



APPENDICES



Appendix 1
Attachment Letters

Appendix 1 Attachment Letters

- Research permission from Ganesha University of Education



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET 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 : 2441/UN48.7.1/DT/2021

10 September 2021

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SD Dana Punia Singaraja

di Jl. Pulau Timor No.24, Banyuning, Kec. Buleleng, Kabupaten Buleleng, Bali 81151

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

Nama	: Ni Putu Ayu Niya Loviyani
NIM	: 1812021194
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022

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



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET 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 : 2440/UN48.7.1/DT/2021

10 September 2021

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Dana Punia Singaraja

di Jl. Pulau Timor No.24, Banyuning, Kec. Buleleng, Kabupaten Buleleng, Bali 81151

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

Nama	: Ni Putu Ayu Niya Loviyani
NIM	: 1812021194
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: IMPLEMENTING ONLINE TIC-TAC-TOE GAME IN TEACHING ENGLISH VOCABULARY FOR THE 5th GRADE STUDENTS IN DANA PUNIA ELEMENTARY SCHOOL SINGARAJA

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. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

- Research permission letter from SD Dana Punia Singaraja



YAYASAN DANA PUNIA
SEKOLAH DASAR DANA PUNIA SINGARAJA

Jalan Pulau Timor No. 24 Banyuning Barat, Singaraja

SURAT KETERANGAN

Nomor : 0139/SDDPS/IX/2021

Yang bertandatangan di bawah ini Kepala SD Dana Punia Singaraja, Kecamatan Buleleng, Kabupaten Buleleng:

Nama : I Putu Ari Sudiada, M.Pd.
NIP : -
Jabatan : Kepala Sekolah
Unit Kerja : SD Dana Punia Singaraja

Menerangkan bahwa:

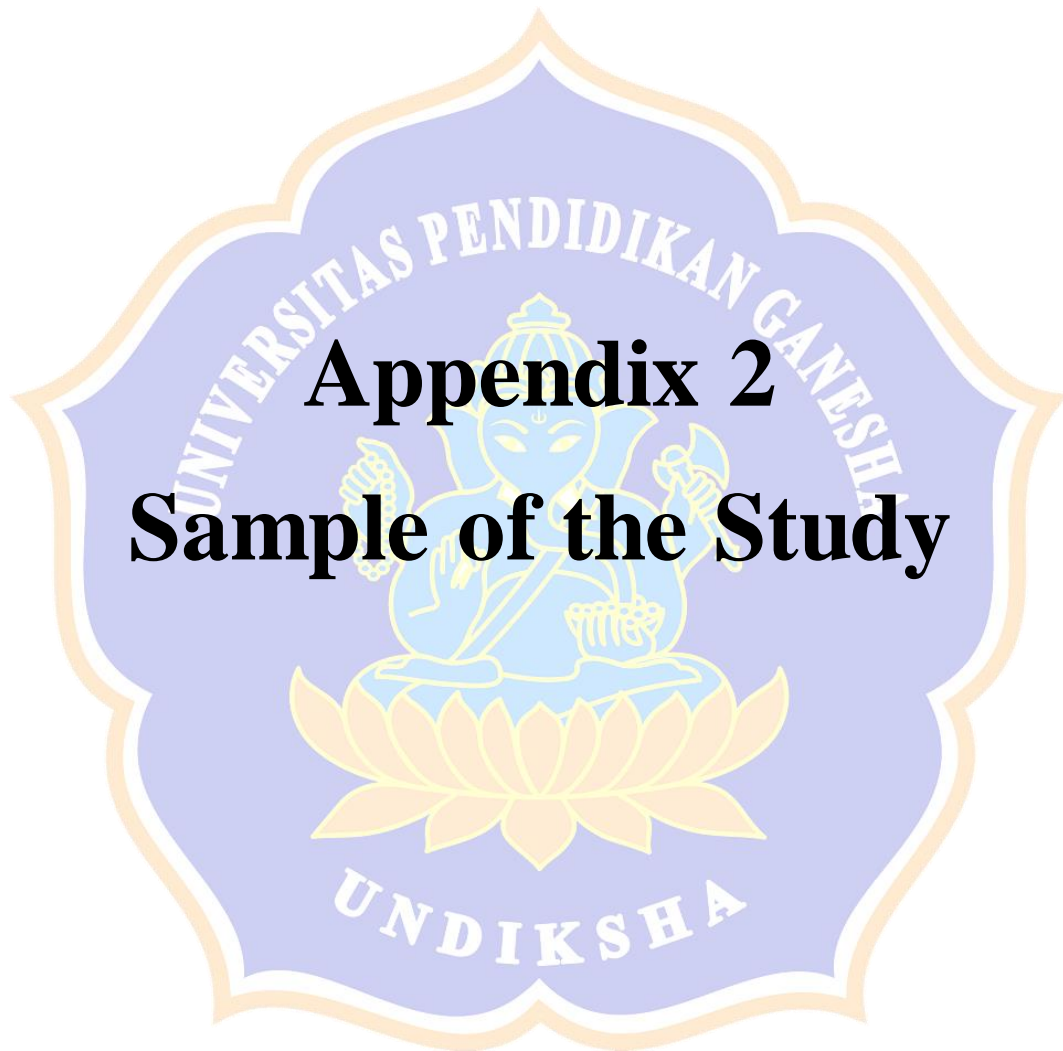
Nama : Ni Putu Ayu Niya Loviyani
NIM : 1812021194
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris

Dengan ini kami memberikan ijin kepada mahasiswa di atas untuk melaksanakan Penelitian di Sekolah Dasar Dana Punia Singaraja.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 20 September 2021
Kepala SD Dana Punia Singaraja

I Putu Ari Sudiada, M.Pd.
NIP. -



Appendix 2

Sample of the Study

Appendix 2 Sample of the study

- Students' sample for the try out (Fifth-grade students of SD 3 Banjar Jawa in academic year 2021/2022)

NO.	NAME
1	Putu Ayu Meli Artini
2	Ananta Caka Iswara Sukawati
3	Putu Arya Manik Putrawan
4	Ni Gusti Putu Ayu Cintya Wahyuni
5	Luh Asri Purnamayani
6	Ngurah Arya Werdi Putra
7	A.A.Ananda Kirana Parameswari
8	Kadek Ari Juni Asrini
9	Putu Anya Permata
10	Komang Aditya Cassanova Adiptha
11	Kadek Billy Lando
12	Putu Briyan Suma Ardana
13	Rastie Gayatri Putri Robin
14	Gede Genta Widiadnyana
15	Komang Indah Trisna Ningsih
16	I Gusti Ngurah Joey Jayadiningrat
17	Kadek Jodhy Adyastha
18	Putu Marven Satria Wibawa
19	Made Mahatma Putra Sudaya
20	Putu Ngurah Randy Agastya. U
21	I Gusti Ayu Putri Ratna Mandala
22	Ni Komang Santhi Devi Wijayanti
23	Putu Sandat Aira Kurniawan
24	Ida Ayu Putu Sekar Rinjani
25	Kadek Teguh Wiweka Nanda
26	Kadek Wrestyana Wiweka.P

27	I Gede Yugananda Pratama Artha
28	Kadek Mahendra Ananda Krsna.S
29	Gede Bimandya Manugraha. K
30	Desak Made Arista Felicia

- Fifth-grade students of SD Dana Punia Singaraja in academic year 2021/2022

NO	NAMA SISWA
1	Aldi Lindiantara Putra Putu
2	Ni Putu Amarpita Gayatrini Dharma
3	Kadek Astra prasetya
4	Ayu Sulastri Luh
5	Desy Nataliani Ketut
6	Hardy Wibawa Putra Kadek
7	Ica Trysna Sugiadnyani Luh Pt
8	Juliani Komang
9	Kevin Adiyasa Ananda Kadek
10	Maya Dev Keyza Ketut
11	Mei Angelina Putu
12	Nadya Aurayani Putu
13	Ketut Ngurah Putra Wicasawa
14	Okta Devia Nalini LuhPutu
15	Riski Tegar Aditya Ketut
16	Rudi Hermawan Made
17	Wilan Wira Adi Kusuma

Appendix 3

Blue Print



Appendix 3 Blue print from SD Dana Punia Singaraja

SILABUS

Satuan Pendidikan : SD Dana Punia Singara

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : V/1

Tujuan : Siswa dapat berinteraksi secara lisan dengan guru dan teman dalam bahasa Inggris sederhana terkait dengan lingkungan terdekat dan sesuai dengan dunia anak-anak.

Tema	Kompetensi Dasar	Sub-Tema	Indikator	Pengalaman Belajar	Penilaian	Alokasi Waktu	Bahan/Sarana/Alat
<i>All About Me</i>	<ol style="list-style-type: none"> 1. Merespons instruksi sangat sederhana secara verbal dalam konteks kelas 2. Memperkenalkan diri dan berkenalan, 3. Membuat <i>mind map</i> 	<i>Self-introduction</i>	<ul style="list-style-type: none"> • Memberikan dan menanyakan nama, hobi, jenjang kelas, alamat, cita-cita, dan usia 	<ul style="list-style-type: none"> • Mendengarkan dan melakukan • Mendengarkan dan mengulangi • Menyanyikan lagu • Memperagakan 	Autentik dengan unjuk kerja (<i>perform</i>)	4 jam pelajaran	Realia yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> • gambar benda

	mengenai diri sendiri dengan menggunakan kosakata yang tepat.	<i>Dream job</i> <i>Hobby</i>	dengan lafal dan ucapan yang benar. <ul style="list-style-type: none"> • Mengeja nama • Membuat <i>mind map</i> sederhana sendiri 		<i>ance)</i>		<ul style="list-style-type: none"> • buku bergambar yang relevan • pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)
School (Direction)	<ol style="list-style-type: none"> 1. Memberikan instruksi petunjuk arah dengan menggunakan bahasa yang tepat. 2. Merespons instruksi sangat sederhana secara verbal mengenai petunjuk arah menuju ruangan di sekolah. 	<i>Imperatives</i> <i>Preposition of place</i> <i>Name of room</i> <i>Ordinal numbers</i>	<ul style="list-style-type: none"> • Menyebutkan ruangan di sekolah, <i>ordinal numbers</i> dan <i>imperative</i> dengan ucapan dan lafal yang benar. • Menjawab pertanyaan mengenai denah ruangan dari gambar peta yang tersedia. • Memberikan dan menanyakan arah menuju ruangan yang 	<ul style="list-style-type: none"> • Mendengarkan dan mengulangi • Mendengarkan dan berbicara (dialog). • Menyanyikan lagu. • Mendengarkan dan melakukan. • Menulis. 	Autentik dengan unjuk kerja (<i>performance/role play</i>)	4 jam pelajaran	<p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa:</p> <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)

