

APPENDIX



Appendix 1. Assesment Rubric Speaking Skill

No.	Criteria	Score			
		4	3	2	1
1	Pronunciation	Pronunciation can be understood even with a certain language accent	There are problems in pronunciation that make listeners have to focus and sometimes cause misunderstandings	Difficult to understand due to problems with pronunciation and repeated repetition of words	Almost always words that are not clear in pronunciation come out so they cannot be understood
2	Structure	Almost no grammatical errors were found	There are some grammatical errors but they do not affect the meaning of the story	There are many language errors that affect the meaning of the story and often repeat corrective sentences	Grammar is so bad that conversations are hard to understand
3	Vocabulary	Sometimes the pronunciation is not correct and requires further explanation due to inappropriate vocabulary	Often uses inappropriate vocabulary so that pronunciation in speech becomes limited	Using the wrong vocabulary so it can't be understood	Vocabulary is very limited so it is not possible to speak fluently
4	Speaking Fluency	Speak fluently, very little encounter difficulties	Not too fluent because they have difficulty in expressing the language	Often hesitates and stops because of language limitations	Frequently pauses and is silent while talking
5	Talk Content	The entire contents of the	Most of the contents of the expressions are	It is difficult to express some words	Incomprehensible even in simple words

		expression can be understood even though there are occasional repetitions in certain parts	understandable although there are some repetitions	or sentences in the presentation of the story	
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Appendix 2. Pre-test Guidelines

Pre-Test

Pretest Objectives:

This pretest aims to measure the students' speaking abilities at the outset, specifically regarding pronunciation, Structure, Vocabulary, English fluency, and Talk Content

Implementation Time:

- Total time: 30 minutes

Step by Step Pretest:

1. The teacher explains the objectives of the pretest and provides oral instructions.
2. Students are asked to introduce themselves in English to assess their speaking Skill.
3. Students are given 10 minutes to prepare a self-introduction (Introduction about myself).
4. The focus is on choosing the right words and preparing the oral delivery.
5. Each student comes forward and introduces themselves.
6. During the presentation, students must pay attention to:
 - a) Pronunciation: Ensure that words are pronounced clearly and correctly.

- b) Structure: Use correct sentence patterns and grammar in your speech.
- c) Vocabulary: Choose appropriate and varied words to express ideas effectively.
- d) English Fluency: Speak smoothly and confidently without long pauses or hesitation.
- e) Talk Content: Make sure the content of the talk is relevant and meaningful.

Pre-test Questions

1. **Which one is taller?**

- a) Table
- b) Chair
- c) Door
- d) Book

2. **An elephant is ___ than a cat.**

- a) Smaller
- b) Bigger
- c) Shorter
- d) Lower

3. **If a building is taller than a house, then the house is...**

- a) Tall
- b) Short
- c) Big
- d) Strong

4. **Which one is smaller?**

- a) Basketball
- b) Ping pong ball
- c) Soccer ball
- d) Volleyball

5. **A coconut tree is ___ than a bush.**

- a) Lower
- b) Taller
- c) Smaller
- d) Bigger

6. **Which one is bigger?**

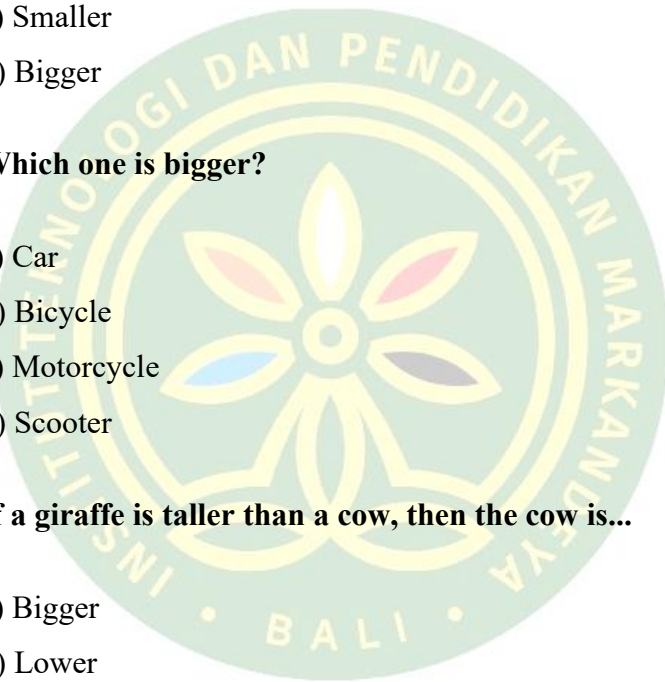
- a) Car
- b) Bicycle
- c) Motorcycle
- d) Scooter

