APPENDICES

APPENDICES

Appendix 01. Letter of Permission

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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 : 716/UN48.7.1/DT/2020   6 Maret 2020

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SD Negeri 3 Banjar Jawa

di Singaraja

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

Nama	:	Made Tantri Pratiwi
NIM	:	1612021248
Jurusan	:	Bahasa Asing
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S1
Tahun Akademik	:	2019/2020

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,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

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

SURAT KETERANGAN
Nomor : 047/2005/TU/2021

Yang bertanda tangan di bawah ini Kepala Sekolah Dasar Negeri 3 Banjar Jawa, Kecamatan Buleleng, Kabupaten Buleleng, Provinsi Bali :

Nama	:	**IDA BAGUS SOMA PUTRA,S.Pd.,M.Pd.**
NIP	:	19620923 198606 1 002
Pangkat/Gol.	:	Pembina Tk.I/IV b
Jabatan	:	Kepala Sekolah
Tempat Tugas	:	SDN 3 Banjar Jawa

Menerangkan bahwa :

Nama	:	Made Tantri Pratiwi
NIM	:	1612021248
Jurusan	:	Bahasa Asing
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S1

Memang benar mengadakan Observasi dalam rangka pengumpulan data untuk menyelesaikan Proposol penelitian skripsi.

Demikian surat keterangan ini dibuat agar bisa digunakan sebagaimana mestinya.

Singaraja, 9 Juni 2021
Kepala SD Negeri 3 Banjar Jawa

Ida Bagus Soma Putra, S. Pd. M.Pd
NIP : 19620923 198606 1 002

67

Appendix 02. Blueprint of Post-test Instrument

Blueprint soal Post-test

Satuan pendidikan   : SD

Mata Pelajaran   : Bahasa Inggris

Kurikulum   : 2013

Bentuk Soal   : PG

No	Standar kompetensi	Kompetensi dasar	Kelas	Materi/Topik	Level Kognitif	Indikator Soal	Pilihan Ganda						Jumlah Item
							C1	C2	C3	C4	C5	C6	
1.	5. Memahamiinstruksi sangat sederhana dengan tindakan dalam konteks kelas	5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan.	IV	*Listening/ Imperativesentence*	Pengetahuan dan Pemahaman (L1)	- Siswa mampu mengidentifikasi instruksi sangat sederhana dengan tindakan dalam konteks kelas. (C1)	1,2,3,4,5,6,7						7

2.	6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas	6.3 Bercakap-cakap untukmeminta /memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, meminta barang, memberi barang	IV	*Speaking/ "may I"*	Pengetahuan dan Pemahaman (L1)	- Siswa mampu menafsirkan percakapan instruksi dan informasi sangat sederhana dalam konteks kelas. (C2)		8,9 ,10 ,11 ,12 ,13					6
		6.4 Bercakap-cakap untuk meminta/mem beri informasi secara berterima yang melibatkan tindak tutur: meminta ijin, memberi ijin, menyetujui,						14, 15, 16, 17, 18					5

No	Standar Kompetensi	Kompetensi Dasar	Kelas	Materi	Level Kognitif	Indikator						
						tidak menyetujui, menyangkal, dan meminta kejelasan						
3.	7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas	7.1 Membaca nyaring dengan ucapan yang tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana 7.2 Memahami kalimat dan pesan tertulis sangat	IV	*Reading/ Animals*	Pengetahuan dan pemahaman (L1) Penalaran (L3	- Siswa mampu mengidentifikasik-an nama binatang yang sesuai dengan petunjuk yang diberikan. (C1) - Siswa mampu menyimpulkan ciri-ciri umum binatang yang sesuai dengan petunjuk yang diberikan. (C2) - Siswa mampu membedakan	19	20, 21,		22, 23,	24		6

	sederhana				(C4) dan merincikan (C5) kelompok binatang yang sesuai dengan petunjuk yang di berikan.							
4.	8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas	8.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan: kata, frasa, dan kalimat sangat sederhana 8.2Menyalin tulisan bahasa Inggris sangat sederhana	IV	*Writing/ Clothes*	Penalaran (C3)	- Siswa mampu menganalisis teks tentang pakaian yang sesuai dengan petunjuk yang diberikan. (C4)				25, 26, 27, 28, 29, 30		6

		secara tepat dan berterima seperti ucapan selamat dan pesan tertullis										

(Hadiana, 2019: 48-49)

Appendix 03. Content Validity

1. **Content validity judge 1**

Content Validity

Judge 1: Luh Diah Surya Adnyani, S.Pd., M.Pd.

No	Soal	Response		Note
		Relevant	**Irrelevant**	
	Listening: Imperative sentence			Give instruction to the students that they should do the instruction
1	Show me your pen!	√		
2	Show me your fingers!	√		
3	Touch your nose!	√		
4	Raise your hand!	√		
5	Show me how's bird's sound!	√		
6	Show me how's dog's gesture!	√		
7	Show me how's snake's gesture!	√		
Speaking: May I		**Relevant**	**Irrelevant**	**Note**
8	(Student A) You want to go to (student B)'s house, how do you tell your friend? And (student B) how do you respond?	√		Give instruction that the students should make a sentence using May I
9	(Student A) You want to see (Student B)'s pet, how do you tell	√		

	your friend? And how do you respond?			
10	(Student A) You want to know (Student B)'s pet name, how do you tell your friend? And (Student B) how do you respond?	√		
11	(Student A) You want to see (Student B)'s book, how do you tell your friend? And (Student B) how do you respond?	√		
12	(Student A) You want to borrow (Student B)'s pen, how do you tell your friend? And (Student B) how do you respond?	√		
13	(Student A) You want to see (Student B)'s pencil case, how do you tell your friend? And (Student B) how do you respond?	√		
Reading: Animals		**Relevant**	**Irrelevant**	**Note**
14	This animal lives in the farm and produce milk. It has four legs and It sounds "Moo". What animal is that?	√		It is reading, make sure the students have read the text about animal and the sound
15	The color of this animal is white and black. It has four legs and it has eye bags. They are love to eats bamboo. What animal is that?	√		
16	This animal has four legs and makes a "bark", "woof" sound. It	√		

		Relevant	Irrelevant	Note
	often chase cats and some of you may have this animal as a pet. What animal is that?			
17	This animal has four legs and makes a "meow" sound. It is a fury animal that has a long tail and sharp claws. It often kept as a pet. What animal is that?	√		
18	This animal lives in the jungle and the king of jungle. It is a carnivore. It has four legs and sharp claws. It makes a "roar" sound. What animal is that?	√		
Writing: Clothes		**Relevant**	**Irrelevant**	**Note**
19	Sh_ _s = Shoes	√		Give 1 example so that the students know what to do.
20	J_ck_t = Jacket	√		
21	H_t = Hat	√		
22	Sh_ _t = Shirt	√		
23	S_ _ks = Socks	√		
24	Ca_ = Cap	√		
25	Jacket – I –blue – wear – a	√		
26	Black –wear – I – a – t-shirt	√		
27	I – tie – have – red– a	√		
28	Skirt – a – have – yellow – I	√		
29	White – have –shirt– a – don't – I	√		
30	Red – a – don't – I –jacket – have	√		

Judge 1

Luh Diah Surya Adnyani, S.Pd., M.Pd.
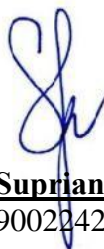
NIP. 198309232008122001

Content Validity

Judge 2: G.A.P. Suprianti, S.Pd., M.Pd.

No	Soal	Response Relevant	Response Irrelevant	Note
		Relevant	**Irrelevant**	
Listening: Imperative sentence				
1	Show me your pen!	√		
2	Show me your fingers!	√		
3	Touch your nose!	√		
4	Raise your hand!	√		
5	Show me how's bird's sound!	√		
6	Show me how's dog's gesture!	√		
7	Show me how's snake's gesture!	√		
Speaking: May I		**Relevant**	**Irrelevant**	**Note**
8	(Student A) You want to go to(student B)'s house, how do youtell your friend? And (student B)how do you respond?	√		
9	(Student A) You want to see(Student B)'s pet, how do you tellyour friend? And how do yourespond?	√		
10	(Student A) You want to know(Student B)'s pet name, how doyou tell your friend? And (StudentB) how do you respond?	√		
11	(Student A) You want to see(Student B)'s book, how do you tellyour friend? And (Student B) howdo you respond?	√		

12	(Student A) You want to borrow(Student B)'s pen, how do you tellyour friend? And (Student B) howdo you respond?	√		
13	(Student A) You want to see(Student B)'s pencil case, how doyou tell your friend? And (StudentB) how do you respond?	√		
Reading: Animals		**Relevant**	**Irrelevant**	**Note**
14	This animal lives in the farm andproduce milk. It has four legs and Itsounds "Moo". What animal isthat?		√	Check grammar, please
15	The color of this animal is whiteand black. It has four legs and it haseye bags. They are love to eatsbamboo. What animal is that?		√	Check grammar, please
16	This animal has four legs and makesa "bark", "woof" sound. It oftenchases cats and some of you mayhave this animal as a pet. Whatanimal is that?	√		
17	This animal has four legs and makea "meow" sound. It is a fury animalthat has a long tail and sharp claws.It often kept as a pet. What animalis that?		√	Check grammar, please

		Relevant	Irrelevant	Note
18	This animal lives in the jungle andthe king of jungle. It is a carnivore.It has four legs and sharp claws. Itmakes a "roar" sound. What animalis that?		√	Check grammar, please
Writing: Clothes		**Relevant**	**Irrelevant**	**Note**
19	Sh_ _s = Shoes	√		
20	J_ck_t = Jacket	√		
21	H_t = Hat	√		
22	Sh_ _t = Shirt	√		
23	S_ _ks = Socks	√		
24	Ca_ = Cap	√		
25	Jacket - I -blue - wear	√		Article "a" needs to be added
26	Jacket – I –blue – wear – a	√		Article "a" needs to be added
27	Black –wear – I – a – t-shirt	√		Article "a" needs to be added
28	I – tie – have – red– a	√		Article "a" needs to be added
29	Skirt – a – have – yellow – I	√		Article "a" needs to be added
30	White – have –shirt– a – don't – I	√		Article "a" needs to be added

Judge 2

G.A.P. Suprianti, S.Pd., M.Pd.
NIP. 199002242014042001

1. **Lesson Plan for Experimental Class**

   a. **First Topic**

Lesson Plan

School   : SDN 3 Banjar Jawa

Subject   : English

Class/Semester   : IV/2 (Experimental Class)

Topic   : Imperative Sentences

Standard competency : Listening

Time Allotment   : 2 x 35 minutes

A. CORE COMPETENCIES

K.1   : Appreciating and practicing the religious values held by students.

K.2   : Respecting and putting in to practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.

K.3   : Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.

K.4   : Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

B. BASIC COMPETENCIES AND INDICATORS

Basic Competencies	Indicators of Competency Achievement
3.2. Respond by taking action according to instructions in a taking in the classroom context and in various games	**3.2.1.**Respond by taking actions according to instructions in a taking. **3.2.2.**Identifythe social functions, text structure, and language features of simple instruction in a class context.
4.2. Responds to very simple instructions verbally	**4.2.1.** Applying social functions, and language features related to imperative sentences and their responses in classroom contexts **4.2.2.** Making simple conversations about imperative sentences

C. LEARNING OBJECTIVES

Students are aimed at getting used to communicate using simple Englishby taking action according to instructions in ataking in the classroom context using text structure and language features politely and with gentle, care, truly, with great responsibility.So, students can be cooperative, disciplined, and responsible in communicating with others.In addition, students can also develop their critical thinking, communication, collaboration and creativity (4C).

D. LEARNING MATERIALS

Expression of Imperative Sentences	Responds to Imperative Sentences
➢ Sit down, please! ➢ Close the door! ➢ Write your name, please! ➢ Take a/an ..., please! ➢ Clean the blackboard, please! ➢ Be quite!	➢ All right. ➢ Of course. ➢ Of course, I will. ➢ Yes of course! ➢ Sorry I can't, because I'm still busy now.

➢ Be nice! ➢ Stop talking! ➢ Have fun! ➢ Etc.	

1. Social Function

   The expression of the imperative sentence is used when we want to give orders or instructions to people around. In addition, by saying these sentences, students are expected to be able to build closeness to peers, people around, teachers, or parents

2. Language Features

   An imperative sentence gives a **command**. It usually ends with a period, but it may also end with an exclamation point **(!)**. Commands ask or tell people to do something

   Example:

   ➢ Sit down, please!

   ➢ Be quite!

   ➢ Close the door!

   ➢ Write your name, please!

   ➢ Take a/an ..., please!