			ada di sekolah dengan penggunaan bahasa yang tepat.				
At The Doctor's	<ol style="list-style-type: none"> 1. Mendeskripsikan bagian-bagian tubuh. 2. Merespons instruksi sangat sederhana secara verbal mengenai bagian-bagian tubuh. 3. Menanyakan dan memberikan kabar dengan menggunakan bahasa yang tepat. 4. Mengidentifikasi pesan singkat berisi harapan kesembuhan seseorang dengan menggunakan bahasa yang tepat. 	<p><i>Symptom / illness</i></p> <p><i>Part of body</i></p> <p><i>Sympathy</i></p>	<ul style="list-style-type: none"> • Menyebutkan bagian-bagian tumbuh dan penyakit dengan ucapan dan lafal yang benar. • Merespons instruksi sangat sederhana dengan menyentuh bagian-bagian tubuh dengan tepat. • Mencocokkan penyakit yang disebutkan di dalam rekaman dengan gambar. • Membuat dialog singkat tentang kabar seseorang. • Menjawab 	<ul style="list-style-type: none"> • Menyanyikan lagu • Mendengarkan dan menulis. • Mendengarkan dan melakukan. • Mendengarkan dan mengulangi • Mendengarkan dan mencocokkan • Mendengarkan dan berbicara (dialog). • Menulis. 	Autentik dengan unjuk kerja (<i>performance</i>)	4 jam pelajaran	<p>Realia yang ada di dalam kelas dan benda yang dimiliki siswa:</p> <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan • pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)

			pertanyaan dari pesan singkat dengan tepat.				
<i>Describing People</i>	<ol style="list-style-type: none"> 1. Mendeskripsikan ciri fisik seseorang. 2. Merespons instruksi sangat sederhana mengenai bentuk. 3. Mengidentifikasi seseorang melalui ciri fisiknya. 	<i>Parts of body</i> <i>Adjectives</i>	<ul style="list-style-type: none"> • Menyebutkan ciri fisik seseorang dengan ucapan dan lafal yang benar. • Mencocokkan ciri fisik yang disebutkan di dalam rekaman dengan gambar. • Menggambar orang berdasarkan petunjuk ciri fisiknya dengan benar. • Mengisi teks rumpang. 	<ul style="list-style-type: none"> • Mendengarkan dan mengulangi. • Mendengarkan dan melakukan. • menyanyikan lagu. • Mendengarkan dan berbicara (dialog). • Membaca dan menggambar. 	Autentik dengan unjuk kerja (<i>students drawing & performance</i>)	6 jam pelajaran	Realia yang ada di dalam kelas dan benda yang dimiliki siswa: <ul style="list-style-type: none"> • gambar benda • buku bergambar yang relevan • pemutar audio (<i>mp3 player, CD/DVD player/smartphone</i>)



Appendix 4

Lesson Plan

Appendix 4 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Subject	: English
Class/Semester	: 5/I
Topic	: part of human body
Skill	: Vocabulary
Time Allotment	: 45 minutes

1. LEARNING OBJECTIVE

Students are able to mention the part of body in English correctly.
Students are able to describe the characteristic of a person.

2. BASIC COMPETENCY AND INDICATOR

Basic Competency	Indicator
3.3 Understanding the part of human body	3.3.2 Identifying the vocabulary about part of human body
4.3 Describing the details characteristics about a person based on part of human body	4.3.2 Mentioning the name of part of human body

3. LEARNING METHOD

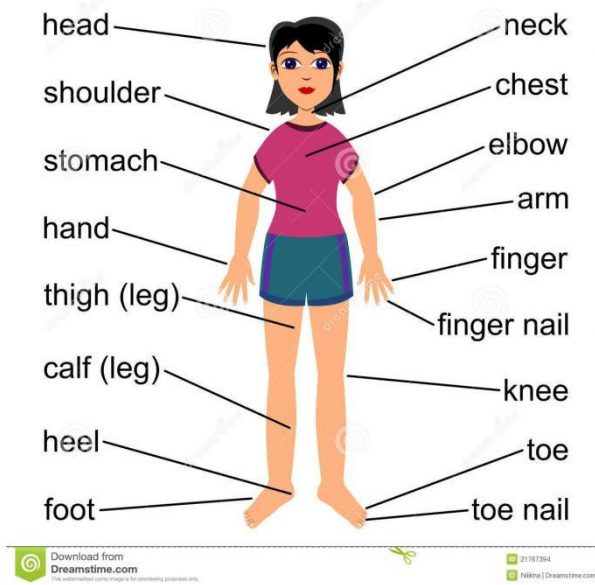
The method used is audio lingual method and techniques used are repetition drill, and fill in the blank through tic tac toe game

4. LEARNING MEDIA

1. Tic tac toe game
2. Videos

3. MATERIAL ASSIGNMENT

PARTS OF THE BODY



1. head : kepala
2. shoulder : bahu/pundak
3. stomach : perut
4. hand : tangan
5. thigh : paha
6. calf : betis
7. heel : tumit
8. foot : kaki
9. neck : leher
10. chest : dada
11. elbow : siku
12. arm : lengan
13. finger : jari tangan
14. finger nail : kuku jari tangan

15. knee : lutut
16. toe : jari kaki
17. toe nail : kuku jari kaki
18. leg : kaki
19. forehead : dahi
20. waist : pinggang

Contoh Kalimat

1. It is my head.
(Ini adalah kepala saya.)
2. These are my hands.
(Ini adalah tangan saya.)
3. I have two legs.
(Saya mempunyai dua kaki.)
4. It is my arm.
(Ini adalah lengan saya.)
5. It is my stomach.
(Ini adalah perut saya.)
6. I have ten fingers.
(Saya mempunyai sepuluh jari kaki.)
7. I have ten toes.
(Saya mempunyai sepuluh jari kaki.)
8. I walk with my feet.



(saya berjalan menggunakan kaki saya.)

9. I hold the broom with my hand.

(Saya memegang sapu menggunakan tangan.)

10. I write with my hand.

(saya menulis menggunakan tangan.)

7. LEARNING ACTIVITIES

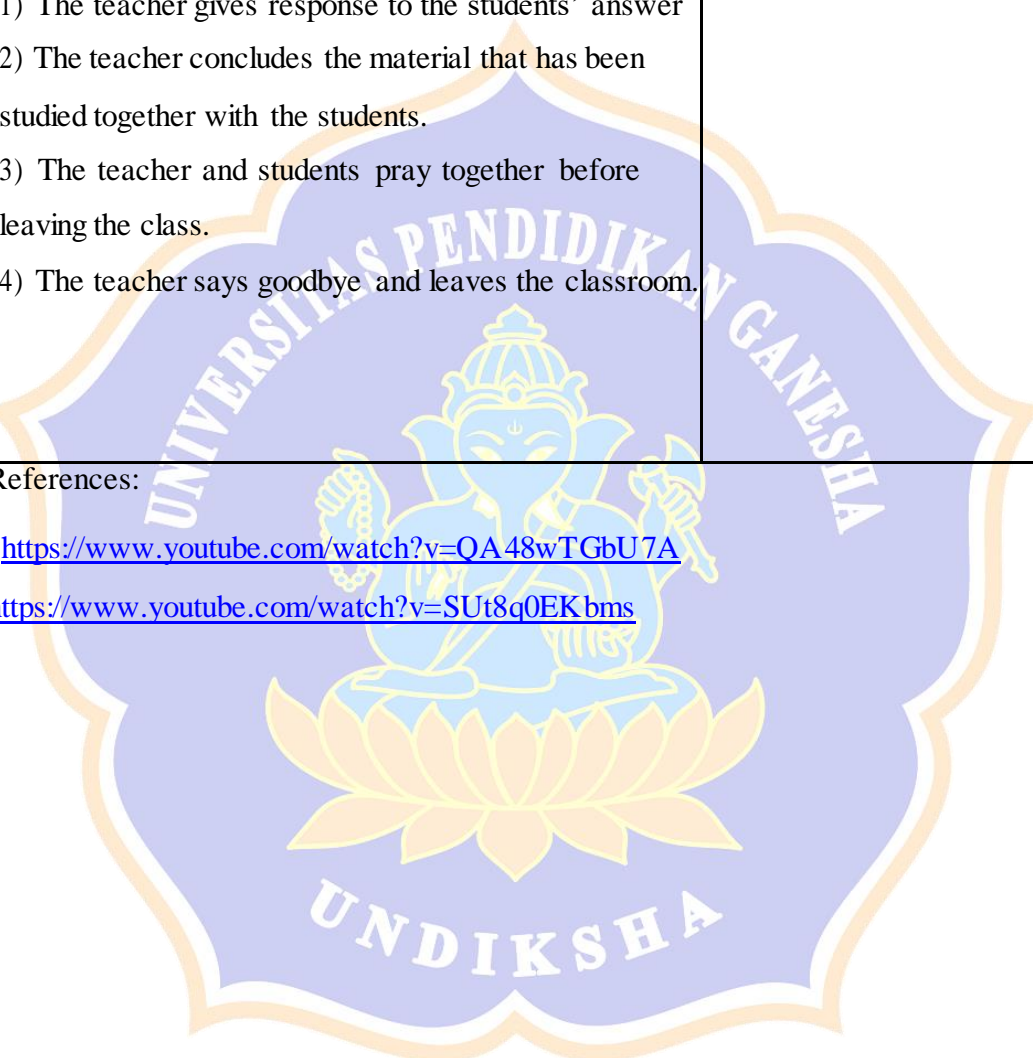
Activities	Time Allotment
<p>A. Opening Activities</p> <ol style="list-style-type: none">1) The teacher greets the students.2) The teacher asks the student's condition.3) The teacher leads students to pray together before starting the activity.4) The teacher checks the attendance of students.5) The teacher gives a brainstorming by asking some questions, such as “what is your favorite body part6) The teacher plays a song and ask the students to sing a song together https://www.youtube.com/watch?v=QA48wTGbU7A7) The teacher tells the learning objective of the lesson.	10 minutes
<p>B. Main Activities</p> <ol style="list-style-type: none">1) The teacher shows a video about the part of human body to the students https://www.youtube.com/watch?v=SUt8q0EKbms2) The teacher teach the students using the Tic Tac Toe game about colour and tells how to pronounce it.3) The teacher divide the students into two big groups4) The students name each group as X and O group5) The teacher plays the Tic Tac Toe game with the students6) The teacher asks the students “ still you exited students?”	30 minutes

<p>7) The teacher put the answer of each question and ask the students to repeat it together</p> <p>8) The teacher ask a questions “how did you explain this person” (showing a picture)</p>	
--	--

<p>C. Closing Activities</p> <ol style="list-style-type: none"> 1) The teacher gives response to the students’ answer 2) The teacher concludes the material that has been studied together with the students. 3) The teacher and students pray together before leaving the class. 4) The teacher says goodbye and leaves the classroom. 	<p>5 minutes</p>
--	-------------------------

References:

- <https://www.youtube.com/watch?v=QA48wTGBU7A>
- <https://www.youtube.com/watch?v=SUt8q0EKbms>



RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Subject	: English
Class/Semester	: 5/I
Topic	: illness and symptom
Skill	: Vocabulary
Time Allotment	: 45 minutes

1. LEARNING OBJECTIVE

Students are able to mention the part of symptom in English correctly.
Students are able to describe the characteristic of a symptom.

