APPENDICES

Appendix 1. Research Permission Letter

ༀཿ PEMERINTAH KABUPATEN TABANAN

DINAS PENDIDIKAN

SEKOLAH DASAR NEGERI 3 ABIANTUWUNG

Alamat : Jl. A.Yani VIII, Br. Koripan Kaja, Ds. Abiantuwung, Kec. Kediri - Tabanan

Tabanan, 26 Februari 2025

Nomor   : 821.1/232 /SD/2025
Lampiran : -
Perihal   : Surat Keterangan Telah Melakukan Penelitian

Yang bertanda tangan dibawah ini Kepala SD Negeri 3 Abiantuwung, Kecamatan Kediri, Kota Tabanan, dengan ini menyatakan bahwa:

Nama   : Gusti Ayu Agung Manik Purwantini
NIM   : 2112021009
Jurusan   : Bahasa Asing
Prodi   : Pendidikan Bahasa Inggris

Memang benar mahasiswa tersebut diatas telah melaksanakan penelitian di SD Negeri 3 Abiantuwung, Kecamatan Kediri, Kota Tabanan.

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

Tabanan, 26 Februari 2025
Kepala SD Negeri 3 Abiantuwung

ABUAH AJI, S.Pd
NIP.19720514 199306 2 001

Appendix 2. Research Sample

No	Name
1	A G Y
2	D A A N D
3	D A M P G
4	D A P V P
5	D G A P
6	G K D A
7	I D G B W S
8	I G A S
9	I G P M
10	I G N A M
11	I K A A A
12	I K A P P
13	I K T S
14	I P A S W
15	I P D W K
16	P N S
17	I P W P
18	I P R P M
19	J S J C
20	N G A M A I N
21	N K I A P
22	N K C M
23	N K K
24	N K D P
25	N K S W
26	N L P L P P
27	N P R P D
28	R C P S

Appendix 3. Lesson Plan

MODUL AJAR BAHASA INGGRIS
SD KELAS 4

INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	**: Gusti Ayu Agung Manik Purwantini**
Instansi	**: Universitas Pendidikan Ganesha**
Tahun penyusunan	**: 2024**
Satuan Pendidikan	**: SD Negeri 3 Abiantuwung**
Mata pelajaran	**: Bahasa Inggris**
Kelas/fase	**: B/4**
Semester	**: II (Genap)**
Unit/tema	**: 8. Be on time!**
Alokasi waktu	**: 3 minggu (2x35 menit)**
B. KOMPETENSI AWAL	
Peserta didik mampu mengidentifikasi waktu dan berbicara tentang waktu.	
C. PROFIL PELAJAR PANCASILA	
• Mandiri • Kreatif • Beriman bertakwa kepada Tuhan Yang Maha Esa	
D. SARANA DAN PRASARANA	
• Buku paket "My Next Words Grade 4 Students' Book for Elementary School" • Interactive Digital Social Stories • Laptop/Komputer PC • Proyektor/LCD • Papan Tulis/Spidol	
E. TARGET PESERTA DIDIK	
• Peserta didik regular (28 orang)	
F. PENDEKATAN PEMBELAJARAN	
Metode ceramah, diskusi	
KOMPONEN INTI	
A. CAPAIAN PEMBELAJARAN	
Membaca-Memirsa • Peserta didik mengenali dan memahami konsep "time" dengan bantuan gambar/ilustrasi yang menggambarkan berbagai aktivitas harian. • Peserta didik membaca dan merespon teks pendek sederhana dan familiar terkait "time" dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.	
B. TUJUAN PEMBELAJARAN	

Peserta didik mampu mengekspresikan aktivitas sehari-hari dan mampu membuat kalimat berdasarkan aktivitasnya.

C. PEMAHAMAN BERMAKNA
Peserta didik akan belajar mengenal waktu

D. PERTANYAAN PEMANTIK
1. What time do you wake up?
2. What time do you go to school?
3. What time do you go to bed?

E. MATERI PEMBELAJARAN
1. What time is it? (Explaining vocabulary of time (o'clock, half, past, to))
2. What time do we start? (Describing the use of time)
3. Why being on time manners? (Identifying the existences of time)

F. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

No	Tahap	Waktu	Aktivitas Pembelajaran

1	Pendahuluan *Pre-reading*	15 menit	• Siswa membuka aktivitas kelas dengan menyampaikan salam dan memimpin doa.
			• Siswa diberikan pertanyaan pemantik oleh guru, meliputi:
			  1) Do you know what is this?
			  2) Do you have any clock at home?
			  3) What do you usually see in a clock? Number?
			• Siswa diberikan deskripsi singkat mengenai materi yang akan dipelajari yaitu "Time".

2	Inti *While-reading*	45 menit	• Siswa dan Guru membahas konsep waktu dalam bentuk digital melalui layar proyektor. Materi dapat diakses pada: **https://go.undiksha.ac.id/timeconcept**. • Guru menjelaskan konsep waktu dan melakukan diskusi bersama siswa terkait pemahamannya. • Siswa menjawab pertanyaan-pertanyaan terkait konsep waktu pada interactive worksheet. • Guru menampilkan Interactive Digital Social Stories Chapter 8 Section 1 melalui layar proyektor. Topworksheet dapat di *https://go.undiksha.ac.id/chapter8sec1*. • Siswa membaca Social Stories Chapter 8 Section 1 secara bergiliran ke depan kelas

			dan melakukan kegiatan interaktif bersama guru untuk memastikan pemahaman mereka terkait stories dan konsep waktu. • Siswa menjawab latihan-latihan yang menguji pemahaman mereka setelah kegiatan membaca.
3	Penutup *Post-reading*	10 menit	• Siswa mengulas kembali kegiatan latihan secara interaktif pada Interactive Digital Social Stories. • Siswa dan guru berdiskusi terkait pemahaman siswa dan menarik kesimpulan terkait materi pembelajaran yang telah dipelajari. • Siswa menutup pembelajaran dengan salam dan doa.
PERTEMUAN KE-2			
1	Pendahuluan *Pre-reading*	15 menit	• Siswa membuka aktivitias kelas dengan menyampaikan salam dan memimpin doa. • Siswa mengulas kembali materi terkait konsep "time" yang telah dibahas minggu lalu. • Siswa diberikan deskripsi singkat terkait social stories yang akan dibahas pada pertemuan kedua.
2	Inti *While-reading*	45 menit	• Guru menampilkan social stories chapter 8 section 2 melalui layar proyektor. Interactive Digital Social Stories dapat diakses pada: *https://go.undiksha.ac.id/chapter8sec2*. • Beberapa siswa diminta maju ke depan kelas untuk membacakan social stories. • Siswa dan guru melakukan interaksi interaktif terkait topik yang sedang dibahas, melakukan sesi tanya jawab berkaitan dengan topik untuk memastikan pemahaman mereka terkait social stories yang sedang dibahas. • Siswa melakukan latihan *reading comprehension* dengan menjawab pertanyaan-pertanyaan yang sudah ada di Interactive Digital Social Stories.

3	Penutup *Post-reading*	10 menit	• Siswa dan guru mengulas kembali kegiatan latihan interaktif pada Interactive Digital Social Stories. • Siswa dan guru berdiskusi terkait pemahaman siswa dan menarik kesimpulan terkait materi pembelajaran yang telah dipelajari. • Siswa menutup pembelajaran dengan salam dan doa.
PERTEMUAN KE-3			
1	Pendahuluan *Pre-reading*	15 menit	• Siswa membuka aktivitas kelas dengan menyampaikan salam dan memimpin doa. • Siswa dan guru mengulas kembali materi terkait social stories yang sudah dibahas minggu sebelumnya. • Siswa memprediksi cerita sosial dengan membaca judul cerita yang akan dibahas. • Siswa diberikan deskripsi singkat terkait social stories yang akan dibahas pada pertemuan ketiga.
2	Inti *While-reading*	45 menit	• Guru menampilkan social stories Chapter 8 Section 3 melalui layar proyektor. Interactive Digital Social Stories dapat diakses pada: *https://go.undiksha.ac.id/chapter8sec3* • Guru dan siswa membaca seksama social stories yang sudah ditampilkan • Beberapa siswa maju ke depan kelas untuk membaca social stories dan memperagakan beberapa aktivitas yang ada di social stories • Guru dan siswa melakukan diskusi interaktif dengan memberikan beberapa pertanyaan pemantik: 1) What happens if we eat too much? 2) What meals does Nova eat for breakfast? • Siswa menjawab pertanyaan-pertanyaan pada Interactive Digital Social Stories dan mendiskusikan jawaban bersama teman-teman di kelas.
3	Penutup *Post-reading*	10 menit	• Siswa dan guru mengulas kembali hasil latihan di Interactive Digital Social Stories.

			• Guru memberikan pertanyaan pemantik dalam menyimpulkan hasil diskusi, seperti: Bagaimana cerita ini diterapkan dalam kehidupan sehari-hari? • Siswa menutup pembelajaran dengan salam dan doa

G. ASESMEN/PENILAIAN

INSTRUMEN PENILAIAN READING COMPREHENSION PESERTA DIDIK

No	Name	Aspects									Average Score
		Understanding of Content			Inference and Analysis			Vocabulary and Context			
		1	2	3	1	2	3	1	2	3	
1											
2											
3											

Kriteria Penilaian Reading Comprehension

Aspek	Sangat Baik	Baik	Cukup
Understanding of Context	Peserta didik memahami isi teks secara keseluruhan dan mampu mengidentifikasi ide utama dengan jelas	Peserta didik memahami sebagian besar isi teks tetapi masih mengalami kesulitan dalam beberapa bagian	Peserta didik kesulitan memahami isi teks dan hanya mengenali sedikit informasi penting
Inference and Analysis	Peserta didik mampu membuat inferensi yang baik dan analisis yang mendalam terhadap isi teks	Peserta didik dapat membuat inferensi sederhana tetapi kurang mendalam dalam analisisnya	Peserta didik tidak mampu membuat kesimpulan atau menganalisis isi teks
Vocabulary and Context	Peserta didik memahami kosakata dengan	Peserta didik memahami sebagian besar	Peserta didik kesulitan memahami

	baik dan dapat menggunakan konteks untuk menafsirkan makna kata secara efektif	kosakata dalam teks tetapi masih mengalami kesulitan dalam beberapa kata	kosakata dalam teks dan kurang mampu memahami makna kata dalam konteks

INSTRUMEN PENILAIAN SIKAP OBSERVASI PESERTA DIDIK

Nama Satuan Pendidikan   : **SD Negeri 3 Abiantuwung**
Tahun Pelajaran   : **2024/2025**
Kelas Semester   : **4/Genap**
Mata Pelajaran   : **Bahasa Inggris**

No	Nama Peserta Didik	Aspek Perilaku yang Dinilai				Jumlah Skor
		PD	TL	TJ	DS	
1						
2						
3						
4						

