APPENDICES

Appendix 1 Blue Print Activity Log

BLUE PRINT ACTIVITY LOG

Activity log uses to explore and document students learning experience in vocabulary and pronunciation development through culturally responsive digital game-based learning.

Students Activity Log

Name :
Class :
Meeting :
Date :
Teacher :

Instruction:

Fill it out briefly and honestly based on your learning experience today.

No	Questions	Student Responses
1	Write the new English vocabulary you learned today (minimum 2 words).	
2	Did you know the meaning of these words before today's lesson? If not, how did you understand their meanings?	
3	Which word(s) were difficult for you to pronounce today?	
4	How did you practice pronouncing the difficult word(s)? *(For example: repeating, listening to audio, imitating a friend)*	
5	How did you feel when learning through the game today? *(happy / normal / confused / less confident / confident)*	
6	Do you feel more confident learning English today? Please explain briefly.	
7	Did you face any difficulties during today's lesson? If yes, what were they?	
8	Which part of the game helped you learn the most today? Why?	

Appendix 2 Expert Judgment Blue Print Activity Log

EXPERT JUDGMENT BLUE PRINT ACTIVITY LOG

Instructions:

1. Validators are requested to validate the components outlined in the Blueprint activity log.
2. Assessment is carried out by placing a check mark **(√)** in the number column with the criteria relevant and not relevant.
3. Validators are requested to provide suggestions for improvement at the end of this sheet or directly in the comment's column.

No	Questions for Students	Student Responses	Expert Judgment		
			Relevant	Irrelevant	Comment
1	Questions 1		√		
2	Questions 2		√		
3	Questions 3		√		
4	Questions 4		√		
5	Questions 5		√		
6	Questions 6		√		
7	Questions 7		√		
8	Questions 8		√		

Source:

(Circle the following option)

1. Cannot be used yet
2. Can be used with many revisions
3. Can be used with few revisions
4. Can be used without revisions

Note:

……
……

Singaraja, April 6, 2026

Validator 1



I Putu Indra Kusuma S.Pd, M.Pd, Ph.D

EXPERT JUDGMENT BLUE PRINT ACTIVITY LOG

Instructions:

1. Validators are requested to validate the components outlined in the Blueprint activity log.
2. Assessment is carried out by placing a check mark **(√)** in the number column with the criteria relevant and not relevant.
3. Validators are requested to provide suggestions for improvement at the end of this sheet or directly in the comment's column.

No	Questions for Students	Student Responses	Expert Judgment		
			Relevant	Irrelevant	Comment
1	Questions 1		√		
2	Questions 2		√		
3	Questions 3		√		
4	Questions 4		√		
5	Questions 5		√		
6	Questions 6		√		
7	Questions 7		√		
8	Questions 8		√		

Source:

(Circle the following option)

1. Cannot be used yet
2. Can be used with many revisions
3. Can be used with few revisions
4. Can be used without revisions

Notes:

1. Overall, the instrument is relevant and aligned with the purpose of evaluating vocabulary learning, pronunciation practice, affective engagement, and learning reflection in game-based English learning activities.
2. Some items may need simplification in wording to ensure they are easily understood by junior-level students.
3. Consider adding visual supports or Likert-style scales (e.g., emoji scale for feelings) to make the instrument more child-friendly.
4. It may also be useful to add one item that measures overall satisfaction with the learning activity.
5. Ensure that the language used is consistent with students' English proficiency level, especially if the respondents are secondary school learners.

Singaraja, 10 Maret 2026

Validator 2



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd

Appendix 3 Classroom Observation Checklist

BLUE PRINT OF OBSERVATION CHECKLIST

The observation sheet will be used to collect information or data related to how culturally responsive digital game-based learning facilitate students' self-efficacy in learning vocabulary and pronunciation. The observation sheet can be seen as follows.

Table 3. 6 The Distribution of Observation Checklist

No.	Focus	Observed Indicators	Checklist	
			Yes	No
1	**Vocabulary Development**	Students recognize new English vocabulary presented in the digital game		
2		Students relate new vocabulary to familiar objects/cultural contexts		
3		Students demonstrate understanding of vocabulary meaning		
4		Students attempt to use new vocabulary during activities		
5		Students show increased familiarity after repetition/practice		
6	**Pronunciation Development**	Students attempt to pronounce vocabulary presented in the digital game		
7		Students repeat pronunciation after audio/teacher/peer models		
8		Students show effort to correct or improve pronunciation		
9		Students pronounce more confidently as activity progresses		
10	**Students' Self-Efficacy**	Students attempt challenging tasks without giving up (Mastery Experience)		
11		Students gain confidence after observing peers (Vicarious Experience)		
12		Students respond positively to encouragement/feedback (Verbal Persuasion)		
13		Students remain calm/motivated despite challenges (Affective States)		
14	**Perceived Challenges**	Students experience difficulty understanding instructions		
15		Students encounter challenges related to vocabulary learning		
16		Students face difficulties in pronouncing certain words		
17		Technical issues affect participation		
18		Challenges influence confidence or willingness to participate		

Appendix 4 Expert Judgment Blue Print Observation Checklist

EXPERT JUDGMENT BLUE PRINT OBSERVATION CHECKLIST

Instructions:

1. Validators are requested to validate the components outlined in the Blueprint Observation Checklist.
2. Assessment is carried out by placing a check mark **(√)** in the number column with the criteria relevant and not relevant.
3. Validators are requested to provide suggestions for improvement at the end of this sheet or directly in the comment's column.

No	Focus	Observed Indicators	Checklist		Expert Judgment		
			Yes	No	Relevant	Irrelevant	Comment
1	Vocabulary Development	Indicators 1			√		
2		Indicators 2			√		
3		Indicators 3			√		
4		Indicators 4			√		
5		Indicators 5			√		
6	Pronunciation Development	Indicators 6			√		
7		Indicators 7			√		
8		Indicators 8			√		
9		Indicators 9			√		
10	Students' Self-Efficacy	Indicators 10			√		
		Indicators 11			√		
		Indicators 12			√		
		Indicators 13			√		
14	Perceived Challenges	Indicators 14			√		
15		Indicators 15			√		
16		Indicators 16			√		
17		Indicators 17			√		
18		Indicators 18			√		

Source:

(Circle the following option)

1. Cannot be used yet
2. Can be used with many revisions
3. Can be used with few revisions
4. Can be used without revisions

Denpasar, April 6, 2026

Validator **1**



I Putu Indra Kusuma S.Pd, M.Pd, Ph.D

EXPERT JUDGMENT BLUE PRINT OBSERVATION CHECKLIST

Instructions:

1. Validators are requested to validate the components outlined in the Blueprint Observation Checklist.
2. Assessment is carried out by placing a check mark **(√)** in the number column with the criteria relevant and not relevant.
3. Validators are requested to provide suggestions for improvement at the end of this sheet or directly in the comment's column.

No	Focus	Observed Indicators	Checklist		Expert Judgment		
			Yes	No	Relevant	Irrelevant	Comment
1	Vocabulary Development	Indicators 1			√		
2		Indicators 2			√		
3		Indicators 3			√		
4		Indicators 4			√		
5		Indicators 5			√		
6	Pronunciation Development	Indicators 6			√		
7		Indicators 7			√		
8		Indicators 8			√		
9		Indicators 9			√		
10	Students' Self-Efficacy	Indicators 10			√		
		Indicators 11			√		
		Indicators 12			√		
		Indicators 13			√		
14	Perceived Challenges	Indicators 14			√		
15		Indicators 15			√		
16		Indicators 16			√		
17		Indicators 17			√		
18		Indicators 18			√		

Source:
(Circle the following option)

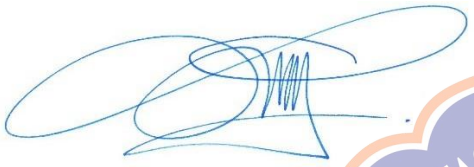
1. Cannot be used yet
2. Can be used with many revisions
3. Can be used with few revisions
4. Can be used without revisions

Notes:

1. Overall relevance, the checklist indicators are well aligned with the study objectives, particularly in measuring vocabulary development, pronunciation improvement, student self-efficacy, and perceived learning challenges within digital game-based learning.

2. Observer clarity Some indicators may benefit from clear operational definitions to ensure consistency among observers. For example:
    - What constitutes “recognizing vocabulary”?
    - How to determine “increased familiarity”?
3. Observation guidance Consider adding a brief observation guideline or rubric describing observable behaviors for each indicator to reduce subjectivity.
4. Scoring system It may be beneficial to use a rating scale (e.g., 1–4 or frequency scale: Never–Rarely–Often–Always) rather than a simple Yes/No checklist for richer data.
5. Reliability consideration
   If multiple observers are involved, it is recommended to conduct inter-rater reliability testing to ensure consistent scoring.

Singaraja, 10 Maret 2026
Validator 2



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd

Appendix 5 Panduan Wawancara

PANDUAN WAWANCARA

Wawancara semi-terstruktur akan digunakan sebagai data utama dan untuk memverifikasi data yang dikumpulkan dari pengamatan kelas, catatan aktivitas, dan catatan peneliti. Berikut adalah pertanyaan yang akan diajukan selama wawancara.

