APPENDIX 1

LETTER OF PERMISSION OF OBSERVATION

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 1231/UN48.7.1/DT/2021 28 April 2021

Perihal : **Permohonan Izin Observasi**

Yth. Kepala .....
di Denpasar

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

Nama	: Roselin Putri Guntala
NIM	: 1812021041
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2020/2021

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

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

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

APPENDIX II

LETTER OF RESEARCH PERMISSION

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 2732/UN48.7.1/DT/2021 11 Oktober 2021

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala Sekolah Gandhi Memorial International School
di Denpasar

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

Nama	: Roselin Putri Guntala
NIM	: 1812021041
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: The Implementation of Literature-Based Instruction at Gandhi Memorial International School

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

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

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

UNIVERSITAS PENDIDIKAN GANESHA
UNDIKSHA

APPENDIX III

EXPERT JUDGEMENT VALIDITY FORM

Observation Checklist for Teacher

No.	Stages in implementing Literature-Based Instruction (LBI)	Observed Things	Yes	No	Expert Judge		Comments
					Relevant	Irrelevant	
1.	Pre-activity (time allocation)	Brain storming activity involving literary works/LBI			✓		
		Learning media used in implementing LBI			✓		
		Checking students' prior knowledge (on certain literary works/concept)			✓		
		Learning tools used in implementing LBI			✓		
		Roles of teacher			✓		
		Teaching orientation (students/teacher-oriented)			✓		

2.	Whilst activity (time allocation)	Activity in involving literary works/LBI			✓		
		Learning media used in implementing LBI			✓		
		Learning tools used in implementing LBI			✓		
		Roles of literary works to promote language skills			✓		
		Types of assessment used (multiple choice, independent, speaking performance, writing assignment, etc)			✓		
		Roles of teacher			✓		
		Teaching orientation (students/teacher-oriented)			✓		
3.	Post-activity (time allocation)	Learning media used in implementing LBI			✓		

		Learning tools used in implementing LBI					
		Review of lesson involving literary works understanding					
		Homeworks/ further assignment involving literary works					
		Roles of teacher					**This is not very clear. Begin your statement with Verb-ing**
		Teaching orientation (students/teacher-oriented)					

Singaraja, 05 Desember 2021

Judge 1

Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd.

EXPERT JUDGEMENT VALIDITY FORM

Interview Guidelines for Teacher

Teacher's Name :

School :

Class :

No.	Research Questions	Questions	Answers	Expert Judge		Comments
				Relevant	Irrelevant	
1.	How is LBI implemented to enhance students' language skills?	What should be considered before implementing LBI?		✓		
		What teaching procedures are implemented during pre-activity?		✓		
		What teaching procedures are implemented during whilst-activity?		✓		
				✓		

		What teaching procedures are implemented during post-activity?				
		Is there any fixed pattern of procedures to implement LBI?				
		What examples of activity to enhance language skills (speaking, reading, writing, and listening)?				
		What teaching materials can be thought through LBI?				
		What kind of literary works are involved in the LBI teaching in your class?				
		Is there a difference in teaching and implementing Literature-based Instruction through remote teaching and face to face? If so, please explain the difference.				
		What skills are more developed in learning English by using Literature-Based Instruction as a strategy in teaching?				
		Are there significant developments when applying Literature-Based Instruction through remote teaching on the				

		students' abilities that you want to develop? If so, how has it progressed?				
2.	What are the challenges encountered by teachers in implementing LBI?	What challenges do you encounter during lesson planning?				
		What challenges do you encounter during teaching in the classroom?				
		What challenges do you encounter in assessing students?				
		How to overcome the problems faced in implementing literature-based instruction through remote teaching?				

Singaraja, 05 Desember 2021

Judge 1

Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd.

EXPERT JUDGEMENT VALIDITY FORM

Observation Checklist for Teacher

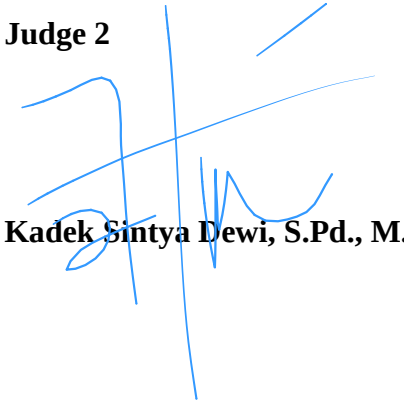
No.	Stages in implementing Literature-Based Instruction (LBI)	Observed Things	Yes	No	Expert Judge		Comments
					Relevant	Irrelevant	
1.	Pre-activity (time allocation)	Brain storming activity involving literary works/LBI			✓		
		Learning media used in implementing LBI			✓		
		Checking students' prior knowledge (on certain literary works/concept)			✓		
		Learning tools used in implementing LBI			✓		
		Roles of teacher			✓		

