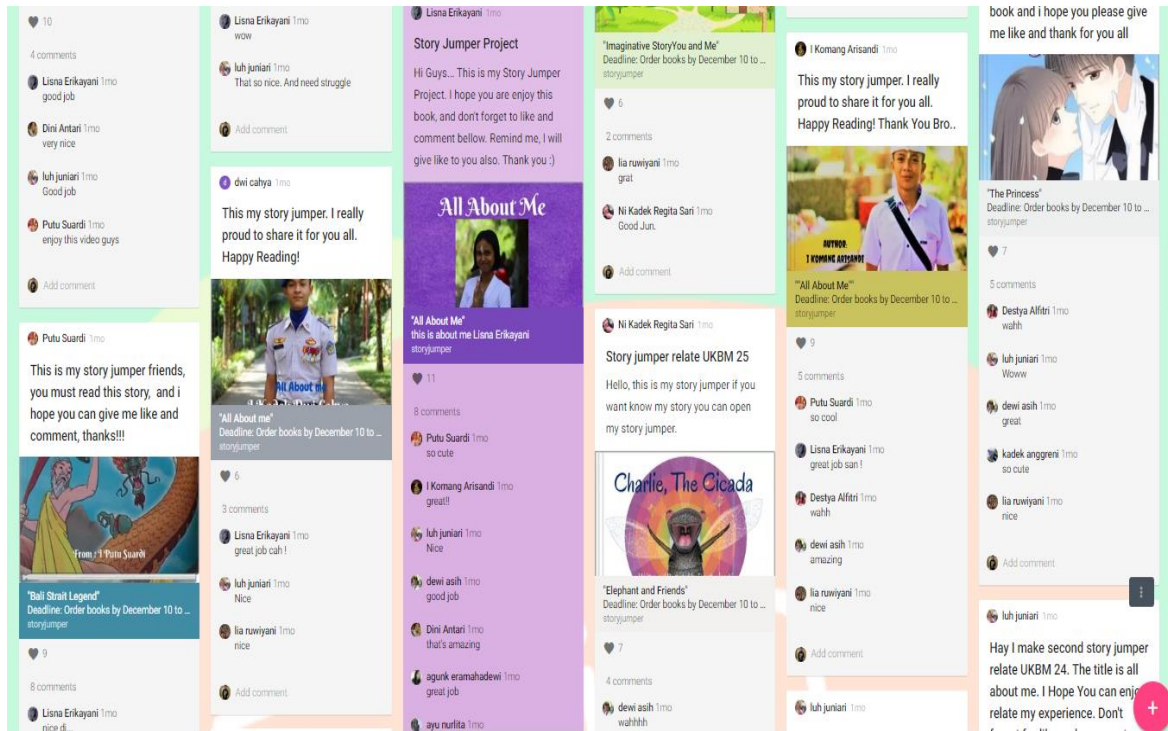


# APPENDICES

## Appendix 1 STUDENTS' EXHIBITION



**Appendix 2**  
**LIST OF STUDENT ACHIEVEMENTS**

No.	Level	Categories	
		Academic	Non-Academic
<b>Academic Year 2011/2012</b>			
1	International	1	-
2	National	1	3
3	Regional	-	-
4	Province	9	13
5	District	3	8
6	Sub-district	-	3
	<b>Sub Total</b>	<b>14</b>	<b>27</b>
<b>Academic Year 2012/2013</b>			
1	International	2	2
2	National	7	5
3	Regional	14	-
4	Province	27	29
5	District	14	43
6	Sub-district	-	10
	<b>Sub Total</b>	<b>64</b>	<b>89</b>
<b>Academic Year 2013/2014</b>			
1	International	2	2
2	National	13	1
3	Regional	4	2
4	Province	50	17
5	District	32	28
6	Sub-district	-	1
	<b>Sub Total</b>	<b>101</b>	<b>51</b>

Academic Year 2014/2015			
1	International	2	-
2	National	20	1
3	Regional	3	-
4	Province	56	35
5	District	35	45
6	Sub-district	-	2
	<b>Sub Total</b>	<b>116</b>	<b>83</b>
Academic Year 2015/2016 (July-December, 2015)			
1	International	-	-
2	National	3	-
3	Regional	1	-
4	Province	44	24
5	District	3	9
6	Sub-district	-	1
	<b>Sub Total</b>	<b>51</b>	<b>34</b>
Academic Year 2016			
1	International	-	-
2	National	11	4
3	Regional	3	4
4	Province	58	23
5	District	17	52
6	Sub-district	-	2
	<b>Sub Total</b>	<b>89</b>	<b>85</b>
Academic Year 2017			
1	International	2	-
2	National	10	5
3	Regional	7	-
4	Province	37	28
5	District	17	48
6	Sub-district	-	12
	<b>Sub Total</b>	<b>73</b>	<b>93</b>