No	Pertanyaan Wawancara
A. Pengembangan Kosakata (RQ1)	
1	Apakah kamu suka belajar bahasa Inggris dengan permainan digital? Mengapa?
2	Apakah kamu sudah tahu kata-kata bahasa Inggris itu sebelum bermain game?
3	Apakah game membantu kamu memahami kosakata baru?
4	Bisakah kamu menyebutkan kosakata baru yang kamu pelajari dari game?
5	Bagaimana cara kamu mengingat kosakata baru?
6	Apakah gambar, suara, atau video dalam game membantu kamu belajar kosakata?
B. Perkembangan Pelafalan (RQ2)	
7	Kata bahasa Inggris apa yang sulit kamu ucapkan?
8	Bagaimana kamu berlatih pengucapan saat bermain game?
9	Apakah suara dalam game, guru, atau teman membantu pengucapanmu?
10	Apakah pengucapan bahasa Inggrismu menjadi lebih baik setelah bermain game?
11	Bagian mana dari game yang paling membantu pengucapanmu?
C. Efikasi Diri Siswa (RQ3)	
12	Bagaimana perasaanmu saat belajar bahasa Inggris dengan game?
13	Apakah kamu merasa lebih percaya diri berbicara bahasa Inggris sekarang?
14	Apa yang kamu lakukan jika membuat kesalahan?
15	Bagaimana perasaanmu saat berhasil menjawab dengan benar?
16	Apakah guru atau teman membantu kamu menjadi lebih percaya diri?
17	Apakah kamu bangga saat berhasil menyelesaikan tugas atau level dalam game?
D. Tantangan dalam Pembelajaran (RQ4)	
18	Kesulitan apa yang kamu alami saat belajar bahasa Inggris dengan game?
19	Apakah ada kata atau pengucapan yang membuatmu bingung?
20	Apakah kamu pernah mengalami masalah HP, laptop, atau internet saat bermain game?
21	Apakah kesulitan itu membuatmu kurang semangat belajar?
22	Bagaimana cara kamu mengatasi kesulitan tersebut?
E. Refleksi Pembelajaran	
23	Bagian kegiatan dalam game mana yang paling membantu kamu belajar bahasa Inggris?
24	Jika pembelajaran dengan game dilakukan lagi, apa yang ingin kamu pertahankan atau ubah?

Appendix 6 Uji Ahli Validasi Lembar Panduan Wawancara

UJI AHLI VALIDASI LEMBAR PANDUAN WAWANCARA

Petunjuk:

1. Bapak/Ibu Validator dimohon untuk memvalidasi komponen-komponen yang tercantum dalam Pedoman Wawancara.
2. Penilaian dilakukan dengan menandai kolom nomor dengan tanda centang (√) pada kriteria yang relevan dan tidak relevan.
3. Validator diminta untuk memberikan saran perbaikan di bagian akhir lembar ini atau langsung di kolom komentar.

No	Pertanyaan Wawancara	Uji Ahli		Komentar
		Relevan	Tidak Relevan	
A. Pengembangan Kosakata (RQ1)				
1	Pertanyaan 1	√		
2	Pertanyaan 2	√		
3	Pertanyaan 3	√		
4	Pertanyaan 4	√		
5	Pertanyaan 5	√		
6	Pertanyaan 6	√		
B. Perkembangan Pelafalan (RQ2)				
7	Pertanyaan 7	√		
8	Pertanyaan 8	√		
9	Pertanyaan 9	√		
10	Pertanyaan 10	√		
11	Pertanyaan 11	√		
C. Efikasi Diri Siswa (RQ3)				
12	Pertanyaan 12	√		
13	Pertanyaan 13	√		
14	Pertanyaan 14	√		
15	Pertanyaan 15	√		
16	Pertanyaan 16	√		
17	Pertanyaan 17	√		
D. Tantangan dalam Pembelajaran (RQ4)				
18	Pertanyaan 18	√		
19	Pertanyaan 19	√		
20	Pertanyaan 20	√		
21	Pertanyaan 21	√		
22	Pertanyaan 22	√		
E. Refleksi Pembelajaran				
23	Pertanyaan 23	√		
24	Pertanyaan 24	√		

Sumber :

(Lingkari option berikut)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

Catatan:

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Denpasar, April 6, 2026

Validator 1



I Putu Indra Kusuma S.Pd, M.Pd, Ph.D

UJI AHLI VALIDASI LEMBAR PANDUAN WAWANCARA

Petunjuk:

1. Bapak/Ibu Validator dimohon untuk memvalidasi komponen-komponen yang tercantum dalam Pedoman Wawancara.
2. Penilaian dilakukan dengan menandai kolom nomor dengan tanda centang (√) pada kriteria yang relevan dan tidak relevan.
3. Validator diminta untuk memberikan saran perbaikan di bagian akhir lembar ini atau langsung di kolom komentar.

No	Pertanyaan Wawancara	Uji Ahli		Komentar
		Relevan	Tidak Relevan	
A. Pengembangan Kosakata (RQ1)				
1	Pertanyaan 1	√		
2	Pertanyaan 2	√		
3	Pertanyaan 3	√		
4	Pertanyaan 4	√		
5	Pertanyaan 5	√		
6	Pertanyaan 6	√		
B. Perkembangan Pelafalan (RQ2)				
7	Pertanyaan 7	√		
8	Pertanyaan 8	√		
9	Pertanyaan 9	√		
10	Pertanyaan 10	√		
11	Pertanyaan 11	√		
C. Efikasi Diri Siswa (RQ3)				
12	Pertanyaan 12	√		
13	Pertanyaan 13	√		
14	Pertanyaan 14	√		
15	Pertanyaan 15	√		
16	Pertanyaan 16	√		
17	Pertanyaan 17	√		
D. Tantangan dalam Pembelajaran (RQ4)				
18	Pertanyaan 18	√		
19	Pertanyaan 19	√		
20	Pertanyaan 20	√		
21	Pertanyaan 21	√		
22	Pertanyaan 22	√		
E. Refleksi Pembelajaran				
23	Pertanyaan 23	√		
24	Pertanyaan 24	√		

Sumber :

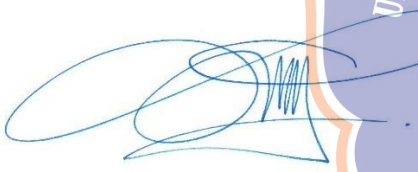
(Lingkari option berikut)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

Catatan:

1. Overall, the interview guideline is relevant to the objectives of the study, particularly in exploring students' experiences related to vocabulary development, pronunciation improvement, self-efficacy, and the challenges encountered in digital game-based English learning.
2. Some questions could be simplified in terms of language so that they are easier for junior high school students to understand.
3. To enhance the clarity and depth of the data collected, it is recommended to include additional probing questions during the interview, especially when students provide brief responses.
4. It is also advisable to provide brief guidelines for the interviewer on how to follow up on students' answers so that richer and more detailed information can be obtained.
5. Finally, it is important to ensure that the questions are not too long or complex, allowing students to understand the intent of each question more easily.

Singaraja, 10 Maret 2026
Validator 2



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

Appendix 7 Blue Print Researcher Note

BLUE PRINT RESEARCHER FIELD NOTE

Researcher note is designed to capture reflective insights and contextual details that emerge during observations and interviews. Researcher notes record what happens during learning sessions, why these events may be significant in relation to vocabulary and pronunciation development, or self-efficacy; and how the researcher interprets these occurrences in light of the research questions.

RESEARCHER FIELD NOTE FORMAT

School :
Class/Grade :
Meeting :
Date :
Researcher :

Indicator	Aspects to Observe and Reflect	Notes
Mastery Experience	1. Observable moments when students successfully complete vocabulary or pronunciation tasks during digital game-based learning activities. 2. Students' reactions to successful task completion (e.g., confidence, pride, active participation). 3. Reflections on how these successful experiences contribute to students' self-efficacy.	
Vicarious Experience	4. Instances where students observe peers successfully performing vocabulary or pronunciation tasks. 5. Evidence of imitation, peer modeling, or increased motivation after observing others. 6. Reflections on how peer performance influences students' beliefs in their own abilities.	
Verbal Persuasion	7. Forms of verbal encouragement or feedback provided by the teacher or peers. 8. Students' emotional or behavioral responses to encouragement (e.g., increased effort, reduced hesitation). 9. Reflections on the role of verbal persuasion in supporting students' confidence and persistence.	
Emotional and Affective States	10. Students' emotional responses during learning activities (e.g., enjoyment, anxiety, frustration, excitement). 11. Situations that trigger positive or negative emotional reactions. 12. Reflections on how emotional states affect students' engagement and self-efficacy.	
Perceived Challenges	13. Challenges encountered by students (e.g., technical issues, unfamiliar vocabulary, pronunciation difficulty, cultural relevance). 14. Students' verbal or behavioral reactions to these challenges. 15. Reflections on how these challenges influence students' confidence and learning experience.	
Researcher Reflexivity	16. Researcher's assumptions, impressions, or interpretations during the observation. 17. Awareness of potential researcher bias or influence on the learning environment. 18. Strategies used to maintain objectivity and research credibility.	

Appendix 8 Expert Judgment Blue Print Researcher Field Note

EXPERT JUDGMENT BLUE PRINT RESEARCHER FIELD NOTE

Instructions:

1. Validators are requested to validate the components outlined in the Blueprint Researcher Note.
2. Assessment is carried out by placing a check mark **(√)** in the number column with the criteria relevant and not relevant.
3. Validators are requested to provide suggestions for improvement at the end of this sheet or directly in the comment's column.

Indicator	Aspects to Observe and Reflect	Notes	Expert Judgment		
			Relevant	Irrelevant	Comment
Mastery Experience	Aspects 1, 2, 3		√		
Vicarious Experience	Aspects 4,5,6		√		
Verbal Persuasion	Aspects 7,8,9		√		
Emotional and Affective States	Aspects 10,11,12		√		
Perceived Challenges	Aspects 13,14,15		√		
Researcher Reflexivity	Apects 16,17,18		√		

Source:

(Circle the following option)

1. Cannot be used yet
2. Can be used with many revisions
3. Can be used with few revisions
4. Can be used without revisions

Notes:

.....

.....

Singaraja, April 6, 2026

Validator 1



I Putu Indra Kusuma S.Pd, M.Pd, Ph.D

EXPERT JUDGMENT BLUE PRINT RESEARCHER FIELD NOTE

Instructions:

1. Validators are requested to validate the components outlined in the Blueprint Researcher Note.
2. Assessment is carried out by placing a check mark **(√)** in the number column with the criteria relevant and not relevant.
3. Validators are requested to provide suggestions for improvement at the end of this sheet or directly in the comment's column.

