



APPENDICES

Appendix 1. Blueprint of Multiple-choice Test

Table 3.2 Blueprint of multiple-choice test

Competency	Basic Competency	Question Indicator	Question Number
3.5 Applying social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving	3.5.1 Identify social functions, describe, report, and explain spoken and written transactional interaction texts that	There is a text. Students can determine answers to questions about certain information from the text.	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 14, 15, 16, 17, 18, 19, 20
		There is a text. Students can determine answers to questions about the meaning of the ext.	9, 12, 13

<p>and asking for information related to circumstances/activities /events that are being carried out/occurring at present, past, and future times, according to the context of the use</p>	<p>occur in the present, past, and future</p> <p>3.5.2 Complete sentences with answers in the form of expressions taken from the text with correct spelling and punctuation</p>		
<p>4.7 Understanding the meaning of short functional texts and simple</p>	<p>4.7.1 Compose spoken and written recount texts by</p>	<p>There is an audio. Students can listen to the audio and write correct answer related to recount text.</p>	<p>21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p>

monologue texts in the form of Recount Text in daily life	paying attention to social functions, text structure, and linguistic elements correctly and in context		
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Appendix 2. Blueprint of Essay Test

Table 3.3 Blueprint of Essay Test

Competency	Basic Competency	Question Indicator	Question Number
4. Capturing meaning contextually related to social function, very short and simple, in the form of a recipe and manual	4.1 Compose written procedure text about recipes through individual	There is a short text. Students can write the steps of procedure text.	1, 2, 3, 4, 5, 6
		There is a short text. Based on the text, students can communicate the text through video about procedure text.	1, 2, 3, 4, 5, 6
	4.2 Communicating written procedure text about individual prescriptions		

Appendix 3. Instrument of Interview Guide

Table 3.12 Interview Guide for English Teacher

No	Questions
1	Have you ever used ICT, especially Google Classroom as the media in class when teaching English?
2	If is yes, what kind of media that you used?
3	How do students respond to the media that you used?
4	Is the application of literacy-based instruction carried out effectively by using the media when studying?
5	How is the application of literacy-based instruction to the media used for students?
6	During this COVID-19 pandemic, have you encountered any problems as a teacher in carrying out literacy-based learning? Or are there any obstacles that students convey in carrying out literacy-based learning?

Appendix 4. Research Matrix

Table 3.26 Research Matrix

Title	Research Questions	Instrument of Data Collection	Data Analysis
Investigating the Effect of Literacy-based Instruction Aided by ICT on English Course in Grade 9 th Students in SMP Negeri 1 Tejakula	1. Is there any significant influence of literacy-based instruction aided by ICT and non-literacy-based instruction of grade 9 th class in SMP Negeri 1 Tejakula?	1. Blueprint of the test	1. Descriptive statistical analysis

	<p>2. What are the drawbacks of the implementation of literacy-based instruction aided by ICT in 9th grade students in SMP Negeri 1 Tejakula?</p>	<p>2. Interview guide</p>	<p>2. Interactive model analysis</p>
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Appendix 5. Lesson Plan Recount Text

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) DARING

SMP NEGERI 1 TEJAKULA

Mata Pelajaran	Materi	Kelas/ Semester	Alokasi Waktu
Bahasa Inggris	Recount Text	IX/Genap	1 x 2 JP
Tujuan Pembelajaran			

Alat/Bahan	<ul style="list-style-type: none"> - Laptop/Handphone - Materi Pembelajaran - WhatsApp Group
Kegiatan Pembelajaran	
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1) Guru memberikan salam dan mengecek kehadiran siswa menggunakan Google Form. 2) Guru memberikan pertanyaan apersepsi mengenai materi pembelajaran. 3) Guru menyampaikan materi pembelajaran yang akan dibahas.
Kegiatan Inti	<ol style="list-style-type: none"> 1) Guru memberikan materi berupa file dalam bentuk mengenai materi recount text. 2) Guru berdiskusi dengan siswa tentang komponen paragraf mengenai materi recount text. 3) Guru memberikan contoh mengenai materi recount text. 4) Guru menugaskan siswa untuk menjelaskan penggunaan tipe-tipe materi dari recount text.

Kegiatan Penutup	<ol style="list-style-type: none"> 1) Guru menginstruksikan siswa untuk membuat latihan-latihan soal yang ada di word untuk melatih kemampuan menulis siswa. 2) Guru mengakhiri pelajaran dengan salam.
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Setelah mengikuti proses pembelajaran melalui daring menggunakan WhatsApp

Group, siswa diharapkan mampu:

1. Menjelaskan struktur kalimat yang menggunakan recount text sesuai karakteristik.
2. Menjelaskan penggunaan recount text sesuai prinsip dengan cermat.