2. BASIC COMPETENCY AND INDICATOR

Basic Competency	Indicator
3.3 Understanding the symptom	3.3.2 Identifying the vocabulary about part of symptom
4.3 Describing the details characteristics about a symptom	4.3.2 Mentioning the name of a symptom

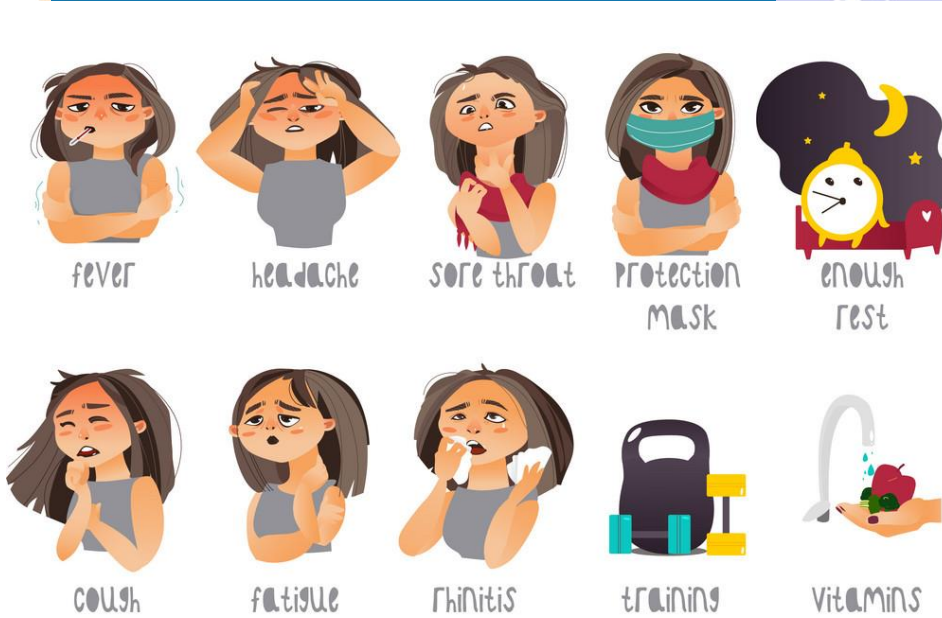
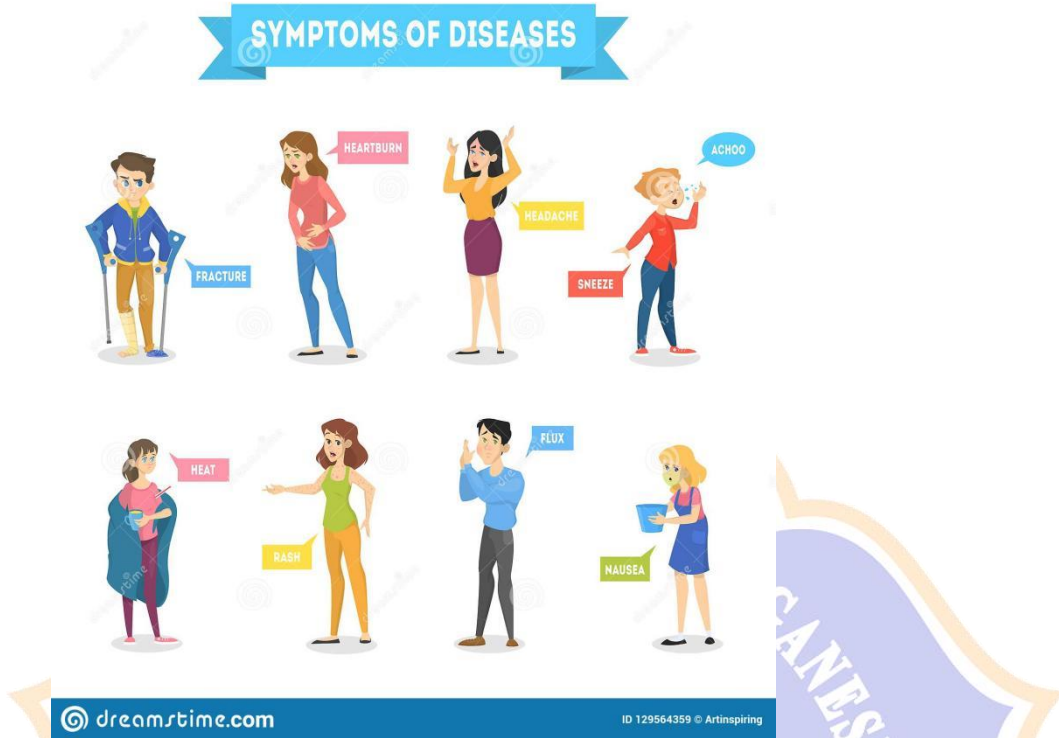
3. LEARNING METHOD

The method used is audio lingual method and techniques used are repetition drill, and fill in the blank through tic tac toe game

4. LEARNING MEDIA

Tic tac toe game
Videos
Picture

4. MATERIAL ASSIGNMENT



VectorStock® VectorStock.com/16643772 the ment

<p>A. Opening Activities</p> <ol style="list-style-type: none"> 1) The teacher greets the students. 2) The teacher asks the student's condition. 3) The teacher leads students to pray together before starting the activity. 4) The teacher checks the attendance of students. 5) The teacher gives a brainstorming by asking some questions, such as “have you ever feel ill?” 6) The teacher plays a song and ask the students to sing a song together https://www.youtube.com/watch?v=5xZYFPJ0fps 7) The teacher tells the learning objective of the lesson. 	<p>10 minutes</p>
<p>B. Main Activities</p> <ol style="list-style-type: none"> 1. The teacher shows a video about the illness to the students https://www.youtube.com/watch?v=JiOApIRdohw 2. The teacher teach the students using the Tic Tac Toe game about colour and tells how to pronounce it. 3. The teacher divide the students into two big groups 4. The students name each group as X and O group 5. The teacher plays the Tic Tac Toe game with the students 6. The teacher put the answer of each question and ask the students to repeat it together 7. The teacher ask a questions “how did you explain this person” (showing a picture) 	<p>30 minutes</p>

C. Closing Activities

5 minutes

1. The teacher gives response to the students' answer
2. The teacher concludes the material that has been studied together with the students.
3. The teacher and students pray together before leaving the class.
4. The teacher says goodbye and leaves the classroom.

References:

<https://www.youtube.com/watch?v=JiOApIRdohw>

<https://www.youtube.com/watch?v=5xZYFPJ0fps>

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.vectorstock.com%2Froyalty-free-vector%2Fset-of-flu-symptoms-and-ways-to-prevent-illness-vector-16643772&psig=AOvVaw3dvFUOGu8_RIzuSDmzBI8O&ust=1642087381292000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCIjWk7CrPUCFQAAAAAdAAAAABAK

https://www.google.com/search?q=illness+and+symptom&rlz=1C1CHBF_enID887ID887&sxsrf=AOaemvJjCMD9A5zqHyv94gQBMPCzJg821A:1642000978997&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjPlsuowqz1AhXHT2wGHfu1BfsQ_AUoAXoECAIQAw&biw=1366&bih=568&dpr=1#imgrc=S9aRrIXajhQuM



Appendix 5

Expert Judgement

Appendix 5 Expert Judgement

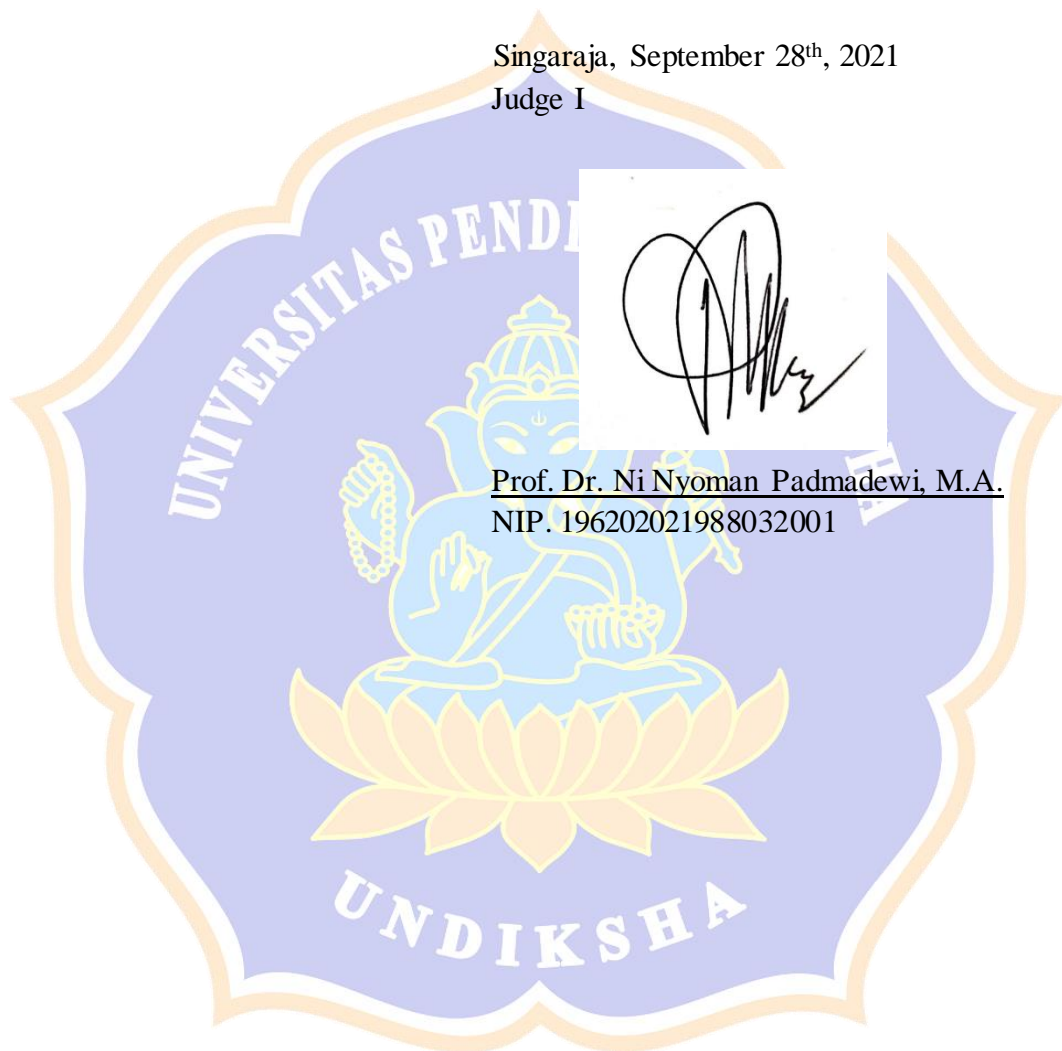
EXPERT JUDGMENT (VOCABULARY TEST) I

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

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		

17	√		
18	√		
19	√		
20	√		

Singaraja, September 28th, 2021
Judge I



A handwritten signature in black ink, appearing to be 'Ni Nyoman Padmadewi', is placed over a white rectangular background within the logo area.

Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

EXPERT JUDGMENT (VOCABULARY TEST) II

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

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		

18	√		
19	√		
20	√		

Singaraja, September 28th 2021

Judge II



Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP. 193309192018032001

EXPERT JUDMENT (QUESTIONNAIRE SHEET) I

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

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		

Singaraja, September 28th, 2021

Judge I



Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

EXPERT JUDGMENT (QUESTIONNAIRE SHEET) II

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

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		

Singaraja, September 28th, 2021

Judge II



Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP. 193309192018032001

EXPERT JUDGMENT (OBSERVATION CHECKLIST) I

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

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		

Singaraja, September 28th, 2021

Judge I



Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

EXPERT JUDGMENT (OBSERVATION CHECKLIST) II

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

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		

Singaraja, September 28th, 2021

Judge II



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

NIP. 193309192018032001



Appendix 6
Validity and Reliability
Instrument

Appendix 5. Validity and Reliability Instrument

- Vocabulary Test

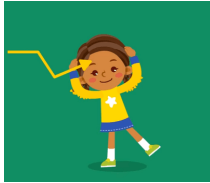
A. Original instrument (blue print)

Basic Competency	Indicators	Level of Cognitive Domain		Number of Items
		C1	C2	
1. Describing parts of the human body 2. Asking and giving about someone's condition using proper language.	Identifying parts of the human body	1,2,3,4,5,	6,7	10
	Matching the illness and the Figure.		11,12	
	Responding to the dialogue about someone's condition with a simple phrase.		25	
3. Identifying a short message that contains the recovery wishes using a proper language.	Answering the question about the short message.		16,17,18	
4. Describing the characteristic of a person. 5. Responding a simple instruction about shape. 6. Identifying someone through the physical characteristic	Mentioning the physical characteristic	13,14, 19,20,21		10
	Matching the physical appearance with the Figure	8,9,10		
	Filling the incomplete text	22,23	15	
Total Number of Item				20

Vocabulary Test

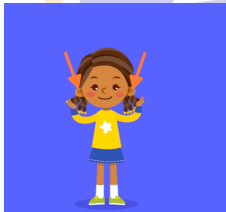
Choose A, B, C or D for the correct answer!

1. Can you name this part?



- A. Arm
- B. Head
- C. Legs
- D. Hand

2. Can you name these parts?



- A. Eyes
- B. Arms
- C. Ears
- D. Legs

3. Can you name these parts?



- A. Eyes



- B. Ears
- C. Nose
- D. Mouth

4. Can you name this part?



- A. Nose
- B. Ears
- C. Head
- D. Mouth

5. Can you name these parts?



- A. Legs
- B. Feet
- C. Arms
- D. Hai

6. The Indonesian language of Neck is...

- a. Kepala
- b. Tumit
- c. Leher
- d. Dengkul

7. The Indonesian Language of Chest is.....



- a. Siku
- b. Dada
- c. Kepala
- d. Perut

8. He has



- A. Brown hair
- B. Brown short hair
- C. Black short hair
- D. Grey short hair

9. My teeth are....



- A. White, clean and healthy
- B. Drown and dirty
- C. Broken
- D. Untidy





10. What happened with the girl

- a. She got an headache
- b. She got a stomachache
- c. She got a fever
- d. She got a toothache



11. Jesslyn did not go to school because she got ...

- a. Fever
- b. Headache
- c. Sore throat
- d. cough

12. Santi is listening radio with her

- a. Eyes
- b. Ears
- c. Heads
- d. Legs

13. Dika is watching television with his

- a. Eyes

- b. Ears
- c. Cheeks
- d. Arms

14. We talk with our

- a. Cheek
- b. Head
- c. Knee
- d. Mouth

15. Above your eyes, there is

- a. Leg
- b. Finger
- c. Stomach
- d. Forehead

16. Kita mempunyai satu kepala

The english senteces is

- a. We have one forehead
- b. We have one knee
- c. We have one back
- d. We have one head

17. I always wash my face

The Indonesian sentence is

- a. Aku selalu mencuci mulutku
- b. Aku selalu mencuci mukaku
- c. Aku selalu menuci kakiku
- d. Aku selalu mencuci tanganku

18. Mulut adalah bagian dari wajah

The English sentences is

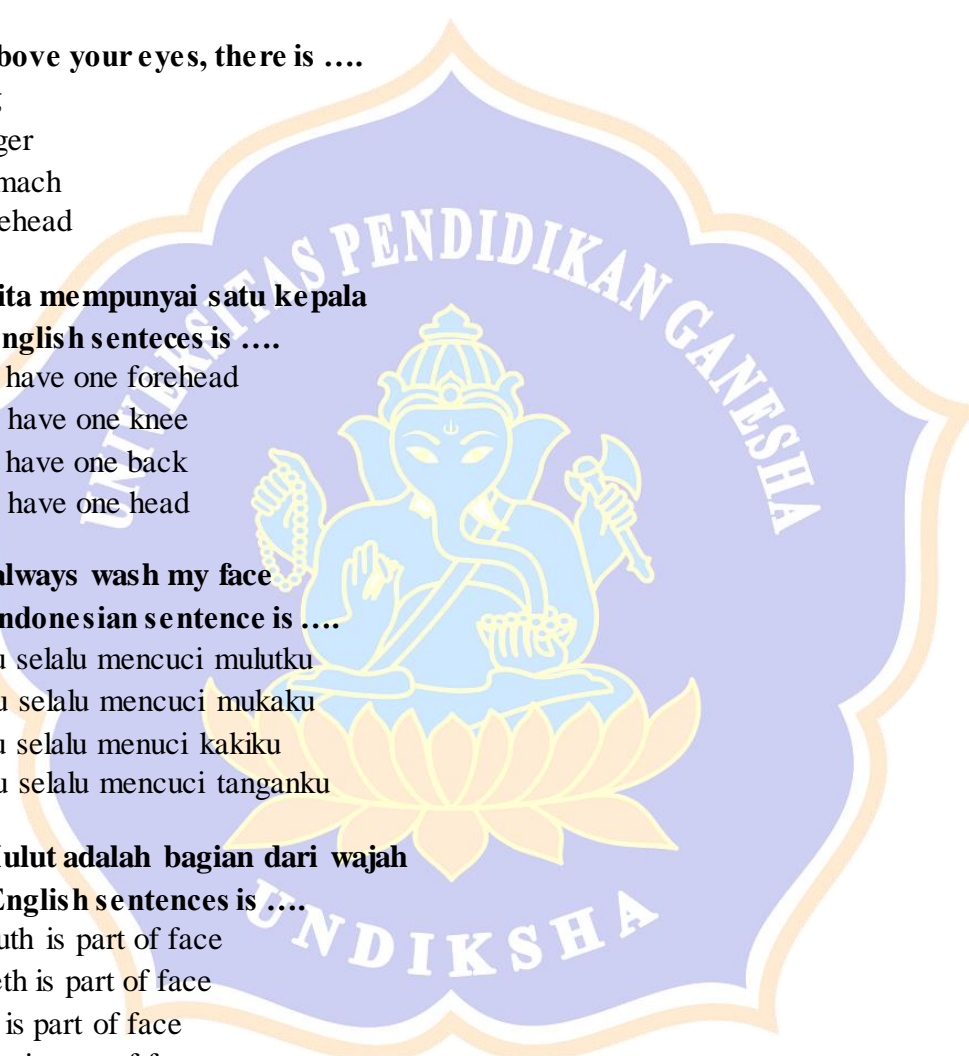
- a. Mouth is part of face
- b. Teeth is part of face
- c. Lip is part of face
- d. Chin is part of face

19. Our ears are on the and side.

- a. Right and above
- b. Right and left
- c. Left and under
- d. Under and above

20. Raka : “Selly, what is an nose for?”

Selly : “It is for to something.”



- a. Shooting
- b. Singing
- c. Talking
- d. Smelling

21. The Indonesian language of Knee is....

- a. Siku
- b. Jari-jari tangan
- c. Jari-jari kaki
- d. Lutut

22. Alia : “Is my hair look ugly?”

Sinta : “No,

- a. That is not
- b. That not is
- c. Is that not
- d. Not that is

23. Dina : “Is my teeth clean?”

Kusuma : “Yes,

- a. It is not
- b. It is not
- c. It is
- d. Is this

24. These are the 5 sense of human, except

- a. Ear
- b. Tongue
- c. Skin
- d. Cheek

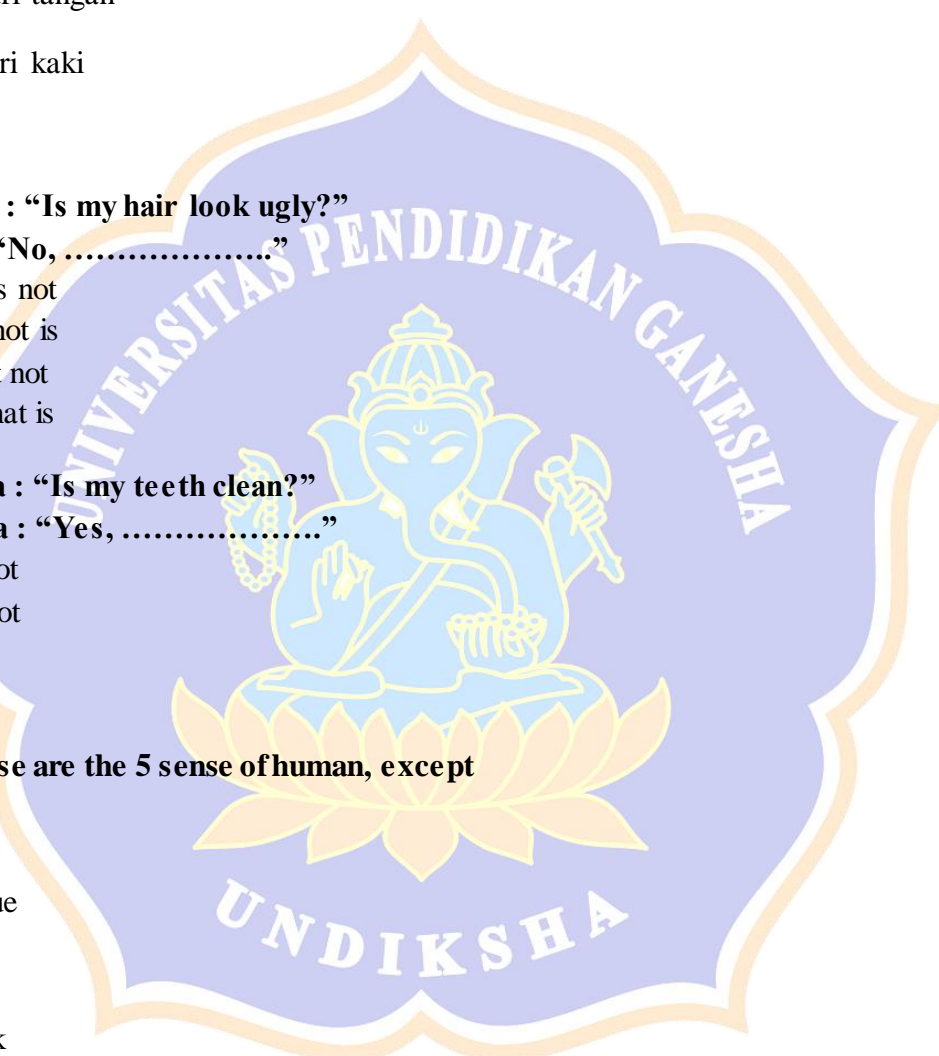
25. Yuna: Hi Andre why are you so pale?