Kriteria Penilaian Sikap

Aspek	Percaya Diri	Toleransi	Tanggung Jawab	Disiplin
Sangat Baik (4)	Peserta didik tidak terlihat ragu-ragu dan menunjukkan rasa percaya diri yang tinggi	Peserta didik selalu mengucap salam dan menunjukkan aktivitas menghargai teman	Peserta didik menyelesaikan tugas dan kewajiban tepat waktu tanpa perlu diingatkan	Peserta didik selalu datang tepat waktu dan mentaati seluruh peraturan kelas
Baik (3)	Peserta didik terlihat ragu-ragu namun masih mampu menunujukkan rasa kepercayaan diri	Peserta didik mampu berdiskusi dan bekerjasama dengan teman	Peserta didik menyelesaikan tugas dan kewajiban dengan sedikit pengingat	Peserta didik datang tepat waktu dan mentaati sebagian besar peraturan kelas

Cukup (2)	Peserta didik kurang menunjukkan rasa kepercayaan diri	Peserta didik kurang menunjukkan kemampuan berkomunikasi dan bekerja sama dengan teman	Peserta didik menyelesaikan tugas dan kewajiban kadang terlambat dan perlu diingatkan	Peserta didik terlambat sesekali dan sesekali melanggar peraturan kelas
Kurang (1)	Peserta didik tidak berani menunjukkan dirinya dalam proses pembelajaran	Peserta didik tidak menunjukkan kemampuan komunikasi dan bekerja sama dengan teman	Peserta didik tidak menyelesaikan tugas dan kewajiban/sering melewatkan	Peserta didik sering terlambat dan kurang menaati peraturan kelas

H. REFLEKSI GURU DAN PESERTA DIDIK

LEMBAR REFLEKSI PESERTA DIDIK

Nama:
Kelas:
Absen:

No	Pertanyaan	Jawaban
1	Apa yang telah kalian pahami setelah melakukan pembelajaran pada materi ini?	
2	Apakah telah menguasai seluruh materi pembelajaran yang telah dilakukan? Jika belum, materi apa yang belum dikuasai?	
3	Manfaat apa yang kalian rasakan setelah mempelajari materi kali ini?	

LEMBAR REFLEKSI GURU

NO	Pertanyaan	Jawaban
1	Bagaimana reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?	
2	Apakah yang menjadi kendala dalam pembelajaran pada ini?	
3	Berikan kalimat yang menggambarkan pencapaian pembelajaran ini	
4	Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pada pembelajaran ini?	
5	Bagaimana pencapaian keberhasilan dalam pembelajaran ini?	

I. LAMPIRAN-LAMPIRAN

Pertemuan 1 https://go.undiksha.ac.id/chapter8sec1
Pertemuan 2 https://go.undiksha.ac.id/chapter8sec2
Pertemuan 3 https://go.undiksha.ac.id/chapter8sec3

MODUL AJAR BAHASA INGGRIS
SD KELAS 4

INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	: **Gusti Ayu Agung Manik Purwantini**
Instansi	: **Universitas Pendidikan Ganesha**
Tahun penyusunan	: **2024**
Satuan Pendidikan	: **SD Negeri 3 Abiantuwung**
Mata pelajaran	: **Bahasa Inggris**
Kelas/fase	: **4/B**
Semester	: **II (Genap)**
Unit/tema	: **9. I Go to School after Having Breakfeast!**
Alokasi waktu	: **3 minggu (2x35 menit)**
B. KOMPETENSI AWAL	
Peserta didik mampu mengidentifikasi waktu dan berbicara tentang waktu.	
C. PROFIL PELAJAR PANCASILA	
• Mandiri • Kreatif • Beriman bertakwa kepada Tuhan Yang Maha Esa	
D. SARANA DAN PRASARANA	
• Buku paket "My Next Words Grade 4 Students' Book for Elementary School" • Interactive Digital Social Stories • Laptop/Komputer PC • Proyektor/LCD • Papan Tulis/Spidol	
E. TARGET PESERTA DIDIK	
• Peserta didik regular (28 orang)	
F. PENDEKATAN PEMBELAJARAN	
Metode ceramah, diskusi	
KOMPONEN INTI	
G. CAPAIAN PEMBELAJARAN	
Membaca-Memirsa • Peserta didik memahami kosa kata terkait "daily life" dengan bantuan gambar/ilustrasi. • Peserta didik dapat membaca dan memberikan respon terhadap teks pendek sederhana dan familiar terkait "daily life" dalam bentuk tulisan atau digital, termasuk teks visual, multimodal atau interaktif.	
H. TUJUAN PEMBELAJARAN	
Peserta didik mampu mengekspresikan aktivitas sehari-hari dan mampu membuat kalimat berdasarkan aktivitasnya.	

I. PEMAHAMAN BERMAKNA
Peserta didik akan belajar mengenal kosakata dalam kehidupan sehari-hari

J. PERTANYAAN PEMANTIK
1. Do you have a daily routine?
2. What activities do you do before going to school?
3. What do you usually do before going to bed?

K. MATERI PEMBELAJARAN
1. My Daily Schedule (Understanding the importance of a daily rotuine)
2. My morning routine (Describing morning activities and school preparation)
3. My afternoon routine (Exploring after school activities and responsibilities)

L. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-4

No	Tahap	Waktu	Aktivitas Pembelajaran
1	Pendahuluan *Pre-reading*	15 menit	• Siswa membuka aktivitas kelas dengan menyampaikan salam dan memimpin doa • Siswa diberikan pertanyaan pemantik, seperti: 　1) What happens if we don't have a plan for the day? 　2) How can you choose your activity priority? 　3) What is your favorite daily activity? • Guru memberikan deskripsi singkat terkait kosakata daily life activities
2	Inti *While-reading*	45 menit	• Guru menampilkan social stories chapter 9 section 1 melalui layar proyektor. Topworksheet dapat diakses melalui: *https://go.undiksha.ac.id/chapter9sec1* • Siswa secara bergantian membacakan social stories yang ditayangkan • Guru menghentikkan beberapa bagian untuk memberikan pertanyaan pemahaman kepada siswa • Siswa melakukan diskusi bersama kelompoknya terkait pemahaman mereka terhadap social stories. • Siswa menjawab pertanyaan-pertanyaan pada sesi *exercise* secara bergantian
3	Penutup *Post-reading*	10 menit	• Siswa dan guru mengulas kembali kegiatan pada worksheet interaktif

			• Siswa menyebutkan kembali kosa kata yang mereka pelajari hari ini • Siswa juga menyampaikan terkait penerapan social stories ini pada kehidupan sehari-hari • Siswa menutup pembelajaran dengan salam dan doa
PERTEMUAN KE-5			
1	Pendahuluan *Pre-reading*	15 menit	• Siswa membuka aktivitas kelas dengan menyampaikan salam dan memimpin doa. • Siswa diberi pertanyaan pemantik, seperti: 1) What do you do in the morning? 2) What time do you usually wake up? • Siswa mendiskusikan jawaban mereka secara singkat dengan grup. • Guru menayangkan slide pertama social stories chapter 9 section 2 dan mengajak siswa untuk mendiskusikan topik apa yang akan dibahas secara umum
2	Inti *While-reading*	45 menit	• Guru menampilkan social stories chapter 9 section 2 melalui layar proyektor. Topworksheet dapat diakses pada link berikut: *https://go.undiksha.ac.id/chapter9sec2* • Siswa secara berpasangan membaca cerita perslide secara bergantian dan melakukan *role-play* untuk memahami aktivitas yang ada di social stories. • Guru menyampaikan pertanyaan setelah selesai membaca per slide social stories, seperti: 1) What is the first thing the person does after waking up? 2) What does the person do before leaving for school? • Siswa menjawab pertanyaan-pertanyaan yang terdapat pada sesi *exercise* dengan mendiskusikannya bersama teman kelompok.
3	Penutup *Post-reading*	10 menit	• Siswa dan guru mendiskusikan beberapa situasi terkait social stories yang sudah

			dibacakan untuk meningkatkan pemahaman dan meningkatkan kemampuan analisis, seperti: 1) You woke up late but you still want to have breakfast. What do you do? 2) You forgot to brush your teeth. What are the consequences? 3) You are almost ready for school but you realize you forgot your homework at home. What should you do? • Siswa dan guru menyimpulkan pembelajaran terkait morning routine. • Siswa menutup aktivitas pembelajaran dengan menyampaikan salam dan doa.
PERTEMUAN KE-6			
1	Pendahuluan *Pre-reading*	15 menit	• Siswa membuka aktivitas kelas dengan menyampaikan salam dan memimpin doa. • Siswa diberikan pertanyaan pemantik, seperti 1) What do you do after school? 2) What is the most important thing you do after school? • Siswa membuat daftar tiga kegiatan yang mereka lakukan setelah pulang sekolah • Guru menyampaikan deskripsi singkat terkait social stories yang akan dibahas.
2	Inti *While-reading*	45 menit	• Guru menampilkan social stories chapter 9 section 3 melalui layar proyektor. Topworksheet dapat diakses pada link berikut: *https://go.undiksha.ac.id/chapter9sec3* • Siswa mencari pasangan dan membaca social stories ke depan kelas secara bergiliran. • Siswa yang membaca social stories di depan kelas juga melakukan role-play terkait aktivitas yang terjadi di social stories. • Guru menghentikan penayangan social stories dan mengajukan beberapa pertanyaan, seperti: 1) What should the character do next?

			2) What happens if they make the wrong choice? Lalu siswa menjawab pertanyaan secara individu dengan mengangkat tangan • Setelah seluruh cerita diselesaikan, siswa menjawab pertanyaan-pertanyaan yang terdapat pada sesi *exercise.* • Guru dan siswa mendiskusikan jawaban yang tepat terkait seluruh pertanyaan-pertanyaan yang sudah dijawab.
3	Penutup *Post-reading*	10 menit	• Siswa menuliskan tiga daftar kegiatan yang dilakukan setelah pulang sekolah dalam *English.* • Guru dan siswa menyimpulkan hasil pembelajaran. • Siswa menutup aktivitas pembelajaran dengan menyampaikan salam dan memimpin doa.