		Teaching orientation (students/teacher-oriented)			✓		
2.	Whilst activity (time allocation)	Activity in involving literary works/LBI				✓	
		Learning media used in implementing LBI			✓		
		Learning tools used in implementing LBI			✓		
		Roles of literary works to promote language skills			✓		
		Types of assessment used (multiple choice, independent, speaking performance, writing assignment, etc)			✓		
		Roles of teacher			✓		
		Teaching orientation (students/teacher-oriented)			✓		

3.	Post-activity (time allocation)	Learning media used in implementing LBI			✓		
		Learning tools used in implementing LBI			✓		
		Review of lesson involving literary works understanding				✓	
		Homeworks/ further assignment involving literary works			✓		
		Roles of teacher			✓		
		Teaching orientation (students/teacher-oriented)			✓		

Singaraja, 05 Desember 2021

Judge 2



Kadek Sintya Dewi, S.Pd., M.Pd.

EXPERT JUDGEMENT VALIDITY FORM

Interview Guidelines for Teacher

Teacher's Name :

School :

Class :

No.	Research Questions	Questions	Answers	Expert Judge		Comments
				Relevant	Irrelevant	
1.	How is LBI implemented to enhance students' language skills?	What should be considered before implementing LBI?		✓		
		What teaching procedures are implemented during pre-activity?		✓		
		What teaching procedures are implemented during whilst-activity?		✓		
		What teaching procedures are implemented during post-activity?		✓		

		Is there any fixed pattern of procedures to implement LBI?		✓		
		What examples of activity to enhance language skills (speaking, reading, writing, and listening)?		✓		
		What teaching materials can be thought through LBI?		✓		
		What kind of literary works are involved in the LBI teaching in your class?		✓		
		Is there a difference in teaching and implementing Literature-based Instruction through remote teaching and face to face? If so, please explain the difference.		✓		
		What skills are more developed in learning English by using Literature-Based Instruction as a strategy in teaching?		✓		
		Are there significant developments when applying Literature-Based Instruction through remote teaching on the students'		✓		

		abilities that you want to develop? If so, how has it progressed?				
2.	What are the challenges encountered by teachers in implementing LBI?	What challenges do you encounter during lesson planning?		✓		
		What challenges do you encounter during teaching in the classroom?		✓		
		What challenges do you encounter in assessing students?		✓		
		How to overcome the problems faced in implementing literature-based instruction through remote teaching?		✓		

Singaraja, 05 Desember 2021

Judge 2

Kadek Sintya Dewi, S.Pd., M.Pd.

APPENDIX IV

Observation Checklist for the Procedures in Implementing LBI for Teaching English at Gandhi Memorial International School

Instrument : Observation Checklist

Date of Observation : Saturday, 01st January 2022

Grade : 5B

Teacher's name : Ms. Sita

No.	Stages in implementing Literature-Based Instruction (LBI)	Observed Things	Yes	No	Remarks (If any)
1.	Pre-activity (time allocation)	Brain storming activity involving literary works/LBI	√		
		Learning media used in implementing LBI	√		Sing a song

		Checking students' prior knowledge (on certain literary works/concept)	√		
		Learning tools used in implementing LBI	√		PowerPoint, Microsoft Word, Google Slides, Zoom.
		Running the teacher's roles	√		Students' guides
		Teaching orientation (students/teacher-oriented)	√		Students-centered
2.	Whilst activity (time allocation)	Activity in involving literary works/LBI	√		Reading aloud, scaffolding, silent reading, visualizing.
		Learning media used in implementing LBI	√		Short story, word mat, picture.
		Learning tools used in implementing LBI	√		PowerPoint, Microsoft Word, Google Slides, Zoom, Google Classroom.
		Roles of literary works to promote language skills	√		Helping students to learn the material and improve the language skills.
		Types of assessment used (multiple choice, independent, speaking	√		

		performance, writing assignment, etc)			
		Running the teacher's roles	√		Students' guides, mentor, supervisors, co-decision makers
		Teaching orientation (students/teacher-oriented)	√		Students-centered
3.	Post-activity (time allocation)	Learning media used in implementing LBI		√	
		Learning tools used in implementing LBI	√		PowerPoint, Microsoft Word, Zoom, Google Slides.
		Running the teacher's roles	√		Students' guides, students' mentors, and supervisor.
		Teaching orientation (students/teacher-oriented)	√		teacher-centered and students-centered