7. **If a giraffe is taller than a cow, then the cow is...**

- a) Bigger
- b) Lower
- c) Shorter
- d) Taller

8. **A pencil is ___ than an eraser.**

- a) Longer
- b) Shorter
- c) Smaller
- d) Bigger



9. **If a mountain is taller than a hill, then the hill is...**

- a) Tall
- b) Low
- c) Long
- d) Big

10. **Which one is smaller?**

- a) House
- b) School building
- c) Bedroom
- d) Stadium

11. **If a cat is smaller than a dog, then the dog is...**

- a) Bigger
- b) Shorter
- c) Lower
- d) Smaller

12. **If a bicycle is smaller than a car, then the car is...**

- a) Small
- b) Short
- c) Big
- d) Low

13. **Which one is smaller?**

- a) An ant
- b) A rabbit

- c) A cat
- d) A dog

14. **Which one is taller?**

- a) Chair
- b) Wardrobe
- c) Table
- d) Book

15. **If a basketball is bigger than a tennis ball, then a tennis ball is..**

- a) Tall
- b) Small
- c) Low
- d) Big

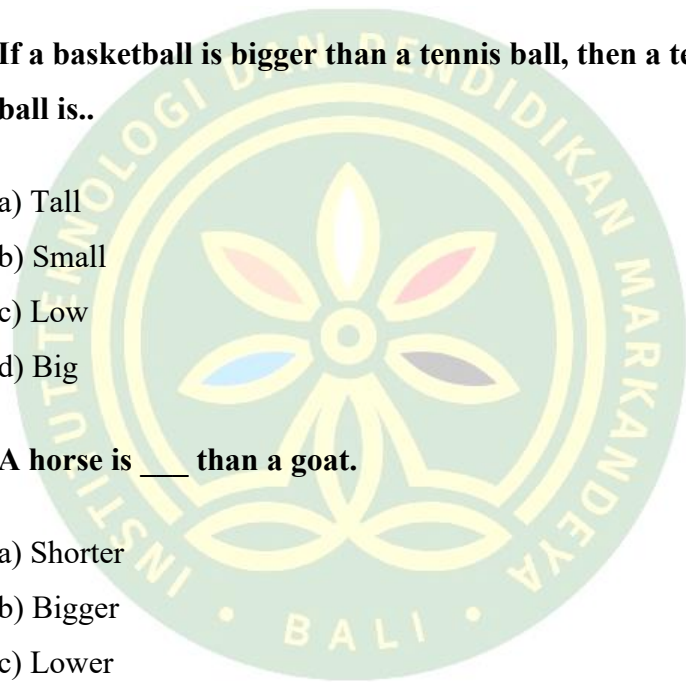
16. **A horse is ___ than a goat.**

- a) Shorter
- b) Bigger
- c) Lower
- d) Smaller

17. **If a tower is taller than a house, then the house is...**

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

18. **Which one is taller?**



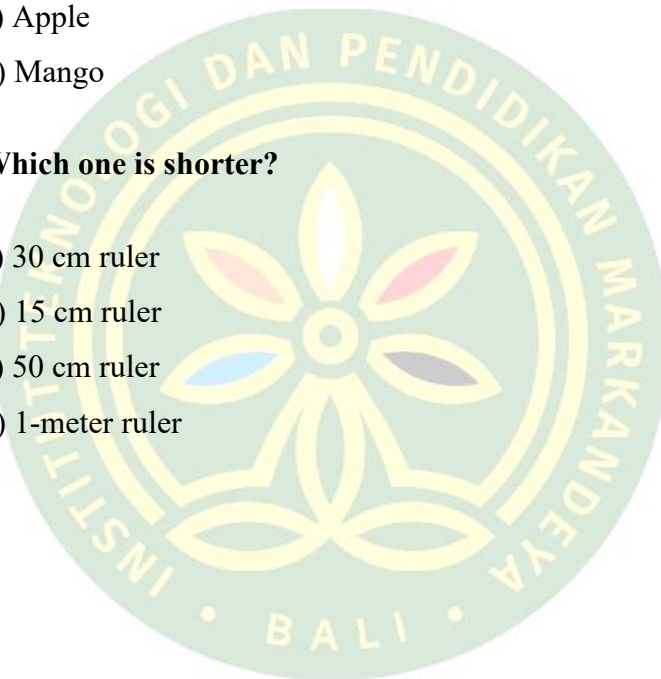
- a) A giraffe
- b) A cat
- c) A duck
- d) A rabbit

