



APPENDICES

Appendix 1. Observation Sheet Result

No	Observation Indicator	Description	Scale
1	Reading activity	The teacher conducts English reading activities as part of classroom learning.	✓ ☐ A ☐ NA
2	Shared reading implementation	The teacher implements shared reading by reading together with the students.	✓ ☐ A ☐ NA
3	Reading media	The teacher uses reading media such as storybooks or flashcards during reading activities.	✓ ☐ A ☐ NA
4	Size of reading media	The reading media are large enough for all students to clearly see the text and illustrations.	☐ A ✓ ☐ NA
5	Reading material	The reading materials contain varied and meaningful themes beyond basic vocabulary topics.	☐ A ✓ ☐ NA
6	Students' attention	Most students pay attention to the teacher during reading activities.	✓ ☐ A ☐ NA
7	Students' participation	Students actively participate by listening, answering questions, repeating words, or responding to the story.	✓ ☐ A ☐ NA
8	Students' behavioral engagement	Students remain engaged and follow the reading activity from the beginning until the end.	✓ ☐ A ☐ NA

No	Observation Indicator	Description	Scale
9	Teacher–student interaction	The teacher encourages interaction by asking questions or inviting students to predict and discuss the story.	☒ A ☐ NA
10	SDG 10-related content	The reading materials include themes related to fairness, respect for differences, inclusion, or anti-discrimination.	☐ A ☒ NA

Appendix 2. Interview Guide Result

No	Interview Questions	Purpose	Answer
1	How are English reading activities usually conducted in your classroom?	To identify the current implementation of reading and shared reading activities.	English reading activities are conducted once a week. The teacher uses various media, such as printed storybooks, digital stories, and flashcards. Reading activities mainly focus on introducing and reinforcing English vocabulary through shared reading and teacher-guided discussions.
2	What kinds of reading media do you usually use, and what challenges do you face when using them?	To identify the strengths and limitations of the existing reading media.	We usually use printed storybooks, digital stories, and flashcards. However, the available books are not suitable for shared reading because they are too small for all students to clearly see the text and illustrations. In addition, the reading materials

No	Interview Questions	Purpose	Answer
			mostly use common themes such as animals, transportation, and body parts, which limit students' interest and reduce the variety of learning experiences. Flashcards are also limited in the number of vocabulary items they can present, while digital stories are often too difficult for preschool students to understand.
3	How do students usually behave during shared reading activities?	To explore students' behavioral engagement, such as attention, participation, and persistence during reading.	Students' behavior during shared reading varies. Most students pay attention to the teacher, actively listen to the story, and raise their hands to answer questions. However, some students gradually lose their attention and become less engaged before the reading activity is finished.
4	In your opinion, what characteristics should an ideal reading medium have to better support students' engagement during shared reading?	To identify teachers' expectations regarding the features of the developed Big Book.	An ideal reading medium should have a large book size so that all students can clearly see the text and illustrations. The story should be appropriate for preschool students, use simple and easy-to-understand language, include attractive illustrations, and not be too long to help maintain students' attention

No	Interview Questions	Purpose	Answer
			throughout the reading activity.
5	Do you think it is important to integrate SDG 10 (Reduced Inequalities), such as fairness, respect for differences, and anti-discrimination, into English reading materials? Why?	To identify teachers' perceptions and needs regarding the integration of SDG 10 values into reading materials.	Yes, I think it is important. Introducing values such as fairness, respect for differences, and anti-discrimination through reading materials can help children develop positive character and social attitudes from an early age. Therefore, SDG 10 is a meaningful and appropriate theme for preschool students.

