

APPENDICES

Appendix 1. Attachment Letter



Appendix 2. Sample of the Study

Sample Try-out Test

IV.B Class

NO.	NAME
1	DEWA AYU CANDRA KUSUMA RENI
2	GEDE BAGUS PRASETYA WIBAWA
3	GEDE GIOVALENRA MAYSTHA ANGELO
4	GEDE KALER RAKA PRATAMA
5	GUSTI AYU PUTU DANESHA KAYANA Y.
6	IDA AYU KADE DIKA ISWARYANTI PUTRI
7	I GUSTI AYU KOMANG MAS MESTY YANI
8	I GUSTI KADE RAMA WAHYU SUPUTRA
9	I GUSTI PUTU ARIENDRA NUGRAHA
10	I KETUT SANDYA DHARMA WIRANATHA
11	KADEK ABBY WIWEKA NAROTAMA
12	KADEK ALMIRA GANGGA PR
13	KADEK CHALISA SITA MAHESWARI
14	KADEK NADIA INDRIYANA PUTRI
15	KOMANG DINA TRIANA PINATIH
16	KOMANG JYOTINDRA WIGUNA D.
17	MADE ADARA AYUNDA PRADNYANDARI
18	MADE AIRINA MAHADEWI DINATA
19	MADE ARKANANTHA PUTRA MIHARJA
20	MADE DEVANDRA ARYA WEDANGGA
21	MADE RESTU ARI NARAYANA
22	MADE MAS MEISYA ARIASTHI
23	NI KOMANG ADELIA TRI WIDIASIH
24	NI LUH GHEA ALENA DEWI
25	NI KOMANG PUJA ARTANTI PUTERI
26	PUTU CARISSA ADELIA PUTRI
27	PUTU DYMAS SARASWATI
28	PUTU GUSTANO RUSTADINATA
29	PUTU KAYLA MAS OKTAVIANI
30	I GUSTI GEDE HARINATHA KRISNAWAN
31	KADEK APSARA LENTERA PURNAMAWAN
32	KETUT ABI PRAMANA HARDI PUTRA
33	KOMANG BERLIANA WULAN SYFA A.
34	KOMANG DELIA AGUSTANA PUTRI
35	KOMANG DINDA WIKA MALAYKA PUTRI
36	MADE AURYN AYU NINGDYA

Control Group Students

IV.A Class

NO.	NAME
1	ANAK AGUNG NGURAH RAMA BAKTI
2	DESAK PUTU WIDYA MAHARIYANI
3	DEWA NYOMAN ADRIAN DANISWARA
4	DEWA PUTU REIVAN DANURWENDA
5	GEDE RAMA DANISWARA PUTRA PERMANA
6	GEDE RENDY SURYA UTAMA
7	GUSTI AYU KOMANG CAHAYA WULANDARI
8	IDA AYU PUTU LAKSITA ARTARI PUTRI
9	IDA AYU TATA PRAMESWARI
10	I GEDE RANGGA WIRA SAPUTRA
11	I GUSTI BAGUS NGURAH GIRI DHARMA PEMAYUN
12	I KETUT AGUS PRATAMA WIDANA
13	KADEK AYU INTAN LESTARI
14	KADEK DEVANANDA KRISNA ARYA
15	KADEK SAHIRA WASUNDARI
16	KADEK SHERLY KAYLA PRISCAYANTI
17	KOMANG ADHYASTA PRAJADEWA RUSMANTARA
18	LUH GEDE AYUNING HARUM
19	LUH PUTU SHAMITA ANINDYA SANJAYA
20	NI KADEK ADHENIA RATRIADI JAYANTHI
21	NI KOMANG FREIZYA RISTANA AGELIA
22	NI PUTU NAILA EFIA ARIESTA
23	NI PUTU WANGI PRATIWI ARUNI
24	NYOMAN ZAGITHA PUTRI PASEK WIDYA LESTARI
25	PUTU ASHARADHA DAEVIANA WIRAWAN
26	PUTU DEVANI ADI CHANDRA
27	PUTU KEISHA ABHI NARENDRA
28	PUTU WIRADITYA
29	ROSSEELON PUNIAKA PUTRA ROBIN
30	A.A.A. ANDINI PRAMESWARI
31	ANDRA ARYASTYA IRAWAN
32	DEWA AYU MAHA RANIA DEWI
33	DEWA GEDE SIVA SAPUTRA
34	GDE ANANTHA MAHARDIKA
35	GEDE ADVAYANANDA

Experimental Group Students

IV.C Class

NO.	NAME
1	ANAK AGUNG NGURAH MAHARTA WIDYA D
2	GEDE RADITYA WAHYU KUSUMA
3	I GEDE MADE DENTA CAHYA PRAJNANA
4	I GEDE SAKA KARUNIA VALENTINO
5	I GST MADE WIWEKA NANDA PUTRA
6	I GUSTI A.A. RAKA DEVIKA NALINI
7	I KADEK ADITYA SUWASMITA
8	KADEK AMBIKA TANAYA VARENYA
9	KADEK AUDRY PERMANA
10	KADEK AYUNDA SEKAR NARESWARI PASEK
11	KADEK MELVIN PRADYPTA WIJAYA
12	KADEK MESHYA KAYIKA ERAWADY
13	KETUT YUDI MAHENDRA PUTRA
14	KOMANG AYU WARDANI
15	KOMANG DAEVIKA KALYANI RAHJASA
16	KOMANG MELIANA CANDRIASIH
17	KOMANG TEGUH DARMAWAN
18	MADE DHEVAN ARVINDYA DARMADIPUTRA
19	NADINE CARISSA PUTRI
20	NI KOMANG ANGEL STITHA PRADNYA PUTRI
21	NI PUTU WINDA SEPTIANI
22	NYOMAN KARTIKA DIANASARI JAYA
23	PANDE KADEK ASHLEY CHRISTINA SUMA ADNYANI
24	PANDE PUTU AZKA PRADANA PUTRA
25	PUTU GANTARI KASYAPI PUTRI
26	PUTU KAYRA PUTRI DARSANA
27	PUTU RANGGA PRATAMA PUTRA DETA
28	PUTU YESSICA DAMAYANTHI
29	NI PUTU DIAN LISTYAWATI
30	NI PUTU VIDYA PRASHANTI
31	PANDE KETUT YODA KANAYA
32	PUTU AYUDYA RISANTI PUTRI
33	PUTU GALANG ANDRA WIDANA
34	PUTU KAYLA MAHARANI
35	PUTU LINDA SUCIARI

Appendix 3. Blueprint

SDN 3 Banjar Jawa Teacher's Book

FRAMEWORK

semester 1		semester 2	
Unit	Objectives	Unit	Objectives
1 What are you doing? What are you doing? Children are able to read or write sentences about their activities.	<ul style="list-style-type: none"> Children are able to recognize or complete spelling the sentences about their activities. 	8 What are you doing? Children are able to make about their activities.	<ul style="list-style-type: none"> Children are able to identify the time. Children are able to make about their activities.
2 Transitive and Intransitive Verbs	<ul style="list-style-type: none"> Children are able to identify transitive and intransitive verbs. 	9 What are you doing? Children are able to make about their activities.	<ul style="list-style-type: none"> Children are able to identify transitive and intransitive verbs.
3 My living room is... Children are able to describe the room. Children are able to produce sentences about their activities.	<ul style="list-style-type: none"> Children are able to identify prepositions. Children are able to describe the room. Children are able to produce sentences about their activities. 	10 The living room is... Children are able to make about their activities.	<ul style="list-style-type: none"> Children are able to make about their activities. Children are able to make about their activities.
4 What are you doing? Children are able to identify the room.	<ul style="list-style-type: none"> Children are able to identify the room. Children are able to identify the room. 	11 The living room is... Children are able to make about their activities.	<ul style="list-style-type: none"> Children are able to make about their activities. Children are able to make about their activities.
5 Where is the living room? Children are able to identify the room.	<ul style="list-style-type: none"> Children are able to identify the room. Children are able to identify the room. 	12 The living room is... Children are able to make about their activities.	<ul style="list-style-type: none"> Children are able to make about their activities. Children are able to make about their activities.
6 What are you doing? Children are able to identify the room.	<ul style="list-style-type: none"> Children are able to identify the room. Children are able to identify the room. 	13 The living room is... Children are able to make about their activities.	<ul style="list-style-type: none"> Children are able to make about their activities. Children are able to make about their activities.
7 What are you doing? Children are able to identify the room.	<ul style="list-style-type: none"> Children are able to identify the room. Children are able to identify the room. 	14 The living room is... Children are able to make about their activities.	<ul style="list-style-type: none"> Children are able to make about their activities. Children are able to make about their activities.
8 What are you doing? Children are able to identify the room.	<ul style="list-style-type: none"> Children are able to identify the room. Children are able to identify the room. 	15 The living room is... Children are able to make about their activities.	<ul style="list-style-type: none"> Children are able to make about their activities. Children are able to make about their activities.



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET,
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Teacher Book - My Meet World Grade 4
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Unit 3

My Living Room is Beside Kitchen

Capaian Pembelajaran

Menyimak-Berbicara

Peserta didik mampu menggunakan Bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas yang makin luas namun masih dalam prediksi (rutin).

Peserta didik mampu menggunakan bahasa formula untuk berpartisipasi dalam rutinitas kelas dan aktivitas belajar seperti menyampaikan perasaan, menyampaikan kebutuhan dan meminta pertolongan.

Peserta didik mampu memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual dan menggunakan kosakata sederhana.

Peserta didik mampu mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.

Tujuan Pembelajaran

Pada pembelajaran unit 3 siswa mampu mengidentifikasi preposisi dalam konteks ruangan-ruangan yang ada di dalam rumah dan dapat membuat kalimat dengan menggunakan preposisi.

Profil Pelajar Pancasila

1. Mandiri
2. Kreatif

Look and say

1. Guru meminta siswa untuk mengamati gambar pada hal 22.
2. Guru mengucapkan nama-nama ruangan yang ada di rumah, kemudian siswa diminta untuk menirukan pengucapannya.
"Hello class, right now we are going to say rooms at our house : garage, living room, bedroom, bathroom, dining room, kitchen. let's together "
3. Siswa mengulang secara mandiri pengucapan pada halaman 22. **Let's Search**
4. Guru mengajak untuk menirukan pengucapan semua kata di halaman 22 (**garage, living room, bedroom, bathroom, dining room, kitchen**). **Teacher: "we are going to say names of room in to your house.**
5. Guru meminta peserta didik untuk mengamati alfabet pada hal 23. **"Let's search words about room in the box"**
6. Guru memberikan contoh bagaimana cara menemukan nama ruangan pada huruf acak, dengan cara melingkari huruf-hurufnya. **Look and Write**
7. Guru mengingatkan kembali penggunaan **in, on, under, beside, dan behind** serta dengan membawa media, baik gambar ataupun realita benda-benda di kelas. **"Children, do you still remember how to use in, on, under, beside and behind?" "Now, look at me and answer my question!"**
8. Guru meminta peserta didik mengamati gambar pada halaman 24 dan bertanya kepada peserta didik. **Ok children, now look at the picture. Where is the kitchen?"**
9. Peserta didik diminta mengerjakan halaman 24.