No.	Penilaian	Deskripsi
1.	Penilaian Sikap	Penilaian kedisiplinan peserta didik dalam mengisi daftar hadir online di Google Form dan ketepatan waktu dalam mengumpulkan tugas.
2.	Penilaian pengetahuan dan keterampilan.	Penilaian pengetahuan dan keterampilan tentang isi dari tugas siswa yang dikumpulkan ke guru melalui Google Classroom.

Mengetahui

Tejakula, 4 Februari 2022

Guru Mata Pelajaran

Mahasiswa

Tedi Suhargo, S.Pd.

Prana Isvari Suganda

NIP. 19790215 200801 1015

1812021053

Appendix 6. Lesson Plan of Procedure Text

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) DARING

SMP NEGERI 1 TEJAKULA

Mata Pelajaran	Materi	Kelas/ Semester	Alokasi Waktu
Bahasa Inggris	Procedure Text	IX/ Genap	1 x 2 JP
Tujuan Pembelajaran			

Setelah mengikuti proses pembelajaran melalui daring menggunakan WhatsApp Group, siswa diharapkan mampu:

1. Mengidentifikasi tentang procedure text melalui observasi contoh yang diberikan oleh guru.
2. Membuat langkah-langkah mengenai materi tentang procedure text.

Alat/Bahan	<ul style="list-style-type: none"> - Laptop/Handphone - Materi Pembelajaran - WhatsApp Group
Kegiatan Pembelajaran	
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1) Guru memberikan salam dan mengecek kehadiran siswa menggunakan Google Form. 2) Guru memberikan pertanyaan apersepsi mengenai materi pembelajaran. 3) Guru menyampaikan materi pembelajaran yang akan dibahas.

Kegiatan Inti	1) Guru memberikan materi berupa file dalam bentuk powerpoint mengenai materi procedure text. 2) Guru memberikan contoh mengenai materi prodecure text. 3) Guru menginstruksikan siswa untuk mencatat hal-hal yang penting dan belum dipahami dan menanyakannya pada platform.
Kegiatan Penutup	1) Guru menginstruksikan siswa untuk membuat latihan-latihan soal yang ada di powerpoint untuk melatih kemampuan menulis siswa. 2) Guru mengakhiri pelajaran dengan salam.

No.	Penilaian	Deskripsi
1.	Penilaian Sikap	Penilaian kedisiplinan peserta didik dalam mengisi daftar hadir online di Google Form dan ketepatan waktu dalam mengumpulkan tugas.
2.	Penilaian pengetahuan dan keterampilan.	Penilaian pengetahuan dan keterampilan tentang isi dari tugas siswa yang dikumpulkan ke guru melalui Google Form.

Mengetahui

Tejakula, 22 Maret 2022

Guru Mata Pelajaran

Mahasiswa

Tedi Suhargo, S.Pd.Prana Isvari Suganda

NIP. 19790215 200801 1015

1812021053

Appendix 7. Question Items Instruments of Multiple-choice Test

Table 3.12 Question Items of Multiple-choice Test

Question Items
<p>The following text is for questions no 1 – 3.</p> <p>Last year, my family and I had a trip to Jakarta, to visit Aunt Marina. We had planned to go there a month before the school holiday. We agreed to go there by train. My father drove us to train station before noon. It took only an hour and half to reach the station. We stopped to have lunch on the way to the railway station. We had lunch at a Padang Restaurant near the station. My brother requested to have lunch there. After that, we continued to our trip to the station.</p> <p>The train departed from Gubeng Station at 4 p.m. it was my first time to travel by train. Unfortunately, the train was a night train, so I could not see the scenery, I only saw rice fields, mountains, and many other beautiful sunset sceneries before the night came. We arrived at Gambir Station at 5 in the morning. It took more than two hours by car. Finally, we arrived at his house. Aunt Marina and her daughter, Dayana, had cooked special breakfast for us. After we took a bath, we enjoyed the breakfast together.</p> <p>1. Who do you think the writer of the text is?</p> <ol style="list-style-type: none">a. Dadang's sisterb. Marina's daughterc. Dayana's sister

- d. Dayana's cousin
2. What did the writer and his family do after they arrived at Gambir Station?
- a. They walked to the exit gate
 - b. They went to a customer service
 - c. They looked for a taxi
 - d. They bought souvenirs
3. How did the writer go to the station?
- a. By train
 - b. By car
 - c. By bus
 - d. By bicycles

The following text is for questions no 4 – 5.

Last Sunday my family visited my parents' friends, Mr. And Mrs. Amir, in Padang because they have a new baby. We went there by car early morning because we planned to stop at Anai Valley Waterfall for a moment.

