

APPENDICES



Appendix 1 Letter of Research Permission



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
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Hal : Permohonan Izin Penelitian

29 Mei 2026

Yth.
Kepala TK Aura Sukma Insani Singaraja
di Buleleng

Dalam rangka penyelesaian Skripsi/Tugas Akhir Mahasiswa, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini untuk mengumpulkan data yang diperlukan pada institusi yang Bapak/Ibu pimpin :

Nama	: Ni Luh Eka Widi Antari
NIM	: 2212021094
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2025/2026
Judul	: Developing A Big Book As A Shared Reading Media To Support Students' Reading Engagement And Integrate Sustainable Development Goal 6 (Clean Water And Sanitation) Content At Tk Aura Sukma Insani Singaraja

Demikian kami sampaikan permohonan ini, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Koorprodi Pendidikan Bahasa Inggris
3. Sub Bagian Akademik FBS



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan nilai bukti hukum yang sah"
- Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BerE Surat ini dapat dibuktikan keasliannya dengan menggunakan qr code yang telah tersedia

Appendix 2 Blueprint of the Observation Sheet

Aspect	Indicators	No
Teacher's reading strategies during reading activities	- The implementation of shared reading by the teacher, including the use of appropriate media, pronunciation, and voice intonation.	(1-3)
Reading materials and media used during reading activities.	- The availability, variety, and condition of the learning media used. - The suitability of the reading media's text and illustrations with preschool children's characteristics (font size, number of sentences, vocabulary, and visuals). - The availability of large-format reading media for shared reading activities. - The availability of reading media integrating Sustainable Development Goal 6 (Clean Water and Sanitation) content relevant to daily lives.	(4-9)
Students' behavioral reading engagement during reading activities.	- Students' active participation during reading activities (answering questions and responding to the story). - Students' consistency in maintaining attention throughout the reading activities (from beginning to end). - Students' interest in the illustrations in the reading media (paying attention to or pointing at the pictures).	(10-12)
Teachers' challenges during reading activities.	- Challenges in managing reading activities in the classroom. - Challenges in maintaining students' attention and encouraging their participation. - Challenges related to the limited availability of learning media.	(13- 15)
Integration of SDG 6 values into the learning process.	- The availability of reading media integrating SDG 6 (Clean Water and Sanitation) content. - The availability of visual media in the classroom (e.g., posters, educational stickers, and bulletin boards) that promote Clean Water and Sanitation values.	(16-17)

Appendix 3 Observation Sheet

No	Aspect	Statement	Available	Not Available	Observation Results
1	Teacher's reading strategies during reading activities	The teacher uses shared reading during classroom reading activities	✓		
		The teacher uses appropriate instructional media to support the implementation of shared reading activities.		✓	
		The teacher reads the story with clear pronunciation, intonation, and appropriate expression.	✓		
2	Reading materials and media used during reading activities.	Reading media are available in sufficient quantity.	✓		
		Learning media are varied and in good condition.		✓	
		The reading text is appropriate for the characteristics of preschool children (e.g., font size, number of sentences, and simple vocabulary).		✓	
		The Illustrations in the reading media are appropriate and engaging for preschool children.	✓		

		Large-format reading media are available to support shared reading activities.		✓	
		The reading media integrate the values of clean water and sanitation (SDG 6) in a simple and contextualized manner.		✓	
3	Students' behavioral reading engagement during reading activities.	Students' active participation during reading activities (answering questions and responding to the story).		✓	
		Students' consistency in maintaining attention throughout the reading activities (from beginning to end).		✓	
		Students' interest in the illustrations in the reading media (paying attention to or pointing at the pictures).		✓	
4	Teachers' challenges during reading activities.	Challenges in managing reading activities in the classroom.	✓		
		Challenges in maintaining students' attention and encouraging	✓		

		their participation.			
		Challenges related to the limited availability of learning media.		✓	
5.	Integration of SDG 6 values into the learning process.	The availability of reading media integrating SDG 6 (Clean Water and Sanitation) content.		✓	
		The availability of visual media in the classroom (e.g., posters, educational stickers, and bulletin boards) that promote Clean Water and Sanitation values.		✓	

Appendix 4 Blueprint of the Interview Guide

Aspect	Indicators	No
Implementation of reading activities.	Implementation schedule and frequency of reading activities.	(1-2)
	Type of reading activities (independent reading or shared reading).	(3)
	Learning media and content used during reading activities.	(4-6)
	Integration of SDG 6 content into the learning media (story content needs)	(7)
Students' behavioral reading engagement.	Students' responses during reading activities.	(8)
	Teacher's strategies to enhance students' behavioral reading engagement.	(9)
	Students' difficulties in participating in reading activities.	(10)
Challenges in reading activities.	Challenges faced by the teacher in implementing reading activities.	(11-12)
	Limitations of the reading media used during reading activities.	(13)
Learning media needs.	Teacher's preferences regarding the learning media (appearance and number of pages).	(14)

Appendix 5 Interview Guide for Teacher

No	Questions	Interview Results
1	Have you ever conducted reading activities in your classroom?	<i>Pernah</i>
2	Are these reading activities conducted regularly or according to a specific schedule?	<i>Kalau untuk kegiatan itu (membaca sendiri-sendiri) dilaksanakan setiap hari. Sebelum memulai pembelajaran, anak-anak memang ada aktivitas 5 menit membaca buku. Kalau yang bercerita itu seminggu sekali atau dua kali</i>
3	How are the reading activities conducted? Are they carried out through independent reading or shared reading?	<i>Ada yang mandiri ada shared reading</i>
4	What types of media are used during the reading activities?	<i>Buku yang digunakan masih buku kecil, sesuai dengan buku yang ada di kelas saja, karena untuk Big Book di sini kita belum menggunakannya</i>
5	In your opinion, what is the ideal story length for use in classroom reading activities?	<i>10 – 15 halaman biar tidak kepanjangan</i>
6	Is the story content selected randomly, or is it aligned with the curriculum?	<i>Cerita yang dibacakan biasanya random, tidak sesuai dengan silabus, tergantung dengan buku yang tersedia saja</i>
7	Have you ever integrated content about clean water and sanitation into reading activities?	<i>Kalau dalam bacaan, kami belum pernah, biasanya saya menyampaikan secara langsung saja. Misalnya, saya memberi tahu anak-anak untuk tidak menyalakan air terlalu besar agar tidak terbuang percuma</i>
8	How do students respond during reading activities in terms of their participation and enthusiasm?	<i>Biasanya di awal mereka cukup antusias, tapi setelah beberapa menit mulai kehilangan fokus</i>
9	How do you encourage students' engagement during reading activities?	<i>Dengan mengembangkan cerita yang ada di buku dan menggunakan gerakan saat membacakan cerita</i>
10	What difficulties do students commonly experience during reading activities?	<i>Untuk memfokuskan anak kembali itu cukup sulit. Selain itu, jika menggunakan bahasa Inggris,</i>

		<i>terkadang anak-anak belum sepenuhnya paham</i>
11	What challenges do you face when conducting reading activities in the classroom?	<i>Terkadang konsentrasi mereka tidak bertahan lama, biasanya setelah lima menit mereka sudah mulai hilang fokus</i>
12	Are the currently available reading media sufficient? If not, what limitations do you face?	<i>Beberapa buku yang tersedia sudah dalam kondisi rusak dan robek</i>
13	In your opinion, is there a need to develop reading media?	<i>Perlu dikembangkan seperti Big Book, karena di sini kebetulan belum ada</i>
14	In your opinion, what content or messages should be included in the story that will be developed?	<i>Kenalkan tentang manfaat air, bahaya, dan cara menghemat air saja</i>



EXPERT JUDGEMENT SHEET INSTRUMENT

Research Objective

To assess the quality of the developed Big Book as shared reading media in facilitating students' behavioral reading engagement and integrating SDG 6 (Clean Water and Sanitation) content.