M. ASESMEN/PENILAIAN

INSTRUMEN PENILAIAN READING COMPREHENSION PESERTA DIDIK

No	Name	Aspects									Average Score
		Understanding of Content			Inference and Analysis			Vocabulary and Context			
		1	2	3	1	2	3	1	2	3	
1											
2											
3											

Kriteria Penilaian Reading Comprehension

Aspek	Sangat Baik	Baik	Cukup
Understanding of Context	Peserta didik memahami isi teks secara keseluruhan dan mampu mengidentifikasi ide utama dengan jelas	Peserta didik memahami sebagian besar isi teks tetapi masih mengalami	Peserta didik kesulitan memahami isi teks dan hanya mengenali sedikit informasi penting

		kesulitan dalam beberapa bagian	
Inference and Analysis	Peserta didik mampu membuat inferensi yang baik dan analisis yang mendalam terhadap isi teks	Peserta didik dapat membuat inferensi sederhana tetapi kurang mendalam dalam analisisnya	Peserta didik tidak mampu membuat kesimpulan atau menganalisis isi teks
Vocabulary and Context	Peserta didik memahami kosakata dengan baik dan dapat menggunakan konteks untuk menafsirkan makna kata secara efektif	Peserta didik memahami sebagian besar kosakata dalam teks tetapi masih mengalami kesulitan dalam beberapa kata	Peserta didik kesulitan memahami kosakata dalam teks dan kurang mampu memahami makna kata dalam konteks

INSTRUMEN PENILAIAN SIKAP OBSERVASI PESERTA DIDIK

Nama Satuan Pendidikan   **: SD Negeri 3 Abiantuwung**
Tahun Pelajaran   **: 2024/2025**
Kelas Semester   **: 4/Genap**
Mata Pelajaran   **: Bahasa Inggris**

No	Nama Peserta Didik	Aspek Perilaku yang Dinilai				Jumlah Skor
		PD	TL	TJ	DS	
1						
2						
3						
4						

Kriteria Penilaian Sikap

Aspek	Percaya Diri	Toleransi	Tanggung Jawab	Disiplin
Sangat Baik (4)	Peserta didik tidak terlihat ragu-ragu dan menunjukkan	Peserta didik selalu mengucap salam dan	Peserta didik menyelesaikan tugas dan kewajiban tepat	Peserta didik selalu datang tepat waktu dan

	rasa percaya diri yang tinggi	menunjukkan aktivitas menghargai teman	waktu tanpa perlu diingatkan	mentaati seluruh peraturan kelas
Baik (3)	Peserta didik terlihat ragu-ragu namun masih mampu menunujukkan rasa kepercayaan diri	Peserta didik mampu berdiskusi dan bekerjasama dengan teman	Peserta didik menyelesaikan tugas dan kewajiban dengan sedikit pengingat	Peserta didik datang tepat waktu dan mentaati sebagian besar peraturan kelas
Cukup (2)	Peserta didik kurang menunjukkan rasa kepercayaan diri	Peserta didik kurang menunjukkan kemampuan berkomunikasi dan bekerja sama dengan teman	Peserta didik menyelesaikan tugas dan kewajiban kadang terlambat dan perlu diingatkan	Peserta didik terlambat sesekali dan sesekali melanggar peraturan kelas
Kurang (1)	Peserta didik tidak berani menunjukkan dirinya dalam proses pembelajaran	Peserta didik tidak menunjukkan kemampuan komunikasi dan bekerja sama dengan teman	Peserta didik tidak menyelesaikan tugas dan kewajiban/sering melewatkan	Peserta didik sering terlambat dan kurang menaati peraturan kelas

N. REFLEKSI GURU DAN PESERTA DIDIK

LEMBAR REFLEKSI PESERTA DIDIK

Nama:
Kelas:
Absen:

No	Pertanyaan	Jawaban
1	Apa yang telah kalian pahami setelah melakukan pembelajaran pada materi ini?	

2	Apakah telah menguasai seluruh materi pembelajaran yang telah dilakukan? Jika belum, materi apa yang belum dikuasai?	
3	Manfaat apa yang kalian rasakan setelah mempelajari materi kali ini?	

LEMBAR REFLEKSI GURU

NO	Pertanyaan	Jawaban
1	Bagaimana reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?	
2	Apakah yang menjadi kendala dalam pembelajaran pada ini?	
3	Berikan kalimat yang menggambarkan pencapaian pembelajaran ini	
4	Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pada pembelajaran ini?	
5	Bagaimana pencapaian keberhasilan dalam pembelajaran ini?	

O. LAMPIRAN-LAMPIRAN

Pertemuan 4 https://go.undiksha.ac.id/chapter9sec1
Pertemuan 5 https://go.undiksha.ac.id/chapter9sec2
Pertemuan 6 https://go.undiksha.ac.id/chapter9sec3

Appendix 4. Blue Print of Reading Comprehension Test

Learning Outcomes	Learning Objective	Indicators	Reading Type		Level of Cognitive			
			L	I	C1	C2	C3	C4
CHAPTER 8								
By the end of Phase B, students understand common words related to time in simple texts about daily routine. They read and give respond to simple and familiar short texts in written or digital form, including visual, multimodal or interactive texts	1. Students know and understand the use of simple vocabulary and sentences related to time expression in daily routines. 2. Students describe daily activities with basic time expressions and arrange them in order using visual or interactive texts.	Students are required to find specific information from the text	6		6			
		Students are required to interpret the given time and select the clock that correctly represent it	2			2		
		Students are required to recall key details from the text	3		3			
		Students are required to infer the cause-and-effect relationships between events in the text		4		4		
		Students are required to interpret the meaning of specific words or phrases based on their context in the text.		3		3		
		Students are required to classify actions in the passage		2		2		

		according to the specific times they occurred.						
		Students are required to apply their understanding of time calculation to determine the correct finishing time.		3			3	
		Students are required to infer the most logical action Julian should take based on the given situation.		2				2
CHAPTER 9								
By the end of phase B, students comprehend and recognize the sequence of daily activities in a short descriptive text. They understand the order of events and connect actions with their corresponding time	1. Students know and understand the use of simple vocabulary and sentences related to time expression in daily routines. 2. Students describe daily activities with basic time expressions and arrange	Students are required to find specific information from the text	4		4			
		Students are required to recall key details from the text	2		2			
		Students are required to infer the benefits of activity in the text			4	4		
		Students are required to interpret the meaning of specific words or			3	3		

them in order using visual or interactive texts	phrases based on their context in the text						
	Students are required to infer the cause-and-effect relationships between events in the text		3		3		
	Students are required to interpret the meaning of a word or phrase based on its context		3		3		
	Students are required to summarize the main idea of a text by selecting the most accurate statement		2		2		
	Students are required to apply their understanding of time calculation	2			2		
	Students are required to classify actions in the passage	2		2			

Note:
L: Literal Reading
I: Interpretive Reading

Appendix 5. Reading Comprehension Test Chapter 8

A. Read the text

Julian's Favorite Day

Julian do many activities on Sunday. He wakes up late at 8:00 am and takes a bath for 15 minutes. After that, at 9:15 am, he eats noodles for breakfast with his family. After breakfast, he cleans the table and washes the plates. Wash the plate and clean the table will help the family stay organized and keep the house tidy.
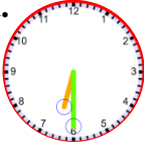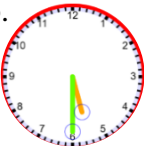
Julian plays on his phone at 10:30 am. Julian feels happy while doing his favourite activity but he knows that it is important to stop when it is time to spend time with family. He stops playing handphone at 1:00 pm to eat lunch with his family. Taking breaks from playing handphone help Julian enjoy other activities too.

In the afternoon, Julian goes to the shop with his father to buy ice cream at 1.30 pm. At 2:10 pm, he plays outside with his friends for 2 hours. Julian feels excited when he plays games with his friends. Sharing and taking turns make playing more enjoyable. After playing, Julian goes home.

At 4:45 pm, Julian takes a bath for 15 minutes. At 6:00 pm, he prays together with his family while waiting for dinner time. In the evening, he eats dinner with his family at 6:30 pm. Julian loves Sunday because he can relax, do his favourite activities and spend time with his family and friends.

B. Multiple Choice Question
1. What time does Julian wake up on Sunday?
   a   at nine o'clock in the morning
   b   at eight o'clock in the morning
   c   at eight o'clock in the evening
   d   at nine o'clock in the evening
2. What time does Julian eat lunch with his family?
   a.   at one o'clock in the afternoon
   b.   at two o'clock in the afternoon
   c.   at half past ten in the morning
   d.   at twelve o'clock in the afternoon
3. When does Julian take a bath in the afternoon?
   a.   at a quarter past four
   b.   at a quarter to four
   c.   at a quarter to five
   d.   at a quarter past five
4. Where does Julian eat noodles for breakfast?
   a.   at school
   b.   at home

c. at a restaurant

d. at the park

5. Where does Julian play with his friends?

   a. In the bedroom

   b. In the kitchen

   c. Outside

   d. In his garden

6. At 6:30 pm, Julian eats dinner with his family. Which clock shows that time?

7. Julian is taking a bath at 4:45 am. Which clock shows that time?

8. What activity does Julian do between 8:00 am and 9:00 am?

   a. Waking up and eating breakfast

   b. Eating breakfast and washing the plate

   c. Playing handphone and eating noodles

   d. Waking up and taking a bath

9. What activity does Julian do at 2:10 pm until 5:00 pm?

   a. He plays outside and takes a bath

   b. He plays with his friends and buys ice cream

   c. He eats lunch and buys ice cream

   d. He plays outside and eats lunch

10. How long does Julian take a bath in the morning?

   a. 10 minutes

   b. 15 minutes

   c. 20 minutes

   d. 30 minutes

11. Why does Julian stop play on his phone at 1:00 pm?

   a. To clean the table

    b. **To eat lunch with his family**

    c. To play with his friends

    d. To go to the shop

12. Why does Julian wash the plates after breakfast?

    a. **To keep the house tidy**

    b. To prepare for lunch

    c. Because he is bored

    d. Because his mother asked him

13. Based on the story, which statement is correct?

    a. Julian stops playing at 5:10 pm

    b. Julian starts playing outside at 2:00 pm

    c. **Julian plays outside from 2:10 pm until 4:10 pm**

    d. Julian spends the afternoon inside his house

14. Which statement is true?

    a. Julian does not like Sunday

    b. Julian spends his whole day inside the house

    c. Julian only plays games all day

    d. **Julian enjoys Sunday because he can relax**

15. What does "taking a bath" mean in the story?

    a. Washing the plates

    b. Cleaning the clothes

    c. Eating the food

    d. **Cleaning the body with water**

16. What does "stay organize" mean in the story?

    a. Putting things in the wrong place

    b. **Keeping the house tidy**

    c. Not washing the plates

    d. Letting the house get dirty

17. What does "taking turns" mean in the story?

    a. Ignoring your friends

    b. Playing without stopping

    c. Not sharing with others

    d. **Waiting for your turn to play**

18. What is Julian's favorite thing to do?

    a. Play with friends

    b. **Play on his phone**

    c. Wash the plates

    d. Buy ice cream

19. *Read the activities and the time*

    1) Having breakfast   a. 8:00 am

    2) Wake up   b. 9:15 am

    3) Having lunch   c. 10:30 am

4) Playing handphone   d. 1:00 pm

Arrange the morning activities in the correct order based on the times in the story

a. 2a – 1b – 3d – 4c

b. 1b – 2a – 3c – 4d

c. 2a – 1d – 4c – 3b

d. 2a – 1b – 4c – 3d

20. *Read the activities and the time*

1) Pray with family   a. 2:10 pm
2) Take a bath   b. 1:30 pm
3) Buy ice cream   c. 4:45 pm
4) Play outside   d. 6:30 pm
5) Having dinner   e. 6:00 pm

Arrange the activities in the correct order based on the times in the story

a. 3d – 1e – 2c – 4a – 5b

b. 1e – 2c – 3d – 4a – 5b

c. 3b – 4a – 2c – 1e – 5d

d. 3b – 4e – 2e – 1 c – 5d

21. Julian plays outside for 1 hours 40 minutes. If he started at 3:10 pm, what time would he finish?

a.   **b.**

c.   d.