Indicator	**Aspects to Observe and Reflect**	**Notes**	**Expert Judgment**		
			Relevant	**Irrelevant**	**Comment**
Mastery Experience	Aspects 1, 2, 3		√		
Vicarious Experience	Aspects 4,5,6		√		
Verbal Persuasion	Aspects 7,8,9		√		
Emotional and Affective States	Aspects 10,11,12		√		
Perceived Challenges	Aspects 13,14,15		√		
Researcher Reflexivity	Apects 16,17,18		√		

Source:

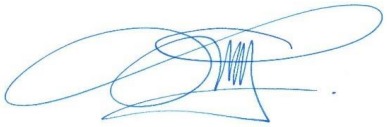
(Circle the following option)

1. Cannot be used yet
2. Can be used with many revisions
3. Can be used with few revisions
4. Can be used without revisions

Notes:

1. The Researcher Note blueprint is theoretically well grounded, particularly in its integration of Bandura's self-efficacy constructs (mastery experience, vicarious experience, verbal persuasion, and emotional states).
2. The indicators are appropriate for documenting qualitative reflections and observational insights during digital game-based learning activities.
3. To improve clarity and consistency, it is recommended to provide brief operational descriptions or examples for each indicator so that observations are recorded systematically.
4. The instrument may also benefit from including a structured note-taking format or reflection prompts to help researchers organize observations more effectively.

Singaraja, 10 Maret 2026
Validator 2



Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd

Appendix 9 Lesson Plan

LESSON PLAN

School	SMP NEGERI 1 NGGAHA ORI ANGU
Subject	English
Grade / Semester	VII / 2
Time Allocation	6 Meetings (2 x 45 minutes)
Topic	Exploring Sumbanese Culture through English Vocabulary & Pronunciation

Learning Outcomes (Capaian Pembelajaran) - Phase D

Element	Capaian Pembelajaran (CP) - Fase D
Menyimak - Berbicara (Listening - Speaking)	Students are able to understand and respond to spoken instructions and simple oral texts related to familiar, culturally contextual topics, and participate in short guided conversations using appropriate vocabulary and pronunciation.
Membaca - Memirsa (Reading - Viewing)	Students are able to identify explicit information from short visual and written texts (pictures, videos, simple descriptive texts) related to Sumbanese culture.
Menulis - Mempresentasikan (Writing - Presenting)	Students are able to write simple words and sentences related to personal identity, family, and local culture, and present short spoken or written work individually or in groups.

Learning Material	• Worksheets • Digital games and online quizzes (Canva Interactive Quiz) • Visual materials (posters, slides, photos of Sumba culture)
Learning Approach	• Culturally Responsive Teaching • Digital Game-Based Learning

MEETING 1&2: EXPLORING TRADITIONAL FOODS OF SUMBA

Learning Objectives	
By the end of the lesson, students are able to: 1. Pronounce at least 5 English names of traditional Sumbanese foods correctly. 2. Describe the ingredients and appearance of at least 1 traditional food in 2-3 simple English sentences. 3. Express appreciation of local food culture by sharing a personal opinion in English.	
Stage	**Teaching and Learning Activities**
Introduction (15 minutes)	1. The teacher greets the students, "Hello, how are you today? Are you ready to learn English?" and students respond appropriately. 2. The teacher introduces today's topic: "We will learn about Sumbanese traditional foods." 3. The teacher asks students, "What food do you like the most?" or "What do you eat for breakfast today?"
Main Activity (60 minutes)	4. The teacher shows pictures of 5 traditional foods and says, *"Look at this food!"* and *"Listen and say!"* (Pointing the foods on the screen). The teacher models the pronunciation of each food name and students repeat, *"Please repeat after me."* The teacher checks that all students can pronounce each name correctly. 5. Students watch a 3-minute video about "Sumbanese Traditional Foods." (Link: https://youtu.be/Jmbg0l00MX8?si=qqAwAPUyOx8Vzns-) 6. The teacher asks comprehension questions about the video, such as *"What food is in the video?", "What are the ingredients of that food?", and "Where is the video takes place?"* 7. Students (need volunteers) answer using the modeled sentence pattern, e.g., "This is nasi jagung. It is made from corn." 8. Group discussion and quiz (25 minutes): Students remain in their 5 groups of 4-5. Each group receives one copy of the 10-item multiple-choice quiz on traditional Sumbanese food (see Assessment section, Formative Assessment Instruments). Group members discuss each question together and agree on one answer before writing it down. Expected output: one completed answer sheet per group with all 10 items answered. Scoring: 10 points per correct answer (maximum 100), converted to the Quiz Scoring Rubric. (Link Quiz: https://canva.link/to70zuoa7t6l5on) 9. Group presentation and review (2-3 minutes per group): Each group shares their answer to at least one question and briefly explains their feeling when they attempt the quiz in English; the teacher then reviews the correct answers with the whole class.
Closing (15 minutes)	10. The teacher summarizes the food vocabulary and gives pronunciation feedback to the class. 11. Students write an activity log recording at least 5 new words they learned in this lesson.

	12. The teacher closes the lesson by saying, "*That is all for today*" and *"See you next week."*
Formative Assessment	13. Observation checklist: teacher records student participation in the group quiz discussion and pronunciation attempts (see Assessment section). 14. Vocabulary recognition checklist based on the 5 target food names. 15. Group formative quiz: the 10-item multiple-choice quiz on traditional Sumbanese food is answered collaboratively by each group (see Assessment section, Formative Assessment Instruments), scored using the Quiz Scoring Rubric.

MEETING 3&4: ANIMALS IN SUMBA AND THEIR SYMBOLISM IN TRADITIONAL WEAVING

Learning Objectives	
By the end of the lesson, students are able to: 1. Pronounce at least 5 English names of animals found in Sumba correctly. 2. Describe the symbolic meaning of at least 3 animals in East Sumba weaving fabrics using simple English sentences.	
Stage	**Teaching and Learning Activities**
Introduction (15 minutes)	1. The teacher greets the students, *"Hello, how are you today? Are you ready to learn English?"* and students respond appropriately. 2. The teacher reviews the previous lesson by asking, *"Do you remember what topic we discussed before?"* Students may volunteer to answer. 3. The teacher introduces today's topic: *"We will learn about animals in Sumba."* 4. The teacher asks students, *"What animals do you see around your home?" or "What animal do you have?"*
Main Activity (60 minutes)	5. The teacher shows pictures of 5 animals and says, *"Look at these animals!"* and *"Listen and say!"* (Pointing the screen). The teacher models each animal name and students repeat, *"Please repeat after me."* The teacher checks that students can pronounce each name and identify its meaning in weaving fabric. 6. The teacher explains*: "In Sumba, animals often appear in traditional weaving and have special meanings."* 7. Match-Up game (Quizizz, 10 minutes): The game consists of 8 matching questions pairing an animal picture with its English name and symbolic meaning. The teacher displays the game on the projector and students line up to take turns; each student matches one pair. Expected output: all 10 pairs matched correctly by the end of the round. Scoring: 1 point per correct match (maximum 10 points per team); the team with the highest score receives a small reward (e.g., applause and a sticker). (Link: https://canva.link/loqu2lo99f853dn)

	8. The teacher reviews the results with the students and corrects any mismatched pairs, explaining the correct meaning.
Closing (15 minutes)	9. The teacher summarizes the animal vocabulary and gives pronunciation feedback to the class. 10. Students write an activity log recording at least 5 new words they learned in this lesson. 11. The teacher closes the lesson by saying, "*That is all for today"* and *"See you next week."*
Formative Assessment	16. Observation checklist: teacher records participation and accuracy during the Match-Up game. 17. Vocabulary recognition checklist based on the 5 target animal names. 18. Formative quiz: a 10-item multiple-choice quiz on animal vocabulary and their symbolism in weaving (including 3 picture-based items) (see Assessment section, Formative Assessment Instruments), scored using the Quiz Scoring Rubric.

Meeting 5&6: COLOURS IN SUMBANESE WEAVING FABRIC

Learning Objectives (Measurable Indicators)	
By the end of the lesson, students are able to: 1. Pronounce at least 6 English color words correctly. 2. Describe the meaning of at least 2 colors in Sumbanese weaving fabric using simple English sentences. 3. Express appreciation of cultural values represented by colors in a short-spoken sentence.	
Stage	**Teaching and Learning Activities**
Introduction (15 minutes)	1. The teacher greets the students, *"Hello, how are you today? Are you ready to learn English?"* and students respond appropriately. 2. The teacher reviews the previous lesson by asking, "*Do you remember what topic we discussed before?"* Students may volunteer to answer. *3.* The teacher introduces today's topic: *"We will learn about colors in Sumbanese weaving fabric."* 4. The teacher asks students, *"What colors do you know in English?" or "What color do you see?"*
Main Activity (60 minutes)	5. The teacher shows pictures of colored fabrics and says, *"Look at this color!"* and "Listen and say!" (Pointing the screen). The teacher models the pronunciation of each color and students repeat, "*Please repeat after me*." The teacher checks that students can pronounce each color name correctly. 6. The teacher explains: "*Each color in Sumbanese weaving has a special meaning,"* and introduces the meanings of eight colors (red, yellow, black, white, blue, brown, green, orange).

	7. Group discussion (15 minutes): Students are divided into 5 groups of 4-5 students. Each group receives one picture of a colored weaving fabric. Expected output: each group writes 2-3 sentences explaining the color and its meaning, following the model, *"This is red. It means bravery" or "It means protection." (Link: https://canva.link/10iqbaeaytfvd5o)* 8. Group presentation (2-3 minutes per group): Each group presents their explanation to the class using at least 2 complete English sentences.
Closing (15 minutes)	9. The teacher summarizes the color vocabulary and gives pronunciation feedback to the class. 10. Students write an activity log recording at least 5 new words they learned in this lesson. 11. The teacher closes the lesson by saying, *"That is all for today"* and *"See you next week."*
Formative Assessment	12. Observation checklist: teacher records participation in group discussion and clarity of color-meaning explanations. 13. Vocabulary recognition checklist based on the 6 target color words. 14. Presentation task: each group presents colored-fabric slides/photos and explains the color's meaning, assessed with the Group Presentation Rubric (see Assessment section, Formative Assessment Instruments).

