# APPENDICES

**Appendix 1. Letter of Disposition**

Nomor        : 725/ASI-NBBS/I/22
Lampiran    : -
Prihal        : Surat Keterangan Melakukan Penelitian

SURAT KETERANGAN

Yang bertanda tangan dibawah ini Kepala Sekolah Dasar Dwi Bahasa North Bali Bilingual School, Kecamatan Sukasada, Kabupaten Buleleng menerangkan bahwa mahasiswa yang beridentitas di bawah ini:

Nama              : Ketut Sintia Kesuma Dewi
NIM               : 1812021125
Jurusan           : Bahasa Asing
Program Studi     : Pendidikan Bahasa Inggris
Jenjang           : S1
Universitas       : Universitas Pendidikan Ganesha Singaraja

memang benar mahasiswa tersebut diatas telah melakukan observasi pengambilan data untuk menyelesaikan skripsinya sebagai persyaratan untuk menuntaskan pendidikan S1 Bahasa Inggris di UNDIKSHA Singaraja.

Demikianlah surat keterangan ini kami sampaikan, atas perhatian dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Singaraja, 31 Januari 2022
Kepala Sekolah Dasar Dwi Bahasa
North Bali Bilingual School

Putu Wika Putra, S.S

**Appendix 2. Expert Judgement Sheet**

Form Penilaian Lembar Observasi

Form ini bertujuan untuk menilai relevansi dari lembar observasi sebagai instrumen yang akan digunakan untuk melihat proses implementasi sistem *reward* dalam strategi *blended learning*. Dengan mereview instrument ini, mohon untuk para penilai untuk memberikan penilaian relevansi dari pernyataan dalam instrument dengan cara memberi *check mark* (tanda centang) yang tersedia yaitu relevan atau tidak relevant. Mohon untuk diisi apa adanya dengan jujur karena penilaian Bapak/Ibu tidak ada kaitannya terhadap apapun.

Judge I:

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

**Observation Sheet of Reward Implementation**

| Indicator | Action | Relevant | Irrelevant | Note |
|---|---|---|---|---|
| Preparation | Reward's instrument preparation | ✓ | | |
| | Reward in lesson plan | ✓ | | |
| | Rewarding's scenario making | ✓ | | |
| Implementation | Student pay attention | ✓ | | |
| | Using encouragement | ✓ | | |
| | Giving the same opportunity | ✓ | | |

| | | | | |
|---|---|---|---|---|
| | Using variety of reward | ✓ | | |
| | Reward's explanation to the student | ✓ | | |
| | The student feel interested to the reward | ✓ | | |
| | The teacher implement rewarding type: PRAISE | ✓ | | |
| | The teacher implement rewarding type: SYMBOLIC REWARD | ✓ | | |
| | The teacher implement rewarding type: TOKEN REWARD | ✓ | | |
| | The teacher implement rewarding type: TANGIBLE | ✓ | | |

| | AND ACTIVITY REWARDS | | | |
|---|---|---|---|---|
| | Show attention to student's response | ✓ | | |
| | Reward's reasoning | ✓ | | |
| Impact (After Being Rewarded) | The student elaborate the lesson well | ✓ | | |
| | The student feel the joy in learning | ✓ | | |
| | The student feel motivated | ✓ | | |
| | The student show high passion in the classroom activities | ✓ | | |
| | The student turn into more well-behaved | ✓ | | |

Singaraja, January 7th, 2022

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

NIP. 196202021988032001

Form Penilaian Lembar Observasi

Form ini bertujuan untuk menilai relevansi dari lembar observasi sebagai instrumen yang akan digunakan untuk melihat proses implementasi sistem *reward* dalam strategi *blended learning*. Dengan mereview instrument ini, mohon untuk para penilai untuk memberikan penilaian relevansi dari pernyataan dalam instrument dengan cara memberi *check mark* (tanda centang) yang tersedia yaitu relevan atau tidak relevant. Mohon untuk diisi apa adanya dengan jujur karena penilaian Bapak/Ibu tidak ada kaitannya terhadap apapun.

