

APPENDIX

Appendix 1 Teacher Interview Transcript

Linguistic Factor

1. What vocabulary difficulties are commonly experienced by students' during reading activities?

Students' have a very small bank of English vocabulary. They struggle with basic word forms (nouns vs. verbs) and words that look similar but mean different things. When they see words that are not used in everyday conversation, they get stuck because their English exposure is limited to basic classroom phrases.

2. Do students' experience difficulties in pronouncing English words while reading? Please explain.

Yes, constantly. Because English is their second language, they try to pronounce words exactly how they are spelled using their native language rules. For example, they struggle with English vowel sounds, silent letters, and word endings like "-ed" or "-s," which often makes them misread the word entirely.

3. How does students' limited vocabulary affect their reading comprehension ability?

It makes them translate the text word-by-word into their native language. Because they have to stop at almost every sentence to translate or ask what a word means, they lose the meaning of the whole paragraph. They cannot understand the text as a whole because they are too focused on single words.

4. What kinds of words or vocabulary are usually difficult for students' to understand?

Idioms, phrasal verbs (like *look up* or *give in*), and abstract words. They also struggle with words that have multiple meanings because they usually only know the very first, basic definition of a word.

Cognitive Factors

5. What difficulties do students' experience in understanding the content of reading texts?

They struggle with complex ESL grammar structures, such as the passive voice, perfect tenses, and long sentences with relative clauses. If a sentence is too long, their brains cannot process the grammatical connections, and they misunderstand the information.

6. Do students' experience difficulties in identifying the main idea of the text? Please explain.

Yes. Because they translate word-for-word in their heads, they get overwhelmed by the sheer volume of text. They often pick the first sentence of a paragraph as the main idea simply because it is the most visible, rather than understanding the actual core message.

7. How do students' respond to comprehension questions after reading activities?

If the question allows them to copy a sentence directly from the text (literal comprehension), they can do it. But if the question asks them to explain *why*, make a guess, or use their own words, they struggle heavily because they do not have the language skills to create their own original sentences.

8. What reading comprehension skills are most difficult for students' during reading activities?

Making inferences (reading between the lines) and predicting what will happen next. They also struggle to skim a text quickly because their low language level forces them to read slowly line-by-line.

Environmental Factors

9. How does the classroom environment influence students' reading comprehension during reading activities?

ESL students' need a low-stress environment. If the classroom is interactive and allows for pair work, students' feel safer practicing and decoding the text together. If the environment is too quiet or test-focused, ESL learners tend to freeze up out of fear of making a mistake.

10. Do students' receive enough support during reading activities, both from school and home environments? Please explain.

At school, they get support through ESL textbooks and teacher translations. However, at home, there is almost no English support. Some of the parents usually do not speak English, so some students' cannot practice reading or get help with their reading homework outside of the classroom. However, the rest of the parents are incredibly invested in their children's English education. To provide the best possible support, many families proactively enroll their children in after-school English tutoring (*les*).

11. Are there any environmental factors that affect students' motivation and participation during reading lessons?

The type of reading material is a huge factor. If the text uses language that is too advanced or topics that are completely foreign to their culture, the students' lose interest immediately and become completely passive.

Psychological Factors

12. Do students' easily lose concentration during reading lessons? Please explain the situations.

Yes, they experience high mental fatigue. Reading in a second language requires intense brainpower. After 10 or 15 minutes of trying to translate and understand a difficult English text, their brains get tired, and they start daydreaming, looking out the window, or losing focus.

13. How is students' motivation during reading activities?

Their motivation is highly dependent on the topic. If the topic is relatable to their daily lives or pop culture, they are eager to read. If the topic is too abstract, their motivation drops because the linguistic effort feels too high for a low reward.

14. Do students' appear tired, passive, or less enthusiastic during reading lessons?

At times they can appear passive or quiet, choosing to let the teacher or top students' answer out of fear of making an embarrassing mistake. Yet, they shed this passivity completely during group work, becoming energetic, cooperative, and highly enthusiastic when working with peers.

15. Are there any psychological conditions that influence students' reading comprehension difficulties?

They suffer from high "language anxiety." The fear of being asked to read aloud in front of the class or being judged for their bad pronunciation creates a mental block that stops them from understanding what they are reading.

Instructional Factors

16. What strategies are usually used during reading activities in the classroom?

We use highly effective ESL scaffolding strategies, including pre-teaching vocabulary with fun visuals, interactive "Think-Pair-Share" discussions, and choral reading to build collective confidence.

17. What learning media are used to support reading comprehension activities?

Bilingual dictionaries, vocabulary flashcards, visual slides, graphic organizers (like simple charts to fill out), and short audio clips so they can hear the text being read correctly.

18. How do you help students' who experience reading comprehension difficulties?

I give them simplified texts (adapted texts), allow them to use translation tools, give them extra time, and let them explain their answers using a mix of their native language and English (translanguaging).

19. How do students' usually respond to the reading strategies used during classroom instruction?

They respond very well to group work and visual aids because it takes the pressure off them. They struggle and respond poorly when they are forced to do timed, silent, independent reading tasks.

20. In your opinion, what instructional factors most influence students' reading comprehension difficulties?

The lack of vocabulary preparation and text difficulty. If a teacher gives students' an English text without explaining the hard words first, or if the text is way above their actual ESL level, instruction fails because the language barrier is simply too high for them to cross.

Appendix 2 Student Observation

Classroom Observation

Class : 4A

Date : 9 June 2026 9 June 2026

Observer : KAS

No	Factors	Observation Indicators	Yes	No	Observation Notes
1	Linguistic Factors	Students' have difficulties understanding vocabulary in the reading text	√		He is having trouble understanding the meaning of the vocabulary in the text.
2	Linguistic Factors	Students' ask the meaning of unfamiliar words repeatedly during reading activities	√		If he doesn't know the meaning, sometimes he just stays quiet and only asks a few times what it means.
3	Linguistic Factors	Students' have difficulties pronouncing English words while reading aloud	√		He wanted to try, but he wasn't confident, so he read in a quiet voice because his pronunciation wasn't quite right yet.
4	Cognitive Factors	Students' have difficulties understanding the meaning of the text	√		Yes, He has trouble understanding the meaning of the text
5	Cognitive Factors	Students' have difficulties identifying the main idea of the text	√		He's having trouble figuring out the main idea.
6	Cognitive Factors	Students' have difficulties answering comprehension questions	√		When the teacher asks a question that's a bit long, he can't answer it, but when the teacher asks a very short and easy question, he tries to answer even though his answer isn't quite right yet
7	Environmental Factors	Students' show low participation during reading activities	√		he just seemed to be sitting there quietly