APPENDIX V

Interview Guidelines for the Challenges in Implementing LBI for Teaching English at Gandhi Memorial International School

Teacher's Name : Sita

School : Gandhi Memorial International School

Class : Grade 5B Homeroom Teacher

No	Research questions	Questions	Answers
1	How is LBI (Literature-Based Instruction) implemented to enhance students' language skills?	What should be considered before implementing LBI (Literature-Based Instruction)?	1. The role of the teachers as the students' guides, mentors, and co-decision makers. 2. The level of students in the classroom. As any other activities and learning methods, LBI must be executed through differentiation, aligning with the IB curriculum learning method where multiple intelligence is the core of learning. Students of different writing and reading levels will need differentiated literatures / reading materials.

			3. The type of reading materials given to students which should be aligned with the current transdisciplinary theme of the unit. 4. Select reading texts based on the transdisciplinary theme. 5. Select different level of texts based on reading competencies of students in the classroom. 6. Plan type of activity: group reading / individual read aloud / silent reading / scaffolding.
		What teaching procedures are implemented during pre-activity	1. Greeting all of the students 2. Daily prayer together 3. Sing a song to make students feel enjoy and make the environment become enjoyable. 4. Asking a question related to the topics 5. Informing the objectives of the material, as well as the materials.
		What teaching procedures are implemented during whilst-activity	Different teaching strategies are used depending on the theme given and agency of students, meaning

			students executing the IB curriculum are given agency and responsibility to determine how a particular activity can be carried out as well as goals that must be achieved and success criteria for the activity. Some strategies include scaffolding / making connections / visualizing / inferring / analyzing / determining importance / synthesizing Another strategy is when students are broken down into groups and asked to read different parts of a text and return to explain their findings and understanding. Afterwards, students can make connections with the transdisciplinary unit and forward any new inquiries that they have to move forward in their research.
		What teaching procedures are implemented during post-activity	1. Concluding the material to make students more understand about the material. 2. Giving feedback to the students' performances in the classroom.

			3. Giving homework to the students for enhancing their understanding. 4. Reflection on the effectiveness of the text for each reading level 5. Reflection on how the text can support students' understanding on the transdisciplinary theme
		Is there any fixed pattern of procedures to implement LBI (Literature-Based Instruction)?	There is a certain basic pattern, however implementation is based on the following: 1. Transdisciplinary Theme 2. Student's level of reading 3. Student's agency on how and when to execute the activity
		What examples of activity to enhance language skills (speaking, reading, writing and listening)?	Speaking: 1. Students conduct extensive amount of assessed presentation based on their individual/pair/group work. 2. Students are continuously being asked about their perspective on different topics throughout the unit. 3. Debate as summative assessment.

			4. Students read texts and express the difference and examples of facts and opinions. Reading: 1. Reading aloud in the classroom. 2. Reading assigned texts and websites to support their research-based projects. 3. Library time 4. 20 minutes reading time within the classroom. 5. Summarizing texts allows students to digest small amount of information in simple structure. 6. Students receive oral questions from teachers to ensure they have understood what they have read. 7. Make text predictions using read aloud. 8. Story mapping. This allows students to draw a grid and draw important events and write short descriptions about them. Writing:

			1. Writing space and time investment for students: develop 5 phases of writing for all writing tasks, which consist of the following: expository, descriptive, narrative, opinion, formal and informal letter writing, etc. 2. Connect writing with their interest of topic. 3. Story prompts. 4. Examples given for the types of assigned writing task. 5. Teachers modelling efficient writing skills and emphasizing on grammar skills, usage of punctuation and capitalizations, proper forms of parts of speech. 6. Make it part of a daily routine for students to take notes or write journals. 7. Engage in public speaking, school assemblies, internal school activities/competition, public speaking, PYP Exhibition.

			Listening: 1. By watching videos or listening to read aloud, students are accustomed to listening with purpose: listening for the main idea, details, sequence, specific vocabulary assigned based on the transdisciplinary unit, attitude and opinion/viewpoint of the writer. 2. Students can be accustomed to active listening by attending to the presentations of their peers and forward compliments, corrections and suggestions. 3. Repeat what the speaker or teachers says, especially instructions and ideas. 4. Active listening during story time.
		What teaching materials can be thought through LBI (Literature-Based Instruction)?	I hope I am interpreting these questions correctly. Diverse teaching materials can be used: 1. Short story with pictures.