   ➢ Have fun!

   They usually don't have a subject.

3. Example of Imperative Sentences

   1. A: Close the door!

      B: Of course, I will.

   2. A: Draw a circle!

      B: Of course.

   3. A: Take a pencil, please!

      B: Sorry I can't, because I'm still bussy now.

   4. A: Take a book, please!

B: Sorry I can't, because I don't bring any book.

E. LEARNING METHODS

➢ Planting concepts (lectures),

➢ Question and answer,

➢ Discussion,

➢ Practice.

F. LEARNING MEDIA

➢ PowToon video,
➢ Laptop,
➢ Song.

G. LEARNING RESOURCE

➢ Internet
➢ Dictionary
➢ https://www.youtube.com/watch?v=Ii-oy8gyU7c (Video)
➢ https://www.youtube.com/watch?v=CThfI7_E7Vk (Song)

H. INSTRUCTIONAL ACTIVITIES

Stages	Activities	Character Values	Times
Pre-activity	a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipandu melalui grup Whatsapp, dan siswa mengisi daftar hadir Online Yang dikirim Guru ke Grup Whatsapp. b. Guru mengecek kesiapan siswa, internet, buku tulis, buku pegangan siswa, kamus, alat tulis. c. Guru memberi tahu aturan yang harus ditaati saat pembelajaran daring.	a. Courteous and polite. b. Faith and piety towards God. c. Diligence	5 minutes

	d. Guru memberikan brainstorming dengan memberikan video yang berhubungan dengan materi yg akan dipelajari		84
Learning Core	**(OBSERVING)** a. The teacher gives instructions to students to pay attention to the video that will be displayed and ask students to participate in the learning process. b. Students pay attention to the video displayed by the teacher**(3.2.2).** a. Students are expected to be able to show imperative sentences and their responses b. The teacher displays other videos about imperative sentences c. Students are able to find, and mention the social function of imperative sentences contained in the video (**4.2.1**) **(QUESTIONING)** d. Teacher can state question to students in order to guide them to questioning themselves. For example: *"Okay students, you've watched the video. Now, can you mention the imperative expression based on the video?"* e. Students are asked to mention the imperative expression. f. Students are given time to discuss with their friends and purpose questions if there is any difficulties in	a. Curiosity b. Critical thinking c. Accuracy	60 minutes

	understanding the meaning.		85
	(EXPLORING)		
	g. The student mentions the expression that does not appear in the video.		
	(ASSOCIATING/ICE BREAKING)		
	h. The teacher appoints one student (student A) to make 1 imperative sentence, then student A appoints his friend (student B) to respond to the imperative sentence that student A has said. After student B responds, the teacher asks student B to make an imperative sentence and then student B chooses his friend (Student C) to respond to the sentence from student B and so on.		
	(COMMUNICATING)		
	i. The student makes imperative sentence and the imperative responds.		
	j. The teacher gives a song about imperative sentence. Listen and singing together		
	k. Students listen to the song and singing together.		
	l. The teacher asks the student to memorize the song, and sing the song at the next meeting.		
Post-activity	a. The teacher ask the students about their feeling for the lesson b. Teacher invite students to conclude the lesson	a. Openness b. Courteous, polite, faith and piety	5 minutes

	c. The teacher tells the next material for next meeting d. Teacher ends the class.	towards God	

b. Second Topic

Lesson Plan

School : SDN 3 Banjar Jawa

Subject : English

Class/Semester : IV/2 (Experimental Class)

Topic : Animals

Standard competency : Reading

Time Allotment : 2 x 35 minutes

I. CORE COMPETENCIES

K.1 : Appreciating and practicing the religious values held by students.

K.2 : Respecting and putting in to practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.

K.3 : Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.

K.4 :Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

J. BASIC COMPETENCIES AND INDICATORS

Basic Competencies	Indicators of Competency Achievement
3.2. Spelling very simple and acceptable English utterances with correct punctuation that involves: very simple words, phrases and sentences	**3.2.1.** Pronounce words, phrases and sentences correctly. **3.2.2.** Read words, phrases and sentences with the correct intonation. **3.2.3.** Reading aloud properly and correctly
4.2. Understanding sentences and very simple written message.	**4.2.1.** Identifying various information in sentences is very simple **4.2.2.** Identifying various information in the dialogue

K. LEARNING OBJECTIVES

Students are aimed at getting used to communicate using simple Englishby spelling very simple and acceptable English utterances with correct punctuation that involves: very simple words, phrases and sentences politely and with gentle, care, truly, with great responsibility.So, students can be cooperative, disciplined, and responsible in communicating with others.In addition, students can also develop their critical thinking, communication, collaboration and creativity (4C).

L. LEARNING MATERIALS
   a. Cat
   b. Dog
   c. Rabbit
   d. Horse
   e. Cow
   f. Pig

g. Bird

h. Duck

i. Goose

j. Sheep

k. Etc.

4. Social Function

Students are expected to be able to build closeness to peers, people around, teachers, or parents

5. Example of Animals

- Cat
- Dog
- Rabbit
- Horse
- Cow
- Pig
- Bird
- Duck
- Goose
- Sheep
- Etc.

M. LEARNING METHODS

➢ Planting concepts (lectures),

➢ Question and answer,

➢ Discussion,

➢ Practice.

N. LEARNING MEDIA

➢ PowToon video,

➢ Laptop,

➢ Song.

O. LEARNING RESOURCE

➢ Internet

➢ Dictionary

➢ https://www.youtube.com/watch?v=pWepfJ-8XU0 (Song)

P. INSTRUCTIONAL ACTIVITIES

Stages	Activities	Character Values	Times
Pre-activity	a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipandu melalui grup Whatsapp, dan siswa mengisi daftar hadir Online Yang dikirim Guru ke Grup Whatsapp. b. Guru mengecek kesiapan siswa, internet, buku tulis, buku pegangan siswa, kamus, alat tulis. c. Guru memberi tahu aturan yang harus ditaati saat pembelajaran daring. d. Guru memberikan brainstorming dengan memberikan video yang berhubungan dengan materi yg akan dipelajari	d. Courteous and polite. e. Faith and piety towards God. f. Diligence	5 minutes
Learning Core	**(OBSERVING)** c. The teacher gives instructions to students to pay attention to the video that will be displayed and ask students to participate in the learning process. d. Students pay attention to the video displayed by the teacher. e. Students are expected to be able to	d. Curiosity e. Critical thinking f. Accuracy	60 minutes

	imitate utterancesof the expression and their responses		90
	f. Students imitating their teacher.		
	(QUESTIONING)		
	g. Teacher can state question to students in order to guide them to questioning themselves. For example: *"Okay students, you've watched the video. Now, can you mention the animalsinformation based on the video?"*		
	h. Students are asked to mention about the information of animals in the video.		
	(EXPLORING)		
	i. The student mentions animals that do not appear in the video.		
	j. Students are given time to discuss with their friends and purpose questions if there is any difficulties in understanding the meaning.		
	(ASSOCIATING/ICE BREAKING)		
	m. The teacher gives a song about animals. Listen and singing together		
	n. Students listen to the song and singing together.		
	k. The teacher asks the student to memorize the song, and sing the song at the next meeting.		
Post-activity	e. The teacher ask the students about their feeling for the lesson	c. Openness d. Courteous,	5 minutes

	f. Teacher invite students to conclude the lesson g. The teacher tells the next material for next meeting h. Teacher ends the class.	polite, faith and piety towards God	

c. Third Topic

Lesson Plan

School   : SDN 3 Banjar Jawa

Subject   : English

Class/Semester   : IV/2 (Experimental Class)

Topic   : Clothes

Standard competency : Writing

Time Allotment   : 2 x 35 minutes

A. CORE COMPETENCIES

K.1   : Appreciating and practicing the religious values held by students.

K.2   :Respecting and putting in to practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.

K.3   : Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.

K.4   :Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have

been learnt at school as well as on other sources having similar concept or theory.

B. BASIC COMPETENCIES AND INDICATORS

Basic Competencies	Indicators of Competency Achievement
3.1. Spelling very simple and acceptable English utterances with correct punctuation that involves: very simple words, phrases and sentences	**3.1.1.**Spell English utterances with correct spelling
4.1. Copying very simple English writing precisely and acceptable, such as congratulations and written messages	**4.1.1.** Copying very simple English writing correctly

C. LEARNING OBJECTIVES

Students are aimed at getting used to communicate with otherusing simple Englishby spelling very simple and acceptable English utterances with correct punctuation and copying very simple English writingpolitely and with gentle, care, truly, with great responsibility.So, students can be cooperative, disciplined, and responsible in communicating with others.In addition, students can also develop their critical thinking, communication, collaboration and creativity (4C).

D. LEARNING MATERIALS

Clothes

    a. Blouses

    b. Belt

    c. Skirt

    d. Sandals

    e. Shorts

    f. Shoes

g. Socks

h. Hat

i. Tie

j. Trousers

k. Etc.

Colors

a. Red

b. Brown

c. Green

d. Grey

e. Blue

f. Orange

g. Pink

h. Yellow

i. Purple

j. Black

k. White

l. Etc.

6. Social Function

By saying these sentences, students are expected to be able to build closeness to peers, people around, teachers, or parents

7. Language Features

Learning clothes names during childhood is much more than just introducing children to new vocabulary. As children pick out their own clothes they can experience a feeling of achievement and even begin to explore their own identities through means of self-expression by picking **outfits** that fit their personalities.

8. Example

a. The color is red, these re three blouses
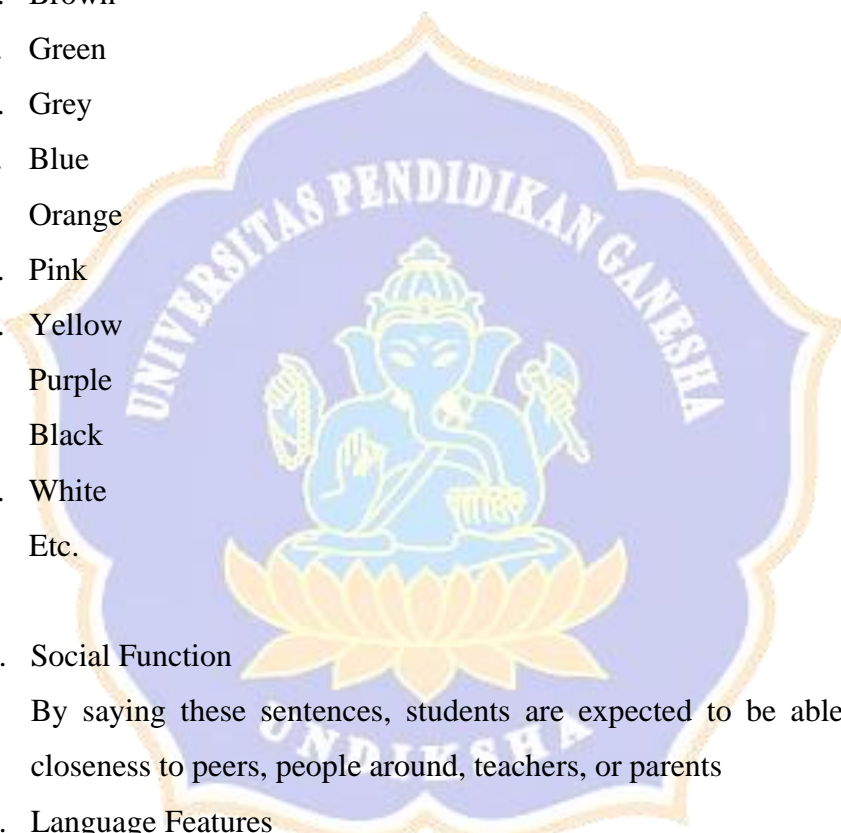
b. The color is brown, this is a belt

c. The color is green, this is a skrt

d. The color is grey, This is a pair of sandals

e. The color is blue, this is a short.

f. The color is orange, this is a pair of shoes

g. The color is pink, this is a pair of socks

h. The color is yellow, this is a hat

i. The color is purple, this is a tie

j. The color is black, this is a pair of trousers

E. LEARNING METHODS

➢ Scientific approach,
➢ Question and answer,
➢ Discussion,
➢ Practice.

F. EARNING MEDIA

➢ PowToon video,
➢ Laptop,
➢ Song.