Instrument Development Basis

The expert judgement instrument was designed to assess the quality of the developed Big Book as media for shared reading activities, before its implementation by the teacher. This instrument enables experts to evaluate the Big Book based on several aspects, including the characteristics of the appropriate Big Book, the relevance of SDG 6 (Clean Water and Sanitation) content, the feasibility of the Big Book in facilitating shared reading activities, as well as its potential to support students' behavioral reading engagement through the integration of the clean water and sanitation content. The purpose of this evaluation is to ensure that the developed Big Book is appropriate for preschool students and in line with the research objectives.

The expert judgement instrument was developed based on relevant theories, including the criteria of the good Big Book (Hall & O'Connor, 2006), its relevance to clean water and sanitation education (UNESCO, 2017), shared reading activities (Parkes, 2000), and reading engagement (Guthrie et al., 2004). The feedback and scores provided by the experts serve as the basis for revising and improving the Big Book.

References

- Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scafiddi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. *Journal of Educational Psychology*, 96(3), 403–423.
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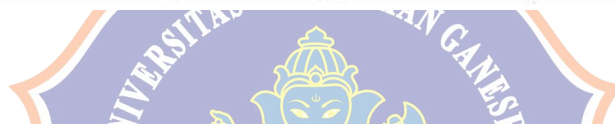
Appendix 6 Blueprint Expert Judgement Sheet

Aspect	Theory	Dimension	Specific Indicators	No
Characteristics of a good Big Book	Karges-Bone (1992) cited in Hall and O'Connor (2006)	Story length	The Big Book contains a story consisting of approximately 10-15 pages.	(1)
		Rhyming language	The Big Book uses rhyming language that is easy for young children to understand.	(2)
		Illustrations	The Big Book contains large, clear, colorful illustrations that are visible to all students.	(3)
		Word repetition	The Big Book uses repeated words to support children's vocabulary development.	(4)

		Storyline	The Big Book presents a simple and engaging storyline.	(5)
		Humor	The Big Book includes humorous elements in the story.	(6)
Relevance of SDG 6 content	(UNESCO, 2017)	Target 6.4: Water scarcity and water use efficiency	The Big Book includes content about the importance of conserving water in daily life.	(7)
			The Big Book presents examples of simple actions to conserve water.	(8)
			The Big Book introduces examples of water-wasting behaviors that children should avoid.	(9)
			The Big Book illustrates situations related to water scarcity.	(10)
Suitability of the Big Book for Shared Reading	(Parkes, 2000)	Content attractiveness and appropriateness	The topic and story content are appropriate for young children's interests.	(11)
			The story is appropriate for children's developmental level and experiences.	(12)
			The font size and spacing are	(13)

		Readability and visual accessibility	suitable for shared reading.	
			The layout of the text and illustrations allows the book to be viewed by the whole class.	(14)
		Illustrations and book design	The illustrations are clear, attractive, and support story comprehension.	(15)
		Storyline and language	The storyline is relevant to children's everyday experiences.	(16)
		Support and interaction	The language and story content encourage children's participation.	(17)
Potential of the Big Book to support students' behavioral reading engagement	(Guthrie et al., 2004)		The Big Book supports interaction between the teacher and students.	(18)
		Attention	The Big Book attracts and maintains students' attention through its size, illustrations, colors, and layout.	(19)
		Effort	The Big Book encourages students to participate in shared reading activities.	(20)
		Active participation	The Big Book encourages students' active	(21)

			participation, such as pointing to pictures, answering questions, and responding to the story.	
		Persistence	The Big Book helps sustain students' engagement throughout the reading activity.	(22)
		Positive conduct during reading	The Big Book encourages positive reading behaviors, such as sitting attentively and following the teacher's instructions.	(23)



Expert Judgement Sheet

Instructions For Completing the Expert Judgement Sheet

This expert-judgment instrument is designed to evaluate the quality and suitability of the developed Big Book as media for shared reading activities with preschool learners. The instrument assesses several aspects, including the criteria of a good Big Book, the relevance of Sustainable Development Goal 6 (Clean Water and Sanitation) content, the feasibility of the Big Book in facilitating shared reading activities, and its potential to support children's behavioral reading engagement. The results and feedback provided by experts are used as a basis for revising and improving the Big Book before it is implemented in the classroom by teachers.

Rating Scale:

Use the following scale to indicate the level of relevance of each item:

Score	Category
1 = NR (Not Relevant)	The item is not relevant or not reflected in the criteria being evaluated.
2 = SR (Somewhat Relevant)	The item is slightly relevant and only partially reflected in the criteria being evaluated.
3 = QR (Quite Relevant)	The item is relevant, although some aspects may need improvement.
4 = VR (Very Relevant)	The item is highly relevant and fully aligns with the criteria being evaluated.

How to Complete the Instrument

1. Read each statement thoroughly.
2. Determine the extent to which the developed Big Book fulfills the stated criterion.
3. Place a checkmark (✓) in one of the following columns: VR, QR, SR, or NR.
4. Continue rating all items across all aspects of the instrument.



Appendix 7 Expert Judgment Sheet

Aspect	Dimension	Statement	Rating Scale			
			1 NR	2 SR	3 QR	4 VR
Characteristics of a good Big Book	Story length	1. The Big Book contains a story consisting of approximately 10-15 pages.				
	Rhyming language	2. The Big Book uses rhyming language that is easy for young children to understand.				
	Illustrations	3. The Big Book contains large, clear, colorful illustrations that are visible to all students.				
	Word repetition	4. The Big Book uses repeated words to support children's vocabulary development.				
	Storyline	5. The Big Book presents a simple and engaging storyline.				
	Humor	6. The Big Book includes humorous elements in the story.				
		7. The Big Book includes content about the importance of conserving water in daily life.				

Relevance of SDG 6 content	Target 6.4: Water scarcity and water use efficiency	8. The Big Book presents examples of simple actions to conserve water.				
		9. The Big Book introduces examples of water-wasting behaviors that children should avoid.				
		10. The Big Book illustrates situations related to water scarcity.				
Suitability of the Big Book for Shared Reading	Content attractiveness and appropriateness	11. The topic and story content are appropriate for young children's interests.				
		12. The story is appropriate for children's developmental level and experiences.				
	Readability and visual accessibility	13. The font size and spacing are suitable for shared reading.				
		14. The layout of the text and illustrations allows the book to be viewed by the whole class.				
	Illustrations and book design	15. The illustrations are clear, attractive, and support story comprehension.				
	Storyline and language	16. The storyline is relevant to children's everyday experiences.				

	Support and interaction	17. The language and story content encourage children's participation.				
		18. The Big Book supports interaction between the teacher and students.				
Potential of the Big Book to support students' behavioral reading engagement	Attention	19. The Big Book attracts and maintains students' attention through its size, illustrations, colors, and layout.				
	Effort	20. The Big Book encourages students to participate in shared reading activities.				
	Active participation	21. The Big Book encourages students' active participation, such as pointing to pictures, answering questions, and responding to the story.				
	Persistence	22. The Big Book helps sustain students' engagement throughout the reading activity.				
	Positive conduct during reading	23. The Big Book encourages positive reading behaviors, such as sitting attentively and following the teacher's instructions.				

USER JUDGEMENT SHEET INSTRUMENT

Research Objective

To assess the quality of the developed Big Book as shared reading media in facilitating students' behavioral reading engagement and integrating SDG 6 (Clean Water and Sanitation) content.

