



Appendix 1 Attachmant Latter

 **KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI**
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Email: fbs.undiksha.ac.id

Nomor : 417/UN48.78.1/DT/2025 3 Februari 2025

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala Sekolah TK Telkom Singaraja
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini :

Nama	: Ni Luh Putu Cipta Kumala Dewi
NIM	: 2212021088
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: Development of Big Books as SDGs-Based Reading Material for Improving Pre-School Students' Reading Engagement and Awareness on Sustainability

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.


an Dekan ,
Wakil Dekan I,
UNDIKSHA

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Terbusan :

1. Dekan FBS Undiksha Singaraja
2. Kaprodi Jurusan Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 2 Classroom Observation Result for Needs Analysis

Dimensions	Observation Focus	Scale		Comments
		Relevant	Irrelevant	
Necessities	Do students show involvement (enthusiasm, attention, response when the teacher reads the story)?		✓	
	Is the material in accordance with the child's initial literacy needs?	✓		
	Are SDG 13: Climate Action values conveyed through the reading activities?		✓	
Lacks	What difficulties do students have when reading together?	✓		
	Is there a child who seems bored or disengaged?	✓		
	Is the current reading media less relevant to children's needs?	✓		
Wants	What reading/activity do children enjoy the most?	✓		
	What media caught their attention the most?	✓		
	Do students ask for a repetition of the story or show a desire for further exploration?		✓	

Appendix 3 Teacher Interview Results for Needs Analysis

1. Terkait kegiatan membaca, keterampilan apa saja yang perlu dimiliki oleh siswa taman kanak-kanak? Keterampilannya seperti bersikap mendengarkan, fokus saat sesi kegiatan membaca dan terkadang anak bisa memiliki ide ide yang berhubungan dengan cerita di pikirannya.
2. Menurut Ibu/Bapak, apakah kesadaran lingkungan, seperti menjaga alam, menghemat listrik, dan melindungi bumi, perlu diperkenalkan melalui bahan bacaan? Ini sangat perlu, mengingat itu semua merupakan ajaran yang harus diketahui anak anak dan bekal untuk keseharian mereka
3. Bentuk keterlibatan seperti apa yang biasanya ditunjukkan siswa selama kegiatan membaca? Biasanya siswa saat kegiatan membaca ada yang suka mengulang penggalan cerita, bertanya terkait karakter, namun tidak semua anak bisa seperti itu.
4. Menurut Ibu/Bapak, aspek apa saja yang dapat membuat siswa lebih terlibat selama kegiatan *shared reading*? Media dan isi bacaan yang mendukung dan tidak membosankan
5. Apakah siswa pernah diperkenalkan dengan tema yang berkaitan dengan kepedulian terhadap lingkungan atau kesadaran akan perubahan iklim? Pernah, dengan contoh tidak merusak tanaman dan lingkungan taman.
6. Bagaimana respons siswa ketika mengikuti kegiatan yang berkaitan dengan alam atau pelestarian lingkungan? Untuk kegiatan secara nyata belum merata, namun ketika siswa diajak untuk bersih bersih lingkungan ada dari mereka yang senang dan ada juga yang merasa hanya melakukan sekedar saja.
7. Terkait tema *Climate Action*, nilai-nilai lingkungan apa saja yang sebaiknya dimasukkan ke dalam cerita pada buku? Mungkin penanaman pohon atau polusi udara.
8. Bagaimana pendapat Ibu/Bapak mengenai buku cerita yang mengangkat tema *Climate Action* atau kepedulian terhadap lingkungan? Senang, apalagi jika dengan buku ini bisa membangkitkan kesadaran anak anak tentang lingkungan dan aksi iklim.