Judge II:

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

**Observation Sheet of Reward Implementation**

| Indicator | Action | Relevant | Irrelevant | Note |
|---|---|---|---|---|
| Preparation | Reward's instrument preparation | ✓ | | |
| | Reward in lesson plan | ✓ | | |
| | Rewarding's scenario making | ✓ | | |
| Implementation | Student pay attention | ✓ | | |
| | Using encouragement | ✓ | | |
| | Giving the same opportunity | ✓ | | |
| | Using variety of reward | ✓ | | |
| | Reward's explanation to the student | ✓ | | |

| | The student feel interested to the reward | ✓ | | |
|---|---|---|---|---|
| | The teacher implement rewarding type: PRAISE | ✓ | | |
| | The teacher implement rewarding type: SYMBOLIC REWARD | ✓ | | |
| | The teacher implement rewarding type: TOKEN REWARD | ✓ | | |
| | The teacher implement rewarding type: TANGIBLE AND ACTIVITY REWARDS | ✓ | | |

| | | | | |
|---|---|---|---|---|
| | Show attention to student's response | ✓ | | |
| | Reward's reasoning | ✓ | | |
| Impact (After Being Rewarded) | The student elaborate the lesson well | ✓ | | |
| | The student feel the joy in learning | ✓ | | |
| | The student feel motivated | ✓ | | |
| | The student show high passion in the classroom activities | ✓ | | |
| | The student turn into more well-behaved | ✓ | | |

Singaraja, January 7th, 2022

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

NIP. 198803232015042004

Form Penilaian Pedoman Wawancara

Form ini bertujuan untuk menilai relevansi dari pedoman wawancara sebagai instrumen yang akan digunakan untuk menemukan kesulitan yang ditemukan guru dalam proses implementasi sistem *reward* dalam strategi *blended learning*. Dengan mereview instrument ini, mohon untuk para penilai untuk memberikan penilaian relevansi dari pertanyaan dalam instrument dengan cara memberi *check mark* (tanda centang) yang tersedia yaitu relevan atau tidak relevan. Mohon untuk diisi apa adanya dengan jujur karena penilaian Bapak/Ibu tidak ada kaitannya terhadap apapun.

Judge I:

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

| Dimensions | Indicators | Question | Relevant | Irrelevant | Note |
|---|---|---|---|---|---|
| The importance of reward for Learning motivation | 1. Teacher's encouragements to help students to stay alert and keep motivated 2. Teachers' understanding about the importance of motivation for student | Do you agree that encouragement verbally or using rewards is really important for students to learn? | √ | | |
| Prior Knowledge to ensure the reward implementati | 1. Teachers' understanding about the importance and function | What do you think about the use of reward systems in engaging students' learning motivation? | √ | | |

| on is successful | of reward system for young learners<br><br>2. Teachers' understanding about kind of reward system | Based on your experience, could you mention the reward system that you implement frequently? | √ | | |
|---|---|---|---|---|---|
| | | What is your reason for implementing that reward system in accordance with blended learning strategy in the learning process? | √ | | |
| Difficulties | 1. Teachers' awareness of the strength and also weaknesses of the reward used<br><br>2. Teachers' awareness for | What could be the factors that could become the difficulties when you implement the reward system to your students in accordance with blended learning strategy? | √ | | |

| | | | | | |
|---|---|---|---|---|---|
| | the students' different type in learning<br><br>3. Teachers' awareness to the unwanted crowded classroom situation | What are the worst consequences in implementing this reward system in relation to the characteristics of the students? | √ | | |
| | | What are the things that you do to help you solve the obstacles and difficulties in implementing and preparing the reward system? | √ | | |
| | | Do the students always follow the rules to achieve the reward fairly? | √ | | |

| Result | 4. Teachers' assessment through the students' improvement after the reward implementation<br><br>5. Teachers' perception through the learning process after rewarding | Do you think that the reward system is suitable for your students and they feel motivated to learn? | √ | | |
| | | How can we see the result that the reward was being well implemented? | √ | | |