Appendix 3. Expert Judgement (1st Expert) result

EXPERT JUDGMENT SHEET

Rubric for Expert Judgment of the SDG 10-Based Big Book

Expert Name : Luh Gd Rahayu Budiarta, S.Pd., M.Pd. (1st Expert)

Institution : Ganesha Education University

Date :

Rating Scale

Score	Category
5	Excellent
4	Good
3	Acceptable
2	Poor

Score	Category
1	Very Poor

Assessment Rubric for Expert Judgment

Aspect	Dimension	Statement	Scale (1–5)	Comments
Characteristics of a Good Big Book	Story Length	1. The story length is appropriate for preschool children and supports shared reading activities.	5	
	Rhyme & Repetitive Language	2. The Big Book uses simple and repetitive language patterns that are easy for preschool children.	4	
	Illustrations	3. The illustrations are large, colorful, and clearly visible to all children during shared reading.	5	
	Vocabulary	4. The vocabulary is appropriate for preschool children's English proficiency.	4	
	Storyline	5. The storyline is simple, sequential, and easy to understand.	5	

Aspect	Dimension	Statement	Scale (1–5)	Comments
	Humor	6. The story contains enjoyable elements that increase children's interest in reading.	5	
Relevance of SDG 10 Values	Respect for Differences	7. The story promotes respect for individual differences.	5	
	Inclusion	8. The story demonstrates that every child has equal opportunities to participate regardless of physical ability or background.	5	
	Anti-discrimination	9. The story discourages discriminatory attitudes and promotes inclusive behavior.	5	
	Fairness	10. The story encourages children to treat others fairly and equally.	5	
	Age-appropriate Message	11. SDG 10 values are presented in a simple and age-appropriate way.	5	
Big Book Feasibility for Shared Reading	Content Suitability	12. The story topic is interesting and relevant to	5	

Aspect	Dimension	Statement	Scale (1–5)	Comments
		preschool children's daily lives.		
	Developmental Appropriateness	13. The story matches preschool children's language and cognitive development.	4	
	Visual Accessibility	14. The text size and illustrations are clearly visible during shared reading.	4	
	Layout	15. The layout supports teachers in conducting shared reading effectively.	4	
	Illustration Support	16. The illustrations help children understand the story.	5	
	Language	17. The language is simple, contextual, and easy for preschool children to understand.	3	
	Interaction	18. The story encourages interaction between teacher and students during shared reading.	4	

Overall Evaluation

Excellent (No Revision Required)

Good (Minor Revision Required)

Acceptable (Major Revision Required)

Poor (Requires Significant Revision)

Very Poor (Needs Redesign)

Appendix 4. Expert Judgement (2nd Expert) result

EXPERT JUDGMENT SHEET

Rubric for Expert Judgment of the SDG 10-Based Big Book

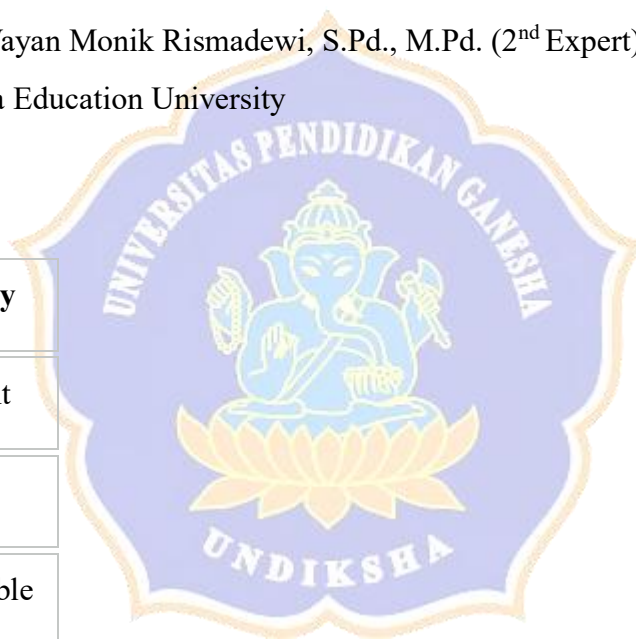
Expert Name : Ni Wayan Monik Rismadewi, S.Pd., M.Pd. (2nd Expert)

Institution : Ganesha Education University

Date :

Rating Scale

Score	Category
5	Excellent
4	Good
3	Acceptable
2	Poor
1	Very Poor



Assessment Rubric for Expert Judgment

Aspect	Dimension	Statement	Scale (1–5)	Comments
Characteristics of a Good Big Book	Story Length	1. The story length is appropriate for preschool children and supports shared reading activities.	5	
	Rhyme & Repetitive Language	2. The Big Book uses simple and repetitive language patterns that are easy for preschool children.	3	
	Illustrations	3. The illustrations are large, colorful, and clearly visible to all children during shared reading.	5	
	Vocabulary	4. The vocabulary is appropriate for preschool children's English proficiency.	4	
	Storyline	5. The storyline is simple, sequential, and easy to understand.	5	
	Humor	6. The story contains enjoyable elements that increase children's interest in reading.	4	
Relevance of SDG 10 Values	Respect for Differences	7. The story promotes respect	5	

Aspect	Dimension	Statement	Scale (1–5)	Comments
		for individual differences.		
	Inclusion	8. The story demonstrates that every child has equal opportunities to participate regardless of physical ability or background.	5	
	Anti-discrimination	9. The story discourages discriminatory attitudes and promotes inclusive behavior.	5	
	Fairness	10. The story encourages children to treat others fairly and equally.	5	
	Age-appropriate Message	11. SDG 10 values are presented in a simple and age-appropriate way.	5	
Big Book Feasibility for Shared Reading	Content Suitability	12. The story topic is interesting and relevant to preschool children's daily lives.	5	
	Developmental Appropriateness	13. The story matches preschool children's language	4	

Aspect	Dimension	Statement	Scale (1–5)	Comments
		and cognitive development.		
	Visual Accessibility	14. The text size and illustrations are clearly visible during shared reading.	4	
	Layout	15. The layout supports teachers in conducting shared reading effectively.	4	
	Illustration Support	16. The illustrations help children understand the story.	5	
	Language	17. The language is simple, contextual, and easy for preschool children to understand.	3	
	Interaction	18. The story encourages interaction between teacher and students during shared reading.	5	

Overall Evaluation

Excellent (No Revision Required)

Good (Minor Revision Required)

Acceptable (Major Revision Required)

Poor (Requires Significant Revision)

Very Poor (Needs Redesign)

Appendix 5. User judgment sheet result

USER JUDGMENT SHEET

USER JUDGMENT OF THE POTENTIAL OF SDG 10-BASED BIG BOOK IN SUPPORTING BEHAVIORAL READING ENGAGEMENT

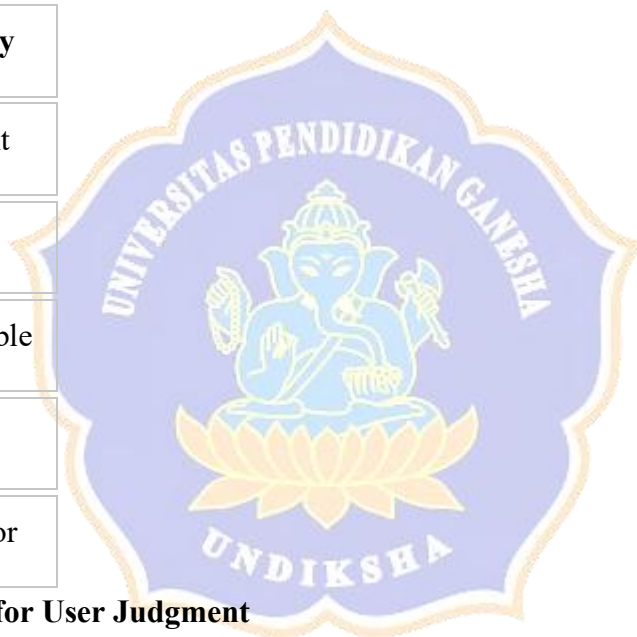
Respondent : Putu Sri Darma Dewi, S.Pd., Gr., M.Pd.