9. Menurut Ibu/Bapak, kosakata atau struktur bahasa seperti apa yang sebaiknya digunakan agar siswa lebih mudah memahami cerita bertema lingkungan atau perubahan iklim? Kosakata dan struktur yang sederhana saja, karena mengingat anak-anak TK masih belum semua yang bisa menangkap jika penyampaiannya terlalu sulit.
10. Apakah sebaiknya setiap halaman buku memuat lebih banyak gambar daripada teks? Mengapa? Teksnya lebih singkat namun tetap bermakna, karena jika panjang takutnya anak-anak akan lupa isi cerita.
11. Menurut Ibu/Bapak, apakah ilustrasi berwarna, tokoh anak-anak, atau tokoh hewan lebih menarik perhatian siswa selama kegiatan membaca? Iya, karena dengan ilustrasi dan karakter serta warna-warna yang ditampilkan sudah sesuai dan menarik, anak-anak bisa dengan *excited* mendengarkan isi ceritanya.
12. Ketika menggunakan buku cerita dalam pembelajaran, bagaimana biasanya Ibu/Bapak menerapkannya di dalam kelas? Sebelum masuk ke cerita, biasanya saya mengaitkan atau mengenalkan dulu topik ceritanya, lalu mengajak anak-anak untuk duduk lebih dekat dengan saya sebagai center-nya.
13. Apa saja kendala yang paling sering Ibu/Bapak hadapi selama kegiatan membaca berlangsung? Anak-anak yang cepat sekali bosan, dan ketika bosan mereka mengganggu temannya, yang mengakibatkan anak-anak tidak fokus ketika kegiatan membaca.
14. Apakah kondisi lingkungan kelas sudah mendukung penggunaan media Big Book dalam kegiatan membaca? Sudah, karena ruang kelas nyaman dan ukurannya juga pas.

Appendix 4 Rubric for Expert Judgment Filled by First Expert Judge 1

Nama : Prof. Dr. Putu Kerti Nitiasih, M.A.

Institusi : Universitas Pendidikan Ganesha

Dimensions	Aspects	Statements	Scale			
			1	2	3	4
Criteria of Good Big Book according to Karger-Bone (1992), cited in Colville-Hall & O'Connor (2006)	Length of the story	1. The developed Big Book is a short story in the format of 10 – 15 pages.				✓
	Plot	2. The story of the developed Big Book can attract the target audience's attention.				✓
	Illustrations	3. The developed Big Book has interesting graphic illustrations.				✓
		4. The size of the graphic illustrations in the developed Big Book is according to the format.				✓
		5. The illustrations in the developed Big Book represent the meaning of the story.				✓
	Vocabulary and repetition	6. The developed Big Book has repetitive phrases that can help the target audience learn vocabulary.			✓	
		7. The developed Big Book has repetitive phrases that can help the target audience enrich their vocabulary.			✓	
Content relevance with SDG 13 according to UNDP (2015)	Target 13.1: Strengthening resilience and adaptive capacity to climate-related hazards and natural disasters.	8. The Big Book provides content that introduces simple climate-related events.				✓
		9. The Big Book provides examples of simple responses to environmental conditions.				✓

	Target 13.2: Integrating climate change measures into policies, strategies, and planning.	10. The Big Book provides content that encourages simple daily actions that reflect climate awareness.				✓
		11. The Big Book shows examples of environmentally responsible behavior in daily life.				✓
	Target 13.3: Improving education, awareness, and capacity on climate change.	12. The Big Book provides content that introduces basic climate awareness appropriate for young learners.				✓
		13. The Big Book delivers simple educational messages about protecting the Earth and the environment.				✓



Appendix 5 Rubric for Expert Judgment Filled by Second Expert Judge 2

Nama : Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.

Institusi : Universitas Pendidikan Ganesha

Dimensions	Aspects	Statements	Scale			
			1	2	3	4
Criteria of Good Big Book according to Karger-Bone (1992), cited in Colville-Hall & O'Connor (2006)	Length of the story	1. The developed Big Book is a short story in the format of 10 – 15 pages.				✓
	Plot	2. The story of the developed Big Book can attract the target audience's attention.				✓
	Illustrations	3. The developed Big Book has interesting graphic illustrations.				✓
		4. The size of the graphic illustrations in the developed Big Book is according to the format.				✓
		5. The illustrations in the developed Big Book represent the meaning of the story.				✓
	Vocabulary and repetition	6. The developed Big Book has repetitive phrases that can help the target audience learn vocabulary.				✓
		7. The developed Big Book has repetitive phrases that can help the target audience enrich their vocabulary.				✓
Content relevance with SDG 13 according to UNDP (2015)	Target 13.1: Strengthening resilience and adaptive capacity to climate-related hazards and natural disasters.	8. The Big Book provides content that introduces simple climate-related events.				✓
		9. The Big Book provides examples of simple responses to environmental conditions.				✓