8	Environmental Factors	Classroom conditions distract students' during reading activities		√	While he was reading, the classroom atmosphere was so conducive that it shouldn't have distracted him
9	Psychological Factors	Students' lose concentration during reading activities		√	He concentrates while reading, but he lacks confidence because he still can't read with the correct pronunciation.
10	Psychological Factors	Students' appear tired or passive during reading lessons	√		He isn't tired, but he's passive during reading activities.
11	Psychological Factors	Students' confuse similar letters or words while reading	√		He often has trouble distinguishing between words and letters
12	Instructional Factors	Students' appear passive during reading instruction	√		He seemed passive during class and wouldn't raise his hand to read or explain certain words or vocabulary from the book.
13	Instructional Factors	Students' have difficulties following teacher instructions during reading activities	√		When reading along with the teacher, he seems to be able to keep up, but when he tries on his own, he easily forgets how to pronounce the words.
14	Instructional Factors	Learning media used during reading activities are less engaging for students'	√		The media used isn't just books but also screens, so it shouldn't be boring
15	Instructional Factors	Teacher provides limited support during reading comprehension activities		√	The teacher gives him full support and always praises him when he tries to answer

Class : 4A

Date : 9 June 2026 9 June 2026

Observer : KAKA

No	Factors	Observation Indicators	Yes	No	Observation Notes
1	Linguistic Factors	Students' have difficulties understanding vocabulary in the reading text	√		He occasionally had difficulty understanding some unfamiliar vocabulary but was able to understand common words.
2	Linguistic Factors	Students' ask the meaning of unfamiliar words repeatedly during reading activities		√	He occasionally asked about unfamiliar words, but not repeatedly.
3	Linguistic Factors	Students' have difficulties pronouncing English words while reading aloud	√		He occasionally had difficulty pronouncing some English words correctly. However, he was able to read familiar and simple words accurately.
4	Cognitive Factors	Students' have difficulties understanding the meaning of the text		√	He showed a general understanding of the text and could respond to the teacher's questions.
5	Cognitive Factors	Students' have difficulties identifying the main idea of the text		√	He was able to identify the main idea with some guidance from the teacher.
6	Cognitive Factors	Students' have difficulties answering comprehension questions		√	He was able to answer the teacher's comprehension questions, although his responses were brief.
7	Environmental Factors	Students' show low participation during reading activities	√		He participated in reading activities when asked by the teacher.
8	Environmental Factors	Classroom conditions distract students' during reading activities		√	No significant distractions from the classroom environment were observed.
9	Psychological Factors	Students' lose concentration during reading activities		√	He generally maintained his concentration during the reading activity.

10	Psychological Factors	Students' appear tired or passive during reading lessons	√		He appeared attentive and did not show signs of being tired during the lesson.
11	Psychological Factors	Students' confuse similar letters or words while reading	√		He occasionally confused the pronunciation of unfamiliar words but could read simple words correctly.
12	Instructional Factors	Students' appear passive during reading instruction	√		He remained silent during the reading instruction. When the teacher called on him, he came to the front of the class but appeared hesitant
13	Instructional Factors	Students' have difficulties following teacher instructions during reading activities	√		He was able to follow the teacher's instructions during the reading activity.
14	Instructional Factors	Learning media used during reading activities are less engaging for students'	√		He remained engaged with the learning media used during the lesson.
15	Instructional Factors	Teacher provides limited support during reading comprehension activities	√		The teacher provided guidance and asked comprehension questions to support He's understanding of the text.

Class : 4A

Date : 9 June 2026

Observer : IPADAP

No	Factors	Observation Indicators	Yes	No	Observation Notes
1	Linguistic Factors	Students' have difficulties understanding vocabulary in the reading text	√		He had difficulty understanding several words in the reading text.
2	Linguistic Factors	Students' ask the meaning of unfamiliar words repeatedly during reading activities	√		He ask the meaning of unfamiliar words repeatedly during reading activities.
3	Linguistic Factors	Students' have difficulties pronouncing English words while reading aloud	√		He had significant difficulty pronouncing English words while reading aloud.
4	Cognitive Factors	Students' have difficulties understanding the meaning of the text	√		He had difficulty understanding the meaning of the text and needed encouragement from the teacher to respond.
5	Cognitive Factors	Students' have difficulties identifying the main idea of the text	√		He had difficulty identifying the main idea of the text without support.
6	Cognitive Factors	Students' have difficulties answering comprehension questions	√		He attempted to answer the teacher's comprehension questions after encouragement, but his answer was not yet accurate.
7	Environmental Factors	Students' show low participation during reading activities	√		He did not volunteer to participate during the reading activity.
8	Environmental Factors	Classroom conditions distract students' during reading activities		√	No classroom distractions affecting He were observed.

9	Psychological Factors	Students' lose concentration during reading activities		√	He remained focused during the reading activity but appeared hesitant to respond
10	Psychological Factors	Students' appear tired or passive during reading lessons	√		He appeared passive and lacked confidence during the reading lesson.
11	Psychological Factors	Students' confuse similar letters or words while reading	√		He frequently mispronounced English words while reading aloud.
12	Instructional Factors	Students' appear passive during reading instruction	√		He did not volunteer to participate. When called by the teacher, he came to the front of the class and appeared shy and hesitant.
13	Instructional Factors	Students' have difficulties following teacher instructions during reading activities	√		He was able to follow the teacher's instructions
14	Instructional Factors	Learning media used during reading activities are less engaging for students'	√		He's limited participation appeared to be related to his lack of confidence rather than the learning media.
15	Instructional Factors	Teacher provides limited support during reading comprehension activities	√		The teacher provided encouragement and guidance to help He participate in the reading activities.

Class : 4A

Date : 9 June 2026

Observer : IAMNK

No	Factors	Observation Indicators	Yes	No	Observation Notes
1	Linguistic Factors	Students' have difficulties understanding vocabulary in the reading text	√		She had difficulty understanding some vocabulary in the reading text.
2	Linguistic Factors	Students' ask the meaning of unfamiliar words repeatedly during reading activities		√	She did not repeatedly ask the meaning of unfamiliar words during the reading activity.
3	Linguistic Factors	Students' have difficulties pronouncing English words while reading aloud		√	She was able to read some English words, although she still made pronunciation errors in several words.
4	Cognitive Factors	Students' have difficulties understanding the meaning of the text	√		She showed some difficulty understanding the meaning of the text.
5	Cognitive Factors	Students' have difficulties identifying the main idea of the text	√		She had difficulty identifying the main idea of the text.
6	Cognitive Factors	Students' have difficulties answering comprehension questions		√	She was able to answer some teacher questions with simple responses but needed support for some questions.
7	Environmental Factors	Students' show low participation during reading activities	√		She did not volunteer to read and participated when asked by the teacher.
8	Environmental Factors	Classroom conditions distract students' during reading activities		√	No significant classroom distractions were observed during the reading activity.
9	Psychological Factors	Students' lose concentration during reading activities		√	She was able to follow the reading activity and maintain attention.