G. LEARNING RESOURCE

➢ Internet
➢ Dictionary
➢ Video
➢ https://www.youtube.com/watch?v=KFQxBCvgx70 (Song)

H. INSTRUCTIONAL ACTIVITIES

Stages	Activities	Character Values	Times
Pre-activity	a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipandu melalui grup Whatsapp, dan siswa mengisi daftar	a. Courteous and polite. b. Faith and piety	5 minutes

94

	hadir Online Yang dikirim Guru ke Grup Whatsapp. b. Guru mengecek kesiapan siswa, internet, buku tulis, buku pegangan siswa, kamus, alat tulis. c. Guru memberi tahu aturan yang harus ditaati saat pembelajaran daring. d. Guru memberikan brainstorming dengan memberikan video yang berhubungan dengan materi yg akan dipelajari	towards God. c. Diligence	
Learning Core	**(OBSERVING)** a. The teacher gives instructions to students to pay attention to the video that will be displayed and ask students to participate in the learning process. b. Students pay attention to the video displayed by the teacher. c. Students are expected to be able to show the clothes name and the color d. The teacher replays the video. e. The teacher gives instruction to students to spell the clothes. f. Students are expected to able to spell the words. **(QUESTIONING)** g. Teacher can state question to students in order to guide them to questioning themselves. For example: *"Okay students, you've watched the video.*	a. Curiosity b. Critical thinking c. Accuracy	60 minutes

95

Now, I want you to tell me about what are you wearing today!"	
h. Students are asked to mention their clothes	
(EXPLORING)	
i. The student mentions the clothes that do not appear in the video.	
(ASSOCIATING/ICE BREAKING)	
j. The teacher appoints one student (student A) to make 1 "what are you wearing today?", then student A appoints his friend (student B) to respond to student A has said. After student B responds, the teacher asks student B to make another "what are you wearing today?" and then student B chooses his friend (Student C) to respond to the expression from student B and so on.	
(COMMUNICATING)	
k. The teacher gives instruction to students to rewrite the simple text about clothes.	
l. Students rewrite the simple the text.	
m. The teacher gives a song about clothes. Listen and singing together	
n. Students listen to the song and singing together.	
o. The teacher asks the student to memorize the song, and sing the song at the next meeting.	

Post-activity	a. The teacher ask the students about their feeling for the lesson b. Teacher invite students to conclude the lesson c. The teacher tells the next material for next meeting d. Teacher ends the class.	a. Openness b. Courteous, polite, faith and piety towards God	5 minutes

d. Fourth Topic

Lesson Plan

School   : SDN 3 Banjar Jawa

Subject   : English

Class/Semester   : IV/2 (Experimental Class)

Topic   : "May I"

Standard competency : Speaking

Time Allotment   : 2 x 35 minutes

A. CORE COMPETENCIES

    K.1   : Appreciating and practicing the religious values held by students.

    K.2   :Respecting and putting in to practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.

    K.3   : Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.

    K.4   :Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and

constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

B. BASIC COMPETENCIES AND INDICATORS

Basic Competencies	Indicators of Competency Achievement
3.1. Imitating utterances in very simple expressions	**3.1.1.**Imitating utterances in very simple expressions
4.1. Conversation to asking/giving services/goods in an acceptable manner involving speech acts: asking for help, asking for goods, giving goods	Stating various speech acts: • Ask for help • Requesting goods • Give goods
4.2. Conversation to asking/giving information in an acceptable manner involving speech acts: ask permission, give permission, approve, disagree, deny, and ask for clarity	Stating various speech acts: • Request permission • Give permission • Approve • Disagree • Deny • Ask for clarity

C. LEARNING OBJECTIVES

Students are aimed at getting used to communicate using simple Englishby imitating utterances in very simple expressions politely and with gentle, care, truly, with great responsibility.So, students can be cooperative, disciplined, and responsible in communicating with others.In addition, students can also develop their critical thinking, communication, collaboration and creativity (4C).

D. LEARNING MATERIALS

Expression of May I	Responds to May I
➢ May I use your pen? ➢ May I borrow your book? ➢ May I color the wall pink? ➢ May I come to your house? ➢ May I sit on your chair? ➢ May I show my picture? ➢ May I take your pencil? ➢ May I know your name? ➢ May I sleep now? ➢ Etc.	Positive responds: ➢ Yes, certainly. ➢ Yes, of course. ➢ Yes, sure ➢ Yes, you may ➢ Of course! Negative responds: ➢ No, you may not ➢ No, I'm sorry ➢ I'd love to, but I'm busy right now.

9. Social Function

By saying these sentences, students are expected to be able to build closeness to peers, people around, teachers, or parents

10. Language Features

May is the most formal way to ask permission. Formal language functions when talking to strangers and when there are gaps between us and the other person.

Example:

➢ May I use your pen?

➢ May I borrow your book?

➢ May I take your pencil?

➢ May I know your name?

➢ May I sleep now?

-
-

May+S+V1+O/C?

The word may in the sentence is more appropriate for the subject "I".

Here is an example of an English sentence and its meaning in the word "may"

➢ May I use your pen? (Bolehkah saya menggunakan pulpenmu?)

➢ May I borrow your book? (Bolehkah saya pinjam bukumu?)

➢ May I take your pencil? (Bolehkah saya ambil pensilmu?)

➢ May I know your name? (Bolehkah saya mengetahui namamu?)

11. Example of "May I" conversations:
   5. A: May I use your pen?
      B: No, I'm sorry
   6. A: May I borrow your book?
      B: Yes, of course.
   7. A: May I sit on your chair?
      B: Yes, you may.
   8. A: May I take your pencil?

      B: No, I'm sorry. That's not mine.

E. LEARNING METHODS
   ➢ Scientific approach,
   ➢ Question and answer,
   ➢ Discussion,
   ➢ Practice.

F. LEARNING MEDIA
   ➢ PowToon video,
   ➢ Laptop,

> ➢ Song.

G. LEARNING RESOURCE

> ➢ Internet
> ➢ Dictionary
> ➢ Video
> ➢ https://www.youtube.com/watch?v=UdNQpdUaEFs (Song)

H. INSTRUCTIONAL ACTIVITIES

Stages	Activities	Character Values	Times
Pre-activity	a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipandu melalui grup Whatsapp, dan siswa mengisi daftar hadir Online Yang dikirim Guru ke Grup Whatsapp. b. Guru mengecek kesiapan siswa, internet, buku tulis, buku pegangan siswa, kamus, alat tulis. c. Guru memberi tahu aturan yang harus ditaati saat pembelajaran daring. d. Guru memberikan brainstorming dengan memberikan video yang berhubungan dengan materi yg akan dipelajari	a. Courteous and polite. b. Faith and piety towards God. c. Diligence	5 minutes
Learning Core	**(OBSERVING)** a. The teacher gives instructions to students to pay attention to the video that will be displayed and ask students to participate in the learning process. b. Students pay attention to the video displayed by the teacher.	a. Curiosity b. Critical thinking c. Accuracy	60 minutes

	c. Students are expected to be able to imitate utterancesof the expression and their responses		
	d. Students imitating their teacher.		
	e. The teacher replays the video.		
	f. Students are able to mention the expression and the responds contained in the video		
	(QUESTIONING)		
	g. Teacher can state question to students in order to guide them to questioning themselves. For example: *"Okay students, you've watched the video. Now, can you mention the expression of May I based on the video?"*		
	h. Students are asked to mention the expression of "May I"		
	i. Students are given time to discuss with their friends and purpose questions if there is any difficulties in understanding the meaning.		
	(EXPLORING)		
	j. The student mentions the expression that does not appear in the video.		
	(ASSOCIATING/ICE BREAKING)		
	k. The teacher appoints one student (student A) to make 1 "May I" expression, then student A appoints his friend (student B) to respond to the		

	"May I" expression that student A has said. After student B responds, the teacher asks student B to make an expression of another "May I" and then student B chooses his friend (Student C) to respond to the expression from student B and so on. **(COMMUNICATING)** l. The student makes "May I" expression and theresponds. m. The teacher gives a song about "May I". Listen and singing together n. Students listen to the song and singing together. o. The teacher asks the student to memorize the song, and sing the song at the next meeting.		
Post-activity	a. The teacher ask the students about their feeling for the lesson b. Teacher invite students to conclude the lesson c. The teacher tells the next material for next meeting d. Teacher ends the class.	a. Openness b. Courteous, polite, faith and piety towards God	5 minutes

2. Lesson Plan for Control Class

Lesson Plan

School   : SDN 3 Banjar Jawa

Subject   : English

Class/Semester   : IV/2 (Control Class)

Topic   : Animals

Standard competency : Reading

Time Allotment   : 2 x 35 minutes

A. CORE COMPETENCIES

  K.1   : Appreciating and practicing the religious values held by students.

  K.2   :Respecting and putting in to practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.

  K.3   : Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.

  K.4   :Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

B. BASIC COMPETENCIES AND INDICATORS

Basic Competencies	Indicators of Competency Achievement
3.2. Spelling very simple and acceptable English utterances with correct punctuation that involves: very simple words, phrases and sentences	**3.2.1.**Pronounce words, phrases and sentences correctly. **3.2.2.**Read words, phrases and sentences with the correct intonation. **3.2.3.**Reading aloud properly and correctly
4.2. Understanding sentences and very simple written message.	**4.2.1.** Identifying various information in sentences is very simple **4.2.2.** Identifying various information in the dialogue

C. LEARNING OBJECTIVES

Students are aimed at getting used to communicate using simple Englishby spelling very simple and acceptable English utterances with correct punctuation that involves: very simple words, phrases and sentences politely and with gentle, care, truly, with great responsibility.So, students can be cooperative, disciplined, and responsible in communicating with others.In addition, students can also develop their critical thinking, communication, collaboration and creativity (4C).

D. LEARNING MATERIALS

   l. Cat
   m. Dog
   n. Rabbit
   o. Horse
   p. Cow
   q. Pig
   r. Bird
   s. Duck

t. Goose

u. Sheep

v. Etc.

12. Social Function

Students are expected to be able to build closeness to peers, people around, teachers, or parents

13. Example of Animals
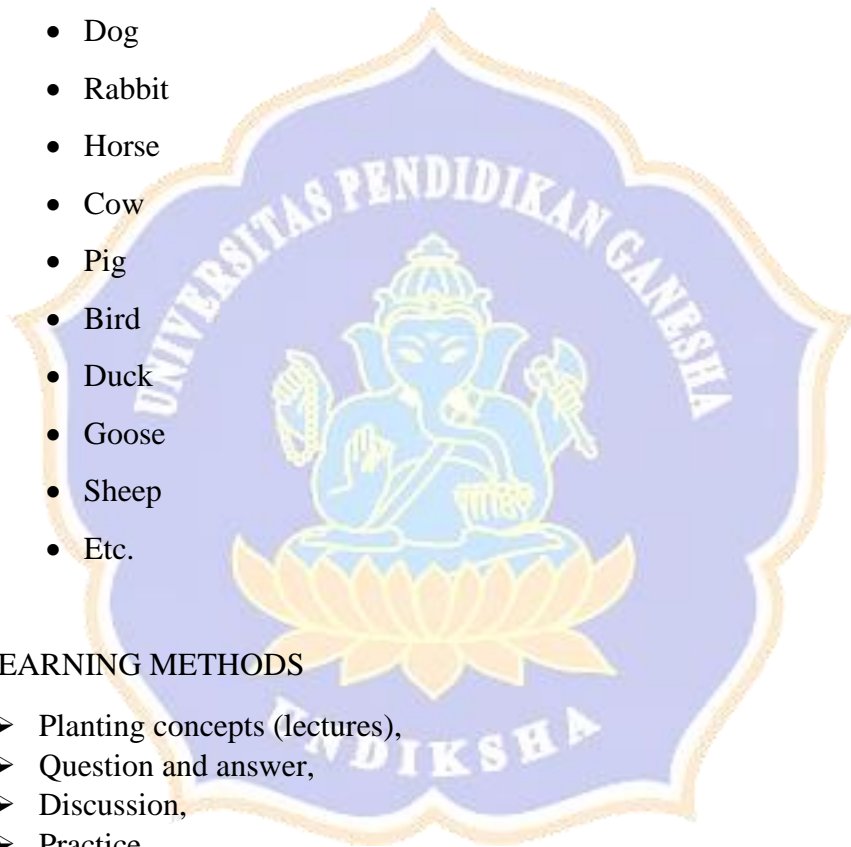
- Cat
- Dog
- Rabbit
- Horse
- Cow
- Pig
- Bird
- Duck
- Goose
- Sheep
- Etc.

E. LEARNING METHODS

➢ Planting concepts (lectures),
➢ Question and answer,
➢ Discussion,
➢ Practice.

F. LEARNING MEDIA

➢ PPT slides,

➢ Laptop,

➢ Song.