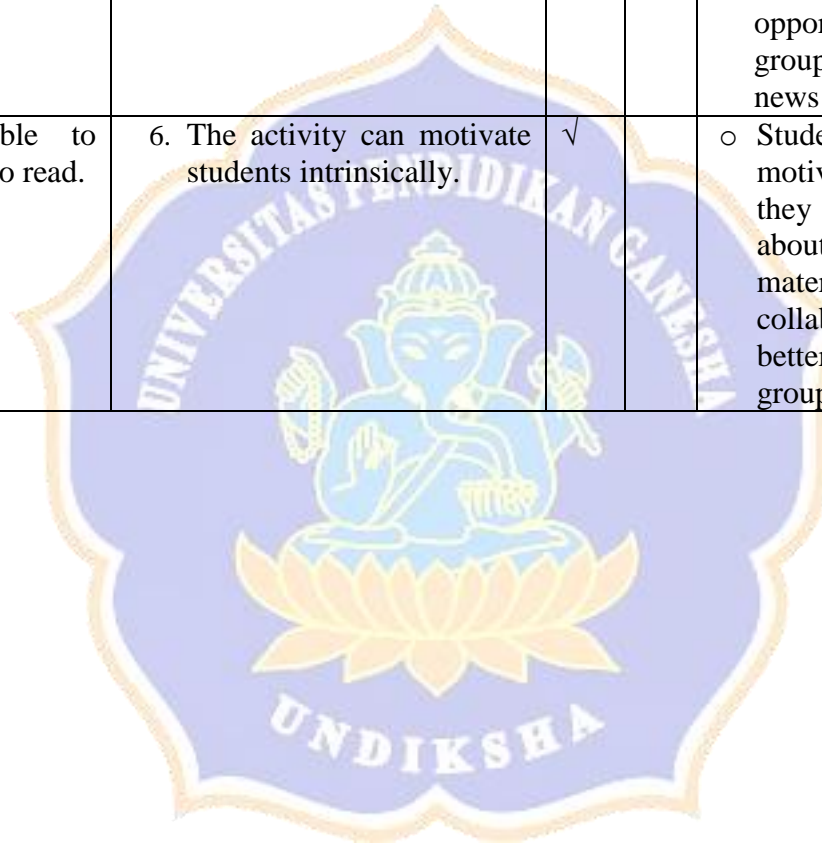
Academic Year 2018			
1	International	-	-
2	National	15	-
3	Regional	12	-
4	Province	29	29
5	District	6	41
6	Sub-district	-	2
	<b>Sub Total</b>	<b>62</b>	<b>72</b>
Academic Year 2019			
1	International	-	-
2	National	8	4
3	Regional	10	-
4	Province	21	20
5	District	19	24
6	Sub-district	-	1
	<b>SubTotal</b>	<b>58</b>	<b>49</b>
	<b>Total</b>	<b>628</b>	<b>583</b>



**Appendix 3**  
**OBSERVATION SHEET FOR CRITERIA OF INDEPENDENT READING LITERACY PROGRAM**

No	Criteria (based on Cullinan, 2000; Wutz & Wedwick, 2005; Noortyani, 2018)	Indicator	Yes	No	Description	Activity
1	The activities let students become independent and autonomous readers by giving them the freedom to choose reading material based on their passions.	1. The activity facilitates students' independence. 2. The activity facilitates students being autonomous readers. 3. The activity allows students to read something they like.	√		<ul style="list-style-type: none"> <li>○ The teacher gave students a set of freedom to choose their reading interest to connect them with books that they are loved.</li> <li>○ The teacher minimized their assistance to achieve students' independence in learning.</li> </ul>	Silent reading, storybook writing, cooperative literacy program, news reading, book review
2	The activities facilitate students to read both inside and outside of the school.	4. The activity allows students to read both inside or outside of the school.	√		<ul style="list-style-type: none"> <li>○ The teacher led students to read in the school hall, school library, classroom, outside classroom, dormitory and so on.</li> </ul>	
3	The activities must be fun since the purpose of the reading is for pleasure.	5. The activity is fun and joyful.	√		<ul style="list-style-type: none"> <li>○ The teacher provided interesting and fun activities by allowing students to modify stories based on the books they have read and then presented it.</li> </ul>	

