

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion, which refers to the research result in chapter four, and suggestions of the research, especially for the teachers, students, and future researchers.

#### **5.1 Conclusion**

Referring to the results reported previously, the Baamboozle application is practical in increasing seventh-grade students' vocabulary learning outcomes in SMPN 4 Blitar. The mean score of the students' pre-test was 57.25, while the students' post-test score was 73.00. Based on the paired sample t-test results, the significance value (2-tailed) is 0.000, which is substantially lower than the 0.05 threshold. This compelling evidence leads to the acceptance of the research's alternative hypothesis ( $H_a$ ) and the decisive rejection of the null hypothesis ( $H_0$ ). Moreover, the Baamboozle application effectively escalates seventh-grade students' vocabulary learning outcomes of descriptive text at VII-5 class of SMPN 4 Blitar.

#### **5.2 Suggestion**

Based on the results previously presented, the researcher have some suggestions for the teachers, the students, and the further researchers as follow:

1) For teachers

Hope does Baamboozle tools effectiveness affects English teachers in seventh grade to acquire clear and thorough information about how the use of the

“Baamboozle Application” can escalate vocabulary learning outcomes for junior high school students especially in SMPN 4 Blitar.

2) For students

This research is expected to be useful input for students, especially in vocabulary learning for junior high school students, to encourage them to understand quickly.

3) For further researchers

This research serves as a valuable resource for academics seeking to explore the impact of the "Baamboozle Application" on enhancing vocabulary acquisition among junior high school students, offering critical insights into its effectiveness as a learning tool.

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## APPENDICES

## Appendix 1

## DAFTAR NILAI BAHASA INGGRIS SISWA TAHUN PELAJARAN

2023/2024 GANJIL

SEKOLAH : UPTD SMPN 4 BLITAR

KELAS : VII A-E

No.	VII A	VII B	VII C	VII D	VII E
1	92	88	90	92	55
2	90	88	88	88	45
3	92	88	87	90	55
4	92	88	94	90	55
5	88	90	90	88	50
6	90	92	91	92	65
7	92	92	94	92	60
8	92	92	87	88	60
9	92	88	88	90	65
10	90	92	87	88	50
11	88	90	87	88	52
12	92	90	94	92	88
13	88	92	91	90	65
14	90	88	94	92	75
15	91	92	90	88	78
16	92	88	87	85	50
17	88	88	90	75	65
18	90	92	87	75	90

<b>19</b>	92	88	90	88	45
<b>20</b>	92	92	87	90	92
<b>21</b>	92	88	90	90	50
<b>22</b>	90	92	87	92	50
<b>23</b>	92	92	90	88	50
<b>24</b>	92	92	94	75	85
<b>25</b>	92	90	87	90	45
<b>26</b>	92	88	88	88	60
<b>27</b>	92	88	90	92	55
<b>28</b>	90	90	90	88	45
<b>29</b>	88	90	90	92	45
<b>30</b>	92	88	90	88	55
<b>31</b>	92	88	87	90	45
<b>32</b>	92		87	90	50
<b>RATA- RATA</b>	<b>90,09</b>	<b>89,08</b>	<b>91,04</b>	<b>88,25</b>	<b>59,21</b>

## Appendix 2

Interview with Mrs. Weni Widianti as English Teacher

Q: Assalamualaikum, bu. Perkenalkan nama saya Fatma Azzahra mahasiswa dari prodi Bahasa Inggris di Unisba. Sebelumnya, saya ucapkan terima kasih atas kehadiran Ibu Weni Widianti sebagai responden kami.

T: Waalaikumslam. Ya, silakan.

Q: Sudah berapa lama Anda mengajar Bahasa Inggris di sekolah ini?

T: Mulai 2006, mbak.

Q: Di kelas berapa saja Anda mengajar Bahasa Inggris?

T: 7A-E dan 8G

Q: Baik, bu. Kemudian mengenai kurikulum, kurikulum apa yang telah diterapkan di SMPN 4 Blitar?

T: Kurikulum merdeka, mbak. Dari dua tahun yang lalu (2021)

Q: Berarti dari kelas 7 sampai kelas 9 pakai kurikulum merdeka atau tidak? Atau hanya beberapa kelas saja?

T: Kelas 7 dan 8 saja, mbak

Q: Mengapa hanya kelas 7 dan 8 saja bu?

T: Karena kami mengikuti aturan pemerintah, mbak. Untuk kelas 9 masih memakai kurikulum K-13 karena masih mengikuti kurikulum lama. Dan untuk tahun ajaran baru nanti, kurikulum merdeka sudah diterapkan di keseluruhan kelas.

Q: Baik, bu. Dalam satu kali pertemuan pembelajaran, berapa banyak jam pelajaran yang dibutuhkan?

T: 45 menit, mbak. Jadi selama satu minggu siswa hanya mendapatkan 90 menit pembelajaran bahasa Inggris

Q: Dari semua kelas yang Anda ajar, kelas mana yang paling unggul dan yang paling rendah?

T: Sebenarnya semua rata-rata sama ya, mbak, tetapi untuk kelas VII khususnya yang memiliki presentase yang baik dalam pembelajaran Bahasa Inggris adalah

kelas VII-3, sedangkan untuk kelas yang masih dominan dan kurang dalam pembelajaran Bahasa Inggris adalah kelas VII-5.

Q: Apa yang Anda lakukan sebelum kelas?

