

APPENDICES

Appendix 1 Supervisors' Recommendation Letter

SURAT REKOMENDASI PEMBIMBING UNTUK PENGUMPULAN DATA SKRIPSI/TA

Saya yang bertanda tangan di bawah ini:

Nama : Prof.Dr. Putu Kerti Nitiasih, M.A.
NIP : 196206261986032002
Jurusan : Bahasa Asing
Prodi : Pendidikan Bahasa Inggris
Jabatan : Pembimbing I

Nama : Ni Wayan Monik Rismadewi, S.Pd., M.Pd.
NIP : 198810242023212030
Jurusan : Bahasa Asing
Prodi : Pendidikan Bahasa Inggris
Jabatan : Pembimbing II

Memberikan rekomendasi dan persetujuan kepada mahasiswa (terlampir) untuk melakukan pengumpulan data dalam menyelesaikan skripsi/tugas akhir.

Kami menyatakan bahwa penelitian yang akan dilakukan oleh mahasiswa tersebut telah sesuai dengan bidang kajian yang relevan dan telah dinyatakan lulus proses seminar proposal. Instrumen yang digunakan untuk pengumpulan data sudah tervalidasi sehingga mahasiswa dapat melanjutkan proses tahap pengumpulan data.

Demikian surat rekomendasi ini saya buat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.

Singaraja, 05 Februari 2026

Pembimbing I

Pembimbing II

Prof.Dr. Putu Kerti Nitiasih, M.A.
NIP. 196206261986032002

Ni Wayan Monik Rismadewi, S.Pd., M.Pd.
NIP. 198810242023212030



Catatan :

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

Lampiran Surat Rekomendasi Pembimbing

No.	Nama Mahasiswa	NIM	Prodi	Judul Penelitian	Nama Sekolah/Instansi/Industri
1.	Ni Putu Eka Indah Tiari	2212021147	Pendidikan Bahasa Inggris	DEVELOPMENT OF A BIG BOOK AS A SHARED READING MEDIUM TO SUPPORT STUDENTS' READING ENGAGEMENT AND INTEGRATE SUSTAINABLE DEVELOPMENT GOAL 15 (LIFE ON LAND) AT TK LAB UNDIKSHA	TK Lab Undiksha

Singaraja, 05 Februari 2026

Pembimbing I



Prof.Dr. Putu Kerti Nitiasih, M.A.
NIP. 196206261986032002

Pembimbing II



Ni Wayan Monik Rismadewi, S.Pd., M.Pd.
NIP. 198810242023212030



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



Appendix 2 Research Permission Letter



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
 Laman: fbs.undiksha.ac.id

Nomor : 349/UN48.7.1/DT/2025

30 Januari 2025

Perihal : **Permohonan Izin Observasi**

Yth. Kepala Sekolah TK Lab Undiksha
 di Singaraja

Dalam rangka pengumpulan data untuk proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Ni Putu Eka Indah Tiari
 NIM : 2212021147
 Jurusan : Bahasa Asing
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang : S1
 Tahun Akademik : 2024/2025

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.
 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. Kooprodu. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 3 Observation Sheet Validated by First Supervisor

Aspect	Indicator	Relevant	Irrelevant	Notes
Reading Media	There is a sufficient quantity of reading materials available in the classroom; they are varied and in good condition.	√		
	The text and illustrations used in reading activities are appropriate for preschoolers, as reflected in the font size, vocabulary, and simplicity of the stories.	√		
	The reading media used allow all students to see the text and illustrations clearly during reading activities.	√		
Teacher Strategies in Shared Reading	The teacher uses shared reading strategies, such as reading aloud, pointing to text or pictures, and engaging students during reading activities.	√		
Student Engagement and Response	The students paid attention during the reading activity by staying focused and not getting easily distracted.	√		
	Students actively participate during reading activities, such as	√		

	answering questions, pointing to pictures, repeating words, or responding to the teacher.			
	Students remained consistently engaged from the beginning to the end of the shared reading activity.	√		
	Students encounter obstacles during reading activities, such as difficulty understanding vocabulary, following the plot, or responding to the teacher's instructions.	√		
	Students showed positive responses to reading activities, such as feeling happy, enthusiastic, and interested.	√		
	Students show interest in stories and visually appealing illustrations.	√		
	Students responded positively to story content that highlights the responsibility to protect and preserve life on land, such as in forests.	√		
	Students prefer reading activities that involve reading together, large	√		

	illustrations, and interaction between teacher and students.			
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Date: 5 Februari 2026

Validator Instrument



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

NIP. 196206261986032002



Appendix 4 Observation Sheet Validated by Second Supervisor

Aspect	Indicator	Relevant	Irrelevant	Notes
Reading Media	There is a sufficient quantity of reading materials available in the classroom; they are varied and in good condition.	√		
	The text and illustrations used in reading activities are appropriate for preschoolers, as reflected in the font size, vocabulary, and simplicity of the stories.	√		
	The reading media used allow all students to see the text and illustrations clearly during reading activities.	√		
Teacher Strategies in Shared Reading	The teacher uses shared reading strategies, such as reading aloud, pointing to text or pictures, and engaging students during reading activities.	√		
Student Engagement and Response	The students paid attention during the reading activity by staying focused and not getting easily distracted.	√		
	Students actively participate during reading activities, such as	√		

	answering questions, pointing to pictures, repeating words, or responding to the teacher.			
	Students remained consistently engaged from the beginning to the end of the shared reading activity.	√		
	Students encounter obstacles during reading activities, such as difficulty understanding vocabulary, following the plot, or responding to the teacher's instructions.	√		
	Students showed positive responses to reading activities, such as feeling happy, enthusiastic, and interested.	√		
	Students show interest in stories and visually appealing illustrations.	√		
	Students responded positively to story content that highlights the responsibility to protect and preserve life on land, such as in forests.	√		
	Students prefer reading activities that involve reading together, large	√		

	illustrations, and interaction between teacher and students.			
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Date: 5 Februari 2026

Validator Instrument



Ni Wayan Monik Rismadewi, S.Pd., M.Pd.