Prosedur Kegiatan

Look and Mark the boxes

1. Guru meminta peserta didik mengamati posisi dapur pada gambar halaman 25 dan bertanya **"Ok children, now look the picture, is the bedroom behind the kitchen?"** **Students and teacher: No. Teacher: Ok, find the right place from the picture, by giving thick (v) or cross(x)**

Look and answer

1. Guru menjelaskan bahwa saat ini peserta didik akan diajak menulis cerita berdasarkan gambar. **Ok class, today we are going to make a story through the picture. There are some sentences and complete the story. Now, look at the picture and the sentences!**
2. Siswa diminta untuk mengamati gambar dan cerita pada halaman 26.
3. Guru menjelaskan per kalimat dengan media atau melalui gesture. Ketika sampai pada kalimat **"They stop in an empty house", guru menggunakan gambar di buku untuk memperjelas kalimat.**
4. Guru membimbing peserta didik membuat kalimat, kemudian peserta didik dapat membuat kalimat secara mandiri.
5. Guru meminta peserta didik untuk membuat kalimat lain berdasarkan gambar dan menuliskannya dalam rangkaian cerita tersebut. Contoh kalimat guru: **"Ok children, now look at the picture and complete the story! There are mice on the plate. How about the mice under the table? Yes, there are two mice under the table. Now, please write your sentences.**

Let's sing

1. Guru menjelaskan bahwa saat ini peserta didik akan diajak menyanyi **"children, today we are going to sing." "Do you like singing? Now, let me sing first."**
2. Guru memberikan contoh cara menyanyikan lagu dengan irama rap dan peserta didik diminta mendengarkannya.
3. Guru mengajak peserta didik menyanyi bersama. Contoh kalimat guru: **"Now, let sing together".**

Look and Say

1. Guru menggunakan gambar besar atau slide, berbagai ruangan di rumah kemudian mengajak peserta didik berdialog tentang kondisi ruangnya.
2. Contoh kalimat guru: **"Look at the picture! How is the bathroom? clean or dirty?"**
3. Peserta didik diminta mengidentifikasi gambar ruangan dan kondisinya di halaman 28 - 29, kemudian membaca tulisan di bawahnya bersama-sama.

Let's Talk

1. Guru mengingatkan kembali tentang nama ruangan dan kondisinya dengan realita ruangan kelasnya. **"Children, do you still remember the room?" "Now, look at our class room? How is our classroom."**
2. Guru menjelaskan bahwa mereka akan melakukan dialog dengan temannya dengan menggunakan kartu sebagai media kemudian mencatatnya di table halaman 30. **"Ok class. Now, let's ask your friend and write the answer on your book!"**
3. Guru membuat beberapa kelompok yang beranggotakan 4-5 peserta didik.
4. Semua peserta didik mendapatkan kartu. Setiap anak secara bergantian bertanya kepada teman kelompoknya tentang ruangan dan kondisinya sesuai dengan kartu yang dimiliki.

Contoh kegiatan:

Student A: (Sambil menunjukkan kartunya) **"How is the kitchen?"** **Student B:** (Melihat kartu dari temannya) **"The kitchen is dirty".**

Look and Write

1. Guru menuntun peserta didik untuk menuliskan kalimat berdasarkan gambar. **Teacher: "Look at the picture and say how is the condition!"**
Students: "Clean."
Teacher: "Good... The bedroom is clean. Now write on your book!"
2. Peserta didik menuliskan kalimat sesuai gambar di buku peserta didik halaman 31 - 32.

My New Words

- Guru mengajak peserta didik untuk menyebutkan kembali semua kosakata yang telah dipelajari sebelumnya dengan benar pada halaman 33.
Kalimat guru : **"ok, let's say together."**
Contoh kegiatan:
Student A: (Sambil menunjukkan kartunya) **"How is the kitchen?"** Student B: (Melihat kartu dari temannya) **"The kitchen is dirty."**

Look and Write

- Guru menuntun peserta didik untuk menuliskan kalimat berdasarkan gambar.
Teacher: "Look at the picture and and say how is the condition!"
Students: "Clean."
Teacher: "Good... The bedroom is clean. Now write on your book!"
- Peserta didik menuliskan kalimat sesuai gambar di buku peserta didik halaman 31 - 32.

My New Words

- Guru mengajak peserta didik untuk menyebutkan kembali semua kosakata yang telah dipelajari sebelumnya dengan benar pada halaman 33.
Kalimat guru : **"ok, let's say together."**

Rubrik Penilaian

Pada unit 3 ini dilakukan penilaian berbicara pada halaman 30.
Siswa bertanya jawab dengan temannya dalam konteks rooms and preposition.

Rubrik penilaian sikap berbicara

No.	Name	Kriteria				
		5	4	3	2	1
1	Ahmad	v				
2	Ibad		v			
3						
4						

Keterangan :

- 5 = jelas dan sangat mudah dipahami
 4 = mudah dipahami walau dengan aksen khusus
 3 = ada masalah dalam pengucapan, sehingga kurang jelas didengar.
 2 = sulit dipahami dan harus diulang ulang
 1 = tidak bisa dipahami

Rubrik penilaian berbicara

No.	Rubrik penilaian berbicara	Rentang		
		1-10	1-10	1-10
1	Fluency			
2	Vocabulary			
3	Grammatikal			

Pengayaan dan Remedial**Pengayaan**

Siswa diperkenalkan dengan kalimat tanya : ***"is the kitchen clean?"*** , ***"is the bathroom dirty?"***, ***"how about your bedroom?"***, etc

Remedial

Siswa diminta untuk mengucapkan berulang - ulang tentang kosakata rooms and preposition.

Refleksi**Refleksi Guru**

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta Didik

Siswa mengungkapkan secara lisan apa yang dipelajarinya hari ini.

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Unit 4

Cici Cooks in The Kitchen

Capaian Pembelajaran

Menyimak-Berbicara

Peserta didik mampu menggunakan bahasa Inggris untuk berinteraksi dalam lingkup situasi sosial dan kelas yang makin luas namun masih dapat diprediksi (rutin) menggunakan kalimat dengan pola tertentu.

Peserta didik mampu mengubah/mengganti sebagian elemen kalimat untuk dapat berpartisipasi dalam rutinitas kelas dan aktivitas belajar, seperti menyampaikan perasaan, menyampaikan kebutuhan, dan meminta pertolongan. Peserta didik mampu memahami ide pokok dari informasi yang disampaikan secara lisan dengan bantuan visual, serta menggunakan kosakata sederhana. Peserta didik mampu mengikuti rangkaian instruksi sederhana yang berkaitan dengan prosedur kelas dan aktivitas belajar dengan bantuan visual.

Membaca-Memirsa

Peserta didik mampu memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi.

Peserta didik mampu membaca dan memberikan respon terhadap teks pendek sederhana dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.

Tujuan pembelajaran

Pada unit 4 peserta didik mampu merespon pertanyaan serta berbicara tentang kegiatannya sehari-hari di rumah. Kegiatan yang dilakukan beserta waktu pelaksanaannya, example: every morning, every night, every day, etc.

Profil Pelajar Pancasila

- Beriman dan bertakwa kepada Tuhan YME
- Disiplin
- Mandiri

Prosedur Kegiatan

Look and Say

1. Guru meminta peserta didik untuk mengamati gambar pada halaman 35 - 36.
2. Guru mengucapkan kalimat pada tiap gambar halaman 35-36 kemudian siswa menirukan ucapan guru.
"Hi Children, we are going to say our daily activities at home".
"Now, please repeat after me"
"He reads a book in the livingroom every morning"

Read and Circle

1. Guru meminta siswa untuk mengamati gambar pada halaman 38-39 dan memilih jawaban yang benar.

Teacher: "Open your book page 38 - 39, Look at the picture and answer the question!"

Let's Search

1. Guru mengulang kembali macam-macam kegiatan sehari-hari di rumah yang telah dipelajari.

Teacher: "can you say your activity at home?"

Student: "Watching TV"

2. Peserta didik diminta untuk mengamati huruf acak di halaman 40.
3. Guru memberikan contoh sebuah kegiatan pada huruf acak di halaman 40.

" try to find word watch "

4. Peserta didik diminta mengamati huruf-huruf yang berwarna merah di halaman 40 yang menjadi petunjuk tentang kosakata kegiatan sehari-hari dan memberi tanda dengan melingkari huruf-hurufnya.

Let's Talk

1. Guru mengingatkan kembali tentang kegiatan sehari-hari di rumah.
"what is your mom doing right now?"
2. Guru memanggil seorang peserta didik sebagai model untuk memeragakan sebuah kegiatan.

Teacher: "Children, do you still remember about some activities?"

Teacher: "Now, look at to your friend. What does she/he do?"

3. Guru menjelaskan bahwa mereka akan melakukan dialog dengan temannya menggunakan kartu. Guru mencontohkan bagaimana cara berdialog dengan memanggil 2 peserta didik ke depan kelas.

Contoh :

Student A: **"What do you do in the kitchen?"** Student B: (memegang kartu bergambar seorang anak perempuan menggoreng ayam di dapur) **"I make fried chicken"** dan seterusnya.

4. Guru membuat beberapa kelompok yang beranggotakan 4 - 5 peserta didik.
5. Semua peserta didik mendapatkan kartu. Setiap anak secara bergantian bertanya kepada teman kelompoknya kemudian menuliskan hasil tanya jawab pada tabel di halaman 41.

Look and Answer

1. Peserta didik diminta mengamati gambar di halaman 42. Guru menuntun peserta didik untuk menuliskan kalimat berdasarkan gambar.
Contoh kalimat Guru untuk peserta didik: **Teacher: "Look at the picture, Does he eat?"**
Teacher: "What does He do?"
Teacher: "Yes, good. He sleeps."
Now let's write the answer on the book.
2. Guru memberikan instruksi kepada peserta didik untuk menjawab pertanyaan di halaman 42. Contoh instruksi guru:
"Look at the picture.
"what is Joshua doing?"
"write the answer!"
3. Peserta didik menuliskan kalimat sesuai dengan gambar pada halaman 42.

Look and Write

1. Guru meminta Peserta didik mengamati gambar ruangan beserta kegiatannya pada halaman 43 kemudian menuntun peserta didik untuk menuliskan kalimat.
Teacher: "Open your book page forty three."
- "Look at the picture and answer my question!"
"Where are they?"
Teacher: "They are in the living room. "What does Cici do? Teacher: "Cici watches television."
"Now please complete the sentences."
2. Peserta didik melengkapi kalimat rumpang sesuai gambar yang ada di buku peserta didik halaman 43.

My New Words

1. Pada tahap ini peserta didik diajak untuk menyebutkan kembali semua nama ruangan yang telah dipelajari sebelumnya dengan benar. **"let's say together?"**

Rubrik Penilaian

Pada unit 4 ini dilakukan penilaian menulis kalimat dari hasil pelaporan ber-cakap-cakap pada halaman 41.

Rubrik penilaian writing sentence

No.	Aspek penilaian	Rentang		
		1-10	1-10	1-10
1	Correctly			
2	Vocabulary			
3	Grammatikal			

Pengayaan dan Remedial

Pengayaan

Peserta didik dituliskan beberapa kalimat yang berhubungan dengan keterangan tempat dan keterangan waktu.

Example : Cici sleeps in the bedroom every night.

Remedial

Peserta didik mengucapkan kata dan atau kalimat berkenaan dengan tempat dan waktu.

Peserta didik menuliskan kata dan atau kalimat berkenaan dengan tempat dan waktu.

Refleksi

Refleksi Guru:

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta Didik:

Siswa menyebutkan kembali kosakata yang berhubungan dengan nama – nama ruang yang ada dirumah.