Singaraja, January 7th, 2022

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

Form Penilaian Pedoman Wawancara

Form ini bertujuan untuk menilai relevansi dari pedoman wawancara sebagai instrumen yang akan digunakan untuk menemukan kesulitan yang ditemukan guru dalam proses implementasi sistem *reward* dalam strategi *blended learning*. Dengan mereview instrument ini, mohon untuk para penilai untuk memberikan penilaian relevansi dari pertanyaan dalam instrument dengan cara memberi *check mark* (tanda centang) yang tersedia yaitu relevan atau tidak relevant. Mohon untuk diisi apa adanya dengan jujur karena penilaian Bapak/Ibu tidak ada kaitannya terhadap apapun.

Judge II:

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

| Dimensions | Indicators | Question | Relevant | Irrelevant | Note |
|---|---|---|---|---|---|
| The importance of reward for Learning motivation | 1. Teacher's encouragements to help students to stay alert and keep motivated 2. Teachers' understanding about the importance of motivation for student | Do you agree that encouragement verbally or using rewards is really important for students to learn? | √ | | |

| Prior Knowledge to ensure the reward implementation is successful | 3. Teachers' understanding about the importance and function of reward system for young learners  4. Teachers' understanding about kind of reward system | What do you think about the use of reward systems in engaging students' learning motivation? | √ | | |
| | | Based on your experience, could you mention the reward system that you implement frequently? | √ | | |
| | | What is your reason for implementing that reward system in accordance with blended | √ | | |

| | | learning strategy in the learning process? | | | |
|---|---|---|---|---|---|
| Difficulties | 5. Teachers' awareness of the strength and also weaknesses of the reward used<br><br>6. Teachers' awareness for the students' different type in learning<br><br>7. Teachers' awareness to the unwanted crowded classroom situation | What could be the factors that could become the difficulties when you implement the reward system to your students in accordance with blended learning strategy? | √ | | |
| | | What are the worst consequences in implementing this reward system in | √ | | |

| | | relation to the characteristics of the students? | | | |
|---|---|---|---|---|---|
| | | What are the things that you do to help you solve the obstacles and difficulties in implementing and preparing the reward system? | √ | | |
| | | Do the students always follow the rules to achieve the reward fairly? | √ | | |

| Result | 8. Teachers' assessment through the students' improvement after the reward implementation | Do you think that the reward system is suitable for your students and they feel motivated to learn? | √ | | |
| | 9. Teachers' perception through the learning process after rewarding | How can we see the result that the reward was being well implemented? | √ | | |

Singaraja, January 7th, 2022

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

NIP. 198803232015042004

**Appendix 3. Interview Guide**

1. Do you agree that encouragement verbally or using rewards is really important for students to learn?

2. What do you think about the use of reward systems in engaging students' learning motivation?

3. Based on your experience, could you mention the reward system that you implement frequently?

4. What is your reason for implementing that reward system in accordance with blended learning strategy in the learning process?

5. What could be the factors that could become the difficulties when you implement the reward system to your students in accordance with blended learning strategy?

6. What are the worst consequences in implementing this reward system in relation to the characteristics of the students?

7. What are the things that you do to help you solve the obstacles and difficulties in implementing and preparing the reward system?

8. Do the students always follow the rules to achieve the reward fairly?

9. Do you think that the reward system is suitable for your students and they feel motivated to learn?

10. How can we see the result that the reward was being well implemented?

**Appendix 4. The Result of Interview**

**1. Do you agree that encouragement verbally or using rewards is really important for students to learn?**

Guru: Iya, saya setuju sih.

Answer: Yes, I Agree.

**2. What do you think about the use of reward systems in engaging students' learning motivation?**

Guru: Saya setuju dengan pernyataan itu karena siswa itu perlu motivasi yang kuat dalam belajar, apalagi mereka anak-anak. Saya mempraktekkan *reward* ini karena memang benar- benar bisa menguatkan motivasi belajar siswa.

Answer: I strongly agree with that statement because the student need a strong motivation in learning, especially they are young learners. I implement reward because in fact it could strengthen the students' learning motivation.