G. LEARNING RESOURCE

- ➢ Internet

- ➢ Dictionary

- ➢ https://www.youtube.com/watch?v=pWepfJ-8XU0 (Song)

H. INSTRUCTIONAL ACTIVITIES

Stages	Activities	Character Values	Times
Pre-activity	a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipandu melalui grup Whatsapp, dan siswa mengisi daftar hadir Online Yang dikirim Guru ke Grup Whatsapp. b. Guru mengecek kesiapan siswa, internet, buku tulis, buku pegangan siswa, kamus, alat tulis. c. Guru memberi tahu aturan yang harus ditaati saat pembelajaran daring. d. Guru memberikan brainstorming dengan memberikan video yang berhubungan dengan materi yg akan dipelajari.	g. Courteous and polite. h. Faith and piety towards God. i. Diligence	5 minutes
Learning Core	**(OBSERVING)** a. The teacher gives instructions to students to pay attention to the slides that will be displayed and ask students to participate in the learning process. b. Students pay attention to the slides displayed by the teacher. c. Students are expected to be able to imitate utterancesof the expression and their responses	a. Curiosity b. Critical thinking c. Accuracy	60 minutes

107

	d. Students imitating their teacher. **(QUESTIONING)** e. Teacher can state question to students in order to guide them to questioning themselves. For example: *"Okay students, you've saw the slides. Now, can you mention the animalsinformation based on the slides?"* f. Students are asked to mention about the information of animals in the slides. **(EXPLORING)** g. The student mentions animals that do not in the slides. h. Students are given time to discuss with their friends and purpose questions if there is any difficulties in understanding the meaning. **(ASSOCIATING/ICE BREAKING)** i. The teacher gives a song about animals. Listen and singing together j. Students listen to the song and singing together. i. The teacher asks the student to memorize the song, and sing the song at the next meeting.		
Post-activity	a. The teacher ask the students about their feeling for the lesson b. Teacher invite students to conclude the lesson	a. Openness b. Courteous, polite, faith and piety	5 minutes

	c. The teacher tells the next material for next meeting d. Teacher ends the class.	towards God	

Appendix 05. Posttest Instrument

Instrument Post-test

<div align="center">

LEMBAR SOAL

</div>

Imperative sentence

1. Show me your pen!

2. Show me your fingers!

3. Touch your nose!

4. Raise your hand!

5. Show me how's bird's sound

6. Show me how's dog's gesture

7. Show me how's snake's gesture

May I

8. (Student A) You want to go to (student B)'s house, how do you tell your friend? And (student B) how do you respond?

9. (Student A) You want to see (Student B)'s pet, how do you tell your friend? And how do you respond?

10. (Student A) You want to know (Student B)'s pet name, how do you tell your friend? And (Student B) how do you respond?

11. (Student A) You want to see (Student B)'s book, how do you tell your friend? And (Student B) how do you respond?

12. (Student A) You want to borrow (Student B)'s pen, how do you tell your friend? And (Student B) how do you respond?

13. (Student A) You want to see (Student B)'s pencil case, how do you tell your friend? And (Student B) how do you respond?

Reading: Animals

14. This animal lives in the farm and produce milk. It has four legs and It sounds "Moo". What animal is that?

15. The color of this animal is white and black. It has four legs and it has eye bags. They are love to eats bamboo. What animal is that?

16. This animal has four legs and makes a "bark", "woof" sound. It often chases cats and some of you may have this animal as a pet. What animal is that?

17. This animal has four legs and makes a "meow" sound. It is a fury animal that has a long tail and sharp claws. It often kept as a pet. What animal is that?

18. This animal lives in the jungle and the king of jungle. It is a carnivore. It has four legs and sharp claws. It makes a "roar" sound. What animal is that?

Writing: Clothes

Blank words

19. Shoes = Sh_ _s

20. Jacket = J_ck_t

21. Hat = H_t

22. Shirt = Sh_ _t

23. Socks = S_ _ks

24. Cap = Ca_

Jumbled words

25. Jacket – I –blue – wear – a= I wear a blue jacket

26. Black –wear – I – a – t-shirt= I wear a black t-shirt

27. I – tie – have – red– a= I have a red tie

28. Skirt – a – have – yellow – I= I have a yellow skirt

29. Red – a – don't – I –jacket – have= I don't have a red jacket

30. White – have –shirt– a – don't – I= I don't have a white shirt

Appendix 06. Instrument of Interview Guide

Instrument of Interview Guide

1. Bagaimana perasaan anda ketika belajar dengan menggunakan media Powtoon? Mengapa demikian?

2. Apakah anda merasa lebih antusias belajar dengan Powtoon video dari pada belajar dengan metode biasa? Kenapa merasa lebih antusias belajar dengan powtoon dari pada konvensional?

3. Bagaimana menurut anda belajar bahasa Inggris dengan menggunkan media Powtoon? Mengapa demikian?

4. Apakah powtoon membuat anda lebih mudah memahami arti kata dalam bahasa inggris? Kenapa bisa lebih mudah memahami?

5. Apakah anda lebih mudah berkonsentrasi saat belajar Bahasa Inggris dengan menonton video Powtoon? Mengapa demikian?

6. Apa sikap disiplin yang anda lakukan dalam belajar Bahasa Inggris dengan Powtoon?

7. Apakah anda jujur dalam mengerjakan assignment?

Appendix 07. Powtoon Instrument

1. Imperatives sentence

Sit down, please!

All right.

CREATED USING
POWTOON

2. Animals

IT SOUNDS
"GUUKK GUUKK GUKK"

DO YOU KNOW DOG?

DOG

CREATED USING
POWTOON

3. Clothes

The color is green $\longrightarrow$

This is a skirt $\longrightarrow$

CREATED USING
POWTOON

4. May I

Appendix 08. Student's Middle Test Score 2020/2021

NO	Experiment Class	Control Class
1	80	73
2	83	97
3	100	70
4	100	77
5	80	93
6	90	100
7	90	90
8	93	90
9	97	100
10	77	97
11	97	93
12	97	93
13	97	100
14	70	97
15	97	97
16	93	83
17	93	97
18	77	93
19	93	97
20	77	97
21	97	93
22	97	77
23	83	97
24	97	83
25	100	97
26	87	90
27	80	97
28	97	100
29	77	70
30	90	91

Appendix 09. Students' Answer of Post-test
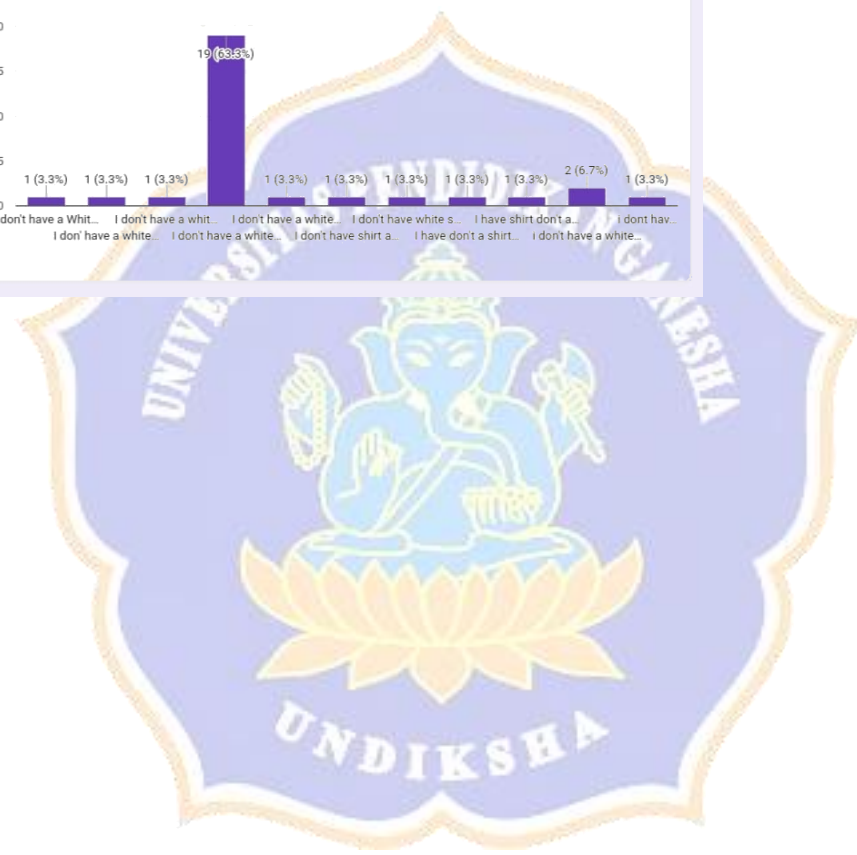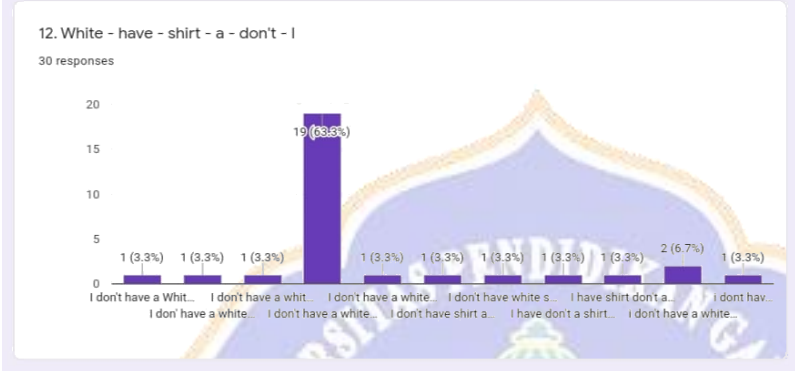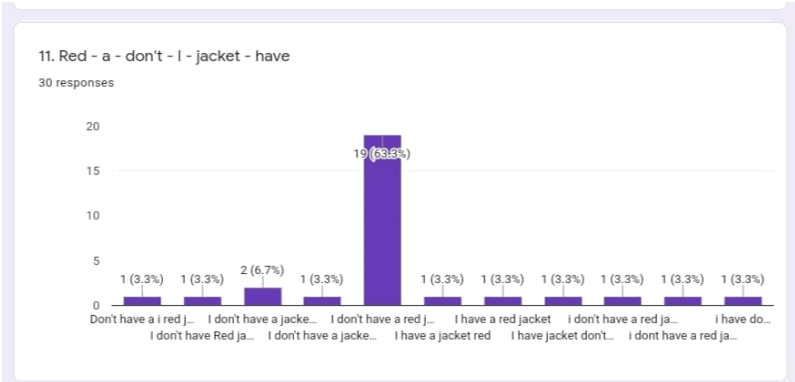
1. Experimental Class

11. Red - a - don't - I - jacket - have

30 responses

12. White - have - shirt - a - don't - I

30 responses

116

2. Control Class

1. Sh_ _s
30 responses

- Shoes — 25 (83.3%)
- Shoos — 1 (3.3%)
- shoes — 4 (13.3%)

6. Ca_
30 responses

- Cap — 24 (80%)
- Cat — 1 (3.3%)
- cap — 5 (16.7%)

2. J_ck_t
30 responses

- Jacket — 23 (76.7%)
- Jacket — 1 (3.3%)
- Jecket — 1 (3.3%)
- jacket — 5 (16.7%)

7. Jacket - I - blue - a- wear
30 responses

- I wear a blue jacket — 21 (70%)
- I wear a blue jacket — 2 (6.7%)
- I wear blue jacket — 1 (3.3%)
- I wear jacket a blue — 1 (3.3%)
- Wear a I blue jacket — 1 (3.3%)
- I wear a blue jacket — 3 (10%)
- I wear a blue jac... — 1 (3.3%)

3. H_t
30 responses

- Hat — 24 (80%)
- Hat — 1 (3.3%)
- hat — 5 (16.7%)

8. Black - wear - I - a - t-shirt
30 responses

- I wear a black t-shirt — 1 (3.3%)
- I wear a black t-shirt — 1 (3.3%)
- I wear a black t-shirt — 15 (50%)
- I wear a black t-shirt — 1 (3.3%)
- I wear a t-shirt black — 1 (3.3%)
- I wear a black t-shirt — 1 (3.3%)
- I wear black t-shirt — 6 (20%)
- I wear at black shirt — 1 (3.3%)
- I wear a black t-shirt — 2 (6.7%)
- Wear a I black t-shirt — 1 (3.3%)
- I wear a bl... — 1 (3.3%)

4. S_ _rt
30 responses

- Shirt — 25 (83.3%)
- shirt — 5 (16.7%)

9. I - tie - have - red - a
30 responses

- I have a red tie — 17 (56.7%)
- I have a red tie — 3 (10%)
- I have a tie red — 1 (3.3%)
- I have red tie — 6 (20%)
- I have a red tie — 1 (3.3%)
- I have a red tie — 2 (6.7%)