Instrument Development Basis

The user judgment instrument was designed to assess the quality of the developed Big Book as media for shared reading activities after its implementation in the classroom. This instrument enables users to evaluate the Big Book based on several aspects. The purpose of this evaluation is to ensure that the developed Big Book is appropriate for preschool students and aligned with the research objectives.

The expert judgement instrument was developed based on relevant theories and criteria, including the characteristics of the good Big Book (Hall & O'Connor, 2006), its relevance to clean water and sanitation education (UNESCO, 2017), aspects of usability, practicality, and visibility (Lee & Owens, 2004; Alessi & Trollip, 2001, as cited in Yogyatno & Sofyan, 2014), shared reading activities (Parkes, 2000), and reading engagement (Guthrie et al., 2004). The feedback and scores provided by the users serve as the basis for revising and improving the Big Book.

References

- Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scaffidi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. *Journal of Educational Psychology*, 96(3), 403–423. <https://doi.org/10.1037/0022-0663.96.3.403>
- Hall, S. C., & O'Connor, B. (2006). Using Big Books : A Standards-Based Instructional Approach for Foreign ... *Foreign Language Annals*, 39(3), 487–506. https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1944-9720.2006.tb02901.x%0Ahttp://web.pdx.edu/~fischerw/courses/advanced/m_docs/pdf_doc/wbf_collection/0401_0450/0407_FLA_2006_Colville_BigBooks.pdf

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Appendix 8 Blueprint User Judgment Sheet

No	Theory	Category	Specific Indicator	Item Number
1	Karges-Bone (1992)	Story Structure	The story in the Big Book is engaging and easy for young children to understand.	1
2	cited in Hall and O'Connor (2006)	Visual and Design	The illustrations, colors, and layout of the Big Book attract children's attention.	2
3		Language and Vocabulary	The language used in the Big Book is easy for young children to understand.	3
4	UNESCO, (2017)	SDG 6 Integration	The Big Book includes content about the importance of conserving water in daily life.	4
5		Learning Support	The illustrations and repeated language patterns help	5

	Lee and Owens		children understand the story more easily.	
6	(2004) and Alessi and Trollip (2001), as	Visibility	The text size, font, and illustrations are clearly visible during shared reading activities.	6
7	cited in Yogyatno and Sofyan	Usability	The Big Book is easy to use during shared reading activities in the classroom.	7
8	(2014)	Practicality	The Big Book is practical to use within the available instructional time.	8
9	Parkes (2000)	Shared Reading Activity	The Big Book encourages students to actively participate during shared reading activities.	9
10	(Guthrie et al., 2004)	Behavioral Reading Engagement	The Big Book helps sustain children's attention, participation, persistence, and positive behavior during reading activities.	10

USER JUDGMENT

Instructions for Completing the Expert Judgement Sheet

This user judgment instrument is designed to evaluate the quality and suitability of the developed Big Book as media for shared reading activities with preschool learners. The instrument enables users to assess the Big Book based on several aspects related to its content, language, illustrations, and usability. The purpose of this evaluation is to ensure that the developed Big Book is appropriate for preschool students and aligned with the research objectives.

Rating Scale:

Use the following scale to indicate the level of relevance of each item:

Score	Category
1 = Strongly Disagree	The respondent strongly disagrees that the product meets the criteria being evaluated.
2 = Disagree	The respondent disagrees that the product meets the criteria being evaluated.
3 = Agree	The respondent agrees that the product meets the criteria being evaluated.
4 = Strongly Agree	The respondent strongly agrees that the product meets the criteria being evaluated.

How to Complete the Instrument

1. Read each statement thoroughly.
2. Determine the extent to which the developed Big Book fulfills the stated criterion.
3. Place a checkmark (✓) in one of the following columns.
4. Continue rating all items across all aspects of the instrument.

Appendix 9 User Judgment Sheet

No	Category	Statement	Scale			
			1 (Strongly Disagree)	2 (Disagree)	3 (Agree)	4 (Strongly Agree)
1	Story Structure	The story in the Big Book is engaging and easy for young children to understand.				
2	Visual & Design	The illustrations, colors, and layout of the Big Book attract children's attention.				
3	Language & Vocabulary	The language used in the Big Book is easy for young children to understand.				
4	SDG 6 Integration	The Big Book includes content about the importance of conserving water in daily life.				
5	Learning Support	The illustrations and repeated language patterns help children understand the story more easily.				
6	Visibility	The text size, font, and illustrations are clearly visible during shared reading activities.				
7	Usability	The Big Book is easy to use				

		during shared reading activities in the classroom.				
8	Practicality	The Big Book is practical to use within the available instructional time.				
9	Shared Reading Activity	The Big Book encourages students to actively participate during shared reading activities.				
10	Behavioral Reading Engagement	The Big Book helps sustain children's attention, participation, persistence, and positive behavior during reading activities.				

BEHAVIORAL READING ENGAGEMENT CHECKLIST

Research Objective

To assess the quality of the developed Big Book as shared reading media in facilitating students' behavioral reading engagement and integrating SDG 6 (Clean Water and Sanitation) content.

Instrument Development Basis

The reading engagement checklist was developed to observe preschool students' behavioral reading engagement during shared reading activities using the developed Big Book. This instrument is used during the implementation stage to observe students' engagement while the teacher reads the Big Book in shared reading.

The checklist focuses on observable indicators of behavioral reading engagement, including students' attention, active participation, effort, and interaction with the text and illustration during shared reading activities. The instrument consists of four categories, from Never to Always, to capture the frequency of students' behavioral reading engagement. Additional notes are provided to allow observers to record specific behavior or contextual observation during the reading activities.

The development of this instrument was adapted from the concept of reading engagement, especially in behavioral reading engagement, proposed by Guthrie et al (2004), which emphasized students' attention, effort, and active participation during reading activities. The data collected through this instrument used to evaluate the Big Book in supporting preschool students' reading engagement during shared reading activities.

References

Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scafiddi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. *Journal of Educational Psychology*, 96(3), 403–423.

<https://doi.org/10.1037/0022-0663.96.3.403>

Appendix 10 Blueprint of Students' Behavioral Reading Engagement Checklist

Aspect	Indicator	Item Number
Attention	Students show attention and focus while the teacher reads the Big Book.	(1)
Active Participation	Students respond to the teacher's questions, point to pictures, and repeat words or phrases from the story.	(2, 3, 4)
Effort	Students demonstrate effort by continuing to pay attention to the story despite experiencing difficulties.	(5)
Positive Response	Students show interest and positive responses, such as smiling, expressing amazement, and showing enthusiasm.	(6)
Persistence	Students remain engaged and demonstrate consistent participation throughout the shared reading activity.	(7)

Appendix 11 Students' Behavioral Reading Engagement Checklist

No	Observed Aspect	Never (1)	Sometimes (2)	Often (3)	Always (4)	Notes
1	Students pay attention to the story while the teacher reads the Big Book.					
2	Students look at and point to the					

	illustrations related to the story.					
3	Students respond to the teacher's questions about the character Ratih and the events in the story.					
4	Students repeat simple words or phrases from the story (e.g., <i>save water</i>)					
5	Students continue paying attention to the story even when they encounter difficulties.					
6	Students show interest and positive responses (e.g., smiling, expressing amazement, and showing enthusiasm).					
7	Students show curiosity or					

attention during the conflict in the story (i.e., the appearance of the water monster).						
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Appendix 12 Instrument Validation

A. Expert 1

INSTRUMENT VALIDATION

OBSERVATION SHEET FOR ANALYZING TEACHERS' AND STUDENTS' NEEDS IN DEVELOPING A BIG BOOK

A. Identity

Name : Ni Luh Eka Widi Antari

NIM : 2212021094

Objective: To analyze teachers' and kindergarten students' needs in developing a Big Book as shared reading media to foster students' reading engagement and integrate Sustainable Development Goal 6 (clean water and sanitation) content.