Kunci jawaban

Kondisional

Appendix 4. Lesson Plan
Experimental Group Lesson Plan

LESSON PLAN									
SDN 3 BANJAR JAWA Subject: English Class/Semester: IV C/I Topic: My Living Room is Beside the Kitchen Lesson/Meeting: 3/1 Time Allocation: 2 x 35 Minutes	Learning Objectives 1. Children are able to identify prepositions. 2. Children are able to describe the rooms. 3. Children are able to produce sentences using prepositions.								
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	Knowing, Principal of SDN 3 Banjar Jawa	Singaraja, 30 th August 2022 English Practice Students							
<u>Ida Bagus Soma Putra, S.Pd., M.Pd.</u> NIP: 196209231986061002	<u>Putu Ega Yudia Mastika</u> NIM: 1912021148								

LESSON PLAN		
SDN 3 BANJAR JAWA Subject: English Class/Semester: IV C/I Topic: My Living Room is Beside the Kitchen Lesson/Meeting: 3/2 Time Allocation: 2 x 35 Minutes	Learning Objectives	
	<ol style="list-style-type: none"> 1. Children are able to identify prepositions. 2. Children are able to describe the rooms. 3. Children are able to produce sentences using prepositions. 	
	Learning Activities	Time
	Preliminary: <ol style="list-style-type: none"> 1. Teacher greets the students with the greeting and lead the pray 2. The teacher checks the attendance of students 3. The teacher brainstorms by discussing the material taught in the previous meeting 	10 minutes
	Main Activities: <ol style="list-style-type: none"> 1. The teacher discusses about the previous assignment given through <i>Google Classroom</i> 2. The teacher applies the treatment by give the students the example story about rooms and preposition through digital picture storybooks showed in the class 3. After discuss it, the teacher asks students to create a story about rooms and preposition by themselves 4. The treatment continued by asking the students to predict what happen next in another picture storybooks within 'fill in the blank' form 	50 minutes
	Closing Activities: <ol style="list-style-type: none"> 1. Teachers and students conclude the learning activities 2. The teacher does reflection and feedback 3. At the end, the teacher applies the treatment by giving another digital picture storybook about room and condition through <i>Google Classroom</i> that will be discussed in the next meeting 	10 minutes
	Assessment:	
	Knowledge	Skills
	Students answer the question about rooms and preposition	Students' pronunciation
	Knowing, Principal of SDN 3 Banjar Jawa <u>Ida Bagus Soma Putra, S.Pd., M.Pd.</u> NIP: 196209231986061002	Singaraja, 30 th August 2022 English Practice Students <u>Putu Ega Yudia Mastika</u> NIM: 1912021148

LESSON PLAN			
SDN 3 BANJAR JAWA Subject: English Class/Semester: IV C/I Topic: My Living Room is Beside the Kitchen Lesson/Meeting: 3/3 Time Allocation: 2 x 35 Minutes	Learning Objectives 1. Children are able to identify prepositions. 2. Children are able to describe the rooms. 3. Children are able to produce sentences using prepositions.		
	Learning Activities	Time	
	Preliminary: 1. Teacher greets the students with the greeting and lead the pray 2. The teacher checks the attendance of students 3. The teacher brainstorms by discussing the material taught in the previous meeting	10 minutes	
	Main Activities: 1. The teacher discusses about the digital picture storybooks treatment given through <i>Google Classroom</i> in the previous meeting 2. The teacher applies treatment by giving them another random example sentences and pictures digitally related to room and condition 3. The teacher leads the discussion and asks the students whether they found any difficult words 4. The teacher asks student to summarize and organize the picture and sentences to become a correct story	50 minutes	
	Closing Activities: 1. Teachers and students conclude the learning activities 2. The teacher does reflection and feedback 3. At the end, the teacher gives final examination related to preposition and condition through <i>Google Classroom</i> to be done as the homework	10 minutes	
	Assessment:		
	Knowledge	Skills	Assignment
	Students answer the question about rooms and condition	Students' pronunciation	Final examination
	Knowing, Principal of SDN 3 Banjar Jawa		Singaraja, 30 th August 2022 English Practice Students
	<u>Ida Bagus Soma Putra, S.Pd., M.Pd.</u> NIP: 196209231986061002		<u>Putu Ega Yudia Mastika</u> NIM: 1912021148

LESSON PLAN									
SDN 3 BANJAR JAWA Subject: English Class/Semester: IV C/I Topic: Dinda cooks in the kitchen Lesson/Meeting: 4/1 Time Allocation: 2 x 35 Minutes	Learning Objectives 1. Children are able to identify their activities in the house. 2. Children are able to talk their activities in the house.								
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LESSON PLAN									
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LESSON PLAN									
SDN 3 BANJAR JAWA Subject: English Class/Semester: IV C/I Topic: Dinda cooks in the kitchen Lesson/Meeting: 4/3 Time Allocation: 2 x 35 Minutes	Learning Objectives 1. Children are able to identify their activities in the house. 2. Children are able to talk their activities in the house.								
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<u>Ida Bagus Soma Putra, S.Pd., M.Pd.</u> NIP: 196209231986061002	<u>Putu Ega Yudia Mastika</u> NIM: 1912021148								

Control Group Lesson Plan

LESSON PLAN			
SDN 3 BANJAR JAWA Subject: English Class/Semester: IV A/I Topic: My Living Room is Beside the Kitchen Lesson/Meeting: 3/1 Time Allocation: 2 x 35 Minutes	Learning Objectives 1. Children are able to identify prepositions. 2. Children are able to describe the rooms. 3. Children are able to produce sentences using prepositions.		
	Learning Activities	Time	
	Preliminary: 1. Teacher greets the students with the greeting and lead the pray 2. The teacher checks the attendance of students	10 minutes	
	Main Activities: 1. The teacher says the names of the rooms in the house, then students are asked to imitate the pronunciation 2. The teacher asks students to observe a random alphabet 3. The teacher gives an example of how to find the name of the room on random letters, by circling the letters 4. The teacher reminded the use of <i>in, on, under, besides, and behind</i> 5. The teacher asks students to look at the picture 6. Students are asked to do the task on page number 24	50 minutes	
	Closing Activities: 1. Teachers and students conclude the learning activities 2. The teacher does reflection, feedback, and closing the learning activities	10 minutes	
	Assessment:		
	Knowledge	Skills	Assignment
	Students answer the question about house and rooms	Students' pronunciation	Homework given
	Knowing, Principal of SDN 3 Banjar Jawa		Singaraja, 30 th August 2022 English Practice Students
	<u>Ida Bagus Soma Putra, S.Pd., M.Pd.</u> NIP: 196209231986061002		<u>Putu Ega Yudia Mastika</u> NIM: 1912021148

LESSON PLAN		
SDN 3 BANJAR JAWA Subject: English Class/Semester: IV A/I Topic: My Living Room is Beside the Kitchen Lesson/Meeting: 3/2 Time Allocation: 2 x 35 Minutes	Learning Objectives 1. Children are able to identify prepositions. 2. Children are able to describe the rooms. 3. Children are able to produce sentences using prepositions.	
	Learning Activities	Time
	Preliminary: 1. Teacher greets the students with the greeting and lead the pray 2. The teacher checks the attendance of students	10 minutes
	Main Activities: 1. The teacher explains that at this time students will be asked to write stories based on pictures 2. Students are asked to observe the pictures and stories on page number 26 and the teacher explains per sentence with the through gestures 3. The teacher guides students to make sentences, then students can make sentences independently	50 minutes
	Closing Activities: 1. Teachers and students conclude the learning activities 2. The teacher does reflection and feedback	10 minutes
	Assessment:	
	Knowledge	Skills
	Students answer the question about rooms and preposition	Students' pronunciation
	Knowing, Principal of SDN 3 Banjar Jawa	Singaraja, 30 th August 2022 English Practice Students
	<u>Ida Bagus Soma Putra, S.Pd., M.Pd.</u> NIP: 196209231986061002	<u>Putu Ega Yudia Mastika</u> NIM: 1912021148

LESSON PLAN		
SDN 3 BANJAR JAWA Subject: English Class/Semester: IV A/I Topic: My Living Room is Beside the Kitchen Lesson/Meeting: 3/3 Time Allocation: 2 x 35 Minutes	Learning Objectives	
	<ol style="list-style-type: none"> 1. Children are able to identify prepositions. 2. Children are able to describe the rooms. 3. Children are able to produce sentences using prepositions. 	
	Learning Activities	Time
	Preliminary: <ol style="list-style-type: none"> 1. Teacher greets the students with the greeting and lead the pray 2. The teacher checks the attendance of students 	10 minutes
	Main Activities: <ol style="list-style-type: none"> 1. The teacher uses pictures of various rooms in the house, then ask students to have a dialogue about the condition of the room 2. Students are asked to identify the picture of the room and its condition in the pages 28 - 29, then read the text below together 3. The teacher reminded again about the name of the room and its condition with the reality of the classroom 4. Students write sentences according to the pictures in the student book pages 31 – 32 	50 minutes
	Closing Activities: <ol style="list-style-type: none"> 1. Teachers and students conclude the learning activities 2. The teacher does reflection and feedback 	10 minutes
	Assessment:	
	Knowledge	Skills
	Students answer the question about rooms and condition	Students' pronunciation
	Knowing, Principal of SDN 3 Banjar Jawa <u>Ida Bagus Soma Putra, S.Pd., M.Pd.</u> NIP: 196209231986061002	Singaraja, 30 th August 2022 English Practice Students <u>Putu Ega Yudia Mastika</u> NIM: 1912021148

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LESSON PLAN		
SDN 3 BANJAR JAWA Subject: English Class/Semester: IV A/I Topic: Dinda cooks in the kitchen Lesson/Meeting: 4/2 Time Allocation: 2 x 35 Minutes	Learning Objectives 1. Children are able to identify their activities in the house. 2. Children are able to talk their activities in the house.	
	Learning Activities	Time
	Preliminary: 1. Teacher greets the students with the greeting and lead the pray 2. The teacher checks the attendance of students	10 minutes
	Main Activities: 1. Students are asked to observe the random letters on page 40 and the teacher gives an example of an activity on the random letters on the page 40 2. Students are asked to observe the red letters on the page 40 which is a guide on the vocabulary of daily activities and mark by circling the letters 3. The teacher calls a student as a model to demonstrate an activity 4. The students are asked to guess the activity correctly	50 minutes
	Closing Activities: 1. Teachers and students conclude the learning activities 2. The teacher does reflection and feedback	10 minutes
	Assessment:	
	Knowledge	Skills
	Students answer the question about activities in the house	Students' pronunciation
	Knowing, Singaraja, 30th August 2022 Principal of SDN 3 Banjar Jawa English Practice Students	
	<u>Ida Bagus Soma Putra, S.Pd., M.Pd.</u> <u>Putu Ega Yudia Mastika</u> NIP: 196209231986061002 NIM: 1912021148	

LESSON PLAN		
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	Learning Activities	Time
	Preliminary: 1. Teacher greets the students with the greeting and lead the pray 2. The teacher checks the attendance of students	10 minutes
	Main Activities: 1. Students are asked to observe the picture on page 42 and the teacher guides students to write sentences based on pictures 2. The teacher gives instructions to students to answer the questions on page 42 3. The teacher asks students to observe the picture of the room and its activities on page 43 then guides students to write sentences. 4. Students are invited to mention all previously learned room names correctly	50 minutes
	Closing Activities: 1. Teachers and students conclude the learning activities 2. The teacher does reflection and feedback	10 minutes
	Assessment:	
	Knowledge	Skills
	Students answer the question about activities in the house	Students' pronunciation
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Appendix 5. Validity and Reliability Instrument

- Test

A. Original Instrument (blueprint)

Read the question below carefully and choose the correct answer by crossing (X) A, B, C, or D!