5. S_ _ks
30 responses

- Shoes — 1 (3.3%)
- Snobs — 1 (3.3%)
- Socks — 22 (73.3%)
- Scoks — 1 (3.3%)
- socks — 5 (16.7%)

10. Skirt - a - have - yellow - I
30 responses

- I have a yellow skirt — 24 (80%)
- I have a yellow skirt — 1 (3.3%)
- I have yellow skirt — 1 (3.3%)
- I have a yellow skirt — 1 (3.3%)
- I have a yellow skirt — 2 (6.7%)
- I have a yellow skirt — 1 (3.3%)

117

11. Red - a - don't - I - jacket - have

30 responses

12. White - have - shirt - a - don't - I

30 responses

118

Appendix 10. SPSS Tests data after treatment

Kelompok Eksperimen (KE) dan Kelompok Kontrol (KK)

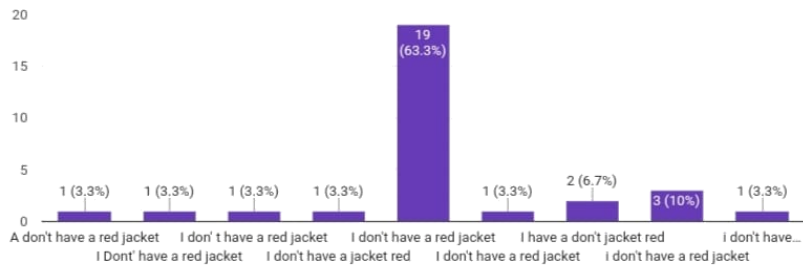| NO	LISTENING		SPEAKING		READING		WRITING		TOTAL	
	KE	KK	KE	KK	KE	KK	KE	KK	KE	KK
1	86	86	79	67	80	60	100	83	86	74
2	86	86	83	67	80	70	100	92	87	79
3	86	86	83	83	90	80	100	83	90	83
4	86	86	88	50	90	60	100	92	91	72
5	100	86	92	50	90	70	100	92	95	74
6	86	100	83	92	70	90	92	92	83	93
7	100	86	92	58	90	60	100	92	95	74
8	100	86	92	67	80	60	100	83	93	74
9	86	86	88	83	90	70	83	92	87	83
10	100	100	83	92	80	60	92	92	89	86
11	86	86	88	58	90	70	100	83	91	74
12	100	86	92	83	80	90	83	92	89	88
13	86	100	83	92	80	90	100	92	87	93
14	100	86	92	67	90	80	100	83	95	79
15	86	86	83	58	80	90	92	92	85	81
16	100	86	92	75	90	60	92	92	93	78
17	100	86	92	58	70	60	92	75	88	70
18	100	86	92	67	90	70	100	83	95	76
19	86	100	79	92	90	90	92	92	87	93
20	86	86	83	67	70	60	92	92	83	76
21	100	86	83	50	70	80	83	92	84	77
22	86	86	79	83	90	60	100	92	89	80
23	86	86	83	67	70	60	92	92	83	76
24	100	86	92	50	90	80	100	75	95	73
25	100	86	92	67	90	60	92	75	93	72
26	100	86	96	75	70	70	92	83	89	79
27	100	86	92	67	90	60	92	83	93	74
28	86	86	79	58	70	80	100	75	84	75
29	100	86	92	92	90	90	92	83	93	88
30	86	86	83	75	70	80	100	75	85	79
M	93	88	87	70	82	72	95	86	89	79
SD	7	5	5	14	9	12	6	6	4	7

Appendix 11. Normality Test before Treatment

EXAMINE VARIABLES=Hasil BY Kelas
 /PLOT BOXPLOT STEMLEAF NPPLOT
 /COMPARE GROUPS
 /STATISTICS DESCRIPTIVES
 /CINTERVAL 95
 /MISSING LISTWISE
 /NOTOTAL.

Explore

Notes		
Output Created		19-JUN-2021 07:12:41
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		EXAMINE VARIABLES=Hasil BY Kelas /PLOT BOXPLOT STEMLEAF NPPLOT /COMPARE GROUPS /STATISTICS DESCRIPTIVES /CINTERVAL 95 /MISSING LISTWISE /NOTOTAL.
Resources	Processor Time	00:00:22.14
	Elapsed Time	00:01:53.43

Kelas

Case Processing Summary						
	Kelas	Cases				
		Valid		Missing		Total
		N	Percent	N	Percent	N
Hasil Belajar Siswa	Kelas Eksperimen	30	100.0%	0	0.0%	30
	Kelas Kontrol	30	100.0%	0	0.0%	30

Case Processing Summary		
	Kelas	Cases
		Total
		Percent
Hasil Belajar Siswa	Kelas Eksperimen	100.0%
	Kelas Kontrol	100.0%

Descriptives				Statistic
Hasil Belajar Siswa	Kelas Eksperimen	Mean		89.53
		95% Confidence Interval for Mean	Lower Bound	86.24
			Upper Bound	92.82
		5% Trimmed Mean		89.91
		Median		93.00
		Variance		77.706
		Std. Deviation		8.815
		Minimum		70
		Maximum		100
		Range		30
		Interquartile Range		17
		Skewness		-.601
		Kurtosis		-.968
	Kelas Kontrol	Mean		90.97
		95% Confidence Interval for Mean	Lower Bound	87.55
			Upper Bound	94.39
		5% Trimmed Mean		91.63
		Median		93.00
		Variance		83.895
		Std. Deviation		9.159
		Minimum		70
		Maximum		100
		Range		30
		Interquartile Range		9
		Skewness		-1.226
		Kurtosis		.368

Descriptives				Std. Error
Hasil Belajar Siswa	Kelas Eksperimen	Mean		1.609
		95% Confidence Interval for Mean	Lower Bound	
			Upper Bound	
		5% Trimmed Mean		
		Median		
		Variance		
		Std. Deviation		
		Minimum		
		Maximum		
		Range		
		Interquartile Range		
		Skewness		.427
		Kurtosis		.833
	Kelas Kontrol	Mean		1.672
		95% Confidence Interval for Mean	Lower Bound	
			Upper Bound	
		5% Trimmed Mean		
		Median		
		Variance		
		Std. Deviation		

		Minimum	
		Maximum	
		Range	
		Interquartile Range	
		Skewness	.427
		Kurtosis	.833

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk	
		Statistic	df	Sig.	Statistic	df
Hasil Belajar Siswa	Kelas Eksperimen	.202	30	.003	.880	30
	Kelas Kontrol	.225	30	.000	.811	30

Tests of Normality

	Kelas	Shapiro-Wilk[a]
		Sig.
Hasil Belajar Siswa	Kelas Eksperimen	.003
	Kelas Kontrol	.000
a. Lilliefors Significance Correction		

Hasil Belajar Siswa

Stem-and-Leaf Plots

Hasil Belajar Siswa Stem-and-Leaf Plot for

Kelas= Kelas Eksperimen

Frequency   Stem & Leaf

   1.00   7 . 0

   4.00   7 . 7777

   5.00   8 . 00033

   1.00   8 . 7

   7.00   9 . 0003333

   9.00   9 . 777777777

   3.00   10 . 000

 Stem width: 10

 Each leaf: 1 case(s)

Hasil Belajar Siswa Stem-and-Leaf Plot for

Kelas= Kelas Kontrol

Frequency   Stem & Leaf

 5.00 Extremes   (=<77)

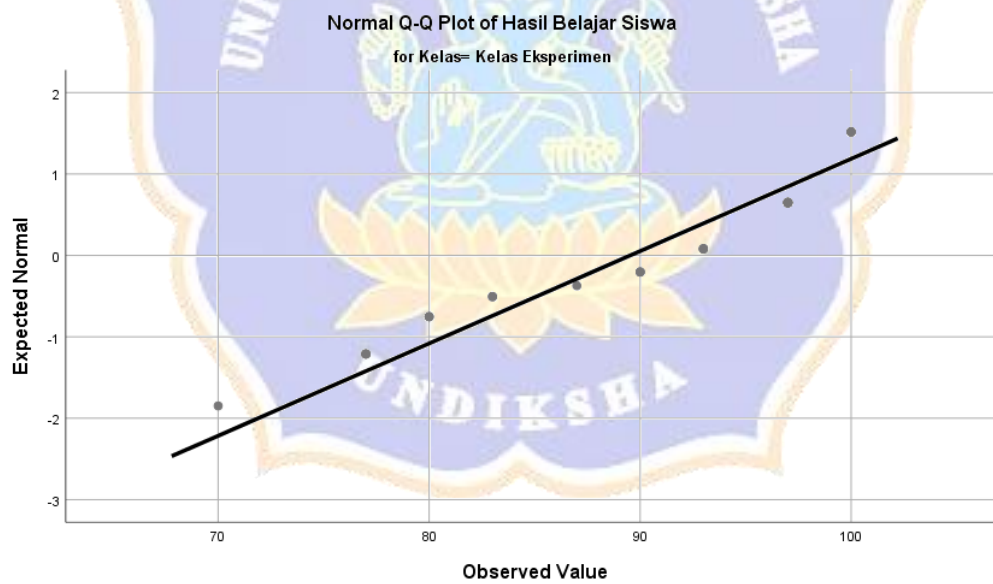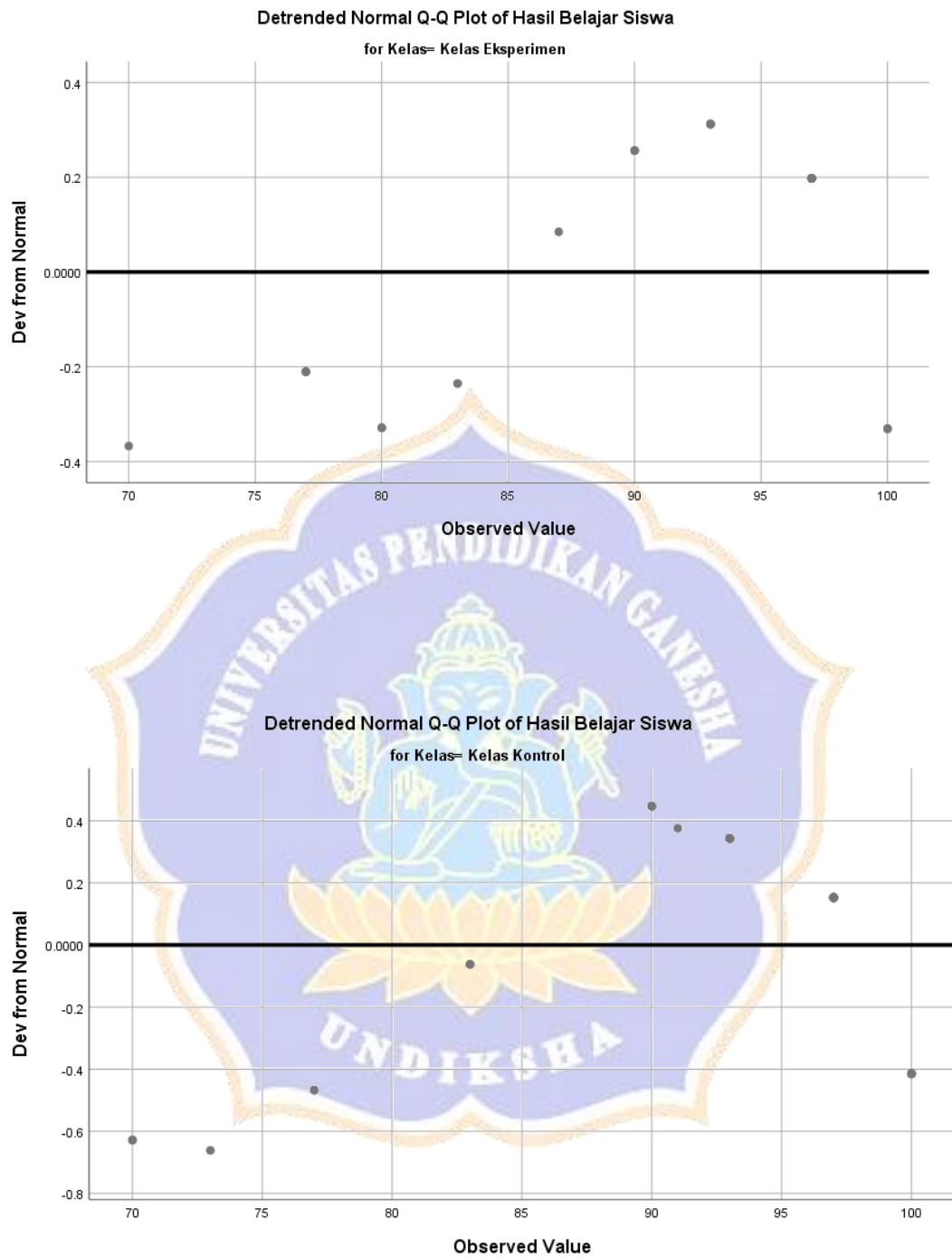 2.00   8 . 33

  .00   8 .

