APPENDICES

Appendix 1. 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 : 2944/UN48.7.1/DT/2021   21 Oktober 2021

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Dana Punia

     di Singaraja

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

Nama	: I Gusti Ayu Eka Susanti Dewi
NIM	: 1812021039
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: The Implementation of Literature-Based Instruction at Primary 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

Appendix 2. Research Permit Acceptance Letter

YAYASAN DANA PUNIA KABUPATEN BULELENG

SEKOLAH DASAR DANA PUNIA SINGARAJA

Jalan Pulau Timor No. 24 Banyuning Barat, Singaraja

SURAT KETERANGAN

Nomor : 0150/SDDPS/X/2021

Yang bertandatangan di bawah ini Kepala SD Dana Punia Singaraja, Kecamatan Buleleng. Kabupaten Buleleng:

Nama	:	I Putu Ari Sudiada, M.Pd
NIP	:	-
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SD Dana Punia Singaraja
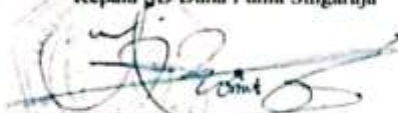
Menerangakan bahwa:

Nama	:	I Gusti Ayu Eka Susanti Dewi
NIM	:	1812021039
Prodi	:	Pendidikan Bahasa Inggris
Jurusan	:	Bahasa Asing

Memang benar mahasiswa di atas telah melaksanakan Observasi pada SD Dana Punia Singaraja, untuk memenuhi persyaratan perkuliahan Mata Kuliah Skripsi Fakultas Bahasa dan Seni Universitas Pendidikan Ganesha.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 22 Oktober 2021
Kepala SD Dana Punia Singaraja

I Putu Ari Sudiada, M.Pd
NIP. -

Appendix. 3 Expert Judgement Validity Form (Judge 1)

INSTRUMENT VALIDATION

Guided Interview for Teacher

No.	Research Questions	Questions	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?	✓		

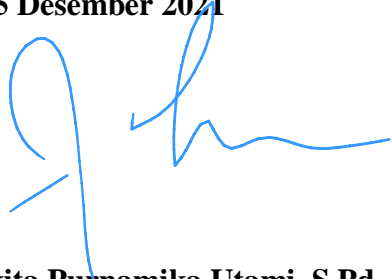| | | What challenges do you encounter during teaching in the classroom? | ✓ | | |
| | | What challenges do you encounter in assessing students? | ✓ | | |
| | | How to overcome the problems faced in implementing literature-based instruction through remote teaching? | ✓ | | |

Observation Sheet for Teacher

No.	Stages in implementing Literature-Based Instruction (LBI)	Observed Things	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.

Appendix. 4 Expert Judgement Validity Form (Judge 2)

INSTRUMENT VALIDATION

Guided Interview for Teacher

No.	Research Questions	Questions	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?	✓		

			Expert Judge		

		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?	✓		

Observation Sheet for Teacher

No.	Stages in implementing Literature-Based Instruction (LBI)	Observed Things	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	✓		

No.					
		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.

Appendix. 5 Gregory Cross-Tabulation for Interview Guideline

Gregory Cross-Tabulation Results

Expert 1: Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
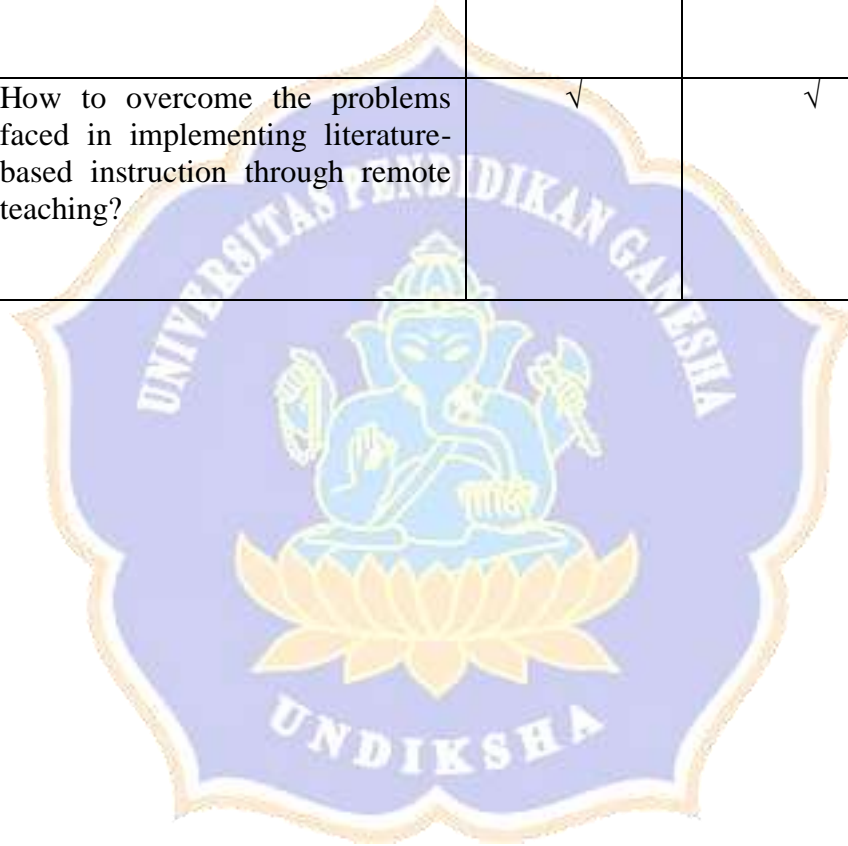
Expert 2: Kadek Sintya Dewi, S.Pd., M.Pd.