1. The picture above shows...
 - a. dining room.
 - b. living room.
 - c. bedroom.
 - d. kitchen.
2. Made has a big room in his house. Made usually has breakfast in this room. This room is also used for dinner. This room is a...
 - a. kitchen.
 - b. bedroom.
 - c. living room.
 - d. dining room.

Please look at the picture below for question number 3-6!



3. The bathroom is ... the kitchen.
 - a. beside
 - b. behind
 - c. between
 - d. in front of

4. The kitchen is ... the bedroom.
 - a. in front of
 - b. between
 - c. behind
 - d. beside

5. The dining room is ... the bedroom and the living room.
 - a. beside
 - b. behind
 - c. between
 - d. in front of

6. The rooms below are in the picture of the house above, **except...**
 - a. garage.
 - b. kitchen.
 - c. living room.
 - d. dining room.

7. *Please look at the picture below!*



The bathroom is...

- a. tidy.
- b. clean.
- c. large.

d. dirty.

8. *Please look at the picture below!*



The living room is...

- a. clean.
- b. small.
- c. dirty.
- d. empty.

Text for numbers 9-11!

My House

Hello, my name is Putu. I have a nice house. There are four bedrooms, two bathrooms, a living room, and a kitchen. In my house, my bedroom is not dirty. I also have a green garden, there are lots of flowers and butterflies there. I live with my grandfather, my grandmother, my father, my mother, my brother, and my sister. My house is enough for all my family.

9. How is Putu's bedroom?

- a. Tidy.
- b. Large.
- c. Small.
- d. Dirty.

10. Putu's Garden is...

- a. dirty.
- b. clean.
- c. small.
- d. empty.

11. There are six family members who live in Putu's house. We can say that Putu's home is....

- a. empty
- b. dirty
- c. tidy
- d. big

Text for numbers 12-15! Choose the right answer to make the story below correct!

Bayu's Pet

Bayu has a big house. Bayu's house is (12) ... the restaurant and the gym. Bayu also has a dog in his house called Barko. Barko is very active. Sometimes he hides (13) ... doors. He also hides (14) ... the table. When Bayu comes from school, Barko likes to wait for Bayu (15) ... his house.

12. a. between
b. behind
c. in front of
d. beside

13. a. above
b. inside
c. outside
d. behind

14. a. on
b. behind
c. under
d. in front of

15. a. under
b. in front of
c. above
d. between

16. *Please look at the picture below!*



What does Mr. Faldi do in the living room?

- a. Write.
b. Sleeps.
c. Draws.
d. Reads.

17. *Please look at the picture below!*



Sara sleeps in the

- a. living room
- b. dining room
- c. bathroom
- d. bedroom

18. Please look at the picture below!



Yuni ... in the kitchen.

- a. does not eat
- b. do not eat
- c. eats
- d. eat

19. Please look at the picture below!



They ... in the bedroom.

- a. does not study
- b. do not study
- c. studies
- d. study

Text for numbers 20-25! Please choose the right answer to make the story below correct!

Yudha's Activities

One day in the morning, Yudha (20) ... to get ready to go to school. Before going to school, Yudha takes a bath in the (21) Then, he got dressed. After that, Yudha has (22) ... in the dining room. At school, Yudha (23) ... every week. After school, Yudha comes home. In the evening, Yudha and his family have dinner in the (24) After that, Yudha sleeps in the (25)

- 
20. a. wakes up
b. sleeps
c. breakfast
d. studies
21. a. living room
b. bedroom
c. bathroom
d. dining room
22. a. dinner
b. breakfast
c. studies
d. takes a bath
23. a. breakfast
b. dinner
c. studies
d. sleeps
24. a. kitchen
b. bedroom
c. living room
d. dining room
25. a. bedroom
b. bathroom
c. living room
d. dining room

26. *Complete the dialogue below!*

Yuni: “Hi Sarah! what are you doing at home?”

Sarah: “Hi! I usually breakfast in the dining room ...”

- a. every Monday.
- b. every night.
- c. every morning.
- d. every Sunday.

27. *Complete the dialogue below!*

Faldi: “What are you doing Dad?”

Dad : “I just ... a newspaper”

- a. read
- b. reads
- c. write
- d. writes

28. *Complete the dialogue below!*

Bayu: “Do you always play with your friends after school?”

Faldi: “..., I take a nap first before playing with my friends”

- a. No, I do not
- b. No, you do not
- c. Yes, I do
- d. Yes, you do

29. *Complete the dialogue below!*

Agung: “Are you studying in the living room?”

Joni: “..., I usually study in the living room”

- a. Yes, I do
- b. Yes, you do
- c. No, I do not
- d. No, you do not

30. *Complete the dialogue below!*

Yogi: “Hi Agus! Does Faldi in your house?”

Agus: “Yes he does, Faldi ... to my house”

- a. come
- b. comes
- c. wake up
- d. wakes up

B. Instrument Validation

- a. Validity

REKAP ANALISIS BUTIR

=====

Rata2= 20.28

Simpang Baku= 5.72

KorelasiXY= 0.83

Reliabilitas Tes= 0.91

Butir Soal= 30

Jumlah Subyek= 36

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	50.00	Mudah	0.524	Sangat Signifikan
2	2	50.00	Mudah	0.498	Sangat Signifikan
3	3	40.00	Mudah	0.418	Signifikan
4	4	40.00	Sukar	0.381	Signifikan
5	5	50.00	Sedang	0.418	Signifikan
6	6	40.00	Sedang	0.401	Signifikan
7	7	30.00	Sangat Mudah	0.390	Signifikan
8	8	40.00	Mudah	0.406	Signifikan
9	9	50.00	Mudah	0.515	Sangat Signifikan
10	10	40.00	Mudah	0.361	Signifikan
11	11	40.00	Mudah	0.379	Signifikan
12	12	30.00	Sedang	0.369	Signifikan
13	13	40.00	Sedang	0.407	Signifikan
14	14	50.00	Sedang	0.382	Signifikan
15	15	70.00	Sedang	0.519	Sangat Signifikan
16	16	40.00	Sangat Mudah	0.533	Sangat Signifikan

17	17	40.00	Sangat Mudah	0.410	Signifikan
18	18	80.00	Sukar	0.661	Sangat Signifikan
19	19	50.00	Sukar	0.474	Sangat Signifikan
20	20	50.00	Sedang	0.444	Signifikan
21	21	30.00	Mudah	0.383	Signifikan
22	22	40.00	Mudah	0.359	Signifikan
23	23	50.00	Mudah	0.518	Sangat Signifikan
24	24	50.00	Sangat Mudah	0.590	Sangat Signifikan
25	25	50.00	Mudah	0.385	Signifikan
26	26	40.00	Mudah	0.394	Signifikan
27	27	60.00	Sedang	0.448	Signifikan
28	28	60.00	Sedang	0.382	Signifikan
29	29	60.00	Mudah	0.477	Sangat Signifikan
30	30	60.00	Sedang	0.412	Signifikan

b. Reliability

Reliability is meant to measure how reliable an item is by examining the reliability range. In this study, the authors used Anates V4 to measure the reliability of the items (Arif, 2015). Then, the following data is obtained.

Mean	= 20.28
Standard Deviation	= 5.72
XY Correlation	= 0.83
Test Reliability	= 0.91

Range	Scale
0.00 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.00	Very Strong

C. Final Instrument (final test)

POST-TEST

PENELITIAN BAHASA INGGRIS

Name :

Number :

Class :

Read the question below carefully and choose the correct answer by crossing (X) A, B, C, or D!

The following is an example for you.

1. The book is ... the table.

- a. in
- b. on
- c. under
- d. behind



1. The picture above shows...

- a. dining room.
- b. living room.
- c. bedroom.
- d. kitchen.

2. Made has a big room in his house. Made usually has breakfast in this room. This room is also used for dinner. This room is a...

- a. kitchen.
- b. bedroom.
- c. living room.
- d. dining room.

Please look at the picture below for question number 3-6!



3. The bathroom is ... the kitchen.
 - a. beside
 - b. behind
 - c. between
 - d. in front of
4. The kitchen is ... the bedroom.
 - a. in front of
 - b. between
 - c. behind
 - d. beside
5. The dining room is ... the bedroom and the living room.
 - a. beside
 - b. behind
 - c. between
 - d. in front of
6. The rooms below are in the picture of the house above, **except...**
 - a. garage.
 - b. kitchen.
 - c. living room.
 - d. dining room.

7. Please look at the picture below!



The bathroom is...

- a. tidy.
- b. clean.
- c. large.
- d. dirty.

8. Please look at the picture below!



The living room is...

- a. clean.
- b. small.
- c. dirty.
- d. empty.

Text for numbers 9-11!

My House

Hello, my name is Putu. I have a nice house. There are four bedrooms, two bathrooms, a living room, and a kitchen. In my house, my bedroom is not dirty. I also have a green garden, there are lots of flowers and butterflies there. I live with my grandfather, my grandmother, my father, my mother, my brother, and my sister. My house is enough for all my family.

9. How is Putu's bedroom?
- a. Tidy.

- b. Large.
 - c. Small.
 - d. Dirty.
10. Putu's Garden is...
- a. dirty.
 - b. clean.
 - c. small.
 - d. empty.
11. There are six family members who live in Putu's house. We can say that Putu's home is....
- a. empty
 - b. dirty
 - c. tidy
 - d. big

Text for numbers 12-15! Choose the right answer to make the story below correct!

Bayu's Pet

Bayu has a big house. Bayu's house is (12) ... the restaurant and the gym. Bayu also has a dog in his house called Barko. Barko is very active. Sometimes he hides (13) ... doors. He also hides (14) ... the table. When Bayu comes from school, Barko likes to wait for Bayu (15) ... his house.

- 12. a. between
 - b. behind
 - c. in front of
 - d. beside
- 13. a. above
 - b. inside
 - c. outside
 - d. behind
- 14. a. on
 - b. behind
 - c. under
 - d. in front of
- 15. a. under
 - b. in front of
 - c. above
 - d. between

16. Please look at the picture below!



What does Mr. Faldi do in the living room?

- a. Write.
- b. Sleeps.
- c. Draws.
- d. Reads.

17. Please look at the picture below!



Sara sleeps in the

- a. living room
- b. dining room
- c. bathroom
- d. bedroom

18. Please look at the picture below!



Yuni ... in the kitchen.

- a. does not eat
- b. do not eat
- c. eats
- d. eat

19. Please look at the picture below!



They ... in the bedroom.

- a. does not study
- b. do not study
- c. studies
- d. study

Text for numbers 20-25! Please choose the right answer to make the story below correct!

Yudha's Activities

One day in the morning, Yudha (20) ... to get ready to go to school. Before going to school, Yudha takes a bath in the (21) Then, he got dressed. After that, Yudha has (22) ... in the dining room. At school, Yudha (23) ... every week. After school, Yudha comes home. In the evening, Yudha and his family have dinner in the (24) After that, Yudha sleeps in the (25)

- 20. a. wakes up
- b. sleeps
- c. breakfast
- d. studies
- 21. a. living room
- b. bedroom
- c. bathroom
- d. dining room
- 22. a. dinner
- b. breakfast
- c. studies
- d. takes a bath
- 23. a. breakfast
- b. dinner
- c. studies

d. sleeps

24. a. kitchen
b. bedroom
c. living room
d. dining room

25. a. bedroom
b. bathroom
c. living room
d. dining room

26. *Complete the dialogue below!*

Yuni: "Hi Sarah! what are you doing at home?"