 9.00   9 . 000133333

 10.00   9 . 7777777777

 4.00   10 . 0000

Stem width: 10

Each leaf: 1 case(s)

Normal Q-Q Plots

Detrended Normal Q-Q Plots

Detrended Normal Q-Q Plot of Hasil Belajar Siswa
for Kelas= Kelas Eksperimen

Detrended Normal Q-Q Plot of Hasil Belajar Siswa
for Kelas= Kelas Kontrol

Appendix 12. Homogenity Test before Treatment

EXAMINE VARIABLES=Hasil BY Kelas
 /PLOT BOXPLOT STEMLEAF SPREADLEVEL
 /COMPARE GROUPS
 /STATISTICS DESCRIPTIVES
 /CINTERVAL 95
 /MISSING LISTWISE
 /NOTOTAL.

Explore

Notes		
Output Created		19-JUN-2021 07:20:22
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		EXAMINE VARIABLES=Hasil BY Kelas /PLOT BOXPLOT STEMLEAF SPREADLEVEL /COMPARE GROUPS /STATISTICS DESCRIPTIVES /CINTERVAL 95 /MISSING LISTWISE /NOTOTAL.
Resources	Processor Time	00:00:03.14
	Elapsed Time	00:00:02.42

Warnings

The regression slope of the spread vs.level plot for Hasil Belajar Siswa*Kelas cannot be computed because there are not enough unique spread/level pairs.

Kelas

Case Processing Summary						
	Kelas	Cases				
		Valid		Missing		Total
		N	Percent	N	Percent	N

Hasil Belajar Siswa	Kelas Eksperimen	30	100.0%	0	0.0%	30
	Kelas Kontrol	30	100.0%	0	0.0%	30

Case Processing Summary

	Kelas	Cases
		Total
		Percent
Hasil Belajar Siswa	Kelas Eksperimen	100.0%
	Kelas Kontrol	100.0%

Descriptives

	Kelas			Statistic
Hasil Belajar Siswa	Kelas Eksperimen	Mean		89.53
		95% Confidence Interval for Mean	Lower Bound	86.24
			Upper Bound	92.82
		5% Trimmed Mean		89.91
		Median		93.00
		Variance		77.706
		Std. Deviation		8.815
		Minimum		70
		Maximum		100
		Range		30
		Interquartile Range		17
		Skewness		-.601
		Kurtosis		-.968
	Kelas Kontrol	Mean		90.97
		95% Confidence Interval for Mean	Lower Bound	87.55
			Upper Bound	94.39
		5% Trimmed Mean		91.63
		Median		93.00
		Variance		83.895
		Std. Deviation		9.159
		Minimum		70
		Maximum		100
		Range		30
		Interquartile Range		9
		Skewness		-1.226
		Kurtosis		.368

Descriptives

	Kelas			Std. Error
Hasil Belajar Siswa	Kelas Eksperimen	Mean		1.609
		95% Confidence Interval for Mean	Lower Bound	
			Upper Bound	
		5% Trimmed Mean		
		Median		
		Variance		
		Std. Deviation		
		Minimum		
		Maximum		
		Range		

		Interquartile Range		
		Skewness		.427
		Kurtosis		.833
	Kelas Kontrol	Mean		1.672
		95% Confidence Interval for Mean	Lower Bound	
			Upper Bound	
		5% Trimmed Mean		
		Median		
		Variance		
		Std. Deviation		
		Minimum		
		Maximum		
		Range		
		Interquartile Range		
		Skewness		.427
		Kurtosis		.833

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.139	1	58	.710
	Based on Median	.186	1	58	.668
	Based on Median and with adjusted df	.186	1	57.405	.668
	Based on trimmed mean	.172	1	58	.680

Hasil Belajar Siswa

Stem-and-Leaf Plots

Hasil Belajar Siswa Stem-and-Leaf Plot for

Kelas= Kelas Eksperimen

```
 Frequency   Stem &  Leaf

   1.00      7 .  0

   4.00      7 .  7777

   5.00      8 .  00033

   1.00      8 .  7

   7.00      9 .  0003333

   9.00      9 .  777777777

   3.00     10 .  000
```

Stem width: 10

Each leaf: 1 case(s)
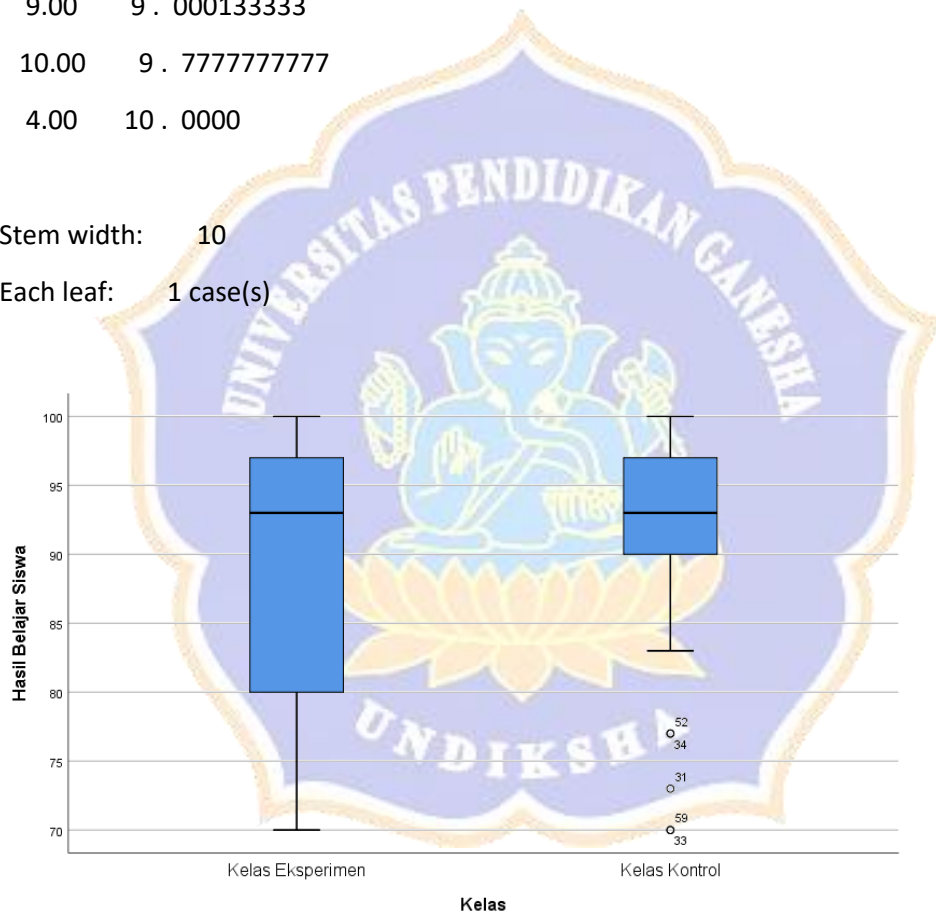
Hasil Belajar Siswa Stem-and-Leaf Plot for

Kelas= Kelas Kontrol

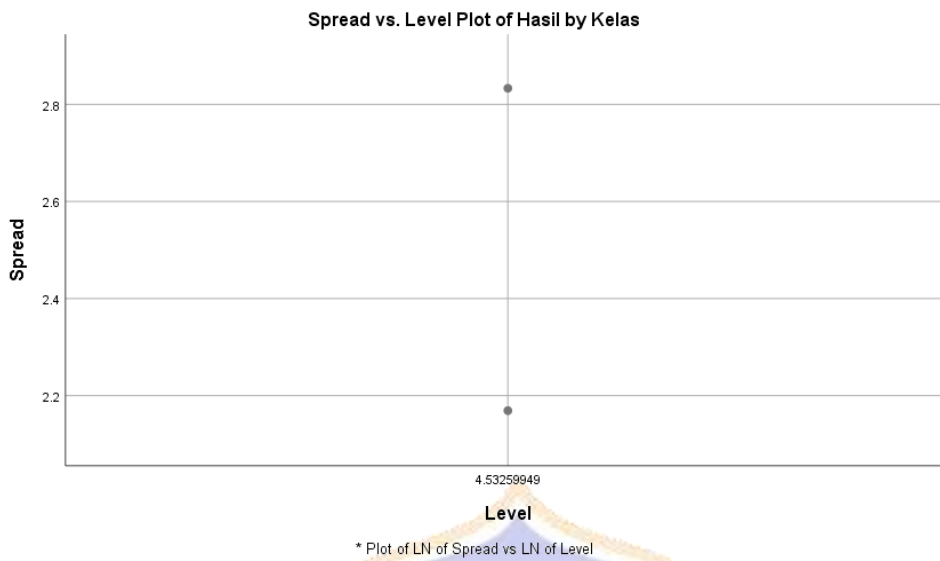 Frequency   Stem & Leaf

   5.00 Extremes   (=<77)

   2.00   8 . 33

    .00   8 .

   9.00   9 . 000133333

  10.00   9 . 7777777777

   4.00   10 . 0000

Stem width: 10

Each leaf: 1 case(s)

Spread vs. Level Plot of Hasil by Kelas

* Plot of LN of Spread vs LN of Level

Appendix 13. U Mann-Whitney Test before Treatment

NPAR TESTS
 /M-W= Hasil BY Kelas(1 2)
 /MISSING ANALYSIS.

NPar Tests

Notes		
Output Created		19-JUN-2021 07:40:54
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.
Syntax		NPAR TESTS /M-W= Hasil BY Kelas(1 2) /MISSING ANALYSIS.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.03
	Number of Cases Allowed[a]	449389
a. Based on availability of workspace memory.		

Mann-Whitney Test

Ranks				
	Kelas	N	Mean Rank	Sum of Ranks
Hasil Belajar Siswa	Kelas Eksperimen	30	28.95	868.50
	Kelas Kontrol	30	32.05	961.50
	Total	60		

Test Statistics[a]	
	Hasil Belajar Siswa
Mann-Whitney U	403.500
Wilcoxon W	868.500
Z	-.701
Asymp. Sig. (2-tailed)	.483
a. Grouping Variable: Kelas	

Appendix 14. Normality, Homogenety, and U Mann-Whitney Test after Treatment

EXAMINE VARIABLES=Hasil BY Kelas
 /PLOT BOXPLOT STEMLEAF NPPLOT SPREADLEVEL
 /COMPARE GROUPS
 /STATISTICS DESCRIPTIVES
 /CINTERVAL 95
 /MISSING LISTWISE
 /NOTOTAL.