We passed Bukittinggi-Padang road which is very awesome. We enjoyed beautiful scenery along the road. We was so amazed when we saw the wonderful Anai Valley Waterfall. It is located beside the road. My father parked the car in the parking area and then we enjoyed the waterfall. The water is clear and fresh. Then, we ate delicious food in the restaurant nearby. After that, we continued our trip Padang. We arrived at Mr. And Mrs. Amir's house around 11 a.m. They

welcomed us warmly. We visited the baby and then we had a chit-chat. We left their house at 2 p.m. We passed the same road and still enjoyed it. We arrived home at 5 p.m.

4. What is the writer's intention to write the text?
 - a. To share her/his experience
 - b. To describe a wonderful waterfall
 - c. To inform the way to go to Padang
 - d. To tell the condition his/her parents' friends

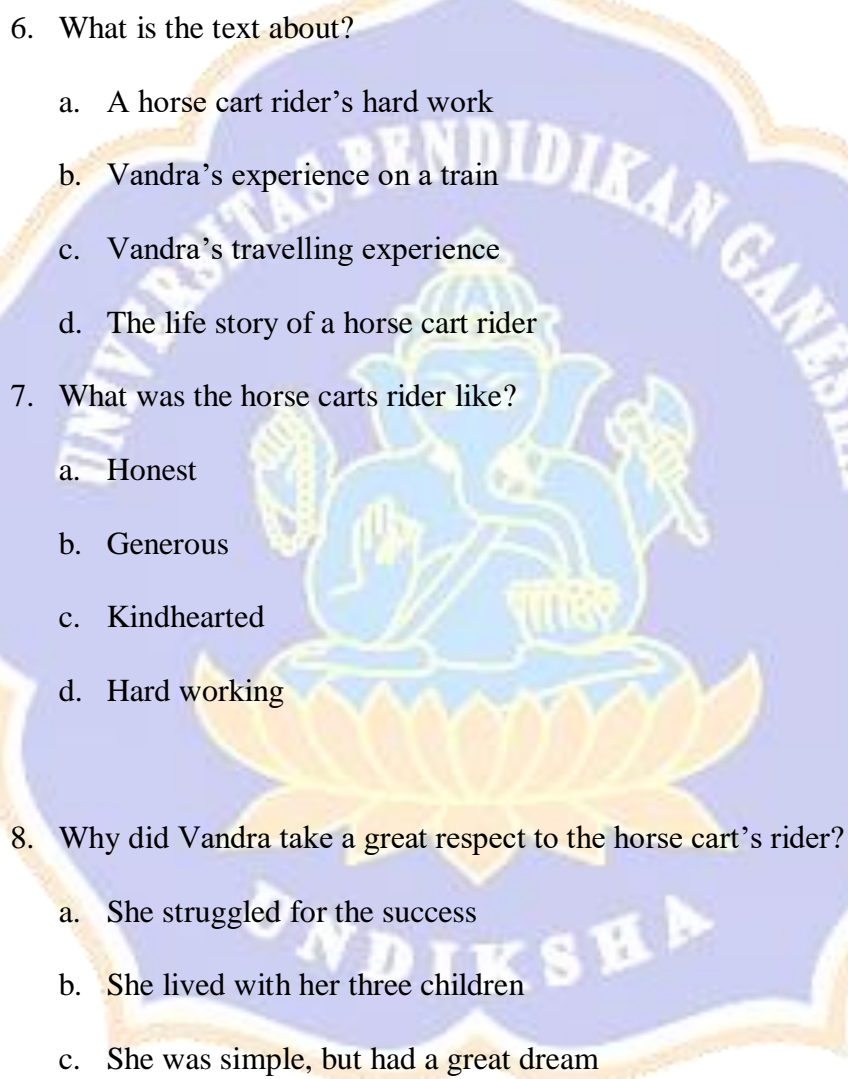
5. Why did the writer's family go to Padang?
 - a. To see Mr. Amir's new family member
 - b. To enjoy Anai Valley Waterfall
 - c. To eat special food near the waterfall
 - d. To see beautiful scenery during the trip

The following text is for questions no 6 – 8.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider

told him about her life. She is a wife with three children. She was simple, but had a great dream. She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

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6. What is the text about?
 - a. A horse cart rider's hard work
 - b. Vandra's experience on a train
 - c. Vandra's travelling experience
 - d. The life story of a horse cart rider
 7. What was the horse carts rider like?
 - a. Honest
 - b. Generous
 - c. Kindhearted
 - d. Hard working
 8. Why did Vandra take a great respect to the horse cart's rider?
 - a. She struggled for the success
 - b. She lived with her three children
 - c. She was simple, but had a great dream
 - d. She was the only woman who rode a horse cart

The following text is for questions no 9 – 11.