Sarah: "Hi! I usually breakfast in the dining room ..."

- a. every Monday.
b. every night.
c. every morning.
d. every Sunday.

27. *Complete the dialogue below!*

Faldi: "What are you doing Dad?"

Dad: "I just ... a newspaper"

- a. read
b. reads
c. write
d. writes

28. *Complete the dialogue below!*

Bayu: "Do you always play with your friends after school?"

Faldi: "..., I take a nap first before playing with my friends"

- a. No, I do not
b. No, you do not
c. Yes, I do
d. Yes, you do

29. Complete the dialogue below!

Agung: “Are you studying in the living room?”

Joni: “..., I usually study in the living room”

- a. Yes, I do
- b. Yes, you do
- c. No, I do not
- d. No, you do not

30. Complete the dialogue below!

Yogi: “Hi Agus! Does Faldi in your house?”

Agus: “Yes he does, Faldi ... to my house”

- a. come
- b. comes
- c. wake up
- d. wakes up

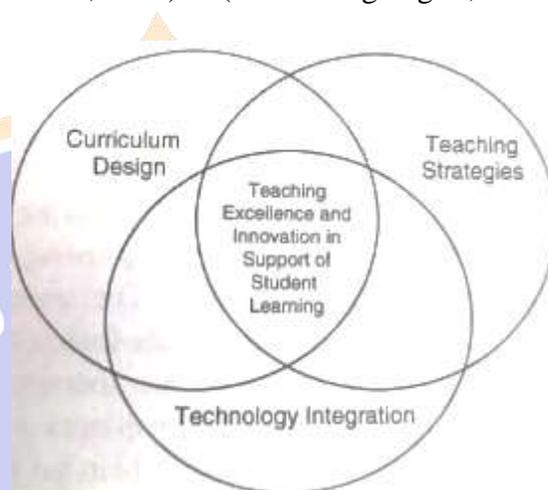
GOOD LUCK~

- **Questionnaire**

A. Questionnaire Blueprint

According to (Ozlem Yagcioglu, 2017), blended-based learning activities should be designed to provide participants with experience and expertise in curriculum design, teaching strategies, and educational technology integration (Randy & Norman, 2008). So, the learning activities will produce teaching excellence and innovation in support of student learning (Figure 3.1). Curriculum design refers to making a course outline or syllabus for blended-based learning, whether students can experience appropriate learning in the application of blended-based learning as a learning method. Teaching strategies refer to learning that allows students to develop their experiences and abilities through online

discussion, group work, and computer-mediated assessment practice. While the educational technology integration component includes the acquisition and experience of strategies and skills for managing the course (Randy & Norman, 2018) in (Ozlem Yagcioglu, 2017).



The questionnaire will be designed and adapted from the above theory. To determine student responses to the implementation of blended-based learning methods with picture storybooks as literacy learning media, this questionnaire consists of four main dimensions, namely (1) student responses to the blended-based learning method in literacy learning, (2) student performance in the implementation of the blended-based learning, (3) student responses to the use of technology to support literacy learning, and (4) student judgment.

Table 3. 15 Blueprint Questionnaire

Variable	Dimensions	Indicators	Number of items	Total item
Blended-based Learning Method	Student responses to the blended-based learning method in literacy learning (Curriculum Design)	3. The blended-based learning method is suitable for literacy learning for students 4. Learning with Blended-based learning method can help students to learn literacy	1, 3, 4, 5	4
	Student performance in the	3. Students are able to follow the learning	2, 6, 9	3

	<p>implementation of the blended-based learning (Teaching Strategies)</p>	<p>activities carried out using blended-based learning method</p> <p>4. Students are able to follow the learning purposes carried out.</p>		
	<p>Student responses to the use of technology to support literacy learning (Technology Integration)</p>	<p>3. Student's response about the learning activity carries out that integrated with technology</p>	7, 8, 10	3

	Sig. (2-tailed)	.253	.572	.583	.049	.706	.524	.342	.770		.331	.029
	N	35	35	35	35	35	35	35	35	35	35	35
Soal 10	Pearson Correlation	.185	.315	.269	.037	.477**	.027	.083	.241	-.169	1	.536**
	Sig. (2-tailed)	.287	.065	.118	.831	.004	.880	.634	.163	.331		.001
	N	35	35	35	35	35	35	35	35	35	35	35
Skor Total	Pearson Correlation	.460**	.533**	.452**	.369*	.707**	.340*	.434**	.569**	.369*	.536**	1
	Sig. (2-tailed)	.005	.001	.006	.029	.000	.046	.009	.000	.029	.001	
	N	35	35	35	35	35	35	35	35	35	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

C. Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.622	10

D. Final Instrument

**ANGKET KUISIONER PENELITIAN BAHASA INGGRIS
MENGUNAKAN BUKU CERITA BERGAMBAR SEBAGAI
IMPLEMENTASI PEMBELAJARAN LITERASI KEPADA
PEMBELAJAR MUDA DALAM METODE PEMBELAJARAN
CAMPURAN**

Kuisisioner ini ini di desain bertujuan untuk mendapatkan respon peserta didik berkaitan dengan metode pembelajaran literasi menggunakan buku cerita bergambar sebagai implementasi pembelajaran literasi dalam metode pembelajaran campuran (pembelajaran di kelas dan menggunakan Google

Classroom). Kuisisioner ini tidak berkaitan sama sekali terhadap nilai siswa, peserta didik diharapkan untuk memberikan respon secara terbuka dan sejujurnya terhadap pernyataan-pernyataan dan petunjuk di bawah ini.

Keterangan:

4 = Sangat setuju

2 = Tidak setuju

3 = Setuju

1 = Sangat tidak setuju

Nama :

No. Absen :

Kelas :

No.	Pertanyaan	Nilai			
		1	2	3	4
A.					
1.	Saya dapat mengikuti kegiatan pembelajaran literasi menggunakan buku cerita bergambar yang diintegrasikan dengan metode pembelajaran campuran				
2.	Penggunaan teknologi dalam pembelajaran literasi memudahkan saya dalam mengikuti kegiatan pembelajaran				
3.	Saya menikmati pembelajaran literasi dengan menggunakan buku cerita bergambar digital yang diintegrasikan dengan metode pembelajaran campuran				
4.	Metode pembelajaran campuran cocok digunakan untuk mendukung pembelajaran literasi				

5.	Saya merasa terbantu dalam memahami materi yang diberikan melalui buku cerita bergambar digital yang diintegrasikan dengan metode pembelajaran campuran				
6.	Saya dapat dengan mudah memahami materi yang disampaikan melalui media digital				
7.	Materi pembelajaran yang ditampilkan menggunakan buku cerita bergambar digital lebih menarik				
8.	Pembelajaran literasi menggunakan media buku cerita bergambar digital lebih menyenangkan				
9.	Saya dapat dengan mudah beradaptasi dengan metode pembelajaran campuran				
10.	Saya merasa lebih termotivasi dalam pembelajaran literasi dengan menggunakan buku cerita bergambar digital yang diintegrasikan dengan metode pembelajaran campuran				
B.					
1.	<p>Berikan tanggapan Anda tentang penggunaan buku cerita bergambar yang diintegrasikan dengan metode pembelajaran campuran dalam proses pembelajaran literasi Bahasa Inggris yang belum ditanyakan pada pernyataan di atas. Jawablah dengan singkat dan jelas.</p> <p>1.</p> <p>3.</p>				

- Observation Sheet (Content Validity)

A. Blueprint Observation Sheet

No	Theories	Item	Subject
1	The use of picture storybooks is effective in helping students to master	1.1, 1.2, 1.3	Students

	vocabulary and increasing their other English skills as well (Rachmawati, 2017).		
2	Blended-based learning model also allows teachers and students to be more flexible and practical and introduce the use of technology in the learning activities (Ozlem Yagcioglu, 2017).	2.1, 2.5	Students
3	Picture storybooks are generally designed for young learners to understand the meaning of a reading illustrate through pictures quickly (Ratminingsih et al., 2020).	2.2, 2.3, 2.4	Students

B. Final Instrument

No.	Activities to be observed			Explanation
		Yes	No	
1.	Student competence			
1.1	Competence in reading increases with the use of picture storybooks and blended-based learning method			
1.2	Competence in listening increases with the use of picture storybooks and blended based learning method			

1.3	Competence in vocabulary mastery increases with the use of picture storybooks and blended-based learning method			
2.	Student performance			
2.1	Students become active in the learning activities using picture storybooks and blended-based learning through the LMS			
2.2	Students become more enthusiastic and enjoy during the learning process			
2.3	Students are interested using picture storybooks as the learning media with blended-based learning method			

2.4	Students become more serious in the learning process			
2.5	Students become motivated in the English literacy learning activities			

Appendix 6. Expert Judgements

EXPERT JUDGMENT (LITERACY TEST) I

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

Item Number	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	√		

Singaraja, _____

Judge I

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

NIP. 196202021988032001

EXPERT JUDGMENT (LITERACY TEST) II

Expert: Putu Adi Krisna Juniarta, S.Pd., M.Pd

Item Number	Decision	Suggestion
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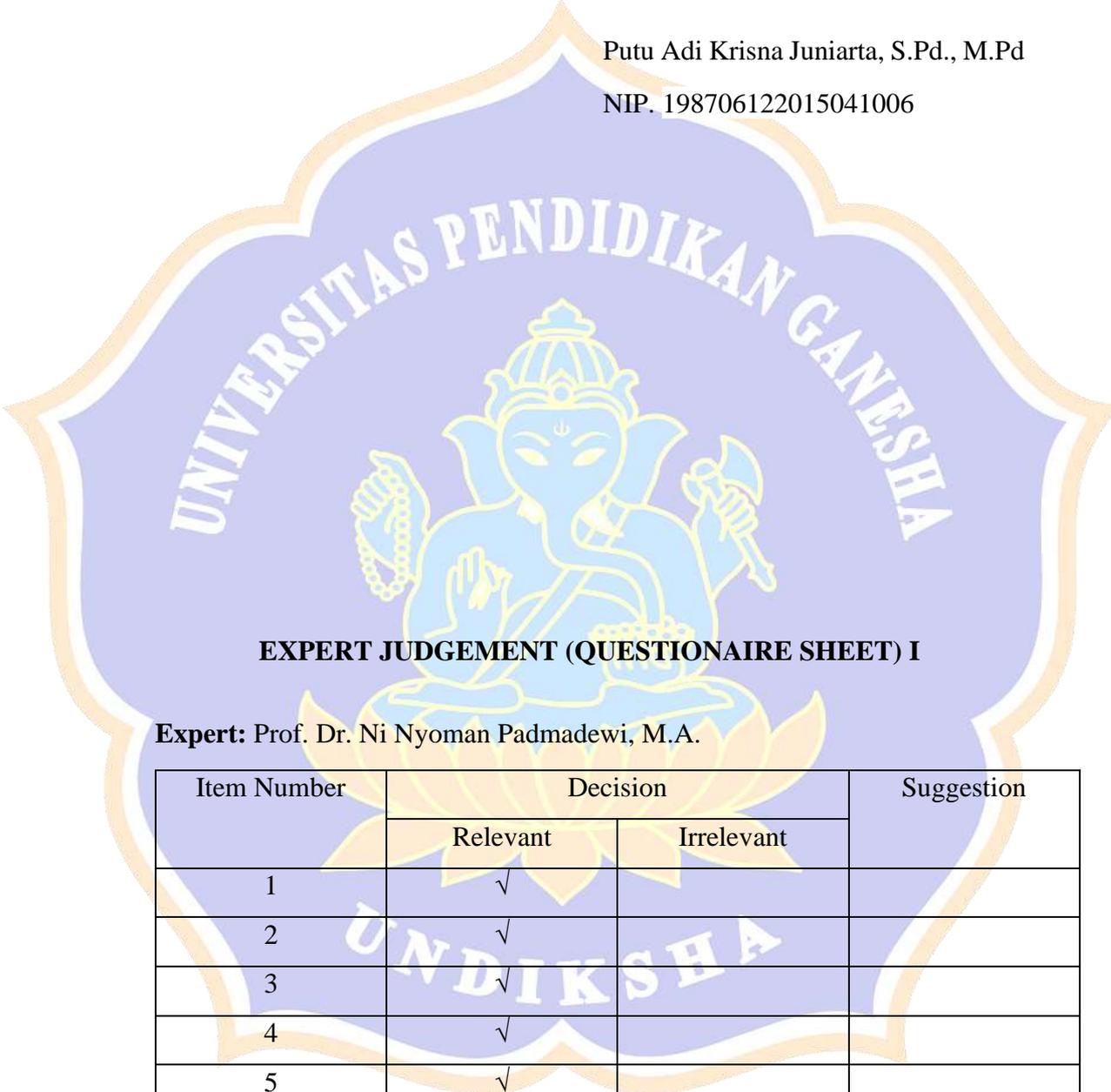
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		
17	√		
18	√		
19	√		
20	√		
21	√		
22	√		
23	√		
24	√		
25	√		
26	√		
27	√		
28	√		
29	√		
30	√		