Andre: My head is sick. I feel its spinning

Yuna: oh poor you, you need to go to the doctor!

Andre: Yes, I want to go to the doctor, I got a headache

Why is Andre go to the hospital?



- a. Because he got toothache
- b. Because he got a headache
- c. Because he got stomachache
- d. Because he got fever

B. Instrument validation

- a. content validity (table expert judgement),

Judge		Judge I	
		Relevant	Irrelevant
II	Relevant	25	-
	Irrelevant	-	-

Content validity result

$$\text{Content Validity} = \frac{25}{0+0+0+25} = 1$$

- b. Instrument tryout, (describe and result)

The vocabulary test was tested on SD 3 Banjar Jawa Singaraja before it was given to the real subject at SD Dana Punia Singaraja. The try-out test was given in October 13th 2021. Results indicated that all items were relevant, and the content validity was 1.0, after being assessed using the Gregory formula. Meant they could be tested out on 30 students in fifth grade in SD N 3 Banjar Jawa because of their excellent content validity. During the tryouts, there were a total of 30 pupils who participated

d. Reliability test

Result of Try-out Reliability Analysis

Reliability Statistics	
Cronbach's Alpha	N of Items
.745	25

C. Final instrument (final blueprint, final test, answer key)

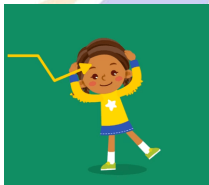
Basic Competency	Indicators	Level of Cognitive Domain		Number of Items
		C1	C2	
1. Describing parts of the human body 2. Asking and giving about someone's condition using proper language. 3. Identifying a short message that contains the recovery wishes using proper language.	Identifying parts of the human body	1,2,3,4,5	16,19	10
	Matching the illness and the Figure.		8	
	Responding to the dialogue about someone's condition with a simple phrase.		9	
	Answering the question about the short message.		15,17,18	
4. Describing the characteristic of a person.	Mentioning the physical characteristic	10,11,12		10
5. Responding a				

simple instruction about shape. 6. Identifying someone through the physical characteristic	Matching the physical appearance with the Figure	6,7,8		
	Filling the incomplete text		13,14	
Total Number of Item				20

Vocabulary Test

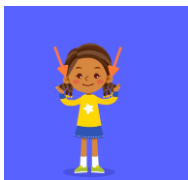
Choose A, B, C or D for the correct answer!

1. Can you name this part?



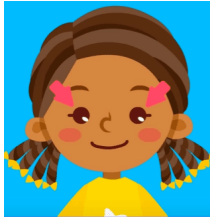
- A. Arm
- B. Head
- C. Legs
- D. Hand

2. Can you name these parts?



- A. Eyes
- B. Arms
- C. Ears
- D. Legs

3. Can you name these parts?



- A. Eyes
- B. Ears
- C. Nose
- D. Mouth

4. Can you name this part?



- A. Nose
- B. Ears
- C. Head
- D. Mouth

5. Can you name these parts?



- A. Legs
- B. Feet
- C. Arms
- D. Hair



6. He has



- A. Brown hair
- B. Brown short hair
- C. Black short hair
- D. Grey short hair

7. My teeth are....



- A. White, clean and healthy
- B. Brown and dirty
- C. Broken
- D. Untidy



8. What happened with the girl

- a. She got an headache
- b. She got a stomachache
- c. She got a fever

d. She got a toothache



9. Jesslyn did not go to school because she got ...

- a. Fever
- b. Headache
- c. Sore throat
- d. cough

10. Santi is listening radio with her

- a. Eyes
- b. Ears
- c. Heads
- d. Legs

11. Dika is watching television with his

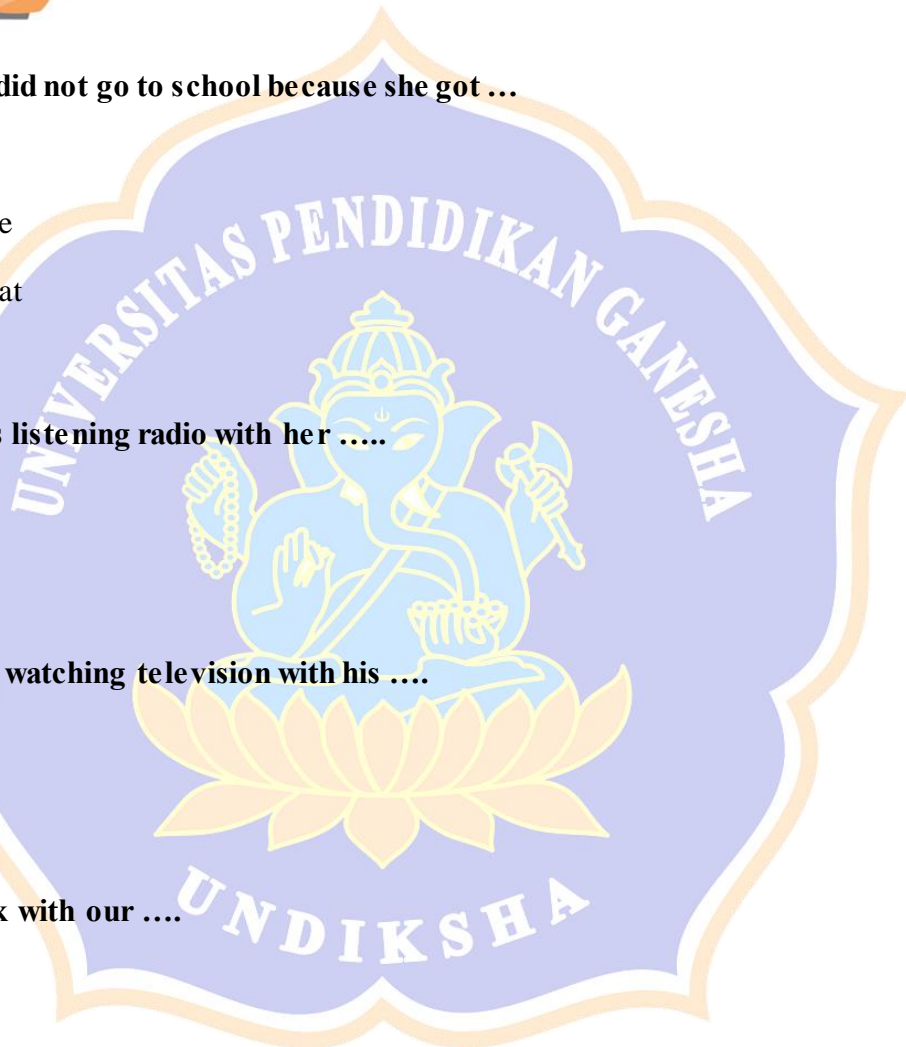
- a. Eyes
- b. Ears
- c. Cheeks
- d. Arms

12. We talk with our

- a. Cheek
- b. Head
- c. Knee
- d. Mouth

13. Above your eyes, there is

- a. Leg
- b. Finger
- c. Stomach
- d. Forehead



14. Our ears are on the and side.

- a. Right and above
- b. Right and left
- c. Left and under
- d. Under and above

15. Raka : “Selly, what is an nose for?”

Selly : “It is for to something.”

- a. Shooting
- b. Singing
- c. Talking
- d. Smelling

16. The Indonesian language of Knee is....

- a. Siku
- b. Jari-jari tangan
- c. Jari-jari kaki
- d. Lutut

17. Alia : “Is my hair look ugly?”

Sinta : “No,”

- a. That is not
- b. That not is
- c. Is that not
- d. Not that is

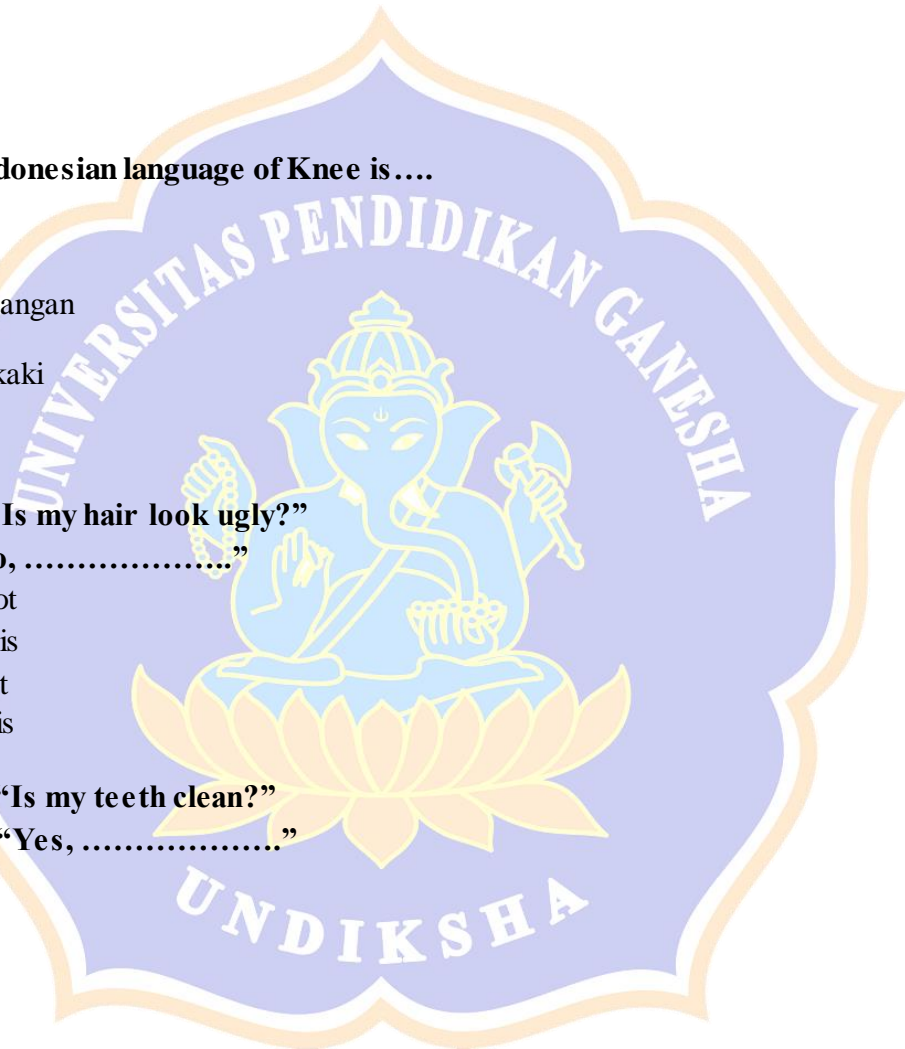
18. Dina : “Is my teeth clean?”