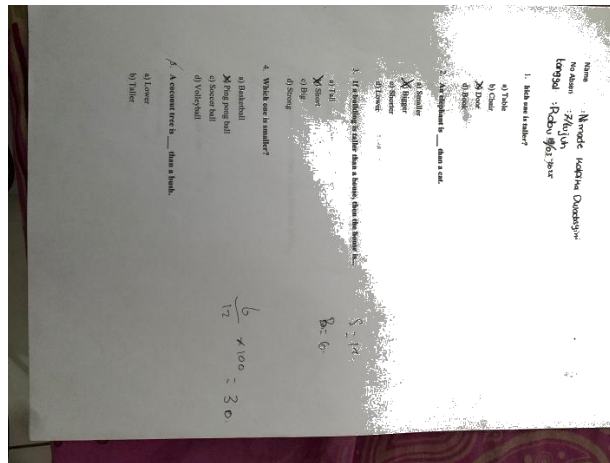
19. **Which one is bigger?**

- a) Orange
- b) Watermelon
- c) Apple
- d) Mango

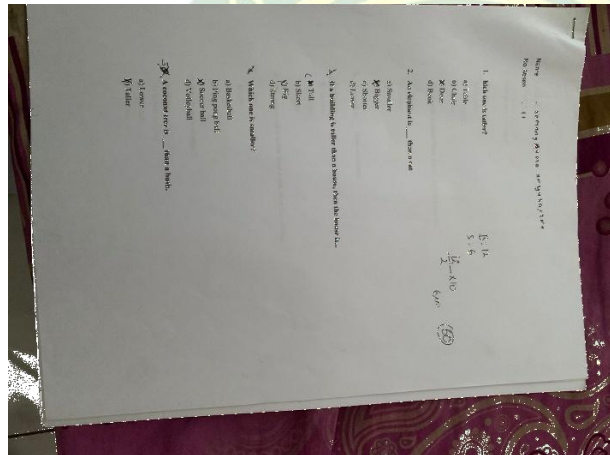
20. **Which one is shorter?**

- a) 30 cm ruler
- b) 15 cm ruler
- c) 50 cm ruler
- d) 1-meter ruler





Pre-test result (1)



Pre-test result (2)

Appendix 3. Pre-test Result

Formula :

$$X = (\text{Total Score obtained}) / (\text{Maximum possible Score}) \times 100\%$$

$$\bar{X} = (\sum X) / N$$

Information :

X = Overall Score

\bar{X} = Average Score

($\sum X$) = Total Score Obtained all student

N = the number of students.

Appendix 4. Post-Test I Guidelines

Post-Test I

Post-Test: Measuring Students' Learning Outcomes Using Gamification with Flashcards

Purpose:

This post-test aims to measure students' learning outcomes, specifically their speaking skills, which include pronunciation, sentence structure, vocabulary, English fluency, and meaningful talk content, through a presentation activity using flashcards within a gamification approach.

Implementation Time:

Total time: 35 minutes

Langkah-langkah Pretest:

Post-Test Steps:

1. The teacher explains the objectives of the post-test and gives clear oral instructions on how to use the **flashcards** that were practiced during the **gamification activities**.
2. Students are asked to use **flashcards** containing pictures/text about **Daily Activities** as prompts for their presentation to assess their speaking ability.
3. Students are given **10 minutes** to prepare their presentation by arranging the flashcards in order and planning what they will say.
4. The focus is on structuring the narrative, selecting appropriate vocabulary, and preparing smooth oral delivery using the **flashcards**.
5. Each student comes forward and presents their flashcards one by one.
6. During the presentation, students must pay attention to:
 - a) **Pronunciation:** Words must be pronounced clearly and correctly.

- b) **Structure:** Use proper sentence patterns and correct grammar.
- c) **Vocabulary:** Use varied and appropriate words to express ideas effectively.
- d) **Fluency:** Speak smoothly and confidently without long pauses or hesitation.
- e) **Talk Content:** The content must be relevant, meaningful, and accurately describe the ideas shown on the flashcards.

Appendix 5. Lesson Plan Cycle I

1. Module Identity

Author **I Komang Agus Hendrawan**

:

School **SD Negeri 4 Kawan**

:

Subject **English**

:

Grade/Semester **V / Even**

:



Main Material Comparison

:

Topic Comparative & Superlative

:

Adjectives

Learning Model Gamification using Flashcard

:

Media

Time Allocation Cycle I: 2 x 35 min +

:

Reinforcement 1 x 35 min

Cycle II: 2 x 35 min

2. Learning Objectives

Phase	Objectives
Cycle I	<ul style="list-style-type: none"> - Students can recognize comparison vocabulary. - Students can make simple comparison sentences. - Students actively participate through educational flashcard games.
Cycle II	<ul style="list-style-type: none"> - Students confidently apply

	comparison vocabulary. - Students can compose more complex comparison sentences. - Students show active participation, cooperation, and enthusiasm.
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3. Main Material

Component	Content
Vocabulary	big, bigger, biggest; tall, taller, tallest; fast, faster, fastest; as tall as; not as tall as
Sentence Structure	A is bigger than B, A is as tall as B, A is not as fast as B

4. Method & Media

Component	Content
Method	Gamification (educational games)
Media	Picture flashcards, whiteboard, point markers, stickers/stars, real

	objects
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5. Learning Steps

Phase	Activity	Description
Cycle I	Introduction	Teacher opens the lesson, explains objectives, conducts an apperception by comparing real objects.
Cycle I	Main Activities	Exploration: Teacher explains the comparison material. Elaboration: Guess the Comparison & Flashcard Race. Confirmation: Feedback & rewards.
Cycle I	Closing	Reflection, assessment, motivation.