At the first break, Arin went to the school library. As usual, she walked towards her fiction section, her favorite one. She took an interesting storybook from the shelf, then sat at the corner. The book was about a handsome and brave prince who tried to free a princess from a giant.

Arin was very sleepy. She didn't realize that she fell asleep while reading. On her dream, she was the princess who was saved by the prince. The giant didn't let Arin go. He held her strongly and she struggled to get loose. Consequently she fell down to the ground. Suddenly, Arin heard people laughing. She opened her eyes and saw several students looking and laughing at her.

Arin was confused, but she finally realized what had happened. She dreamt about the story in the book she read. For matters worse, she fell down from the chair due to her dream.

9. Why is the text written?
 - a. To relate Arin's experience
 - b. To amuse readers by telling a story
 - c. To describe Arin's activity during the break
 - d. To tell readers the story of a giant and a princess
10. What kind of books does Arin like to read?
 - a. Storybooks
 - b. Biography books
 - c. Science books

d. Engineering books

11. What did Arin probably feel when her schoolmates laughed at her?

a. Bored

b. Upset

c. Jealous

d. Embarrassed

The following text is for questions no 12 – 16.

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmna, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmna and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yoga Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

12. The text above mainly discussed about ...

a. trip writer's trip to Yogyakarta

b. the writer's first visit to Prambanan

c. the writer's impression about the guide

d. the writer's experience at Yoga Kraton

13. The purpose of the text is to ...
- a. tell past events
 - b. entertain the readers
 - c. describe the smugglers
 - d. explain the writer
14. What are the big temples in Prambanan?
- a. Paria, Brahmana, and temples
 - b. Brahmana, Syiwa, and Wisnu temples
 - c. Wisnu, Syiwa, and Borobudur temples
 - d. Borobudur, Syiwa, and Brahmana temples
15. When did they go home?
- a. On Saturday morning
 - b. On Friday evening
 - c. On Thursday evening
 - d. On Friday afternoon
16. Why did they only visit Brahmana dan Syiwa temples?
- a. Because there was no Wisnu temple
 - b. Because Wisnu temple was amazing
 - c. Because Wisnu temple was too small
 - d. Because Wisnu temple was being repaired

The following text is for questions no 17 – 20.

I just returned from the greatest summer vacation! It was so fantastic, I never wanted it to end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a balcony with a wonderful view.

We visited many famous tourist places. My favorite was the Louvre, a well-known museum. I was always interested in art, so that was a special treat for me. The museum is so huge, you could spend weeks there. Henry got tired walking around the museum and said "Enough! I need to take a break and rest."

We took lots of breaks and sat in cafes along the river Seine. The French food we ate was delicious. The wines were tasty, too. Steve's favorite part of the vacation was the hotel breakfast. He said he would be happy if he could eat croissants like those forever. We had so much fun that we're already talking about our next vacation.

17. What city did they go to for their summer vacation?

- a. Paris
- b. Lyon
- c. Louvre
- d. Latin

18. How long was the summer vacation?

- a. 8 weeks
- b. 8 days

c. Two weeks

d. One week

19. What did their hotel room have?

a. Refrigerator

b. A view of the metro

c. A balcony

d. A bottle of wine

20. What did Steve enjoy the most?

a. The hotel breakfast and the croissants

b. The wine and the food

c. The Latin Quarter and the balcony

d. The faces along the river Seine

Please listen carefully to the audio and answer the following questions number 21-30!

<https://drive.google.com/file/d/1SkwS1E0si4sZnE7xIReYzsRxW LZ4Zwef/view?usp=sharing>

Last week, Jason ____ (21) to a big party at his friend's house. The party ____ (22) at 01.00 a.m. And he got home at 1.30 a.m. After he got home, he watched TV and ____ (23) on the sofa. Suddenly, he fell off the sofa and he ____ (24). It was 09.00 a.m. in the morning! He ____ (25) to the

kitchen and had a cup of tea. He ___ (26) breakfast. At 09.15 a.m. He ___ (27) his bicycle out of the garage. Oh no! It ___ (28) broken. He ___ (29) his bicycle and ran to school. He got to school at 09.50 a.m. But, the school was very quiet. He was really worried because nobody was at school, he ___ (30) to go back home.