Kusuma : “Yes,”

- a. It is not
- b. It is not
- c. It is
- d. Is this

19. These are the 5 sense of human, except

- a. Ear
- b. Tongue
- c. Skin
- d. Cheek



20. Yuna: Hi Andre why are you so pale?

Andre: My head is sick. I feel its spinning

Yuna: oh poor you, you need to go to the doctor!

Andre: Yes, I want to go to the doctor, I got a headache

Why is Andre go to the hospital?

- a. Because he got toothache
- b. Because he got a headache
- c. Because he got stomachache
- d. Because he got fever

Answer Key:

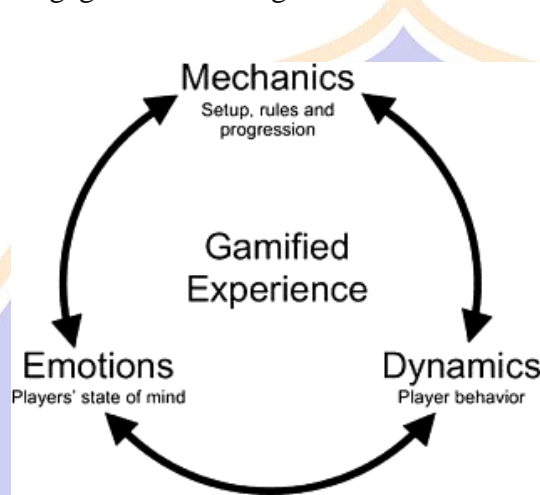
- | | |
|-------|-------|
| 1. B | 11. A |
| 2. C | 12. B |
| 3. A | 13. D |
| 4. D | 14. B |
| 5. C | 15. D |
| 6. B | 16. A |
| 7. A | 17. A |
| 8. A | 18. C |
| 9. A | 19. D |
| 10. B | 20. B |

- Questionnaire

A. Original instrument (blueprint)

According to McCarthy and Pitt (2015), gamification consists of three basic components: mechanics, dynamics, and emotions. The first part is mechanics, which encompasses the game's rules, setups, settings, layouts, contexts, and limits. The term "mechanics" refers to the organizational structures and technology that may be utilized to provoke the game. The second is dynamics, which is concerned with the pupils' behavior. The term "dynamics" refers to the behaviors and interactions that occur throughout the course of the game's play.

Positive or negative dynamics are conceivable; examples include rivalry, collaboration, competition, and cheating. The third category is emotions, which focuses on the players' emotional states and opinions as a result of their gaming experience. These emotions and opinions are the products or results that lead to the students' subsequent engagement in the game. To summarize, knowing the components of



gamification and their relationship to one another is critical for effective gamification.

As a result, this questionnaire was created and adapted from Robson hypothesis (2015). To ascertain students' attitudes toward the implementation of Tic Tac Toe game as a game-based language learning tool for teaching English vocabulary, the researcher developed a questionnaire that included six dimensions, including: About the game, the opinions, self-control, self-observation, self-judgement, self-reaction.

Variable	Dimensions	Indicators	Number of items	Total
tic tac toe game	The features of tic tac toe game (mechanics)	a. The layout of tic tac toe game is attractive for the students. b. The instruction in tic tac toe	1, 10	2

		game is understandable for the students.		
	The implementation of the tic tac toe game for learning English vocabulary (dynamics)	<p>a. tic tac toe game is easily to be used by the students for learning English vocabulary.</p> <p>b. tic tac toe game makes learning English vocabulary enjoyable for the students.</p> <p>c. tic tac toe game is suitable for learning English vocabulary for the students.</p> <p>d. tic tac toe game makes learning English vocabulary more practical for the students.</p>	2, 3, 7, 8	4
	The effects of implementing tic tac toe game for learning English vocabulary (emotions)	<p>a. tic tac toe game helps the students to enrich their English vocabulary.</p> <p>b. tic tac toe game makes the students interested to learn English vocabulary.</p> <p>c. tic tac toe game engages</p>	4, 5, 6, 9	4

		<p>the student to English vocabulary.</p> <p>d. tic tac toe game makes the student to be more active in learning English vocabulary.</p>		
--	--	--	--	--



a. Original instrument

**Research Questionnaire on the Implementation of Tic Tac Toe Game
at SD Dana Punia Singaraja**

You are asked to respond openly and honestly to the statements below by putting a tick (√) on the option that best represents what you did in managing your own way of learning in relation to the implementation of your own learning. This questionnaire will not affect your academic grades, so no answers will be considered wrong or right.

Name :

Number :

Class :

Note:

SD: Strongly Disagree

D: Disagree

A: Agree

SA: Strongly Disagree

No	Statement	SD	D	A	SA
1	I like tic tac toe game appearance				
2	I can use tic tac toe game to learn about English vocabulary easily.				
3	I like to use Tic Tac Toe Game to learn about English vocabulary.				
4	I am interesting to learn about English vocabulary using tic tac toe game.				

5	I become more active when learning English vocabulary using tic tac toe game.				
6	I can remember more English vocabulary when learning using tic tac toe game.				
7	I can learn English vocabulary using tic tac toe game easily.				
8	I feel happy to learn English vocabulary using tic tac toe game.				
9	I feel challenged in playing Tic Tac Toe game in learning English vocabulary using Tic Tac Toe game.				
10	I can easily understand the instructions in learning English vocabulary using Tic Tac Toe game.				
Give me your advice about the use of Tic Tac Toe game in teaching English vocabulary. Answer it briefly					
1. _____					
2. _____					
3. _____					

B. Instrument validation
a. Content validity

Judge		Judge I	
		Relevant	Irrelevant
II	Relevant	10	-
	Irrelevant	-	-

Content validity Formula

$$\text{Content Validity} = \frac{25}{0+0+0+25} = 1$$

Results indicated that all items were relevant, and the content validity was 1.0, after being assessed using the Gregory formula. Meant they could be tested out on 30 students in fifth grade in SD N 3 Banjar Jawa because of their excellent content validity. During the tryouts, there were a total of 30 pupils who participated. The Gregory formula was used to determine the content validity, and the results showed that the validity was high. Empirical validity was used to examine each item's reliability. For each item, researchers are applying the Point-Biserial Formula (RPB). In order to classify an item as valid, the correlation of rxy to rtable must be more than 0.05, and the valid item may serve as a post-test for the study.

b. Instrument tryout

The instrument was tested before given to the students in SD Dana Punia Singaraja. It was tested to 30 students of SD 3 Banjar Singaraja. The result showed that the instrument was ready to be used.

c. Validity

The Questionnaire expert judgement result

Judge		Judge I	
		Relevant	Irrelevant
II	Relevant	10	-
	Irrelevant	-	-

Content validity Formula

$$\text{Content Validity} = \frac{10}{0+0+0+10} = 1$$



The questionnaire validity



Correlations

	a	b	c	d	e	F	g	H	i	j	total
a											
Pearson Correlation	1	.928	.514	.699	.633	.582	.506	.343	.287	.396	.799
Sig. (2-tailed)		.000	.004	.000	.000	.001	.004	.063	.124	.030	.000
N	30	30	30	30	30	30	30	30	30	30	30
b											
Pearson Correlation	.928	1	.554	.698	.508	.450	.429	.355	.149	.287	.724
Sig. (2-tailed)	.000		.001	.000	.004	.013	.018	.054	.432	.124	.000
N	30	30	30	30	30	30	30	30	30	30	30
c											
Pearson Correlation	.514	.554	1	.596	.380	.463	.170	.202	-.029	.088	.511
Sig. (2-tailed)	.004	.001		.001	.038	.010	.369	.285	.879	.642	.004
N	30	30	30	30	30	30	30	30	30	30	30
D											
Pearson Correlation	.699	.698	.596	1	.795	.517	.353	.329	.242	.277	.736
Sig. (2-tailed)	.000	.000	.001		.000	.003	.056	.076	.197	.139	.000
N	30	30	30	30	30	30	30	30	30	30	30
E											
Pearson Correlation	.633	.508	.380	.795	1	.749	.584	.466	.394	.387	.796
Sig. (2-tailed)	.000	.004	.038	.000		.000	.001	.009	.031	.034	.000
N	30	30	30	30	30	30	30	30	30	30	30
f											
Pearson Correlation	.582	.450	.463	.517	.749	1	.685	.656	.459	.532	.829

	Sig. (2-tailed)	.001	.013	.010	.003	.000		.000	.000	.011	.002	.000
	N	30	30	30	30	30	30	30	30	30	30	30
g	Pearson Correlation	.506	.429	.170	.353	.584	.685	1	.613	.580	.531	.758
	Sig. (2-tailed)	.004	.018	.369	.056	.001	.000		.000	.001	.003	.000
	N	30	30	30	30	30	30	30	30	30	30	30
h	Pearson Correlation	.343	.355	.202	.329	.466	.656	.613	1	.570	.714	.736
	Sig. (2-tailed)	.063	.054	.285	.076	.009	.000	.000		.001	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30
i	Pearson Correlation	.287	.149	-.029	.242	.394	.459	.580	.570	1	.899	.655
	Sig. (2-tailed)	.124	.432	.879	.197	.031	.011	.001	.001		.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30
j	Pearson Correlation	.396	.287	.088	.277	.387	.532	.531	.714	.899	1	.730
	Sig. (2-tailed)	.030	.124	.642	.139	.034	.002	.003	.000	.000		.000
	N	30	30	30	30	30	30	30	30	30	30	30
Total	Pearson Correlation	.799	.724	.511	.736	.796	.829	.758	.736	.655	.730	1
	Sig. (2-tailed)	.000	.000	.004	.000	.000	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).



d. Reliability test

Reliability Statistics

Cronbach's Alpha	N of Items
.773	11

C. Final instrument

Research Questionnaire on the Implementation of Tic Tac Toe Game at SD Dana Punia Singaraja

You are asked to respond openly and honestly to the statements below by putting a tick (✓) on the option that best represents what you did in managing your own way of learning in relation to the implementation of your own learning. This questionnaire will not affect your academic grades, so no answers will be considered wrong or right.