Cycle I	Additional	Reinforcement session: quiz, individual practice, group guidance.
Cycle II	Introduction	Review Cycle I results, introduce new games.
Cycle II	Main Activities	Exploration: Advanced material with new flashcards. Elaboration: Flashcard Treasure Hunt & Memory Card Battle. Confirmation: Feedback & stickers.
Cycle II	Closing	Reflection, assessment, appreciation.

6. Assessment

Aspect	Instrument
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Knowledge	Pretest & Posttest for each cycle
Skills	Observation of game activities, sentence accuracy
Attitude	Activeness, cooperation, enthusiasm

7. Learning Resources

- English Textbook for Grade V
- Teacher-made flashcards
- Real objects
- Whiteboard & rewards

Lesson Plan: Meeting 1 & 2

Subject: English

Grade/Semester: V / Even

Topic: Comparative & Superlative Adjectives

Model: Gamification using Flashcards

Time Allocation:

- Meeting 1: 1 × 35 minutes

- Meeting 2: 1 × 35 minutes

Meeting 1

A. Learning Objectives

- Students can identify the meaning and form of comparative adjectives (e.g., *bigger*, *taller*, *faster*).
- Students can pronounce and write simple comparative sentences.
- Students participate actively in flashcard-based games.

B. Learning Materials

- Vocabulary: big, bigger; tall, taller; fast, faster
- Sentence examples:
 - A cat is bigger than a mouse.
 - John is taller than Mike.
 - This car is faster than that bike.

C. Learning Activities

Activity	Description
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Activity	Description
Opening	Greeting, checking attendance, explaining learning objectives, asking students to mention adjectives they know.
Main Activities	<p>Exploration: Teacher explains the concept of comparative adjectives and gives examples using real objects/pictures.</p> <p>Elaboration: Flashcard game: <i>Guess the Comparison</i> (students compare pictures).</p> <p>Confirmation: Give feedback, correct pronunciation, reward active students.</p>
Closing	Reflection, brief oral quiz, conclusion, teacher's feedback, motivation.

D. Media and Tools

- Flashcards with adjectives & pictures
- Whiteboard & markers
- Reward stickers

Meeting 2

A. Learning Objectives

- Students can differentiate superlative adjectives from comparative adjectives (e.g., *biggest, tallest, fastest*).
- Students can make simple superlative sentences.
- Students show enthusiasm and teamwork in group activities.

B. Learning Materials

- Vocabulary: big, bigger, biggest; tall, taller, tallest; fast, faster, fastest
- Sentence examples:
 - An elephant is the biggest land animal.
 - Sarah is the tallest in the class.
 - This car is the fastest.

C. Learning Activities

Activity	Description
Opening	Review comparative adjectives (Meeting 1), introduce superlative form with examples.

Activity Description

Exploration: Teacher explains the rules of superlative adjectives.

Main Activities **Elaboration:** Flashcard game: *Find the Superlative!* (students race to match pictures to correct superlative).

Confirmation: Group competition, feedback, give points or stars.

Closing Students share examples aloud, reflection, reward best groups, closing.

D. Media and Tools

- Flashcards with sets of 3 objects for comparison
- Whiteboard & markers
- Reward stickers/stars
-

Appendix 10. Name of Student

No	Name
1	I GEDE ADI SAPUTRA
2	KOMANG AGUS ARTA WIJAYA
3	KADEK ADHI SUGIANTARA

4	I NYOMAN ARTA WIGUNA
5	I MADE ANDI SASTRAWAN
6	I KADEK PUTRA JULIARTAWAN
7	MADE KALPIKA DWADASYINI
8	KADEK NOVI SRIWAHYUNI
9	PUTU NILA AGUSTINI PUTRI
10	I KADEK PASEK WEDANA
11	KOMANG RAMA ARYASASTRA
12	NI KETUT SETYA ANGGRENI
13	NI NENGGAH TRISNA SEPTIANI
14	I KETUT TATAS PARIPURNAWAN
15	I KADEK WIRA ADYTAMA
16	I MADE YOGA BUDIAMAWAN
17	LUH PUTU RIDAYANTI

Appendix 6. POST-TEST 1 & 2

Name :