NIP. 198810242023212030



Appendix 5 Interview Guide Validated by First Supervisor

No	Interview Questions	Relevant	Irrelevant	Notes
1	In your opinion, how has the shared reading activity been carried out in the preschool classroom so far?	√		
2	In your opinion, how engaged were the students in reading during the group reading activity?	√		
3	In your opinion, what challenges do students face in paying attention and participating during group reading activities?	√		
4	In your opinion, what limitations do the reading media currently used to support shared reading activities have?	√		
5	In your opinion, what factors prevent the available reading media from fully engaging students during shared reading sessions?	√		
6	In your opinion, what characteristics should a Big Book have to meet the needs of preschoolers (for example, book size,	√		

	illustrations, colors, and layout)?			
7	In your opinion, what kinds of stories or topics are most engaging for preschoolers during shared reading activities?	√		
8	What are your thoughts on the use of the Big Book, which incorporates the value of life on land (SDG 15), in stories for young children?	√		
9	In your opinion, how can the Big Book help improve students' behavioral engagement (attention, response, and participation) during shared reading activities?	√		
10	In your opinion, what reading methods or strategies are most effective in fostering reading engagement among preschool-aged students?	√		
11	What kinds of classroom activities or teacher roles are most helpful in helping students understand the content of the text and stay	√		

	engaged during shared reading activities?			
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Date: 5 Februari 2026

Validator Instrument



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

NIP. 196206261986032002



Appendix 6 Interview Guide Validated by Second Supervisor

No	Interview Questions	Relevant	Irrelevant	Notes
1	In your opinion, how has the shared reading activity been carried out in the preschool classroom so far?	√		
2	In your opinion, how engaged were the students in reading during the group reading activity?	√		
3	In your opinion, what challenges do students face in paying attention and participating during group reading activities?	√		
4	In your opinion, what limitations do the reading media currently used to support shared reading activities have?	√		
5	In your opinion, what factors prevent the available reading media from fully engaging students during shared reading sessions?	√		
6	In your opinion, what characteristics should a Big Book have to meet the needs of preschoolers (for example, book size,	√		

	illustrations, colors, and layout)?			
7	In your opinion, what kinds of stories or topics are most engaging for preschoolers during shared reading activities?	√		
8	What are your thoughts on the use of the Big Book, which incorporates the value of life on land (SDG 15), in stories for young children?	√		
9	In your opinion, how can the Big Book help improve students' behavioral engagement (attention, response, and participation) during shared reading activities?	√		
10	In your opinion, what reading methods or strategies are most effective in fostering reading engagement among preschool-aged students?	√		
11	What kinds of classroom activities or teacher roles are most helpful in helping students understand the content of the text and stay	√		

	engaged during shared reading activities?			
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Date: 5 Februari 2026

Validator Instrument



Ni Wayan Monik Rismadewi, S.Pd., M.Pd.

NIP. 198810242023212030



Appendix 7 Expert Judgment Sheet Validated by First Supervisor

Aspect	Theory	Dimension	Specific Indicator	R	IR	Notes
Criteria for a Good Big Book	Karges-Bone, cited in Hall and O'Connor (2006)	The length of the story	A Big Book is a short story of about ten to fifteen pages.	√		
		Rhyming language patterns	The Big Book features rhyming patterns that are easy for children to recognize and learn.	√		
		Illustrations	Large, clear, and colorful illustrations that are easy for all students to see.	√		
		Vocabulary and Repetition	Phrases are repeated consistently, and the vocabulary is age-appropriate for preschoolers.	√		
		Plot	The plot is simple, well-	√		

			structured, easy to understand, and engaging for children.			
The Relevance of SDG 15 Content in the Big Book	UNESCO (2017)	Representations of protecting and preserving forests.	The Big Book features a little girl and her family who live in a magical forest and enjoy gardening as a way to care for and preserve the forest.	√		
		Illegal logging is prohibited.	The story shows that indiscriminate logging in forests is prohibited because it has negative consequences.	√		
		Action that can be taken to conserve forests as one of the ecosystems	The story shows that forests can be preserved through reforestation, and at the end	√		

			of the story, the little girl promises to always protect the forest, demonstrating that humans play a vital role in preserving forests.			
The Suitability of the Big Book for Facilitating Shared Reading	Parkes (2000)	Appeal and relevance of the content	The topics and story content are tailored to the interests of young children.	√		
			Stories are tailored to the child's developmental level and experiences.	√		
		Readability and visual access	The font size and letter spacing are clear for read-aloud activities.	√		
			The layout of the text and images allows	√		

			the book to be viewed as a whole.			
		Book illustrations and design	The illustrations are clear, engaging, and help readers understand the story.	√		
		Plot and language	The storyline is closely tied to children's everyday experiences.	√		
		Interaction support	The language and content of the story encourage children to participate.	√		
			The Big Book encourages interaction between teachers and children.	√		
The Potential of the Big Book in Supporting	(Wigfield et al., 2008)	Attention	The Big Book is able to capture and hold children's	√		

Children's Reading Engagement (Behavioral Engagement in Reading)			attention through its size, illustrations, colors, and layout.			
		Effort	The Big Book encourages children to try to participate in shared reading.	√		
		Active participation	The Big Book encourages children to actively participate – such as pointing to pictures, answering questions, and reacting to the story.	√		
		Persistence	The Big Book helps keep children engaged from the beginning to the end of the reading activity.	√		