B. Introduction

This instrument validation form is designed to obtain expert judgment on the observation sheet developed by the researcher. Your assessment is crucial to ensure that the instrument is relevant to the research objectives. The researcher sincerely appreciates your willingness to serve as a validator and your time and contribution in completing this validation form.

C. Instructions

1. The researcher kindly requests that you read each item carefully and determine whether it is relevant to the research objectives.
2. The researcher kindly requests that you indicate your evaluation by placing a check mark (✓) in the column that best represents your judgment.

3. The researcher kindly requests that you provide comments and suggestions for improvement, as well as your feedback on the interview guidelines for the needs analysis of teachers and students, which serve as a basis for the development of a Big Book.

D. Assessment

Aspects	Observation Items	Expert Judgement		Descriptions
		Relevant	Not Relevant	
Teacher's reading strategies during reading activities	The teacher uses shared reading during classroom reading activities	✓		
	The teacher uses appropriate instructional media to support the implementation of shared reading activities.	✓		
	The teacher reads the story with clear pronunciation, intonation, and appropriate expression.	✓		
Reading materials and media used during reading activities.	Reading media are available in sufficient quantity.	✓		
	Learning media are varied and in good condition.	✓		
	The reading text is appropriate for the characteristics of preschool children (e.g., font size, number of sentences, and simple vocabulary).	✓		
	The Illustrations in the reading media are appropriate and engaging for preschool children.	✓		

	Large-format reading media are available to support shared reading activities.	✓		
	The reading media integrate the values of clean water and sanitation (SDG 6) in a simple and contextualized manner.	✓		
Students' behavioral reading engagement during reading activities.	Students' active participation during reading activities (answering questions and responding to the story).	✓		
	Students' consistency in maintaining attention throughout the reading activities (from beginning to end).	✓		
	Students' interest in the illustrations in the reading media (paying attention to or pointing at the pictures).	✓		
Teachers' challenges during reading activities.	Challenges in managing reading activities in the classroom.	✓		
	Challenges in maintaining students' attention and encouraging their participation.	✓		
	Challenges related to the limited availability of learning media.	✓		
Integration of SDG 6 values into the	The availability of reading media integrating SDG 6	✓		

learning process.	(Clean Water and Sanitation) content.			
	The availability of visual media in the classroom (e.g., posters, educational stickers, and bulletin boards) that promote Clean Water and Sanitation values.	✓		

Date:

Validator



Luh Gd Rahayu Budiarta, S.Pd., M.Pd

NIP.199309192018032001



INSTRUMENT VALIDATION

INTERVIEW GUIDE FOR ANALYZING TEACHERS' AND STUDENTS' NEEDS IN DEVELOPING A BIG BOOK

A. Identity

Name : Ni Luh Eka Widi Antari

NIM : 2212021094

Objective: To analyze teachers' and kindergarten students' needs in developing a Big Book as a shared reading medium to foster students' reading engagement and integrate Sustainable Development Goal 6 (clean water and sanitation) content.

B. Introduction

This instrument validation form is designed to obtain expert judgment on the interview guide developed by the researcher. Your assessment is crucial to ensure that the instrument is relevant to the research objectives. The researcher sincerely appreciates your willingness to serve as a validator and for your time and contribution in completing this validation form.

C. Instructions

1. The researcher kindly requests that you read each item carefully and determine whether it is relevant to the research objectives.
2. The researcher kindly requests that you indicate your evaluation by placing a check mark (✓) in the column that best represents your judgment.
3. The researcher kindly requests that you provide comments and suggestions for improvement, as well as your feedback on the interview guidelines for the needs analysis of teachers and students, which serve as a basis for the development of a Big Book.

D. Assessment

Indicators	Question Number	Expert Judgement		Descriptions
		Relevant	Not Relevant	
Pelaksanaan kegiatan membaca	(1-2)	✓		

(keberadaan dan jadwal pelaksanaan kegiatan)				
Bentuk kegiatan membaca (membaca mandiri atau <i>shared reading</i>).	(3)	✓		
Media dan konten pembelajaran yang digunakan dalam kegiatan membaca.	(4-5)	✓		
Respons siswa selama kegiatan membaca.	(6)	✓		
Kesulitan dan hambatan yang dialami siswa dalam mengikuti kegiatan membaca.	(7)	✓		
Strategi yang digunakan guru untuk meningkatkan keterlibatan	(8)	✓		

membaca siswa.				
Tantangan yang dihadapi guru dalam pelaksanaan kegiatan membaca.	(9)	✓		
Keterbatasan bahan bacaan yang digunakan dalam kegiatan membaca.	(10)	✓		
Pengintegrasian konten SDG 6 dalam media pembelajaran (kebutuhan isi cerita).	(11-12)	✓		
Preferensi guru terhadap media pembelajaran (tampilan dan jumlah halaman).	(13)	✓		

E. General Comments and Suggestions

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Date:

Validator



Luh Gd Rahayu Budianta, S.Pd., M.Pd

NIP. 199309192018032001

INSTRUMENT VALIDATION

EXPERT JUDGMENT TO ASSESS THE QUALITY OF THE DEVELOPED BIG BOOK

E. Identity

Name : Ni Luh Eka Widi Antari

NIM : 2212021094

Objective: To assess the quality of the developed Big Book as shared reading media in facilitating students' behavioral reading engagement and integrating SDG 6 (Clean Water and Sanitation) content.

F. Introduction

This instrument validation form is designed to obtain expert validation on the relevance and appropriateness of the expert judgment instrument used to assess the quality of the developed Big Book. Your assessment is crucial to ensure that the instrument is relevant to the research objectives. The researcher sincerely appreciates your willingness to serve as a validator and for your time and contribution in completing this validation form.

G. Instructions

1. The researcher kindly requests that you read each item carefully and determine whether it is relevant to the research objectives.
2. The researcher kindly requests that you indicate your evaluation by placing a check mark (✓) in the column that best represents your judgment.
3. The researcher kindly requests that you provide comments and suggestions for improvement, as well as your feedback on the expert judgment instrument.

Aspek	Dimensi	Butir Pernyataan	R	IR	Notes
Characteristics of a good Big Book	Story length	1. The Big Book contains a story consisting of approximately 10-15 pages.	✓		
	Rhyming language	2. The Big Book uses rhyming language that is easy for young children to understand.	✓		
	Illustrations	3. The Big Book contains large, clear, colorful illustrations that are visible to all students.	✓		
	Word repetition	4. The Big Book uses repeated words to support children's vocabulary development.	✓		
	Storyline	5. The Big Book presents a simple and engaging storyline.	✓		
	Humor	6. The Big Book includes humorous elements in the story.	✓		
Relevance of SDG 6 content	Target 6.4: Water scarcity and water use efficiency	7. The Big Book includes content about the importance of conserving water in daily life.	✓		
		8. The Big Book presents examples of simple actions to conserve water.	✓		
		9. The Big Book introduces examples of water-wasting behaviors that children should avoid.	✓		

		10. The Big Book illustrates situations related to water scarcity.	✓		
Suitability of the Big Book for Shared Reading	Content attractiveness and appropriateness	11. The topic and story content are appropriate for young children's interests.	✓		
		12. The story is appropriate for children's developmental level and experiences.	✓		
	Readability and visual accessibility	13. The font size and spacing are suitable for shared reading.	✓		
		14. The layout of the text and illustrations allows the book to be viewed by the whole class.	✓		
	Illustrations and book design	15. The illustrations are clear, attractive, and support story comprehension.	✓		
	Storyline and language	16. The storyline is relevant to children's everyday experiences.	✓		
	Support and interaction	17. The language and story content encourage children's participation.	✓		
		18. The Big Book supports interaction between the teacher and students.	✓		