Explore

Notes		
Output Created		27-JUN-2021 10:24:18
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		EXAMINE VARIABLES=Hasil BY Kelas /PLOT BOXPLOT

		STEMLEAF NPPLOT SPREADLEVEL /COMPARE GROUPS /STATISTICS DESCRIPTIVES /CINTERVAL 95 /MISSING LISTWISE /NOTOTAL.
Resources	Processor Time	00:00:10.61
	Elapsed Time	00:00:08.93

[DataSet0]

Kelas

Case Processing Summary						
	Kelas	Cases				
		Valid		Missing		Total
		N	Percent	N	Percent	N
Hasil Belajar Total	Kelas Eksperimen	30	100.0%	0	0.0%	30
	Kelas Kontrol	30	100.0%	0	0.0%	30

Case Processing Summary			
	Kelas	Cases	
		Total	
		Percent	
Hasil Belajar Total	Kelas Eksperimen	100.0%	
	Kelas Kontrol	100.0%	

Descriptives				
	Kelas			Statistic
Hasil Belajar Total	Kelas Eksperimen	Mean		89.23
		95% Confidence Interval for Mean	Lower Bound	87.71
			Upper Bound	90.76
		5% Trimmed Mean		89.26
		Median		89.00
		Variance		16.668
		Std. Deviation		4.083
		Minimum		83
		Maximum		95
		Range		12
		Interquartile Range		7
		Skewness		-.004
		Kurtosis		-1.285
	Kelas Kontrol	Mean		79.10
		95% Confidence Interval for Mean	Lower Bound	76.65
			Upper Bound	81.55
		5% Trimmed Mean		78.80
		Median		77.50
		Variance		43.059
		Std. Deviation		6.562
		Minimum		70
		Maximum		93
		Range		23

		Interquartile Range		9
		Skewness		.949
		Kurtosis		-.014

Descriptives

	Kelas			Std. Error
Hasil Belajar Total	Kelas Eksperimen	Mean		.745
		95% Confidence Interval for Mean	Lower Bound	
			Upper Bound	
		5% Trimmed Mean		
		Median		
		Variance		
		Std. Deviation		
		Minimum		
		Maximum		
		Range		
		Interquartile Range		
		Skewness		.427
		Kurtosis		.833
	Kelas Kontrol	Mean		1.198
		95% Confidence Interval for Mean	Lower Bound	
			Upper Bound	
		5% Trimmed Mean		
		Median		
		Variance		
		Std. Deviation		
		Minimum		
		Maximum		
		Range		
		Interquartile Range		
		Skewness		.427
		Kurtosis		.833

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk	
		Statistic	df	Sig.	Statistic	df
Hasil Belajar Total	Kelas Eksperimen	.155	30	.063	.922	30
	Kelas Kontrol	.173	30	.023	.888	30

Tests of Normality

	Kelas	Shapiro-Wilk[a]
		Sig.
Hasil Belajar Total	Kelas Eksperimen	.030
	Kelas Kontrol	.004
a. Lilliefors Significance Correction		

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Total	Based on Mean	4.167	1	58	.046
	Based on Median	3.196	1	58	.079
	Based on Median and with adjusted df	3.196	1	41.784	.081
	Based on trimmed mean	3.812	1	58	.056

Hasil Belajar Total

Stem-and-Leaf Plots

Hasil Belajar Total Stem-and-Leaf Plot for

Kelas= Kelas Eksperimen

```
Frequency    Stem &  Leaf

   3.00     8 .  333

   4.00     8 .  4455

   5.00     8 .  67777

   5.00     8 .  89999

   3.00     9 .  011

   5.00     9 .  33333

   5.00     9 .  55555

Stem width:      10

Each leaf:     1 case(s)
```

Hasil Belajar Total Stem-and-Leaf Plot for

Kelas= Kelas Kontrol

```
Frequency    Stem &  Leaf

  10.00      7 .  0223444444

  10.00      7 .  5666789999

   4.00      8 .  0133

   3.00      8 .  688

   3.00      9 .  333


Stem width:      10

Each leaf:     1 case(s)
```
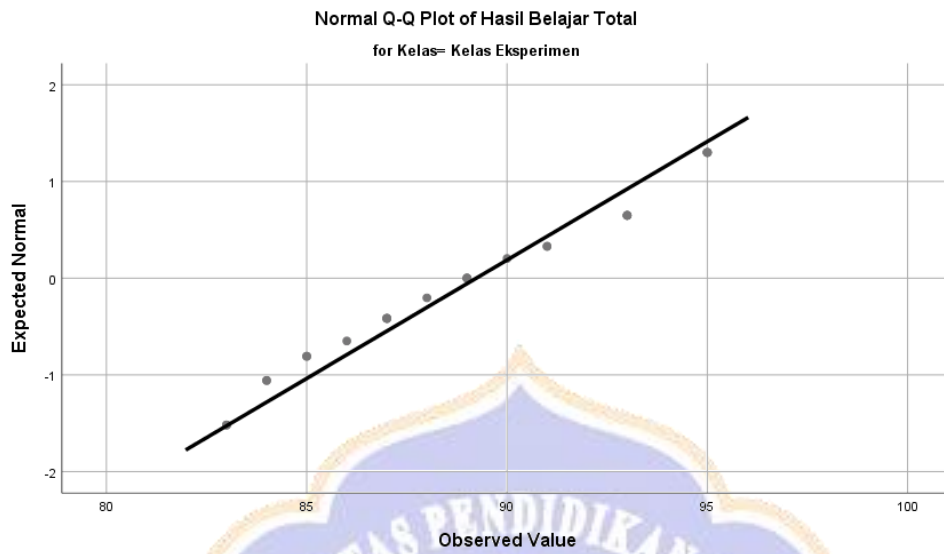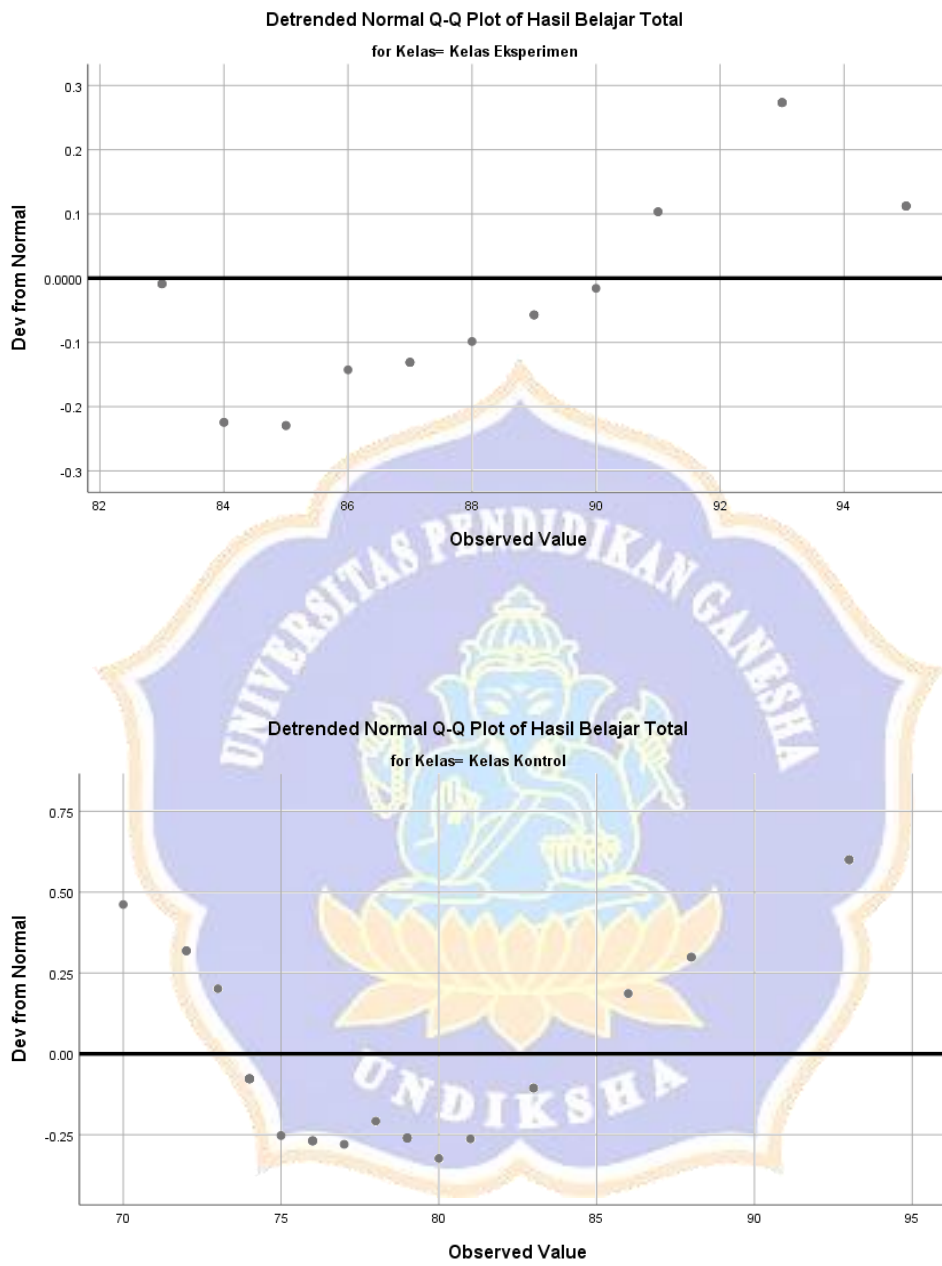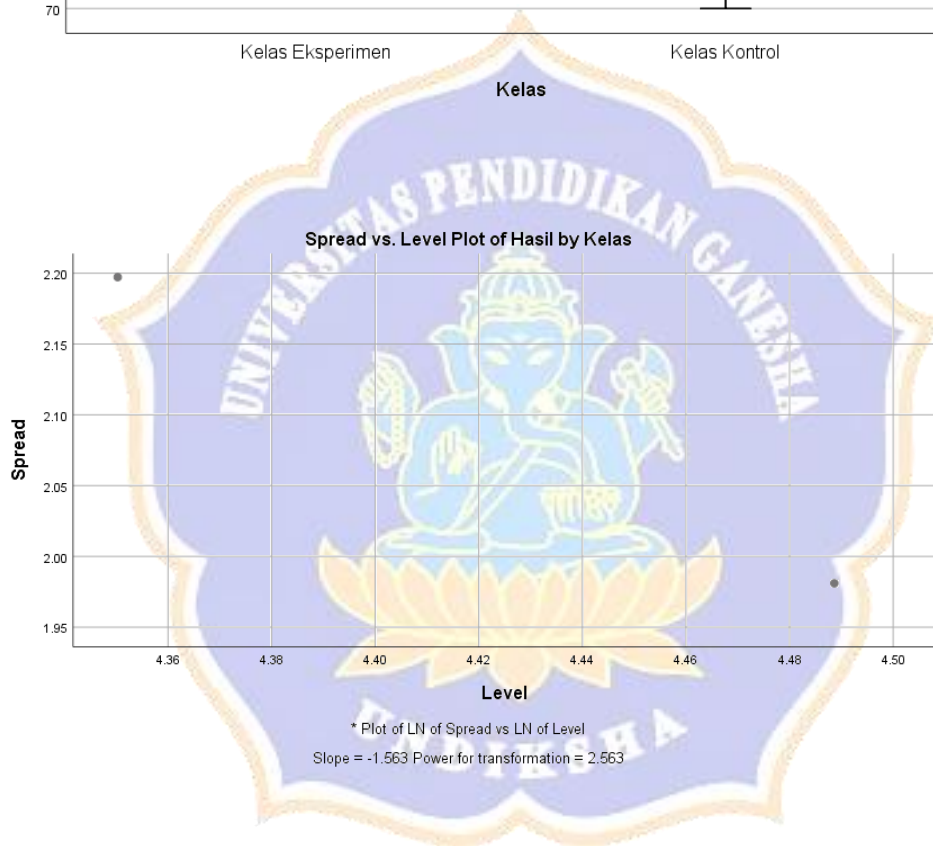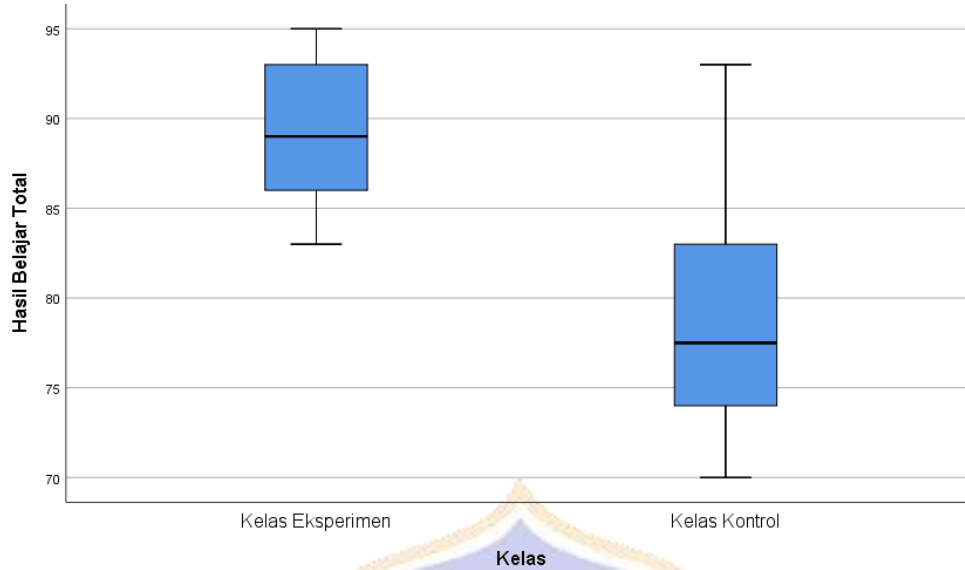
Normal Q-Q Plots