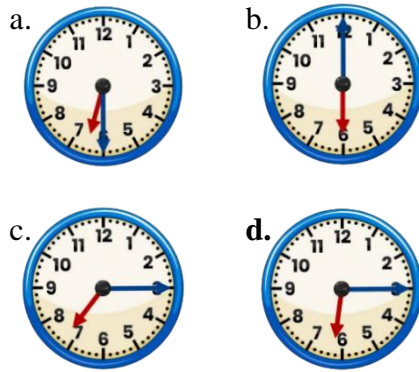22. Julian plays on his phone at 10:30 am for 2 hours 30 minutes. What time does he stop?

a.   b.

c.   d.

23. Julian prays at 6:00 pm. If the prayer takes 15 minutes, what time does he finish?

a.

b.

c.

d.

24. Julian plays outside at 2:10 pm for 2 hours. If it rains after 1 hour, what should he do?
    a. Keep playing
    b. Go home
    c. Go to the shop
    d. Taking a bath
25. Julian wakes up late on Sunday. If he wants to have more time for playing, what should he do next time?
    a. Wake up earlier
    b. Skip breakfast
    c. Play on his phone longer
    d. Having dinner

Appendix 6. Reading Comprehension Test Chapter 9

A. Read the text

<div align="center">Agung's Activity on Wednesday</div>

On Wednesday, I follow a schedule to help me stay organized. A routine is important because it helps me manage my time and enjoy my day. This is my routine after school.

At 12.30 pm, I go back home from school. My sister greets me with a big smile, which makes me happy. I should greet my family at home to show kindness and respect. At 1.00 pm, I have lunch with my mother and sister. We talk about our day while eating delicious food. Eating together is special moments because it brings my family closer. I wash the plate and make sure everything is clean after lunch. At 1.30 pm, I take a nap for 30-45 minutes. It helps me feel fresh and ready for the next activities. After take a nap, I do my homework around 3.00 pm. Homework is important because it helps me remember what I learned in school. I should finish my homework before 4.00 pm because I have to prepare for the math course. At 4.15 pm, I take a bath, wash my body and wear clothes. Then, I go to my math course with my mother at 4.30 pm. Learning math is fun because I can count numbers and learn math while playing games. I go back home at 6 pm and arrive 30 minutes after that.

I have dinner with my family at 6.45 pm. We should eat together because it is a time to share stories and enjoy each other's company. My mother cooks delicious food and we always say thank you for the meal. At 7.15 pm, I spend time with my family. Sometimes, we watch TV together or read a book while sitting with them. Spending time with family makes me feel loved happy. After that, I do my night routine before bed around 8.45 pm. First, I brush my teeth carefully. Brushing my teeth is very important because it keeps them strong and healthy. Then, I wash my face. Keeping my body clean before bed helps me feel better. Finally, at 9.00 pm, I go to bed. Sleeping earlier is important because it helps me feel fresh and ready for another great day. Following my routine helps me stay organized, focus on my tasks and enjoy my day without feeling tired.

B. Multiple Choice Question
1. What time does Agung go to the math course?
   a. At quarter to five
   b. At half past four
   c. At half past five
   d. At quarter past four
2. Where does Agung take a nap at 1.30 pm?
   a. In his classroom

b. In the kitchen

c. In the bedroom

d. In the bathroom

3. Where does Agung go at 12.30 pm?

a. School

b. Math Course

c. Park

d. Home

4. Where does Agung at 6.15 pm?

a. On the way home

b. At his math course

c. At home

d. On the way school

5. What is Agung doing between 1.30 pm until 4.00 pm?

a. Having lunch and taking a nap

b. Taking a nap and doing homework

c. Doing homework and preparing math course

d. Having dinner and taking a nap

6. What happens between 6.45 pm until 7.15 pm?

a. Agung is getting ready for bed

b. Agung is watching TV with his family

c. Agung is studying for his math course

d. Agung is having dinner with his family

7. What is the main benefit of Agung's activity between 1.30 pm until 2.00 pm?

a. It helps his body more relax

b. It helps his body keep clean

c. It allows him learn a lot about math

d. It helps him stay organize

8. What is the main benefit of Agung activity which is started from 8.45 until 9.00 pm?

a. It makes Agung stay awake all night

b. It makes Agung feel too tired

c. It helps protect teeth and clear skin.

d. It doesn't have any benefit

9. What benefit does Agung get from watching TV with his family in the evening?

a. It makes him forget to do his homework

b. It makes him feel sad and lonely

c. It distracts him from his dinner

d. It gives him time to enjoy fun moments

10. Agung says math is fun because he can count and play games. Which choice best shows how his math class help him every day?
    a. **It helps him learn math in a fun way**
    b. It makes him very tired
    c. It makes him feel bored
    d. It doesn't help him learn anything

11. What does "doing homework" mean in the story?
    a. Playing game after school
    b. Sleeping in the bedroom
    c. **Finishing assignment from the teacher**
    d. Eating food and drinking water

12. What does "spending time with family" mean in the story?
    a. Playing outside with friend
    b. **Doing activities together at home**
    c. Being alone in your room
    d. Doing homework alone

13. In the story, what does "taking a nap" mean?
    a. **Sleeping for a short time**
    b. Sleeping all night until morning
    c. Closing eyes but not sleeping
    d. Sleeping for 6-8 hours

14. Agung finishes his homework before 4.00 pm, so he can prepare for his math course. If he does not finish it on time, which situation would best illustrate what might happen?
    a. He will arrive on time for math course
    b. **He doesn't have time to prepare for math course**
    c. He will feel calm on the way to the math course
    d. He will have extra free time to play and learn in the math course

15. Agung takes a nap in the afternoon. If he stopped taking naps, which situation would best illustrate what might happen?
    a. He has more energy and completes his homework faster
    b. He becomes more productive and finishes all his work without getting tired
    c. He plays longer with his friends and doesn't need rest
    d. **He feels sleepy while doing his homework and struggles to focus**

16. Agung follows his bedtime routine and sleeps at 9.00 pm. If he starts going to bed much later, what is the most likely result?
    a. **He wakes up late and feeling tired**
    b. He has more energy after wake up
    c. He wakes up early and feeling fresh
    d. He becomes more productive

17. At 4.30 pm, Agung goes to a math course with their mother and says learning math is fun. This detail best shows that the writer:
    a. He is forced to go to math class
    b. Finds math enjoyable and interactive
    c. Would rather play than learn math
    d. Doesn't pay attention in class

18. "At 4.15 pm, I take a bath, wash my body and change my clothes before going to my math course". This detail best shows that Agung?
    a. Does not care about being neat for class
    b. Is too lazy to prepare on his own
    c. Makes sure he is clean and organized before his math lesson
    d. Avoids cleaning because he doesn't like it

19. Eating together with family is a special moment for Agung. What can you infer about the Agung's relationship with their family?
    a. Agung does not spend much time with them
    b. Agung only talks to family during meals
    c. Agung prefers to be alone and does not like family time
    d. Agung enjoys spending time with family and values togetherness

20. Which sentence best summarizes the main idea of the text?
    a. The author describes a daily routine that helps them stay organized
    b. The author explains why spending time with family is important
    c. The author talks about the benefits of eating healthy food
    d. The author explains why math is their favorite subject

21. Agung eats lunch for 15 minutes and takes a nap at 1.30 pm. What time does he start to eat his lunch?
    a. 1.30 pm
    b. 1.00 pm
    c. 1.45 pm
    d. 1.15 pm

22. Agung starts his night routine at 8.45 pm and takes 30 minutes to finish. What time does he go to bed?
    a. 9.00 pm
    b. 9.15 pm
    c. 8.45 pm
    d. 9.30 pm

23. What can we learn from Agung's routine?
    a. Following routine helps us stay organized
    b. Sleeping late is better than sleeping early
    c. Homework is not important
    d. Eating alone is better than eating with family

24. Agung's activity in the evening

1) Wash face   3) Read a book

2) Brush teeth   4) Watch tv

Which activities is the part of night routine?

a. 1 and 4

b. 2 and 4

c. 1 and 2

d. 2 and 3

25. Agung's activity in the afternoon

1) Eat dinner   3) do homework

2) Watch tv   4) take a nap

Which activities happen before the math course?

a. 2 and 3

b. 1 and 2

c. 3 and 4

d. 1 and 3

Appendix 7. Lesson Plan Validation

Validation Form of Lesson Plan Instrument

Researcher Identity:
Name   : Gusti Ayu Agung Manik Purwantini
NIM   : 2112021009
Title   : Implementing Interactive Digital Social Stories as a Reading Comprehension
                      Learning Media for Fourth Grade Students at SD Negeri 3 Abiantuwung
Expert Name : Prof. Dr. Ni Nyoman Padmadewi, M.Pd.

No	Statement	Scale				
		1	2	3	4	5
Lesson Plan Structure						
1	The lesson plan includes essential components such as objectives, instructional steps and assessment					✓
2	The structure of the lesson plan is organized in a logical sequence					✓
3	The lesson plan provides school name, subject, grade level, and clear time allocation					✓
Learning Activity						
Pre-reading activities						
4	Includes an introduction that activates students' prior knowledge				✓	
5	Provides an activity which can encourages students to make predictions or preview related vocabulary related to the reading passage					✓
6	Helps students build interest and motivation in reading					✓
While-reading activities						
7	Encourage students to use comprehension strategies				✓	
8	Engage students in interactive reading tasks, either individually, pairs or groups					✓
9	Includes comprehension questions that assess students' understanding of the text					✓
Post-reading activities						
10	Includes activities that encourage discussion and reflection on the text					✓
11	Provides feedback to students regarding their reading comprehension				✓	
Language Use						
12	The language used in the lesson plan is clear and easy to understand					✓

13	The instructions for activities are well-structured and easy to follow					✓
14	The reading materials are appropriate for the students' language proficiency level					✓
15	The language use encourages students to enhance their reading comprehension					✓

Suggestion and Feedback:
Treatment yg dipakai dlm eksperimen, hrs tertulis eksplisit di kegiatan inti.