Singaraja, _____

Judge II

Putu Adi Krisna Juniarta, S.Pd., M.Pd

NIP. 198706122015041006



UNIVERSITAS PENDIDIKAN GANESHA

EXPERT JUDGEMENT (QUESTIONNAIRE SHEET) I

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

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		

10	√		
----	---	--	--

Singaraja, _____

Judge I

Prof. Dr. Ni Nyoman Padmadewi,

M.A.

NIP. 196202021988032001

UNIVERSITAS PENDIDIKAN GANESHA

EXPERT JUDGEMENT (QUESTIONNAIRE SHEET) II

Expert: Putu Adi Krisna Juniarta, S.Pd., M.Pd.,

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		

Singaraja, _____

Judge II

Putu Adi Krisna Juniarta, S.Pd.,

M.Pd.,

NIP. 198706122015041006

Appendix 7. Data Result**Post-test Result**

No	Subjects	Experimental Group	Control Group
1	Student 1	86	78
2	Student 2	83	83
3	Student 3	90	86
4	Student 4	83	78
5	Student 5	88	76
6	Student 6	86	83
7	Student 7	86	86
8	Student 8	86	89
9	Student 9	100	90
10	Student 10	90	96
11	Student 11	86	76
12	Student 12	90	83
13	Student 13	83	76
14	Student 14	83	80
15	Student 15	96	93
16	Student 16	90	90
17	Student 17	83	96
18	Student 18	86	80
19	Student 19	78	86
20	Student 20	90	78
21	Student 21	88	80
22	Student 22	93	90
23	Student 23	93	88
24	Student 24	86	80
25	Student 25	90	80

26	Student 26	76	83
27	Student 27	86	83
28	Student 28	78	76
29	Student 29	90	90
30	Student 30	86	86
31	Student 31	80	88
32	Student 32	88	83
33	Student 33	83	73
34	Student 34	86	83
35	Student 35	93	73
Mean		86.94	83.40

Questionnaire Result

In this study, a questionnaire was used to collect students' responses and opinions about improving their literacy skills using picture storybook integrated with blended-based learning method for IV grade students at SDN 3 Banjar Jawa. Looking at blueprint of three dimensions the questionnaire becomes 10 items and 1 item if there are questions about the use of picture storybook integrated with blended-based learning method. The 10 questions were divided into four items according to the answer scale, (4) strongly agree, (3) agree, (2) disagree, and (1) strongly disagree.

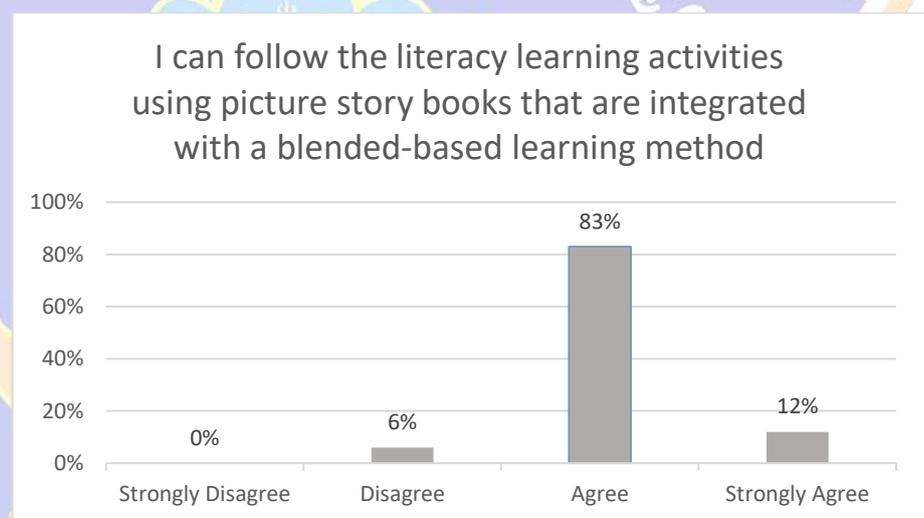
No.	Questions	Answer			
		1	2	3	4
A.					
1.	I can follow the literacy learning activities using picture story books that are integrated with a blended-based learning method	0	2	29	4

2.	The use of technology in literacy learning makes it easier for me to follow learning activities	0	9	14	12
3.	I enjoy literacy learning by using digital picture storybooks that are integrated with a blended-based learning method	0	4	27	4
4.	Blended-based learning is suitable to be used to support literacy learning	0	5	21	9
5.	I was helped in understanding the material given through digital picture story books that were integrated with blended-based learning	0	4	19	12
6.	I can easily understand the material presented through digital media	0	7	24	4
7.	The visualization displayed using digital picture storybooks is more interesting	0	2	15	18
8.	Literacy learning using digital picture storybooks is more fun	0	4	16	15
9.	I easily adapt to blended-based learning methods	0	5	21	9
10.	I feel more motivated in literacy learning by using digital picture storybooks that are integrated with the blended-based learning method	0	6	19	10
B.					

1.	<p>Give your responses about the use of picture storybooks that are integrated with a blended-based learning method in the English literacy learning process that has not been asked in the statement above. Answer it briefly and clearly.</p> <p>1.</p> <p>2.</p>
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Students' responses regarding to the result of the questionnaire:

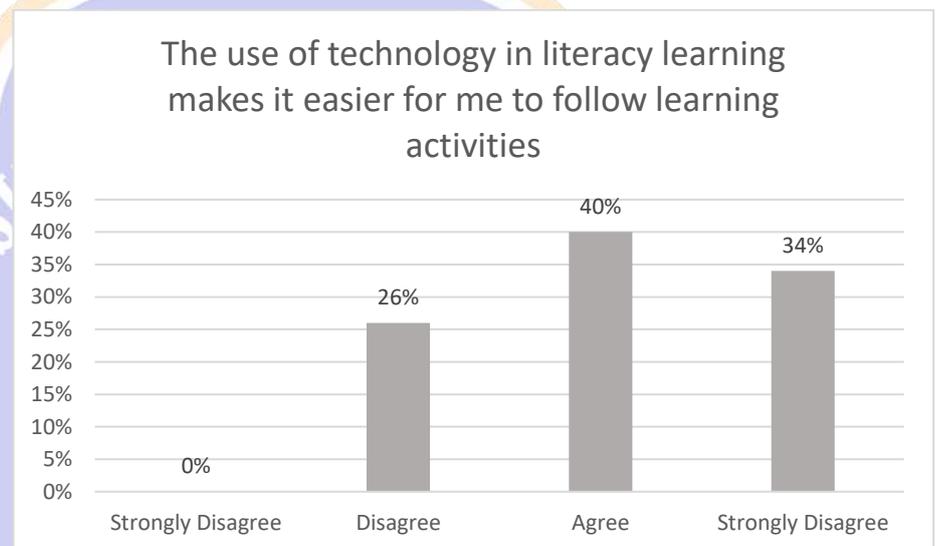
1. I can follow the literacy learning activities using picture story books that are integrated with a blended-based learning method.



From the graph above, it can be seen that students' responses showed 83% of respondents responded agree, while 12% responded strongly agree "I can follow the literacy learning activities using picture story books that are integrated with a blended-based learning method". Therefore, using picture storybooks integrated with the blended-based learning

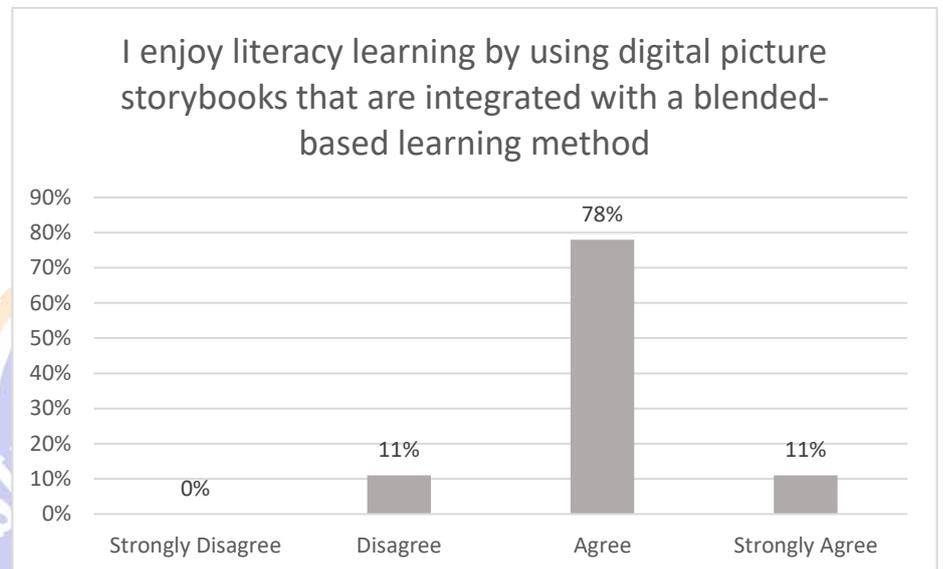
method could make the students understand the material in more detail and arranged.