Potential of the Big Book to support students' behavioral reading engagement	Attention	19. The Big Book attracts and maintains students' attention through its size, illustrations, colors, and layout.	✓		
	Effort	20. The Big Book encourages students to participate in shared reading activities.	✓		
	Active participation	21. The Big Book encourages students' active participation, such as pointing to pictures, answering questions, and responding to the story.	✓		
	Persistence	22. The Big Book helps sustain students' engagement throughout the reading activity.	✓		
	Positive conduct during reading	23. The Big Book encourages positive reading behaviors, such as sitting attentively and following the teacher's instructions.	✓		

Date:

Validator Instrument


 Luh Gd Rahayu Budarta, S.Pd., M.Pd
 NIP.199309192018032001



INSTRUMENT VALIDATION

USER JUDGMENT TO ASSESS THE QUALITY OF THE DEVELOPED BIG BOOK

A. Identity

Name : Ni Luh Eka Widi Antari

NIM : 2212021094

Objective: To assess the quality of the developed Big Book as shared reading media in facilitating students' behavioral reading engagement and integrating SDG 6 (Clean Water and Sanitation) content.

B. Introduction

This instrument validation form is designed to obtain expert validation on the relevance and appropriateness of the user judgment instrument used to assess the quality of the developed Big Book. Your assessment is crucial to ensure that the instrument is relevant to the research objectives. The researcher sincerely appreciates your willingness to serve as a validator and for your time and contribution in completing this validation form.

C. Instructions

1. The researcher kindly requests that you read each item carefully and determine whether it is relevant to the research objectives.
2. The researcher kindly requests that you indicate your evaluation by placing a check mark (✓) in the column that best represents your judgment.
3. The researcher kindly requests that you provide comments and suggestions for improvement, as well as your feedback on the expert judgment instrument.

No	Category	Statement	R	IR	Notes
1	Story Structure	The story in the Big Book is engaging and easy for young children to understand.	✓		
2	Visual & Design	The illustrations, colors, and layout of the Big Book attract children's attention.	✓		
3	Language & Vocabulary	The language used in the Big Book is easy for young children to understand.	✓		
4	SDG 6 Integration	The Big Book includes content about the importance of conserving water in daily life.	✓		
5	Learning Support	The illustrations and repeated language patterns help children understand the story more easily.	✓		
6	Visibility	The text size, font, and illustrations are clearly visible during shared reading activities.	✓		
7	Usability	The Big Book is easy to use during shared reading activities in the classroom.	✓		
8	Practicality	The Big Book is practical to use within the available instructional time.	✓		
9	Shared Reading Activity	The Big Book encourages students to actively participate during shared reading activities.	✓		
10	Behavioral Reading Engagement	The Big Book helps sustain children's attention, participation, persistence, and positive behavior during reading activities.	✓		



Date:

Validator Instrument

Luh Gd Rahayu Budarta, S.Pd., M.Pd

NIP.199309192018032001

INSTRUMENT VALIDATION

STUDENTS BEHAVIORAL READING ENGAGEMENT CHECKLIST

D. Identity

Name : Ni Luh Eka Widi Antari

NIM : 2212021094

Objective: To assess the quality of the developed Big Book as shared reading media in facilitating students' behavioral reading engagement and integrating SDG 6 (Clean Water and Sanitation) content.

E. Introduction

This instrument validation sheet is used by expert validators to assess the relevance, clarity, and appropriateness of each item in the reading engagement instrument. The instrument is designed to evaluate students' engagement in shared reading activities using the Big Book. The validators are asked to review each item and determine whether it accurately represents the behavioral aspects of reading engagement in preschool students, including attention, participation, effort, and observable responses during reading activity. The validation process ensures that each item is aligned with the intended construct and suitable for use with preschool students.

F. Instructions

4. The researcher kindly requests that you read each item carefully and determine whether it is relevant to the research objectives.
5. The researcher kindly requests that you indicate your evaluation by placing a check mark (✓) in the column that best represents your judgment.
6. The researcher kindly requests that you provide comments and suggestions for improvement, as well as your feedback on the reading engagement checklist.

No	Observed Aspect	Relevant	Irrelevant	Notes
1	Students pay attention to the story while the teacher reads the Big Book.	✓		
2	Students look at and point to the illustrations related to the story.	✓		
3	Students respond to the teacher's questions about the character Ratih and the events in the story.	✓		
4	Students repeat simple words or phrases from the story (e.g., <i>save water</i>).	✓		
5	Students continue paying attention to the story even when they encounter difficulties.	✓		
6	Students show interest and positive responses (e.g., smiling, expressing amazement, and showing enthusiasm).	✓		
7	Students show curiosity or attention during the conflict in the story (i.e., the appearance of the water monster).	✓		

E. General Comments and Suggestions

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Date:

Validator



Laili Gid Rahayu Budiana, S.Pd., M.Pd

NIP. 199309192018032001

B. Expert 2

INSTRUMENT VALIDATION

OBSERVATION SHEET FOR ANALYZING TEACHERS' AND STUDENTS' NEEDS IN DEVELOPING A BIG BOOK

A. Identity

Name : Ni Luh Eka Widi Antari

NIM : 2212021094

Objective: To analyze teachers' and kindergarten students' needs in developing a Big Book as shared reading media to foster students' reading engagement and integrate Sustainable Development Goal 6 (clean water and sanitation) content.

B. Introduction

This instrument validation form is designed to obtain expert judgment on the observation sheet developed by the researcher. Your assessment is crucial to ensure that the instrument is relevant to the research objectives. The researcher sincerely appreciates your willingness to serve as a validator and your time and contribution in completing this validation form.

C. Instructions

1. The researcher kindly requests that you read each item carefully and determine whether it is relevant to the research objectives.
2. The researcher kindly requests that you indicate your evaluation by placing a check mark (✓) in the column that best represents your judgment.

3. The researcher kindly requests that you provide comments and suggestions for improvement, as well as your feedback on the interview guidelines for the needs analysis of teachers and students, which serve as a basis for the development of a Big Book.

D. Assessment

Aspects	Observation Items	Expert Judgement		Descriptions
		Relevant	Not Relevant	
Teacher's reading strategies during reading activities	The teacher uses shared reading during classroom reading activities	✓		
	The teacher uses appropriate instructional media to support the implementation of shared reading activities.	✓		
	The teacher reads the story with clear pronunciation, intonation, and appropriate expression.	✓		
Reading materials and media used during reading activities.	Reading media are available in sufficient quantity.	✓		
	Learning media are varied and in good condition.	✓		
	The reading text is appropriate for the characteristics of preschool children (e.g., font size, number of sentences, and simple vocabulary).	✓		
	The Illustrations in the reading media are appropriate and engaging for preschool children.	✓		

	Large-format reading media are available to support shared reading activities.	✓		
	The reading media integrate the values of clean water and sanitation (SDG 6) in a simple and contextualized manner.	✓		
Students' behavioral reading engagement during reading activities.	Students' active participation during reading activities (answering questions and responding to the story).	✓		
	Students' consistency in maintaining attention throughout the reading activities (from beginning to end).	✓		
	Students' interest in the illustrations in the reading media (paying attention to or pointing at the pictures).	✓		
Teachers' challenges during reading activities.	Challenges in managing reading activities in the classroom.	✓		
	Challenges in maintaining students' attention and encouraging their participation.	✓		
	Challenges related to the limited availability of learning media.	✓		
Integration of SDG 6 values into the	The availability of reading media integrating SDG 6	✓		

learning process.	(Clean Water and Sanitation) content.			
	The availability of visual media in the classroom (e.g., posters, educational stickers, and bulletin boards) that promote Clean Water and Sanitation values.	✓		

E. General Comments and Suggestions

Besides the expression & intonation, teacher's pronunciation should also be observed / checked there.

