Pendidik mengajak siswa menyanyikan lagu ringan sambil bertepuk tangan.

Pendidik mengulas kembali pembelajaran sebelumnya terkait jenis-jenis pakaian

Pendidik menyampaikan tujuan pembelajaran.

Keiatan Inti (50 menit)

Memahami dan Mengaplikasi

Pendidik menunjukkan gambar seseorang. Pendidik menjelaskan pola kalimat sederhana.

Contoh:

I am wearing a T-shirt.

She is wearing a dress.

He is wearing a cap.

Peserta didik mengamati contoh yang diberikan.

Peserta didik memutar Spinning wheel pada smart TV yang dapat diakses melalui:

<https://share.google/CEOteRiqepzSO3yU3>

Setelah roda berhenti, peserta didik membuat satu kalimat berdasarkan gambar pakaian yang muncul.

Contoh:

Jika muncul gambar sepatu

Student:

I am wearing shoes.

Jika muncul gambar topi

Student:

He is wearing a hat.

Pendidik memberikan umpan balik dan memperbaiki kalimat apabila diperlukan.

Peserta didik lain diminta memberikan respons sehingga seluruh peserta didik di kelas tetap aktif.

Penutup (10 menit)

Pendidik bersama peserta didik meninjau kembali seluruh kosakata yang telah dipelajari selama pertemuan.

Pendidik memberikan motivasi kepada peserta didik untuk menggunakan kosakata tersebut dalam kehidupan sehari-hari.

Pendidik dan peserta didik menarik kesimpulan tentang pembelajaran hari ini serta memberikan klarifikasi apabila terdapat hal yang masih belum jelas

Menutup pembelajaran dengan doa dan salam penutup.

LAMPIRAN-LAMPIRAN

Lampiran Spinning wheel:

1. Pertemuan ke-1: <https://share.google/PvIivM3GTtJio2lYX>
<https://share.google/vArQGDHmWwFeKH4k0>
2. Pertemuan ke-2: <https://share.google/Wgw5Ynce5Q2iEVBHF>
3. Pertemuan ke-3: <https://share.google/CEOteRiqepzSO3yU3>

Appendix 4 Learning Media Validation

EXPERT JUDGEMENT OF LEARNING MEDIA (SPINNING WHEEL)

Expert Judge I : Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP : 196202021988032001

Position : 1st Supervisor

Institution : Undiksha

INTRODUCTION

This is a request for your valuable time and expertise to review and validate the teaching media Sinning wheel that designed to enhance vocabulary mastery among fifth-grade students at SD N 1 Kerobokan. Your evaluation and feedback are crucial to the success of the research titled “The Use of Digital Spinning Wheel in Teaching English Vocabulary to Fifth-Grade Students: A One Group Pre-Test and Post-Test Study”. This validation will help determine the feasibility and appropriateness of using this learning tool in the study. Your insights and guidance are highly appreciated and will contribute significantly to the quality and accuracy of the instrument. Thank you for your time and thoughtful consideration.

INSTRUCTIONS

The statements are categorized into three aspects: usability, content, and benefits. There are 8 statement items in total.

Note: These spinning wheels primarily utilize pictures to support vocabulary learning activities.

Links to spinning wheel for each meeting:

1. Meeting 1: <https://share.google/PvIivM3GTtJio2lYX>
<https://share.google/vArQGDHMWwFeKH4k0>

2. Meeting 2: <https://share.google/Wgw5Ynce5Q2iEVBHF>
3. Meeting 3: <https://share.google/CEOteRiqepzSO3yU3>

Please evaluate each item based on the following scale:

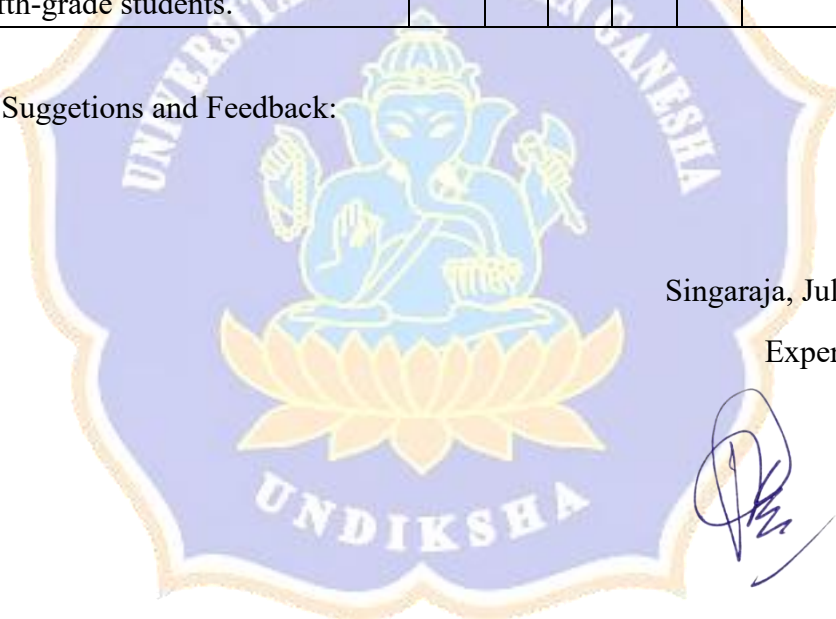
- 1 = Very Inappropriate
- 2 = Inappropriate
- 3 = Neutral
- 4 = Appropriate
- 5 = Very Appropriate

Please put a checkmark (√) in the answer column provided according to your level of acceptance and provide feedback and suggestions in the space provided.

No	Aspect of instrument	Scale					Descriptions/ Feedback
		1	2	3	4	5	
1.	The digital Spinning Wheel learning tool is easy to access and operate during classroom learning activities.					√	
2	The digital Spinning wheel can be accessed on multiple devices (computer, tablet, smartphone).					√	
3	The design and interface of digital Spinning wheel are visually attractive and appealing to students.				√		
4	The vocabulary content presented in the digital Spinning wheel is appropriate and relevant to the learning objectives of the clothes vocabulary topic.				√		
5.	The instructions in the digital Spinning wheel are clear and easy to understand for the students.					√	

6	The activities in digital Spinning wheel are aligned with the vocabulary learning objectives (identifying clothes vocabulary, understanding word meanings, recognizing correct spelling, and using vocabulary in simple sentences)				√		
7	The use of the digital Spinning Wheel increases students' interest and motivation in learning English vocabulary				√		
8	The content in digital Spinning wheel is appropriate and relevant to the vocabulary material for fifth-grade students.				√		

General Suggetions and Feedback:



Singaraja, July 6 2026

Expert Judge I

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

EXPERT JUDGEMENT OF LEARNING MEDIA (SPINNING WHEEL)

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

NIP : 197811142008121002

Position : 2nd Supervisor

Institution : Undiksha

INTRODUCTION

This is a request for your valuable time and expertise to review and validate the teaching media Sinning wheel that designed to enhance vocabulary mastery among fifth-grade students at SD N 1 Kerobokan. Your evaluation and feedback are crucial to the success of the research titled “The Use of Digital Spinning Wheel in Teaching English Vocabulary to Fifth-Grade Students: A One Group Pre-Test and Post-Test Study”. This validation will help determine the feasibility and appropriateness of using this teaching media in the study. Your insights and guidance are highly appreciated and will contribute significantly to the quality and accuracy of the instrument. Thank you for your time and thoughtful consideration.

INSTRUCTIONS

The statements are categorized into three aspects: usability, content, and benefits. There are 8 statement items in total.

Note: These spinning wheels primarily utilize pictures to support vocabulary learning activities.

Links to spinning wheel for each meeting:

4. Meeting 1: <https://share.google/PvIivM3GTtJio2lYX>
<https://share.google/vArQGDHmWwFeKH4k0>
5. Meeting 2: <https://share.google/Wgw5Ynce5Q2iEVBHF>
6. Meeting 3: <https://share.google/CEOteRiqepzSO3yU3>

Please evaluate each item based on the following scale:

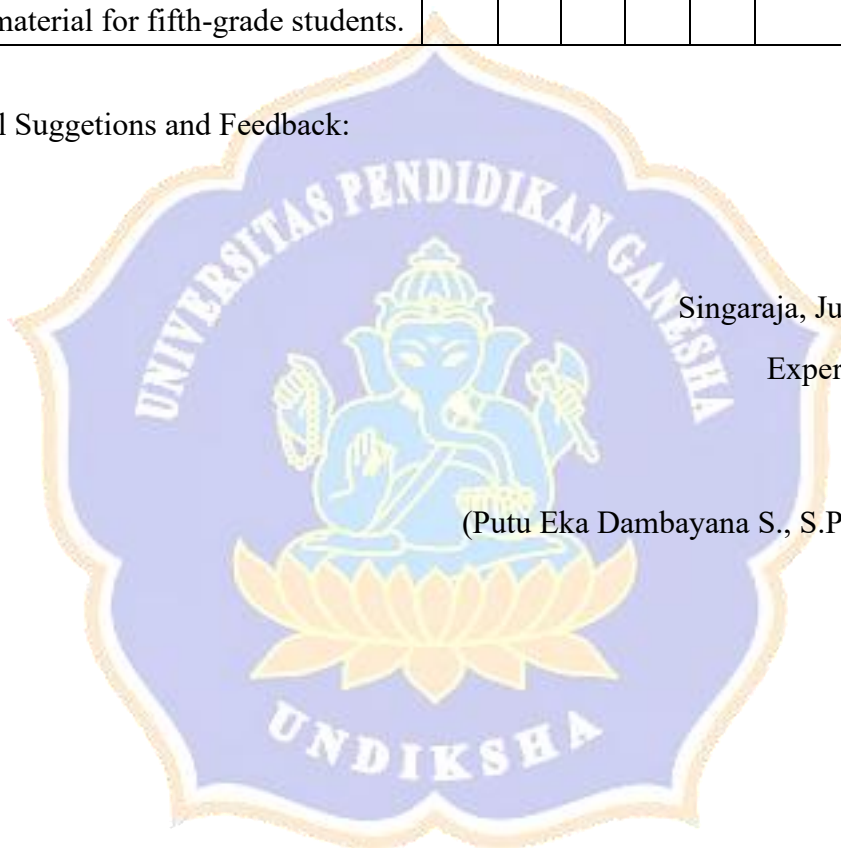
- 1 = Very Inappropriate
- 2 = Inappropriate
- 3 = Neutral
- 4 = Appropriate
- 5 = Very Appropriate

Please put a checkmark (√) in the answer column provided according to your level of acceptance and provide feedback and suggestions in the space provided.

No	Aspect of instrument	Scale					Descriptions/ Feedback
		1	2	3	4	5	
1.	The digital Spinning Wheel learning tool is easy to access and operate during classroom learning activities.					√	
2	The digital Spinning wheel can be accessed on multiple devices (computer, tablet, smartphone).					√	
3	The design and interface of the digital Spinning wheel are visually attractive and appealing to students.				√		
4	The vocabulary content presented in the digital Spinning wheel is appropriate and relevant to the learning objectives of the clothes vocabulary topic.				√		
5.	The instructions in the digital Spinning wheel are clear and easy to understand for the students.				√		
6	The activities in the digital Spinning wheel are aligned with the vocabulary learning objectives (identifying clothes vocabulary, understanding word				√		

	meanings, recognizing correct spelling, and using vocabulary in simple sentences)						
7	The use of the digital Spinning Wheel increases students' interest and motivation in learning English vocabulary				√		
8	The content in the digital Spinning wheel is appropriate and relevant to the vocabulary material for fifth-grade students.				√		

General Suggetions and Feedback:



Singaraja, July 6 2026

Expert Judge II

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

Appendix 5 Vocabulary Test Validation

EXPERT JUDGEMENT OF VOCABULARY TEST

Expert Judge I : Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP : 196202021988032001

Position : 1st Supervisor

Institution : Undiksha

INTRODUCTION

This is a request for your valuable time and expertise to review and validate the pre-test instrument designed to assess and measure fifth-grade students' vocabulary mastery. Your evaluation and feedback are crucial to the success of the research titled "The Use of Digital Spinning Wheel in Teaching English Vocabulary to Fifth-Grade Students: A One Group Pre-Test and Post-Test Study". This validation will play a key role in determining the suitability of this instrument. Your insights and guidance are highly appreciated and will greatly contribute to the quality and accuracy of the instrument. Thank you for your time and thoughtful consideration.

INSTRUCTIONS

Please evaluate each item based on the following scale:

- 1 = Very Inappropriate
- 2 = Inappropriate
- 3 = Neutral
- 4 = Appropriate
- 5 = Very Appropriate

Please put a checkmark (✓) in the answer column provided according to your level of acceptance and provide feedback and suggestions in the existing column.