Singaraja,
Expert 1

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

Validation Form of Lesson Plan Instrument

Researcher Identity:

Name   : Gusti Ayu Agung Manik Purwantini
NIM   : 2112021009
Title   : Implementing Interactive Digital Social Stories as a Reading Comprehension
              Learning Media for Fourth Grade Students at SD Negeri 3 Abiantuwung
Expert Name : Gusti Ayu Rika Andini, S.Pd.

No	Statement	Scale				
		1	2	3	4	5
Lesson Plan Structure						
1	The lesson plan includes essential components such as objectives, instructional steps and assessment					✓
2	The structure of the lesson plan is organized in a logical sequence					✓
3	The lesson plan provides school name, subject, grade level, and clear time allocation					✓
Learning Activity						
Pre-reading activities						
4	Includes an introduction that activates students' prior knowledge				✓	
5	Provides an activity which can encourages students to make predictions or preview related vocabulary related to the reading passage				✓	
6	Helps students build interest and motivation in reading					✓
While-reading activities						
7	Encourage students to use comprehension strategies					✓
8	Engage students in interactive reading tasks, either individually, pairs or groups					✓
9	Includes comprehension questions that assess students' understanding of the text					✓
Post-reading activities						
10	Includes activities that encourage discussion and reflection on the text					✓
11	Provides feedback to students regarding their reading comprehension					✓
Language Use						
12	The language used in the lesson plan is clear and easy to understand					✓

13	The instructions for activities are well-structured and easy to follow					✓
14	The reading materials are appropriate for the students' language proficiency level					✓
15	The language use encourages students to enhance their reading comprehension					✓

Suggestion and Feedback:

Singaraja,
Expert 2

Gusti Ayu Rika Andini, S.Pd.

Appendix 8. Learning Media Validation

Validation Form of Learning Media

Researcher Identity:

Name   : Gusti Ayu Agung Manik Purwantini
NIM   : 2112021009
Title   : Implementing Interactive Digital Social Stories as a Reading Comprehension
                  Learning Media for Fourth Grade Students at SD Negeri 3 Abiantuwung
Expert Name : Prof. Dr. Ni Nyoman Padmadewi, M.A.
Learning Media
Chapter 8 Section 1 https://go.undiksha.ac.id/chapter8sec1
Chapter 8 Section 2 https://go.undiksha.ac.id/chapter8sec2
Chapter 8 Section 3 https://go.undiksha.ac.id/chapter8sec3
Chapter 9 Section 1 https://go.undiksha.ac.id/chapter9sec1
Chapter 9 Section 2 https://go.undiksha.ac.id/chapter9sec2
Chapter 9 Section 3 https://go.undiksha.ac.id/chapter9sec3

No	Aspect of Instrument	Scale				
		1	2	3	4	5
1	The interactive digital social stories are easy to access and use					✓
2	The interface and display of the media are visually attractive					✓
3	The features in the media are interactive and functional					✓
4	The media includes various elements (text and images)				✓	
5	The presented material and instructions are easy to understand					✓
6	The content aligns with the students' reading comprehension levels					✓
7	The media provides engaging and meaningful storytelling experiences				✓	
8	The interactive elements encourage active participation from students					✓
9	The instruction and guidance for using the media are clear and concise				✓	
10	The media fosters students' interest and motivation in reading comprehension					✓
Suggestion and Feedback:						

Singaraja,
Expert 1

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

Validation Form of Learning Media

Researcher Identity:

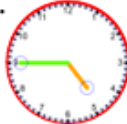Name   : Gusti Ayu Agung Manik Purwantini
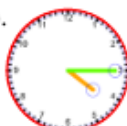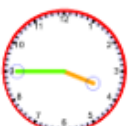NIM   : 2112021009
Major   : English Language Education
Title   : Implementing Interactive Digital Social Stories as a Reading Comprehension
              Learning Media for Fourth Grade Students at SD Negeri 3 Abiantuwung

Expert Name :
Learning Media
Chapter 8 Section 1 https://go.undiksha.ac.id/chapter8sec1
Chapter 8 Section 2 https://go.undiksha.ac.id/chapter8sec2
Chapter 8 Section 3 https://go.undiksha.ac.id/chapter8sec3
Chapter 9 Section 1 https://go.undiksha.ac.id/chapter9sec1
Chapter 9 Section 2 https://go.undiksha.ac.id/chapter9sec2
Chapter 9 Section 3 https://go.undiksha.ac.id/chapter9sec3

No	Aspect of Instrument	Scale				
		1	2	3	4	5
1	The interactive digital social stories are easy to access and use					✓
2	The interface and display of the media are visually attractive					✓
3	The features in the media are interactive and functional					✓
4	The media includes various elements (text and images)				✓	
5	The presented material and instructions are easy to understand					✓
6	The content aligns with the students' reading comprehension levels				✓	
7	The media provides engaging and meaningful storytelling experiences					✓
8	The interactive elements encourage active participation from students					✓
9	The instruction and guidance for using the media are clear and concise				✓	
10	The media fosters students' interest and motivation in reading comprehension					✓
Suggestion and Feedback:						

Singaraja,
Expert 2

Gusti Ayu Rika Andini, S.Pd.

Appendix 9. Reading Comprehension Test Chapter 8 Validation

VALIDATION FORM OF READING COMPREHENSION TEST INSTRUMENT
CHAPTER 8

Researcher Identity
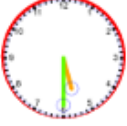
Name : Gusti Ayu Agung Manik Purwantini
NIM : 2112021009
Major : English Language Education
Title : Implementing Interactive Digital Social Stories as A Reading Comprehension
Learning Media for Fourth Grade Students at Sd Negeri 3 Abiantuwung
Expert Name : Prof. Dr. Ni Nyoman Padmadewi, M.A.

No	Descriptor	Statement	Scale				
			1	2	3	4	5
1	Find specific information	What time does Julian wake up on Sunday? a. at nine o'clock in the morning b. at eight o'clock in the morning **c. at eight o'clock in the evening** d. at nine o'clock in the evening				✓	
2		What time does Julian eat lunch with his family? **a. at one o'clock in the afternoon** b. at two o'clock in the afternoon c. at half past ten in the morning d. at twelve o'clock in the afternoon				✓	
3		When does Julian take a bath in the afternoon? a. at a quarter past four b. at a quarter to four **c. at a quarter to five** d. at a quarter past five				✓	
4		Where does Julian eat noodles for breakfast? a. at school **b. at home** c. at a restaurant d. at the park					✓
5		Where does Julian play with his friends? a. In the bedroom b. In the kitchen **c. Outside** d. In his garden				✓	

6		What is Julian's favorite thing to do?
		  a. Play with friends
		  b. Play on his phone
		  c. Wash the plates
		  d. Buy ice cream
							✓

7	Interpret the given time and select the correct clock	At 6:30 pm, Julian eats dinner with his family. Which clock shows that time? 					✓
8		Julian is taking a bath at 4:45 am. Which clock shows that time? 					✓

9	Recall key details from the text	What activity does Julian do between 8:00 am and 9:00 am?
		  a. Waking up and eating breakfast
		  b. Eating breakfast and washing the plate
		  c. Playing handphone and eating noodles
		  d. Waking up and taking a bath
							✓

10		What activity does Julian do at 2:10 pm until 5:00 pm?
		  a. He plays outside and takes a bath
		  b. He plays with his friends and buys ice cream
		  c. He eats lunch and buys ice cream
		  d. He plays outside and eats lunch
							✓

11		How long does Julian take a bath in the morning? a. 10 minutes **b. 15 minutes** c. 20 minutes d. 30 minutes					✓
12	Infer the cause-and-effect relationships between events in the text	Why does Julian stop play on his phone at 1:00 pm? a. To clean the table **b. To eat lunch with his family** c. To play with his friends d. To go to the shop					✓
13		Why does Julian wash the plates after breakfast? **a. To keep the house tidy** b. To prepare for lunch c. Because he is bored d. Because his mother asked him					✓
14		Based on the story, which statement is correct? a. Julian stops playing at 5:10 pm b. Julian starts playing outside at 2:00 pm **c. Julian plays outside from 2:10 pm until 4:10 pm** d. Julian spends the afternoon inside his house					✓
15		Which statement is true? a. Julian does not like Sunday b. Julian spends his whole day inside the house c. Julian only plays games all day **d. Julian enjoys Sunday because he can relax**					✓
16	Interpret the meaning of specific words or phrases based on their context in the text.	What does "taking a bath" mean in the story? a. Washing the plates b. Cleaning the clothes c. Eating the food **d. Cleaning the body with water**					✓
17		What does "stay organize" mean in the story? a. Putting things in the wrong place					✓

No	Objective	Item					✓
		b. Keeping the house tidy c. Not washing the plates d. Letting the house get dirty					
18		What does "taking turns" mean in the story a. Ignoring your friends b. Playing without stopping c. Not sharing with others **d. Waiting for your turn to play**					✓
19	Classify actions in the passage according to the specific times they occurred.	*Read the activities and the time* 1) Having breakfast a. 8:00 am 2) Wake up b. 9:15 am 3) Having lunch c. 10:30 am 4) Playing handphone d. 1:00 pm *Arrange the morning activities in the correct order based on the times in the story* a. 2a – 1b – 3d – 4c b. 1b – 2a – 3c – 4d c. 2a – 1d – 4c – 3b **d. 2a – 1b – 4c – 3d**					✓
20		*Read the activities and the time* 1) Pray with family a. 2:10 pm 2) Take a bath b. 1:30 pm 3) Buy ice cream c. 4:45 pm 4) Play outside d. 6:30 pm 5) Having dinner e. 6:00 pm *Arrange the activities in the correct order based on the times in the story* a. 3d – 1e – 2c – 4a – 5b b. 1e – 2c – 3d – 4a – 5b **c. 3b – 4a – 2c – 1e – 5d** d. 3b – 4e – 2e – 1 c – 5d					✓
21	Apply their understanding of time calculation to determine the correct finishing time	Julian plays outside for 1 hours 40 minutes. If he started at 3:10 pm, what time would he finish? a. b.					✓

		c. d.					
22		Julian plays on his phone at 10:30 am for 2 hours 30 minutes. What time does he stop? a. b. c. d.					✓
23		Julian prays at 6:00 pm. If the prayer takes 15 minutes, what time does he finish? a. b. c. d.					✓
24	Infer the most logical action Julian should take based on the given situation	Julian plays outside at 2:10 pm for 2 hours. If it rains after 1 hour, what should he do? a. Keep playing **b. Go home** c. Go to the shop d. Taking a bath				✓	
25		Julian wakes up late on Sunday. If he wants to have more time for playing, what should he do next time? **a. Wake up earlier** b. Skip breakfast c. Play on his phone longer d. Having dinner				✓	

Suggestion and Feedback:

Singaraja,
Expert 1

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

VALIDATION FORM OF READING COMPREHENSION TEST INSTRUMENT
CHAPTER 8

Researcher Identity
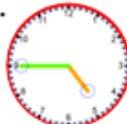
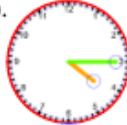Name   : Gusti Ayu Agung Manik Purwantini
NIM   : 2112021009
Major   : English Language Education
Title   : Implementing Interactive Digital Social Stories as A Reading Comprehension
              Learning Media for Fourth Grade Students at Sd Negeri 3 Abiantuwung
Expert Name : Gusti Ayu Rika Andini, S.Pd.