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Appendix 10 Transcript of Student Interview Response

TRANSCRIPT OF STUDENT INTERVIEW RESPONSES

NO	INTERVIEW QUESTION	STUDENT RESPONSE						
RQ1	**Vocabulary Development**	**Anggreni (S1)**	**Adit (S2)**	**Ambu (S3)**	**Audrey (S4)**	**Visca (S5)**	**Ghisela (S6)**	**Jethree (S7)**
1	**Do you like learning English through digital games? Why?**	Yes. I really like learning English through digital games because it is fun and helps me understand new words quickly. The quizzes and pictures make learning easier, and I can also practice again at home, so I remember the vocabulary better.	Yes. I like learning through quizzes because they are interesting and make me excited to answer the questions. Repeating the quizzes helps me remember English vocabulary more easily.	Yes. I like learning with quizzes because they make learning enjoyable. I do not feel bored, and I can learn many new English words while playing.	Yes. I enjoy learning through the game because answering quiz questions helps me pay attention to the vocabulary. It is more enjoyable than only reading from the textbook.	Yes. The game helps me learn English vocabulary more easily because I can see pictures and answer questions directly. It makes learning more interesting.	Yes. I like learning with quizzes because I can repeat the vocabulary many times until I remember it. Playing while learning makes me more motivated to study English.	Yes. I especially like the presentation activities after playing the game because I can use the new vocabulary that I have learned and become more confident to speak English.
2	**Did you know these English words before playing the game?**	No. Most of the English words were new to me. Before playing the game, I did not know their meanings, but after seeing the pictures and playing the quizzes, I started to understand them.	No. I learned many new English words through the game. It introduced vocabulary that I had never learned before.	No. I did not know most of the vocabulary before. The game introduced many new words in an easy way.	No. I learned many words for the first time through the game, especially from the quizzes and pictures.	No. Before using the game, I did not know many English words. The game helped me learn them step by step.	No. Most of the vocabulary was new to me, but the pictures and quizzes helped me understand the meanings.	No. I learned many English words from the game that I had never heard before.

3	**Did the game help you understand new vocabulary?**	Yes. The game helped me understand new vocabulary because every word was shown with pictures and activities. It was easier to understand and remember the meanings.	Yes. The quizzes helped me remember the words because I answered the questions many times. Repeating the vocabulary made it easier to understand.	Yes. The pictures and quizzes helped me connect English words with their meanings, so learning became easier.	Yes. The game helped me understand vocabulary because I could immediately know whether my answers were correct or incorrect.	Yes. I learned vocabulary more quickly because I saw pictures and answered questions at the same time.	Yes. The game made learning vocabulary easier because I could repeat the words many times until I understood them.	Yes. The game helped me understand vocabulary because the activities were enjoyable and made me pay attention to every new word.
4	**Can you mention some new vocabulary you learned from the game?**	I learned vocabulary about traditional Sumbanese food, such as *manggulu* (banana and peanut snack). Because I already knew the food in my daily life, it was easier to remember the English words.	I learned animal vocabulary such as *chicken*, *horse*, and *duck*. I often see these animals around my home, so I could remember the English names more easily.	I learned color vocabulary such as *red*. Seeing the colors in the game helped me remember the English words.	I learned vocabulary about animals and colors. Since I already knew these things in everyday life, I could understand the English vocabulary more easily.	I learned words about animals and colors such as *yellow*. The pictures helped me understand their meanings.	I learned color vocabulary such as *black* and *blue*. The colors in the game made the words easy to remember.	I learned the word *crocodile*. I had seen crocodiles before, so it was easier to connect the English word with the picture in the game.
5	**How do you remember new vocabulary?**	I memorize the words and repeat them many times. I also remember the pictures shown in the game because they help me recall the vocabulary more easily.	I repeat and memorize the vocabulary while playing the quizzes. Repeating the words several times helps me remember them better.	I memorize the words, study them again at home, and repeat them after school. This helps me remember the vocabulary for a longer time.	I repeat the vocabulary many times until I can remember it. The quizzes help me practice repeatedly.	I memorize the vocabulary and look at the pictures again so I do not forget the meanings.	I keep memorizing the words while repeating them in the quizzes. This makes the vocabulary easier to remember.	I memorize the words by reading and repeating them many times until I can remember them confidently.
6	**Do pictures, sounds, or videos in the**	Yes. The pictures help me remember the meanings of	Yes. The pictures and sounds help me understand	Yes. The pictures help me understand new	Yes. The pictures help me remember the	Yes. The pictures show the real objects we are	Yes. The pictures help me because I can see the visual	Yes. The pictures are colorful and interesting, so they make me enjoy

	game help you learn vocabulary?	the words more quickly because I can directly see the objects. This makes the vocabulary easier to understand and remember.	both the meanings and the pronunciation of the vocabulary. Listening while seeing the pictures makes learning easier.	vocabulary because I can connect the words with the objects shown in the game.	words more quickly because I can imagine the objects while learning.	learning, so I can understand the vocabulary more easily without getting confused.	representation of each vocabulary word, making it easier to remember.	learning and help me remember the vocabulary for a longer time.
RQ2	**Pronunciation Development**							
7	**Which English words are difficult for you to pronounce?**	The words *conversation*, *crocodile*, and *shrimp* are difficult because they are long and their pronunciation is different from the spelling. I need to listen several times before I can pronounce them correctly.	The word *symbolizes* is difficult because I had never learned it before. After listening to the pronunciation in the game, I gradually understood how to pronounce it.	The word *bravery* is difficult because I am not familiar with its pronunciation. Repeating the audio in the game helps me pronounce it better.	The word *symbolizes* is difficult because it is long and unfamiliar. I need to listen carefully and repeat it many times.	The word *combination* is difficult because its pronunciation is different from the way it is written. Listening repeatedly helps me improve.	The word *symbolizes* is difficult because English spelling is different from pronunciation. The game audio helps me imitate the correct pronunciation.	The word *buffalo* is difficult at first, but after hearing the teacher and the game audio several times, I can pronounce it more confidently.
8	**How do you practice pronunciation while playing the game?**	I look carefully at the words, read them aloud, and follow the pronunciation from the game. Repeating the sounds helps me pronounce the words more correctly.	I listen carefully to the audio in the game and repeat the words several times until I can pronounce them correctly.	I repeat each word after listening to the game audio. Repeating the pronunciation many times makes me more fluent.	I listen to my friends' pronunciation and imitate them. Practicing together helps me pronounce the words more accurately.	I learn by listening to my friends and repeating the pronunciation together. This helps me feel more confident.	I follow my classmates when they pronounce the words. Listening and repeating together helps me improve my pronunciation.	I listen to both the game audio and the teacher's pronunciation, then repeat the words several times until I can say them correctly.
9	**Do the game audio, your teacher, or your**	Yes. My teacher helps me the most because she	Yes. My teacher gives clear examples of	Yes. My teacher is the biggest help because she	Yes. Both my teacher and my friends help me.	Yes. My teacher and classmates support me by	Yes. My teacher helps me pronounce	Yes. My teacher provides the correct pronunciation, while the game audio gives

	friends help your pronunciation?	corrects my pronunciation and demonstrates how to say the words correctly. The game audio also helps me practice independently.	pronunciation, while the game audio allows me to listen repeatedly. Together they help me pronounce English words better.	always corrects my pronunciation when I make mistakes. The game gives me more opportunities to practice.	My teacher explains the pronunciation, and my friends encourage me to practice together.	correcting my pronunciation and practicing together during the activities.	difficult words correctly, and the game audio lets me practice again whenever I need it.	me additional opportunities to listen and repeat the words independently.
10	**Has your English pronunciation improved after learning through the game?**	Yes. Before learning with the game, I was not confident to pronounce English words. After practicing through quizzes, audio, and teacher guidance, I am now braver and able to read English words more confidently.	Yes. My pronunciation is better now, especially when introducing myself in English. Listening to the game audio and practicing repeatedly makes speaking easier.	Yes. My pronunciation has improved. At first it was difficult, but after repeating the words many times, I can pronounce them more fluently.	It has improved, although I still need more practice. The game helps me pronounce words more clearly than before because I can practice repeatedly.	Yes. I now know more English words and can pronounce many of them better because I often hear and repeat them during the game.	Yes. Playing quizzes makes me more confident to pronounce English words because I practice reading them many times.	My pronunciation is improving, although I still need more practice. Listening to the game audio and my teacher helps me pronounce words more accurately.
11	**Which part of the game helps your pronunciation the most?**	The quizzes help me the most because I can answer questions while reading the words aloud. Repeating the quizzes helps me improve my pronunciation.	Repeating words during the quizzes helps me the most because I can hear the pronunciation, read the words many times, and feel challenged to answer correctly.	Repeating words and doing quizzes help me improve my pronunciation because I enjoy answering the questions and practicing the words again and again.	Repeating vocabulary during the quizzes helps me pronounce the words correctly because I receive immediate feedback after answering.	The quizzes are the most helpful because they are enjoyable and encourage me to keep practicing the pronunciation of new vocabulary.	Repeating the words during the quizzes helps me memorize the pronunciation more quickly because I practice many times.	Repeating the words while listening to the game audio helps me pronounce English words more accurately and confidently.
	Students Self Efficacy							
12	**How do you feel when learning English through**	I feel very happy because learning English through	I feel happy because learning through the game	I feel happy because the game makes learning	I feel happy because the quizzes make	I feel happy because the game helps me	I feel happy because learning with games is	I feel happy because learning through games is interesting and interactive.

	the digital game?	the game is fun and easier to understand. The activities, pictures, and quizzes make me enjoy learning, so I become more confident to participate in class.	is more enjoyable than only reading from the textbook. I become more interested in learning English and want to keep trying.	English more interesting. I am not afraid of making mistakes because I can learn while playing.	learning exciting. I become more active in answering questions and feel more confident during the lesson.	understand English more easily. When I understand the lesson, I feel more confident to learn.	enjoyable and motivates me to keep practicing English.	It encourages me to participate more actively in English class.
13	**Do you feel more confident speaking English now? Why?**	Yes. I am more confident because even if my answer is wrong, I am still encouraged to come to the front and try again. The quizzes and presentation activities help me become braver to speak English.	I am becoming more confident, although I sometimes forget the vocabulary. The game helps me practice speaking repeatedly, so I am less afraid of using English.	Yes. I am more confident because I can present my work with my classmates. Practicing together through the game makes me believe that I can speak English.	I am more confident than before, although I still need more practice. The game gives me opportunities to answer questions and learn from my mistakes without feeling embarrassed.	Yes. Learning English through the game is enjoyable, and it helps me understand the vocabulary better. Because I understand more words, I feel more confident to speak.	Yes. I am more confident because I understand the lesson better after practicing through quizzes. Every successful answer makes me believe that I can learn English.	I am starting to become more confident, although I still need to learn more vocabulary. The game motivates me to keep practicing instead of giving up.
14	**What do you do when you make mistakes?**	At first I feel disappointed, but then I try again. The game gives me another chance to answer, and my teacher encourages me to keep learning until I can do it correctly.	I study the material again by myself and practice the vocabulary until I understand it better.	I repeat the vocabulary and ask my friends for help. Practicing together makes me feel more confident to continue learning.	I ask my friends or my teacher when I do not understand something. Their explanations help me correct my mistakes.	I ask my friends for help and practice together. This makes me feel supported and more confident to continue learning.	I try again and repeat the vocabulary until I can answer correctly. Every time I improve, I become more confident.	I keep trying again because making mistakes helps me learn. After practicing several times, I feel more confident to answer correctly.
15	**How do you feel when you answer correctly?**	I feel very happy and proud because my effort is successful. It makes me believe that I can learn	I feel happy because getting the correct answer shows that I understand the lesson. It	I feel very happy because I know I can answer correctly after practicing. This makes me more	I feel happy because answering correctly shows that I can improve my English. It	I feel happy because I know I can do the task successfully. It makes me more confident in learning English.	I feel happy because every correct answer makes me believe that I can improve my English ability.	I feel happy because answering correctly gives me confidence that I can learn English if I continue practicing.