Class:

Number:

POST-TEST I Questions

1. Rina is than Sita.

- a. tall
- b. tallest
- c. taller

d. more tall

2. This car is than that motorbike.

a. fast

b. faster

c. fastest

d. more fast

3. My house is in the neighborhood.

a. big

b. bigger

c. the biggest

d. more big

4. Ali is than Budi.

a. smart

b. smarter

c. the smartest

d. more smarter

5. This is the cake I've ever eaten!

a. better

b. good



c. the best

d. best

6. A rabbit is than an elephant.

a. smaller

b. small

c. smallest

d. more small

7. Today is than yesterday.

a. bad

b. worse

c. worst

d. the worst

8. That mountain is than the one we climbed last year.

a. tall

b. taller

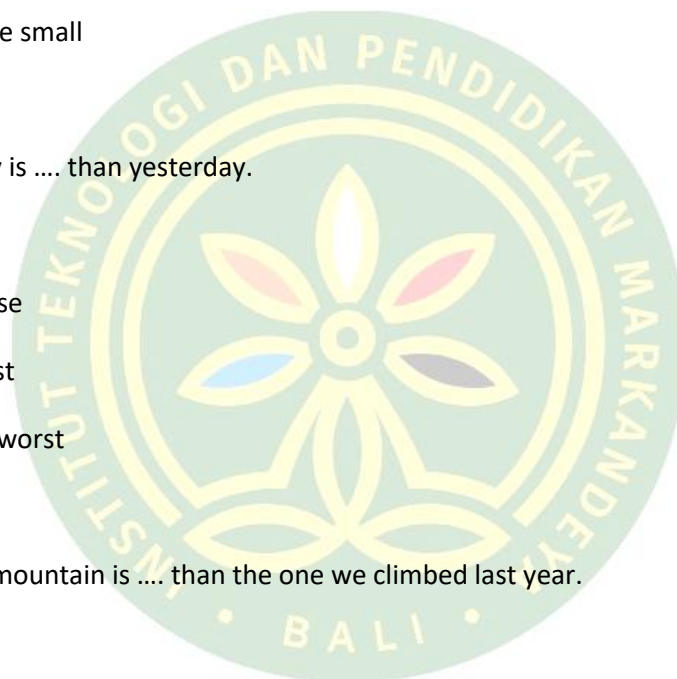
c. tallest

d. the tall

9. This test is than the last one.

a. easy

b. easier



- c. easiest
- d. more easy

10. He is the boy in our class.

- a. strong
- b. stronger
- c. strongest
- d. more strong

11. My bag is than yours.

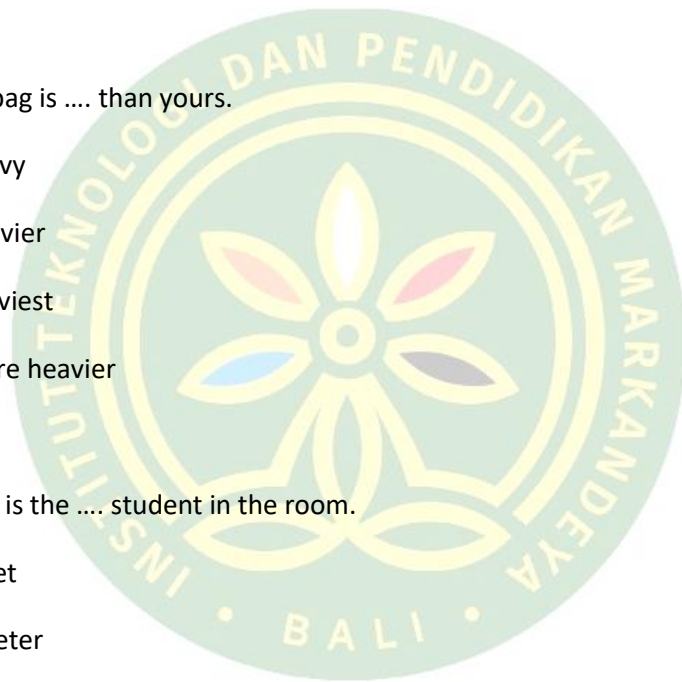
- a. heavy
- b. heavier
- c. heaviest
- d. more heavier