No	Descriptor	Statement	Scale				
			1	2	3	4	5
1	Find specific information	What time does Julian wake up on Sunday? a. at nine o'clock in the morning b. at eight o'clock in the morning **c. at eight o'clock in the evening** d. at nine o'clock in the evening					✓
2		What time does Julian eat lunch with his family? **a. at one o'clock in the afternoon** b. at two o'clock in the afternoon c. at half past ten in the morning d. at twelve o'clock in the afternoon					✓
3		When does Julian take a bath in the afternoon? a. at a quarter past four b. at a quarter to four **c. at a quarter to five** d. at a quarter past five					✓
4		Where does Julian eat noodles for breakfast? a. at school **b. at home** c. at a restaurant d. at the park					✓
5		Where does Julian play with his friends? a. In the bedroom b. In the kitchen **c. Outside** d. In his garden					✓

6		What is Julian's favorite thing to do? a. Play with friends **b. Play on his phone** c. Wash the plates d. Buy ice cream					✓
7	Interpret the given time and select the correct clock	At 6:30 pm, Julian eats dinner with his family. Which clock shows that time? 					✓
8		Julian is taking a bath at 4:45 am. Which clock shows that time? 					✓
9	Recall key details from the text	What activity does Julian do between 8:00 am and 9:00 am? a. Waking up and eating breakfast b. Eating breakfast and washing the plate c. Playing handphone and eating noodles **d. Waking up and taking a bath**					✓
10		What activity does Julian do at 2:10 pm until 5:00 pm? **a. He plays outside and takes a bath** b. He plays with his friends and buys ice cream c. He eats lunch and buys ice cream d. He plays outside and eats lunch					✓

11		How long does Julian take a bath in the morning? a. 10 minutes **b. 15 minutes** c. 20 minutes d. 30 minutes					✓
12	Infer the cause-and-effect relationships between events in the text	Why does Julian stop play on his phone at 1:00 pm? a. To clean the table **b. To eat lunch with his family** c. To play with his friends d. To go to the shop					✓
13		Why does Julian wash the plates after breakfast? **a. To keep the house tidy** b. To prepare for lunch c. Because he is bored d. Because his mother asked him					✓
14		Based on the story, which statement is correct? a. Julian stops playing at 5:10 pm b. Julian starts playing outside at 2:00 pm **c. Julian plays outside from 2:10 pm until 4:10 pm** d. Julian spends the afternoon inside his house					✓
15		Which statement is true? a. Julian does not like Sunday b. Julian spends his whole day inside the house c. Julian only plays games all day **d. Julian enjoys Sunday because he can relax**					✓
16	Interpret the meaning of specific words or phrases based on their context in the	What does "taking a bath" mean in the story? a. Washing the plates b. Cleaning the clothes c. Eating the food **d. Cleaning the body with water**					✓
17	text.	What does "stay organize" mean in the story? a. Putting things in the wrong place					✓

		b. **Keeping the house tidy** c. Not washing the plates d. Letting the house get dirty					
18		What does "taking turns" mean in the story a. Ignoring your friends b. Playing without stopping c. Not sharing with others d. **Waiting for your turn to play**					✓
19	Classify actions in the passage according to the specific times they occurred.	*Read the activities and the time* 1) Having breakfast a. 8:00 am 2) Wake up b. 9:15 am 3) Having lunch c. 10:30 am 4) Playing handphone d. 1:00 pm *Arrange the morning activities in the correct order based on the times in the story* a. 2a – 1b – 3d – 4c b. 1b – 2a – 3c – 4d c. 2a – 1d – 4c – 3b d. **2a – 1b – 4c – 3d**					✓
20		*Read the activities and the time* 1) Pray with family a. 2:10 pm 2) Take a bath b. 1:30 pm 3) Buy ice cream c. 4:45 pm 4) Play outside d. 6:30 pm 5) Having dinner e. 6:00 pm *Arrange the activities in the correct order based on the times in the story* a. 3d – 1e – 2c – 4a – 5b b. 1e – 2c – 3d – 4a – 5b c. **3b – 4a – 2c – 1e – 5d** d. 3b – 4e – 2e – 1 c – 5d					✓
21	Apply their understanding of time calculation to determine the correct finishing time	Julian plays outside for 1 hours 40 minutes. If he started at 3:10 pm, what time would he finish? a. b.					✓

		c. d.					
22		Julian plays on his phone at 10:30 am for 2 hours 30 minutes. What time does he stop? a. b. c. d.					✓
23		Julian prays at 6:00 pm. If the prayer takes 15 minutes, what time does he finish? a. b. c. d.					✓
24	Infer the most logical action Julian should take based on the given situation	Julian plays outside at 2:10 pm for 2 hours. If it rains after 1 hour, what should he do? a. Keep playing **b. Go home** c. Go to the shop d. Taking a bath e.				✓	
25		Julian wakes up late on Sunday. If he wants to have more time for playing, what should he do next time? **a. Wake up earlier** b. Skip breakfast c. Play on his phone longer d. Having dinner				✓	

Suggestion and Feedback:

Singaraja,
Expert 2

Gusti Ayu Rika Andini, S.Pd.

Appendix 10. Reading Comprehension Test Chapter 9 Validation

VALIDATION FORM OF READING COMPREHENSION TEST INSTRUMENT
CHAPTER 9

Researcher Identity

Name   : Gusti Ayu Agung Manik Purwantini
NIM   : 2112021009
Major   : English Language Education
Title   : Implementing Interactive Digital Social Stories as A Reading Comprehension
               Learning Media for Fourth Grade Students at Sd Negeri 3 Abiantuwung
Expert Name : Gusti Ayu Rika Andini, S.Pd.

No	Descriptor	Statement	Scale				
			1	2	3	4	5
1	Find specific information	What time does Agung go to the math course? a. At quarter to five **b. At half past four** c. At half past five d. At quarter past four					✓
2		Where does Agung take a nap at 1.30 pm? a. In his classroom b. In the kitchen **c. In his bedroom** d. In the bathroom					✓
3		Where does Agung go at 4.30 pm? a. School b. Math Course c. Park **d. Home**					✓
4		Where does Agung at 6.15 pm? **a. On the way home** b. At his math course c. At home d. At school					✓
5	Recall key details from the text	What is Agung doing between 1.30 pm until 4.00 pm? a. Having lunch and taking a nap **b. Taking a nap and doing homework** c. Doing homework and preparing math course d. Having dinner and taking a nap					✓

No	Category	Question					✓
6		What happens between 6.45 pm until 7.00 pm? a. Agung is getting ready for bed b. Agung is watching TV with his family c. Agung is studying for his math course **d. Agung is having dinner with his family**					✓
7	Infer the benefits of activity in the text	What is the main benefit of Agung's activity between 1.30 pm until 2.00 pm? **a. It helps his body more relax** b. It helps his body keep clean c. It allows him learn a lot about math d. It helps him stay organize					✓
8		What is the main benefit of Agung activity which is started from 8.45 – 9.00 pm? a. It makes Agung stay awake all night b. It makes Agung feel too tired **c. It helps protect teeth and clear skin.** d. It doesn't have any benefit					✓
9		What benefit does Agung get from watching TV with his family in the evening? a. It makes him forget to do his homework b. It makes him feel sad and lonely c. It distracts him from his dinner **d. It gives him time to enjoy fun moments**					✓
10		Agung says math is fun because he can count and play games. Which choice best shows how his math class help him every day? **a. It helps him learn math in a fun way** b. It makes him very tired c. It makes him feel bored d. It doesn't help him learn anything					✓
11	Interpret the meaning of specific	What does "doing homework" mean in the story? a. Playing game after school					✓

No		Question					
	words or phrases based on their context in the text	b. Sleeping in the bedroom **c. Finishing assignment from the teacher** d. Eating food and drinking water					
12	text	What does "spending time with family" mean in the story? a. Playing outside with friend **b. Doing activities together at home** c. Being alone in your room d. Doing homework alone					✓
13		In the story, what does "taking a nap" mean? **a. Sleeping for a short time** b. Sleeping all night until morning c. Closing eyes but not sleeping d. Sleeping for 6-8 hours					✓
14	Infer the cause-and-effect relationships between events in the text	Agung finishes his homework before 4.00 pm, so he can prepare for his math course. If he does not finish it on time, which situation would best illustrate what might happen? a. He will arrive on time for math course **b. He doesn't have time to prepare for math course** c. He will feel calm on the way to the math course d. He will have extra free time to play and learn in the math course				✓	
15		Agung takes a nap in the afternoon. If he stopped taking naps, which situation would best illustrate what might happen? a. He has more energy and completes his homework faster b. He becomes more productive and finishes all his work without getting tired c. He plays longer with his friends and doesn't need rest **d. He feels sleepy while doing his homework and struggles to focus**				✓	

16		Agung follows his bedtime routine and sleeps at 9.00 pm. If he starts going to bed much later, what is the most likely result? **a. He wakes up late and feeling tired** b. He has more energy after wake up c. He wakes up early and feeling fresh d. He becomes more productive				✓	
17	Interpret the meaning of a word or phrase based on its context	At 4.30 pm, Agung goes to a math course with their mother and says learning math is fun. This detail best shows that the writer: a. He is forced to go to math class **b. Finds math enjoyable and interactive** c. Would rather play than learn math d. Doesn't pay attention in class					✓
18		"At 4.15 pm, I take a bath, wash my body and change my clothes before going to my math course". This detail best shows that Agung? a. Does not care about being neat for class b. Is too lazy to prepare on his own **c. Makes sure he is clean and organized before his math lesson** d. Avoids cleaning because he doesn't like it					✓
19		Eating together with family is a special moment for Agung. What can you infer about the Agung's relationship with their family? a. Agung does not spend much time with them b. Agung only talks to family during meals c. Agung prefers to be alone and does not like family time **d. Agung enjoys spending time with family and values togetherness**				✓	
20	Summarize the main idea	Which sentence best summarizes the main idea of the text?					✓

	of a text by selecting the most accurate statement	**a. The author describes a daily routine that helps them stay organized** b. The author explains why spending time with family is important c. The author talks about the benefits of eating healthy food d. The author explains why math is their favorite subject					
21		What can we learn from Agung's routine? **a. Following routine helps us stay organized** b. Sleeping late is better than sleeping early c. Homework is not important d. Eating alone is better than eating with family					✓
22		Agung eats lunch for 15 minutes and takes a nap at 1.30 pm. What time does he start to eat his lunch? a. 1.30 pm b. 1.00 pm c. 1.45 pm **d. 1.15 pm**					✓
23		Agung starts his night routine at 8.45 pm and takes 30 minutes to finish. What time does he go to bed? a. 9.00 pm **b. 9.15 pm** c. 8.45 pm d. 9.30 pm					✓
24	Infer the most logical action Julian should take based on the given situation	Agung's activity in the evening 1) Wash face 2) Brush teeth 3) Read a book 4) Watch tv Which activities is the part of night routine? a. 1 and 4 b. 2 and 4 **c. 1 and 2** d. 2 and 3					✓

| 25 | | Agung's activity in the afternoon
1) Eat dinner
2) Watch tv
3) Do homework
4) Take a nap
Which activities happen before the math course?
a. 2 and 3
b. 1 and 2
c. **3 and 4**
d. 1 and 3 | | | | | ✓ |

Suggestion and Feedback:

Singaraja,
Expert 2

Gusti Ayu Rika Andini, S.Pd.