		English well if I keep practicing.	motivates me to study harder.	confident in learning English.	encourages me to keep participating.			
16	**Do your teacher or friends help you become more confident? How?**	Yes. My teacher and friends tell me when I make mistakes and show me the correct answer. Their encouragement makes me less afraid of speaking English.	Yes. When I make mistakes, my teacher and friends correct me kindly. Their support encourages me to keep trying instead of giving up.	Yes. My friends help me memorize vocabulary and practice together. Learning with them makes me feel more confident because I know I am not learning alone.	Yes. My teacher and friends correct my mistakes and explain the correct pronunciation. Their support makes me more confident during English lessons.	Yes. We learn together and help each other when someone has difficulty. Working together makes me feel more confident to participate.	Yes. My teacher explains the things I do not understand, and my friends also help me practice. Their guidance helps me believe that I can learn English successfully.	Yes. My teacher and friends always explain the correct answers and encourage me to keep practicing. Their support makes me more confident to speak English.
17	**Are you proud when you successfully complete a task or level in the game? Why?**	Yes. I am proud because I get good scores after working hard. Completing the game activities makes me believe that I can learn English successfully.	Yes. I feel proud because I get good scores. Every successful quiz gives me confidence that I can answer English questions correctly.	Yes. I am proud because I can complete the assignments on time. Finishing the tasks makes me believe in my own ability to learn English.	Yes. I feel proud because I can complete the tasks by myself. This motivates me to participate more actively in future lessons.	Yes. I am proud because I can complete the activities successfully. It makes me feel that I am improving in English.	Yes. I am proud because I can present my work in front of the class. Successfully completing the presentation makes me more confident to speak English.	Yes. I am proud because I can present my work well in front of the class. Completing the activities successfully makes me believe that I can continue improving my English ability.
	Challenges							
18	**What difficulties did you experience while learning English through the digital game?**	I sometimes found it difficult to understand the instructions in English because there were unfamiliar words. At first, I felt confused, but after the teacher explained them, I could continue	I found it difficult to read some English words because they were new to me. This sometimes made me hesitate to answer, but practicing through the game helped me improve.	Reading English words was difficult because I was not familiar with their pronunciation. I needed to repeat them many times before I understood them.	Memorizing new vocabulary was challenging because there were many unfamiliar words. Sometimes I forgot the words, but I kept practicing through the quizzes.	Memorizing vocabulary was the biggest challenge for me. When I forgot the words, I became less confident, but repeating the activities helped me remember them better.	Memorizing English vocabulary was difficult at first, especially unfamiliar words. However, repeating the game activities gradually improved my confidence.	I often encountered difficult English words that I had never learned before. At first I felt unsure, but after practicing several times, I became more confident.

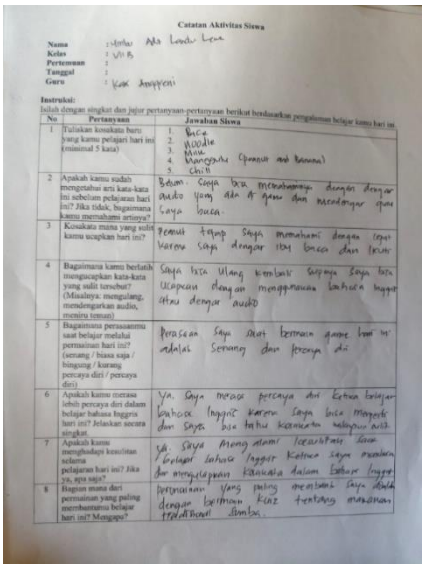
		learning with more confidence.						
19	**Were there any words or pronunciations that confused you?**	Yes. I was confused because some English words were pronounced differently from the way they were written. This made me afraid of saying them incorrectly, but listening to the teacher and the game audio helped me improve.	Yes. Words such as *symbolizes*, *bravery*, and *strength* were difficult because I had never heard them before. I needed repeated practice before I could pronounce them confidently.	Yes. Some words, such as *symbol of colors*, were difficult to pronounce. Repeating the audio in the game helped me become more confident.	Yes. The word *crocodile* was difficult to pronounce. After listening to my teacher and classmates several times, I was able to pronounce it better.	Yes. Vocabulary about traditional Sumbanese foods was sometimes difficult because I had to remember both the English words and their pronunciation. Practicing repeatedly helped me gain confidence.	Yes. Some color words, such as *blue*, *black*, *yellow*, and *brown*, confused me because their spelling and pronunciation were different. Listening repeatedly helped me overcome this difficulty.	Yes. Some traditional Sumbanese food vocabulary was difficult to pronounce at first. I became more confident after practicing together with my teacher and friends.
20	**Did you experience any problems with your phone, laptop, or internet connection while playing the game?**	Yes. Sometimes the phone was shared during the lesson, so I had to wait for my turn. Although it slowed my learning, I stayed motivated because the teacher allowed us to continue practicing together.	Yes. Sometimes the internet signal disappeared, especially at home. This interrupted my practice, but I continued learning again when the connection became available.	Yes. Sometimes I did not have enough mobile credit to access the internet. When this happened, I reviewed the vocabulary using my notebook until I could play again.	Yes. The internet connection was sometimes unstable. Although it interrupted the game, I still wanted to continue learning because I enjoyed the activities.	Yes. Sometimes I did not have enough internet quota. I felt disappointed because I could not practice at home, but I continued learning during classroom activities.	Yes. Sometimes I had no mobile credit or internet connection. This limited my opportunity to practice outside school, but I still reviewed the lesson from my notes.	Yes. Sometimes I had limited internet access or phone quota. Although this made learning difficult, I remained motivated to continue practicing at school.
21	**Did those difficulties reduce your motivation or confidence to learn English? Why?**	No. Even though there were difficulties, I believed learning English was important. I kept trying because my teacher always	Sometimes yes. When the internet connection was lost, I felt frustrated because I could not complete the activities	No. I stayed motivated because I could still learn from my textbook and practice again when I had the opportunity.	No. Although memorizing vocabulary was difficult, I wanted to continue learning because every time I succeeded,	No. Difficulties did not make me give up. Instead, I practiced more because I wanted to improve my English.	No. When I forgot vocabulary, I repeated the lesson until I understood it. Every improvement	Yes, sometimes. Difficult pronunciation made me less confident to speak, but practicing repeatedly with the teacher and my friends gradually helped me regain my confidence.

		encouraged me and helped me understand the lesson.	immediately. However, I became motivated again after receiving help from my teacher.		I became more confident.		increased my confidence.	
22	**How did you overcome those difficulties?**	I kept trying, reviewed the lesson using my phone whenever possible, and asked my teacher to explain the material again. Their support helped me become more confident to continue learning.	I asked my friends for help and practiced together until I understood the vocabulary and pronunciation better.	I continued studying, repeated the vocabulary, and asked my friends whenever I had difficulty. Their support made me more confident to keep learning.	I asked my teacher to explain difficult vocabulary and pronunciation. The teacher's guidance helped me solve my difficulties and continue learning confidently.	I asked my teacher whenever I did not understand the lesson. After receiving explanations, I felt more confident to complete the activities.	I asked both my teacher and my friends for help because they explained the difficult vocabulary and pronunciation. Their encouragement helped me keep trying.	I studied the material again, practiced repeatedly, and listened carefully to my teacher's explanations. After more practice, I became more confident in learning English.
	Reflection							
23	**Which activity in the game helped you learn English the most? Why?**	Memorizing and presenting vocabulary in front of the class helped me the most because I had to remember the words and pronounce them correctly. It also made me more confident to speak English in front of my classmates.	Listening to my friends pronounce English words helped me the most because I could imitate their pronunciation and compare it with my own. This made it easier for me to improve my pronunciation and remember new vocabulary.	Presentation activities helped me the most because I could use the vocabulary that I had learned while speaking in front of the class. This activity increased my confidence and helped me remember the vocabulary longer.	The quizzes helped me the most because I had to answer questions directly and received immediate feedback. Repeating the quizzes helped me remember vocabulary and improve my pronunciation.	The quizzes were the most helpful because they were enjoyable and encouraged me to keep practicing English vocabulary. Every correct answer made me feel more confident about my ability to learn English.	Playing quizzes helped me the most because I could repeat the vocabulary many times. The repeated practice made it easier for me to remember the words and pronounce them correctly.	Presentation activities helped me the most because they allowed me to practice speaking English in front of the class. Presenting my work made me more confident and motivated to continue learning English.
24	**If digital game-based learning is used again, what would you like**	I would like to keep the memorization activities and the	I hope digital game-based learning continues because	I would like to continue learning with digital games and the projector	I hope all the activities remain the same because they help me	I want to keep the quizzes because they are fun and help me	I would like to continue using quizzes because they motivate me	I hope the quizzes remain because they are interesting and make learning enjoyable. I would also like

	to keep or improve?	teacher's explanations because they help me understand the lesson. I also hope more pictures, audio, and new games can be added so learning becomes even more interesting.	it makes learning enjoyable. I would also like more audio in the PowerPoint or game so I can practice pronunciation more often.	because the pictures and quizzes help me understand vocabulary more easily. I do not think many changes are needed because the activities already help me learn English.	understand English better. It would also be good to add more vocabulary games and pronunciation practice to make learning even more enjoyable.	remember vocabulary. I also hope there will be more levels and new vocabulary related to Sumbanese culture.	to learn. I also hope there will be more games with pronunciation practice so I can become more confident in speaking English.	more cultural topics from Sumba and more opportunities to practice speaking English during the game activities.