Guided Interview for Teacher

No.	Research Questions	Questions	Expert		Cross Tabulation Results
			1	**2**	
1.	How is LBI implemented to enhance students' language skills?	What should be considered before implementing LBI?	√	√	D
		What teaching procedures are implemented during pre-activity?	√	√	D

		What teaching procedures are implemented during whilst-activity?	√	√	D
		What teaching procedures are implemented during post-activity?	√	√	D
		Is there any fixed pattern of procedures to implement LBI?	√	√	D
		What examples of activity to enhance language skills (speaking, reading, writing, and listening)?	√	√	D
		What teaching materials can be thought through LBI?	√	√	D
		What kind of literary works are involved in the LBI teaching in your class?	√	√	D

		Is there a difference in teaching and implementing Literature-based Instruction through remote teaching and face to face? If so, please explain the difference.	√	√	D
		What skills are more developed in learning English by using Literature-Based Instruction as a strategy in teaching?	√	√	D
		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?	√	√	D
2.	What are the challenges encountered by teachers in implementing LBI?	What challenges do you encounter during lesson planning?	√	√	D
		What challenges do you encounter during teaching in the classroom?	√	√	D

		What challenges do you encounter in assessing students?	√	√	D
		How to overcome the problems faced in implementing literature-based instruction through remote teaching?	√	√	D

Appendix. 6 Gregory Cross-Tabulation for Observation Sheet

Gregory Cross-Tabulation Results

Expert 1: Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

Expert 2: Kadek Sintya Dewi, S.Pd., M.Pd.

Observation Sheet for Teacher

No.	Stages in implementing Literature-Based Instruction (LBI)	Observed Things	Expert		Cross Tabulation Results
			1	2	
1.	Pre-activity (time allocation)	Brain storming activity involving literary works/LBI	√	√	D
		Learning media used in implementing LBI	√	√	D

		Checking students' prior knowledge (on certain literary works/concept)	√	√	D
		Learning tools used in implementing LBI	√	√	D
		Roles of teacher	√	√	D
		Teaching orientation (students/teacher-oriented)	√	√	D
2.	Whilst activity (time allocation)	Activity in involving literary works/LBI	√	√	D
		Learning media used in implementing LBI	√	√	D