Appendix 11. Pre-test Documentation

Appendix 12. Treatment Documentation

Appendix 13. Post-test Documentation
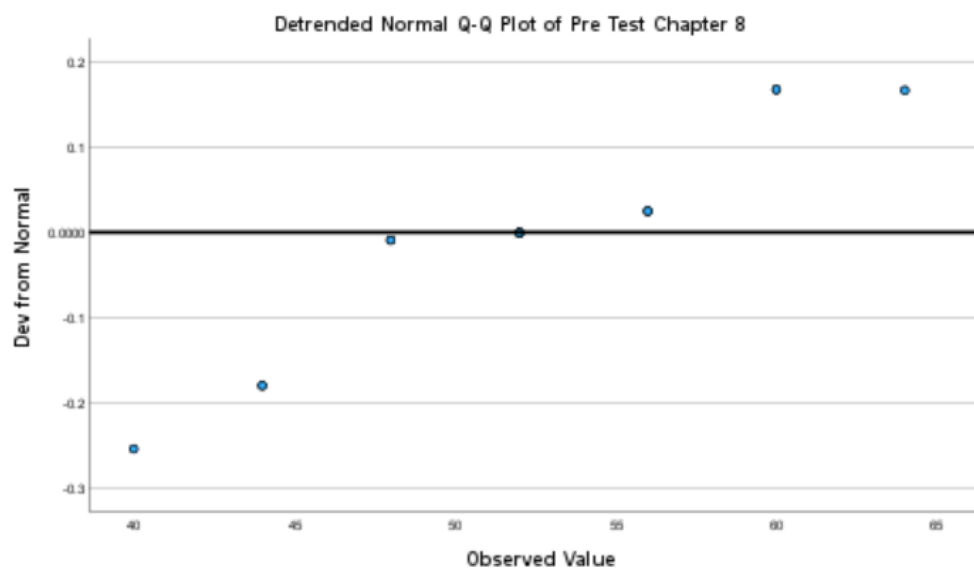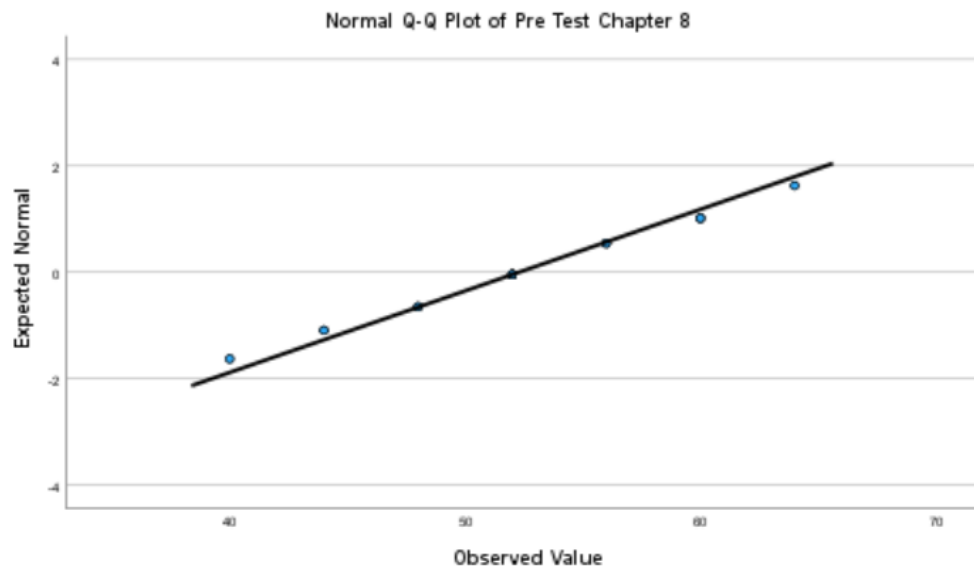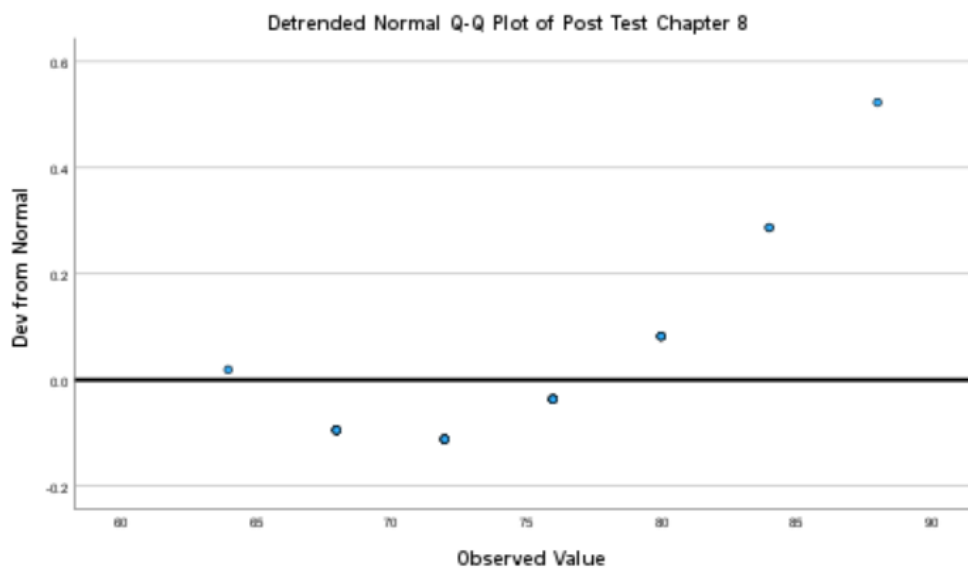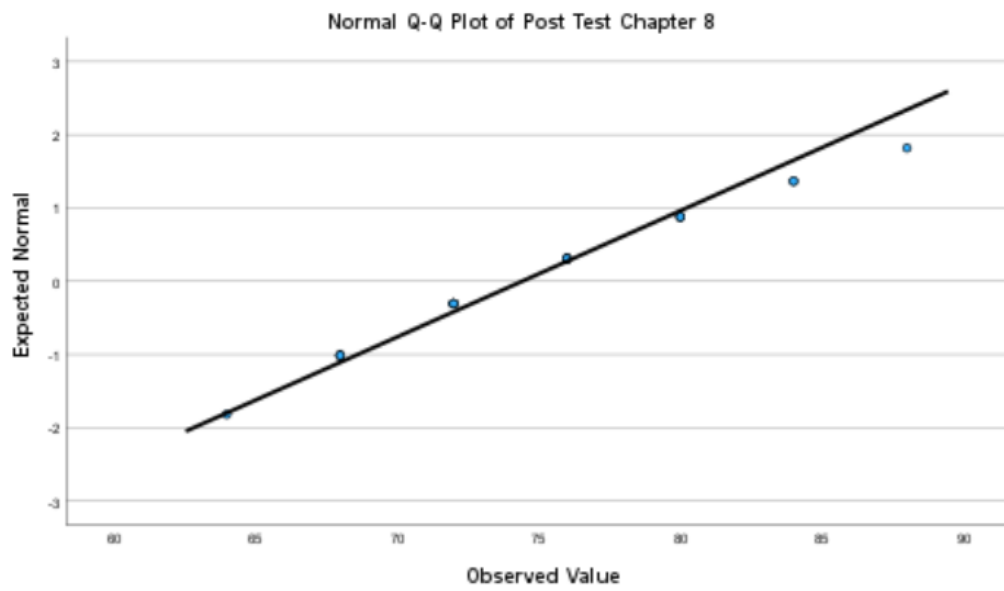
Appendix 14. SPSS Result Chapter 8

Descriptives

			Statistic	Std. Error
Pre Test Chapter 8	Mean		52.29	1.233
	95% Confidence Interval for Mean	Lower Bound	49.76	
		Upper Bound	54.82	
	5% Trimmed Mean		52.32	
	Median		52.00	
	Variance		42.582	
	Std. Deviation		6.525	
	Minimum		40	
	Maximum		64	
	Range		24	
	Interquartile Range		8	
	Skewness		-.068	.441
	Kurtosis		-.465	.858
Post Test Chapter 8	Mean		74.43	1.095
	95% Confidence Interval for Mean	Lower Bound	72.18	
		Upper Bound	76.68	
	5% Trimmed Mean		74.25	
	Median		74.00	
	Variance		33.587	
	Std. Deviation		5.795	
	Minimum		64	
	Maximum		88	
	Range		24	
	Interquartile Range		10	
	Skewness		.439	.441
	Kurtosis		-.210	.858

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Chapter 8	.161	28	.061	.952	28	.222
Post Test Chapter 8	.162	28	.057	.945	28	.150

a. Lilliefors Significance Correction

Normal Q-Q Plot of Pre Test Chapter 8

Detrended Normal Q-Q Plot of Pre Test Chapter 8

Normal Q-Q Plot of Post Test Chapter 8

Detrended Normal Q-Q Plot of Post Test Chapter 8

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Chapter 8	52.29	28	6.525	1.233
	Post Test Chapter 8	74.43	28	5.795	1.095

Paired Samples Correlations

				Significance	
		N	Correlation	One-Sided p	Two-Sided p
Pair 1	Pre Test Chapter 8 & Post Test Chapter 8	28	.796	<,001	<,001

Paired Samples Test

		Paired Differences			
					95% Confidence Interval of the ..
		Mean	Std. Deviation	Std. Error Mean	Lower
Pair 1	Pre Test Chapter 8 - Post Test Chapter 8	-22.143	3.997	.755	-23.693

Paired Samples Test

		Paired ...			Significance	
		95% Confidence Interval of the ...				
		Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pre Test Chapter 8 - Post Test Chapter 8	-20.593	-29.312	27	<,001	<,001