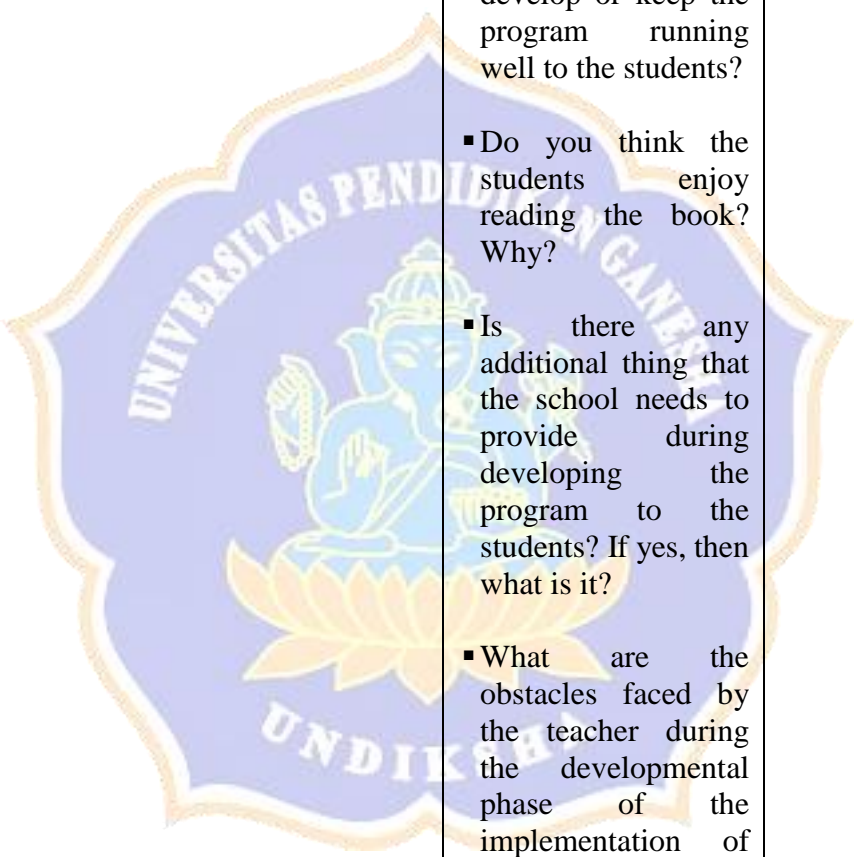
				<ul style="list-style-type: none"> <li>○ Students are allowed to review their favorites books.</li> <li>○ Students are given an opportunity to work in group and create a news program.</li> </ul>	
4	The activities must be able to intrinsically motivate students to read.	6. The activity can motivate students intrinsically.	√	<ul style="list-style-type: none"> <li>○ Students are highly motivated to read as they can make choices about their reading material and read collaboratively for the betterment of their group works.</li> </ul>	