10	Psychological Factors	Students' appear tired or passive during reading lessons	√		She appeared less active during reading activities.
11	Psychological Factors	Students' confuse similar letters or words while reading	√		She occasionally confused the pronunciation of some English words while reading.
12	Instructional Factors	Students' appear passive during reading instruction		√	She participated when called by the teacher but showed limited initiative during the activity.
13	Instructional Factors	Students' have difficulties following teacher instructions during reading activities		√	She was able to follow the teacher's instructions during the reading activity.
14	Instructional Factors	Learning media used during reading activities are less engaging for students'		√	The learning media used did not appear to affect She's participation.
15	Instructional Factors	Teacher provides limited support during reading comprehension activities		√	The teacher provided guidance and support during reading comprehension activities.

Class : 4A

Date : 9 June 2026

Observer : AASIP

No	Factors	Observation Indicators	Yes	No	Observation Notes
1	Linguistic Factors	Students' have difficulties understanding vocabulary in the reading text		√	She was able to understand the vocabulary used in the reading text.
2	Linguistic Factors	Students' ask the meaning of unfamiliar words repeatedly during reading activities		√	She did not repeatedly ask about the meaning of unfamiliar words during the reading activity.
3	Linguistic Factors	Students' have difficulties pronouncing English words while reading aloud	√		She was able to read English words, although some pronunciations were still inaccurate.
4	Cognitive Factors	Students' have difficulties understanding the meaning of the text		√	She was able to understand the general meaning of the text.
5	Cognitive Factors	Students' have difficulties identifying the main idea of the text		√	She was able to identify the main idea of the text.
6	Cognitive Factors	Students' have difficulties answering comprehension questions		√	She was able to answer the teacher's questions using simple answers.
7	Environmental Factors	Students' show low participation during reading activities	√		She did not volunteer to read the text and waited for the teacher's instruction.
8	Environmental Factors	Classroom conditions distract students' during reading activities		√	No significant classroom distractions were observed during the reading activity.
9	Psychological Factors	Students' lose concentration during reading activities		√	She was able to maintain her attention during the reading activity.

10	Psychological Factors	Students' appear tired or passive during reading lessons		√	She appeared less active during voluntary participation in the reading activity.
11	Psychological Factors	Students' confuse similar letters or words while reading	√		She occasionally made errors when pronouncing some English words.
12	Instructional Factors	Students' appear passive during reading instruction	√		She participated when asked by the teacher but did not actively volunteer during the instruction.
13	Instructional Factors	Students' have difficulties following teacher instructions during reading activities		√	swari was able to follow the teacher's instructions during the activity.
14	Instructional Factors	Learning media used during reading activities are less engaging for students'	√		The learning media used during the activity supported She's participation.
15	Instructional Factors	Teacher provides limited support during reading comprehension activities	√		The teacher provided support and opportunities for students' to participate during the activity.

Class : 4B

Date : 9 June 2026

Observer : IMDNK

No	Factors	Observation Indicators	Yes	No	Observation Notes
1	Linguistic Factors	Students' have difficulties understanding vocabulary in the reading text	√		He had difficulty understanding some vocabulary in the reading text and needed teacher assistance.
2	Linguistic Factors	Students' ask the meaning of unfamiliar words repeatedly during reading activities	√		He asked about unfamiliar words several times during the reading activity.
3	Linguistic Factors	Students' have difficulties pronouncing English words while reading aloud	√		He had difficulty pronouncing some English words correctly while reading aloud.
4	Cognitive Factors	Students' have difficulties understanding the meaning of the text	√		He needed guidance to understand the information presented in the text.
5	Cognitive Factors	Students' have difficulties identifying the main idea of the text	√		He had difficulty identifying the main idea of the reading text.
6	Cognitive Factors	Students' have difficulties answering comprehension questions	√		He needed help to answer comprehension questions related to the text.
7	Environmental Factors	Students' show low participation during reading activities	√		He was less active during reading activities and rarely participated voluntarily.
8	Environmental Factors	Classroom conditions distract students' during reading activities	√		He was easily distracted by the surrounding environment during the reading activity.
9	Psychological Factors	Students' lose concentration during reading activities	√		He had difficulty maintaining concentration throughout the reading activity.

10	Psychological Factors	Students' appear tired or passive during reading lessons	√		He appeared quiet and passive during some parts of the lesson.
11	Psychological Factors	Students' confuse similar letters or words while reading	√		He sometimes confused similar words and needed correction while reading.
12	Instructional Factors	Students' appear passive during reading instruction	√		He showed limited participation and needed encouragement from the teacher to respond.
13	Instructional Factors	Students' have difficulties following teacher instructions during reading activities	√		He needed repeated instructions to complete some reading activities.
14	Instructional Factors	Learning media used during reading activities are less engaging for students'	√		The learning media supported He during the reading activity.
15	Instructional Factors	Teacher provides limited support during reading comprehension activities	√		The teacher provided support and guidance to help He during the activity.

Class : 4B

Date : 9 June 2026

Observer : PAAP

No	Factors	Observation Indicators	Yes	No	Observation Notes
1	Linguistic Factors	Students' have difficulties understanding vocabulary in the reading text	√		She is having trouble understanding the meaning of the vocabulary in the text.
2	Linguistic Factors	Students' ask the meaning of unfamiliar words repeatedly during reading activities	√		If She doesn't know the meaning, sometimes She just stays quiet and only asks a few times what it means.
3	Linguistic Factors	Students' have difficulties pronouncing English words while reading aloud	√		She wanted to try, but he wasn't confident, so he read in a quiet voice because his pronunciation wasn't quite right yet.
4	Cognitive Factors	Students' have difficulties understanding the meaning of the text	√		Yes, She has trouble understanding the meaning of the text
5	Cognitive Factors	Students' have difficulties identifying the main idea of the text	√		She's having trouble figuring out the main idea.
6	Cognitive Factors	Students' have difficulties answering comprehension questions	√		When the teacher asks a question that's a bit long, She can't answer it, but when the teacher asks a very short and easy question, She tries to answer even though her answer isn't quite right yet
7	Environmental Factors	Students' show low participation during reading activities	√		She just seemed to be sitting there quietly
8	Environmental Factors	Classroom conditions distract students' during reading activities		√	While She was reading, the classroom atmosphere was so conducive that it shouldn't have distracted her