		Positive conduct during reading	The Big Book encourages positive behavior while reading, such as sitting quietly and following the teacher's instructions.	√		
The Potential of the Big Book to Foster Concern for Life on Land	UNESCO (2017)	Life on land awareness	The Big Book has the potential to increase knowledge about life on land, such as the understanding that life on land – including forests – must be protected and preserved for the sustainability of ecosystems.	√		
		Content about actions that can harm life on land	The Big Book presents stories and illustrations	√		

			showing that illegal logging of trees in the forest is prohibited because it has a negative impact on the ecosystem.			
		A sense of concern for life on land	The Big Book fosters children's empathy for life on land, as seen in the story and illustrations showing a little girl hugging a tree while crying because it is about to be cut down.	√		
		Actions that can be taken to preserve life on land	The Big Book provides examples of what we can do to preserve life on land, such as through	√		

			stories and illustrations that show how we can protect forests by planting new trees.			
		An awareness of the importance of the human role in sustaining life on land	The Big Book fosters children's awareness of the importance of humanity's role in preserving and sustaining life on land, as illustrated by the story's ending, which shows the little girl promising to always protect the magical forest where she and her family live.	√		

Date: 5 Februari 2026

Validator Instrument



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

NIP. 196206261986032002



Appendix 8 Expert Judgment Sheet Validated by Second Supervisor

Aspect	Theory	Dimension	Specific Indicator	R	IR	Notes
Criteria for a Good Big Book	Karges-Bone, cited in Hall and O'Connor (2006)	The length of the story	A Big Book is a short story of about ten to fifteen pages.	√		
		Rhyming language patterns	The Big Book features rhyming patterns that are easy for children to recognize and learn.	√		
		Illustrations	Large, clear, and colorful illustrations that are easy for all students to see.	√		
		Vocabulary and Repetition	Phrases are repeated consistently, and the vocabulary is age-appropriate for preschoolers.	√		
		Plot	The plot is simple, well-	√		

			structured, easy to understand, and engaging for children.			
The Relevance of SDG 15 Content in the Big Book	UNESCO (2017)	Representations of protecting and preserving forests.	The Big Book features a little girl and her family who live in a magical forest and enjoy gardening as a way to care for and preserve the forest.	√		
		Illegal logging is prohibited.	The story shows that indiscriminate logging in forests is prohibited because it has negative consequences.	√		
		Action that can be taken to conserve forests as one of the ecosystems	The story shows that forests can be preserved through reforestation, and at the end	√		

			of the story, the little girl promises to always protect the forest, demonstrating that humans play a vital role in preserving forests.			
The Suitability of the Big Book for Facilitating Shared Reading	Parkes (2000)	Appeal and relevance of the content.	The topics and story content are tailored to the interests of young children.	√		
			Stories are tailored to the child's developmental level and experiences.	√		
		Readability and visual access	The font size and letter spacing are clear for read-aloud activities.	√		
			The layout of the text and images allows	√		

			the book to be viewed as a whole.			
		Book illustrations and design	The illustrations are clear, engaging, and help readers understand the story.	√		
		Plot and language	The storyline is closely tied to children's everyday experiences.	√		
		Interaction support	The language and content of the story encourage children to participate.	√		
			The Big Book encourages interaction between teachers and children.	√		
The Potential of the Big Book in Supporting	(Wigfield et al., 2008)	Attention	The Big Book is able to capture and hold children's	√		

Children's Reading Engagement (Behavioral Engagement in Reading)			attention through its size, illustrations, colors, and layout.			
		Effort	The Big Book encourages children to try to participate in shared reading.	√		
		Active participation	The Big Book encourages children to actively participate — such as pointing to pictures, answering questions, and reacting to the story.	√		
		Persistence	The Big Book helps keep children engaged from the beginning to the end of the reading activity.	√		

		Positive conduct during reading	The Big Book encourages positive behavior while reading, such as sitting quietly and following the teacher's instructions.	√		
The Potential of the Big Book to Foster Concern for Life on Land	UNESCO (2017)	Life on land awareness	The Big Book has the potential to increase knowledge about life on land, such as the understanding that life on land – including forests – must be protected and preserved for the sustainability of ecosystems.	√		
		Content about actions that can harm life on land	The Big Book presents stories and illustrations	√		

			showing that illegal logging of trees in the forest is prohibited because it has a negative impact on the ecosystem.			
		A sense of concern for life on land	The Big Book fosters children's empathy for life on land, as seen in the story and illustrations showing a little girl hugging a tree while crying because it is about to be cut down.	√		
		Actions that can be taken to preserve life on land	The Big Book provides examples of what we can do to preserve life on land, such as through	√		

			stories and illustrations that show how we can protect forests by planting new trees.			
		An awareness of the importance of the human role in sustaining life on land	The Big Book fosters children's awareness of the importance of humanity's role in preserving and sustaining life on land, as illustrated by the story's ending, which shows the little girl promising to always protect the magical forest where she and her family live.	√		

Date: 5 Februari 2026

Validator Instrument



Ni Wayan Monik Rismadewi, S.Pd., M.Pd.