T: Greeting dulu, kita biasanya sebelum masuk ke materi itu ada pembiasaan membaca asmaul husna ya kalo pada jam pertama, kemudian menyanyikan lagu Indonesia Raya, biasanya untuk menambah semangat siswa, saya kasih tebak-tebakan tentang materi minggu lalu. Sebelum masuk kelas itu saya selalu menyiapkan materi pembelajaran, mbak. Saya juga menyiapkan alat atau seperangkat untuk mengajar seperti, buku, polpen, absen.

Q: Seperti apa pembelajaran Bahasa Inggris di kelas?

T: Saya menyesuaikan situasi ya, mbak dan bab nya. Saya sering menggunakan using in English, lalu kalo bab nya mengenai dialog saya bentuk semacam kelompok gitu dan saya memeberikan waktu beberapa menit untuk mempelajari dialog tersebut lalu anak-anak presentasi/praktek di depan kelas.

Q: Dari skill maupun sub-skill Bahasa inggris, keterampilan manakah yang paling banyak dikuasai siswa dan manakah keterampilan yang sulit dikuasai siswa?

T: Yang paling sulit itu untuk anak-anak itu vocabulary.

Q: Apakah kesulitan anak-anak dalam vocabulary ini mempengaruhi nilai mereka dalam ulangan harian?

T: Ya, mbak. Sangat mempengaruhi.

Q: Baik, bu. Jika diperkenankan, apakah saya bisa melihat hasil nilai ulangan harian pada materi deskriptif teks?

T: Boleh, mbak

Q: Baik ibu, letak sulitnya anak-anak pada sub-skill vocabulary itu pada apa?

T: Kenyataannya saja mbak, anak-anak sulit sekali untuk mengartikan kata, menentukan atau menemukan sinonim dan antonym dari suatu kata, juga melengkapi kalimat rumpang

Q: Apakah dari skill maupun sub-skill tersebut pengajarannya jadi satu atau terpisah?

T: Jadi satu, mbak

Q: Mengapa keterampilan ini (vocab) sulit dikuasai siswa?

T: Karena kurangnya motivasi, mbak. Anak-anak itu kurang mau berusaha untuk menambah dan menghafal vocabulary dan mengartikan arti kata

Q: Bagaimana Anda mengatasi masalah terkait penguasaan vocabulary?

T: Saya punya cara yang simple aja. Misalnya tentang verb itu ya 20 kata terus saya jadikan PR di rumah untuk dihafalkan besok hafalan one by one di kelas.

Q: Metode apa yang Anda terapkan dalam penguasaan vocabulary?

T: Saya ulang-ulang kata dan mereka menirukan kata tersebut.

Q: Apa dukungan siswa dalam belajar Bahasa Inggris?

T: Memberikan kalimat-kalimat positif untuk menyemangati siswa

Q: Kemudian dalam pembelajaran pasti dibutuhkan media pembelajaran ya, bu. Untuk Anda sendiri, media pembelajaran apa yang sudah atau biasa anda terapkan di kelas?

T: Saya sering berfokus pada buku paket saja, mbak. Tapi saya juga pernah menerapkan media berbasis gambar mbak. Misalnya materi tentang "Zoo" disitu nanti ada gambar hewan dan anak-anak mencocokkan gambar tersebut dengan nama binatang di papan tulis. Dan ini saya lakukan secara berkelompok.

Q: Seberapa antusias siswa dalam menggunakan media pembelajaran?

T: Media pembelajaran saya hanya focus pada buku paket saja jadi siswa terkesan bosan ketika di kelas. Tapi kalau yang berbasis gambar itu anak-anak memang terlihat lebih antusias.

Q: Apakah ada kesulitan yang dihadapi siswa dalam menggunakan media pembelajaran?

T: Tidak ada, mbak

Q: Apakah Anda memakai edugame berbasis teknologi dalam proses pembelajaran Bahasa Inggris?

T: Tidak, karena terkendala dengan kuota internet

Q: Kapan saja Anda mengajar? Kelas berapa?

T: Pagi sampai siang untuk kelasnya sesuai jadwal

Q: Perbedaannya apa yang Anda rasakan antara mengajar pdi pagi hari dan disore hari?

T: Sangat jauh berbeda ya, mbak. Kalau dipagi hari itu anak-anak masih semangat, masih fresh ya jadi semangatnya masih tinggi dan masih bersemangat. Tapi kalau sudah siang mbak, sudah masuk jam setelah istirahat pertama gitu, anak-anak sudah lemes, konsentrasinya berkurang sehingga semangat belajarnya juga berkurang.

Q: Berapa KKM Bahasa Inggris di SMP 4?

T: 72

### **Appendix 3**

Observation Theme: Observation of English Learning at SMPN 4 Blitar

Observation Location: SMPN 4 Blitar

Date/Time: 19 December 2023 / 12.30 – 14.00 WIB

Observer: Researcher

On December 19 2023, the researcher returned to school with the aim of observing English learning for class VII-1. At 12.30, the researcher came to meet Mrs. Weni Widiанти to discuss the activities that will be carried out. The researcher asked Mrs. Weni Widiанти to observe the learning that will take place with the aim of knowing the learning process taking place. When the bell rang for the second break, which was around 13.00, the researcher and Mrs. Weni Widiанти goes to class VII-5. When they arrived at class, most of the students were still busy talking to their classmates. Mrs. Weni Widiанти immediately entered the class and asked P to sit in the back seat. Researchers began to observe ongoing learning.