Name :

Number :

Class :

Note:

SD: Strongly Disagree

D: Disagree

A: Agree

SA: Strongly Disagree

No	Statement	SD	D	A	SA
1	I like tic tac toe game appearance				
2	I can use tic tac toe game to learn about English vocabulary easily.				
3	I like to use Tic Tac Toe Game to learn about English vocabulary.				

4	I am interesting to learn about English vocabulary using tic tac toe game.				
5	I become more active when learning English vocabulary using tic tac toe game.				
6	I can remember more English vocabulary when learning using tic tac toe game.				
7	I can learn English vocabulary using tic tac toe game easily.				
8	I feel happy to learn English vocabulary using tic tac toe game.				
9	I feel challenged in playing Tic Tac Toe game in learning English vocabulary using Tic Tac Toe game.				
10	I can easily understand the instructions in learning English vocabulary using Tic Tac Toe game.				

Give me your advice about the use of Tic Tac Toe game in teaching English vocabulary. Answer it briefly

1. _____
2. _____
3. _____

- Observation sheet (content validity)
 - A. Blueprint observation sheet

No	Theories	Observed Aspects	Item	Subject
1	Students are more engaged in their studies when they study via game (Wati & Yuniawatika, 2020)	The students show enthusiasm when learning vocabulary using Tic Tac Toe game.	1	Students
2	All classes can benefit from gamification, and students enjoy the experience since it's fun (Jana et al., 2016)	The students feel happy when learning vocabulary using Tic Tac Toe game.	2	Students
3	The adoption of gamification can boost students' attentiveness in class (Sidi, 2019)	The students look serious when learning vocabulary using Tic Tac Toe game.	3	Students
4	A major advantage of gamification over traditional methods of instruction is that it allows students to interact more directly with the concepts and ideas they are learning about (Perrota, 2013)	The students are directly involved in the <i>Games</i> on Tic Tac Toe game	4	Students
5	It is often more successful than standard teaching approaches to incorporate	The students are active in participation when learning vocabulary	5	Students

	gamification into the classroom (Liu & Chen, 2013)	using Tic Tac Toe game.		
6	In order to assist students develop their problem-solving talents, the gamification approach provides a variety of avenues for finding solutions, challenges students' problem-solving abilities, and then allows students to work together to solve the difficulties (Adipat, S., 2021)	The students are able to complete the Tic Tac Toe game	6	Students
7	gamification may be a viable teaching strategy because of the shift in educational practice toward involving students more deeply in the learning process (Liu, Fei,et.al., 2021)	The students feel bored when learning English vocabulary using Tic Tac Toe game	7	Students
8	Researchers throughout the world have recently been inspired by the widespread use of gamification methodologies to evaluate which would be most appropriate for their	The students find difficulties when learning English vocabulary using Tic Tac Toe game	8	Students

	own scenarios or learners (Ni & Yunus, 2020)			
--	--	--	--	--

B. Instrument content validity

The Observation Sheet Expert Judgement Result

Judge		Judge I	
		Relevant	Irrelevant
II	Relevant	8	-
	Irrelevant	-	-

Content validity Formula

$$\text{Content Validity} = \frac{8}{0+0+0+8} = 1$$

C. Final instrument of Observation Checklist

No	The behavior being observed	Yes	No	Explanation
1	The students have enthusiasm or motivation when learning English vocabulary using Tic Tac Toe.			
2	The students feel happy or delight when learning English vocabulary using Tic Tac Toe.			
3	The students look serious when learning English vocabulary using Tic Tac Toe.			
4	The students are directly engaged in the Tic Tac Toe			
5	The students actively participate to complete Tic Tac Toe			
6	The students are able to complete the Tic Tac Toe.			
7	The students feel bored when learning English vocabulary using Tic Tac Toe			
8	The students find difficulties when learning English vocabulary using Tic Tac Toe			



Appendix 7

Result

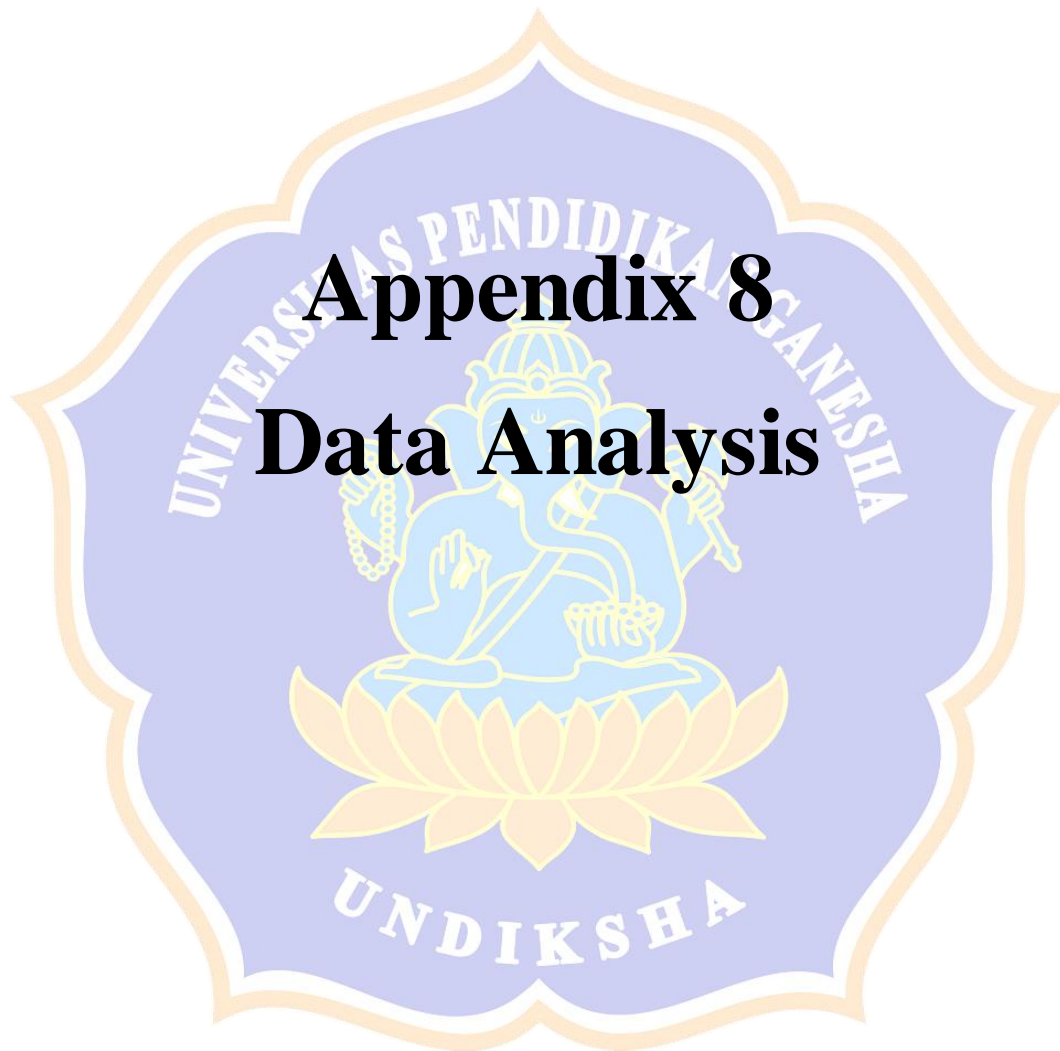
Appendix 7. Result

- Vocabulary test result

No	Name	Score	
		Pre test	Post test
1	Student 1	70	65
2	Student 2	80	100
3	Student 3	50	60
4	Student 4	40	60
5	Student 5	75	95
6	Student 6	45	75
7	Student 7	90	100
8	Student 8	50	40
9	Student 9	65	80
10	Student 10	80	90
11	Student 11	60	70
12	Student 12	75	85
13	Student 13	75	90
14	Student 14	85	95
15	Student 15	40	80
16	Student 16	70	85
17	Student 17	55	75

- Questionnaire Result

No	Questions	S D	D	A	SA	Total score
1	I like tic tac toe game appearance	2	1	9	5	51
2	I can use tic tac toe game to learn about English vocabulary easily.	2	2	9	4	49
3	I like to use Tic Tac Toe Game to learn about English vocabulary.	0	2	12	3	52
4	I am interesting to learn about English vocabulary using tic tac toe game.	2	3	9	3	47
5	I become more active when learning English vocabulary using tic tac toe game.	2	1	7	7	53
6	I can remember more English vocabularies when learning using tic tac toe game.	0	5	5	7	53
7	I can learn English vocabulary using tic tac toe game easily.	1	6	4	6	49
8	I feel happy to learn English vocabulary using tic tac toe game.	0	1	10	6	56
9	I feel challenging in playing Tic Tac Toe game in learning English vocabulary using Tic Tac Toe game.	2	3	6	6	50
10	I can easily understand the instructions in learning English vocabulary using Tic Tac Toe game.	0	3	7	7	55
Total Score		11	27	78	54	170
Total Score x option value (1,2,3,4)		11	54	234	216	515



Appendix 8

Data Analysis

Appendix 8. Descriptive Statistics Analysis

	Pretest	posttest
Mean	65.00	79.12
Median	70.00	80.00
Mode	75	60 ^a
Std. Deviation	15.910	16.321
Variance	253.125	266.360
Range	50	60
Minimum	40	40
Maximum	90	100
Sum	1105	1345
a. Multiple modes exist. The smallest value is shown		



Appendix 8. Inferential Statistics Analysis

Normality test

```
EXAMINE VARIABLES=pretest posttest
/PLOT BOXPLOT STEMLEAF NPLOT
/COMPARE GROUPS
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.
```

Explore

[DataSet0]

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
pretest	17	100.0%	0	0.0%	17	100.0%
posttest	17	100.0%	0	0.0%	17	100.0%

Descriptives

		Statistic	Std. Error	
pretest	Mean	65.00	3.859	
	95% Confidence Interval for Mean	Lower Bound	56.82	
		Upper Bound	73.18	
	5% Trimmed Mean	65.00		
	Median	70.00		
	Variance	253.125		
	Std. Deviation	15.910		
	Minimum	40		
	Maximum	90		
	Range	50		
	Interquartile Range	28		
	Skewness	-.237	.550	
Kurtosis	-1.189	1.063		
posttest	Mean	79.12	3.958	
	95% Confidence Interval for Mean	Lower Bound	70.73	
		Upper Bound	87.51	
	5% Trimmed Mean	80.13		

Median	80.00	
Variance	266.360	
Std. Deviation	16.321	
Minimum	40	
Maximum	100	
Range	60	
Interquartile Range	25	
Skew ness	-.788	.550
Kurtosis	.443	1.063

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.153	17	.200*	.940	17	.324
posttest	.111	17	.200*	.942	17	.344

*. This is a low er bound of the true significance.