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

			√		
		Review of lesson involving literary works understanding	√		B
		Homeworks/ further assignment involving literary works		√	C
		Roles of teacher	√	√	D
		Teaching orientation (students/teacher-oriented)	√	√	D
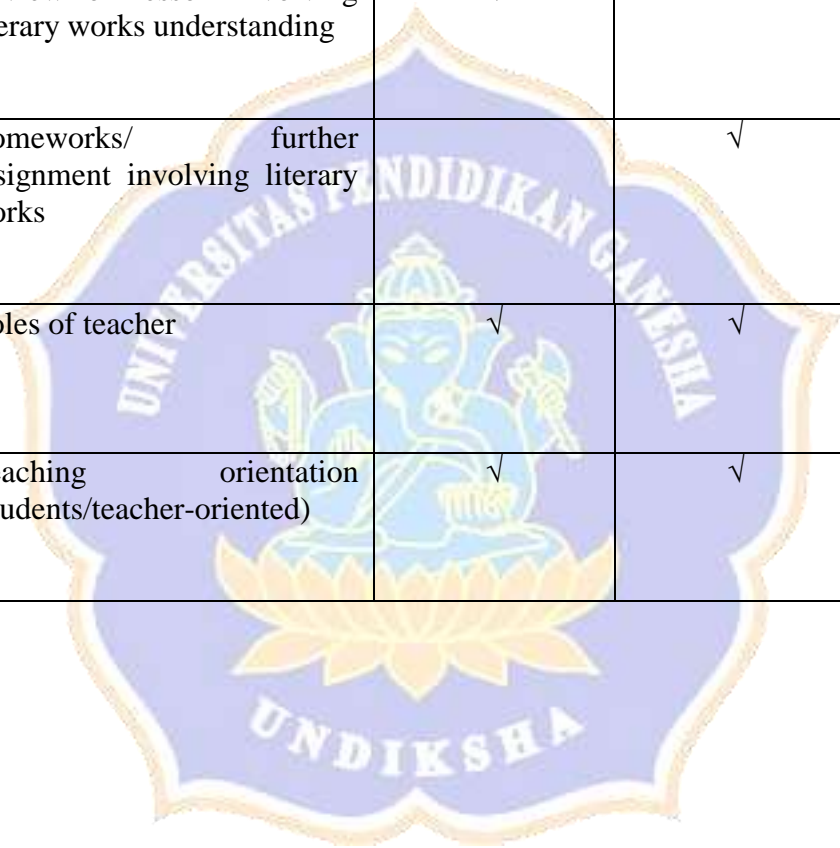
Appendix 7. Interview Guideline

INSTRUMENTS

Guided Interview for Teacher

No	Research questions	Questions	Answers
1	How is LBI implemented to enhance students' language skills?	What should be considered before implementing LBI?	The important thing that should be considered before implementing LBI is the emphasis on certain aspects in improving vocabulary and being able to read sentences in English. Students must at least know the vocabulary and be able to read sentences in English as the basic ability that must be achieved.
		What teaching procedures are implemented during pre-activity?	Some teaching procedures in pre-activity: 1. Greetings 2. Pray before starting the lesson 3. Brainstorming 4. Telling the learning topic 5. Learning objectives
		What teaching procedures are implemented during whilst-activity?	Some teaching procedures in whilst-activity: 1. Delivering an overview or concept about the material 2. Explaining the learning material 3. Learning activities 4. Question and answer
		What teaching procedures	Some procedures in post-activity:

		are implemented during post-activity?	1. Re-emphasizing important points 2. Evaluating the whole learning 3. Assign tasks 4. Pray together 5. Closing the lesson with greetings
		Is there any fixed pattern of procedures to implement LBI?	Because this stage is still at the primary school level, and students are not yet able to understand the things that are explained in a complex manner, the most important thing to do is to convey the material and its meaning as simply as possible. Some patterns that are usually done are conveying the concept of the material in general in very simple language or in a short term that is easy for students to remember. Then, it is continued by showing directly the form or the look of the material. So students at least understand what the material is and what form it looks like.
		What examples of activity to enhance language skills (speaking, reading, writing and listening)?	Examples of activity to enhance language skills: Speaking => introducing yourself, sing a song, question and answer, speaking games, etc. Reading => reading poetry, reading aloud, reading short story, reading dialogue, etc. Writing => writing dialogue, writing short text, writing poetry, writing diary, writing greeting card, etc. Listening => listening to a story or fairy tale, listening to a video, listening to a song, listening to a play or dialogue, etc.
		What teaching materials can be thought through LBI?	Some teaching materials can be thought through LBI are writing and reading poetry, listening to a fairy tale video or a short story, doing a short play or mini drama, and else.

		What kind of literary works are involved in the LBI teaching in your class?	Poetry, fairy tale, short story, and drama.
		Is there a difference in teaching and implementing Literature-based instruction through remote teaching and face to face? If so, please explain the difference.	Yes, very different because distance learning cannot be effective in teaching because we often deal with the signal problems from the student. But face-to-face learning feels more effective because everything just delivers clearly without any disturbance.
		What skills are more developed in learning English by using literature-based instruction as a strategy in teaching?	Skills are more developed in learning English using literature-based instruction are speaking and reading skills.
		Are there significant developments when applying literature-based instruction through face-to-face teaching on the students' abilities that you want to develop? If so, how has it progressed?	Yes, there are developments, especially in speaking skills and vocabulary. Students who initially only know a little vocabulary are increasingly getting to know various words in English which are also accompanied by increasing speaking skills.