			2. Visual aids with instructions 3. Photos as prompts 4. Word Mat. 5. Handouts or sheets as guidance for students in their activities or writing tasks. 6. Handouts with questions based on texts being read 7. Word walls with vocabulary posted on the wall. Vocabulary words are based on the unit's transdisciplinary theme. 8. Vocabulary of connecting or sequence words to enhance student's writing. 9. Technology – choosing online resources for activities.
		What kind of literary works are involved in the LBI (Literature-Based Instruction) teaching in your class?	Books, short story, reading comprehension texts and online articles in connection with the transdisciplinary theme.
		Is there a difference in teaching and implementing Literature-based instruction through remote teaching and face	During face-to-face teaching, students can complete their tasks at a quicker pace and offer assistance to their peers directly, thus allowing the activity or assessment to be less

		to face? If so, please explain the difference	time consuming. This also applies for teachers in guiding the students. Face to face teaching allows teachers more time to observe each student's strength, weakness and room for opportunities as well as planning forward for differentiation. This can be done during remote teaching, however more time is needed.
		What skills are more developed in learning English by using literature-based instruction as a strategy in teaching?	All skills in relation to literacy can be enhanced – reading, writing, listening and speaking. Other skills: making connections / visualizing / inferring / analyzing / determining importance / synthesizing
		Are there significant developments when applying literature-based instruction through remote teaching on the students' abilities that you want to develop? If so, how has it progressed?	All skills in relation to literacy needs to be improved – reading, writing, listening and speaking. During online learning, students in general had less reading time and also students are not monitored in their weekly reading as they would have been during face-to-face learning. Face to face learning has its main advantage of having students work at a quicker pace due to having their peers and teachers physically by

			their side. Though online learning has been conducted fully during school hours, 8 AM – 2.45 PM, it has been evident that without the teacher's physical presence, students showed a decrease in their working pace.
2	What are the challenges encountered by teachers in implementing LBI (Literature-Based Instruction)?	.What challenges do you encounter during lesson planning?	Time constraint. The question rises at times – Would we have enough time to execute the necessary activities due to the time limit (5 – 6 weeks) for each transdisciplinary theme. For each theme, teachers and students are engaged in a large integration of subjects.
		.What challenges do you encounter during teaching in the classroom?	Differentiated instructions, especially for students who are still below the grade level standard. These students would require daily supervision, motivation and assistance in not only completing their tasks, but also to be given repetitions of the concepts taught.
		What challenges do you encounter in assessing students?	Creating different rubrics for assessment to accommodate the multiple intelligence. This is a challenge for teachers, however best

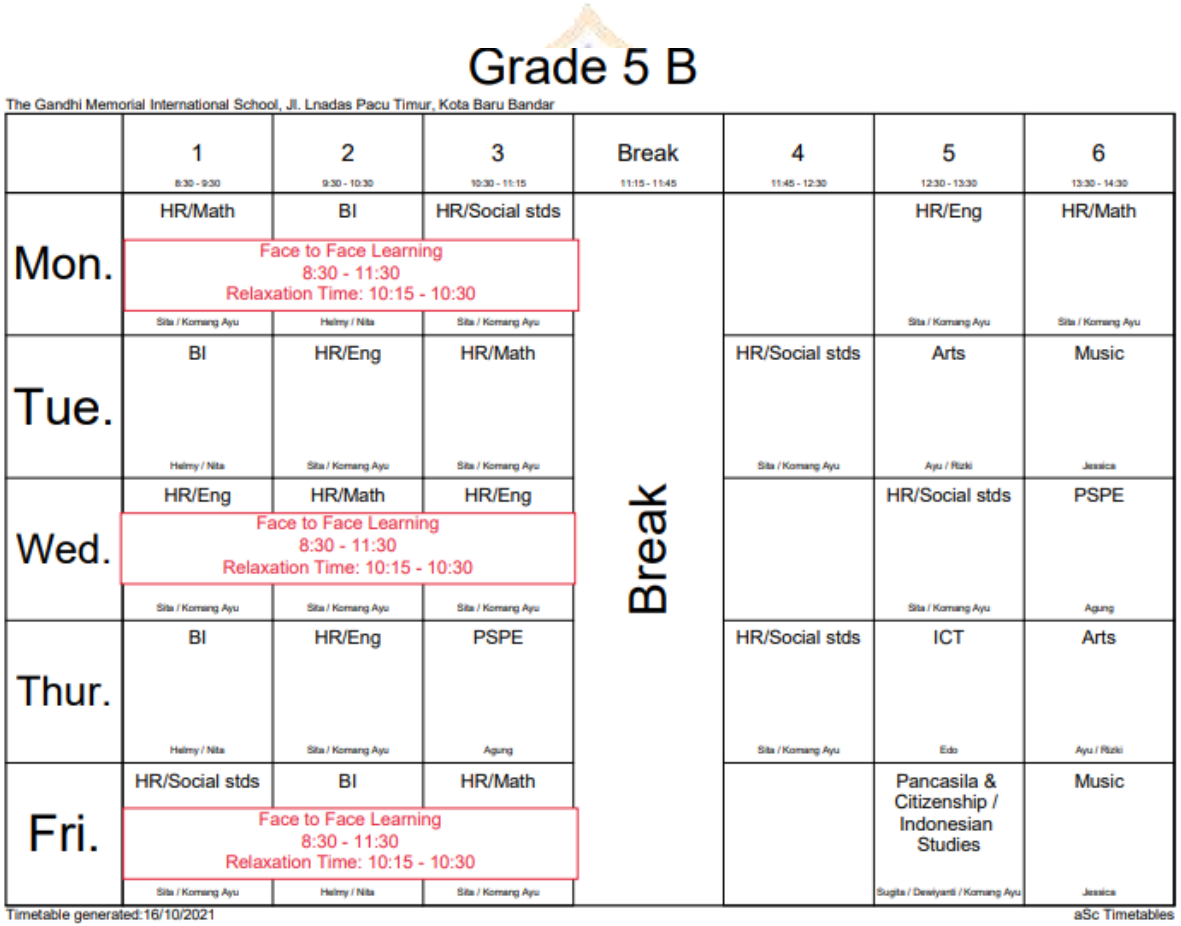
			learning experience for the students. Teachers need more time to plan and assess each student's progress. However, this challenge is something that can be seen as a positive challenge for teachers.
		How to overcome the problems faced in implementing literature-based instruction through remote teaching?	1. Enhanced communication regarding a child's progress with the parents. 2. Sending reminders and keeping open communication even after formal school hours. 3. Repeat instructions to different levels of students in order to make sure that they have understood the instructions and how to implement what is required. 4. Create individual / pair / group work as per the students' requests. 5. Open communication between grade level teachers and other level teachers and share methods and strategies.