	Target 13.2: Integrating climate change measures into policies, strategies, and planning.	10. The Big Book provides content that encourages simple daily actions that reflect climate awareness.				✓
		11. The Big Book shows examples of environmentally responsible behavior in daily life.				✓
	Target 13.3: Improving education, awareness, and capacity on climate change.	12. The Big Book provides content that introduces basic climate awareness appropriate for young learners.				✓
		13. The Big Book delivers simple educational messages about protecting the Earth and the environment.				✓



Appendix 6 Rubric for User Judgment Filled by Teacher

Nama : Luh Wiwin Ernayanti, S.Pd

Institusi : TK Telkom Singaraja

Dimensions	Aspects	Statements	Scale			
			1	2	3	4
Criteria of Good Big Book according to Karger-Bone (1992), cited in Colville-Hall & O'Connor (2006)	Story	16. The length of the story is appropriate for kindergarten students during shared reading activities.				✓
		17. The storyline is easy for kindergarten students to understand.			✓	
		18. The story can maintain children's attention during shared reading activities.				✓
	Illustrations	19. The illustration are attractive for kindergarten students.				✓
		20. The illustration help children understand the story.				✓
		21. The illustrations are clearly visible to all students during shared reading activities.				✓
	layout	22. The font size is easy to read during shared reading activities.			✓	
		23. The placement of the text and the illustrations makes the story easy to follow.				✓
Content relevance with SDG 13 according to UNDP (2015)	Climate Action Content	24. The story introduces simple environmental issues that are appropriate for kindergarten students.			✓	
		25. The story provides simple examples of actions children can take to care for the environment				✓
		26. The climate action message is appropriate for kindergarten students.				✓
		27. The moral message encourages children to protect the environment.				✓

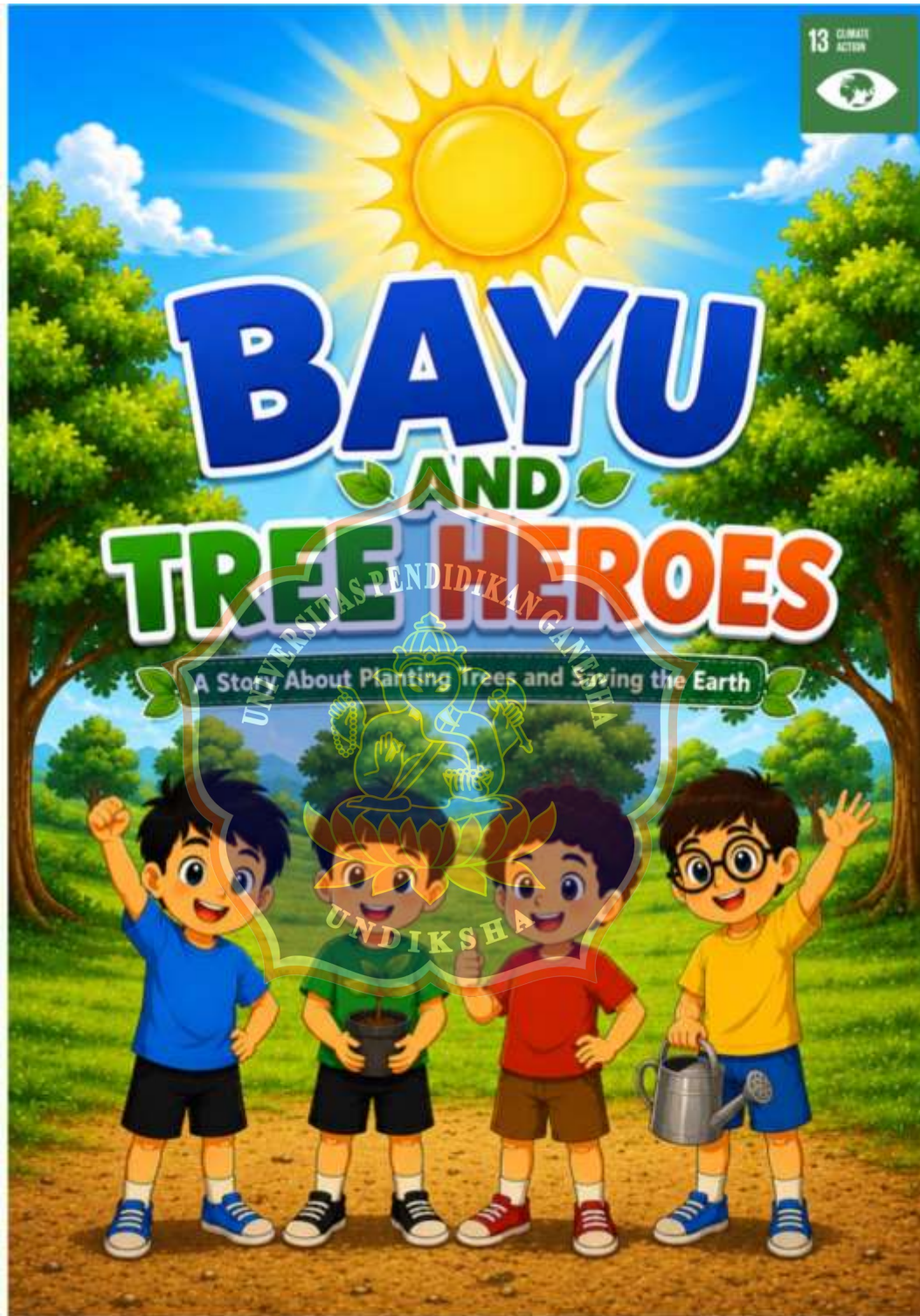
Appendix 7 Result of Behavioral Reading Engagement Checklist