NIP. 198810242023212030



Appendix 9 User Judgment Sheet Validated by First Supervisor

Aspect	Specific Indicator	R	IR	Comments
Story Structure	The story is easy for preschoolers to understand and engaging to follow during shared reading sessions.	√		
SDG 15 Integration	The Big Book appropriately introduces the concepts of SDG 15 (Life on Land) and helps children understand the importance of protecting nature.	√		
Visual Design	The illustrations, colors, and page layout are engaging and help children understand the story.	√		
Visibility	The font size, text placement, and illustrations are clearly visible during shared reading activities.	√		
Usability	The Big Book is easy for teacher to use during shared reading activities.	√		
Language and Vocabulary	The language, vocabulary, and sentence structure are appropriate for preschoolers.	√		
Shared Reading Interaction	The Big Book encourages children to actively participate during shared reading activities.	√		
Learning Support	The Big Book helps children understand the story and the learning objectives.	√		
Practicality	The Big Book is practical for use in classroom learning activities.	√		

Behavioral Engagement	The Big Book helps keep children engaged, participating, and behaving positively during shared reading activities.	√		
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Date: 5 Februari 2026

Validator Instrument



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

NIP. 196206261986032002



Appendix 10 User Judgment Sheet Validated by Second Supervisor

Aspect	Specific Indicator	R	IR	Comments
Story Structure	The story is easy for preschoolers to understand and engaging to follow during shared reading sessions.	√		
SDG 15 Integration	The Big Book appropriately introduces the concepts of SDG 15 (Life on Land) and helps children understand the importance of protecting nature.	√		
Visual Design	The illustrations, colors, and page layout are engaging and help children understand the story.	√		
Visibility	The font size, text placement, and illustrations are clearly visible during shared reading activities.	√		
Usability	The Big Book is easy for teacher to use during shared reading activities.	√		
Language and Vocabulary	The language, vocabulary, and sentence structure are appropriate for preschoolers.	√		
Shared Reading Interaction	The Big Book encourages children to actively participate during shared reading activities.	√		
Learning Support	The Big Book helps children understand the story and the learning objectives.	√		
Practicality	The Big Book is practical for use in classroom learning activities.	√		

Behavioral Engagement	The Big Book helps keep children engaged, participating, and behaving positively during shared reading activities.	√		
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Date: 5 Februari 2026

Validator Instrument



Ni Wayan Monik Rismadewi, S.Pd., M.Pd.

NIP. 198810242023212030



Appendix 11 Behavioral Reading Engagement Checklist Validated by First Supervisor

No	Observed Aspects	Relevant	Irrelevant	Notes
1	The students listened intently to the story as the teacher read from the Big Book.	√		
2	Students look at and point to pictures related to the story.	√		
3	The students responded to the teacher's questions about the character Ema and the events in the story.	√		
4	Students repeat simple words or phrases from the story (for example: Ema was crying).	√		
5	The students showed interest and responded positively (smiling, looking amazed, and showing enthusiasm).	√		
6	Students follow the teacher's instructions when pointing to text or pictures during read-aloud sessions.	√		
7	The students show curiosity or interest during the conflict part of the story (the bad people want to cut down all the trees in the forest)	√		

Date: 5 Februari 2026

Validator Instrument



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

NIP. 196206261986032002



Appendix 12 Behavioral Reading Engagement Checklist Validated by Second Supervisor

No	Observed Aspects	Relevant	Irrelevant	Notes
1	The students listened intently to the story as the teacher read from the Big Book.	√		
2	Students look at and point to pictures related to the story.	√		
3	The students responded to the teacher's questions about the character Ema and the events in the story.	√		
4	Students repeat simple words or phrases from the story (for example: Ema was crying).	√		
5	The students showed interest and responded positively (smiling, looking amazed, and showing enthusiasm).	√		
6	Students follow the teacher's instructions when pointing to text or pictures during read-aloud sessions.	√		
7	The students show curiosity or interest during the conflict part of the story (the bad people want to cut down all the trees in the forest)	√		

Date: 5 Februari 2026

Validator Instrument



Ni Wayan Monik Rismadewi, S.Pd., M.Pd.

NIP. 198810242023212030



Appendix 13 Observation Result

Aspect	Indicator	Available	Not Available	Notes
Reading Media	There is a sufficient quantity of reading materials available in the classroom; they are varied and in good condition.		√	
	The text and illustrations used in reading activities are appropriate for preschoolers, as reflected in the font size, vocabulary, and simplicity of the stories.		√	
	The reading media used allow all students to see the text and illustrations clearly during reading activities.		√	
Teacher Strategies in Shared Reading	The teacher uses shared reading strategies, such as reading aloud, pointing to text or pictures, and engaging students during reading activities.	√		
Student Engagement and Response	The students paid attention during the reading activity by staying focused and not getting easily distracted.	√		

	Students actively participate during reading activities, such as answering questions, pointing to pictures, repeating words, or responding to the teacher.	√		
	Students remained consistently engaged from the beginning to the end of the shared reading activity.	√		
	Students encounter obstacles during reading activities, such as difficulty understanding vocabulary, following the plot, or responding to the teacher's instructions.	√		
	Students showed positive responses to reading activities, such as feeling happy, enthusiastic, and interested.	√		
	Students show interest in stories and visually appealing illustrations.	√		
	Students responded positively to story content that highlights the responsibility to protect		√	

	and preserve life on land, such as in forests.			
	Students prefer reading activities that involve reading together, large illustrations, and interaction between teacher and students.	√		



Appendix 14 Interview Result

No	Interview Questions	Results of Interview
1	In your opinion, how has the shared reading activity been carried out in the preschool classroom so far?	Shared reading has already been implemented in this class through story reading and interaction between the teacher and the children during storytelling sessions. I usually read the story while showing the pictures, pointing out specific parts of the story, and asking simple questions to keep the students engaged throughout the activity.
2	In your opinion, how engaged were the students in reading during the group reading activity?	Most children showed positive engagement during shared reading activities, especially when the stories contained colorful illustrations and when I read the stories expressively. The students were also willing to participate actively by answering simple questions, repeating words, and responding to my instructions. However, there were also some students who had difficulty maintaining their attention during the activities because they were distracted. In addition, some students still have difficulty understanding unfamiliar vocabulary and following the story's plot.
3	In your opinion, what challenges do students face in paying attention and participating during group reading activities?	Some students were distracted because the story was too long. The children had a hard time understanding long sentences. Some students had difficulty