Note: Gandhi Memorial Intercontinental School executes the IB curriculum. For the IBPYP (Primary Years Program), as many as 6 thematic inquiry-based units are given throughout the academic year. Each transdisciplinary theme combines different subjects

(Science, Social Science, Mathematics, English, PE, Art, Music, Bahasa Indonesia, IT) into different activities to support the students' learning goals. Literature Based Instructions are limitedly given per unit for the primary year and is more enhanced and executed in the IBMYP (Middle Years Program). For each thematic units, students carry out what we call the inquiry cycle and the instructions are highly based on each phase of the cycle. Literary works and various reading comprehension materials are given per unit to support the inquiry-based learning for each unit.

APPENDIX VI

Grade 5B Time Table



Grade 5 B

The Gandhi Memorial International School, Jl. Lnadas Pacu Timur, Kota Baru Bandar

	1 8:30 - 9:30	2 9:30 - 10:30	3 10:30 - 11:15	Break 11:15 - 11:45	4 11:45 - 12:30	5 12:30 - 13:30	6 13:30 - 14:30
Mon.	HR/Math Sita / Komang Ayu	BI Helmy / Nita	HR/Social stds Sita / Komang Ayu	Break		HR/Eng Sita / Komang Ayu	HR/Math Sita / Komang Ayu
Tue.	BI Helmy / Nita	HR/Eng Sita / Komang Ayu	HR/Math Sita / Komang Ayu		HR/Social stds Sita / Komang Ayu	Arts Ayu / Rizki	Music Jessica
Wed.	HR/Eng Sita / Komang Ayu	HR/Math Sita / Komang Ayu	HR/Eng Sita / Komang Ayu			HR/Social stds Sita / Komang Ayu	PSPE Agung
Thur.	BI Helmy / Nita	HR/Eng Sita / Komang Ayu	PSPE Agung		HR/Social stds Sita / Komang Ayu	ICT Edo	Arts Ayu / Rizki
Fri.	HR/Social stds Sita / Komang Ayu	BI Helmy / Nita	HR/Math Sita / Komang Ayu			Pancasila & Citizenship / Indonesian Studies Sugita / Dewiyanti / Komang Ayu	Music Jessica

Face to Face Learning
8:30 - 11:30
Relaxation Time: 10:15 - 10:30

Timetable generated:16/10/2021

aSc Timetables

APPENDIX VII

PYP LEARNER'S PROFILE SELF-REFLECTION

PYP Learner Profile Self-Reflection

Am I an inquirer?

I ask questions.

I show curiosity.

I discover new things.

Am I a thinker?

I try to solve problems.

I learn from my mistakes.