21. a. won't

b. went

c. would

a. want

22. a. finish

b. finished

c. vanish

d. Spanish

23. a. felt asleep

b. sleeping

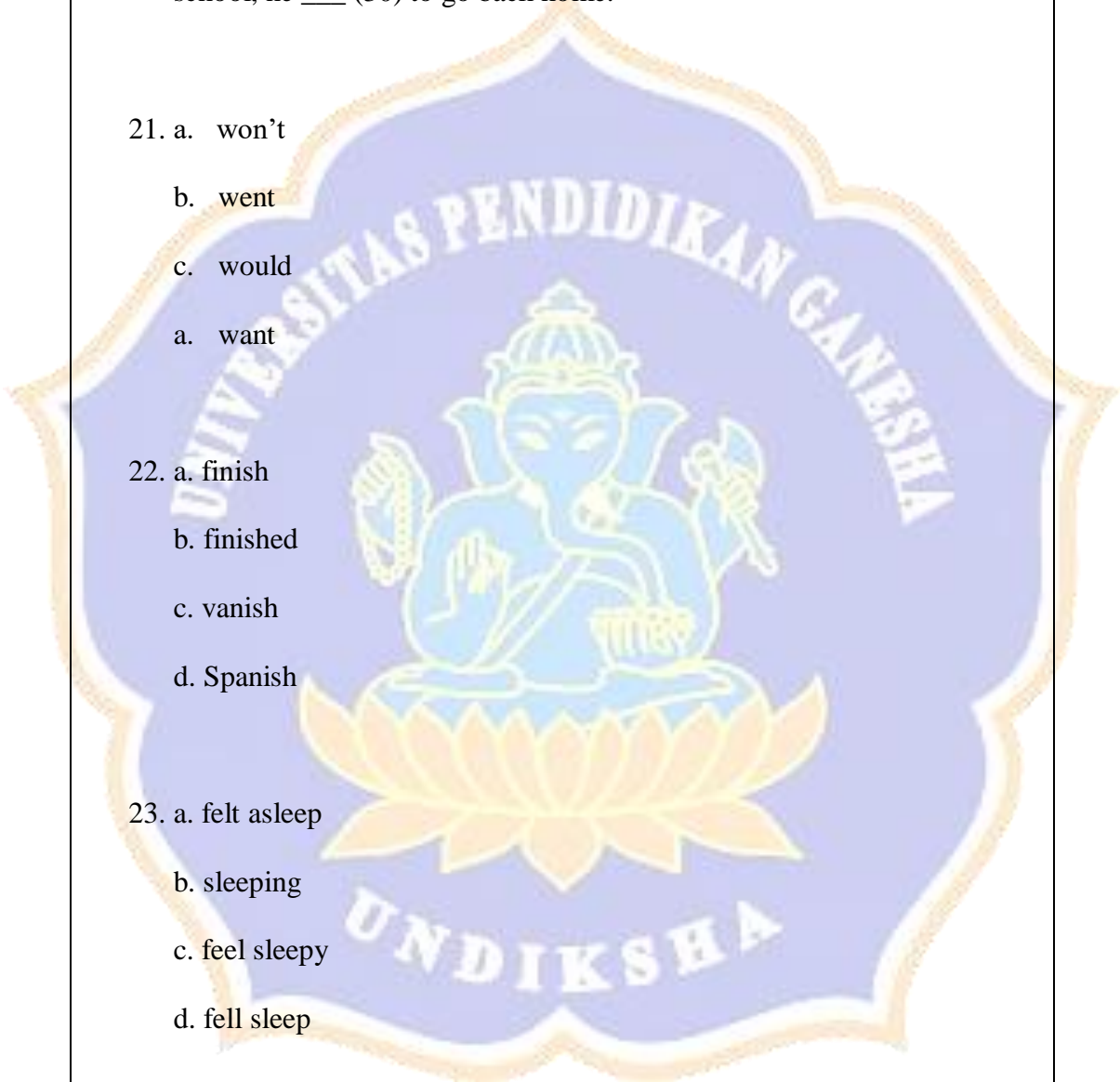
c. feel sleepy

d. fell sleep

24. a. wake up

b. woke up

c. waking up



d. woken up

25. a. running

b. run

c. ran

d. have ran

26. a. didn't have

b. don't have

c. won't have

d. doesn't have

27. a. putting

b. put

c. take

d. took

28. a. was

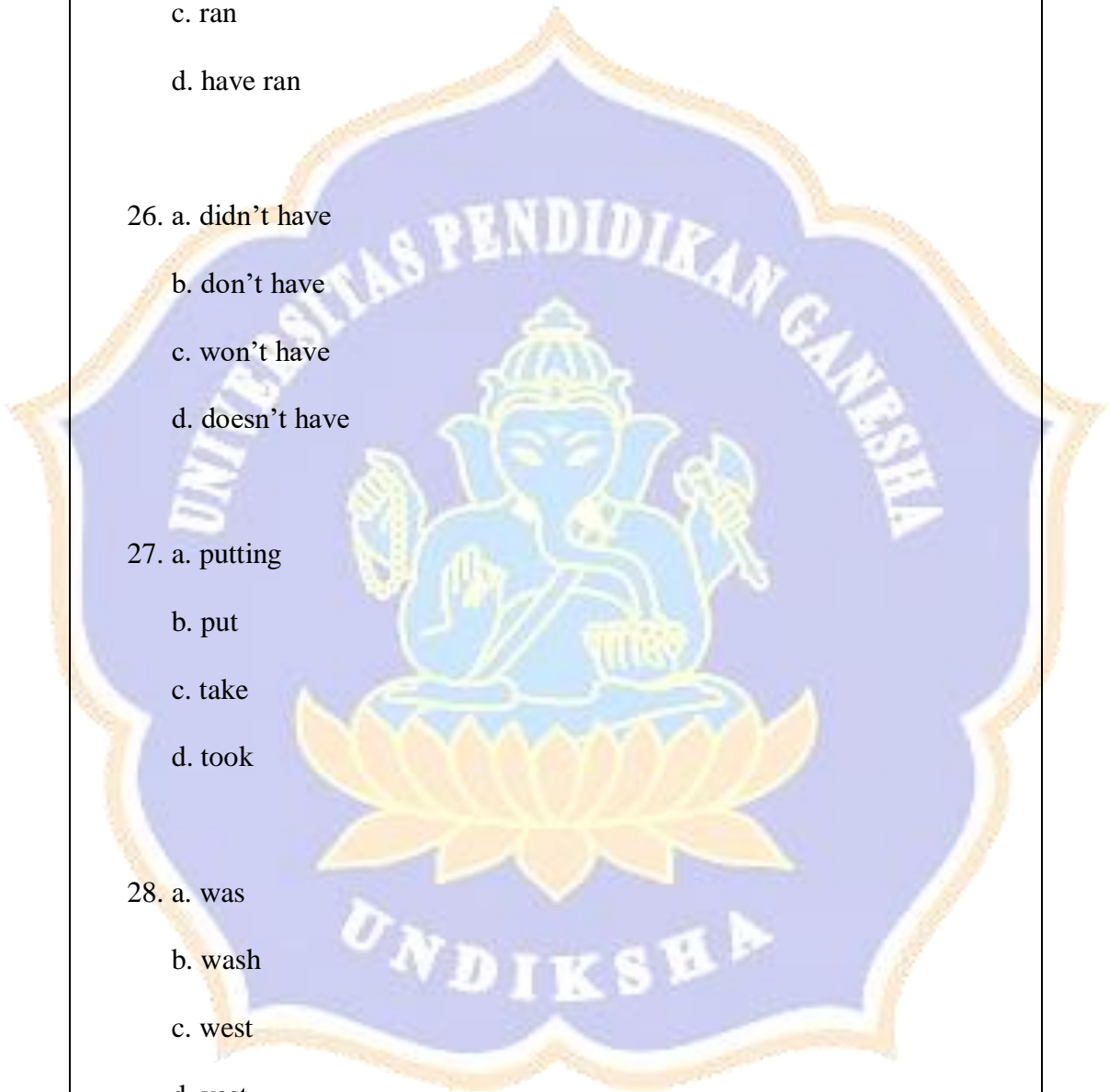
b. wash

c. west

d. vast

29. a. leave

b. right



c. left

d. lift

30. a. beside

b. dissert

c. decide

d. decided



Appendix 8. Question Items Instruments of Essay Test

Table 3.13 Question Items of Essay Test

Question Items
<p>Please write step by step of procedure text according to your absence number below!</p> <ol style="list-style-type: none">1. Absence number 1-5 (how to make lemon ice tea)2. Absence number 6-10 (how to make orange juice)3. Absence number 11-15 (how to make French fries)4. Absence number 16-20 (how to make fried noodle)5. Absence number 21-26 (how to make an omelette)6. Absence number 27-32 (how to make a cup of coffee) <p>After you finished writing the steps of procedure text above, please make a short video max 3 minutes and demonstrate step by step through the topic that you got!</p>

Appendix 9. Rubric of Instrument

Table 3.14 Rubric Scoring of Reading and Listening Skills

No	Criteria	Score
1	Correct answer	1
2	Incorrect answer	0

Table 3.15 Rubric Scoring of Speaking Skill

No.	Rated Aspect	Criteria	Score
1.	<i>Pronunciation</i>	Each word has been pronounced well	3
		There is a little mistake in pronouncing words	2
		There are many mistakes in pronouncing words	1
2.	<i>Fluency</i>	There is no hesitation in pronouncing words	3
		There is a little hesitation in pronouncing words	2
		There are many hesitation in pronouncing words	1
3.		There is no grammatical error in the spoken sentences	3