No	Aspects Observed	Never (1)	Sometimes (2)	Often (3)	Always (4)	Additional Notes
1	Children focus on the story while reading			✓		
2	Children point at some pictures in the book			✓		
3	Children respond to questions about the story				✓	
4	Children repeat words or phrases from the story			✓		
5	Children show interest (smiling, amazed, enthusiasm, etc)				✓	
6	Children retell parts of the story after the reading session			✓		
7	Children follow along with the teacher's pointing to the text or pictures			✓		
8	Children make predictions about what might happen next in the story			✓		

Appendix 8 Documentations



Appendix 9 Big Book Reading Media



BAYU AND TREE HEROES

For Kindergarten Students

Writer & Illustrator:

Ni Luh Putu Cipta Kumala Dewi

Supervisors:

Prof. Dr. Putu Kerti Nitiasih, M.A.

Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.



How to Use This Big Book

Before Reading

Before reading this Big Book, the teacher shows the cover and asks the students to observe the picture carefully. The teacher ask simple questions such as "What can you see in the picture?", "Can you guess what they will do?". The teacher introduces the story "Today we are going to read a story about Bayu and his friends. The title is "Bayu and Tree Heroes"

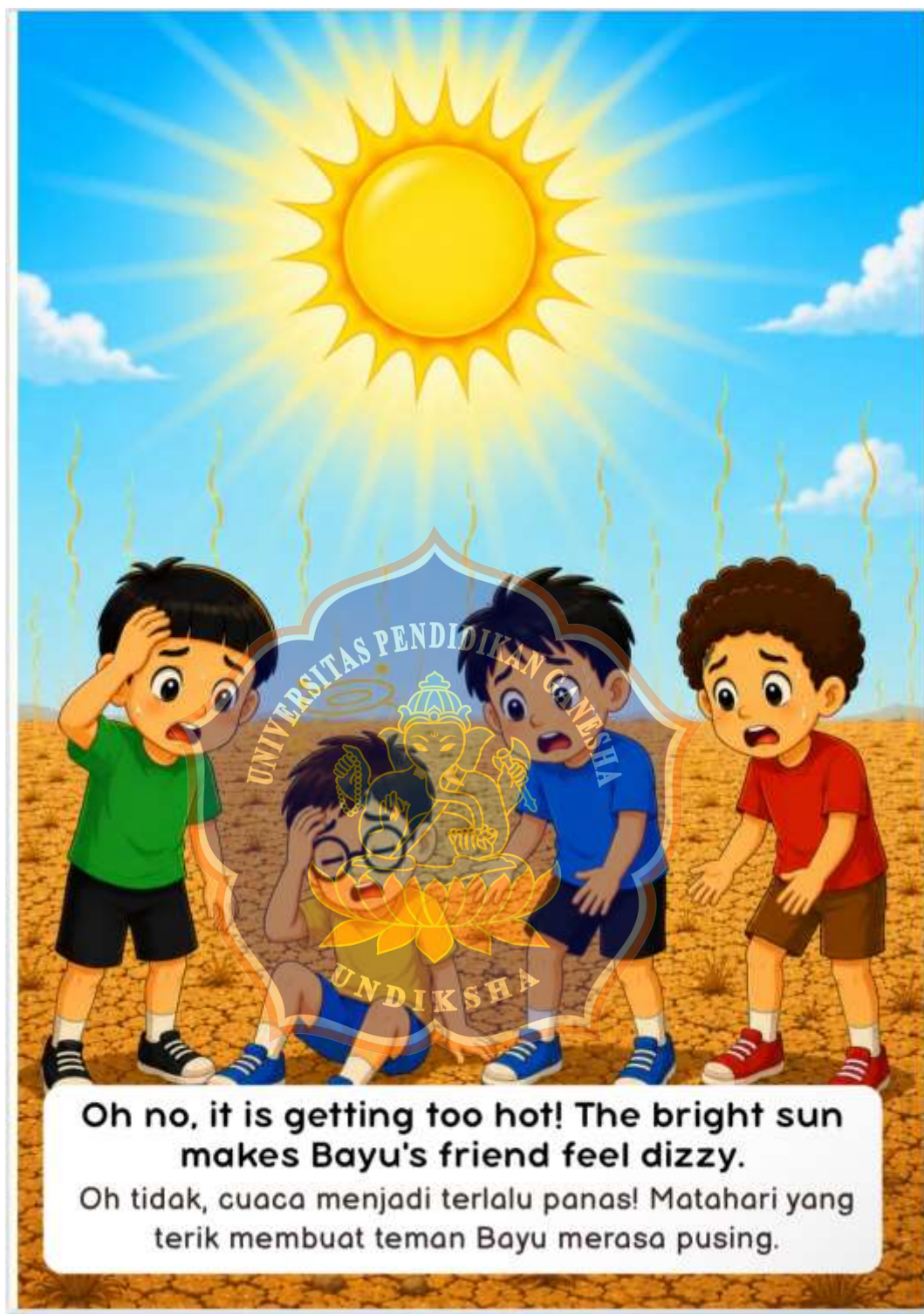
During Reading

While reading the Big Book, the teacher reads the story aloud clearly and points to the text using his/her finger. At certain pages, the teacher may ask questions such as "How does Bayu's friend feel?", "Can you see any trees in the field?", "Can we plant trees together?".

After Reading

After finishing the story, the teacher discusses the message of the story. The teacher may ask questions such as "What happens if there are no trees?", "Have you ever planted a tree or a flower?". The teacher explains that trees help make the environment cooler, provide shade, and give us fresh air.





Oh no, it is getting too hot! The bright sun makes Bayu's friend feel dizzy.

Oh tidak, cuaca menjadi terlalu panas! Matahari yang terik membuat teman Bayu merasa pusing.



**"My head hurts, there is no place to hide,"
says his friend. The field feels like an oven.**
"Kepalaku sakit, tidak ada tempat bersembunyi," kata
temannya. Lapangan itu terasa seperti oven.





They bring small plants and tools. Bayu and friends plant them happily.