9	Psychological Factors	Students' lose concentration during reading activities		√	She concentrates while reading, but he lacks confidence because She still can't read with the correct pronunciation.
10	Psychological Factors	Students' appear tired or passive during reading lessons	√		She isn't tired, but she's passive during reading activities.
11	Psychological Factors	Students' confuse similar letters or words while reading	√		She often has trouble distinguishing between words and letters
12	Instructional Factors	Students' appear passive during reading instruction	√		She seemed passive during class and wouldn't raise her hand to read or explain certain words or vocabulary from the book.
13	Instructional Factors	Students' have difficulties following teacher instructions during reading activities	√		When reading along with the teacher, she seems to be able to keep up, but when she tries on her own, he easily forgets how to pronounce the words.
14	Instructional Factors	Learning media used during reading activities are less engaging for students'	√		The media used isn't just books but also screens, so it shouldn't be boring
15	Instructional Factors	Teacher provides limited support during reading comprehension activities	√		The teacher gives her full support and always praises her when she tries to answer

Class : 4B

Date : 9 June 2026

Observer : EDW

No	Factors	Observation Indicators	Yes	No	Observation Notes
1	Linguistic Factors	Students' have difficulties understanding vocabulary in the reading text	√		She had difficulty understanding several words in the reading text.
2	Linguistic Factors	Students' ask the meaning of unfamiliar words repeatedly during reading activities	√		She ask the meaning of unfamiliar words repeatedly during reading activities.
3	Linguistic Factors	Students' have difficulties pronouncing English words while reading aloud	√		She had significant difficulty pronouncing English words while reading aloud.
4	Cognitive Factors	Students' have difficulties understanding the meaning of the text	√		She had difficulty understanding the meaning of the text and needed encouragement from the teacher to respond.
5	Cognitive Factors	Students' have difficulties identifying the main idea of the text	√		She had difficulty identifying the main idea of the text without support.
6	Cognitive Factors	Students' have difficulties answering comprehension questions	√		She attempted to answer the teacher's comprehension questions after encouragement, but his answer was not yet accurate.
7	Environmental Factors	Students' show low participation during reading activities	√		She did not volunteer to participate during the reading activity.
8	Environmental Factors	Classroom conditions distract students' during reading activities		√	No classroom distractions affecting She were observed.

9	Psychological Factors	Students' lose concentration during reading activities		√	She remained focused during the reading activity but appeared hesitant to respond
10	Psychological Factors	Students' appear tired or passive during reading lessons	√		She appeared passive and lacked confidence during the reading lesson.
11	Psychological Factors	Students' confuse similar letters or words while reading	√		She frequently mispronounced English words while reading aloud.
12	Instructional Factors	Students' appear passive during reading instruction	√		She did not volunteer to participate. When called by the teacher, he came to the front of the class and appeared shy and hesitant.
13	Instructional Factors	Students' have difficulties following teacher instructions during reading activities	√		She was able to follow the teacher's instructions
14	Instructional Factors	Learning media used during reading activities are less engaging for students'	√		She's limited participation appeared to be related to his lack of confidence rather than the learning media.
15	Instructional Factors	Teacher provides limited support during reading comprehension activities	√		The teacher provided encouragement and guidance to help She participate in the reading activities.

Class : 4B

Date : 9 June 2026

Observer : PENW

No	Factors	Observation Indicators	Yes	No	Observation Notes
1	Linguistic Factors	Students' have difficulties understanding vocabulary in the reading text	√		He occasionally had difficulty understanding some unfamiliar vocabulary but was able to understand common words.
2	Linguistic Factors	Students' ask the meaning of unfamiliar words repeatedly during reading activities		√	He occasionally asked about unfamiliar words, but not repeatedly.
3	Linguistic Factors	Students' have difficulties pronouncing English words while reading aloud	√		He occasionally had difficulty pronouncing some English words correctly. However, he was able to read familiar and simple words accurately.
4	Cognitive Factors	Students' have difficulties understanding the meaning of the text		√	He showed a general understanding of the text and could respond to the teacher's questions.
5	Cognitive Factors	Students' have difficulties identifying the main idea of the text		√	He was able to identify the main idea with some guidance from the teacher.
6	Cognitive Factors	Students' have difficulties answering comprehension questions		√	He was able to answer the teacher's comprehension questions, although his responses were brief.
7	Environmental Factors	Students' show low participation during reading activities	√		He participated in reading activities when asked by the teacher.
8	Environmental Factors	Classroom conditions distract students' during reading activities		√	No significant distractions from the classroom environment were observed.
9	Psychological Factors	Students' lose concentration during reading activities		√	He generally maintained his concentration during the reading activity.

10	Psychological Factors	Students' appear tired or passive during reading lessons	√		He appeared attentive and did not show signs of being tired during the lesson.
11	Psychological Factors	Students' confuse similar letters or words while reading	√		He occasionally confused the pronunciation of unfamiliar words but could read simple words correctly.
12	Instructional Factors	Students' appear passive during reading instruction	√		He remained silent during the reading instruction. When the teacher called on him, he came to the front of the class but appeared hesitant
13	Instructional Factors	Students' have difficulties following teacher instructions during reading activities	√		He was able to follow the teacher's instructions during the reading activity.
14	Instructional Factors	Learning media used during reading activities are less engaging for students'	√		He remained engaged with the learning media used during the lesson.
15	Instructional Factors	Teacher provides limited support during reading comprehension activities	√		The teacher provided guidance and asked comprehension questions to support He's understanding of the text.