I am thoughtful toward others.

Am I a communicator?

I talk about my ideas.

I can express myself.

I can communicate in lots of different ways.

Am I reflective?

I think about my learning and choices.

I know when I have tried my best.

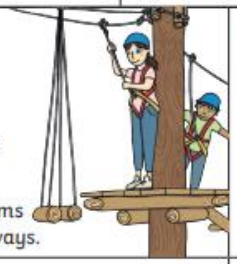
I listen to feedback and think of ways that I can improve.

Am I a risk-taker?

I am not afraid to try new things.

I stand up for what I believe in.

I try to solve problems in lots of different ways.



Am I knowledgeable?

I can tell you what I have learned.

I can show you what I have learned.

I use what I have learned to solve problems.

Am I principled?

I am honest and fair.

I try to make the right choices.

I respect the rights of myself and others.

Am I caring?

I try to help others.

I care for myself and others.

I understand and show empathy.

Am I open-minded?

I listen to other opinions.

I try to understand other perspectives.

I know it's OK that people are different.

Am I balanced?

I keep my body healthy.

I keep my mind healthy.

I know there is a connection between myself and the world around me.

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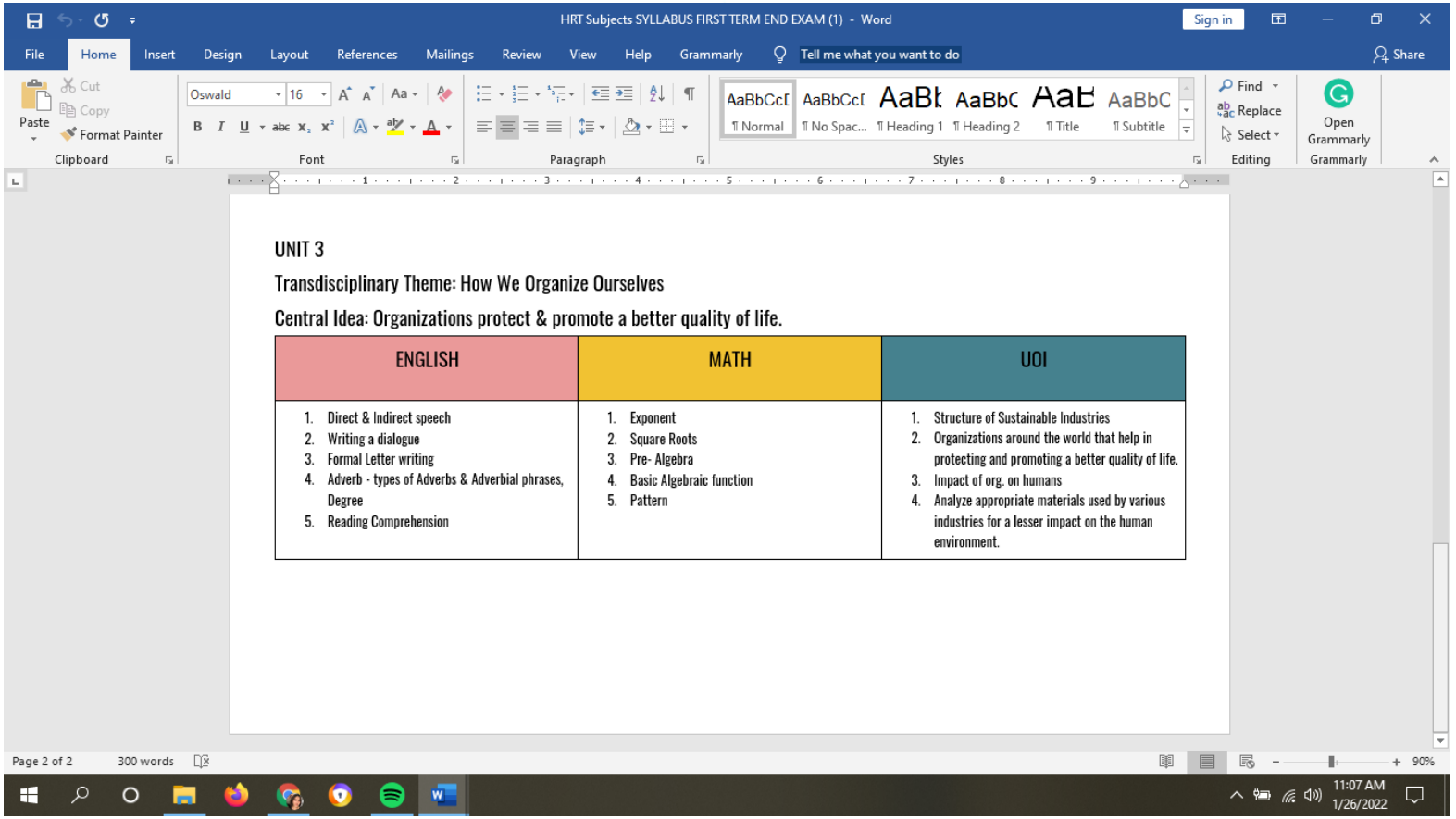
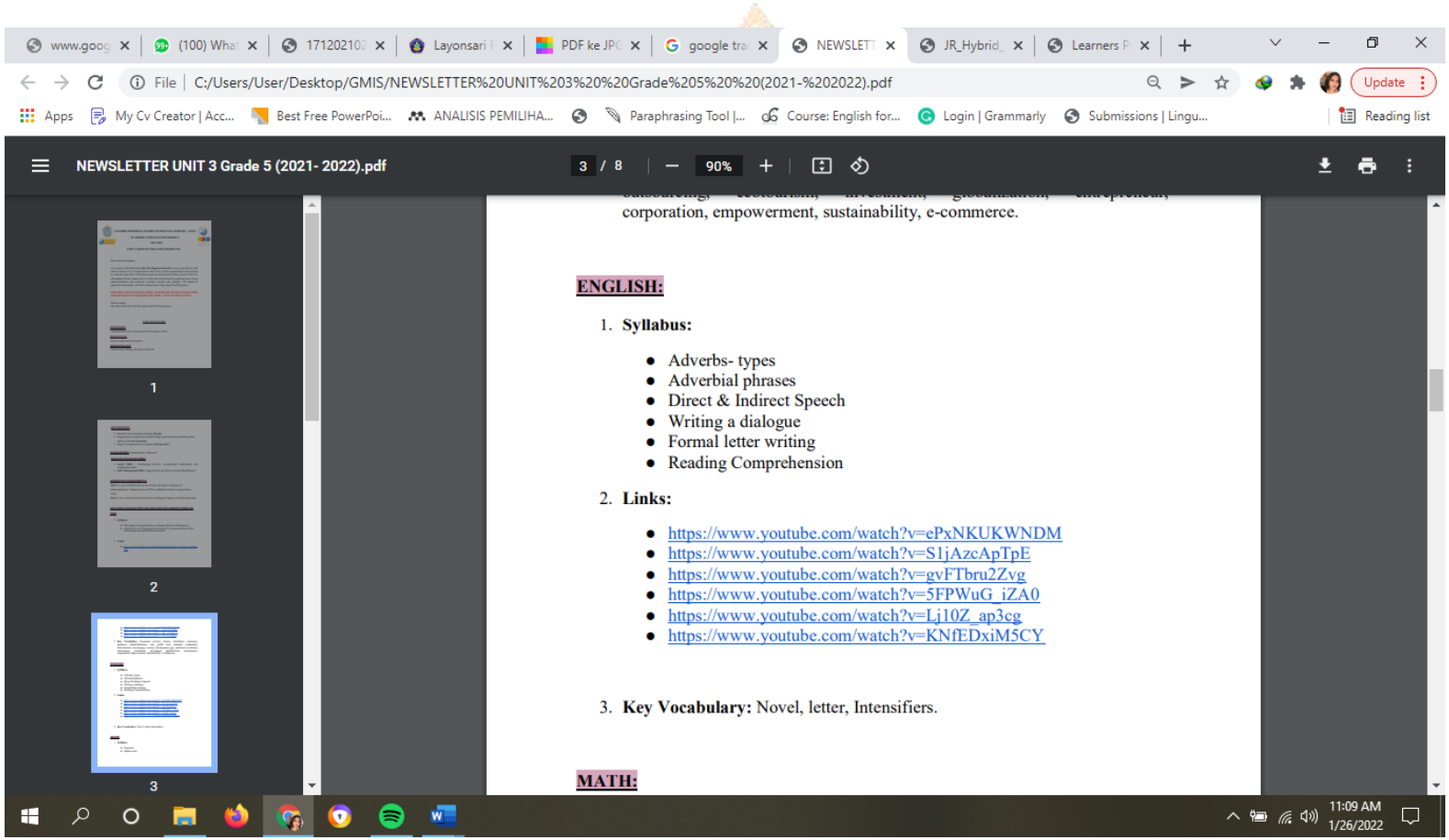
APPENDIX VII