Date:

Validator Instrument



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP. 198904082023212043

INSTRUMENT VALIDATION

INTERVIEW GUIDE FOR ANALYZING TEACHERS' AND STUDENTS' NEEDS IN DEVELOPING A BIG BOOK

A. Identity

Name : Ni Luh Eka Widi Antari

NIM : 2212021094

Objective: To analyze teachers' and kindergarten students' needs in developing a Big Book as a shared reading medium to foster students' reading engagement and integrate Sustainable Development Goal 6 (clean water and sanitation) content.

B. Introduction

This instrument validation form is designed to obtain expert judgment on the interview guide developed by the researcher. Your assessment is crucial to ensure that the instrument is relevant to the research objectives. The researcher sincerely appreciates your willingness to serve as a validator and for your time and contribution in completing this validation form.

C. Instructions

1. The researcher kindly requests that you read each item carefully and determine whether it is relevant to the research objectives.
2. The researcher kindly requests that you indicate your evaluation by placing a check mark (✓) in the column that best represents your judgment.
3. The researcher kindly requests that you provide comments and suggestions for improvement, as well as your feedback on the interview guidelines for the needs analysis of teachers and students, which serve as a basis for the development of a Big Book.

D. Assessment

Indicators	Question Number	Expert Judgement		Descriptions
		Relevant	Not Relevant	
Pelaksanaan kegiatan membaca	(1-2)	✓		

(keberadaan dan jadwal pelaksanaan kegiatan)				
Bentuk kegiatan membaca (membaca mandiri atau <i>shared reading</i>).	(3)	✓		
Media dan konten pembelajaran yang digunakan dalam kegiatan membaca.	(4-5)	✓		
Respons siswa selama kegiatan membaca.	(6)	✓		
Kesulitan dan hambatan yang dialami siswa dalam mengikuti kegiatan membaca.	(7)	✓		
Strategi yang digunakan guru untuk meningkatkan keterlibatan	(8)	✓		

membaca siswa.				
Tantangan yang dihadapi guru dalam pelaksanaan kegiatan membaca.	(9)	✓		
Keterbatasan bahan bacaan yang digunakan dalam kegiatan membaca.	(10)	✓		
Pengintegrasian konten SDG 6 dalam media pembelajaran (kebutuhan isi cerita).	(11-12)	✓		
Preferensi guru terhadap media pembelajaran (tampilan dan jumlah halaman).	(13)	✓		

E. General Comments and Suggestions

The instrument has been developed well.
 You just need to arrange the question/ statement
 based on their scope/ aspect.

Date:

Validator Instrument



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP. 198904082023212043

INSTRUMENT VALIDATION
EXPERT JUDGMENT TO ASSESS THE QUALITY OF THE
DEVELOPED BIG BOOK

E. Identity

Name : Ni Luh Eka Widi Antari

NIM : 2212021094

Objective: To assess the quality of the developed Big Book as shared reading media in facilitating students' behavioral reading engagement and integrating SDG 6 (Clean Water and Sanitation) content.

F. Introduction

This instrument validation form is designed to obtain expert validation on the relevance and appropriateness of the expert judgment instrument used to assess the quality of the developed Big Book. Your assessment is crucial to ensure that the instrument is relevant to the research objectives. The researcher sincerely appreciates your willingness to serve as a validator and for your time and contribution in completing this validation form.

G. Instructions

1. The researcher kindly requests that you read each item carefully and determine whether it is relevant to the research objectives.
2. The researcher kindly requests that you indicate your evaluation by placing a check mark (✓) in the column that best represents your judgment.
3. The researcher kindly requests that you provide comments and suggestions for improvement, as well as your feedback on the expert judgment instrument.

Aspect	Dimension	Statement	R	IR	Notes
Characteristics of a good Big Book	Story length	1. The Big Book contains a story consisting of approximately 10-15 pages.	✓		
	Rhyming language	2. The Big Book uses rhyming language that is easy for young children to understand.	✓		
	Illustrations	3. The Big Book contains large, clear, colorful illustrations that are visible to all students.	✓		
	Word repetition	4. The Big Book uses repeated words to support children's vocabulary development.	✓		
	Storyline	5. The Big Book presents a simple and engaging storyline.	✓		
	Humor	6. The Big Book includes humorous elements in the story.	✓		
Relevance of SDG 6 content	Target 6.4: Water scarcity and water use efficiency	7. The Big Book includes content about the importance of conserving water in daily life.	✓		
		8. The Big Book presents examples of simple actions to conserve water.	✓		
		9. The Big Book introduces examples of water-wasting behaviors that children should avoid.	✓		

		10. The Big Book illustrates situations related to water scarcity.	✓		
Suitability of the Big Book for Shared Reading	Content attractiveness and appropriateness	11. The topic and story content are appropriate for young children's interests.	✓		
		12. The story is appropriate for children's developmental level and experiences.	✓		
	Readability and visual accessibility	13. The font size and spacing are suitable for shared reading.	✓		
		14. The layout of the text and illustrations allows the book to be viewed by the whole class.	✓		
	Illustrations and book design	15. The illustrations are clear, attractive, and support story comprehension.	✓		
	Storyline and language	16. The storyline is relevant to children's everyday experiences.	✓		
	Support and interaction	17. The language and story content encourage children's participation.	✓		
		18. The Big Book supports interaction between the teacher and students.	✓		

Potential of the Big Book to support students' behavioral reading engagement	Attention	19. The Big Book attracts and maintains students' attention through its size, illustrations, colors, and layout.	✓		
	Effort	20. The Big Book encourages students to participate in shared reading activities.	✓		
	Active participation	21. The Big Book encourages students' active participation, such as pointing to pictures, answering questions, and responding to the story.	✓		
	Persistence	22. The Big Book helps sustain students' engagement throughout the reading activity.	✓		
	Positive conduct during reading	23. The Big Book encourages positive reading behaviors, such as sitting attentively and following the teacher's instructions.	✓		

Date:

Validator Instrument



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP. 198904082023212043

INSTRUMENT VALIDATION

USER JUDGMENT TO ASSESS THE QUALITY OF THE DEVELOPED BIG BOOK

A. Identity

Name : Ni Luh Eka Widi Antari

NIM : 2212021094

Objective: To assess the quality of the developed Big Book as shared reading media in facilitating students' behavioral reading engagement and integrating SDG 6 (Clean Water and Sanitation) content.

B. Introduction

This instrument validation form is designed to obtain expert validation on the relevance and appropriateness of the user judgment instrument used to assess the quality of the developed Big Book. Your assessment is crucial to ensure that the instrument is relevant to the research objectives. The researcher sincerely appreciates your willingness to serve as a validator and for your time and contribution in completing this validation form.

C. Instructions

1. The researcher kindly requests that you read each item carefully and determine whether it is relevant to the research objectives.
2. The researcher kindly requests that you indicate your evaluation by placing a check mark (✓) in the column that best represents your judgment.
3. The researcher kindly requests that you provide comments and suggestions for improvement, as well as your feedback on the expert judgment instrument.