		understanding unfamiliar vocabulary and following the plot.
4	In your opinion, what limitations do the reading media currently used to support shared reading activities have?	The reading media I use in class have some shortcomings, such as the small size of the books and illustrations, which make it very difficult for students to see the content clearly during storytelling and reading sessions; furthermore, there are still few reading media suitable for shared reading activities.
5	In your opinion, what factors prevent the available reading media from fully engaging students during shared reading sessions?	Reading media with small illustrations make it difficult for students to see the contents of the storybook, which makes it hard for some students to understand unfamiliar vocabulary and follow the plot. In addition, some students are easily distracted if the story is too long.
6	In your opinion, what characteristics should a Big Book have to meet the needs of preschoolers (for example, book size, illustrations, colors, and layout)?	A Big Book suitable for children features large, colorful illustrations, simple vocabulary, short sentences, and a clear layout.
7	In your opinion, what kinds of stories or topics are most engaging for preschoolers during shared reading activities?	The children in my class are always interested in any story topic, as long as there's interaction between me and them. One of the story topics I've shared with them is about the environment around the school.
8	What are your thoughts on the use of the Big Book, which incorporates the value of life on	Stories that incorporate SDG 15 can help instill environmental awareness in children. By using Big Book, students'

	land (SDG 15), in stories for young children?	behavioral engagement can increase during shared reading activities.
9	In your opinion, how can the Big Book help improve students' behavioral engagement (attention, response, and participation) during shared reading activities?	Big Book with large illustrations, simple vocabulary, and interactive storytelling can enhance attention, response, and participation during shared reading activities.
10	In your opinion, what reading methods or strategies are most effective in fostering reading engagement among preschool-aged students?	Implementing interactive reading strategies, such as reading expressively, asking questions, repeating words, pointing to illustrations, and using body movements can help students understand the story and stay engaged during reading activities.
11	What kinds of classroom activities or teacher roles are most helpful in helping students understand the content of the text and stay engaged during shared reading activities?	Pointing out illustrations in the story and using body language can help students understand the story. In addition, the more engaging the way we, as teachers, present the story, the more interested the students will be. Also, if the teacher asks questions enthusiastically, the students will automatically respond actively.

Appendix 15 Expert Judgment Result Completed by Expert 1

Aspect	Theory	Indicator	(1) NR	(2) SR	(3) QR	(4) VR
Criteria for a Good Big Book	Karges-Bone, cited in Hall and O'Connor (2006)	A short story of about 10-15 pages.				√
		Simple language patterns and repetition.			√	
		Large, clear, colorful illustrations.				√
		Vocabulary appropriate for the age and developmental stage of preschool children.				√
		The plot is simple, well structured, and easy for children to understand.				√
The Relevance of SDG 15 Content in the Big Book	UNESCO (2017)	Representation of forest conservation and preservation.				√
		The story shows that illegal logging is prohibited.				√
		The story highlights action that can be taken to care for forests as one of our ecosystems.				√

The Suitability of the Big Book for Facilitating Shared Reading	Parkes (2000)	The topics and content of the stories are tailored to the interests of young children.				√
		The story is tailored to the child's developmental level and experience.				√
		The font size and spacing are clear for group reading activities.				√
		The layout of the text and images allows the book to be viewed as a whole.				√
		The illustrations are clear, engaging, and help readers understand the story.				√
		The storyline is closely tied to children's everyday experiences.			√	
		The language and content of the story encourage children to participate.				√

		The Big Book encourages interaction between teacher and children.				√
The Potential of the Big Book in Supporting Children's Reading Engagement (Behavioral Engagement in Reading)	(Wigfield et al., 2008)	Attention				√
		Effort				√
		Active Participation				√
		Persistence				√
		Positive conduct during reading				√
The Potential of the Big Book to Foster Concern for Life on Land	UNESCO (2017)	The potential to enhance knowledge about life on land.				√
		Provides content about actions that can endanger life on land.				√
		Foster a sense of care for life on land.				√
		Provides examples of actions that can be taken to preserve life on land.				√
		Raise awareness of the importance of the human role in				√

		preserving life on land.				
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Appendix 16 Expert Judgment Result Completed by Expert 2

Aspect	Theory	Indicator	(1) NR	(2) SR	(3) QR	(4) VR
Criteria for a Good Big Book	Karges-Bone, cited in Hall and O'Connor (2006)	A short story of about 10-15 pages.				√
		Simple language patterns and repetition.				√
		Large, clear, colorful illustrations.				√
		Vocabulary appropriate for the age and developmental stage of preschool children.				√
		The plot is simple, well structured, and easy for children to understand.				√
The Relevance of SDG 15 Content in the Big Book	UNESCO (2017)	Representation of forest conservation and preservation.				√
		The story shows that illegal logging is prohibited.				√

		The story highlights action that can be taken to care for forests as one of our ecosystems.				√
The Suitability of the Big Book for Facilitating Shared Reading	Parkes (2000)	The topics and content of the stories are tailored to the interests of young children.				√
		The story is tailored to the child's developmental level and experience.				√
		The font size and spacing are clear for group reading activities.				√
		The layout of the text and images allows the book to be viewed as a whole.				√
		The illustrations are clear, engaging, and help readers understand the story.				√
		The storyline is closely tied to			√	

		children's everyday experiences.				
		The language and content of the story encourage children to participate.				√
		The Big Book encourages interaction between teacher and children.				√
The Potential of the Big Book in Supporting Children's Reading Engagement (Behavioral Engagement in Reading)	(Wigfield et al., 2008)	Attention				√
		Effort				√
		Active Participation				√
		Persistence				√
		Positive conduct during reading				√
The Potential of the Big Book to Foster Concern for Life on Land	UNESCO (2017)	The potential to enhance knowledge about life on land.				√
		Provides content about actions that can endanger life on land.				√
		Foster a sense of care for life on land.				√