Normal Q-Q Plot of Hasil Belajar Total
for Kelas= Kelas Eksperimen

Normal Q-Q Plot of Hasil Belajar Total
for Kelas= Kelas Kontrol

Detrended Normal Q-Q Plots

Detrended Normal Q-Q Plot of Hasil Belajar Total
for Kelas= Kelas Eksperimen

Detrended Normal Q-Q Plot of Hasil Belajar Total
for Kelas= Kelas Kontrol

* Plot of LN of Spread vs LN of Level
Slope = -1.563 Power for transformation = 2.563
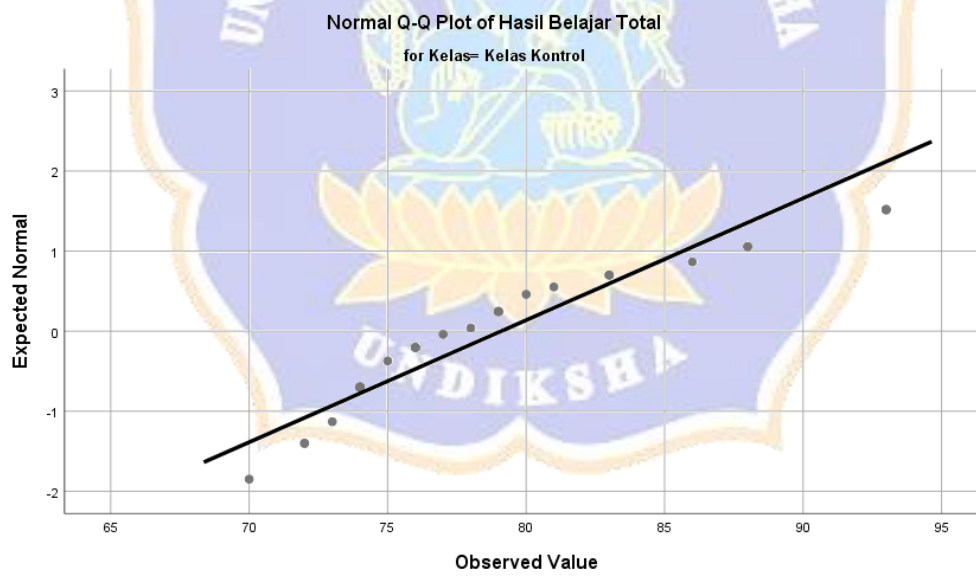
*Nonparametric Tests: Independent Samples.
NPTESTS
 /INDEPENDENT TEST (Hasil) GROUP (Kelas) MANN_WHITNEY
 /MISSING SCOPE=ANALYSIS USERMISSING=EXCLUDE
 /CRITERIA ALPHA=0.05 CILEVEL=95.

Nonparametric Tests

Notes		
Output Created		27-JUN-2021 10:27:31
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>

	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60

Syntax		NPTESTS
		  /INDEPENDENT TEST (Hasil) GROUP (Kelas) MANN_WHITNEY
		  /MISSING SCOPE=ANALYSIS USERMISSING=EXCLUDE
		  /CRITERIA ALPHA=0.05 CILEVEL=95.

Resources	Processor Time	00:00:03.66
	Elapsed Time	00:00:03.17

Null: null

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Hasil Belajar Total is the same across categories of Kelas.	Independent-Samples Mann-Whitney U Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

NPAR TESTS
 /M-W= Hasil BY Kelas(1 2)
 /MISSING ANALYSIS.

NPar Tests

Notes		
Output Created		27-JUN-2021 10:41:27
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	60
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.

139

Syntax		NPAR TESTS /M-W= Hasil BY Kelas(1 2) /MISSING ANALYSIS.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01
	Number of Cases Allowed[a]	449389
a. Based on availability of workspace memory.		

Mann-Whitney Test

Ranks

	Kelas	N	Mean Rank	Sum of Ranks
Hasil Belajar Total	Kelas Eksperimen	30	42.07	1262.00
	Kelas Kontrol	30	18.93	568.00
	Total	60		

Test Statistics[a]

	Hasil Belajar Total
Mann-Whitney U	103.000
Wilcoxon W	568.000
Z	-5.145
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Kelas	
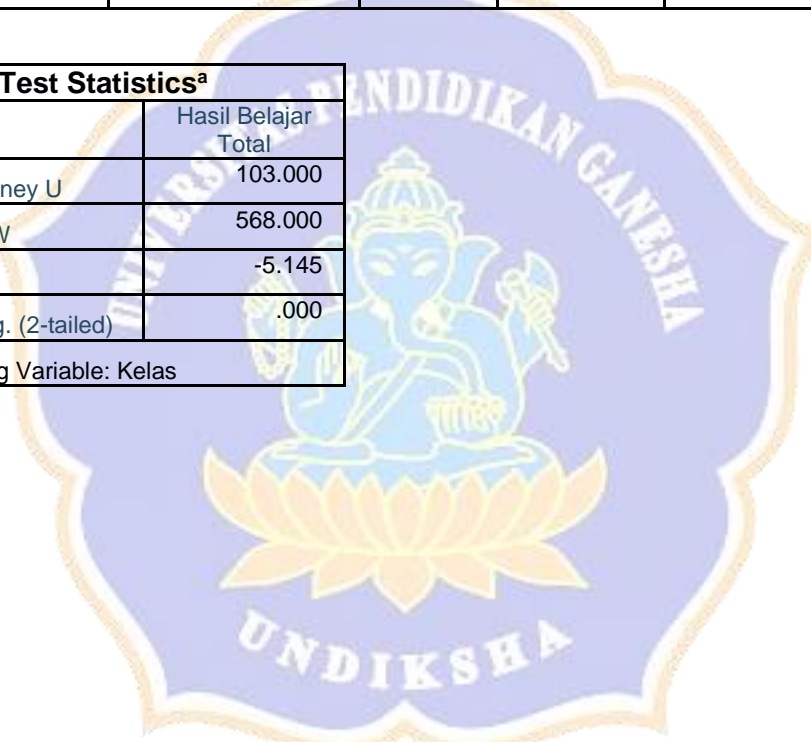
Appendix 15. Sample's Name (Experiment Class)

NO	NAMA SISWA
1	KOMANG ANDRE ARMAWAN
2	PUTU ANGGA SASTRAWAN
3	KETUT APRILIAN DWI PERMANA
4	I GUSTI KETUT ARVIKA SAGHITA A
5	PUTU ARDIANTI PRAMESTYA DEWI
6	MADE AURYN GINALIH RUSMANTARA
7	KADEK AVESTA MAHESWARA WIJAYA
8	MADE DARDA NATHA KUMARA
9	MADE DEMIRA AGUSTANA PUTRI
10	DERY SEPTIYAN VIRGALIS
11	GEDE DHARMA PUTRA WIJAYA
12	NYMN DIMAS TRIBAWANA WIDYA S
13	IDA AYU FEBINA SANTIANI PUTRI
14	HIKA ULANI ASRIL
15	IRFAN ARYA PERMANA
16	PUTU KANAYA ANASSUYA
17	PUTU KENZIE BEATRICIA PARTA N
18	PUTU KINARA AGNYDIVA SUKIADA
19	NANDIA PUTRI IDA AYU KADE
20	PANDE PUTU EKA WIRI SATRIAJI
21	KOMANG PANDU WIROTTAMA P
22	NI MADE RIANTI WIKA OKTAVIA P
23	PUTU SERAVINA ANANDA DELANI
24	GEDE TYO EKA NUGRAHA
25	PUTU VANIA SRI KUSUMA DEWI
26	KADEK WIDHIARTAMA
27	MADE WIRA PRAYOGA
28	GEDE DEVA NANADA DINATA
29	NI PUTU SHEILA PRADNYASWARI SUPARTA
30	NYOMAN VINCENT LAKSMANA

Appendix 16. Sample's Name (Control Class)

NO	NAMA SISWA
1	KETUT ANDRA DINATA KUSUMA RIAWAN
2	PUTU ANGGY MYIESHA AYU
3	GEDE ARYA KUSUMA WIJAYA
4	AYU WULAN KIRANA
5	NI KADEK BELLA PUTRI WIDYASTINI
6	I GEDE DASTAN PRADANADYAKSA
7	MADE DEVI DWIVAYANTI
8	LUH PUTU DEWI SINTIA SARI
9	MADE DINDA OKTARENI
10	IDA AYU PUTU DIKA DIVYA DEWI
11	NI MADE FREDLINE RISTANA LOVELYA
12	PT HINNANT DEVA ADNYANA
13	NI KADEK JENAR LAKSHMI SANJAYA
14	GEDE KENAN VEDANARA DARMANA
15	LUH PUTU KHARISMA ADI SETIANINGSIH
16	I.G.A MARDHI KIRANA SAHWAHITA
17	NYOMAN NADYA TRIWAHYUNI
18	KETU NARYA KINANTA LIANG
19	IDA BAGUS NATHAN BRAMASTHA
20	KOMANG NINDY YULI JAYANTHI
21	KADEK PUSPA WIDIANI
22	GUSTI NGURAH SENA PRATAMA
23	PUTU THEONA DIANDA WIJAYA
24	I MADE WAHYU CANDRA SUTIKA
25	NYOMAN WICHITRANANDA BUDI DARMA
26	I DEWA MADE WIDIATMAJA
27	PUTU WILMA DANUARSA
28	KETUT RIZKI WIRA SAPUTRA
29	KADEK ABHIKA PRADNYANA
30	PUTU JANUAR OKTASENA

Appendix 17. Documentation
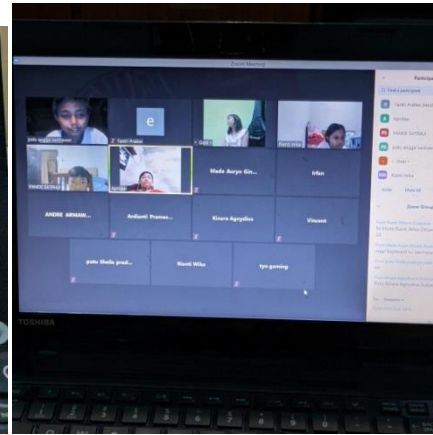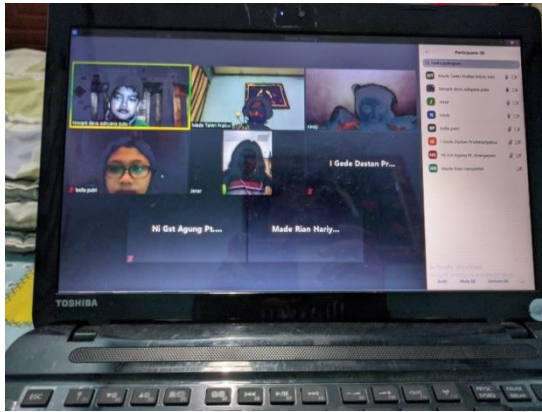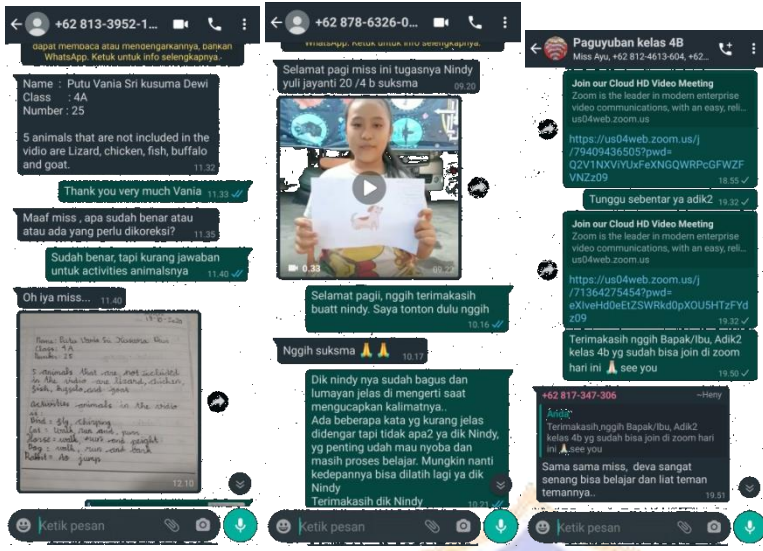
Appendix 18. Riwayat Hidup Penulis

Made Tantri Pratiwi lahir di Singaraja pada tanggal 20April 1998. Penulis lahir dari pasangan suami istri Bapak I Made Danu Budhiarta dan Ibu Ni Made Pujani. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Parikesit II No. 3 Banjar Tegal, Singaraja.

Penulis menyelesaikan pendidikan dasar di SD Lab Undiksha Singaraja dan lulus pada tahun 2010. Kemudian penulis melanjutkan pendidikan di SMP Lab Undiksha Singaraja dan lulus pada tahun 2013. Pada tahun 2016 penulis lulus dari SMA Negeri 4 Singaraja dengan mengambl jurusan Ilmu Bahasa dan Budaya kemudian melanjutkan pendidikan ke jenjang Sarjana pada Program Studi Pendidikan BahasaInggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2021 penulis telah menyelesaikan Skripsi yang berjudul "Character-Based English Edutainment Learning Using Powtoon Media for Fourth-Grade Students in SD Negeri 3 Banjar Jawa"