No	Category	Statement	R	IR	Notes
1	Story Structure	The story in the Big Book is engaging and easy for young children to understand.	✓		
2	Visual & Design	The illustrations, colors, and layout of the Big Book attract children's attention.	✓		
3	Language & Vocabulary	The language used in the Big Book is easy for young children to understand.	✓		
4	SDG 6 Integration	The Big Book includes content about the importance of conserving water in daily life.	✓		
5	Learning Support	The illustrations and repeated language patterns help children understand the story more easily.	✓		
6	Visibility	The text size, font, and illustrations are clearly visible during shared reading activities.	✓		
7	Usability	The Big Book is easy to use during shared reading activities in the classroom.	✓		
8	Practicality	The Big Book is practical to use within the available instructional time.	✓		
9	Shared Reading Activity	The Big Book encourages students to actively participate during shared reading activities.	✓		
10	Behavioral Reading Engagement	The Big Book helps sustain children's attention, participation, persistence, and positive behavior during reading activities.	✓		



Date:

Validator Instrument

Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP. 198904082023212043

INSTRUMENT VALIDATION

STUDENTS BEHAVIORAL READING ENGAGEMENT CHECKLIST

D. Identity

Name : Ni Luh Eka Widi Antari

NIM : 2212021094

Objective: To assess the quality of the developed Big Book as shared reading media in facilitating students' behavioral reading engagement and integrating SDG 6 (Clean Water and Sanitation) content.

E. Introduction

This instrument validation sheet is used by expert validators to assess the relevance, clarity, and appropriateness of each item in the reading engagement instrument. The instrument is designed to evaluate students' engagement in shared reading activities using the Big Book. The validators are asked to review each item and determine whether it accurately represents the behavioral aspects of reading engagement in preschool students, including attention, participation, effort, and observable responses during reading activity. The validation process ensures that each item is aligned with the intended construct and suitable for use with preschool students.

F. Instructions

4. The researcher kindly requests that you read each item carefully and determine whether it is relevant to the research objectives.
5. The researcher kindly requests that you indicate your evaluation by placing a check mark (✓) in the column that best represents your judgment.
6. The researcher kindly requests that you provide comments and suggestions for improvement, as well as your feedback on the reading engagement checklist.

No	Observed Aspect	Relevant	Irrelevant	Notes
1	Students pay attention to the story while the teacher reads the Big Book.	✓		
2	Students look at and point to the illustrations related to the story.	✓		
3	Students respond to the teacher's questions about the character Ratih and the events in the story.	✓		
4	Students repeat simple words or phrases from the story (e.g., <i>save water</i>).	✓		
5	Students continue paying attention to the story even when they encounter difficulties.	✓		
6	Students show interest and positive responses (e.g., smiling, expressing amazement, and showing enthusiasm).	✓		
7	Students show curiosity or attention during the conflict in the story (i.e., the appearance of the water monster).	✓		



E. General Comments and Suggestions

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Date:

Validator Instrument

N. L. Ub. P. Era Adnyayanti, S.Pd., M.Pd.

NIP. 198901082021212043

Appendix 13 Result of Expert Judgment

Expert 1: Luh Gd Rahayu Budiarta, S.Pd., M. Pd

Aspect	Dimension	Statement	Rating Scale			
			1 NR	2 SR	3 QR	4 VR
Characteristics of a good Big Book	Story length	1. The Big Book contains a story consisting of approximately 10-15 pages.				✓
	Rhyming language	2. The Big Book uses rhyming language that is easy for young children to understand.			✓	
	Illustrations	3. The Big Book contains large, clear, colorful illustrations that are visible to all students.				✓
	Word repetition	4. The Big Book uses repeated words to support children's vocabulary development.				✓
	Storyline	5. The Big Book presents a simple and engaging storyline.				✓
	Humor	6. The Big Book includes humorous elements in the story.			✓	

Relevance of SDG 6 content	Target 6.4: Water scarcity and water use efficiency	7. The Big Book includes content about the importance of conserving water in daily life.				✓
		8. The Big Book presents examples of simple actions to conserve water.				✓
		9. The Big Book introduces examples of water-wasting behaviors that children should avoid.				✓
		10. The Big Book illustrates situations related to water scarcity.				✓
Suitability of the Big Book for Shared Reading	Content attractiveness and appropriateness	11. The topic and story content are appropriate for young children's interests.				✓
		12. The story is appropriate for children's developmental level and experiences.				✓
	Readability and visual accessibility	13. The font size and spacing are suitable for shared reading.				✓
		14. The layout of the text and illustrations allows the book to be viewed by the whole class.				✓
	Illustrations and book design	15. The illustrations are clear, attractive, and support story comprehension.				✓

	Storyline and language	16. The storyline is relevant to children's everyday experiences.				✓
	Support and interaction	17. The language and story content encourage children's participation.				✓
		18. The Big Book supports interaction between the teacher and students.				✓
Potential of the Big Book to support students' behavioral reading engagement	Attention	19. The Big Book attracts and maintains students' attention through its size, illustrations, colors, and layout.				✓
	Effort	20. The Big Book encourages students to participate in shared reading activities.				✓
	Active participation	21. The Big Book encourages students' active participation, such as pointing to pictures, answering questions, and responding to the story.				✓
	Persistence	22. The Big Book helps sustain students' engagement throughout the reading activity.				✓
	Positive conduct during reading	23. The Big Book encourages positive reading behaviors, such as sitting attentively and following the teacher's instructions.				✓

Expert 2: Ni Luh Putu Era Adnyayanti, S.Pd., M. Pd

Aspek	Dimensi	Butir Pernyataan	Skala Penilaian			
			1 NR	2 SR	3 QR	4 VR
Karakteristik Big Book yang baik	Panjang cerita	1. Big Book berisi cerita pendek dengan panjang sekitar 10-15 halaman.				✓
	Pola rima dalam bahasa	2. Big Book disusun dengan pola rima yang mudah dipahami oleh anak-anak.				✓
	Ilustrasi	3. Big Book menampilkan ilustrasi berukuran besar, jelas, berwarna, dan mudah dilihat oleh seluruh siswa.				✓
	Kosakata	4. Big Book menggunakan kata berulang untuk mendukung pembelajaran kosakata anak.				✓
	Alur cerita	5. Alur cerita pada Big Book sederhana dan menarik.				✓
	Unsur humor	6. Menghadirkan unsur humor dalam cerita.				✓
Relevansi konten SDG 6	Target 6.4: Kelangkaan air dan efisiensi penggunaan	7. Big Book memuat konten tentang pentingnya menghemat penggunaan air dalam kehidupan sehari-hari.				✓
		8. Big Book menampilkan contoh tindakan sederhana dalam menghemat penggunaan air.				✓
		9. Big Book memperkenalkan contoh perilaku pemborosan air yang perlu dihindari oleh anak.				✓
		10. Big Book menggambarkan situasi kelangkaan air secara				✓

		nyata.				
Kelayakan Big Book dalam memfasilitasi <i>Shared Reading</i>	Daya tarik dan kesesuaian isi	11. Topik dan isi cerita sesuai dengan minat anak usia dini.				✓
		12. Cerita sesuai dengan tingkat perkembangan dan pengalaman anak.				✓
	Keterbacaan dan akses visual	13. Ukuran dan jarak huruf jelas untuk kegiatan membaca bersama.				✓
		14. Tata letak teks dan gambar memungkinkan buku dilihat bersama.				✓
	Ilustrasi dan desain buku	15. Ilustrasi jelas, menarik, dan mendukung pemahaman isi cerita.				✓
	Alur cerita dan bahasa	16. Alur cerita dekat dengan pengalaman sehari-hari anak.				✓
	Dukungan dan interaksi	17. Bahasa dan isi cerita mendorong anak untuk berpartisipasi.				✓
		18. Big Book mendukung terjadinya interaksi guru dan siswa.				✓
Potensi Big Book dalam mendukung keterlibatan membaca	Attention	19. Big Book mampu menarik dan mempertahankan perhatian siswa melalui ukuran buku, ilustrasi, warna, dan tata letak.				✓
	Effort	20. Big Book mendorong siswa untuk berusaha mengikuti kegiatan membaca bersama.				✓

secara behavioral	Active participation	21. Big Book mendorong partisipasi aktif siswa, seperti menunjuk gambar, menjawab pertanyaan, dan bereaksi terhadap cerita.				✓
	Persistence	22. Big Book membantu mempertahankan keterlibatan siswa dari awal hingga akhir kegiatan membaca.				✓
	Positive conduct during reading	23. Big Book mendorong perilaku positif selama membaca, seperti duduk tertib dan mengikuti arahan guru.				✓

Date:

Expert Judge



Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

NIP.198904082023212043



Appendix 14 Result of User Judgment

User Judgment: I Wayan Agus Andi Nugraha, S. S.