SYLLABUS FIRST TERM END EXAM



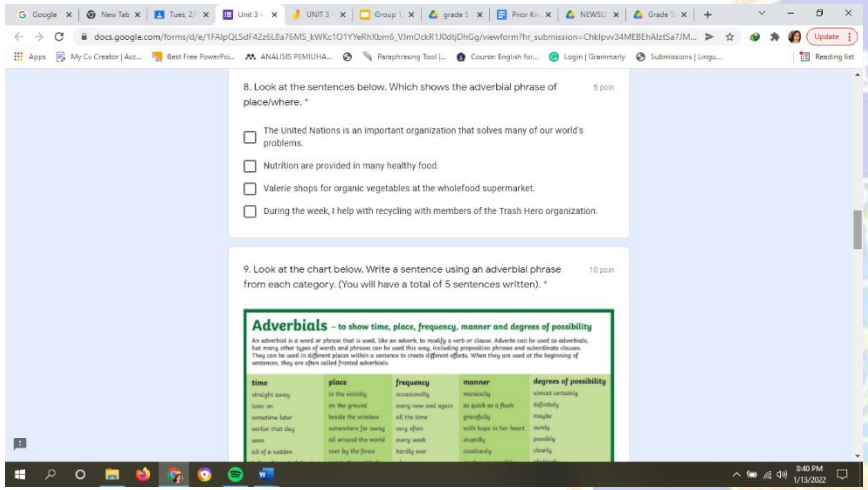
APPENDIX IX

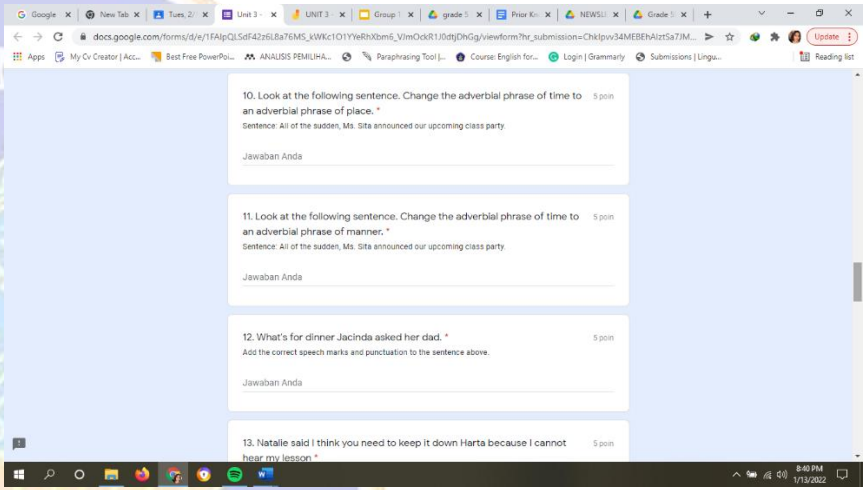
NEWSLETTER UNIT



APPENDIX X

ENGLISH QUICK QUIZ





APPENDIX XI

ASSESSMENT END OF TERM EXAM

GANDHI MEMORIAL INTERCONTINENTAL SCHOOL – BALI

FIRST TERM EXAMINATION MARK LIST

NOVEMBER 2021

Class List: Grade 5B

Subject Teachers:

Subject: ENGLISH / Date: _____

S. NO	NAME	MARK	PERCENTAGE	GRADE
1.				
2.				

3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

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40 – 49	E
30 – 39	F

20 – 29	G
< 20	U

RIWAYAT HIDUP

Roselin Putri Guntala lahir di Denpasar pada tanggal 01 Juli 2000 dari pasangan Bapak Drs. Azwar dan Ibu Afrida Yandra. Penulis beragama Islam, dan berkebangsaan Indonesia. Kini penulis beralamat di Perumahan Puri Kampial, Nusa Dua, Kecamatan Kuta Selatan, Kabupaten Badung, Benoa, Bali.

Penulis telah menyelesaikan pendidikan dasar di SD Negeri 7 Benoa dan lulus pada tahun 2012. Lalu penulis melanjutkan pendidikan di SMP Negeri 3 Kuta Selatan dan lulus pada tahun 2015. Kemudian, penulis lulus dari SMK Negeri 1 Kuta Selatan jurusan Akomodasi Perhotelan di tahun 2018. Penulis melanjutkan ke studi ke jenjang berikutanya yaitu perguruan tinggi di tahun yang sama yaitu tahun 2018 di Universitas Pendidikan Ganesha Program Studi S1 Pendidikan Bahasa Inggris. Pada tahun 2022 penulis telah menyelesaikan Tugas Akhir yaitu skripsi yang erjudul "THE IMPLEMENTATION OF LITERATURE-BASED INSTRUCTION AT GANDHI MEMORIAL INTERNATIONAL SCHOOL".