No	Item of instrument	Scale					Descriptions / Feedback
		1	2	3	4	5	
1.	Which picture shows a skirt? a.  b.  c.  d. 					√	
2	Look at the picture below!  What are these? a. Socks b. Shoes c. Jacket d. Hat					√	
	3.He is wearing a ...					√	

	c.  d. 						
6	Which picture is a pair of socks? a.  b.  c.  d. 					√	
7	My father wears a tie at work. What does the word 'tie' mean? a. Topi b. Jaket c. Sepatu d. Dasi					√	
8	Choose the correct spelling! a. Jaket b. Jackit c. Jacket d. Jacet					√	

9	Choose the correct spelling a. Trouzers b. Trowsers c. Trousars d. Trousers					√	
10	Kevin wears a t-shirt at home What does t-shirt mean? a. Rok b. Baju kaos c. Celana d. Sarung tangan					√	
11	The boy is wearing a hat what does the word hat mean? a. Gaun b. Kaus kaki c. Celana d. Topi					√	
12	Look at the picture below!  What colour is her skirt? a. Blue b. Red c. White d. Brown					√	
13	Look at the picture below! 					√	

	He is wearing a . . . a. blouse b. T-shirt c. Trousers d. Shorts						
14	Look at the picture below!  Is he wearing a tie? a. yes, he is b. yes, he isn't c. no, he is d. no, he isn't					√	
15	Which sentence matches the picture?  a. He is wearing uniform. b. He is wearing a blouse. c. He is wearing socks. d. He is wearing a hat					√	
16	Which sentence is correct?  a. He is wearing a hat and gloves. b. He is wearing shoes and a tie. c. He is wearing a hat and socks.					√	

	d. He is wearing a skirt and shoes						
17	It is raining. I wear a... e. Jacket f. Raincoat g. Tie h. Pajamas					√	
18	In my school uniform, I wear a white... a. dress b. shirt c. skirt d. shoes					√	
19	Which sentence is correct? a. She is wearing a shoes. b. She is wearing a pair of shoes. c. She wear shoes. d. She wearing shoes.					√	
20	Tom is playing football. He is wearing a T-shirt, _____ and sports shoes. a. dress b. shorts c. tie d. sweater					√	

General Suggestions & Feedback:

Singaraja, July 6 2026

Expert Judge I



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

EXPERT JUDGEMENT OF VOCABULARY TEST

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

NIP : 197811142008121002

Position : 2nd Supervisor

Institution : Undiksha

INTRODUCTION

This is a request for your valuable time and expertise to review and validate the pre-test instrument designed to assess and measure fifth-grade students' vocabulary mastery. Your evaluation and feedback are crucial to the success of the research titled "The Use of Digital Spinning Wheel in Teaching English Vocabulary to Fifth-Grade Students: A One Group Pre-Test and Post-Test Study". This validation will play a key role in determining the suitability of this instrument. Your insights and guidance are highly appreciated and will greatly contribute to the quality and accuracy of the instrument. Thank you for your time and thoughtful consideration.

INSTRUCTIONS

Please evaluate each item based on the following scale:

- 1 = Very Inappropriate
- 2 = Inappropriate
- 3 = Neutral
- 4 = Appropriate
- 5 = Very Appropriate

Please put a checkmark (✓) in the answer column provided according to your level of acceptance and provide feedback and suggestions in the existing column.

Questions

No	Item of instrument	Scale					Descriptions / Feedback
		1	2	3	4	5	
1.	Which picture shows a skirt? a.  b.  c.  d. 				√		
2	Look at the picture below!  What are these? e. Socks f. Shoes g. Jacket h. Hat				√		
	3. He is wearing a ... 				√		

	e. t-shirt f. dress g. hat h. short pants						
4	Look at the picture below  What is this? a. Dress b. Hat c. Short Pants d. Blouse			√			
5.	Which one is a dress? a.  b.  c.  d. 			√			

6	Which picture is a pair of socks? a.  b.  c.  d. 			√		
7	My father wears a tie at work. What does the word 'tie' mean? e. Topi f. Jaket g. Sepatu h. Dasi			√		
8	Choose the correct spelling! e. Jaket f. Jackit g. Jacket h. Jacet			√		
9	Choose the correct spelling e. Trouzers f. Trowsers g. Trousars h. Trousers			√		
				√		