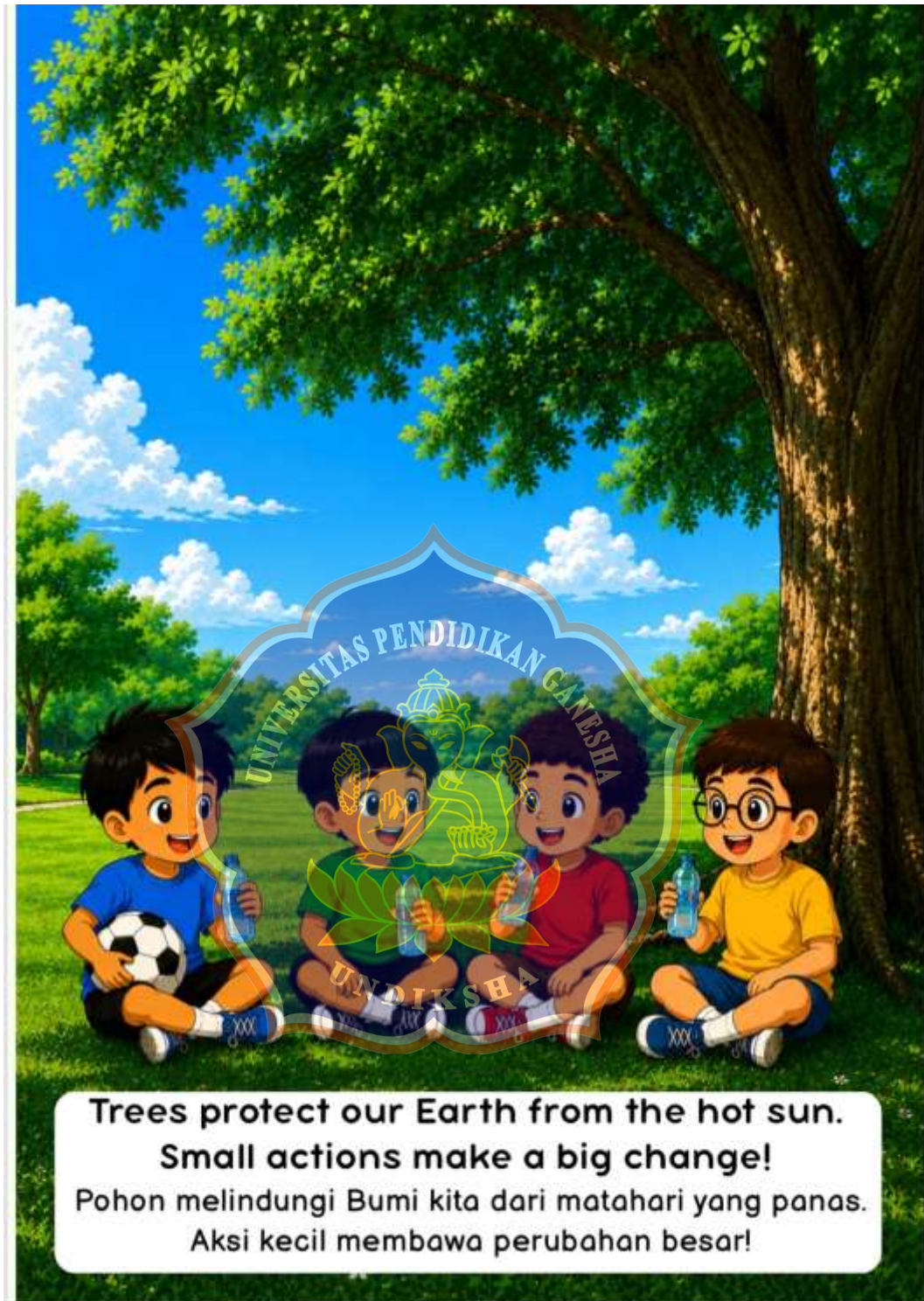
Mereka membawa tanaman kecil dan peralatan. Bayu dan teman-temannya menanamnya dengan gembira.





**Now they can play safely. The trees
give cool shade and fresh air.**

Sekarang mereka bisa bermain dengan aman. Pohon-
pohon memberi teduh yang sejuk dan udara segar.



**Trees protect our Earth from the hot sun.
Small actions make a big change!**
Pohon melindungi Bumi kita dari matahari yang panas.
Aksi kecil membawa perubahan besar!