	<i>Grammar</i>	There is a little grammatical error in the spoken sentences	2
		There are many grammatical errors in the spoken sentences	1

Final Score: $\frac{\text{Acquisition Score} \times 100}{\text{Maximal Score}}$

Maximal Score

Table 3.16 Rubric Scoring of Writing Skill

No.	Rated Aspect	Criteria	Score
1.	Ability in composing sentences	Sentences are perfectly composed	3
		There are a little errors when composing	2
		Too many mistakes in composing.	1
2.	Understanding the text	Perfect at understanding text	3
		There is a misunderstanding in some text	2

		Difficult to understand the text	1
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Final Score: $\frac{\text{Acquisition Score} \times 100}{\text{Maximal Score}}$

Maximal Score



Appendix 10. Tryout IX-C

Students Post-test

No.	Number of Subjects	Tryout Score
1	Student 1	68
2	Student 2	72
3	Student 3	57
4	Student 4	74
5	Student 5	68
6	Student 6	66
7	Student 7	63
8	Student 8	64
9	Student 9	61
10	Student 10	66
11	Student 11	68
12	Student 12	75
13	Student 13	83
14	Student 14	61
15	Student 15	71
16	Student 16	64
17	Student 17	67
18	Student 18	75
19	Student 19	79
20	Student 20	60

21	Student 21	68
22	Student 22	61
23	Student 23	80
24	Student 24	76
25	Student 25	60
26	Student 26	78
27	Student 27	73
28	Student 28	67
29	Student 29	57
30	Student 30	69
31	Student 31	85
32	Student 32	60
33	Student 33	70



Appendix 11. Result of Students Pre-test

Students Pre-test

No.	Number of Subjects	Score	
		Control Group IX B	Experimental Group IX A
1	Student 1	60	70
2	Student 2	72	72
3	Student 3	67	53
4	Student 4	72	69
5	Student 5	72	70
6	Student 6	67	80
7	Student 7	53	56
8	Student 8	68	57
9	Student 9	80	78
10	Student 10	65	70
11	Student 11	70	73
12	Student 12	80	65
13	Student 13	72	84
14	Student 14	80	90
15	Student 15	70	72
16	Student 16	79	76
17	Student 17	66	69

18	Student 18	79	72
19	Student 19	66	66
20	Student 20	66	67
21	Student 21	82	58
22	Student 22	66	77
23	Student 23	80	87
24	Student 24	77	69
25	Student 25	84	56
26	Student 26	71	72
27	Student 27	54	81
28	Student 28	62	78
29	Student 29	67	57
30	Student 30	67	67
31	Student 31	72	78
32	Student 32	71	87
33	Student 33	61	-

Appendix 12. Result of Students Post-test

Student Post-test

No.	Number of Subjects	Score	
		Control Group IX B	Experimental Group IX A
1	Student 1	71	88
2	Student 2	76	85
3	Student 3	78	78
4	Student 4	80	80
5	Student 5	79	77
6	Student 6	75	79
7	Student 7	80	76
8	Student 8	77	80
9	Student 9	80	85
10	Student 10	77	78
11	Student 11	70	88
12	Student 12	82	82
13	Student 13	78	77
14	Student 14	77	87
15	Student 15	85	75
16	Student 16	85	85
17	Student 17	79	88

18	Student 18	77	78
19	Student 19	75	83
20	Student 20	80	82
21	Student 21	80	82
22	Student 22	82	79
23	Student 23	77	83
24	Student 24	82	78
25	Student 25	79	90
26	Student 26	82	82
27	Student 27	86	77
28	Student 28	77	80
29	Student 29	80	85
30	Student 30	78	75
31	Student 31	88	88
32	Student 32	87	82
33	Student 33	77	-

Appendix 13. Result of Validity in First Expert Judge of Interview Guide

Expert Judge Response Sheet (Interview Guide for English Teacher)

Expert: Made Hery Santosa, S.Pd., M.Pd., Ph.D.

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		

Singaraja, 4 Januari 2022

Expert



Made Hery Santosa, Ph.D.

Appendix 14. Result of Validity in Second Expert Judge of Interview Guide

Expert Judge Response Sheet (Interview Guide for English Teacher)

Expert: G.A.P Suprianti, S.Pd., M.Pd.

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		

Singaraja, 19 Januari 2022

Expert



G.A.P Suprianti, S.Pd., M.Pd.

Appendix 15. Result of Validity in First Expert Judge of Multiple-choice

Expert Judge Response Sheet (Question Items of the Test)

Expert: Made Hery Santosa, S.P.d., M.Pd., Ph.D.