12. Dina is the student in the room.

- a. quiet
- b. quieter
- c. the quietest
- d. most quiet

13. This problem is than I thought.

- a. difficult
- b. more difficult
- c. most difficult



d. difficulter

14. Budi runs than Dodi.

a. fast

b. faster

c. fastest

d. the faster

15. The blue whale is the animal in the world.

a. big

b. bigger

c. the biggest

d. more big

16. That book is than this one.

a. interesting

b. interestinger

c. more interesting

d. most interesting

17. Which one is, English or Math?

a. easy

b. easier

c. easiest

d. more easy



18. This is the dress I have.

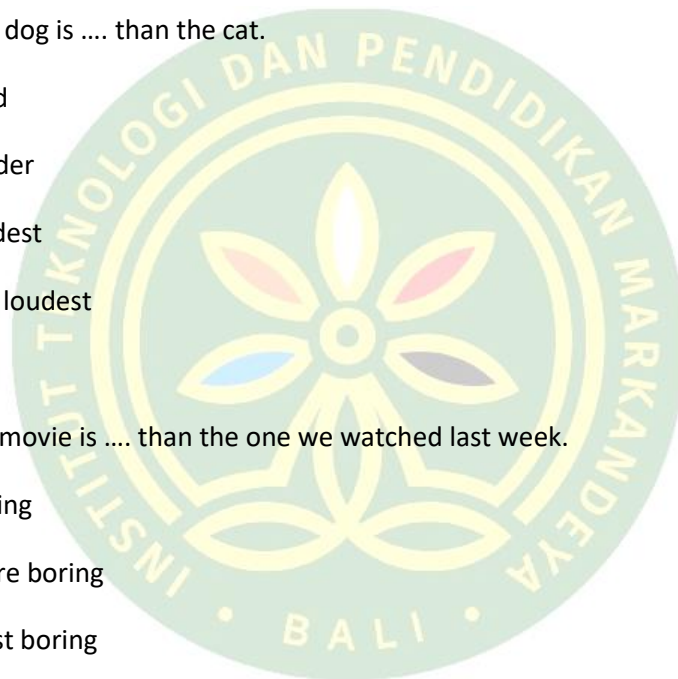
- a. beautiful
- b. more beautiful
- c. most beautiful
- d. the more beautiful

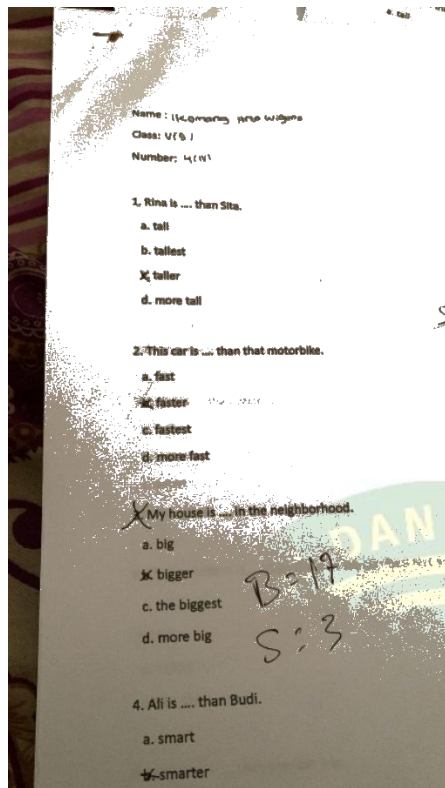
19. That dog is than the cat.

- a. loud
- b. louder
- c. loudest
- d. the loudest

20. This movie is than the one we watched last week.

- a. boring
- b. more boring
- c. most boring
- d. the boring





Post-test I Result (1)



Post-test I Result (2)

POST-TEST 2 Questions

1. Rina is than Sita.

- a. tall
- b. tallest
- c. taller
- d. more tall

2. This car is than that motorbike.

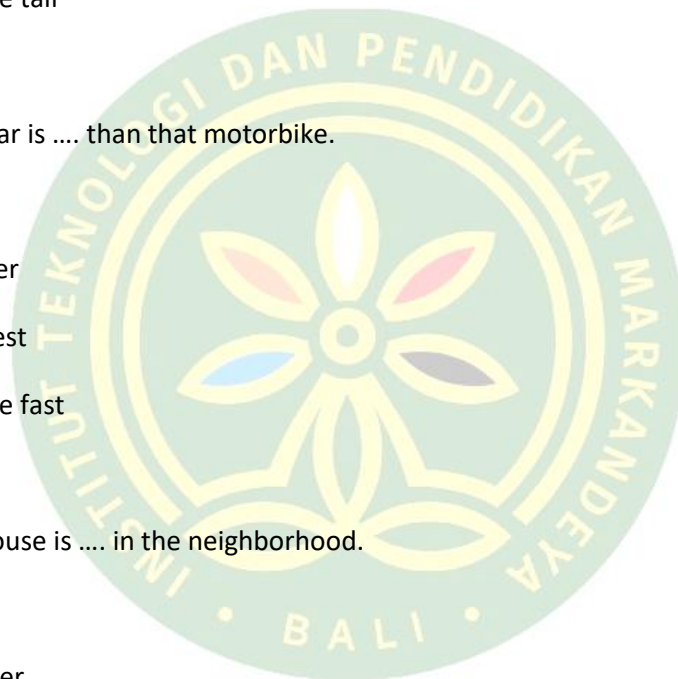
- a. fast
- b. faster
- c. fastest
- d. more fast