		Provides examples of actions that can be taken to preserve life on land.				√
		Raise awareness of the importance of the human role in preserving life on land.				√



Appendix 17 User Judgment Result Completed by Teacher

Aspect	Specific Indicator	Rating Scale			
		Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
Story Structure	The story is easy for preschoolers to understand and engaging to follow during shared reading sessions.				√
SDG 15 Integration	The Big Book appropriately introduces the concepts of SDG 15 (Life on Land) and helps children understand the importance of protecting nature.				√
Visual Design	The illustrations, colors, and page layout are engaging and help children understand the story.				√
Visibility	The font size, text placement, and illustrations are clearly visible				√

	during shared reading activities.				
Usability	The Big Book is easy for teacher to use during shared reading activities.				√
Language and Vocabulary	The language, vocabulary, and sentence structure are appropriate for preschoolers.				√
Shared Reading Interaction	The Big Book encourages children to actively participate during shared reading activities.				√
Learning Support	The Big Book helps children understand the story and the learning objectives.			√	
Practicality	The Big Book is practical for use in classroom learning activities.				√
Behavioral Engagement	The Big Book helps keep children engaged, participating, and				√

	behaving positively during shared reading activities.				
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Appendix 18 Behavioral Reading Engagement Checklist Result Completed by Researcher

No	Aspects Observed	Never (1)	Sometimes (2)	Often (3)	Always (4)
1	The students listened intently to the story as the teacher read from the Big Book.	0	0	1	7
2	Students look at and point to pictures related to the story.	0	1	3	4
3	The students responded to the teacher's questions about the character Ema and the events in the story.	0	0	2	6
4	Students repeat simple words or phrases from the story (for example: Ema was crying).	0	1	2	5
5	The students showed interest and responded positively (smiling, looking impressed, and showing enthusiasm).	0	0	2	6

6	Students follow the teacher's instructions when pointing to text or pictures during read aloud sessions.	0	0	1	7
7	The students show curiosity or interest during the story's conflict (the bad people came and wanted to cut down all the trees in the forest).	0	0	2	6



Teacher's Manual

Teacher's Manual

Using Big Book Integrating SDG 15 (Life on Land)

Target Students

Students in TK A1 at TK Lab Undiksha

Learning Objective

Students are able to:

1. Recognize simple English vocabulary related to nature and animals.
2. Understand that forests are home for living things.
3. Show empathy toward animals and nature through their responses during shared reading activities.

Teaching Procedures

A. Pre-reading Activity

1. Teacher shows the cover of the Big Book.
2. Teacher asks simple questions such as:
 - a. "What can you see?"
 - b. "Do you like forest?"
3. Teacher introduces key vocabulary from the story.

Vocabulary:

- a. Forest
- b. Plant
- c. Tree
- d. Animal

B. During Reading Activity

1. Teacher reads the story aloud with clear pronunciation and expression.
2. Teacher points to the words and pictures while reading.

3. Students repeat important words or simple sentences after the teacher.
4. Teacher asks simple comprehension questions during reading such as:
 - a. “Who lives in the forest?”
 - b. “Are the animals happy?”
5. Teacher encourages students to observe the illustrations.

C. Post-reading Activity

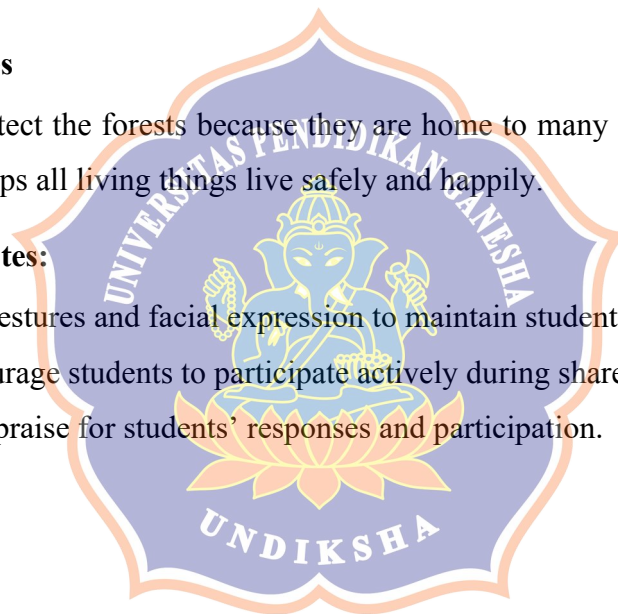
1. Teacher discusses the moral value of the story.
2. Teacher asks students how they can protect forests and animals.
3. Students mention simple action such as:
 - a. “Do not cut the trees!”
 - b. “Plant trees!”

Moral Values

We must protect the forests because they are home to many living things. Caring for nature helps all living things live safely and happily.