When Mrs. Weni Widiанти came, several students stopped talking for a moment and some of them tried to adjust their sitting positions. Mrs. Weni Widiанти greeted the students "good afternoon, class," but only a few of them responded to Mrs. Weni Widiанти by saying "good afternoon, Miss". Then Mrs. Weni Widiанти continued by asking the students' condition "How are you today?" and only a few of them answered the question by answering enthusiastically "I'm fine, thank you, and you?". Mrs. Weni Widiанти replied to the students' questions

"I'm very well too, thank you." After that, Mrs. Weni Widiанти checks student attendance to ensure that every student comes and takes part in the lesson. At that time all the students appeared to be present. Mrs. Weni Widiанти started opening the planned material. Previously, Mrs. Weni Widiанти gave a flashback about the material at the last meeting. This material relates to the descriptive text. Mrs. Weni Widiанти asked "what have we learned last Monday?" Based on P's observations, around 3 students sitting in the front row were able to answer Mrs. Weni Widiанти. They simultaneously answered "Descriptive text, Miss". However, most students forget the material. So, Mrs. Weni Widiанти had to review a little of the material that had been studied because the material that day was closely related to the basic concepts of the descriptive text. After finishing reviewing the material from the last meeting, Mrs. Weni Widiанти asked the students to open the textbook to page 76. Mrs. Weni Widiанти asks students to pay attention to the reading. Not long after that, Mrs. Weni Widiанти started a new explanation by saying "Today, we are going to talk about descriptive text". Most of the students were still silent, some of them were even busy chatting with their classmates. Mrs. Weni Widiанти continued to continue the material without asking the students to be more cooperative towards the ongoing learning. Mrs. Weni Widiанти immediately directs students to the descriptive text entitled "My Hometown." Mrs Weni Widiанти appoints students randomly to read the text. He didn't even give an example of how to read the text well. After several students finished reading the text, Mrs. Weni Widiанти wrote on the white board about the characteristics and some vocabulary from the descriptive text.

In this observation, researchers discovered the fact that Mrs. Weni Widianti only uses textbooks and white boards as learning support media and has not used digital media or other non-digital media. The majority of students tend to be passive and ignore Mrs. Weni Widianti while he explained the material. When the explanation from the descriptive text was deemed sufficient, Mrs. Weni Widianti asks students to do the exercises in pairs in the textbook. Students are required to be able to complete assignments correctly. This task is related to finding the meaning of several words, completing gap paragraphs, and determining the antonym or synonym of a word. Some students found it difficult to understand the assignment being given because they were not paying attention to Mrs. Weni Widianti when explaining. There was one student who dared to ask about the assignment in question. Mrs. Weni Widianti patiently explained the enrichment exercises to the students. On the other hand, there was a student who asked Mrs. Weni Widianti. Several female students did the assignment in pairs, but the male students ignored the assignment. They tend to chat with their classmates or even have fun joking around. The class conditions at that time could be categorized as very busy because Mrs. Weni Widianti is less responsive in dealing with talkative students. He rarely reminds students to be calmer when teaching and learning activities are taking place.

The students worked on the assignments given for 30 minutes. Mrs. Weni Widianti controls the results of their work one by one. Then, Mrs. Weni Widianti asked several students to write their answers on the blackboard. Based on Mrs. Weni Widianti, around 4 students offered to answer voluntarily, that is, they came forward without being appointed first. Next, Mrs. Weni Widianti summoned the

students who were often noisy when lessons were in progress. After all the questions had been discussed and answered, Mrs. Weni Widiанти asked if there were any difficulties regarding the material that had been presented, but not a single student asked. As a chore at home, Mrs. Weni Widiанти asks students to create a descriptive text and present it at an upcoming meeting. When the bell rang to signal the end of class, Mrs. Weni Widiанти closed the KBM without providing a summary of the lessons that had been given.

## Appendix 4

## MODUL AJAR

I. Informasi Umum			
<b>Nama</b>	Fatma Azzahra Janatul. W	<b>Kelas</b>	VII
<b>Asal Sekolah</b>	SMPN 4 Kota Bltar	<b>Mapel</b>	Bahasa Inggris
<b>Alokasi Waktu</b>	6JP x 40 menit (3 pertemuan)	<b>Jumlah Siswa</b>	32 siswa
<b>Profil Pelajar Pancasila yang Berkaitan</b>	<ul style="list-style-type: none"> <li>✓ Kooperatif</li> <li>✓ Kreatif</li> <li>✓ Berpikir kritis</li> </ul>	<b>Model Pembelajaran</b>	Discovery learning
<b>Fase</b>	D	<b>Domain Mapel</b>	<b>Menyimak - Berbicara</b>  <b>Membaca – Memirsa</b>  <b>Menulis – Mempresentasikan</b>
II. Komponen Inti			
<b>Tujuan Pembelajaran</b>	<p><b>1. Menyimak – Berbicara</b></p> <p>Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.</p> <p><b>2. Membaca - Memirsa</b></p> <p>Pada akhir Fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri.</p> <p><b>3. Menulis - Mempresentasikan</b></p> <p>Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan</p>		

	kosakata spesifik dan struktur kalimat sederhana.
<b>Sarana dan Prasarana</b>	<p>Fasilitas yang dibutuhkan</p> <ul style="list-style-type: none"> <li>✓ Media/alat : Baamboozle App, Laptop/komputer, LCD, Whiteboard</li> <li>✓ Buku Siswa</li> <li>✓ Catatan tambahan lainnya yang perlu diketahui guru agar proses belajar berjalan efektif.</li> </ul>

### Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan
Pendahuluan	<ul style="list-style-type: none"> <li>• Peserta didik dan guru memulai pelajaran dengan berdoa bersama.</li> <li>• Guru memeriksa kehadiran peserta didik dengan menanyakan siapa yang tidak masuk hari ini.</li> <li>• Guru melakukan <i>ice breaking</i> untuk membangkitkan motivasi siswa selama pembelajaran berlangsung</li> <li>• Guru menanyakan apakah peserta didik pernah mendengar istilah “Adjective” sebelumnya, sebagai pertanyaan pemantik <ul style="list-style-type: none"> <li>- Have you ever heard about Adjective?</li> <li>- Do you know this words, for example “tall, short, long, big, small, etc?”</li> </ul> </li> <li>• Siswa menjawab pertanyaan sesuai yang mereka tahu dan guru memberikan apresiasi: <i>Good, thank you, you did great.</i></li> </ul>
Inti	<ul style="list-style-type: none"> <li>• Guru memperkenalkan media belajar Baamboozle beserta cara penggunaannya</li> <li>• Siswa menghafal kosakata menggunakan media Baamboozle berdasarkan materi BS. <i>Adjectives of Person</i> pada teks deskripsi</li> <li>• Guru menjelaskan makna, antonim, dan sinonim dari kosakata tersebut</li> <li>• Siswa bermain quiz berdasarkan materi yang telah dihafal melalui media Baamboozle</li> <li>• Siswa diminta mengerjakan soal pre-test sejumlah</li> </ul>

	25 soal pada paper yang telah disediakan selama 40 menit
Penutup	<ul style="list-style-type: none"> <li>• Guru mengulas kembali kegiatan yang sudah dikerjakan selama awal pembelajaran hingga akhir pembelajaran.</li> <li>• Guru menutup pelajaran dengan meminta siswa menyimpulkan tentang materi hari ini.</li> <li>• Refleksi: Memberikan pertanyaan (kuis) berkaitan dengan materi</li> <li>• Menyampaikan rencana pembelajaran selanjutnya dan memberikan motivasi pada siswa untuk meningkatkan semangat belajar siswa</li> </ul>

### Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan
Pendahuluan	<ul style="list-style-type: none"> <li>• Peserta didik dan guru memulai pelajaran dengan berdoa bersama.</li> <li>• Guru memeriksa kehadiran peserta didik dengan menanyakan siapa yang tidak masuk hari ini.</li> <li>• Guru melakukan <i>ice breaking</i> untuk membangkitkan motivasi siswa selama pembelajaran berlangsung</li> <li>• Guru memberikan pertanyaan pada peserta didik sebagai pertanyaan pemantik</li> <li>• Siswa menjawab pertanyaan sesuai yang mereka tahu dan guru memberikan apresiasi: <i>Good, thank you, you did great.</i></li> </ul>
Inti	<ul style="list-style-type: none"> <li>• Siswa menghafal kosakata menggunakan media Baamboozle berdasarkan materi BS.</li> <li>• Guru menjelaskan makna, antonim, dan sinonim dari kosakata tersebut</li> <li>• Siswa bermain quiz berdasarkan materi yang telah dihafal melalui media Baamboozle</li> <li>• Siswa mengerjakan latihan soal <i>page 103 point b</i></li> </ul>

Penutup	<ul style="list-style-type: none"> <li>• Guru mengulas kembali kegiatan yang sudah dikerjakan selama awal pembelajaran hingga akhir pembelajaran.</li> <li>• Guru menutup pelajaran dengan meminta siswa menyimpulkan tentang materi hari ini.</li> <li>• Refleksi: Memberikan pertanyaan (kuis) berkaitan dengan materi</li> <li>• Menyampaikan rencana pembelajaran selanjutnya dan memberikan motivasi pada siswa untuk meningkatkan semangat belajar siswa</li> </ul>
---------	---


### Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan
Pendahuluan	<ul style="list-style-type: none"> <li>• Peserta didik dan guru memulai pelajaran dengan berdoa bersama.</li> <li>• Guru memeriksa kehadiran peserta didik dengan menanyakan siapa yang tidak masuk hari ini.</li> <li>• Guru melakukan <i>ice breaking</i> untuk membangkitkan motivasi siswa selama pembelajaran berlangsung</li> <li>• Guru memberikan pertanyaan pada peserta didik sebagai pertanyaan pemantik</li> <li>• Siswa menjawab pertanyaan sesuai yang mereka tahu dan guru memberikan apresiasi: <i>Good, thank you, you did great.</i></li> </ul>
Inti	<ul style="list-style-type: none"> <li>• Siswa menghafal kosakata menggunakan media Baamboozle berdasarkan materi BS. BS. <i>So Sorry Unit 8</i></li> <li>• Guru menjelaskan makna, antonim, dan sinonim dari kosakata tersebut</li> <li>• Siswa bermain quiz berdasarkan materi yang telah dihafal melalui media Baamboozle</li> <li>• Siswa diminta mengerjakan soal post-test sejumlah 25 soal pada paper yang telah disediakan selama 40 menit</li> </ul>

## Penutup

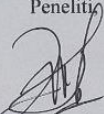
- Guru mengulas kembali kegiatan yang sudah dikerjakan selama awal pembelajaran hingga akhir pembelajaran.
- Guru menutup pelajaran dengan meminta siswa menyimpulkan tentang materi hari ini.
- Refleksi: Memberikan pertanyaan (kuis) berkaitan dengan materi
- Menyampaikan rencana pembelajaran selanjutnya dan memberikan motivasi pada siswa untuk meningkatkan semangat belajar siswa