No	Category	Question Items	Scale			
			1 (Strongly Disagree)	2 (Disagree)	3 (Agree)	4 (Strongly Agree)
1	Story Structure	The story in the Big Book is engaging and easy for young children to understand.				✓
2	Visual & Design	The illustrations, colors, and layout of the Big Book attract children's attention.				✓
3	Language & Vocabulary	The language used in the Big Book is easy for young children to understand.				✓
4	SDG 6 Integration	The Big Book includes content about the importance of conserving water in daily life.			✓	
5	Learning Support	The illustrations and repeated language patterns help children understand the story more easily.				✓
6	Visibility	The text size, font, and illustrations are clearly visible during shared reading activities.			✓	

7	Usability	The Big Book is easy to use during shared reading activities in the classroom.				✓
8	Practicality	The Big Book is practical to use within the available instructional time.				✓
9	Shared Reading Activity	The Big Book encourages students to actively participate during shared reading activities.			✓	
10	Behavioral Reading Engagement	The Big Book helps sustain children's attention, participation, persistence, and positive behavior during reading activities.			✓	

Date:

User Judge



I Wayan Agus Andi Nugraha, SS
NIP

Appendix 15 Results of Students' Behavioral Reading Engagement

Siswa 1

No	Observed Aspect	Never (1)	Sometimes (2)	Often (3)	Always (4)	Notes
1	Students pay attention to the story while the teacher reads the Big Book.		✓			
2	Students look at and point to the illustrations related to the story.			✓		
3	Students respond to the teacher's questions about the character Ratih and the events in the story.			✓		
4	Students repeat simple words or phrases from the story (e.g., <i>save water</i>).				✓	
5	Students continue paying attention to the story even when they encounter difficulties.			✓		
6	Students show interest and positive responses (e.g., smiling, expressing amazement, and showing enthusiasm).				✓	
7	Students show curiosity or attention during the conflict in the story (i.e., the appearance of the water monster).				✓	

Siswa 2

No	Observed Aspect	Never (1)	Sometimes (2)	Often (3)	Always (4)	Notes
1	Students pay attention to the story while the teacher reads the Big Book.			✓		
2	Students look at and point to the illustrations related to the story.	✓				
3	Students respond to the teacher's questions about the character Ratih and the events in the story.			✓		
4	Students repeat simple words or phrases from the story (e.g., <i>save water</i>).		✓			
5	Students continue paying attention to the story even when they encounter difficulties.			✓		
6	Students show interest and positive responses (e.g., smiling, expressing amazement, and showing enthusiasm).				✓	
7	Students show curiosity or attention during the conflict in the story (i.e., the appearance of the water monster).				✓	

Siswa 3

No	Observed Aspect	Never (1)	Sometimes (2)	Often (3)	Always (4)	Notes
1	Students pay attention to the story while the teacher reads the Big Book.				✓	
2	Students look at and point to the illustrations related to the story.		✓			
3	Students respond to the teacher's questions about the character Ratih and the events in the story.			✓		
4	Students repeat simple words or phrases from the story (e.g., <i>save water</i>)				✓	
5	Students continue paying attention to the story even when they encounter difficulties.				✓	
6	Students show interest and positive responses (e.g., smiling, expressing amazement, and showing enthusiasm).		✓			
7	Students show curiosity or attention during the conflict in the story (i.e., the appearance of the water monster).				✓	

Siswa 4

No	Observed Aspect	Never (1)	Sometimes (2)	Often (3)	Always (4)	Notes
1	Students pay attention to the story while the teacher reads the Big Book.				✓	
2	Students look at and point to the illustrations related to the story.			✓		
3	Students respond to the teacher's questions about the character Ratih and the events in the story.			✓		
4	Students repeat simple words or phrases from the story (e.g., <i>save water</i>)		✓			
5	Students continue paying attention to the story even when they encounter difficulties.				✓	
6	Students show interest and positive responses (e.g., smiling, expressing amazement, and showing enthusiasm).		✓			
7	Students show curiosity or attention during the conflict in the story (i.e., the appearance of the water monster).		✓			

Siswa 5

No	Observed Aspect	Never (1)	Sometimes (2)	Often (3)	Always (4)	Notes
1	Students pay attention to the story while the teacher reads the Big Book.				✓	
2	Students look at and point to the illustrations related to the story.	✓				
3	Students respond to the teacher's questions about the character Ratih and the events in the story.				✓	
4	Students repeat simple words or phrases from the story (e.g., <i>save water</i>)				✓	
5	Students continue paying attention to the story even when they encounter difficulties.				✓	
6	Students show interest and positive responses (e.g., smiling, expressing amazement, and showing enthusiasm).				✓	
7	Students show curiosity or attention during the conflict in the story (i.e., the appearance of the water monster).		✓			

Siswa 6

No	Observed Aspect	Never (1)	Sometimes (2)	Often (3)	Always (4)	Notes
1	Students pay attention to the story while the teacher reads the Big Book.				✓	
2	Students look at and point to the illustrations related to the story.	✓				
3	Students respond to the teacher's questions about the character Ratih and the events in the story.				✓	
4	Students repeat simple words or phrases from the story (e.g., <i>save water</i>).				✓	
5	Students continue paying attention to the story even when they encounter difficulties.				✓	
6	Students show interest and positive responses (e.g., smiling, expressing amazement, and showing enthusiasm).				✓	
7	Students show curiosity or attention during the conflict in the story (i.e., the appearance of the water monster).		✓			

Appendix 16 Photo Documentation



RIWAYAT HIDUP



Ni Luh Eka Widi Antari lahir di Mataram pada tanggal 6 Mei 2004. Penulis lahir dari pasangan suami istri Bapak I Nyoman Sumadi dan Ibu Ni Ketut Wati. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Banjar Dinas Kedampal, Desa Datah, Kecamatan Abang, Kabupaten Karangasem, Provinsi Bali.

Penulis menyelesaikan pendidikan di SD Negeri 5 Datah dan lulus pada tahun 2016. Kemudian penulis melanjutkan di SMP Negeri 4 Abang dan lulus pada tahun 2019. Pada tahun 2022, penulis lulus dari SMK Negeri 1 Abang jurusan Multimedia dan melanjutkan ke Strata 1 jurusan Bahasa Asing di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2026, penulis telah menyelesaikan skripsi berjudul *“Developing a Big Book As Shared Reading Media To Support Students’ Behavioral Reading Engagement And Integrate Sustainable Development Goal 6 (Clean Water And Sanitation) Content At TK Aura Sukma Insani Singaraja”*. Selanjutnya, mulai tahun 2022 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.