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		

16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
Total			See suggestion

Singaraja, 4 Januari 2022

Expert



Made Hery Santosa, Ph.D.

Appendix 16. Result of Validity in Second Expert Judge of Multiple-choice

Expert Judge Response Sheet (Question Items of the Test)

Expert: G.A.P Suprianti, S.Pd., M.Pd.

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		

16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
Total			

Singaraja, 18 Januari 2022

Expert



G.A.P Suprianti, S.Pd., M.Pd.

Appendix 17. Result of Validity in First Expert Judge of Essay Test

Expert Judge Response Sheet (Question Items of Essay Test)

Expert: Made Hery Santosa, S.P.d., M.Pd., Ph.D.

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		See suggestion
4	✓		
5	✓		
6	✓		See suggestion

Singaraja, 18 Januari 2022

Expert



Made Hery Santosa, Ph.D.

Appendix 18. Result of Validity in Second Expert Judge of Essay Test

Expert Judge Response Sheet (Question Items of Essay Test)

Expert: G.A.P Suprianti, S.Pd., M.Pd.

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		

Singaraja, 18 Januari 2022

Expert

G.A.P Suprianti, S.Pd., M.Pd.

Appendix 19. Documentation



Figure 1. Implementation of Literacy-based Instruction



Figure 2. Implementation of Literacy-based Instruction

Figure 3. Teaching Procedure Text through Implementation of Literacy-based Instruction aided by ICT

TO BE	VERB	SIMPLE PAST TENSE
I + am/are/is	S + V + s	Did + s + V + ...
Examples:	Examples:	Examples:
Prana was healthy.	Prana was healthy.	Prana was healthy.
We were healthy.	We were healthy.	We were healthy.
We were healthy.	We were healthy.	We were healthy.

Figure 4. Teaching Simple Past Tense through Implementation of Literacy-based Instruction aided by ICT

Appendix 20. Letter Permit of Research



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 : 198/UN48.7.1/DT/2022

21 Januari 2022

Perihal : **Permohonan Izin Penelitian**

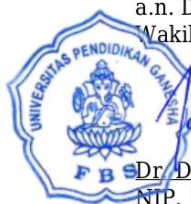
Yth. Kepala SMP Negeri 1 Tejakula
 di Buleleng

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

Nama	: Prana Isvari Suganda
NIM	: 1812021053
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: INVESTIGATING THE EFFECT OF LITERACY-BASED INSTRUCTION AIDED BY ICT ON ENGLISH COURSE IN GRADE 9TH STUDENTS IN SMP NEGERI 1 TEJAKULA

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 21. Dismissal Letter of Research



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 TEJAKULA

Alamat : Desa Tejakula, Kec. Tejakula, Kab. Buleleng Telp. (0362)3428433, Kode Pos : 81173
Email: tejakulasmpn1@gmail.com Website: http://smpn1tejakula.wordpress.com

SURAT KETERANGAN

No. 045.2 / 061 / SMPN1.Tjk/ IV/2022

Yang bertanda tangan di bawah ini, Kepala Sekolah SMP Negeri 1 Tejakula, Desa Tejakula Kecamatan Tejakula, Kabupaten Buleleng, dengan ini menerangkan bahwa:

N a m a	: Prana Isvari Suganda
NIM	: 1812021053
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni
Instansi	: Universitas Pendidikan Ganesha

Memang benar yang bersangkutan telah mengadakan Penelitian di SMP Negeri 1 Tejakula dari tanggal 2 Februari sampai dengan 18 April 2022.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Tejakula, 18 April 2022
Kepala SMP Negeri 1 Tejakula



MADE WINANGUN, S.Pd
NIP. 19621231 196411 1 130

RIWAYAT HIDUP



Prana Isvari Suganda lahir di Singaraja pada tanggal 28 Februari 2000. Penulis lahir dari pasangan suami istri yaitu Bapak Drs. Nyoman Partha dan Ibu Ni Luh Suartini, S.Pd. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis bertempat tinggal di BTN Banyuning Lestari, Blok L8, Kecamatan Buleleng, Kabupaten Buleleng, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD Negeri 8 Tejakula dan lulus pada tahun 2012. Kemudian penulis melanjutkan di SMP Negeri 1 Tejakula dan lulus pada tahun 2015. Pada tahun 2018, penulis lulus dari SMA Negeri 2 Singaraja dan melanjutkan ke S1 Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2022, penulis telah menyelesaikan Skripsi yang berjudul “Investigating The Effect of Literacy-based Instruction Aided by ICT on English Course in Grade 9th Students in SMP Negeri 1 Tejakula”. Selanjutnya, mulai tahun 2022 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.