Mengetahui,  
Guru Pamong,

  
Weni Widianti, S.Pd  
NIP. 197206122006042011

Blitar, 13 Mei 2024

Peneliti,

  
Fatma Azzahra JW  
NIM. 20108810010

## **Appendix 5**

### **List Questions Pre-test and Post-test**

#### **PRE-TEST OF VOCABULARY FOR DESCRIBING PERSON**

**Name :**

**Class :**

**Date : Wednesday, 12 of May 2024**

**Time : 90 minutes**

**Please complete the following sentences with suitable vocabulary!**

1. Dinda is a ... girl, she always wakes up in the morning and helps her mother in the kitchen

- a. Diligent
- b. Lazy
- c. Beautiful
- d. Cleaver

2. Doni always makes everyone laugh. He is very...

- a. Tall
- b. Kind
- c. Funny
- d. Sad

3. Arif never tells lies to his parents. He is an ... boy.

- a. Honest
- b. Dishonest
- c. Lazy
- d. Careless

4. My sister is ... Student. She always gets highest score in her exam

- a. Smart
- b. Beautiful
- c. Diligent
- d. Lazy

5. Lina is always on time for school and never misses a class. She is a ... student.

- a. Lazy
- b. Punctual
- c. Naughty
- d. Forgetful

**Please choose the correct synonym or antonym of the underlined word in the following the sentence!**

6.



Ria Ricis is a cheerful woman, she always looks happy in any situation. The underlined word has the same meaning with...

- a. Joyful
- b. Awful
- c. Helpful
- d. Painful

7. Rico is a polite boy. He always respect his parent, teachers, and old people around him. The underlined word has opposite meaning with...

- a. Selfish
- b. Tolerant
- c. Rude
- d. Perfectionist

8. She has chubby cheeks that make her look cute. The underlined word has same meaning with...

- a. Hollow
- b. Thin
- c. Plump
- d. Pale

9.



Tasya Farasya has sparkling eyes and thick eyelashes. The underlined word has opposite meaning with...

- a. Thin
- b. Dense
- c. Ugly
- d. Glamour

of 10



Paula Verhoeven is a famous model in Indonesia. She has a slim body. The underlined word has same meaning with...

- a. Fat
- b. Strong
- c. Plump
- d. Slender

**Please fill in the blank the text with appropriate vocabulary provided in the box!**

Lisa is a very special girl. She is always ... (11) to everyone she meets. Her best friend, Mark, describes her as very ... (12) because she never tells lies. Lisa is also quite ... (13) and she loves to help others and often volunteers at the local animal shelter. People say she has a ... (14) personality because she always makes everyone smile. However, Lisa is a bit ... (15) when it comes to speaking in front of large groups, but she is working on becoming more confident.

- |             |            |             |
|-------------|------------|-------------|
| a. honest   | c. kind    | e. funny    |
| b. generous | d. nervous | f. annoying |

**Please fill in the blank the text with appropriate vocabulary provided in the box!**



Joko Widodo is the President of Indonesia. He is known for his humble and approachable personality. Joko Widodo has handsome face. His face is ... (16), and he always has a warm smile. His skin is a dark brown skin. His nose is ... (17) and suits his face well. Jokowi's eyes are ... (18). He has ... (19) hair. His hair is short and tidy. Jokowi likes wearing a ... (20) thirts because he likes simple clothes. He is known for being a friendly and hardworking person.

- |            |           |          |
|------------|-----------|----------|
| a. black   | c. square | d. short |
| b. pointed | d. white  | e. small |

**Rearrange the following of jumble word and make a correct sentence!**

21. a - very - tidy - is - girl - Nagita

a. Nagita is girl very a tidy.

b. Girl very is tidy Nagita a.

c. Nagita is a very tidy girl.

d. Very tidy girl She is a.

22. Rina – talented – is – singer – with – powerful – a - voice

a. With a powerful voice is Rina talented singer

b. Rina is a talented singer with a powerful voice

c. Singer talented with a voice is Rina powerful

d. A powerful voice with talented singer is Rina

23. brilliant – student - with - Rizky – passion - is – a- science - for.

a. Rizky is a brilliant student with a passion for science.

b. For student is brilliant with Rizky for passion a science

c. Student passion a science for Rizky with is brilliant

d. Rizky is a brilliant passion student with science for

24. has - an - Rendi - face - oval

a. An oval Rendi has face

b. Rendi has an oval face.

c. Face oval has an Rendi

d. Oval face an has Rendi

25. dark brown – has - Ashley - color - skin

a. Color skin Ashley has dark brown

b. Ashley has skin dark brown color

c. Ashley has dark brown skin color

d. Dark brown color has Ashley skin

**PRE-TEST AND POST-TEST SCORE**

<b>No.</b>	<b>Name</b>	<b>Pre-test</b>	<b>Post-test</b>
1.	Aidan Temals Nusantara	52	76
2.	Akhtar Faheem Hendratno	48	60
3.	Amelda Putri Daviona	52	64
4.	Amira Clara Nerisa Yusuf	72	84
5.	Arfin Maulana	44	68
6.	Arisa Kristiana Saria	64	72
7.	Azhar Rasyid Al Katiri Syahputra	68	76
8.	Azzam Cahya Nabihan	36	60
9.	Chalimatul Azizah	60	88
10.	Dio Wahyu Pratama	44	56
11.	Dyandra Raditya Kailani	32	52
12.	Elvira Nur Askiya	68	84
13.	Felisha Rakna Candramaya	96	100
14.	Firyaal Lyndia Tabriz	60	72
15.	Fitra Rizky Virgo Nugroho	80	96
16.	Frananda Raditya Putra Harmawana	28	52
17.	Khanza Aura Asyifa	72	80
18.	Keyla Angellista Ayudya	60	72
19.	Khesya Widya Putri Dwi Kharisma	64	76
20.	Kirana Larasati	40	52