Class : 4B

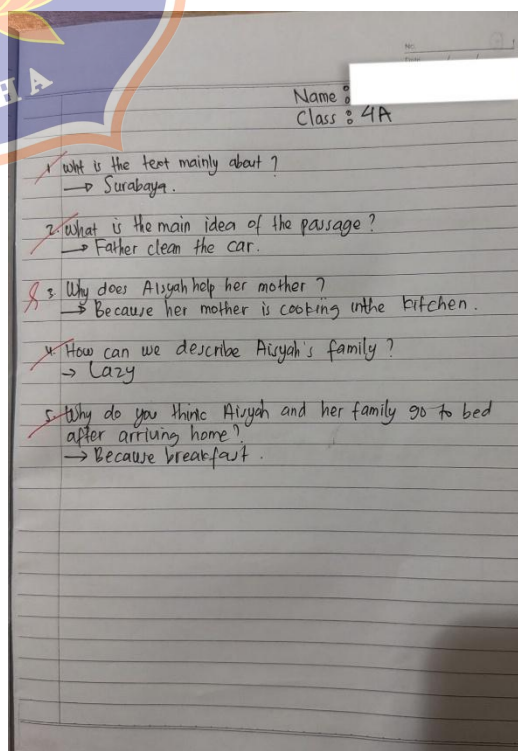
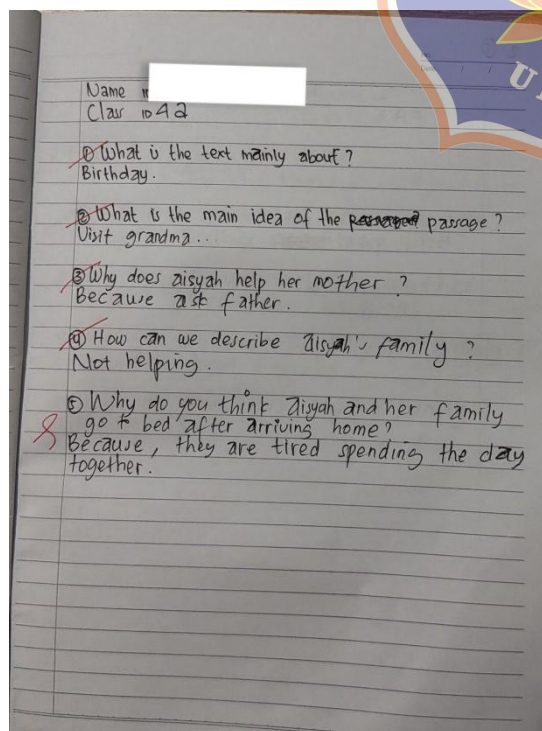
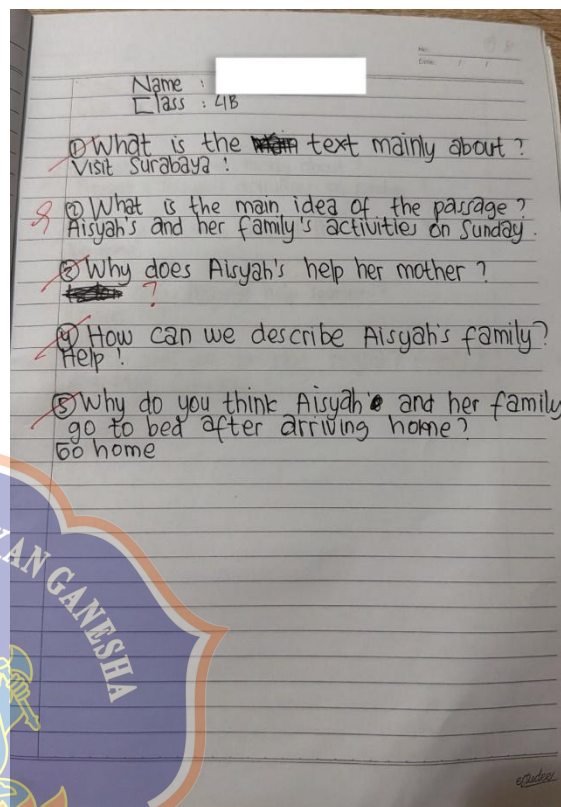
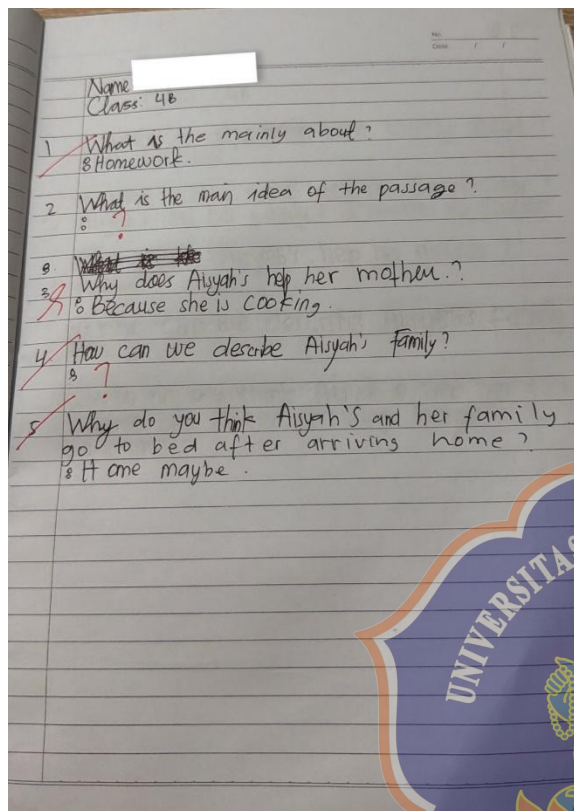
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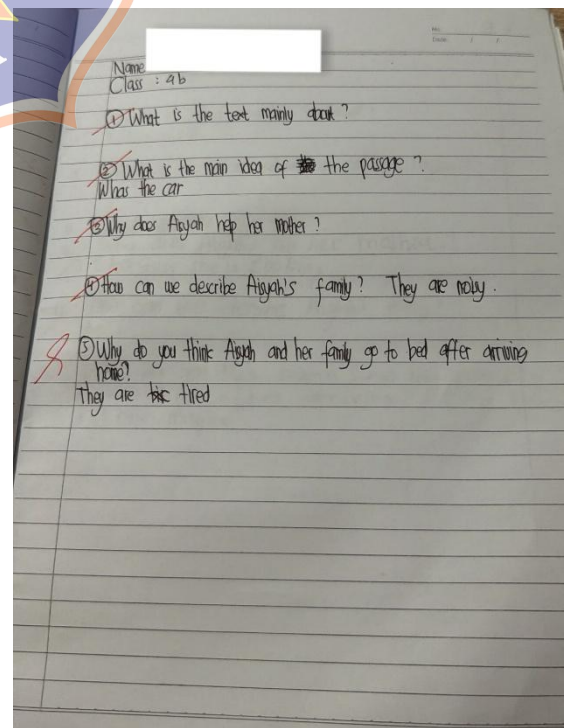
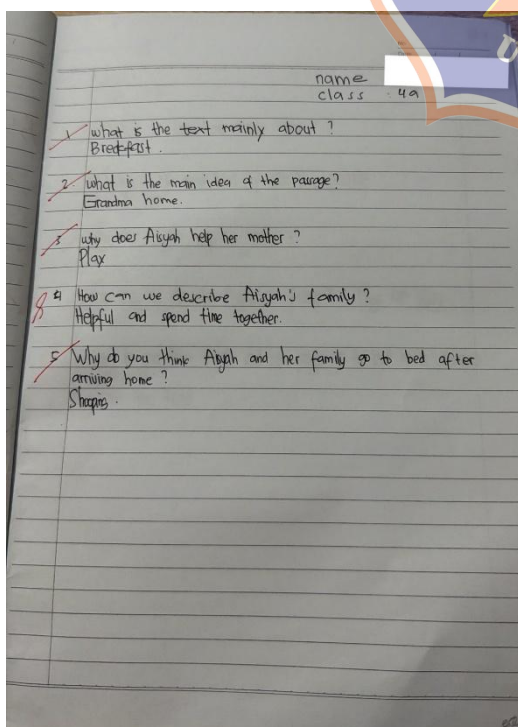
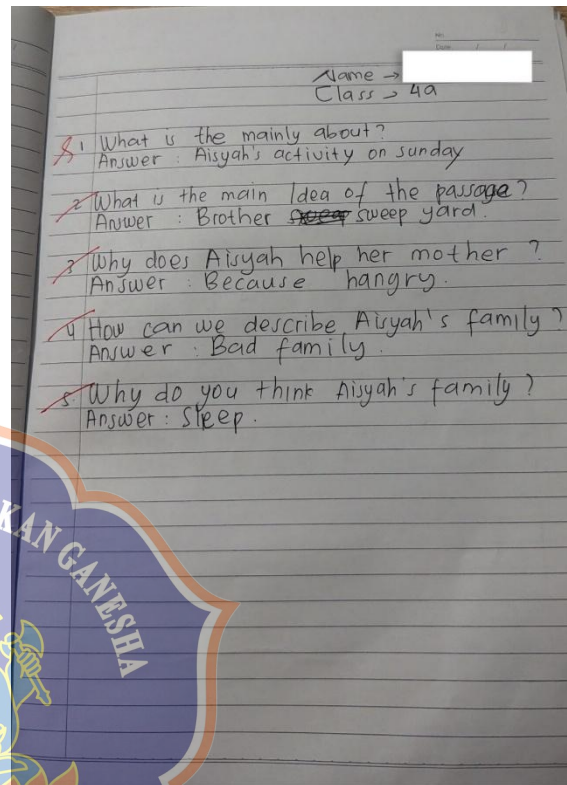
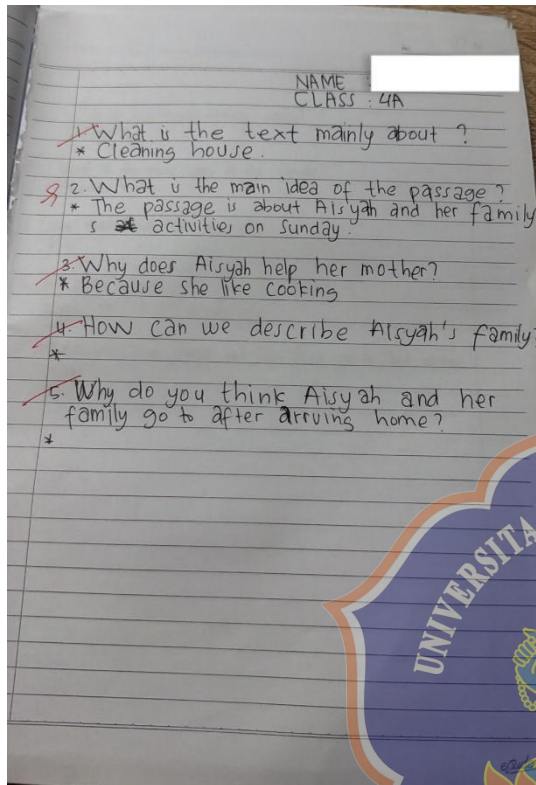
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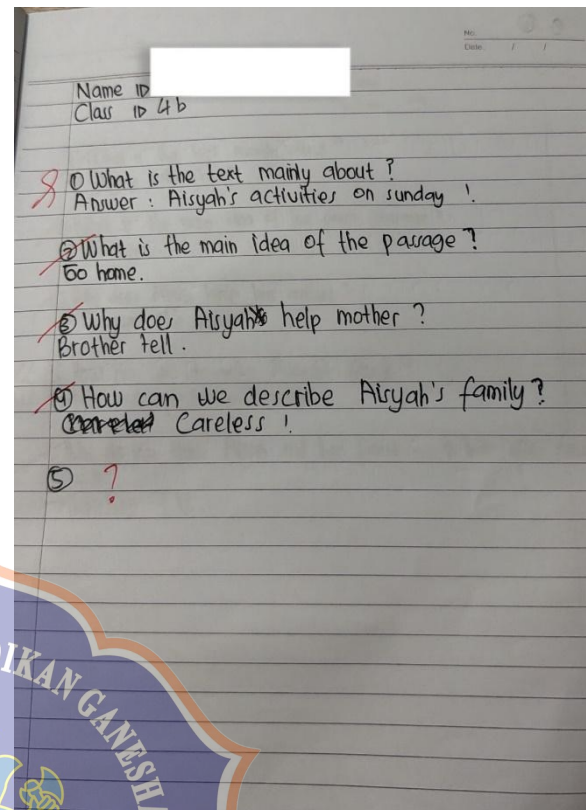
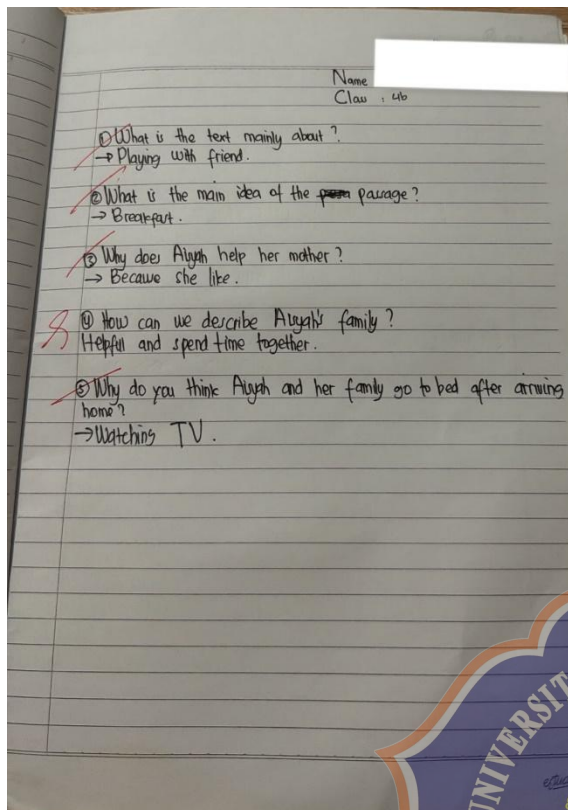
No	Factors	Observation Indicators	Yes	No	Observation Notes
1	Linguistic Factors	Students' have difficulties understanding vocabulary in the reading text	√		He had difficulty understanding some vocabulary in the reading text.
2	Linguistic Factors	Students' ask the meaning of unfamiliar words repeatedly during reading activities		√	He did not repeatedly ask the meaning of unfamiliar words during the reading activity.
3	Linguistic Factors	Students' have difficulties pronouncing English words while reading aloud		√	He was able to read some English words, although she still made pronunciation errors in several words.
4	Cognitive Factors	Students' have difficulties understanding the meaning of the text	√		He showed some difficulty understanding the meaning of the text.
5	Cognitive Factors	Students' have difficulties identifying the main idea of the text	√		He had difficulty identifying the main idea of the text.
6	Cognitive Factors	Students' have difficulties answering comprehension questions		√	He was able to answer some teacher questions with simple responses but needed support for some questions.
7	Environmental Factors	Students' show low participation during reading activities	√		He did not volunteer to read and participated when asked by the teacher.
8	Environmental Factors	Classroom conditions distract students' during reading activities		√	No significant classroom distractions were observed during the reading activity.
9	Psychological Factors	Students' lose concentration during reading activities		√	He was able to follow the reading activity and maintain attention.