3. My house is in the neighborhood.

- a. big
- b. bigger
- c. the biggest
- d. more big

4. Ali is than Budi.

- a. smart
- b. smarter
- c. the smartest



d. more smarter

5. This is the cake I've ever eaten!

- a. better
- b. good
- c. the best
- d. best

6. A rabbit is than an elephant.

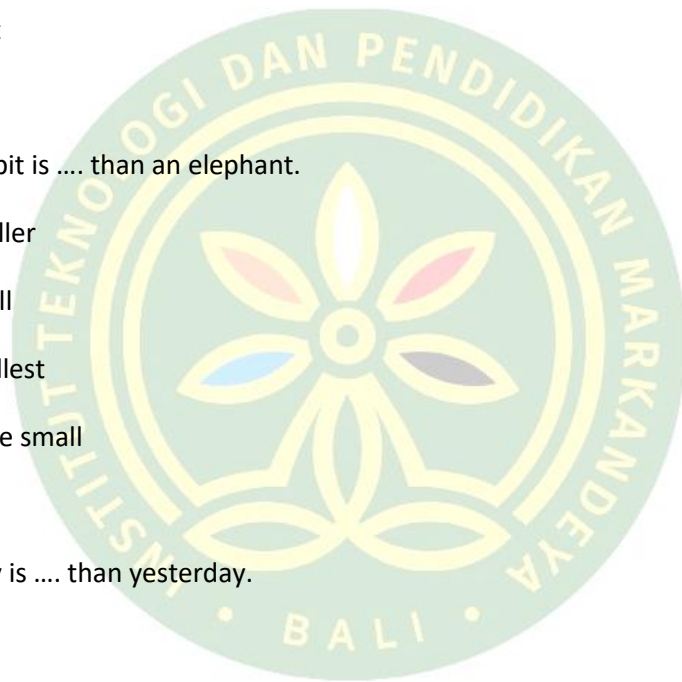
- a. smaller
- b. small
- c. smallest
- d. more small

7. Today is than yesterday.

- a. bad
- b. worse
- c. worst
- d. the worst

8. That mountain is than the one we climbed last year.

- a. tall
- b. taller



c. tallest

d. the tall

9. This test is than the last one.

a. easy

b. easier

c. easiest

d. more easy

10. He is the boy in our class.

a. strong

b. stronger

c. strongest

d. more strong

11. My bag is than yours.

a. heavy

b. heavier

c. heaviest

d. more heavier

12. Dina is the student in the room.

a. quiet

b. quieter

c. the quietest



d. most quiet

13. This problem is than I thought.

a. difficult

b. more difficult

c. most difficult

d. difficulter

14. Budi runs than Dodi.

a. fast

b. faster

c. fastest

d. the faster

15. The blue whale is the animal in the world.

a. big

b. bigger

c. the biggest

d. more big

16. That book is than this one.

a. interesting

b. interestinger

c. more interesting

d. most interesting



17. Which one is, English or Math?

- a. easy
- b. easier
- c. easiest
- d. more easy

18. This is the dress I have.

- a. beautiful
- b. more beautiful
- c. most beautiful
- d. the more beautiful

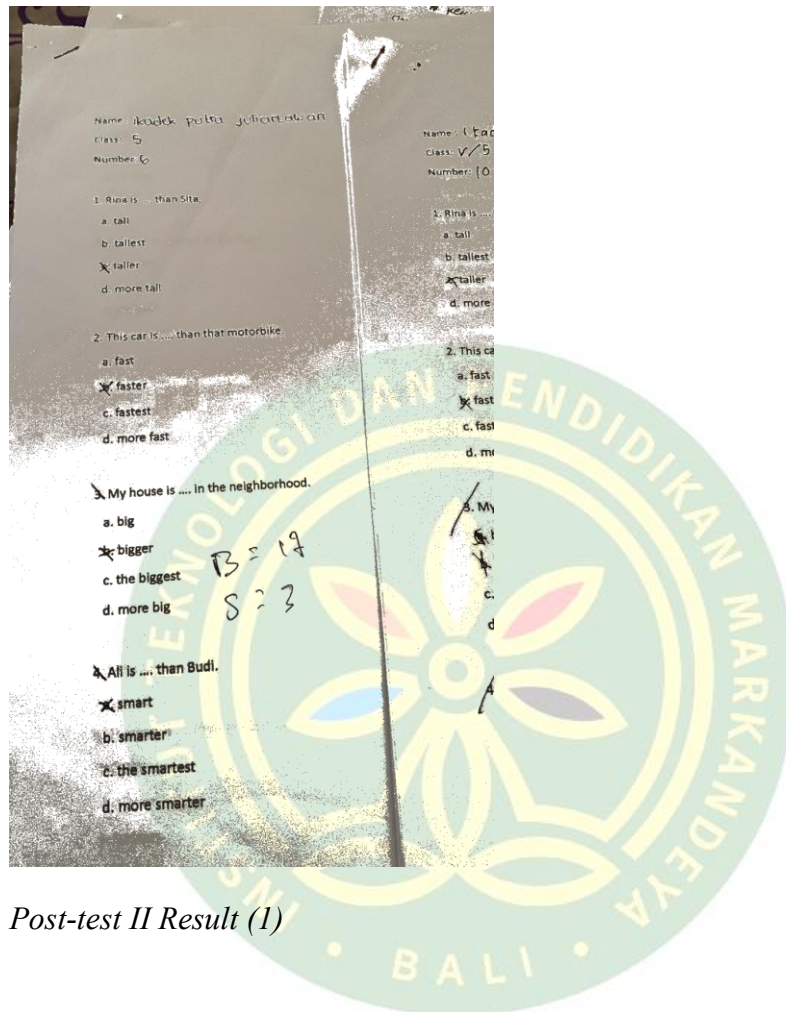
19. That dog is than the cat.