21.	Mahendra Putra Pratama	52	60
22.	Muhammad Yusuf Alfian	44	64
23.	Olivia Nautica Abha	64	80
24.	Pastika Surya Celesta	96	100
25.	Raynner Nectarious Ferdinand	44	64
26.	Rianita Alisya Putri	56	72
27.	Rifqy Putra Ardiansyah	52	76
28.	Risvari Juninha Yosiarta	44	64
29.	Thalita Sadiya	64	80
30.	Wahyu Agung Rizki	28	76
31.	Wahyu Tri Nur Cahyo	28	76
32.	Wayne Reyfa Ullayyayogi	64	72

**LEMBAR VALIDASI AHLI INSTRUMEN PRETEST-POSTTEST**

Mata Pelajaran : Bahasa Inggris

Fase/Kelas/Semester : D/7/Genap

Petunjuk:

1. Berilah tanda centang (√) pada kolom skor sesuai dengan aspek yang ditelaah.
2. Keterangan skor: 1) Kurang; 2) Cukup; 3) Baik; 4) Sangat Baik
3. Mohon berikan saran, jika Anda memilih opsi "1" atau "2".

No.	Aspek yang dinilai	Skor			
		1	2	3	4
<b>A. Materi</b>					
1.	Soal sesuai dengan indikator pada kisi-kisi			√	
2.	Setiap soal mempunyai satu jawaban benar				√
3.	Pengecoh soal berfungsi			√	
<b>B. Konstruk</b>					
1.	Soal tidak bermakna ganda			√	
2.	Pilihan jawaban logis ditinjau dari segi materi				√
3.	Panjang kata pada opsi jawaban relatif sama			√	
4.	Opsi jawaban tidak memiliki "semua jawaban benar" atau "semua jawaban salah"			√	
5.	Bahasa yang digunakan baku dan komunikatif			√	
<b>C. Tampilan</b>					
1.	Petunjuk pengerjaan beserta soal dituliskan dengan runtut			√	
2.	Gambar pada soal terlihat jelas			√	

Catatan:

.....


.....

.....

.....

.....

Blitar, 13 Mei 2024  
Validator,

  
Weni Widianti, S Pd  
 NIP. 19.700612.200604.2011.

## Appendix 6

### BLUE PRINT OF VOCABULARY TEST

Mata Pelajaran	: Bahasa Inggris	Waktu	: 45 menit
Fase/Semester	: D/Genap	Jumlah Soal	: 50
Materi	: Things Change	Penyusun	: Fatma A.

Basic competencies	Material	Indicator	Level of Cognitive Domain			Learning Material
			C1	C2	C3	
Baamboozle game can be used to escalate vocabulary learning outcomes.	Information about adjective of person in descriptive text	1. Students are able to complete the selected vocabulary appropriately and correctly in accordance with the desired sentence structure, as well as fulfill the grammatical rules that apply to the material adjectives of person.	1, 2, 3, 4, 5, 26, 27, 28, 29, 30			1. Completing the following sentences with suitable vocabulary.  2. Choosing the correct synonym or antonym of the word in the following sentence to best complete the meaning  3. Filling the blank the text with appropriate vocabulary provided in the context.
		1.2 Students are able to understand and determine the vocabulary of similar words or		6,7,8,9,10,31,32,33,34,35		4. Rearrange the word jumble into a correct sentence.

		opposite words from the reading text presented to the material adjectives of person				
		1.3 Students are able to use the vocabularies of adjectives of person, to complete the descriptive text		11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 36, 37, 38, 39, 40-45		
		1.4 Students are able to analyze and rearrange the vocabulary contained in the jumble word so that it is arranged into a correct and meaningful sentence according to the context given.			21, 22, 23, 24, 25, 46, 47, 48, 49, 50	

**Penilaian dan Bobot Soal**

Skor Benar	2
Skor Salah	0
Jumlah Soal	50
Skor Maksimal	100

**Perhitungan Nilai**

Rumus

$$\text{Nilai} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

**Appendix 7****List Questions of Tryout Test****TRYOUT TEST OF VOCABULARY FOR DESCRIBING PERSON****Name :****Class :****Date : Wednesday, ... of May 2024****Time : 90 minutes****Please complete the following sentences with suitable vocabulary!**

1. Dinda is a ... girl, she always wakes up in the morning and helps her mother in the kitchen

- a. Diligent
- b. Lazy
- c. Beautiful
- d. Cleaver

2. Doni always makes everyone laugh. He is very...

- a. Tall
- b. Kind
- c. Funny
- d. Sad

3. My dad is a ... man, he works long hours to provide the needs of our family

- a. Friendly
- b. Lazy
- c. Brave
- d. Hard working

4. My sister is ... Student. She always gets highest score in her exam

a. Smart

b. Beautiful

c. Diligent

d. Lazy

5. Mr. Joko Widodo, is a ... leader. Many people like him so much.

a. Arrogant

b. Greedy

c. Humble

d. Stingy

**Please choose the correct synonym or antonym of the underlined word in the following the sentence!**

1.