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Appendix 11 Sample of Student Activity Logs

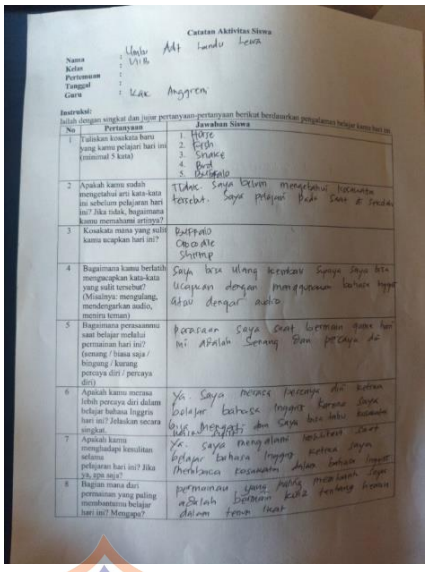


Catatan Aktivitas Siswa

Nama : Ulin Ade Lindi Lena
Kelas : VIII B
Pertemuan :
Tanggal :
Guru : Kak Anggeni

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. Buku 2. Noodle 3. Mie 4. Mangga (Orange and Banana) 5. Chili
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Belum. Saya bisa memahaminya dengan dengar audio yang ada di game dan mendengar dari Saya baca.
3	Kosakata mana yang sulit kamu ucapkan hari ini?	Peanut tapi Saya memahami dengan cepat Karena Saya dengar lalu baca dan ucap
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	Saya bisa Ulang kembali supaya Saya bisa Ucapkan dengan menggunakan bahasa Inggris atau dengar audio
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Perasaan Saya saat bermain game hari ini adalah Senang dan percaya diri
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Ya. Saya merasa percaya diri karena belajar bahasa Inggris karena Saya bisa Mengerti dan Saya bisa tahu kosakata-kosakata Inggris
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	Ya. Saya mengalami kesulitan saat belajar bahasa Inggris karena saya tidak dapat membaca kosakata dalam bahasa Inggris
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	permainan yang paling membantu saya adalah dengar bermain kuiz tentang hewan dalam tema ini

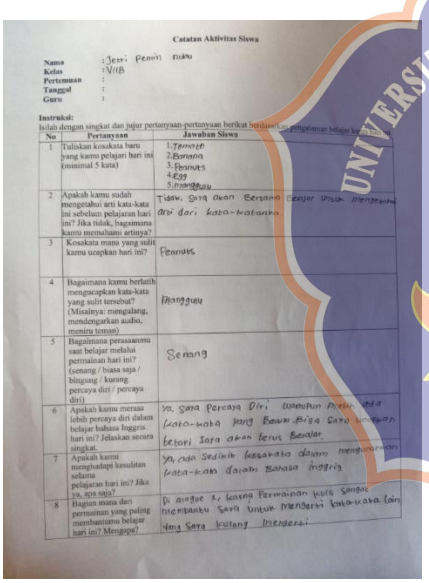


Catatan Aktivitas Siswa

Nama : Ulin Adi lindi lena
Kelas : VIII B
Pertemuan :
Tanggal :
Guru : Kak Anggeni

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. Horse 2. Fish 3. Snake 4. Bird 5. Buffalo
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Tidak. Saya belum mengetahui kosakata tersebut. Saya pelajari pada saat di sekolah
3	Kosakata mana yang sulit kamu ucapkan hari ini?	Buffalo Cobra Ale Shrimp
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	Saya bisa ulang kembali supaya Saya bisa Ucapkan dengan menggunakan bahasa Inggris atau dengar audio
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Perasaan Saya saat bermain game hari ini Adalah Senang dan percaya diri
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Ya. Saya merasa percaya diri karena belajar bahasa Inggris karena Saya bisa Mengerti dan Saya bisa tahu kosakata-kosakata Inggris
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	Ya. Saya mengalami kesulitan saat belajar bahasa Inggris karena saya tidak dapat membaca kosakata dalam bahasa Inggris
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	permainan yang paling membantu saya adalah bermain kuiz tentang hewan dalam tema ini

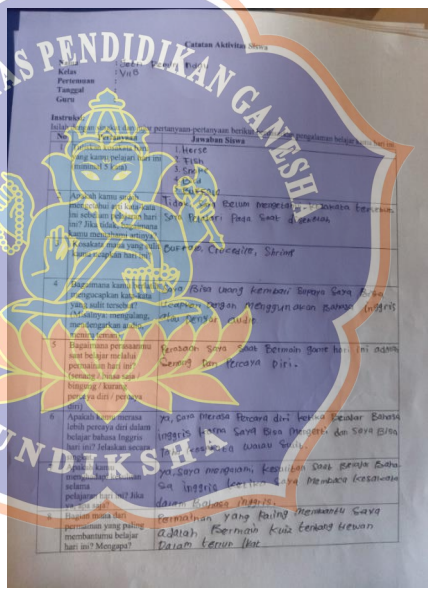


Catatan Aktivitas Siswa

Nama : Jeri Penin Nadu
Kelas : VIII B
Pertemuan :
Tanggal :
Guru :

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1.Tomato 2.Banana 3.Peanuts 4.Egg 5.mangguu
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Tidak. Saya akan Bersama Belajar Untuk mengetahui arti dari kata-katanya
3	Kosakata mana yang sulit kamu ucapkan hari ini?	Peanuts
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	Mangguu
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Senang
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Ya, Saya Percaya Diri Walaupun Masih Ada kata-kata yang Belum Bisa Saya ucapkan tetapi Saya akan terus Belajar.
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	Ya, ada Sedikit kesalahan dalam mengucapkan kata-kata dalam Bahasa Inggris
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	D. angguu s, karna Permainan kuis sangat membantu Saya untuk mengeri kata-kata lain yang Saya kurang mengerti

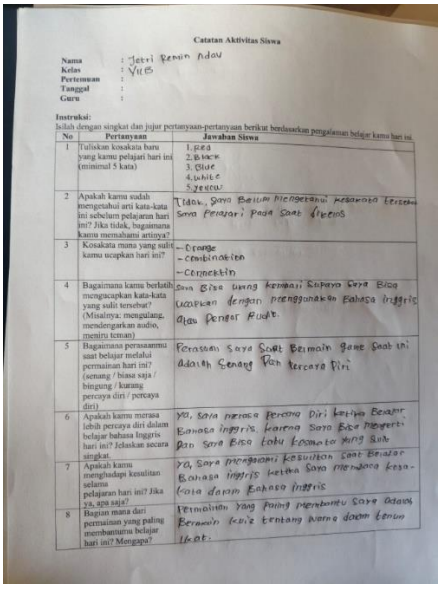


Catatan Aktivitas Siswa

Nama : Ulin Adi lindi lena
Kelas : VIII B
Pertemuan :
Tanggal :
Guru :

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. Horse 2. Fish 3. Snake 4. Bird 5. Buffalo
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Tidak. Saya belum mengetahui kosakata tersebut. Saya pelajari pada saat di sekolah
3	Kosakata mana yang sulit kamu ucapkan hari ini?	Buffalo, Crocodile, Shrimp
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	Saya bisa ulang kembali supaya Saya bisa Ucapkan dengan menggunakan bahasa Inggris atau dengar audio
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Perasaan Saya saat bermain game hari ini adalah Senang dan percaya diri.
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Ya, Saya merasa Percaya diri karena belajar bahasa Inggris karena Saya bisa Mengerti dan Saya bisa tahu kosakata-kosakata Inggris
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	Ya, Saya mengalami kesulitan saat belajar bahasa Inggris karena saya tidak dapat membaca kosakata dalam bahasa Inggris
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	permainan yang paling membantu saya adalah bermain kuiz tentang hewan dalam tema ini



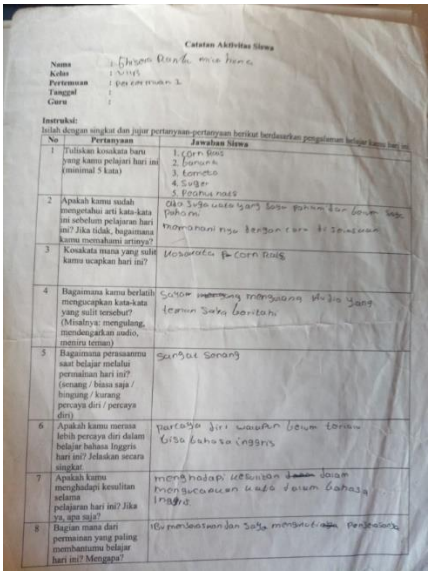
Catatan Aktivitas Siswa

Nama : Jeri Penin Nadu
Kelas : VIII B
Pertemuan :
Tanggal :
Guru :

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1.pea 2.Bake 3. Glue 4.white 5.green
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Tidak. Saya Belum mengetahui kosakata tersebut. Saya pelajari pada saat disekolah
3	Kosakata mana yang sulit kamu ucapkan hari ini?	- Orange - Combination - Connection
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	Saya Bisa ulang kembali supaya Saya Bisa Ucapkan dengan menggunakan Bahasa Inggris atau Dengar Audio.
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Perasaan Saya Saat Bermain Game Saat ini adalah Senang dan Percaya Diri
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Ya, Saya merasa Percaya Diri karna Belajar Bahasa Inggris karena Saya Bisa Mengerti dan Saya Bisa tahu kosakata yang Sulit
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	Ya, Saya menggalami kesulitan Saat Belajar Bahasa Inggris karna Saya masih kosa-kata dalam Bahasa Inggris
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	Permainan yang paling membantu Saya adalah Bermain kuiz tentang hewan dalam tema ini.