2	What are the challenges encountered by teachers in implementing LBI?	What challenges do you encounter during lesson planning?	A challenge encountered during lesson planning is in finding the appropriate material. For instance, when choosing a fairy tale video, sometimes it is a bit difficult to find the one that is easy to understand for students.
		.What challenges do you encounter during teaching in the classroom?	A challenge encountered during a teaching in the classroom is to keep students focused on what is being taught. This often happens when students are shown a long video story like a fairy tale. At first, they can focus, but after a few minutes, they get easily distracted by something else.
		What challenges do you encounter in assessing students?	The challenges in assessing students are in speaking and writing skills. Some students sometimes do not want to try to read the material at all. It is being a dilemma because the assessment must still be done but the students themselves don't even have anything to assess. Besides, students' writing errors are often only 3/5 incorrect letters, but it is quite crucial to change the meaning of the word and it still counts as a writing error. That is why these problems are always being a reality faced by a teacher and often to be discussed.
		How to overcome the problems faced in implementing literature-based instruction through	In the case of students who don't want to read, in the end, the teacher must continue to try and motivate those students to try to read it in the next meeting, and not force them to read right away. Then for the problem of writing errors, a wise attitude is taken to

		face-to-face teaching?	keep assessing the writing error as a mistake by including the correction at the bottom of the work as a not to be learned for the students.

Appendix 8. Observation Sheet

Observation Sheet for Teacher

No	Stages in implementing Literature-Based Instruction (LBI)	Observed Things	Evident (√)	Not-evident (x)	Description
1	Pre-activity (5 minutes)	Brain storming activity involving literary works/LBI	√		Giving question about poetry experience.
		Learning media used in implementing LBI	√		Book
		Checking students' prior knowledge (on certain literary works/concept)	√		Asking about their experience towards poetry.

		Learning tools used in implementing LBI	√		Board, board marker, pen.
		Roles of teacher	√		Stimulating students well.
		Teaching orientation (students/teacher-oriented)	√		Teacher-oriented.
2	Whilst-activity (35 minutes)	activity involving literary works/LBI	√		Reading poetry, writing poetry as the task.
		Learning media used in implementing LBI	√		Book.
		Learning tools used in implementing LBI	√		Board, board marker, pen.

		Roles of literary works to promote language skills	√		Very good. The roles of literary works can involve all the language skills.
		Types of assessment used (multiple choice, independent, speaking performance, writing assignment, etc)	√		The writing poetry task.
		Roles of teacher	√		Communicative and expressive.
		Teaching orientation (students/teacher-oriented)	√		Teacher-oriented.
3	Post-activity (5 minutes)	Learning media used in implementing LBI	√		Book.
		Learning tools used in implementing LBI	√		Board and board marker.

		Teaching roles of teacher	√		Motivating and guiding well.
		Teaching orientation (students/teacher-oriented)	√		Teacher-oriented.

RIWAYAT HIDUP

I Gusti Ayu Eka Susanti Dewi merupakan putri dari pasangan I Gusti Bagus Gede Wardana dan Sri Harbawati. Lahir di Kalimantan, 02 Mei 2000, berkebangsaan Indonesia dan menganut agama Hindu. Penulis berasal dari desa Baler Bale Agung, kecamatan Negara, kabupaten Jembrana. Penulis menyelesaikan pendidikan tingkat Sekolah Dasar (SD) di SD Negeri 1 Baler Bale Agung pada tahun 2012. Penulis kemudian melanjutkan pendidikan ke jenjang Sekolah Menengah Pertama (SMP) di SMP Negeri 1 Negara pada tahun 2015. Selanjutnya, penulis melanjutkan sekolah ke jenjang pendidikan Sekolah Menengah Atas (SMA) dan tamat pada tahun 2018. Setelah itu, penulis melanjutkan pendidikan ke jenjang perguruan tinggi di Universitas Pendidikan Ganesha dengan mengambil program studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, di Fakultas Bahasa dan Seni. Penulis akhirnya menyelesaikan pendidikan perguruan tinggi selama 3,5 tahun pada tahun 2022 dengan judul skripsi "The Implementation of Literature-Based Instruction at Dana Punia Primary School".

PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul "The Implementation of Literature-Based Instruction at Dana Punia Primary School" beserta seluruh isinya adalah benar-benar karya sendiri dan tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko atau sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini, atau ada klaim terhadap keaslian karya ini.

Singaraja, 25 Maret 2022

Yang membuat pernyataan

I Gusti Ayu Eka Susanti Dewi