Paired Samples Effect Sizes

			Standardizer[a]	Point Estimate	95% ...
					Lower
Pair 1	Pre Test Chapter 8 - Post Test Chapter 8	Cohen's d	3.997	-5.539	-7.050
		Hedges' correction	4.113	-5.384	-6.852

Paired Samples Effect Sizes

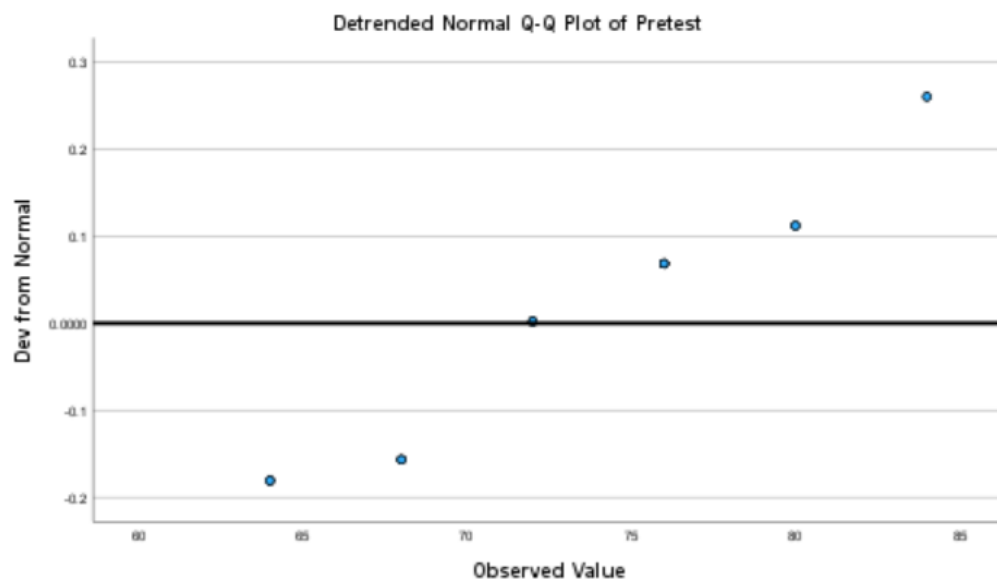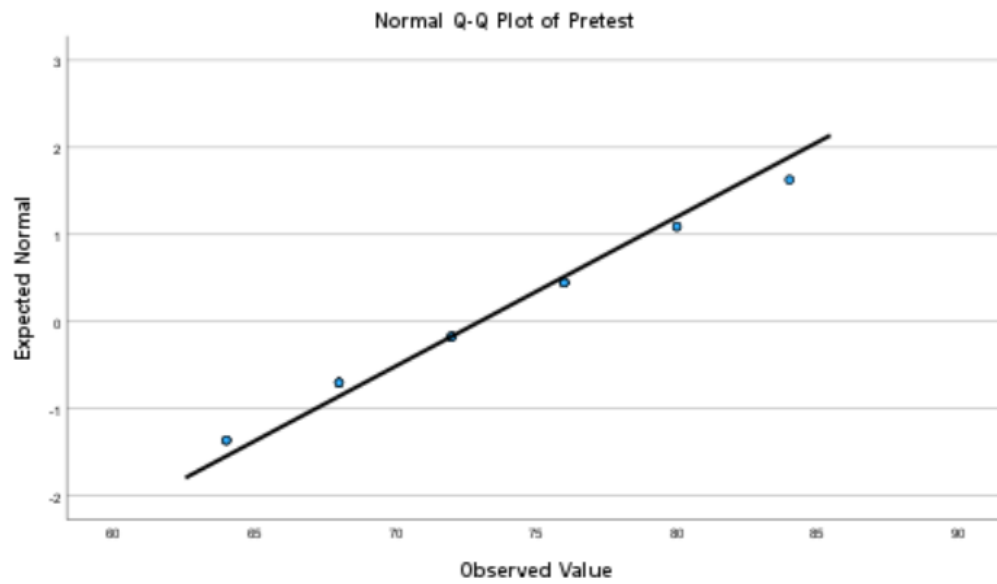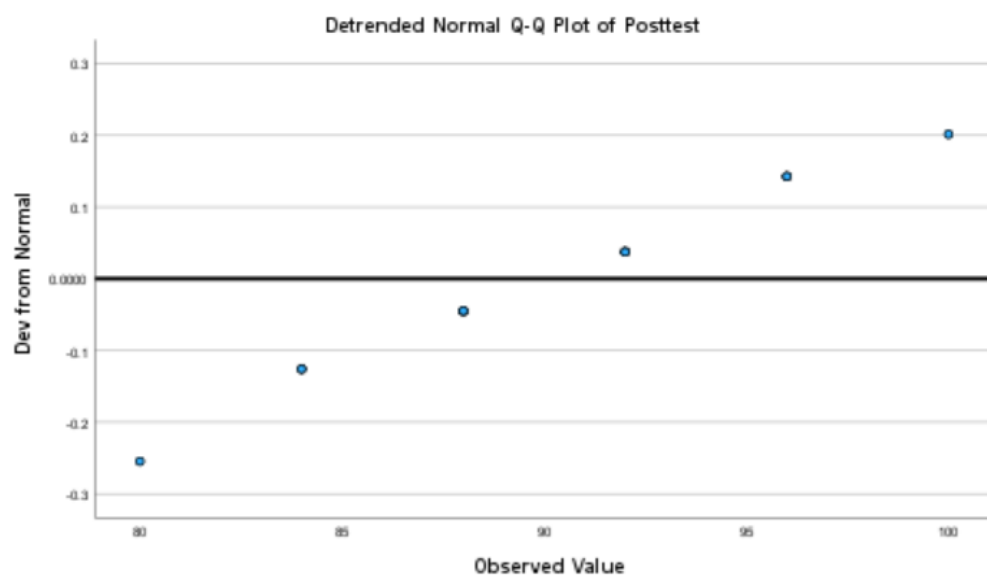|			95% ...
			Upper
Pair 1	Pre Test Chapter 8 - Post Test Chapter 8	Cohen's d	-4.020
		Hedges' correction	-3.908

Appendix 15. SPSS Result Chapter 9

Descriptives

			Statistic	Std. Error
Pretest	Mean		73.00	1.101
	95% Confidence Interval for Mean	Lower Bound	70.74	
		Upper Bound	75.26	
	5% Trimmed Mean		72.89	
	Median		72.00	
	Variance		33.926	
	Std. Deviation		5.825	
	Minimum		64	
	Maximum		84	
	Range		20	
	Interquartile Range		8	
	Skewness		.073	.441
	Kurtosis		-.691	.858
Posttest	Mean		90.14	1.018
	95% Confidence Interval for Mean	Lower Bound	88.05	
		Upper Bound	92.23	
	5% Trimmed Mean		90.16	
	Median		90.00	
	Variance		29.016	
	Std. Deviation		5.387	
	Minimum		80	
	Maximum		100	
	Range		20	
	Interquartile Range		7	
	Skewness		-.033	.441
	Kurtosis		-.513	.858

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.161	28	.061	.936	28	.088
Posttest	.155	28	.085	.946	28	.161

a. Lilliefors Significance Correction

Normal Q-Q Plot of Pretest

Detrended Normal Q-Q Plot of Pretest

Normal Q-Q Plot of Posttest

Detrended Normal Q-Q Plot of Posttest
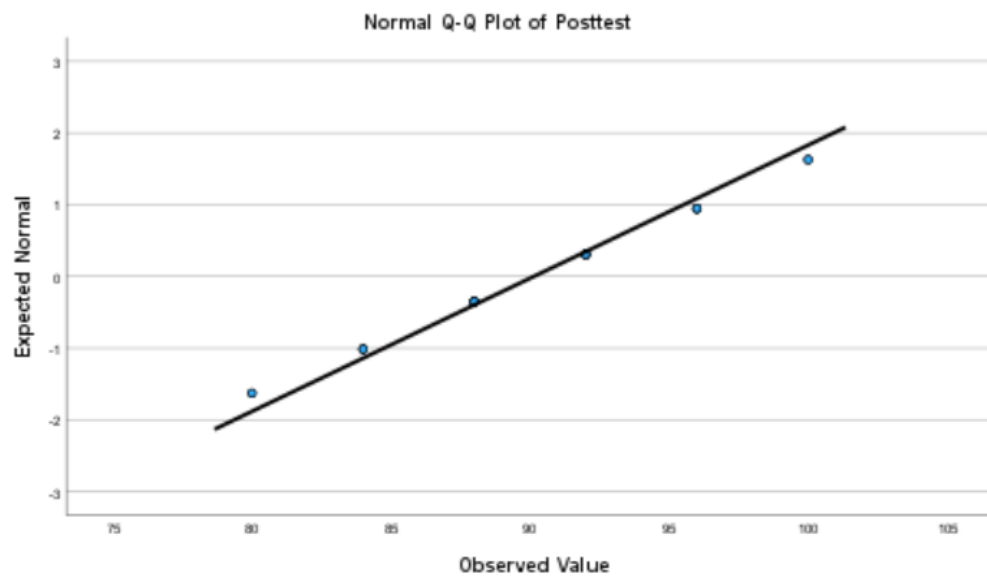
T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	73.00	28	5.825	1.101
	Posttest	90.14	28	5.387	1.018

Paired Samples Correlations

				Significance	
		N	Correlation	One-Sided p	Two-Sided p
Pair 1	Pretest & Posttest	28	.817	<.001	<.001

Paired Samples Test

		Paired Differences				
					95% Confidence Interval of the Difference	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1	Pretest - Posttest	-17.143	3.418	.646	-18.468	-15.818

Paired Samples Test

				Significance	
		t	df	One-Sided p	Two-Sided p
Pair 1	Pretest - Posttest	-26.540	27	<.001	<.001

Paired Samples Effect Sizes

			Standardizer[a]	Point Estimate	95% Confidence Interval Lower	Upper
Pair 1	Pretest - Posttest	Cohen's d	3.418	-5.016	-6.391	-3.631
		Hedges' correction	3.517	-4.875	-6.212	-3.529

a. The denominator used in estimating the effect sizes.
  Cohen's d uses the sample standard deviation of the mean difference.
  Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

BIGORAPHY

Gusti Ayu Agung Manik Purwantini was born in Tabanan on 9th September 2003. The writer was born to a parent I Gusti Made Arta and Sagung Kade Aryawati. The writer lives in Tabanan, Bali. The author completed her primary education at SD Negeri 3 Pandak Bandung in 2015 and continued her studies at SMP Negeri 1 Tabanan until 2018. In 2021, the writer graduated from SMA Negeri 2 Tabanan and continued his graduate education in English Language Education at Ganesha University of Education. In the process of completing her graduate studies, the writer has written a thesis entitled "Implementing Interactive Digital Social Stories for Fourth Grade Students at SD Negeri 3 Abiantuwung."