Ria Ricis is a cheerful woman, she always looks happy in any situation. The underlined word has the same meaning with...

a. Joyful

b. Awful

c. Helpful

d. Painful

7. Rico is a polite boy. He always respects his parent, teachers, and old people around him. The underlined word has opposite meaning with...

a. Selfish

b. Tolerant

c. Rude

d. Perfectionist

8. Rina has a white skin and a pointed nose, she is very beautiful. The underlined word has same meaning with...

- a. Tall
- b. Long
- c. Short
- d. Big

9.



Tasya Farasya has sparkling eyes and thick eyelashes. The underlined word has opposite meaning with...

- a. Thin
- b. Dense
- c. Ugly
- d. Glamour

10.



Paula Verhoeven is a famous model in Indonesia. She has a slim body. The underlined word has same meaning with...

- a. Fat
- b. Strong
- c. Plump
- d. Slender

**Please fill in the blank the text with appropriate vocabulary provided in the box!**

Lisa is a very special girl. She is always ... (11) to everyone she meets. Her best friend, Mark, describes her as very ... (12) because she never tells lies. Lisa is also quite ... (13) and she loves to help others and often volunteers at the local animal shelter. People say she has a ... (14) personality because she always makes everyone smile. However, Lisa is a bit ... (15) when it comes to speaking in front of large groups, but she is working on becoming more confident.

- |             |            |             |
|-------------|------------|-------------|
| a. honest   | c. kind    | e. funny    |
| b. generous | d. nervous | f. annoying |

**Please fill in the blank the text with appropriate vocabulary provided in the box!**



Joko Widodo is the President of Indonesia. He is known for his humble and approachable personality. Joko Widodo has handsome face. His face is ... (16), and he always has a warm smile. His skin is a dark brown skin. His nose is ... (17) and suits his face well. Jokowi's eyes are ... (18). He has ... (19) hair. His hair is short and tidy. Jokowi likes wearing a ... (20) thirts because he likes simple clothes. He is known for being a friendly and hardworking person.

- |            |           |          |
|------------|-----------|----------|
| a. black   | c. square | d. short |
| b. pointed | d. white  | e. small |

**Rearrange the following of jumble word and make a correct sentence!**

21. a - very - tidy - is - girl – Nagita

- a. Nagita is girl very a tidy.

- b. Girl very is tidy Nagita a.
- c. Nagita is a very tidy girl.
- d. Very tidy girl She is a.
22. Rina – talented – is – singer – with – powerful – a - voice
- a. With a powerful voice is Rina talented singer
- b. Rina is a talented singer with a powerful voice
- c. Singer talented with a voice is Rina powerful
- d. A powerful voice with talented singer is Rina
23. brilliant – student - with - Rizky – passion - is – a- science - for.
- a. Rizky is a brilliant student with a passion for science.
- b. For student is brilliant with Rizky for passion a science
- c. Student passion a science for Rizky with is brilliant
- d. Rizky is a brilliant passion student with science for
24. has - an - Rendi - face - oval
- a. An oval Rendi has face
- b. Rendi has an oval face.
- c. Face oval has an Rendi
- d. Oval face an has Rendi
25. dark brown – has - Ashley - color - skin
- a. Color skin Ashley has dark brown
- b. Ashley has skin dark brown color
- c. Ashley has dark brown skin color
- d. Dark brown color has Ashley skin
26. Arif never tells lies to his parents. He is an ... boy.
- a. Honest
- b. Dishonest

c. Lazy

d. Careless

27. Lina is always on time for school and never misses a class. She is a ... student.

a. Lazy

b. Punctual

c. Naughty

d. Forgetful

28. Andi loves to help his neighbors clean up their yards. He is very ....

a. Selfish

b. Helpful

c. Lazy

d. Rude

29. Fajar finishes his homework every day before playing games. He is a very ... student.

a. Lazy

b. Forgetful

c. Naughty

d. Responsible

30. Nina loves to read books and learn new things. She is very curious girl. The underlined word has opposite meaning with...

a. Uninterested

b. Ignorant

c. Boring

d. Lazy

31. She has chubby cheeks that make her look cute. The underlined word has same meaning with...

a. Hollow

b. Thin

c. Plump

d. Pale

32. Galang has a wide smile and a flat nose that gave him a unique look among his friends in the group photo. The underlined word has opposite meaning with...

a. Small

b. Pointed

c. Thick

d. Tiny

33. Rihanna is famous singer in the world. She has a tan skin that makes her look pretty and healthy. The underlined word has same meaning with...

a. Black

b. dark-brown

c. white

d. dark

34. Fuji is beautiful girl. She has black, long and silky hair. The underlined word has same meaning with...

a. Rough

b. Curly

c. Tangled

d. Smooth

35. Bruno Mars voice is gentle and soothing. The underlined word has same meaning with...

a. Harsh

b. Loud

c. Soft

d. High-pitched

**Please fill in the blank the text with appropriate vocabulary provided in the box!**

I have an older sister. Her name is Anisa Rahayu. I call her 'Kak Nisa' and she is seven years older than me. Although we are siblings, we have some different characteristics and personalities. My sister has ... (36) wavy hair, but she dyed it brown. She is 160 cm tall and has ... (37) legs. Her skin is tanned because she likes to travel. She also has nice facial features. Her face is ... (38), with round eyes and a pointed nose. People like to see her smile and laugh because she has ... (39) smile. My sister is pretty but she always denies it. She is also kind to everyone. She likes to buy me food and ask me to the cinema. Yet sometimes she can annoy my mother. She rarely cleans her room because she is quite busy. She often sleeps a lot on weekend due to her working schedule which is from Monday to Saturday. My sister is a ... (40) person who I adore so much. She is the type of older sister who can be relied on.