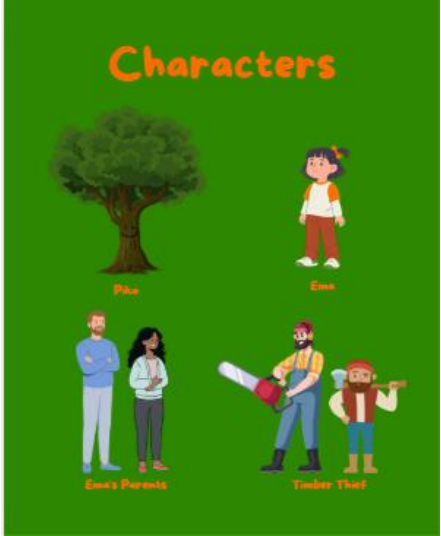
Teaching Notes:

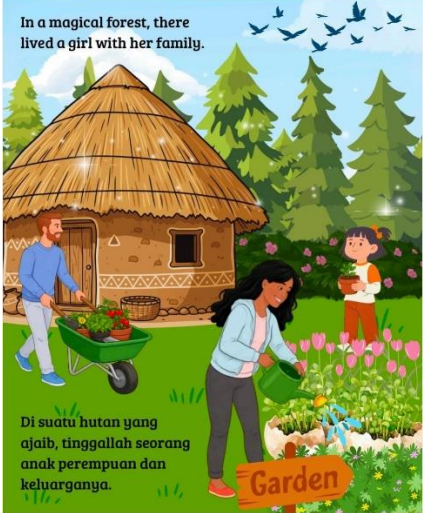
1. Use gestures and facial expression to maintain students’ attention.
2. Encourage students to participate actively during shared reading.
3. Give praise for students’ responses and participation.

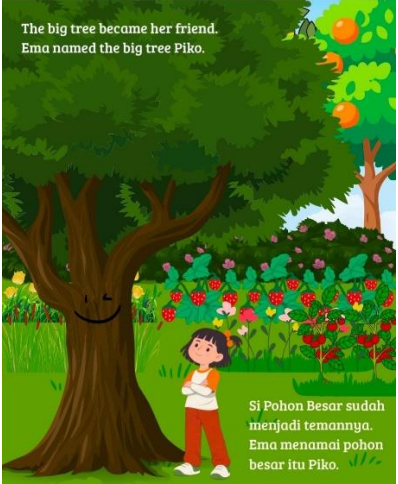


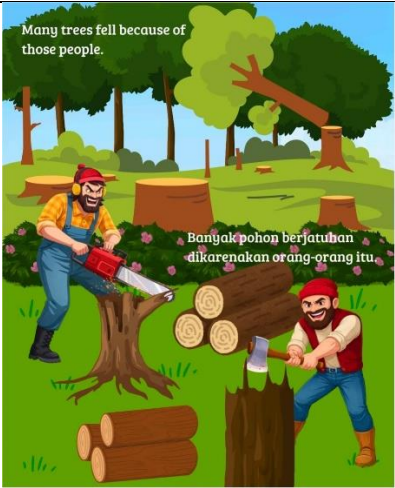
Appendix 19 The Developed Big Book

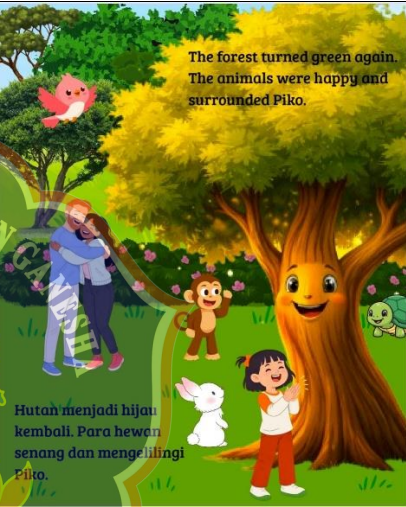
Page	Description	Preview
Cover	Ema sat leaning against a big tree named Piko in the magical forest, and her parents watched her happily from a distance.	
Illustration and Author Information	It contains only text about the illustrations and the names of the author of the Big Book and the supervisors, in large font.	Illustrations created using Canva elements and enhanced with ChatGPT-generated visual ideas to support the story presentation. Author: Ni Putu Eka Indah Tiari Supervisors: 1. Prof. Dr. Putu Kerti Nitiasih, M.A. 2. Ni Wayan Monik Rismadewi, S.Pd., M.Pd.

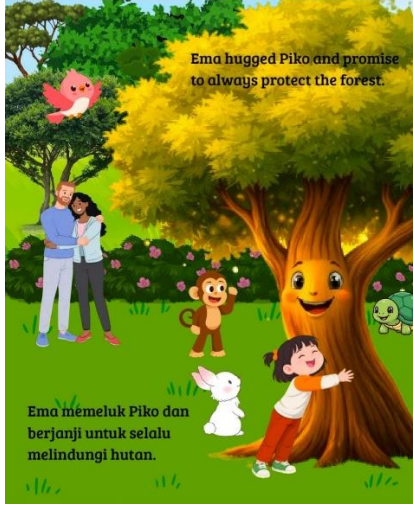
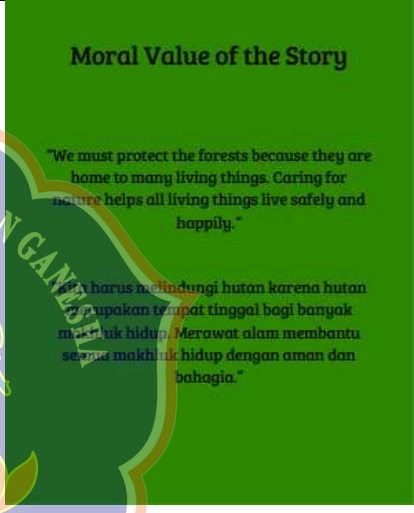
Characters	Illustrations of the characters in the story, such as Piko (a big tree), Ema (a little girl), Ema's parents (her father and mother), and the timber thief (two villains carrying weapons to cut down trees). The name of each character appears below their respective illustration.	
SDG 15 Concept	A short text explaining the concept of SDG 15, which will be incorporated into the story.	 This story relates to one of the SDGs (Sustainability Development Goals), specifically SDG 15: Life on Land. SDG 15: Life on Land is to protect, restore, and promote the sustainable use of terrestrial ecosystems, manage forests sustainably, combat desertification, and halting & reversing land degradation and halting the loss of biodiversity. Cerita ini berkaitan dengan salah satu Tujuan Pembangunan Berkelanjutan (SDGs), yaitu SDG 15: Kehidupan di Darat. SDG 15: Kehidupan di Darat bertujuan untuk melindungi, memulihkan, dan mendorong pemanfaatan ekosistem darat secara berkelanjutan, mengelola hutan secara berkelanjutan, memerangi pengrusakan, serta menghentikan dan membalikkan degradasi lahan serta menghentikan hilangnya keanekaragaman hayati.