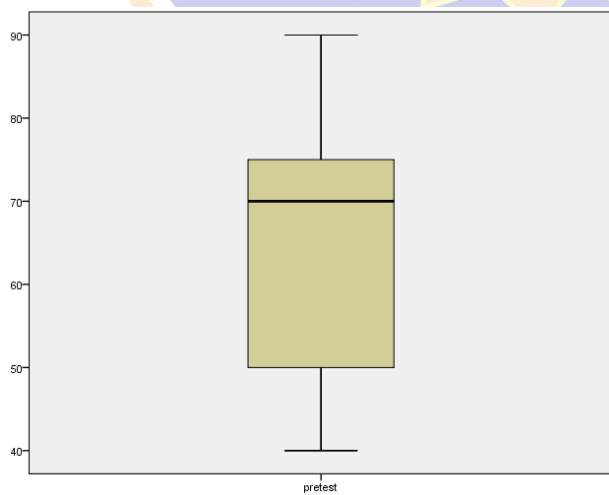
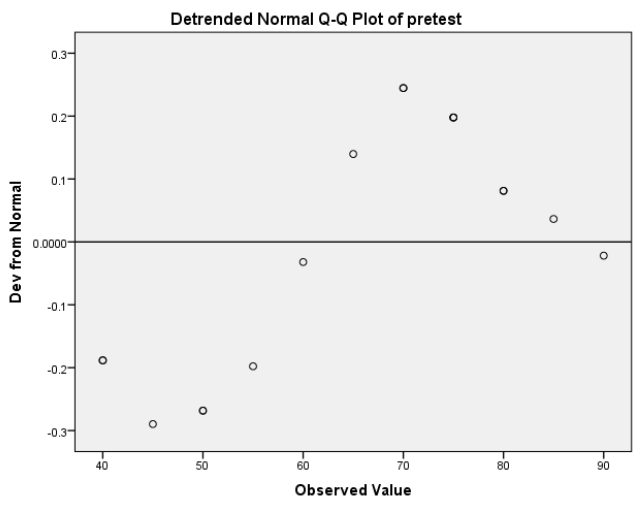
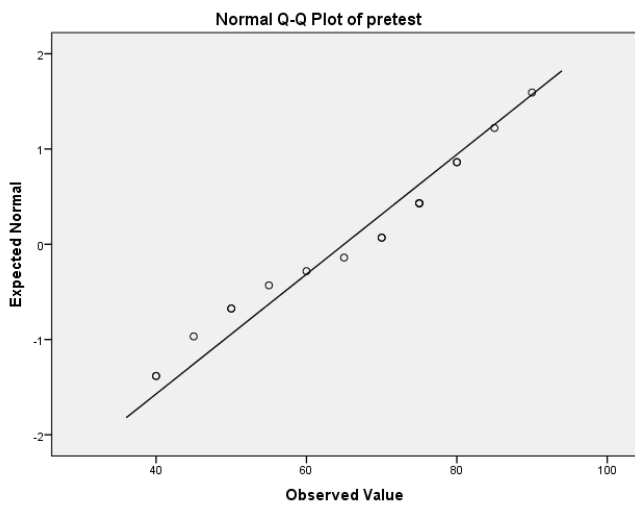
a. Lilliefors Significance Correction

pretest

pretest Stem-and-Leaf Plot

Frequency	Stem & Leaf
3,00	4 . 005
3,00	5 . 005
2,00	6 . 05
5,00	7 . 00555
3,00	8 . 005
1,00	9 . 0

Stem width: 10
Each leaf: 1 case(s)

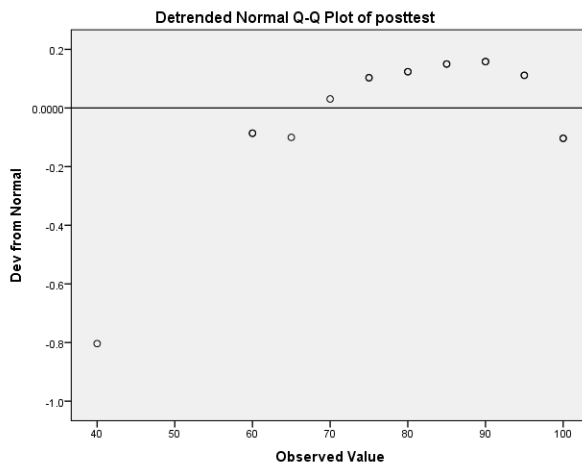
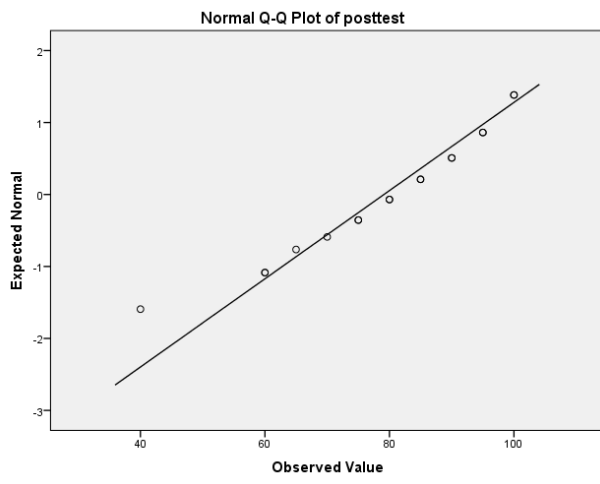


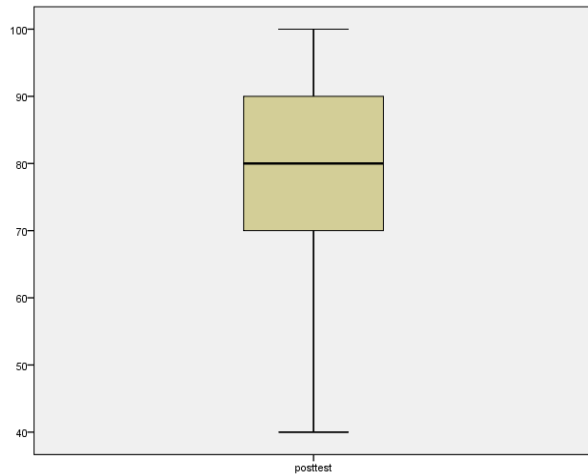
posttest

posttest Stem-and-Leaf Plot

Frequency	Stem &	Leaf
1,00	4 .	0
,00	5 .	
3,00	6 .	005
3,00	7 .	055
4,00	8 .	0055
4,00	9 .	0055
2,00	10 .	00

Stem width: 10
Each leaf: 1 case(s)





Homogeneity test

ONEWAY variable BY group
/STATISTICS HOMOGENEITY

Oneway

[DataSet0]

Test of Homogeneity of Variances

variable

Levene Statistic	df1	df2	Sig.
.060	1	32	.809

ANOVA

variable

	Sum of Squares	df	Mean Square	F	Sig.
Betw een Groups	1694.118	1	1694.118	6.522	.016
Within Groups	8311.765	32	259.743		
Total	10005.882	33			

Paired sample t-test

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	65.00	17	15.910	3.859
posttest	79.12	17	16.321	3.958

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	17	.746	.001

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 pretest - posttest	-14.118	11.488	2.786	-20.024	-8.211	-5.067	16	.000



Appendix 9

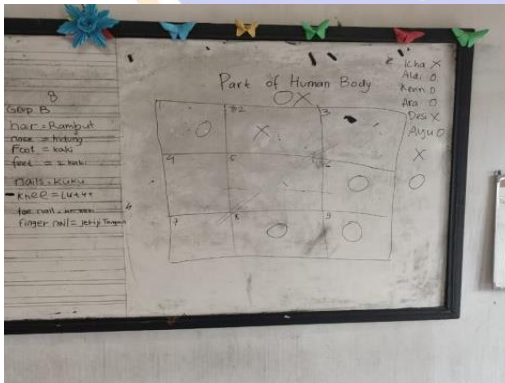
Documentation

Appendix 9. Documentation

Pre-test and Post-test

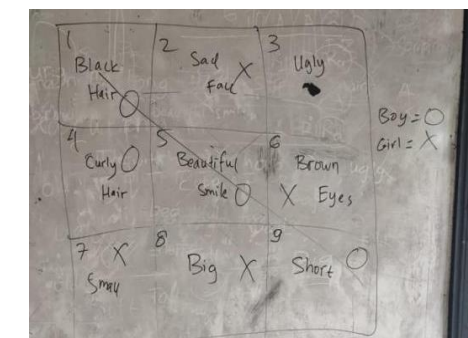
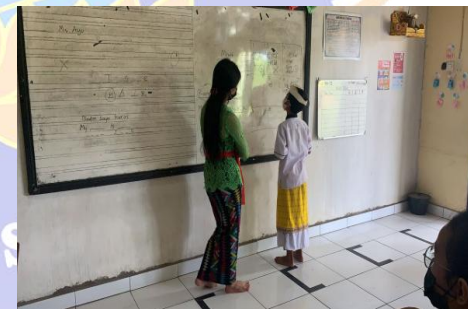
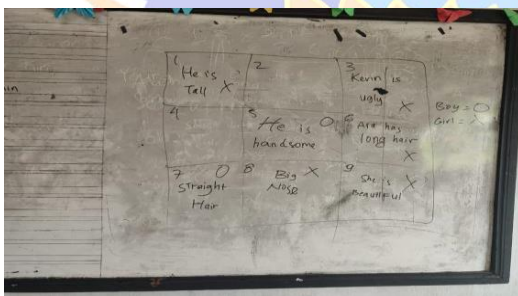
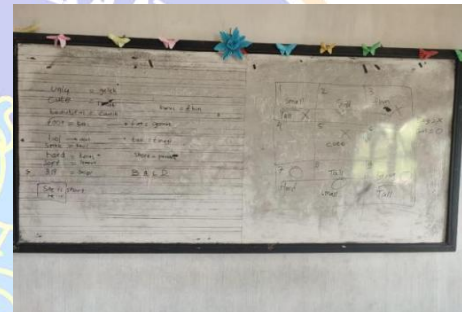


SITAS PENDIDIKAN
Treatment





AS PENDIDIKAN



Riwayat hidup



di tahun 2018.

Mengawali pendidikan di kancah perguruan tinggi, penulis memilih Universitas Pendidikan Ganesha dengan program studi Pendidikan Bahasa Inggris. Penulis mengikuti beragam kegiatan baik di dalam dan di luar kampus seperti HMJ Bahasa Asing, GAMPI (Gerakan Anak Muda Produktif Indonesia), Komunitree, *SDGs International Conference*, *Model United Nations*, PPMI Bali dan komunitas sosial lainnya. Penulis juga aktif mengikuti perlombaan pada bidang debat, esai dan karya tulis ilmiah. Penulis berharap pengalaman-pengalaman tersebut mampu memberikan kontribusi bagi bangsa Indonesia kedepannya. Sebagai salah satu kontribusi pada bidang pendidikan, penulis menyelesaikan Skripsi di awal tahun 2022 yang berjudul “Implementing Tic Tac Toe game in Teaching English Vocabulary for the Fifth-grade Students of SD Dana Punia Singaraja.