- a. loud
- b. louder
- c. loudest
- d. the loudest

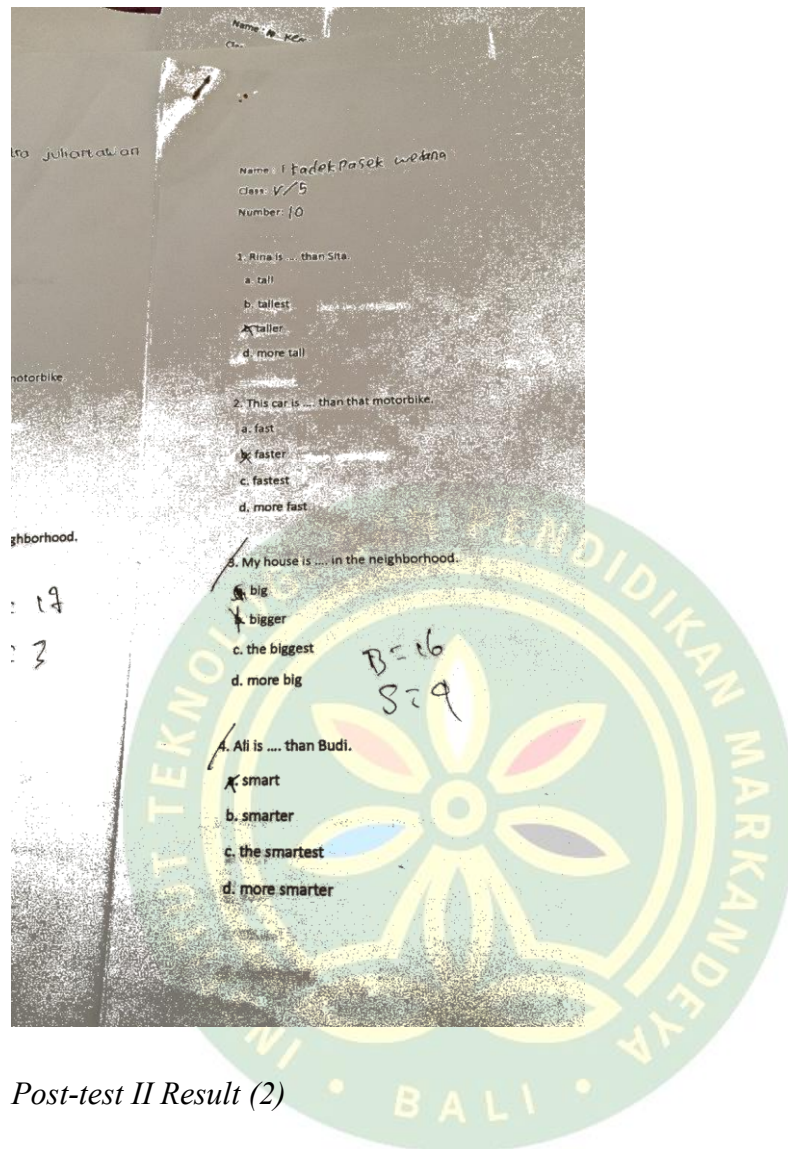
20. This movie is than the one we watched last week.

- a. boring
- b. more boring
- c. most boring
- d. the boring





Post-test II Result (1)



Post-test II Result (2)



Introduction to preposition material







Pictures of learning process using flascarrd







flashcard media





Pictures of students working on pre-test, post-test I & post-test II