10	Psychological Factors	Students' appear tired or passive during reading lessons	√		He appeared less active during reading activities.
11	Psychological Factors	Students' confuse similar letters or words while reading	√		He occasionally confused the pronunciation of some English words while reading.
12	Instructional Factors	Students' appear passive during reading instruction		√	He participated when called by the teacher but showed limited initiative during the activity.
13	Instructional Factors	Students' have difficulties following teacher instructions during reading activities		√	He was able to follow the teacher's instructions during the reading activity.
14	Instructional Factors	Learning media used during reading activities are less engaging for students		√	The learning media used did not appear to affect He's participation.
15	Instructional Factors	Teacher provides limited support during reading comprehension activities		√	The teacher provided guidance and support during reading comprehension activities.

Appendix 3 Documentation







Appendix 4 School Lessons Plan

SD DYNATA DENPASAR FASE B

TAHUN AJARAN 2025/2026

A. General Information / Informasi Umum

Sekolah	SD Dynata Denpasar
Penyusun/Tahun	Ni Luh Dian Kusuma Dewi, S.Pd.
Kelas/Fase Capaian	IV/B
Pemahaman Bermakna	Siswa memahami bahwa setiap manusia memiliki pola rutinitas waktu yang membentuk kedisiplinan hidup. Kemampuan mengomunikasikan frekuensi kegiatan menggunakan adverbs of frequency (always, usually, sometimes, never) membantu siswa berinteraksi secara akurat dalam mengelola waktu sosial maupun pribadi.
Alokasi Waktu	35 Menit x 2 jam pelajaran
Sarana Prasarana	Laptop, Proyektor, Papan Tulis, Alat Tulis (Spidol/Kapur), Lembar Kerja Peserta Didik (LKPD), Buku Guru & Siswa (My Next Words Grade 4)
Target Peserta Didik	Regular
Model Pembelajaran	<i>Contextual Teaching and Learning (CTL)</i>
Mode Pembelajaran	Tatap Muka

B. Komponen Inti

Identifikasi	Peserta Didik:		
	Pengetahuan peserta didik.		
	Peserta didik dapat menggunakan kata keterangan frekuensi (adverbs of frequency) dan membuat kalimat sederhana dasar menggunakan kosakata rutinitas harian.		
	Minat :		
	Peserta didik sangat termotivasi melalui aktivitas ekspresif berbasis gambar (visualisasi) dan permainan kelompok (games).		
	Latar belakang:		
	Sebagian bHer peserta didik telah memiliki pengalaman personal mengenai pembagian waktu kegiatan sehari-hari di rumah.		
	Materi Pelajaran		
	Adverbs of Frequency (Unit 10: He always gets up at 5 o'clock)		
	Dimensi Profil Lulusan:		
	Keimanan dan Ketakwaan terhadap Tuhan YME ☐		Kewargaan ☐
	Penalaran Kritis ☒	Kesehatan ☐	Kreativitas ☒

	<table><tr><td>Kemandirian</td><td>☐</td><td>Komunikasi</td><td>✓</td><td>Kolaborasi</td><td>✓</td></tr></table>	Kemandirian	☐	Komunikasi	✓	Kolaborasi	✓
Kemandirian	☐	Komunikasi	✓	Kolaborasi	✓		
DHein Pembelajaran	Capaian Pembelajaran : Menyimak – Berbicara (Listening – Writing) Memahami alur informasi teks secara keseluruhan dan merespon teks lisan atau teks multimodal sederhana tentang topik sehari-hari secara lisan dengan kalimat pendek dan sederhana sesuai konteks. Membaca – Memirsa (Reading – Viewing) Memahami alur informasi teks secara keseluruhan, gagasan utama dan informasi rinci dari beragam teks pendek atau teks multimodal tentang topik sehari- hari dan meresponnya sesuai konteks. Menulis – Mempresentasikan (Writing – Presenting) Mengomunikasikan ide dan pengalamannya melalui berbagai jenis teks tulis sederhana atau teks multimodal tentang topik sehari – hari sesuai konteks. Tujuan Pembelajaran: 1. Peserta didik mampu mengungkapkan kegiatan sehari-hari secara lisan menggunakan adverbs of frequency (always, usually, sometimes, never) melalui media gambar. 2. Peserta didik mampu merespon pertanyaan terkait waktu dan frekuensi kegiatan menggunakan kata tanya "What time...". 3. Peserta didik mampu menuliskan kalimat dan melengkapi teks cerita rumpang mengenai kegiatan sehari-hari secara akurat. Praktik Pedagogis: Pendekatan: Pembelajaran Mendalam. Model : <i>Contextual Teaching Learning</i>. Metode: Tanya Jawab, Diskusi, dan Penugasan. Kemitraan Pembelajaran: Guru: Guru berperan sebagai fasilitator yang memandu diskusi, dan membantu proses eksplorasi. Lingkungan Pembelajaran: Pembelajaran dilakukan di ruang kelas yang nyaman dan guru memberikan kesempatan kepada peserta didik untuk menyampaikan pendapatnya dalam kelas dan diskusi. Guru juga menggunakan media visual seperti gambar, video pendek, atau situasi nyata sebagai pemantik diskusi. Pemanfaatan Digital:						