**3. Based on your experience, could you mention the reward system that you implement frequently?**

Guru: *Reward-reward* yang saya implementasikan itu *reward* yang sudah di setujui oleh sekolah dan juga siswanya sendiri. Saya biasanya menggunakan *praising, readingrocket chips, certificate of achievement, class reward, stickers, free time* dan untuk *online-* nya, *badges*.

Answer: The rewards that I implement are rewards that accepted by the school and also the students. I usually implement praising, readingrocket, chips, certificate of achievement, class reward, stickers, free time and badges for online learning.

4. **What is your reason for implementing that reward system in accordance with blended learning strategy in the learning process?**

Guru: Alasannya adalah siswa itu sangat memerlukan suntikan dukungan yang didapat dari gurunya, soalnya mereka suka banget di apresiasi oleh guru entah online maupun offline. Penggunaan *reward* bagus banget buat semangat siswa belajar.

Answer: The reason is the students need a strong injection of support that comes from the teacher, as the students always wanted to be appreciated by the teacher whether it is online or offline. The use of reward is really good for the students' passion in learning.

5. **What could be the factors that could become the difficulties when you implement the reward system to your students in accordance with blended learning strategy?**

Guru: Emm, untuk *reward* secara daring, yaitu *badges* sih aman-aman saja, soalnya sudah terstruktur dan tidak spontan diberikan. Tetapi untuk pemberian secara offline yaa, ada beberapa, tapi tidak terlalu banyak juga. Yang pertama, siswa itu sangat gampang ter*distract*. Kadang, saat saya hendak mengimplementasikan *reward* untuk mereka, mereka terlalu kegirangan dan perhatiannya terganggu. Mereka biasanya berteriak atau bercerita kepada temannya. Seperti "Tuh, aku bener kan!" dan lupa dengan *reward*nya. Beberapa kali, siswa lain juga perhatiannya terganggu

dan lumayan sulit untuk memfokuskan mereka kembali untuk melanjutkan aktivitas *reward*nya. Kemudian, seorang guru mengimplementasikan *reward* sudah sehaursnya bertujuan untuk membangun motivasi belajar siswa agar lebih baik dari pada sebelumnya dan merasa di apresiasi. Tetapi, beberapa kali saya harus menunggu dulu dan memastikan bahwa semua siswa mendapatkan kesempatan untuk diberikan *reward*, jadi untuk siswa yang memiliki kemampuan belajar lebih lambat mereka perlu di atur sedikit untuk lebih sigap lagi seperti siswa yang lain. Nggak *fair* dong kalo semisal siswa yang cepat tanggap saja yang mendapat kesempatan, harus *fair*. Jadi, kesulitan selanjutnya itu adalah perbedaan dari kemampuan siswa.

Teacher: Emm, for the online reward which is badges, it is implemented well withoug any difficulties, as it is already structured and not spontaneous given to the students. Instead, there are some for the offline reward, but not much. The first one, the students' get distracted so easily. Sometimes when I just try to implement a reward for them, they are being too happy and distracted. They started to shout their happiness or sometimes they talked to their friends. Like "Look I got it right!" and then forget about the function of the reward. Sometimes the other students' also get distracted and it is quite hard for me to keep them focused again and continue the rewarding activity. Next, it is a must for a teacher to implement a reward system to make the student feel appreciated in the learning activity and motivate them to be better than before. But sometimes, I need to wait and make sure all of the students get their opportunity to get the reward, so for the slow learners they need a bit of adjustment to move quicker like other students. It is not fair to give the chance only

for the fast learner, they need to get a fair opportunity. So that's the next difficulty, the competence of the student that is not the same

6. **What are the worst consequences in implementing this reward system in relation to the characteristics of the students?**

Guru: Engga ada sih, semuanya masih normal dan tetanggulangi.

Teacher: There are no worst concequences, everything is normal and covered well.

7. **What are the things that you do to help you solve the obstacles and difficulties in implementing and preparing the reward system?**

Guru: Saya punya sih cara, terkhusus gitu disini. Ini cara saya untuk kesulitan pertama. Untuk memastikan bahwa saya memberikan *reward* ini untuk bentuk persetujuan bahwa mereka sudah melakukan perilaku positive dikelas, setelah mereka menyelesaikan perilaku tersebut, saya harus memanggil namanya lagi dan meminta siswa lain untuk memperhatikan temannya. Semisal mereka tidak mau tenang, saya biasanya pake gerakan simbolik gitu kayak meresleting mulut, menghayal ada kunci di tangan, kemudian bergerak seperti mengunci mulut dan melempar kuncinya keluar. Untungnya, gerakan hayalan dan lucu ini tuh membantu bangen pas saya harus memfokuskan siswa kembali ke kelas. Kemudian untuk kesulitan yg kedua, untuk menghadapi tipe siswa yg sepert ini, saya biasanya mendatangi mejanya dan membantu mereka belajar secara langsung. Untuk memastikan mereka dapat kesempatan untuk mendapatkan *reward,* saya kasih kesempatan dengan panggil langsung namanya. Untungnya, cara ini masih sangat bermanfaat untuk siswa saya.

Teacher: I have it, like specific. Here is the problem solving for the first difficultie. To make sure that I implement the reward for the student as their approval of good behavior, after they did the activity, I need to call their name again and ask other students to pay attention to their friends. If they refused to keep silent, I used to do symbolic activities like zipping my mouth, taking an imagination key like locking my mouth and throwing the key outside the classroom. Hopefully, this imaginary and also funny mimic thing helped a lot when I needed to put them back to the classroom activity. Then, for the second one, to deal with that kind of student, I often come to their desk and help them directly with the lesson. To make sure they get the chance to get the reward, I give them a chance by calling their name. Hopefully, these ways of problem-solving are still valuable for the students.

8. **Do the students always follow the rules to achieve the reward fairly?**

Guru: Iya, mereka mengerti tentang peraturan dari masing-masing *reward,* begitupun dengan pentingnya menghargai kesempatan untuk teman yang lain.

Teacher: Yes, they understood the rules of each reward, so for the importance of respecting other friends' opportunity.

9. **Do you think that the reward system is suitable for your students and they feel motivated to learn?**

Guru: Sampai hari ini, masih cocok sih. Hasil belajarnya menunjukan mereka termotivasi untuk belajar.

Teacher: It is still suitable for the students. The learning outcome prove that they are motivated to learn

**10. How can we see the result that the reward was being well implemented?**

Guru: Mereka menunjukkan ekspresi yang senang dan bersemangat setiap pembelajaran yang mengimplementasikan *reward*. Hasil belajar mereka juga selalu berkembang setiap harinya berarti mereka sudah termotivasi untuk belajar. Ini buktinya sih kalo system ini diimplementasikan dengan baik.