School : Girikarnika Montessori School

Date : 20-7-26

Rating Scale

Score	Category
5	Excellent
4	Good
3	Acceptable
2	Poor
1	Very Poor



Assessment Rubric for User Judgment

No	Behavioral Reading Engagement Potential	Scale (1–5)	Suggestions
1	The Big Book attracts children's attention at the beginning of the shared reading activity.	5	
2	The Big Book helps children focus on the teacher during shared reading.	4	
3	The Big Book encourages children to observe the illustrations carefully.	4	

No	Behavioral Reading Engagement Potential	Scale (1–5)	Suggestions
4	The Big Book helps children follow the printed text while listening to the teacher.	5	
5	The Big Book helps children maintain their attention throughout the reading session.	4	
6	The Big Book encourages children to listen attentively to the story.	4	
7	The Big Book helps children concentrate on the reading activity without being easily distracted.	5	
8	The Big Book encourages children to attend to the shared reading activity from beginning to end.	5	
9	The Big Book keeps children engaged with the storyline during shared reading.	5	
10	The Big Book encourages children to respond to the teacher's questions.	5	
11	The Big Book encourages children to answer questions related to the story.	5	
12	The Big Book encourages children to repeat words or simple expressions during shared reading.	5	
13	The Big Book encourages children to interact with the teacher during reading activities.	5	
14	The Big Book encourages children to point to pictures or objects mentioned in the story.	4	
15	The Big Book encourages children to participate actively throughout the reading session.	4	

No	Behavioral Reading Engagement Potential	Scale (1–5)	Suggestions
16	The Big Book encourages children to volunteer answers or ideas during shared reading.	4	
17	The Big Book encourages children to imitate words or expressions modeled by the teacher.	5	
18	The Big Book encourages children to express their ideas or opinions during shared reading.	4	

Overall Evaluation

Excellent (No Revision Required)

Good (Minor Revision Required)

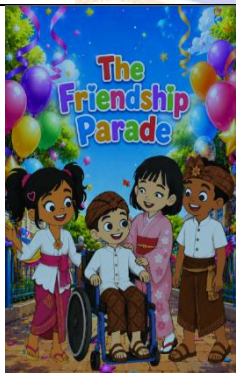
Acceptable (Major Revision Required)

Poor (Requires Significant Revision)

Very Poor (Needs Redesign)



Appendix 6. Bigbook final design

Layout	Page	Layout	Page
Cover		Page 6	

Author's page	Authors: Kadek Citra Gotra Jaya Luh Gd Rahayu Budiarta, S.Pd., M.Pd. Ni Wayan Monik Rismadewi, S.Pd., M.Pd. Prof. Dr. Putu Kerti Nitiasih, M.A. Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd. Illustrator: I Ketut Budi Antara	Page 7	
Instruction	HOW TO USE THIS BIG BOOK Before Reading The teacher introduces the four characters Uly, Made, Aiko, and Ben, who have different backgrounds and abilities. The teacher reads the title, shows the cover, and encourages students to observe the characters and the colorful parade. While Reading The teacher reads the story about using clear expressions while showing the illustrations. The teacher encourages students to repeat simple phrases such as "You are my friend," "Everyone can join," and "We made it together." The teacher also emphasizes the importance of helping friends and respecting differences throughout the story. After Reading The teacher briefly reinforces the message that everyone is unique and deserves to be included. As a follow-up activity, students color the four main characters and talk about how each character is special in their own way.	Page 8	
Page 1	Tomorrow is the cultural parade. Made, Aiko, Lily, and Ben sit together to prepare the parade. Besok akan ada pawai budaya. Made, Aiko, Lily, dan Ben duduk bersama untuk mempersiapkan pawai.	Page 9	
Page 2		Page 10	

Page 3		Activity 
Page 4		Activity 
Page 5		Back Cover 

Appendix 7. Documentation of media used at school



Appendix 8. Documentation of limited implementation