10	Kevin wears a t-shirt at home What does t-shirt mean? e. Rok f. Baju kaos g. Celana h. Sarung tangan						
11	The boy is wearing a hat what does the word hat mean? e. Gaun f. Kaus kaki g. Celana h. Topi				√		
12	Look at the picture below!  What colour is her skirt? e. Blue f. Red g. White h. Brown				√		
13	Look at the picture below!  He is wearing a . . . e. blouse f. T-shirt g. Trousers h. Shorts				√		

14	Look at the picture below!  Is he wearing a tie? e. yes, he is f. yes, he is wearing a hat g. no, he is wearing boots h. no, he isn't			√		
15	Which sentence matches the picture?  e. He is wearing uniform. f. He is wearing blouse. g. He is wearing socks. h. He is wearing a hat			√		
16	Which sentence is correct?  i. He is wearing a hat and a gloves. j. He is wearing shoes and a tie. k. He is wearing a hat and socks. l. He is wearing a shoes and a skirt			√		
17	It is raining. I wear a... m. Jacket n. Raincoat o. Tie p. Pajamas			√		

18	In my school uniform, I wear a white... e. dress f. shirt g. skirt h. shoes				√		
19	Which sentence is correct? e. She is wearing a shoes. f. She is wearing shoes. g. She wear shoes. h. She wearing shoes.				√		
20	Tom is playing football. He is wearing a T-shirt, _____, and sports shoes. e. dress f. shorts g. tie h. sweater				√		

General Suggestions & Feedback:

Singaraja, July 6 2026

Expert Judge I/II

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

Appendix 6 Vocabulary Test

VOCABULARY TEST

Multiple Choice Task Instructions

1. Read each question carefully
2. Each question has four answer choices: a, b, c and d. Choose the correct answer by putting a cross (X) on the corresponding letter on the answer sheet provided
3. Review your answers before submitting the test.

1. Which picture shows a skirt?

a.



b.



c.



d.



2. Look at the picture below!



What are these?

- a. Socks
- b. Shoes
- c. Jacket
- d. Hat

3. He is wearing a ...



- a. t-shirt
- b. dress
- c. hat
- d. short pants

4. Look at the picture below!



What is this?

- a. Dress
- b. Hat
- c. Short Pants
- d. Blouse

5. Which one is a dress?



6. Which picture is a pair of socks?



7. My father wears a tie at work.
What does the word 'tie' mean?

- a. Topi
- b. Jaket
- c. Sepatu
- d. Dasi

8. Choose the correct spelling!

- a. Jaket
- b. Jackit
- c. Jacket
- d. Jacet

9. Choose the correct spelling!

- a. Trouzers
- b. Trowsers
- c. Trousars
- d. Trousers

10. Kevin wears a t-shirt at home.

What does 't-shirt' mean in Indonesian?

- a. Rok
- b. Baju kaos
- c. Celana
- d. Sarung tangan

13. Look at the picture below!



He is wearing a . . .

- a. Blouse
- b. T-shirt
- c. Trousers
- d. Shorts

11. The boy is wearing a hat.

What does the word 'hat' mean in Indonesian?

- a. Gaun
- b. Kaus kaki
- c. Celana
- d. Topi

14. Look at the picture below!



Is he wearing a tie?

- a. yes, he is
- b. yes, he isn't
- c. no, he is
- d. no, he isn't

12. Look at the picture below!



What colour is her skirt?

- a. Blue
- b. Red
- c. White
- d. Brown

15. Which sentence matches the picture?



- a. He is wearing uniform.
- b. He is wearing blouse.
- c. He is wearing socks.
- d. He is wearing a hat

16. Which sentence is correct?



- a. He is wearing a hat and gloves.
- b. He is wearing shoes and a tie.
- c. He is wearing a hat and socks.
- d. He is wearing skirt and shoes