Teacher: They are showing a bright expression and passion in every material that implements reward. Their learning outcome also developed everyday which means they are motivated to learn. These are the proofs that the reward was being well implemented
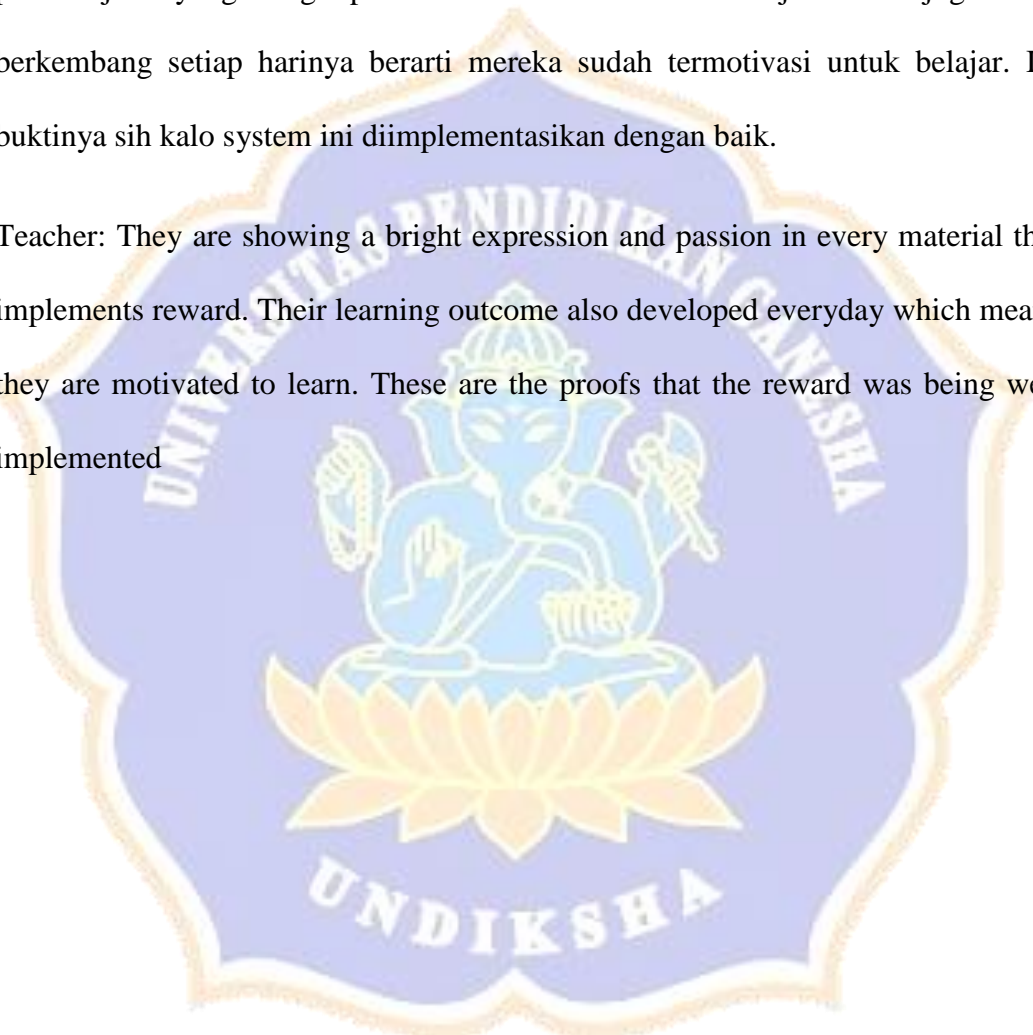
Appendix 5. Pictures of The Classroom Observation
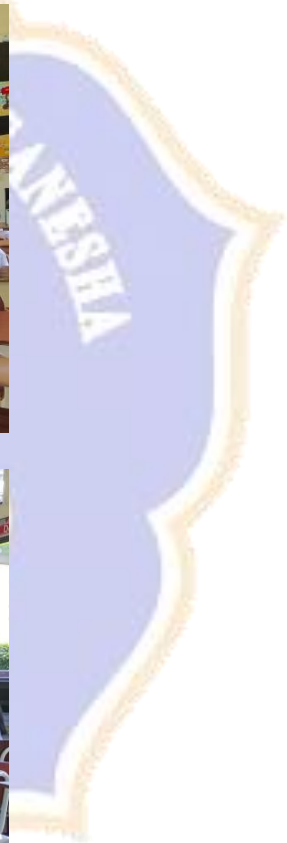
Appendix 6. Parents Pages