2. The use of technology in literacy learning makes it easier for me to follow learning activities.



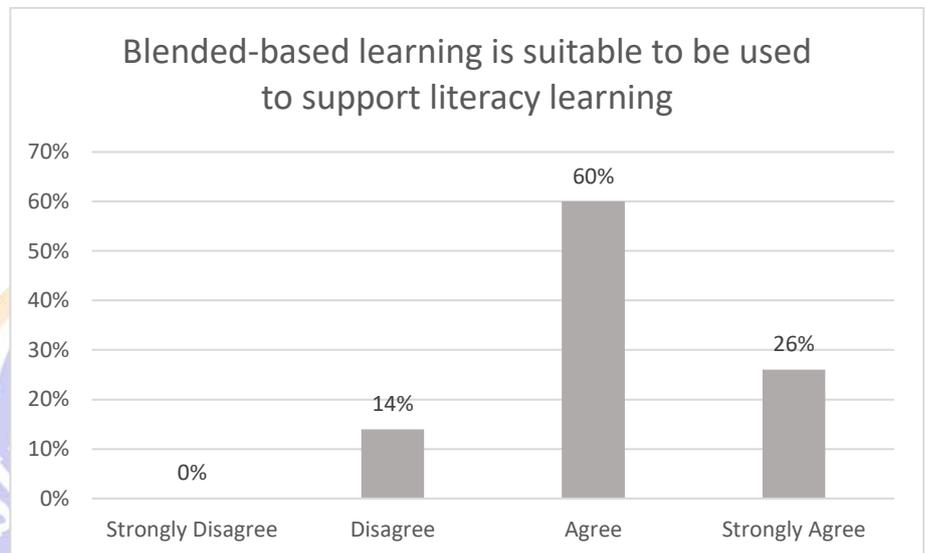
From the graph above, it can be seen that students' responses showed 40% of respondent responded agree, while 34% responded strongly agree "The use of technology in literacy learning make it easier for me to follow learning activities. Therefore, the use of picture storybooks integrated with the blended-based learning could make the learning to the students easier. The media and the method also appropriate in literacy learning for the students.

3. I enjoy literacy learning by using digital picture storybooks that are integrated with a blended-based learning method.



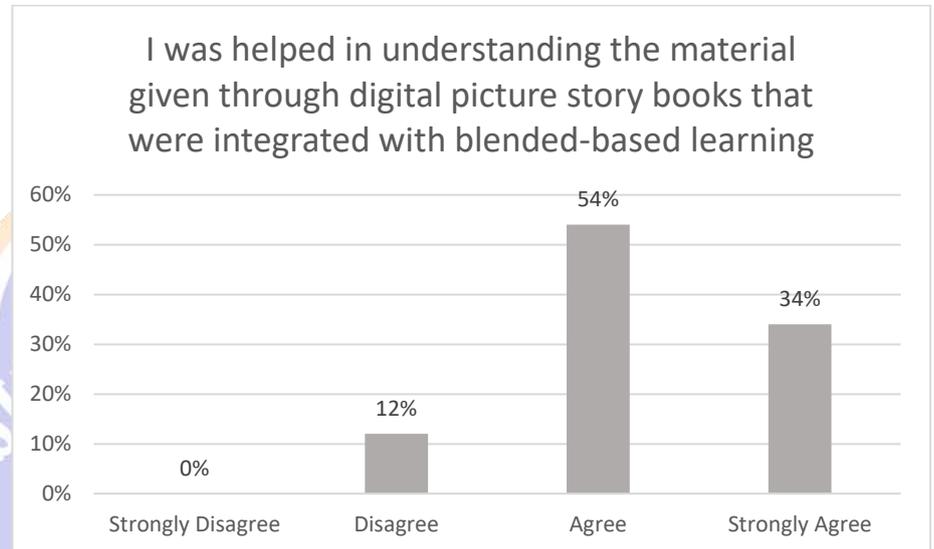
From the graph above, it can be seen that students' responses showed 78% of respondent responded agree, while 11% responded strongly agree "I enjoy literacy learning by using digital picture storybooks that are integrated with the blended-based learning method". Therefore, the learning process brought by the teacher makes the learning material more organized, so the students could follow the learning activities more enjoyable.

4. Blended-based learning is suitable to be used to support literacy learning.



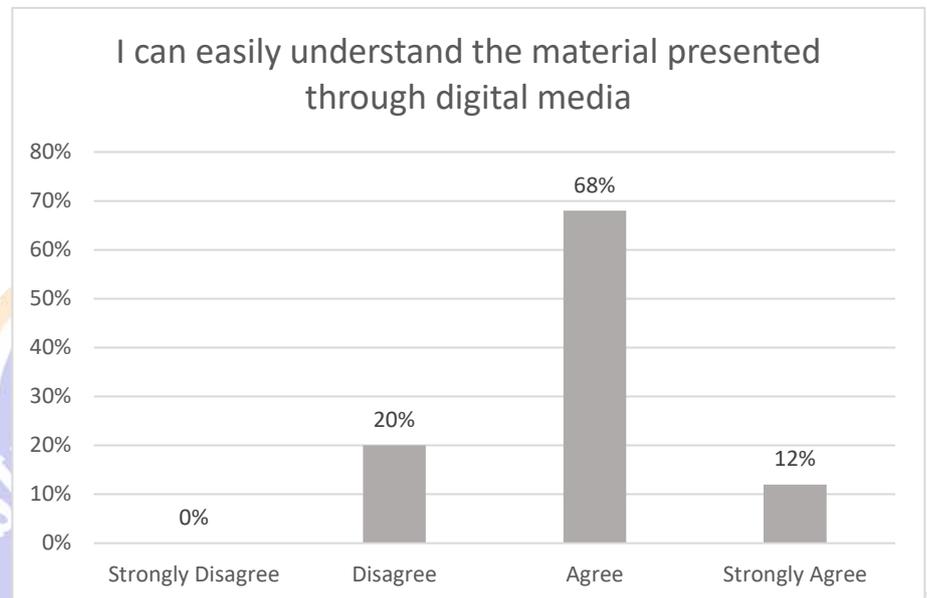
From the graph above, it can be seen that the students' responses showed that 60% respondents responded agree, while 26% responded strongly agree "Blended-based learning is suitable to be used to support literacy learning". Therefore, the material presented through LMS could make it easier for the teacher to help student to understand the material.

5. I was helped in understanding the material given through digital picture story books that were integrated with blended-based learning.



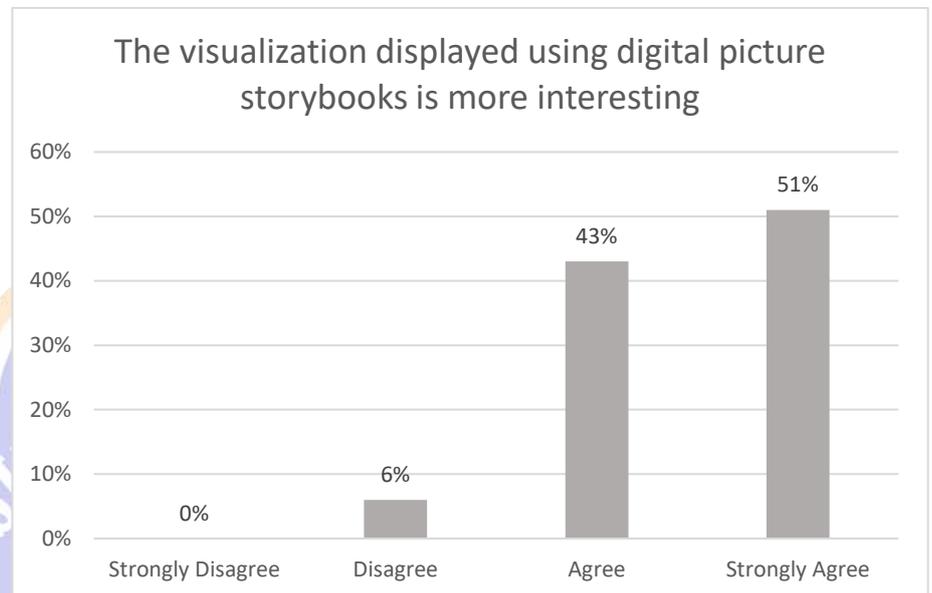
From the graph above, it can be seen that students' responses showed 54% respondents responded agree, while 34% responded strongly agree "I was helped in understanding the material given through digital picture storybooks that were integrated with blended-based learning". Through digital picture storybooks showed in the LMS, the material given to the students could help them to increase their comprehension in understanding the material.

6. I can easily understand the material presented through digital media.



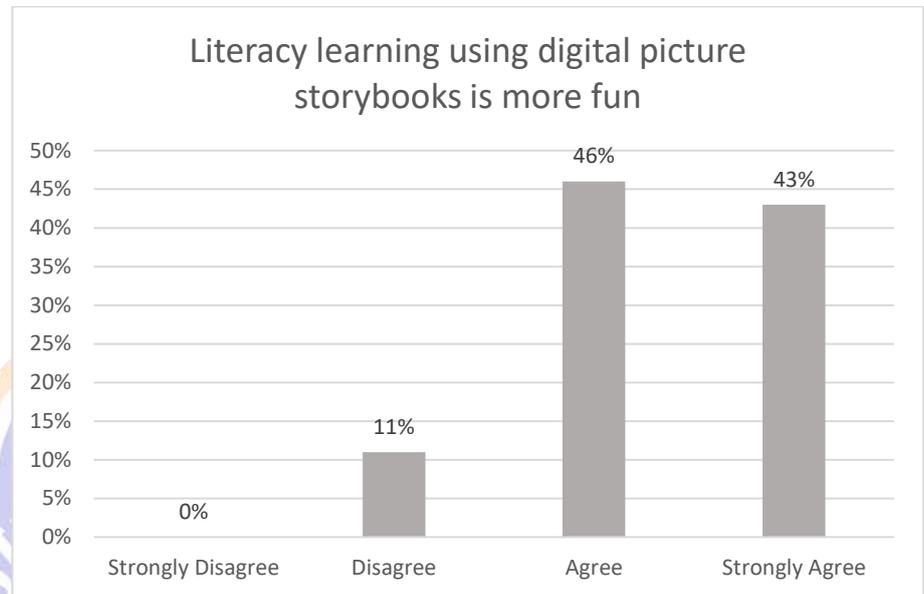
From the graph above, it can be seen that the students' responses showed 68% of respondent responded agree, while 12% responded strongly agree "I can easily understand the material presented through digital media". In the learning activities through digital media application, the students can understand the material presented in the form of digital picture storybooks very well. It can help students improve their reading comprehension to the material given.

7. The visualization displayed using digital picture storybooks is more interesting.



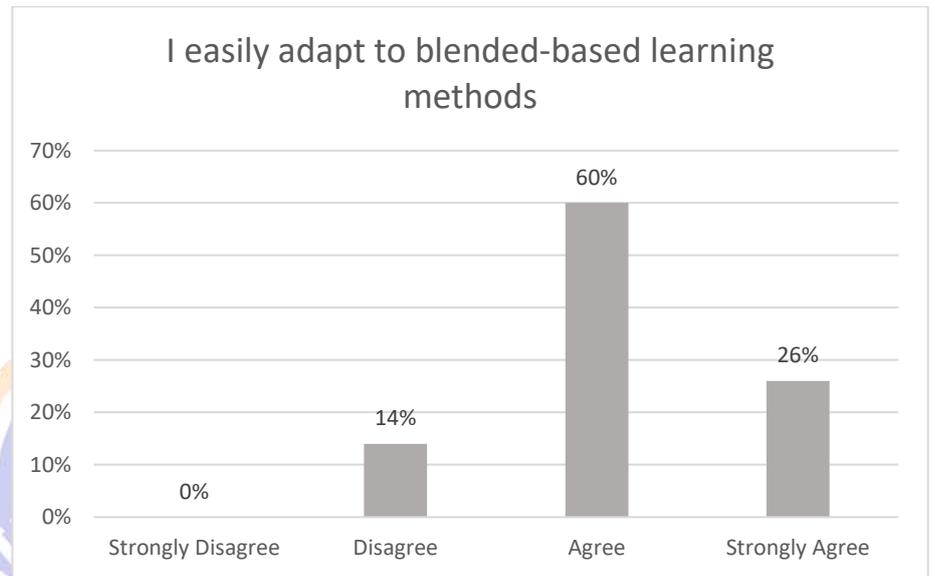
From the graph above, it can be seen that the students' responses showed 43% respondents responded agree, while 51% responded strongly agree "The visualization displayed using digital picture storybooks is more interesting". In addition to the learning process using digital picture storybooks showed in the LMS, the students can easily learn the material. By the visualization with supporting pictures, it can also make the learning more interesting and avoid monotone or even boring learning activities.