Page 1	Ema and her parents spend their time around their house in the middle of the magical forest.	 In a magical forest, there lived a girl with her family. Di suatu hutan yang ajaib, tinggalah seorang anak perempuan dan keluarganya. Garden
Page 2	Ema and her parents gardening in their garden.	 The girl's name was Ema. Ema loved gardening with her family. Nama anak perempuan itu adalah Ema. Ema suka berkebun dengan keluarganya.
Page 3	Ema standing in the middle of her garden, which filled with various plants, including a big tree.	 There were many plants in her garden. One of them was a big tree. Ada banyak tanaman di kebunnya. Salah satunya adalah sebuah pohon besar.

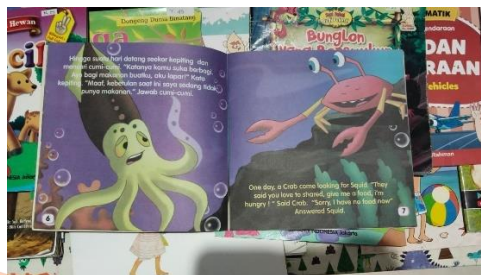
Page 4	Ema standing next to Piko, the big tree, smiling at him, and Piko smiling back.	 The big tree became her friend. Ema named the big tree Piko. Si Pohon Besar sudah menjadi temannya. Ema menamai pohon besar itu Piko.
Page 5	Ema sitting with her back against Piko, the big tree.	 Ema always rested under Piko after gardening. Piko can always gave Ema a refreshing and calming feeling. Ema loved Piko very much. Ema selalu istirahat di bawah Piko setelah berkebun. Piko selalu bisa membuat Ema merasakan kesejukan dan ketenangan. Ema sangat menyayangi Piko.
Page 6	Two bad guys walking into the forest carrying weapons to cut down trees.	 One day, bad people came. They wanted to cut down all the trees in the forest. Suatu hari, orang-orang jahat datang. Mereka ingin memotong semua pohon di hutan.

Page 7	Two bad guys cutting down almost all the trees in the forest, causing many of them to fall.	 Many trees fell because of those people. Banyak pohon berjatuh karena orang-orang itu.
Page 8	Ema crying as she hugs Piko, the big tree, who is also angry and sad, while the two bad guys laugh at them.	 Ema was crying. Meanwhile, Piko was both angry and sad. Ema menangis. Sedangkan, Piko marah sekaligus sedih.
Page 9	Piko emits a blinding light, startling Ema and causing the two bad guys to be both surprised and frightened.	 Suddenly, Piko shone brightly. Piko asked the people to stop cutting down the trees. Tiba-tiba Piko mengeluarkan cahaya terang. Piko meminta orang-orang itu untuk berhenti menebang pohon-pohon.

Page 10	Ema and Piko smiling happily as they watch the two bad guys replant the trees in the forest.	 The people were scared and stopped. They replanted trees in the forest. Orang-orang itu takut dan berhenti. Mereka pun menanam kembali pohon-pohon di hutan.
Page 11	The forest is once again filled with green trees, including Piko, who stands out the brightest. Ema smiles in admiration and claps for Piko. Ema's parents embrace each other happily. The animals happily surround Piko because the forest, their home, remains safe.	 The forest turned green again. The animals were happy and surrounded Piko. Hutan menjadi hijau kembali. Para hewan senang dan mengelilingi Piko.

Page 12	Ema hugging Piko. They are both smiling, as are the animals and Ema's parents.	 Ema hugged Piko and promise to always protect the forest. Ema memeluk Piko dan berjanji untuk selalu melindungi hutan.
Moral Value of the Story	A brief text explaining the moral value of the story in the Big Book.	 Moral Value of the Story "We must protect the forests because they are home to many living things. Caring for nature helps all living things live safely and happily." "Kita harus melindungi hutan karena hutan merupakan tempat tinggal bagi banyak makhluk hidup. Merawat alam membantu semua makhluk hidup dengan aman dan bahagia."

Appendix 20 Documentation of Research Activities





BIOGRAPHY



Ni Putu Eka Indah Tiari dilahirkan di Geriana Kauh pada 22 September 2004 sebagai putri dari pasangan Bapak I Wayan Budiasa dan Ibu Ni Putu Alit Mardiani. Penulis merupakan warga negara Indonesia dan menganut agama Hindu. Saat ini penulis bertempat tinggal di Banjar Blahtanah, Sakah, Desa Batuan Kaler, Kecamatan Sukawati, Kabupaten Gianyar, Provinsi Bali. Penulis menempuh pendidikan dasar di SD Negeri 3 Ubud dan menyelesaikannya pada tahun 2016. Setelah itu, penulis melanjutkan pendidikan di SMP Negeri 1 Ubud dan menyelesaikannya pada tahun 2019. Pendidikan menengah atas ditempuh di SMA Negeri 1 Sukawati pada jurusan Bahasa dan Budaya dan diselesaikan pada tahun 2022. Setelah menyelesaikan pendidikan menengah atas, penulis melanjutkan pendidikan ke jenjang S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada tahun 2026 penulis menyelesaikan skripsi yang berjudul “Developing a Big Book as a Shared Reading Medium to Support Students’ Behavioral Reading Engagement and Integrate Sustainable Development Goal 15 (Life on Land) at TK Lab Undiksha.”