AURA SUKMA INSANI
SEKOLAH DASAR DWI BAHASA
NORTH BALI BILINGUAL SCHOOL
Jalan Gunung Rinjani, Dusun Bangah, Desa Panji, Kec. Sukasada, Kab. Buleleng - Bali
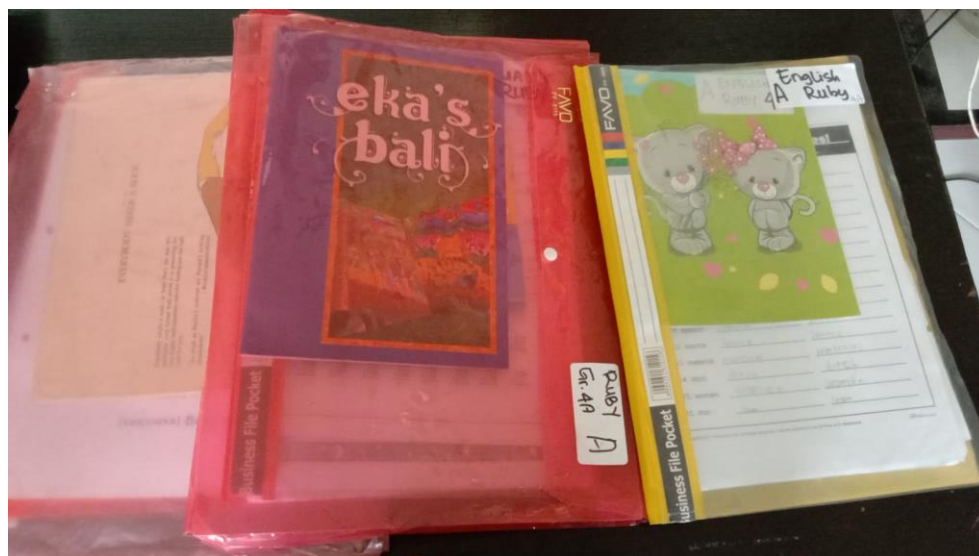Hp: 081246771555, e-mail : schooladmin@northbalibilingualschool.org

**PARENTS PAGE**

WEEK: August 2 - 6, 2021

| Dates | Subject ENGLISH | Submission date | Parent's sign |
|---|---|---|---|
| MONDAY August 2 | Schoology: Weekly Message from Bu Dewi and Pak Syd Pak Syd Weekly Message Spelling word list Spelling Audio (word list/sample sentences) | X | |
| | Package: XXX | | |
| | Zoom: XXX | | |
| TUESDAY August 3 | Schoology: Spelling: Check and correct word translation Schoology Reading Comp explanation Schoology Reading Comprehension - in notebooks | X Tuesday, Aug 3 -due in notebooks | |
| | Package: Vocabulary Building ( In notebooks) | Monday, Aug 9 | |
| | Zoom: XXX | | |
| Wednesday August 4 | Schoology: Practice Spelling Words Video: Flipgrid: Self-Intro explanation Flipgrid: Self Introduction Video Assignment in | Submit Video Friday, August 5 | |



English!

| | Subject ENGLISH | Submission date | Parent's sign |
|---|---|---|---|
| | Package: Video: Packet Reading Comp explanation Reading Comprehension: Reading and Questions | Monday, August 9 | |
| | Zoom: XXX | | |

| Dates | Subject ENGLISH | Submission date | Parent's sign |
|---|---|---|---|
| THURSDAY August 5 | Schoology: Practice Spelling words ISL Fun Video Quiz | X | |
| | Package: XXX | | |
| | Zoom: Zoom: Gr 4B: 8:00 - 8:40   Gr 4A: 10:00 - 10:40 | | |
| FRIDAY August 6 | Schoology: Spelling Quiz (In Notebook) Submit: Flipgrid Self-Intro Video Assignment English Puzzles, Jokes, Riddles | Quiz in Notebook Fri., August 5 | |
| | Package: XXX | | |
| | Zoom: XXX | | |

Appendix 7. Students' Worksheets

## Biography

Ketut Sintia Kesuma Dewi was born in Singaraja on July 12th, 2000. The author is the middle child of seven siblings. The author was raised by a father named Nyoman Sumerta and a mother named Komang Yudarmi. The author's address is at Br. Munduk, Banjar Village, Banjar District, Buleleng Regency, Bali. The author completed her education at SDN 4 Tegallalang and graduated in 2012. Then, the author continued her studies at SMP N 1 Tegallalang and graduated in 2015. The author graduated in 2018 on her education at SMA N 1 Seririt majoring in Natural Sciences. In the same year, the author continued her education to the undergraduate level on English Language Education S1 study program at Ganesha University of Education. The author studied from 2018 to 2022. At the eight semester in Februaty 2022, the author completed the Thesis entitled "An Analysis of Reward System Used in Blended Learning Strategy to Develop Students' Learning Motivation at North Bali Bilingual School"