8. Literacy learning using digital picture storybooks is more fun.



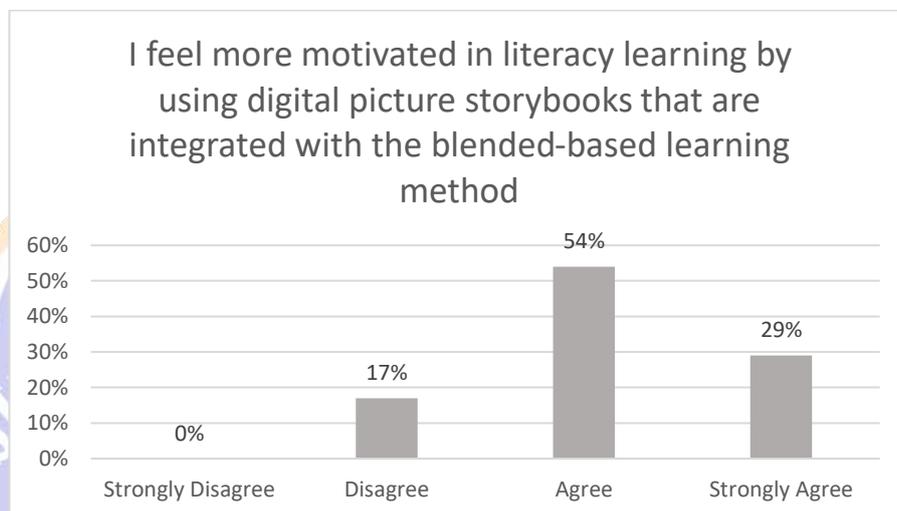
From the graph above, it can be seen that students' responses showed 46% of respondent responded agree, while 43% responded strongly agree "Literacy learning using digital picture storybooks is more fun". Therefore, using picture storybooks integrated with the blended-based learning could create more fun and improving students' motivation in English literacy learning.

9. I easily adapt to blended-based learning methods.



From the graph above, it can be seen that students' responses showed 60% respondent responded agree, while 26% responded strongly agree "I easily adapt to blended-based learning methods". In the learning activities carried out using the LMS, students can follow easily the learning activities. There were no difficulties found by the researcher in conducting the learning activities through LMS.

10. I feel more motivated in literacy learning by using digital picture storybooks that are integrated with the blended-based learning method.



From the graph above, it can be seen that students' responses showed 54% of respondent responded strongly agree "I feel more motivated in literacy learning by using digital picture storybooks that are integrated with the blended-based learning method". In addition to create more enjoyment to the students, the use of picture storybooks integrated with the blended-based learning can motivate students in every learning process carried out by the researcher.

The data from the questionnaire above is the responses of IV.C class of 4th graded students at SDN 3 Banjar Jawa regarding the learning process and the implementation of the use of picture storybooks integrated with the blended-based learning method for English literacy learning. The data above also strengthen by the observation sheet prepared by the

researcher and this observation sheet is filled in by the questionnaire that has been prepared with the aim of seeking responses to the use of picture storybooks integrated with the blended-based learning method.

Observation Sheets

No.	Activities to be observed			Explanation
		Yes	No	
1.	Student competence			
1.1	Competence in reading increases with the use of picture storybooks and blended-based learning method	√		After integrating picture storybooks into the blended learning methodology, students' literacy skills improve as a result of the ability to better understand texts through the use of visual literacy.
1.2	Competence in listening increases with the use of picture storybooks and	√		Because picture storybooks can assist students in creating

	blended based learning method			opportunity to educate that make it simpler for them to remember an event in the story with pictures supplied by picture storybooks, students' reading proficiency increases throughout learning using the picture storybooks technique that is combined with blended learning.
1.3	Competence in vocabulary mastery increases with the use of picture storybooks and blended-based learning method	√		Because there is a lot of unfamiliar vocabulary in picture storybooks, students' vocabulary proficiency rises while using the integrated picture storybooks

				technique with blended learning.
2.	Student performance			
2.1	Students become active in the learning activities using picture storybooks and blended-based learning through the LMS	√		The utilization of picture books and blended learning strategies can boost student engagement in the English learning process by giving them an engaging learning experience.
2.2	Students become more enthusiastic and enjoy during the learning process	√		Students feel more passionate about learning, which increases their enthusiasm in learning English. Students become more enthusiastic in learning because picture storybooks provide visuals in

				<p>the form of supporting images which are usually liked by young learners, thus making students more interested in learning English.</p>
2.3	<p>Students are interested using picture storybooks as the learning media with blended-based learning method</p>	√		<p>Students that the treatment can concentrate more on studying the topic and take their English studies more seriously.</p>
2.4	<p>Students become more serious in the learning process</p>	√		<p>Because this method of blended learning offers a fresh viewpoint on learning English, students are more motivated to engage in this type of learning.</p>

2.5	Students become motivated in the English literacy learning activities	√		Students are more motivated to study English when they use innovative learning techniques.
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Appendix 8. Descriptive Statistic Analysis

		Statistics	
		Experimental Group	Control Group
N	Valid	35	35
	Missing	0	0
Mean		86.89	83.40
Median		86.00	83.00
Mode		86.00	83.00
Std. Deviation		4.916	6.103
Variance		24.163	37.247
Range		22.00	23.00
Minimum		78.00	73.00
Maximum		100.00	96.00

A. Mean

Mean is the average of the total score. Based on the Table 4.2, the post-test average in the experimental group was 86.89 and the post-test average in the control group was 83.40. From the graphic in Table 4.2, the mean score of the experimental group was higher than the mean score of the control group.

B. Median

Median is the middle score from the lowest and the highest score. Table 4.2 showed that the median of the experimental group was 86.00 and the median of the control group was 83.00. Table 4.2 also shows that the median of the experimental group was higher than the median of the control group.

C. Mode

Mode is the number that emerged mostly in the list of numbers. Table 4.2 showed that the mode score of the experimental group was 86.00 and the mode score of the control group was 83.00. From the Table 4.2 above also indicated that the mode score of the experimental group was higher than the mode score of the control group.

D. Standard Deviation

Standard deviation is used to find the dispersion of data distribution. In this study, the experimental group standard deviation was 4.916 and the standard deviation of the control group was 6.103.

E. Variance

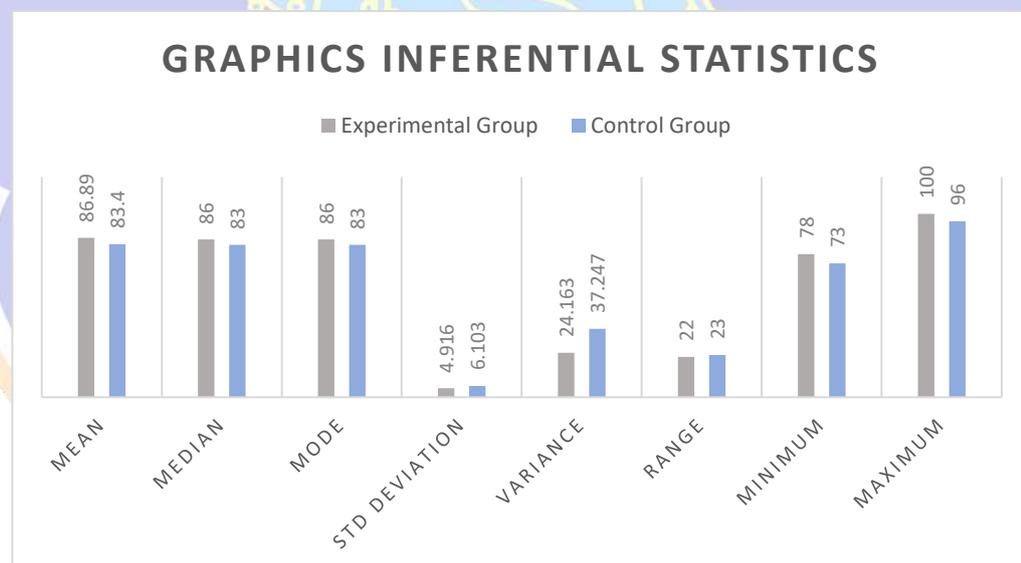
Variance is an average of squared differences from its mean score and then dissociated by the number of students in each group. In table 4.2, the experimental group test variance was 24.163, while in the control group was 37.247.

F. Range

The range is the space among the highest and the lowest number in the list of numbers. The maximum score from the experimental group was 100.00 and

the minimum score was 78.00. Meanwhile the maximum score from the control group was 96.00 and the minimum score was 73.00. It can be calculated that the experimental group's score ranges from the highest to the lowest score is 22.00. While the score range from the control group was 23.00, it can be concluded there are a difference between the range scores where the total gap is 1.00.

Based on the data above, the experimental group and the control group post-test table showed that descriptive statistics were analyzed to determine mean score, median, mode, variance, range, and the standard deviation score of the data. To obtain the result, SPSS 26 program was used. Moreover, the analysis of the distribution of the data measured after the test was presented in the form of graphs below.



Appendix 9. Inferential Statistic

a) Normality Test

The normality test is used to determine the normality of the data contribution. The normality test was analyzed using SPSS 26 program. Kolmogrov-Smirnov was used to test the normality of the data. If the values more than 0.05, the data can be classified. Meanwhile if the value less than 0.05, it means the data is abnormal. The explanation of the normality as follows:

Formula 3. 8 Normality Formula

$P > 0.05$ = the data is normal distribution

$P < 0.05$ = the data is abnormal distribution

b) Homogeneity Test

Homogeneity test is intended to ensure that the data collected is included populations that are too different from each other. Particularly in predictive research, the model used must according to its composition and distribution. If the value more than 0.05, the data can be classified as homogeneous. While if the value less than 0.05, it means the data is inhomogeneous.

Formula 3. 9 Homogeneity Formula

$P > 0.05$ = the data is homogeneous

$P < 0.05$ = the data is inhomogeneous

c) Test

The t-test was used in this study with the aim of investigating the impact of increasing the literacy skills of the IV grade student of SDN 3 Banjar Jawa.

The result of the experimental group post-test and the control group were measured using independent t-test to analyzed the significance of the data to see whether the research hypothesis was accepted. SPSS 26 program was used in this study to analyzed the independent t-test. Hypothesis qualification can be seen in the following table.

Formula 3. 10 Qualification in Determining Hypothesis

$t_{\text{observe}} > t_{\text{critical value}}$	Null Hypothesis (H_0) is accepted
$t_{\text{observe}} < t_{\text{critical value}}$	Null Hypothesis (H_0) is rejected

d) Effect Size

The effect size is used in this study to determine the level of effectiveness of the treatment carried out in the experimental group, namely the use of picture storybooks integrated with the blended-based learning. In using the effect size, Cohen's formula is used in this study. Cohen's effect size is categorized into several parts, as shown in the following table.

Formula 3. 11 Cohen's Effect Size Formula

$$\text{Cohen's } d = \frac{\text{Experimental Group Mean} - \text{Control Group Mean}}{\text{Standard Deviation}}$$

Table 3. 16 Cohen's Effect Size

Effect size (d)	Level
0 – 0.2	Weak Effect
0.21 – 0.50	Modest Effect

0.51 – 1.00	Moderate Effect
> 1.00	Strong Effect



Appendix 10. Documentation