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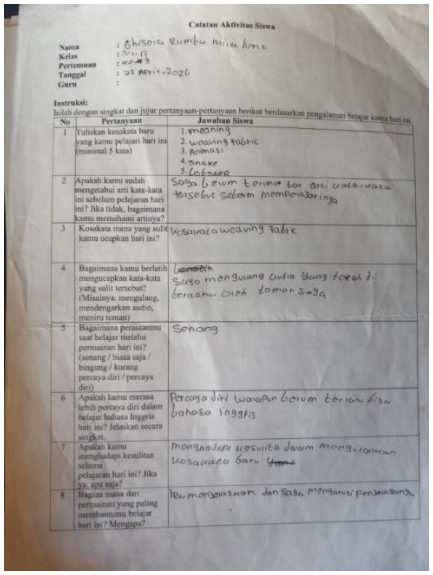


Catatan Aktivitas Siswa

Nama : Ghisca Rumbu mia hina
Kelas : VIII
Pertemuan : Pertemuan 1
Tanggal :
Guru :

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. Corn flour 2. banana 3. tomato 4. Sugar 5. Peanuts
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Ada saya kosakata yang bisa paham dan belum bisa paham. memahami nya bersama cara di terjemahkan
3	Kosakata mana yang sulit kamu ucapkan hari ini?	kosakata corn flour
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	Saya mengulang kata yang tomat saya belum bisa
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Senang sekali
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Percaya diri walaupun belum terlalu bisa bahasa Inggris
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	menghafal kosakata dalam mengucapkan kata dalam bahasa Inggris
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	Ibu menjelaskan dan saya mengucapkan pertanyaan

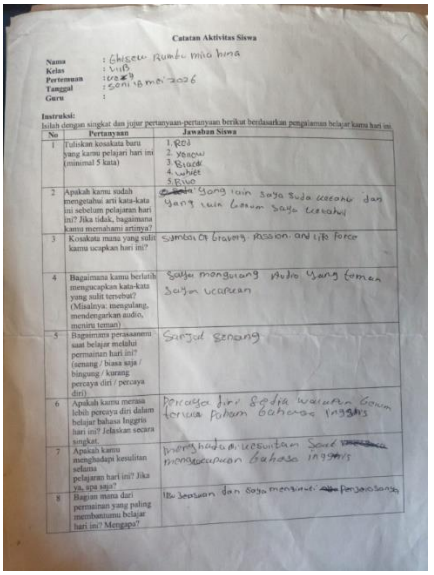


Catatan Aktivitas Siswa

Nama : Ghisca Rumbu mia hina
Kelas : VIII
Pertemuan : 1
Tanggal : 21 April 2026
Guru :

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. mining 2. weaving fabric 3. Animals 4. Snake 5. Lobster
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Saya belum tahu arti kata-kata tersebut sebelum memberitahunya
3	Kosakata mana yang sulit kamu ucapkan hari ini?	kosakata weaving fabric
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	Lobster Saya mengulang kata yang tersebut berkali kali tomat saya
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Senang
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Percaya diri walaupun belum terlalu bisa bahasa Inggris
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	mengalami kesulitan dalam mengucapkan kosakata baru yang
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	Ibu menjelaskan dan saya mencatat pertanyaan

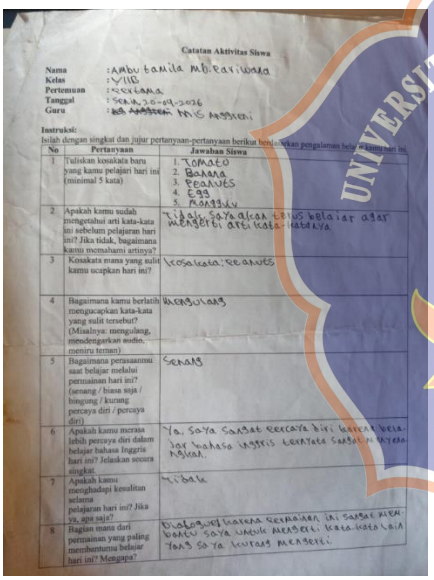


Catatan Aktivitas Siswa

Nama : Ghisca Rumbu mia hina
Kelas : VIII
Pertemuan : 1
Tanggal : Senin, 20 April 2026
Guru :

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. Red 2. Yellow 3. Black 4. White 5. Blue
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	~~Saya~~ yang lain saya sudah mengerti dan yang lain belum saya mengerti
3	Kosakata mana yang sulit kamu ucapkan hari ini?	Semua nya bagus, mission accomplished
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	Saya mengulang kata yang teman saya ucapkan
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Sangat senang
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Percaya diri sedikit walaupun belum terlalu paham bahasa Inggris
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	menghafal kosakata sedikit ~~sedikit~~ mengucapkan bahasa Inggris
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	Ibu bertanya dan saya menjawab pertanyaan



Catatan Aktivitas Siswa

Nama : Abu tamila Mbaruwara
Kelas : VIII
Pertemuan : Selasa
Tanggal : Senin, 20-04-2026
Guru : Ibu Agustin Ms Mesteri

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. TOMATO 2. BANANA 3. PEANUTS 4. Egg 5. Mayonaise
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Tidak, saya akan coba belajar agar mengerti arti kata-katanya
3	Kosakata mana yang sulit kamu ucapkan hari ini?	kosakata: peanuts
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	mengulang
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Senang
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Ya, saya sangat percaya diri karena bisa dan bahasa inggris lebih tahu
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	tidak
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	Mulai dari karena permainan ini sangat membantu saya untuk mengerti kata-kata baru dan saya kurang mengerti

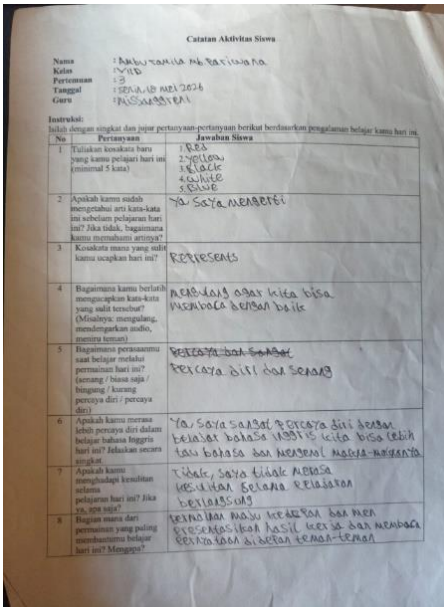


Catatan Aktivitas Siswa

Nama : Abu tamila Mbaruwara
Kelas : VIII
Pertemuan : 1
Tanggal :
Guru : Miss Agustin

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. Snake 2. Lobster 3. Yellow 4. White 5. Blue
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Ya, saya sudah mengerti karena saya belajar
3	Kosakata mana yang sulit kamu ucapkan hari ini?	Plangsparrow
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	Mengulang kosakata tersebut
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Senang Senang, percaya diri
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Ya, saya sangat ~~lebih~~ percaya diri dari pelajaran lain
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	Tidak, karena belajar ini sangat menyenangkan
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	Membaca kata dan saya bahagia



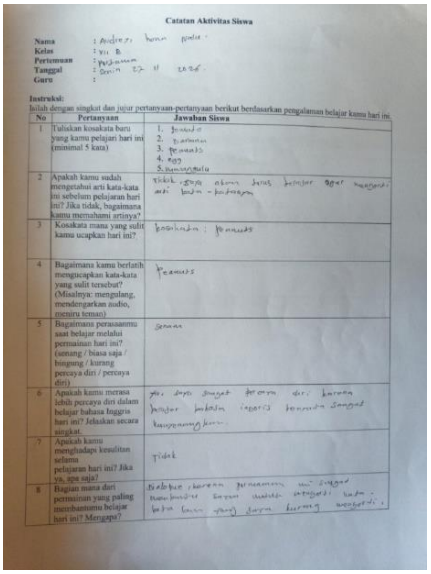
Catatan Aktivitas Siswa

Nama : Abu tamila Mbaruwara
Kelas : VIII
Pertemuan : 3
Tanggal : Senin, 20 April 2026
Guru : Miss Agustin Ms Mesteri

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. Red 2. Yellow 3. Black 4. White 5. Blue
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Ya, saya mengerti
3	Kosakata mana yang sulit kamu ucapkan hari ini?	Represents
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	Mengulang agar kita bisa mengucapkan dengan baik
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	~~Percaya dan Senang~~ Percaya diri dan senang
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Ya, saya sangat percaya diri dengan belajar bahasa inggris kita bisa lebih tau bahasa dan mengenal nama-nama
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	Tidak, saya tidak merasa kesulitan selama pelajaran berlangsung
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	Pertama-tama maju kedepan dan mera presentasikan hasil kerja dan mendapa pertanyaan dari teman-teman

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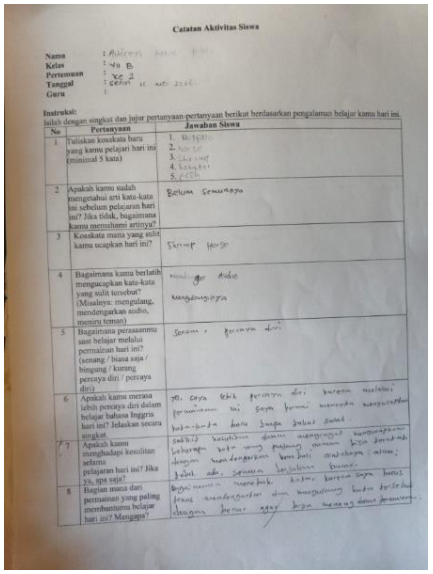


Catatan Aktivitas Siswa

Nama : Andrey, hanan ganteng
Kelas : VII B
Pertemuan : Pertemuan
Tanggal : Senin 27 11 2023
Guru :

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. Jendela 2. Lemari 3. Pemuda 4. Rok 5. Bunga mawar
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Tidak saya akan terus belajar agar mengerti arti kata - katanya
3	Kosakata mana yang sulit kamu ucapkan hari ini?	kosakata : Pemuda
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	Pemuda
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Senang
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	ya, saya sangat percaya diri karena belajar bahasa inggris bersama sangat menyenangkan
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	tidak
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	Bermain bersama permainan ini sangat membantu saya untuk mengerti kata - kata baru yang saya kurang mengerti.