a. small

c. black

e. gummy

b. slim

d. hard-working

f. long



My headmaster is Mr. Bambang. Many students are afraid of Mr. Bambang in the first impression. He has ... (41) and big body. He has mustache and beard, that makes him looks ... (42). But, Mr. Bambang is actually a ... (43) person. He likes to tell jokes and funny stories. Mr. Bambang also a caring and ... (44) person. He is also very ... (45) with his job. Although his appearance is scary, Mr. Bambang's personality is very friendly.

a. funny

c. helpful

e. scary

b. tall

d. responsible

f. ugly

**Rearrange the following of jumble word and make a correct sentence!**

46. tall – Ravi – boy – is – boy – hair – curly

- a. Is a tall boy with curly Ravi hair
- b. Ravi is a tall boy with curly hair
- c. A Ravi tall boy with hair curly
- d. Boy tall with curly is a Ravi boy

47. old – the – has – man – a – beard – white

- a. The old man has a white beard
- b. A man has an old white beard
- c. An old white beard has the man
- d. Has an old beard white the man

48. her – has – long – beautiful – hair – girl – the

- a. Has the girl long beautiful hair
- b. The beautiful girl has long hair
- c. The girl beautiful has long hair
- d. The girl has beautiful long hair

49. her – red – dress – beautiful – wore – she

- a. Wore she a beautiful red dress
- b. Beautiful she wore a red dress
- c. She wore a beautiful red dress
- d. She a beautiful dress wore red

50. loud – the – his – voice – is – speech – during

- a. Loud during the speech is his voice
- b. His voice is loud during the speech
- c. During the speech his voice is loud
- d. During his speech is loud the voice

**Appendix 8****TRYOUT TEST SCORE**

<b>No.</b>	<b>Name</b>	<b>Score</b>
1.	Adinda Safira Putri	92
2.	Adnan Qosim	96
3.	Afrizal Krisna Novelino	90
4.	Aghna Novalita Sanibarestri	82
5.	Ardan Rio Bagus Saputra	84
6.	Arsyavhala El Fahri	88
7.	Arthalieta Ayra Danica Putri	90
8.	Asyifa Cintya Bigi	56
9.	Azra Annasya Pratista	88
10.	Briyan Dwizarno Prasetyo	88
11.	Caca Dewi Camelia Sari	70
12.	Elviana Rizky Tsalisa R.	88
13.	Endita Azalia Alpha	94
14.	Errys Maulana Deva Ryzky	76
15.	Evan Darius Mulyono	92
16.	Haazimatus Syafiiqatun Nida	92
17.	Iqbal Noorman Afriansyah	66
18.	Joshua Arizona Putra Sidharta	94
19.	Maysa Arumi Puspasari Syahputri	96
20.	Muhamad Fahmi Husein	94
21.	Muhamad Rifqi	98

22.	Nadia Keyla Putri Wibowo	46
23.	Naufal Labibi Putra Purnama	94
24.	Neizy Razeyfa Syahputra	98
25.	Putri Yasmin Aprilia	84
26.	Rastra Athayananta Arianto	84
27.	Ridho Nurrohmad	88
28.	Rifki Maulana Razio	96
29.	Safira Risky Gaya Asnindia	88
30.	Vedora Armynda Dewi	64

**LEMBAR VALIDASI AHLI INSTRUMEN PRETEST-POSTTEST**

Mata Pelajaran : Bahasa Inggris

Fase/Kelas/Semester : D/7/Genap

Petunjuk:

1. Berilah tanda centang (✓) pada kolom skor sesuai dengan aspek yang ditelaah.
2. Keterangan skor: 1) Kurang; 2) Cukup; 3) Baik; 4) Sangat Baik
3. Mohon berikan saran, jika Anda memilih opsi "1" atau "2".

No.	Aspek yang dinilai	Skor			
		1	2	3	4
<b>A. Materi</b>					
1.	Soal sesuai dengan indikator pada kisi-kisi				✓
2.	Setiap soal mempunyai satu jawaban benar				✓
3.	Pengecoh soal atau jawaban berfungsi				✓
<b>B. Konstruk</b>					
1.	Soal atau jawaban tidak bermakna ganda				✓
2.	Pilihan jawaban logis ditinjau dari segi materi				✓
3.	Panjang kata pada opsi jawaban relatif sama				✓
4.	Opsi jawaban tidak memiliki "semua jawaban benar" atau "semua jawaban salah"				✓
5.	Bahasa yang digunakan baku dan komunikatif				✓
<b>C. Tampilan</b>					
1.	Petunjuk pengerjaan beserta soal dituliskan dengan runtut				✓
2.	Gambar pada soal terlihat jelas				✓

Catatan:

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Blitar, 16 Mei 2024

Validator,

Nurtjahjani, S.Pd  
NIP. 196607231988032017

## Appendix 9

### Treatments and Pre-test Post-test