	Pembelajaran menggunakan perangkat digital sebagai media pembelajaran seperti penayangan video edukasi, materi pembelajaran dengan canva, dan video ice breaking.
Pengalaman Belajar	Langkah-Langkah Pembelajaran
	AWAL (10 menit)
	Pembukaan BerkHedaran (Mindful Start): Mindful Check-in: Guru mengajak siswa duduk dengan santai, menarik napas dalam, dan mengembuskannya perlahan untuk menyadari keberadaan mereka di kelas saat ini. Apersepsi: Guru menunjuk jam dinding kelas dan menulis kata Always dan Never di papan tulis. Pertanyaan Pemantik: "Kita tahu jam sekolah dimulai jam 7 tepat. Jika kalian bangun jam 5 setiap hari, apakah kita menggunakan kata always atau never?" Penyampaian Tujuan: Guru menjelaskan bahwa hari ini siswa akan belajar menggunakan adverbs of frequency untuk menceritakan rutinitas harian dan merespon pertanyaan waktu dengan akurat.
	INTI (50 menit)
	Tahap 1: Mengorientasikan Peserta Didik pada Masalah (Memahami - Prinsip BerkHedaran) Siswa mengamati gambar aktivitas harian tokoh "Aisyah" (Halaman 111). Guru memancing penalaran siswa melalui tanya jawab lisan: Guru: "Look at the picture! This is Aisyah. What does she do at 04.00 o'clock?" Siswa: "She gets up at 04.00 o'clock." Guru: "Aisyah always gets up at 04.00 o'clock." Siswa menirukan dan mengungkapkan kalimat bermakna tersebut secara klasikal (Look and Say).
	Tahap 2: Mengorganisasikan Peserta Didik untuk Belajar (Mengaplikasikan - Prinsip Bermakna) Aktivitas Kelas (Survei Mandiri): Guru menginstruksikan siswa untuk melakukan survei interaktif dengan bergerak menanyakan waktu kegiatan kepada 5 teman sekelasnya. Siswa menggunakan pola kalimat: "What time do you get up?" dan mencatat hasilnya di tabel laporan (Buku Siswa Halaman 113).
	Tahap 3: Membimbing Penyelidikan Individu/Kelompok (Mengaplikasikan - Prinsip Bermakna & Eksplorasi) Game "Kartu Pasangan Kilat": Siswa dibagi menjadi 2 kelompok bHer (Kelompok 1 memegang flashcard gambar kegiatan, Kelompok 2 memegang flashcard kalimat deskripsi bermakna). Kedua kelompok berinteraksi berpasangan dengan batas waktu untuk mencocokkan gambar dan kalimat yang sesuai dengan tepat. Guru memonitor dan memfasilitasi jalannya permainan. Tahap 4: Mengembangkan dan Menyajikan Hasil (Mengaplikasikan - Prinsip Menyenangkan/Joyful) Read and Write: Perwakilan siswa diminta membaca teks "Aisyah's Activity on Sunday" dengan nyaring.

	Guru melakukan tanya jawab untuk mengecek pemahaman isi teks (contoh: "Does she go to school at 09.00 o'clock?"). Siswa secara mandiri mengevaluasi teks dengan membubuhkan tanda T (True) atau F (False) pada kolom evaluasi (Halaman 115). Look and Write: Siswa menganalisis urutan gambar seri acak, mendiskusikannya, lalu menyusun kembali kalimat-kalimat acak tersebut menjadi sebuah cerita yang runtut di lembar kerja (Halaman 116). Tahap 5: Menganalisis dan Mengevaluasi (Merefleksikan - Prinsip BerkHedaran) Siswa melengkapi teks rumpang personal "Me and My Day" berdasarkan kegiatan riil sehari-hari mereka di rumah. Siswa bersama guru memeriksa hasil tulisan secara kolektif. Siswa memperoleh umpan balik langsung (feedback) terkait penggunaan grammar dan ejaan yang tepat. PENUTUP (10 Menit) My New Words: Guru membimbing siswa mengulang kembali seluruh kosakata kunci (always, usually, sometimes, never, o'clock) secara bersama-sama. Refleksi Peserta Didik: Siswa secara lisan mengungkapkan perasaan mereka tentang pembelajaran hari ini dan menjawab refleksi singkat: "Mengapa penting menggunakan kata 'always' atau 'sometimes' saat menceritakan jadwal kita kepada orang lain?" Doa & Salam: Kelas diakhiri dengan doa bersama yang dipimpin oleh siswa yang bertugas, diikuti salam penutup.
Asesmen Pembelajaran	A. Asesmen Awal (Diagnostik): Tanya jawab lisan singkat mengenai rutinitas pagi hari siswa menggunakan petunjuk jam. B. Asesmen Proses (Formatif): Observasi performa saat melakukan survei teman sebaya dan ketepatan mencocokkan kartu pada sesi game. C. Asesmen Akhir (Sumatif): Penilaian Menulis (Writing Skill): Ketepatan pengisian kalimat rumpang (Me and My Day) halaman 116. Kriteria Penilaian: Meliputi Akurasi (Grammar & adverbs of frequency), Ketuntasan isi, serta Mekanik (Spelling, tanda baca, dan kapitalisasi).

Mengetahui
Kepala SD Dynata Denpasar

Denpasar, 1 Juli 2025
Guru Mata Pelajaran

Dewi Arum Parwati, S.Pd.
NIP. -

Ni Luh Dian Kusuma Dewi, S.Pd
NIP. -

Appendix 5 Reading Material and Worksheet**Aisyah's Activity on Sunday**

Today is Sunday. Aisyah and her family wake up early at 04.30 in the morning. They perform the Fajr prayer together at 05.00 a.m. Afterwards, Aisyah's father carefully washes and polishes his car, while her mother prepares breakfast in the kitchen. Aisyah willingly assists her mother. Her brother tidies the yard by sweeping the fallen leaves. At eight o'clock, they enjoy breakfast together. At nine o'clock, they travel to Surabaya to visit their grandmother. They spend the entire day with their grandmother and return home at half past nine in the evening. Although they look happy after spending quality time together, they feel exhausted because of their busy schedule. Therefore, they go to bed immediately.

1. What is the text mainly about? _____
2. What is the main idea of the passage? _____
3. Why does Aisyah help her mother? _____
4. How can we describe Aisyah's family? _____
5. Why do you think Aisyah and her family go to bed after arriving home? _____