17. It is raining. I wear a...

- a. jacket
- b. raincoat
- c. tie
- d. pajamas

18. My school uniform has a white...

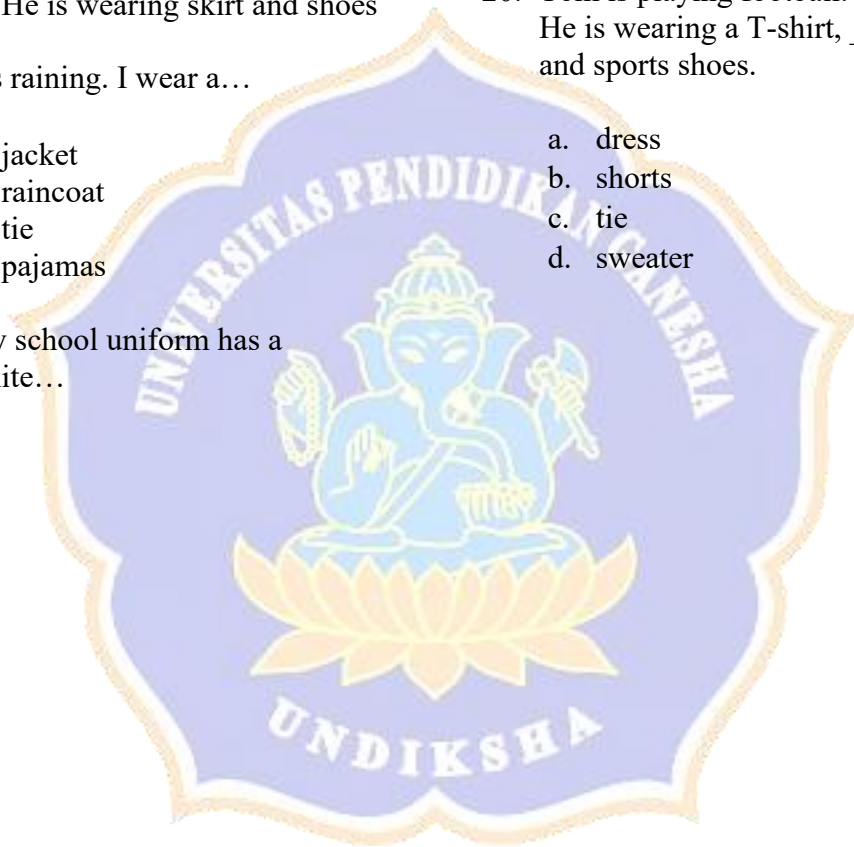
- a. dress
- b. shirt
- c. skirt
- d. shoes

19. Which sentence is correct?

- a. She is wearing a shoes.
- b. She is wearing a pair of shoes.
- c. She wear shoes.
- d. She wearing shoes.

20. Tom is playing football.
He is wearing a T-shirt, _____,
and sports shoes.

- a. dress
- b. shorts
- c. tie
- d. sweater



ANSWERS KEY

1. a
2. b
3. a
4. c
5. a
6. b
7. d
8. c
9. d
10. b
11. d
12. b
13. c
14. d
15. d
16. c
17. b
18. b
19. b
20. b



Appendix 7 SPSS Results

Pre-test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	2	5.4	5.4	5.4
	50	1	2.7	2.7	8.1
	55	3	8.1	8.1	16.2
	60	7	18.9	18.9	35.1
	65	7	18.9	18.9	54.1
	70	7	18.9	18.9	73.0
	75	5	13.5	13.5	86.5
	80	3	8.1	8.1	94.6
	85	2	5.4	5.4	100.0
	Total	37	100.0	100.0	

Post-test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	2	5.4	5.4	5.4
	70	4	10.8	10.8	16.2
	75	5	13.5	13.5	29.7
	80	10	27.0	27.0	56.8
	85	4	10.8	10.8	67.6
	90	6	16.2	16.2	83.8
	95	3	8.1	8.1	91.9
	100	3	8.1	8.1	100.0
	Total	37	100.0	100.0	

NORMALITY TEST

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Score	.102	37	.200*	.968	37	.363
Post-test Score	.167	37	.010	.954	37	.134

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

PAIRED-SAMPLES T-TEST

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test Score - Post-test Score	-16.081	5.545	.912	-17.930	-14.232	-17.642	36	.000

EFFECT SIZE

N	Pre-test	Post-test
Mean	66.35	82.43
Std. Deviation	9.976	9.619
Correlation	.840	
Cohen's D Effect Size	2.90	

Appendix 8 Documentation

Post test-pre test and treatment documentation