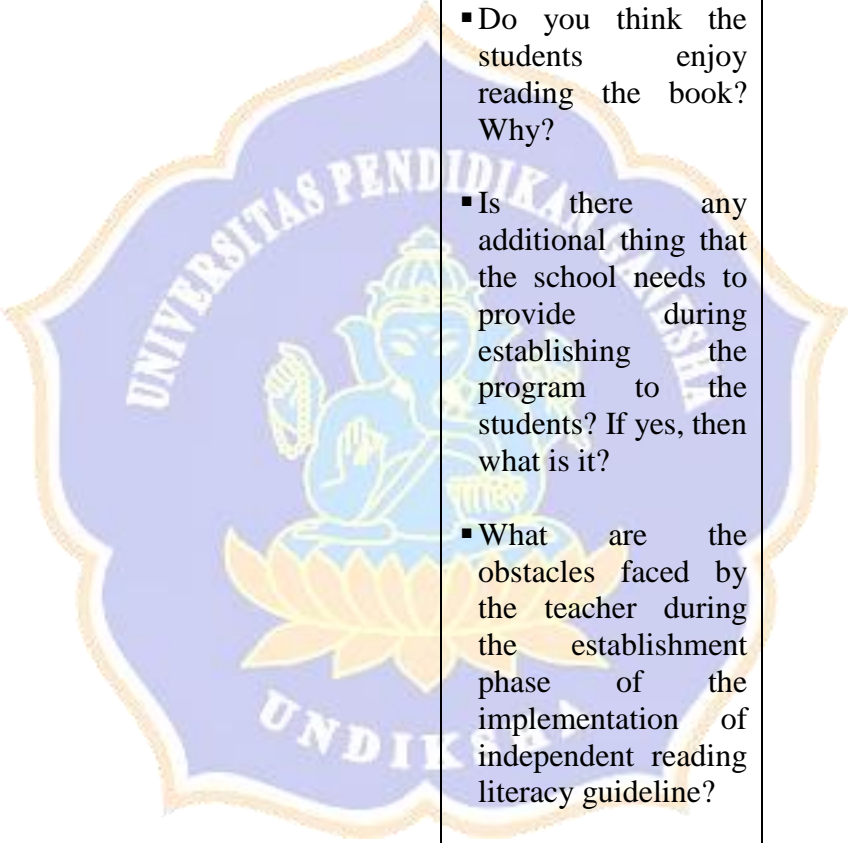


**Appendix 4**  
**BLUEPRINT OF INTERVIEW GUIDE**

No	Reserach Questions	Dimensions	Questions	Objectives	Number of items	Total items
1	What kinds of independent reading literacy programs are implemented at SMA N Bali Mandara?	<ul style="list-style-type: none"> <li>• The kinds of independent reading literacy program implemented at SMA N Bali Mandara.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does this school have a guideline in implementing literacy program?</li> <li>▪ What are the programs used for guiding students to be independent in reading?</li> </ul>	<ul style="list-style-type: none"> <li>○ To investigate the kinds of independent reading literacy program implemented at SMA N Bali Mandara.</li> </ul>	1,2	2
2	How is the independent reading literacy program implemented at SMA N Bali Mandara?	<ul style="list-style-type: none"> <li>• The implementation of independent reading literacy program</li> </ul>	<ul style="list-style-type: none"> <li>▪ How do the teachers introduce the program to the students?</li> <li>▪ What things the teachers need to prepare to introduce the program to students?</li> <li>▪ What are the obstacles faced by the teacher during the introductory phase of the implementation of</li> </ul>	<ul style="list-style-type: none"> <li>○ To investigate the implementation of independent reading literacy program at SMA N Bali Mandara.</li> </ul>	3,4,5,6,7,8,9,10,11,12,13,14	12

			<p>independent reading literacy guideline?</p> <ul style="list-style-type: none"><li>▪ How the teachers develop or keep the program running well to the students?</li><li>▪ Do you think the students enjoy reading the book? Why?</li><li>▪ Is there any additional thing that the school needs to provide during developing the program to the students? If yes, then what is it?</li><li>▪ What are the obstacles faced by the teacher during the developmental phase of the implementation of independent reading literacy guideline?</li></ul>		
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			<ul style="list-style-type: none"> <li>▪ How the teachers establish the program to the students?</li> <li>▪ Do you think the students enjoy reading the book? Why?</li> <li>▪ Is there any additional thing that the school needs to provide during establishing the program to the students? If yes, then what is it?</li> <li>▪ What are the obstacles faced by the teacher during the establishment phase of the implementation of independent reading literacy guideline?</li> <li>▪ How to solute the obstacle?</li> </ul>			
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3	How does the independent reading literacy program affect the students' basic literacy skills?	<ul style="list-style-type: none"> <li>• the impact of the implementation independent reading literacy program on students' literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ How is the students' performance during the implementation of independent reading literacy program?</li> </ul>	<ul style="list-style-type: none"> <li>○ To investigate the impact of the implementation independent reading literacy program on students' literacy skills</li> </ul>	15	1
						$\Sigma = 15$



## Appendix 5

### EXPERT JUDGEMENT

#### Expert Judgement Sheet 1

**Name** : Prof. Dr. Ni Nyoman Padmadewi, M. A.

**Date** : June 27<sup>th</sup> 2019

No	Relevant	Irelevant	Suggestion
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		

### Expert Judgement Sheet 2

**Name** : Prof. Dr. Luh Putu Artini, M. A.

**Date** : June 27<sup>th</sup> 2019

No	Relevant	Irelevant	Suggestion
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		