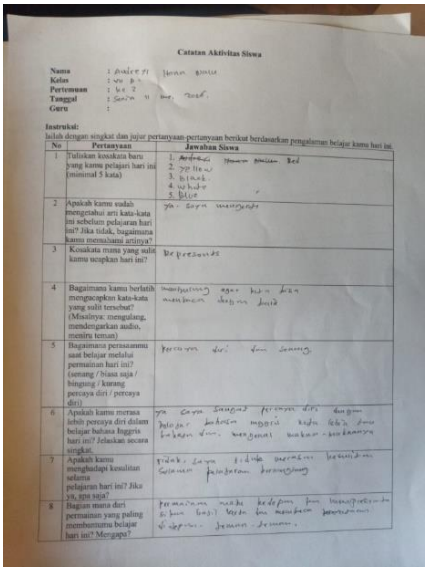


Catatan Aktivitas Siswa

Nama : Andrey, hanan ganteng
Kelas : VII B
Pertemuan : ke 2
Tanggal : Senin 11 Des 2023
Guru :

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. Butterfly 2. Horse 3. Chicken 4. Rabbit 5. Fish
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Belum semuanya
3	Kosakata mana yang sulit kamu ucapkan hari ini?	Chicken horse
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	mendengar audio mengulangnya
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Senang, percaya diri
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Ya, saya lebih percaya diri karena melalui permainan ini saya lebih mengenal kosakata baru juga lebih suka
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	sebelum kesulitan dalam mengingat kosakata baru yang paling sering dengan mendengarkan kembali ucapkan / artinya, lebih ada, semua kesulitan hilang
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	Bagian mencari kata yang benar karena saya harus fokus mendengarkan dan mengulang kata tersebut dengan benar agar bisa menang dari permainan

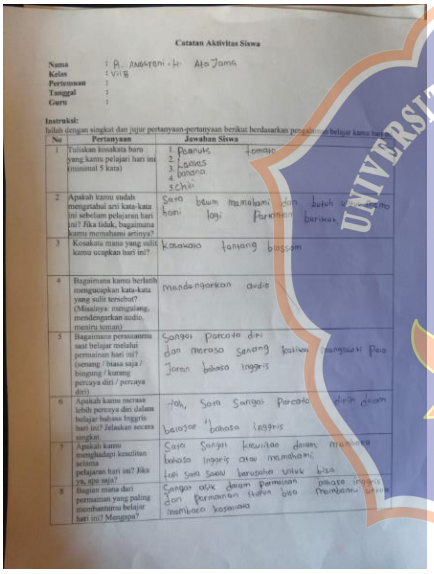


Catatan Aktivitas Siswa

Nama : andrey hanan ganteng
Kelas : VII B
Pertemuan : ke 2
Tanggal : Senin 11 Des 2023
Guru :

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. Andrey, hanan ganteng, Bed 2. yo he 3. black 4. white 5. blue
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	ya, saya mengerti
3	Kosakata mana yang sulit kamu ucapkan hari ini?	Refreshments
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	mengulang agar bisa bisa membaca dengan lancar
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Percaya diri dan senang
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	ya saya sangat percaya diri dengan belajar bahasa inggris kita tidak tau bahasa dan mengenal bahasa-bahasanya
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	tidak, saya tidak merasa kesulitan selama pelajaran berlangsung
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	permainan mana kedepan dan menyebutkan di sini bisa) kita ini membaca bersama-sama. Jawab - jawab.



Catatan Aktivitas Siswa

Nama : A. Angraeni H. Ata Jama
Kelas : VII B
Pertemuan :
Tanggal :
Guru :

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. Pisang, tomat 2. Jeruk 3. Pemuda 4. Rok 5. Bunga mawar
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Sama baru memahami dan bisa hari ini lagi Pertemuan berikut
3	Kosakata mana yang sulit kamu ucapkan hari ini?	Kosakata tanaman bunga
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	Mendengarkan audio
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Sangat percaya diri dan merasa senang karena mengerti para Jeran bahasa inggris
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Yah, Sama Sangat Percaya lebih dalam belajar bahasa inggris
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	Sama Sangat kesulitan dalam mengerti bahasa inggris atau memahami, tapi saya Sama berusaha untuk bisa
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	Sangat asik dalam permainan para inggris dan permainan tidak bisa membantu saya membaca kosakata

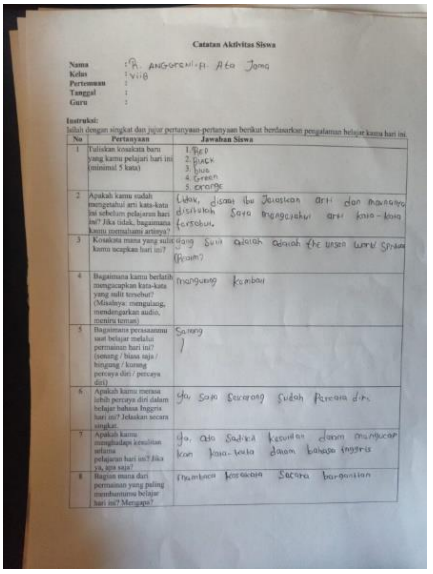


Catatan Aktivitas Siswa

Nama : A. Angraeni H. Ata Jama
Kelas : VII B
Pertemuan :
Tanggal :
Guru :

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. Buruh 2. Horse 3. Pemuda 4. Rok 5. Bunga mawar
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Sama baru memahami dan bisa hari ini lagi Pertemuan berikut
3	Kosakata mana yang sulit kamu ucapkan hari ini?	Chicken Rabbit
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	Mendengarkan audio dan mengulang
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Senang
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Ya lebih percaya diri dan merasa Percaya diri
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	Sama Sangat kesulitan dalam mengerti bahasa inggris atau memahami, tapi saya Sama berusaha untuk bisa
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	Sangat asik dalam permainan para inggris dan permainan tidak bisa membantu saya membaca kosakata



Catatan Aktivitas Siswa

Nama : A. Angraeni H. Ata Jama
Kelas : VII B
Pertemuan :
Tanggal :
Guru :

Instruksi:
Isilah dengan singkat dan jujur pertanyaan-pertanyaan berikut berdasarkan pengalaman belajar kamu hari ini.

No	Pertanyaan	Jawaban Siswa
1	Tuliskan kosakata baru yang kamu pelajari hari ini (minimal 5 kata)	1. Red 2. Black 3. blue 4. Green 5. orange
2	Apakah kamu sudah mengetahui arti kata-kata ini sebelum pelajaran hari ini? Jika tidak, bagaimana kamu memahami artinya?	Lebih, disana Ibu Jelaskan arti dan maknanya disitulah Saya mengetahui arti kata-kata tersebut.
3	Kosakata mana yang sulit kamu ucapkan hari ini?	yang Sulit adalah Green the lesson work Sheet (Green)
4	Bagaimana kamu berlatih mengucapkan kata-kata yang sulit tersebut? (Misalnya: mengulang, mendengarkan audio, meniru teman)	mengulang kembali
5	Bagaimana perasaanmu saat belajar melalui permainan hari ini? (senang / biasa saja / bingung / kurang percaya diri / percaya diri)	Senang /
6	Apakah kamu merasa lebih percaya diri dalam belajar bahasa Inggris hari ini? Jelaskan secara singkat.	Ya, Saya Percaya Sudah Percaya diri
7	Apakah kamu menghadapi kesulitan selama pelajaran hari ini? Jika ya, apa saja?	Ya, Ada Sedikit kesulitan dalam mengucapkan kata-kata dalam bahasa inggris
8	Bagian mana dari permainan yang paling membantumu belajar hari ini? Mengapa?	Membaca kosakata Secara bersamaan

UNIVERSITAS PENDIDIKAN GANESHA
UNDIKSHA

Appendix 12 Visual Documentation of Students Self Efficacy

Mastery Experience



Students answer interactive quiz in Canva



Students scrambled to answer the question



Students presented their work confidently

Vicarious Experience



Students are watching their peers who is practicing



Some students gave presentations while others observed



Discussion with peers

Verbal Persuasion



Teacher giving feedback for student answer



Teacher and students' interaction during CRDGBL activity



Teacher encourage student to participate in front of the class

Psychological/Emotional Arousal



Students actively participating in the digital game



A student volunteering to answer



Students showing engagement during the interactive quiz

Appendix 13 Surat Keterangan Penelitian

KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
PROGRAM PASCASARJANA
Jalan Udayana No. 11 Singaraja, Bali 81116 Telepon. 081999446444 Laman www.pasca.undiksha.ac.id

Nomor : 1783/UN48.14.1/PT.02.05/2026
Lamp : -
Perihal : Mohon Izin Pengambilan Data

Yth. Kepala Sekolah SMP NEGERI I NGGAHA ORI ANGU
di tempat

Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Tesis mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, bersama ini kami mohon kesedian Bapak/Ibu untuk dapat menerima dan mengijinkan mahasiswa kami dengan identitas:

Nama : Anggreni Kaita Ana Wulang
NIM : 2429081037
Program studi : Pendidikan Bahasa Inggris (S2)
Judul Penelitian : CULTURALLY RESPONSIVE DIGITAL GAME BASED LEARNING: EXPLORING STUDENTS SELF-EFFICACY IN LEARNING VOCABULARY AND PRONUNCIATION AT SMP NEGERI 1 NGGAHA ORI ANGU

untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.
Demikain disampaikan, atas perkenaan dan kerja sama yang baik kami ucapkan terima kasih.

Singaraja, 06 April 2026
a.n Direktur,
Wakil Direktur I,

Ida Bagus Putu Arnyana
NIP. 195812311986011005

Tembusan :
1. Kepala Subbagian Program Pascasarjana
2. Mahasiswa yang bersangkutan

Balai Besar Sertifikasi Elektronik

Catatan :
- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1"Informasi Elektronik dan/atau Dokumen Elektornik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsrE
- Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia