

Validation Form of Questionnaire of English Learning Activities for 5th Grade Elementary Level in Bali

1) Information:

Purpose : This validation is to assess the content validity of each item in the questionnaire.

Items : Each item is formulated based on the theory and practice of Literature-based instruction learning activities from previous research*.

Product : The learning activities will complete the use of short story that can be implemented in thematic and English class for 5th grade elementary students in Bali.

2) Instruction :

Fill the personal information. Read each statement carefully and give your honest response by putting a tick (✓) in the column 'Relevant' or 'Irrelevant' for each statement.

3) Expert Identity:


Name : Made Hery Santosa

Occupation : Lecturer

Affiliation : Universitas Pendidikan Ganesha

Day/Date : Friday, 24 July 2020

Signature :

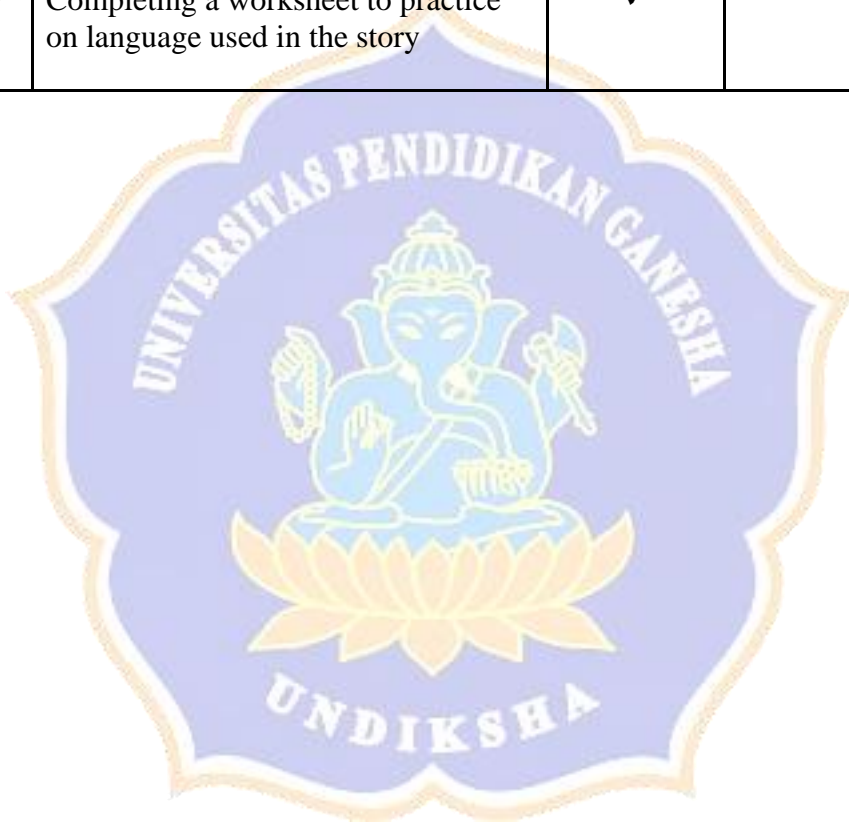


No	Statement	Relevant	Irrelevant	Comment
1	Reading short stories is helpful for fifth grade elementary students to learn English.	✓		
2	3 reading phases that can be implemented for reading stories are pre-reading, while reading, dan post-	✓		

	reading.			
3	Pre-reading is the phase to motivate students to read and provide them with related information to the story.	✓		
4	While-reading is the phase where intensive reading take place by students.	✓		
5	Post-Reading is a follow-up phase where it focuses on students' understanding on the story and message and confirmative activities to practice on the language.	✓		
<i>Activities for Pre-Reading</i>				
6	Telling an experience related to the story that will be read.	✓		
7	Asking students about their experience on the topic.	✓		
8	Introducing culture that will be presented in the story.	✓		
9	Introducing some words or keywords that may help students later in reading the story.	✓		
10	Showing picture(s) that can help to understand the story later on	✓		
11	Encouraging students to observe the title and guess what it will be about	✓		
12	Encouraging students to make prediction about the story	✓		

Activities for While-Reading				
13	Reading the story aloud for students by the teacher	✓		
14	Implementing chain reading where students read a story in turn by parts	✓		
15	Independent reading by students where they are focused in reading the story by themselves	✓		
16	Reading in pair where student with partner read the story	✓		
17	Group reading where student read the story in group	✓		
18	Reading aloud by student	✓		
19	Doing scanning on the story	✓		
20	Doing skimming on the story	✓		
	Activities for Post-Reading			
21	Answering questions based on the story	✓		
22	Identifying the elements and content of the story (theme, characters, plot, point of view, moral value, and culture)	✓		
23	Discussing the story by teacher and student	✓		
24	Completing missing words or sentences in sentences or paragraph	✓		

25	Making mind map to tell the elements and content of the story	✓		
26	Drawing some parts of the story	✓		
27	Retelling the story	✓		
28	Doing a role-play to tell about the story	✓		
29	Completing a worksheet to practice on language used in the story	✓		



Validation Form of

Questionnaire of English Learning Activities for 5th Grade Elementary Level in Bali

1) Information:

Purpose : This validation is to assess the content validity of each item in the questionnaire.

Items : Each item is formulated based on the theory and practice of learning activities for literature-based instructional materials from previous research*.

Product : The learning activities will complete the use of short story that can be implemented in thematic and English class for 5th grade elementary students in Bali.

2) Instruction :

Fill the personal information. Read each statement carefully and give your honest response by putting a tick (✓) in the column 'Relevant' or 'Irrelevant' for each statement.

3) Expert Identity:

Name : Prof. Dr. Ni Putu Kerti Nitiasih, M.A

Occupation : Lecturer

Affiliation : Universitas Pendidikan Ganesha

Day/Date : Friday, 24 July 2020

Signature : 

No	Statement	Relevant	Irrelevant	Comment
1	Reading short stories is helpful for fifth grade elementary students to learn English.	✓		
2	3 reading phases that can be implemented for reading stories are pre-reading, while reading, dan post-reading.	✓		
3	Pre-reading is the phase to motivate students to read and provide them with related information to the story.	✓		

4	While-reading is the phase where intensive reading take place by students.	✓		
5	Post-Reading is a follow-up phase where it focuses on students' understanding on the story and message and confirmative activities to practice on the language.	✓		
<i>Activities for Pre-Reading</i>				
6	Telling an experience related to the story that will be read.	✓		
7	Asking students about their experience on the topic.	✓		
8	Introducing culture that will be presented in the story.	✓		
9	Introducing some words or keywords that may help students later in reading the story.	✓		
10	Showing picture(s) that can help to understand the story later on	✓		
11	Encouraging students to observe the title and guess what it will be about	✓		
12	Encouraging students to make prediction about the story	✓		
<i>Activities for While-Reading</i>				
13	Reading the story aloud for students by the teacher	✓		
14	Implementing chain reading where students read a story in turn by parts	✓		
15	Independent reading by students where they are focused in reading the	✓		

	story by themselves			
16	Reading in pair where student with partner read the story	✓		
17	Group reading where student read the story in group	✓		
18	Reading aloud by student	✓		
19	Doing scanning on the story	✓		
20	Doing skimming on the story	✓		
	<i>Activities for Post-Reading</i>			
21	Answering questions based on the story	✓		
22	Identifying the elements and content of the story (theme, characters, plot, point of view, moral value, and culture)	✓		
23	Discussing the story by teacher and student	✓		
24	Completing missing words or sentences in sentences or paragraph	✓		
25	Making mind map to tell the elements and content of the story	✓		
26	Drawing some parts of the story	✓		
27	Retelling the story	✓		
28	Doing a role-play to tell about the story	✓		
29	Completing a worksheet to practice on language used in the story	✓		

Recapitulation od Validation Forms

1) Expert 1: Rater 1

Name : Made Hery Santosa
Occupation : Lecturer
Affiliation : Universitas Pendidikan Ganesha
Day/Date : Friday, 24 July 2020

Signature :



2) Expert 2: Rater 2

Name : Prof. Dr. Ni Putu Niti Kertiasih
Occupation : Lecturer
Affiliation : Universitas Pendidikan Ganesha
Day/Date : Friday, 24 July 2020

Signature :



Gregory Formula:

$$\text{Content Validity} = \frac{\mathbf{D}}{\mathbf{(A + B + C + D)}}$$

Note:

A: two raters disagree

B: rater 1 agree, rater 2 disagree

C: rater 1 disagree, rater 2 agree

D: two raters agree

No	Statement	Rater 1		Rater 2		
		Relevant	Irrelevant	Relevant	Irrelevant	
1	Reading short stories is helpful for fifth grade elementary students to learn English.	✓		✓		D
2	3 reading phases that can be implemented for reading stories are pre-reading, while reading, dan post-reading.	✓		✓		D
3	Pre-reading is the phase to motivate students to read and provide them with related information to the story.	✓		✓		D
4	While-reading is the phase where intensive reading take place by students.	✓		✓		D
5	Post-Reading is a follow-up phase where it focuses on students' understanding on the story and message and confirmative activities to practice on the language.	✓		✓		D
Activities for Pre-Reading						
6	Telling an experience related to the story that will be read.	✓		✓		D
7	Asking students about their experience on the topic.	✓		✓		D
8	Introducing culture that will be presented in the story.	✓		✓		D
9	Introducing some words or keywords that may help students later in reading the story.	✓		✓		D
10	Showing picture(s) that can help to	✓		✓		D

	understand the story later on					
11	Encouraging students to observe the title and guess what it will be about	✓		✓		D
12	Encouraging students to make prediction about the story	✓		✓		D
Activities for While-Reading						
13	Reading the story aloud for students by the teacher	✓		✓		D
14	Implementing chain reading where students read a story in turn by parts	✓		✓		D
15	Independent reading by students where they are focused in reading the story by themselves	✓		✓		D
16	Reading in pair where student with partner read the story	✓		✓		D
17	Group reading where student read the story in group	✓		✓		D
18	Reading aloud by student	✓		✓		D
19	Doing scanning on the story	✓		✓		D
20	Doing skimming on the story	✓		✓		D
Activities for Post-Reading						
21	Answering questions based on the story	✓		✓		D
22	Identifying the elements and content of the story (theme, characters, plot, point of view, moral value, and culture)	✓		✓		D
23	Discussing the story by teacher and student	✓		✓		D

24	Completing missing words or sentences in sentences or paragraph	✓		✓		D
25	Making mind map to tell the elements and content of the story	✓		✓		D
26	Drawing some parts of the story	✓		✓		D
27	Retelling the story	✓		✓		D
28	Doing a role-play to tell about the story	✓		✓		D
29	Completing a worksheet to practice on language used in the story	✓		✓		D

	Judge 2	Judge 1	
		Relevant	Irrelevant
Relevant		0	0
Irrelevant		0	29

$$\text{Content Validity} = \frac{D}{(A+B+C+D)}$$

$$\text{Content Validity} = \frac{29}{(0+0+0+29)}$$

$$\text{Content Validity} = \frac{29}{29}$$

$$\text{Content Validity} = 1$$

The Reliability Test Result of Need Analysis Questionnaire on fifth-grade Learnig Activities for English Subject in Bali

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	33	100.0
	Excluded ^a	0	.0
	Total	33	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.971	.971	29

Item Statistics

	Mean	Std. Deviation	N
11	4.42	.830	33
12	4.39	.659	33
13	4.42	.663	33
14	4.39	.704	33
15	4.45	.564	33
16	4.39	.704	33
17	4.42	.867	33
18	4.42	.614	33
19	4.70	.770	33
110	4.64	.822	33
111	4.24	.902	33
112	4.12	.960	33
113	4.36	.653	33
114	4.33	.692	33
115	4.27	.876	33
116	4.33	.736	33

I17	4.09	.805	33
I18	4.33	.736	33
I19	4.21	.857	33
I20	4.12	.740	33
I21	4.64	.783	33
I22	4.45	.869	33
I23	4.61	.788	33
I24	4.48	.795	33
I25	4.18	.846	33
I26	4.15	.755	33
I27	4.42	.902	33
I28	4.30	.770	33
I29	4.42	.561	33

Inter-Item Correlation Matrix

	I1	I2	I3	I4	I5	I6	I7	I8
I1	1.000	.714	.742	.774	.776	.774	.741	.617
I2	.714	1.000	.751	.665	.765	.733	.683	.579
I3	.742	.751	1.000	.836	.805	.702	.710	.465
I4	.774	.665	.836	1.000	.872	.748	.741	.613
I5	.776	.765	.805	.872	1.000	.715	.680	.599
I6	.774	.733	.702	.748	.715	1.000	.792	.758
I7	.741	.683	.710	.741	.680	.792	1.000	.708
I8	.617	.579	.465	.613	.599	.758	.708	1.000
I9	.696	.674	.627	.630	.543	.630	.667	.479
I10	.782	.677	.636	.633	.570	.633	.749	.501
I11	.693	.570	.659	.681	.575	.632	.823	.598
I12	.561	.515	.555	.528	.414	.574	.687	.599
I13	.571	.456	.571	.698	.640	.562	.381	.539
I14	.562	.526	.636	.684	.560	.491	.538	.466
I15	.524	.566	.548	.580	.437	.580	.584	.534
I16	.477	.430	.470	.402	.376	.402	.408	.438
I17	.361	.402	.453	.266	.250	.210	.391	.299
I18	.477	.430	.470	.583	.452	.342	.359	.438
I19	.353	.401	.442	.530	.441	.478	.506	.417
I20	.372	.348	.402	.385	.388	.325	.502	.502
I21	.725	.589	.728	.721	.598	.664	.740	.526
I22	.634	.605	.685	.668	.585	.668	.731	.564
I23	.789	.730	.749	.739	.697	.739	.709	.550
I24	.720	.698	.665	.708	.538	.764	.780	.590
I25	.510	.428	.415	.558	.542	.558	.658	.509
I26	.343	.379	.367	.472	.420	.531	.615	.531

I27	.545	.499	.630	.614	.407	.663	.681	.567
I28	.575	.620	.720	.580	.608	.695	.644	.513
I29	.675	.718	.678	.671	.755	.671	.582	.550

Inter-Item Correlation Matrix

	I9	I10	I11	I12	I13	I14	I15	I16
I1	.696	.782	.693	.561	.571	.562	.524	.477
I2	.674	.677	.570	.515	.456	.526	.566	.430
I3	.627	.636	.659	.555	.571	.636	.548	.470
I4	.630	.633	.681	.528	.698	.684	.580	.402
I5	.543	.570	.575	.414	.640	.560	.437	.376
I6	.630	.633	.632	.574	.562	.491	.580	.402
I7	.667	.749	.823	.687	.381	.538	.584	.408
I8	.479	.501	.598	.599	.539	.466	.534	.438
I9	1.000	.808	.604	.474	.413	.371	.775	.404
I10	.808	1.000	.796	.532	.370	.439	.576	.465
I11	.604	.796	1.000	.722	.270	.417	.507	.392
I12	.474	.532	.722	1.000	.177	.407	.628	.472
I13	.413	.370	.270	.177	1.000	.622	.422	.260
I14	.371	.439	.417	.407	.622	1.000	.464	.511
I15	.775	.576	.507	.628	.422	.464	1.000	.582
I16	.404	.465	.392	.472	.260	.511	.582	1.000
I17	.197	.429	.485	.511	.173	.505	.230	.633
I18	.294	.310	.298	.427	.650	.695	.533	.481
I19	.195	.246	.376	.575	.249	.562	.462	.627
I20	.176	.229	.423	.638	.294	.468	.333	.555
I21	.900	.710	.571	.517	.511	.519	.787	.488
I22	.726	.588	.652	.681	.416	.312	.694	.342
I23	.879	.736	.622	.602	.469	.420	.794	.449
I24	.860	.756	.658	.534	.492	.605	.746	.463
I25	.327	.457	.677	.587	.273	.480	.437	.351
I26	.296	.343	.586	.577	.265	.379	.361	.469
I27	.686	.509	.599	.660	.526	.517	.758	.392
I28	.634	.476	.566	.583	.396	.391	.615	.423
I29	.597	.481	.470	.366	.504	.510	.521	.480

Inter-Item Correlation Matrix

	I17	I18	I19	I20	I21	I22	I23	I24
I1	.361	.477	.353	.372	.725	.634	.789	.720
I2	.402	.430	.401	.348	.589	.605	.730	.698
I3	.453	.470	.442	.402	.728	.685	.749	.665
I4	.266	.583	.530	.385	.721	.668	.739	.708
I5	.250	.452	.441	.388	.598	.585	.697	.538

I6	.210	.342	.478	.325	.664	.668	.739	.764
I7	.391	.359	.506	.502	.740	.731	.709	.780
I8	.299	.438	.417	.502	.526	.564	.550	.590
I9	.197	.294	.195	.176	.900	.726	.879	.860
I10	.429	.310	.246	.229	.710	.588	.736	.756
I11	.485	.298	.376	.423	.571	.652	.622	.658
I12	.511	.427	.575	.638	.517	.681	.602	.534
I13	.173	.650	.249	.294	.511	.416	.469	.492
I14	.505	.695	.562	.468	.519	.312	.420	.605
I15	.230	.533	.462	.333	.787	.694	.794	.746
I16	.633	.481	.627	.555	.488	.342	.449	.463
I17	1.000	.317	.334	.558	.252	.341	.206	.368
I18	.317	1.000	.528	.440	.379	.293	.395	.463
I19	.334	.528	1.000	.697	.305	.202	.359	.394
I20	.558	.440	.697	1.000	.294	.349	.192	.269
I21	.252	.379	.305	.294	1.000	.801	.874	.844
I22	.341	.293	.202	.349	.801	1.000	.771	.711
I23	.206	.395	.359	.192	.874	.771	1.000	.813
I24	.368	.463	.394	.269	.844	.711	.813	1.000
I25	.434	.351	.462	.413	.386	.564	.439	.561
I26	.542	.244	.576	.637	.360	.511	.313	.498
I27	.376	.439	.405	.435	.756	.782	.682	.793
I28	.358	.257	.326	.427	.707	.815	.666	.671
I29	.397	.404	.392	.324	.647	.618	.673	.716

Inter-Item Correlation Matrix

	I25	I26	I27	I28	I29
I1	.510	.343	.545	.575	.675
I2	.428	.379	.499	.620	.718
I3	.415	.367	.630	.720	.678
I4	.558	.472	.614	.580	.671
I5	.542	.420	.407	.608	.755
I6	.558	.531	.663	.695	.671
I7	.658	.615	.681	.644	.582
I8	.509	.531	.567	.513	.550
I9	.327	.296	.686	.634	.597
I10	.457	.343	.509	.476	.481
I11	.677	.586	.599	.566	.470
I12	.587	.577	.660	.583	.366
I13	.273	.265	.526	.396	.504
I14	.480	.379	.517	.391	.510
I15	.437	.361	.758	.615	.521
I16	.351	.469	.392	.423	.480

I17	.434	.542	.376	.358	.397
I18	.351	.244	.439	.257	.404
I19	.462	.576	.405	.326	.392
I20	.413	.637	.435	.427	.324
I21	.386	.360	.756	.707	.647
I22	.564	.511	.782	.815	.618
I23	.439	.313	.682	.666	.673
I24	.561	.498	.793	.671	.716
I25	1.000	.738	.510	.632	.623
I26	.738	1.000	.545	.564	.508
I27	.510	.545	1.000	.709	.560
I28	.632	.564	.709	1.000	.779
I29	.623	.508	.560	.779	1.000



Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I1	122.33	252.979	.815	.	.969
I2	122.36	258.489	.768	.	.969
I3	122.33	257.354	.818	.	.969
I4	122.36	255.801	.838	.	.969
I5	122.30	261.093	.756	.	.969
I6	122.36	256.301	.815	.	.969
I7	122.33	250.792	.861	.	.969
I8	122.33	260.542	.720	.	.970
I9	122.06	256.121	.750	.	.969
I10	122.12	254.985	.744	.	.969
I11	122.52	252.258	.772	.	.969
I12	122.64	251.864	.735	.	.970
I13	122.39	262.809	.565	.	.970
I14	122.42	259.877	.665	.	.970
I15	122.48	253.445	.752	.	.969
I16	122.42	260.314	.604	.	.970
I17	122.67	261.792	.490	.	.971
I18	122.42	261.502	.552	.	.970
I19	122.55	259.006	.560	.	.971
I20	122.64	261.614	.544	.	.971
I21	122.12	254.235	.814	.	.969
I22	122.30	252.655	.788	.	.969
I23	122.15	253.945	.821	.	.969
I24	122.27	252.955	.854	.	.969

125	122.58	256.439	.665	.	.970
126	122.61	259.434	.624	.	.970
127	122.33	251.854	.786	.	.969
128	122.45	255.756	.765	.	.969
129	122.33	261.229	.753	.	.970

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
126.76	275.189	16.589	29



Result of the Need Analysis Questionnaire of Learning Activities for Fifth-Grade Elementary Students in Bali

Res pon dent	Items																												T ot		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		29	
1	5	4	4	4	4	4	4	4	5	4	4	4	4	4	5	5	4	5	4	4	5	5	5	5	5	4	5	5	5	129	
2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	113	
3	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	3	3	4	5	5	4	4	4	4	4	4	5	4	119	
4	4	4	4	4	4	5	5	5	5	5	5	5	3	3	5	5	4	3	5	4	5	5	5	5	5	5	5	5	5	132	
5	5	5	5	4	5	4	4	4	5	5	4	4	4	4	4	5	5	4	3	4	5	5	5	4	4	4	4	5	5	128	
6	4	4	5	5	4	4	4	4	5	5	5	5	4	5	5	5	5	5	4	3	5	5	5	5	4	4	5	4	4	131	
7	1	2	2	2	3	2	1	3	1	1	1	1	3	3	1	3	3	3	3	3	1	1	1	1	3	3	1	2	3	58	
8	3	4	4	4	4	4	3	4	5	3	2	3	5	3	5	3	2	4	3	3	5	5	5	4	2	3	5	4	4	108	
9	5	4	4	4	4	5	4	5	5	5	4	4	5	5	5	5	4	4	4	4	5	4	5	5	4	4	5	4	4	129	
10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	145	
11	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	5	5	4	4	4	4	4	5	4	4	4	121	
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22	4	4	4	4	4	4	5	4	5	5	4	3	4	4	4	4	4	4	3	4	5	5	4	5	4	4	4	4	4	4	12	
23	4	4	4	4	4	4	5	4	5	5	4	5	4	5	5	4	4	5	5	4	5	4	5	5	5	4	5	4	4	5	12	
24	5	5	5	5	5	5	5	5	5	5	4	4	5	4	5	4	4	4	4	5	5	5	5	5	4	4	5	5	5	5	13	
25	4	5	4	4	4	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	5	12	
26	5	4	4	5	5	4	5	5	5	5	5	4	4	4	4	4	3	4	4	4	5	4	5	4	4	4	4	3	3	4	12	
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32	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	14	

33	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	14
Strongly Disagree	3.03%	0.00%	0.00%	0.00%	3.03%	0.00%	3.03%	0.00%	3.03%	3.03%	3.03%	3.03%	0.00%	0.00%	3.03%	0.00%	0.00%	0.00%	0.00%	0.00%	3.03%	3.03%	3.03%	3.03%	0.00%	0.00%	3.03%	0.00%	0.00%	3.03%	0.00%	0.00%	3.03%
Disagree	0.00%	3.03%	3.03%	3.03%	0.00%	3.03%	0.00%	0.00%	0.00%	3.03%	3.03%	0.00%	0.00%	0.00%	3.03%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.03%	0.00%	0.00%	3.03%	0.00%	0.00%	3.03%	0.00%	0.00%	
Uncertain	3.03%	0.00%	0.00%	3.03%	3.03%	3.03%	6.06%	6.06%	0.00%	3.03%	3.03%	12.12%	9.09%	12.12%	9.09%	15.15%	18.18%	15.15%	27.27%	21.21%	0.00%	6.06%	0.00%	0.00%	18.18%	21.21%	9.09%	9.09%	3.03%	3.03%	3.03%	3.03%	
Agree	39.39%	51.51%	48.48%	45.45%	48.48%	45.45%	33.33%	45.45%	18.18%	18.18%	48.48%	42.42%	45.45%	42.42%	42.42%	36.36%	45.45%	36.36%	24.24%	45.45%	24.24%	30.30%	27.27%	39.39%	36.36%	42.42%	27.27%	42.42%	51.51%	39.39%	39.39%		
Strongly Disagree	54.54%	45.45%	48.48%	48.48%	45.45%	48.48%	57.57%	48.48%	78.78%	75.75%	42.42%	39.39%	45.45%	45.45%	45.45%	48.48%	33.33%	48.48%	48.48%	33.33%	72.72%	60.60%	69.69%	57.57%	42.42%	36.36%	60.60%	45.45%	45.45%	54.54%	54.54%		



Result of the Questionnaire of English Learning Activities for 5th Grade Elementary Level in Bali

Activity	Strongly disagree	Disagree	Uncertain	Agree	Strongly disagree
Telling an experience related to the story	0.00%	3.03%	3.03%	45.45%	48.48%
Asking students about their experience	3.03%	0.00%	6.06%	33.33%	57.58%
Introducing culture that is in the story	0.00%	0.00%	6.06%	45.45%	48.48%
Introducing some words or keywords	3.03%	0.00%	0.00%	18.18%	78.79%
Showing picture(s) related to story	3.03%	0.00%	3.03%	18.18%	75.76%
Encouraging students to observe the title and guess	3.03%	3.03%	3.03%	48.48%	42.42%
Encouraging students to make prediction about the story	3.03%	3.03%	12.12%	42.42%	39.39%

Activity	Strongly disagree	Disagree	Uncertain	Agree	Strongly disagree
Reading for students	0.00%	0.00%	9.09%	45.45%	45.45%
Implementing chain reading	0.00%	0.00%	12.12%	42.42%	45.45%
Independent reading by student alone	3.03%	0.00%	9.09%	42.42%	45.45%
Reading in pair	0.00%	0.00%	15.15%	36.36%	48.48%
Group reading	0.00%	3.03%	18.18%	45.45%	33.33%
Reading aloud by student	0.00%	0.00%	15.15%	36.36%	48.48%
Doing scanning on the story	0.00%	0.00%	27.27%	24.24%	48.48%

Doing skimming on the story	0.00%	0.00%	21.21%	45.45%	33.33%
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Activity	Strongly disagree	Disagree	Uncertain	Agree	Strongly disagree
Answering questions based on the story	3.03%	0.00%	0.00%	24.24%	72.73%
Identifying elements and content of the story	3.03%	0.00%	6.06%	30.30%	60.61%
Discussing the story together	3.03%	0.00%	0.00%	27.27%	69.70%
Completing missing words or sentences	3.03%	0.00%	0.00%	39.39%	57.58%
Making mind map about the story	0.00%	3.03%	18.18%	36.36%	42.42%
Drawing some parts of the story	0.00%	0.00%	21.21%	42.42%	36.36%
Retelling the story	3.03%	0.00%	9.09%	27.27%	60.61%
Doing a role-play to tell about the story	0.00%	3.03%	9.09%	42.42%	45.45%
Completing worksheet to practice on language used in the story	0.00%	0.00%	3.03%	51.52%	45.45%



Appendix 2

Blueprint of In-class Learning Activities

Blueprint of Learning Activity

Activity	Short Story	Activities from Syllabus and Books	Designed Activities (Students' point of view)	Language Skills	4Cs	HOTs
1	Climbing	Finding main ideas and supporting details Understanding story through pictures Drawing cover for the text Mentioning important information in the text	<p>Pre-reading</p> <ul style="list-style-type: none"> • Get students observe pictures of animals in form of cover books (pictures of animals' footprints) • Ask students to analyze and speak out how those animals move • Ask students to list some important words appear about movements • Review the meaning of the words with students <p>While-reading</p> <ul style="list-style-type: none"> • Read the story along for students to listen • Give students focused time to read extensively in group of four <p>Post-reading</p> <ul style="list-style-type: none"> • Ask students to circle words that they have reviewed found in the story • Direct students to underline important information in the text • Discuss the story elements and content and give them a mind map (elements of the story: 	Speaking Vocabulary mastery Listening Reading Vocabulary mastery Reading	Critical thinking Communicating Collaborating	Analyzing Analyzing

			<p>characters, setting, plot, moral value, things about Bali, opinion, grade) to fill in and explain how they think about the elements and how the story can be made more interesting</p> <ul style="list-style-type: none"> • Ask students to draw a cover for the story (drawing and words) 	Reading comprehension	Creativity	Evaluating, Creating
2	Wake Up!	<p>Filling information in mind map Making questions of what, when, where, and how based on the text Answering questions based on the text Reading short comic Colouring comics Making poster</p>	<p>Pre-reading</p> <ul style="list-style-type: none"> • Encourage students to arrange parts of comic • Invite to make questions of what, when, where, and how to get hints of the story in comic • Ask to guess and the story of the comic <p>While-reading</p> <ul style="list-style-type: none"> • Get them to pay attention on some important words from/for the story • Review the meanings of the words • Making simple sentences using the words <p>While-reading</p> <ul style="list-style-type: none"> • Give students focused time to read extensively (Independent reading alone) • Assist to do chain reading 	<ul style="list-style-type: none"> • Speaking • Speaking • Vocabulary mastery • Speaking/writing • Reading 	<ul style="list-style-type: none"> • Critical thinking • Communicating, critical thinking • Critical thinking, communicating 	<ul style="list-style-type: none"> • Analyzing • Analyzing • Applying

			<p>Post-reading</p> <ul style="list-style-type: none"> • Hand out a mind map to fill in • Invite to answer questions based on the story • Ask to make a short comic to continue the story (What might be happen next?) • Display the comics • Encourage students to give feedback to others' comic 	<ul style="list-style-type: none"> • Reading aloud • Writing, reading • Reading comprehension • Writing • Speaking 	<ul style="list-style-type: none"> • Collaborating; creativity in making the sound • Creativity • Critical thinking, creativity 	<ul style="list-style-type: none"> • Analyzing • Creating • Evaluating
3	Wooden Plates	<p>Reading dialog or conversation</p> <p>Reading a text and identifying important content in the text</p> <p>Discussing the text and working with group</p> <p>Making an advertisement</p>	<p>Pre-reading</p> <ul style="list-style-type: none"> • Ask students what they have for breakfast and lunch • Encourage students to share their experience about eating • Write some words (the foods mentioned) • Ask students to choose the healthiest choice 	<ul style="list-style-type: none"> • Speaking • Speaking • Vocabulary mastery 	<ul style="list-style-type: none"> • Communicating • Communicating • Critical thinking, 	<ul style="list-style-type: none"> • Analyzing

		<p>Searching for important information</p> <p>Explaining a process of making batik</p>	<ul style="list-style-type: none"> • Encourage students to tell the reason <p>While-reading</p> <ul style="list-style-type: none"> • Reading extensively in groups <p>Post-reading</p> <ul style="list-style-type: none"> • Doing a storytelling (a narration and characters) • Giving feedback to other groups' performance • Answering questions based on the story • Making an advertisement about wooden plates (pictures and words) 	<ul style="list-style-type: none"> • Reading aloud • Reading comprehension • Writing • Reading comprehension 	<ul style="list-style-type: none"> • Communicating • Collaborating • Collaborating, creativity • Critical thinking, communicating • Creativity 	<ul style="list-style-type: none"> • Evaluating • Creating
4	Magic Herbs	<p>Reading proses and texts</p> <p>Explaining the meaning and the content</p> <p>Singing Indonesian's song</p> <p>Making mind map</p> <p>Reading a story</p>	<ul style="list-style-type: none"> • Pre-reading • Invite students to identify herbs (pictures and names of herbs) in pairs • Introduce some herbs used in Bali • Ask "How herbs have lower side effect on body than other chemical medicine or pills?" <p>While-reading</p>	<ul style="list-style-type: none"> • Vocabulary mastery • Listening • Speaking • Reading 	<ul style="list-style-type: none"> • Collaboration • Communicating, critical thinking 	<ul style="list-style-type: none"> • Analyzing

		<p>Finding information from the text to fill in a table</p> <p>Making picture storybook</p>	<ul style="list-style-type: none"> • Hand out the text to students and let them read extensively • Encourage students to read aloud in group (narrator, characters) • Ask students to practice scanning to fill the table with some information (characters, sickness, cure) in a table • Post-reading • Ask “Who had the worst sickness?” “Why do you think they have the worst one?” • Accept all answers and confirm that herbs can be used to cure sickness • Ask students to answer questions • Ask students to make a simple picture story book (simple sentences with drawing) about the story in group • Encourage students to present their work and invite positive discussions and feedback 	<ul style="list-style-type: none"> • Reading comprehension • Writing 		<ul style="list-style-type: none"> • Analyzing • Creating
5	Important Things in Life	<p>Observing pictures of ecosystems</p> <p>Reading texts</p> <p>Finding main idea and important information</p>	<p>Pre-reading</p> <ul style="list-style-type: none"> • Hand out picture of rice field to students in group of 4 • Get the students circle the living or non-living things that do not belong to the ecosystem 	<ul style="list-style-type: none"> • Vocabulary mastery 	<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Analyzing

		<p>Making a summary of a text Drawing a map Making and presenting a clipping made Explaining content of a text Comparing Indonesia in the past and present Making a mask</p>	<ul style="list-style-type: none"> • Ask them to write the living and non-living things found in that ecosystem (they can use dictionary) • Give 2 more pictures of rice field • Ask students to observe three pictures of a rice field and arrange them to tell past to present • Invite them to tell the reason of the arrangement <p>While-reading</p> <ul style="list-style-type: none"> • Ask students to read ‘Important Thing in Life’ extensively in group • Get students do skimming the text to find Dos and Don’ts in growing rice <p>Post-reading</p> <ul style="list-style-type: none"> • Ask to make a list of important information in the story in group • Encourage students to make a summary with a simple map to show how Dewi found her grandfather in group 	<ul style="list-style-type: none"> • Speaking • Reading • Reading skill • Reading comprehension • Reading comprehension 	<ul style="list-style-type: none"> • Critical thinking • Communicatin g • Collaborating • Critical thinking, collaborating • Critical thinking, creativity, collaborating 	<ul style="list-style-type: none"> • Analyzing • Analyzing • Creating
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6	Mr. Sun and Mrs. Moon	<p>Reading texts Answering questions Finding keywords Finding important information Making diagram Observing melting ice Observing and discussing pictures of phenomena Filling a graph Doing experiments Listing important aspects of certain phenomena</p>	<p>Pre-reading</p> <ul style="list-style-type: none"> • Do an experiment (melting ice cubes outside the classroom: ice cubes, plate, stopwatch, thermometer) • Introduce some important words related to the experiment and story • Ask students to fill in the graph about the experiment • Encourage students to tell what happens to the ice cubes • Confirm the heat makes it melts <p>While-reading</p> <ul style="list-style-type: none"> • Find a shady place to read • Give students to read the story extensively by themselves <p>Post-reading</p> <ul style="list-style-type: none"> • Discuss the story: elements and content • Ask students to answer some questions about the story • Do a role play: narrators, Mr. Sun, Mrs. Moon, the rest can be people 	<ul style="list-style-type: none"> • Vocabulary mastery • Writing • Writing/ • Speaking • Reading • Reading comprehension • Vocabulary mastery 	<ul style="list-style-type: none"> • Communicating, critical thinking • Collaborating 	
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			<ul style="list-style-type: none"> • Fill in blanks in sentences in group of four • Use the 10 answers (words) in previous activity to make sentences in group of four 			
7	The Boy on the Shore	<p>Reading reasons of colonialization in Indonesia</p> <p>Answering questions</p> <p>Finding important information in texts</p> <p>Discussing events</p> <p>Finding in dictionary and reviewing meaning of some words</p> <p>Reading and mentioning races and tribes in Indonesia</p> <p>Singing discussing the songs Indonesia Raya and Tanah Airku</p> <p>Observing, reading, and analysing formal invitation letter</p>	<p>Pre-reading</p> <ul style="list-style-type: none"> • Listen to the teacher about Bali during colonization • Introduce some words related to colonization and story • Observe some pictures of Bali during colonization that will be in the story and matching them with the correct words • Look at the picture and the title of the story and guess what it will be about <p>While-reading</p> <ul style="list-style-type: none"> • Read intensively in groups <p>Post-reading</p> <ul style="list-style-type: none"> • Make a mind map to show the elements and content of the story • Answer questions based on the story (Include reflective questions about the story: ‘How is 	<ul style="list-style-type: none"> • Listening • Vocabulary mastery • Speaking • Reading • Reading comprehension 	<ul style="list-style-type: none"> • Communicatin g, critical thinking • Communicatin g 	<ul style="list-style-type: none"> • Analyzing • Evaluating

		<p>Observing pictures of constructions</p> <p>Retelling information for text</p> <p>Writing invitation for art festival</p> <p>Making mind map</p> <p>Practicing problem solving from given cases</p> <p>Making a painting of traditional arts</p>	<p>the story?’ ‘how is the language used in the story?’ ‘If you were the king, what would you do?’ ‘If you were Panji, what would you do?’ ‘If you were a ship crew, what would you do?’ ‘What should be done to solve the problem?’)</p>			
8	Best Camp Ever	<p>Observing pictures</p> <p>Reading texts</p> <p>Filling a mind map</p> <p>Explaining water cycle process</p> <p>Making a diagram</p> <p>Reading a story</p> <p>Explaining and retelling events in the story</p> <p>Answering reflective questions</p>	<ul style="list-style-type: none"> • Pre-reading • Invite students to tell experiences in joining camp • Fill in a mind map of 10 things would be needed for camp • Present the mind map • While-reading • Hand out the story and encourage students to read intensively in pairs • Ask the to do scanning and circle the things that they put in the mind map in the story 	<ul style="list-style-type: none"> • Speaking • Vocabulary mastery • Speaking • Reading 	<ul style="list-style-type: none"> • Critical thinking • Communicating 	

		<p>Listing events based on a text</p> <p>Answering questions</p> <p>Making poster</p> <p>Making clipping</p> <p>Making mind map</p> <p>Drawing and/or colouring picture or comic to tell story</p> <p>Identifying roles and benefits of occupations</p>	<ul style="list-style-type: none"> • Review the meaning of words and how to pronounce them correctly • Post-reading • Ask students to answer questions about the story • Invite students to express their thought about the main character 'I' • Instruct the students to draw best part of the story • Get students to tell the reason why it is the best part 	<ul style="list-style-type: none"> • Reading comprehension, writing • Speaking 	<ul style="list-style-type: none"> • Communicating, critical thinking • Communicating 	
9	Dayu and Her Curiosity	<p>Observing a printed advertisement</p> <p>Finding purpose, structure, and characteristics and explaining an advertisement</p> <p>Drawing a picture for an advertisement</p>	<p>Pre-reading</p> <ul style="list-style-type: none"> • Observing an advertisement about art festival in Bali • Discuss the purpose, structure, content, layout, picture, and words in the advertisement • Fill in a diagram for those elements in pair • Present the diagram • Ask what could be added to the advertisement to make it better and invite more questions 	<ul style="list-style-type: none"> • Writing • Speaking • Speaking 	<ul style="list-style-type: none"> • Communicating • Communicating • Critical thinking 	<ul style="list-style-type: none"> • Analyzing

		<p>Filling a diagram based on a text</p> <p>Reading elements of advertisement</p> <p>Reading about cultural festival</p> <p>Reading about traditional dances and tourism objects in Bali</p> <p>Observing actions to live in harmony from pictures</p> <p>Reading a story and do a role play</p> <p>Reading about respecting local business</p> <p>Discussing with parents the difference by buying import and local products</p>	<p>about the advertisement to get more information</p> <ul style="list-style-type: none"> • Ask ‘What do you do if you want to know more about the thing in the advertisement?’ (accept all answers) • Confirm about what research is and how to get information <p>• While-reading</p> <ul style="list-style-type: none"> • Reading the story ‘Dayu and Her Curiosity’ in group of three <p>• Post-reading</p> <ul style="list-style-type: none"> • Doing a role play for the story ‘Dayu and Her Curiosity • Answering the reflective question ‘Who is your favorite character? Why?’ ‘What other way to make the story better?’ • Answering questions about the story • Discussing the answers and confirmation by teachers • Making an advertisement for an event or local businesses in Gianyar 	<ul style="list-style-type: none"> • Speaking • Reading • Speaking • Speaking • Reading comprehension 	<ul style="list-style-type: none"> • Critical thinking, communicating • Collaborating • Collaborating • Critical thinking, communicating • Creativity 	<ul style="list-style-type: none"> • Evaluating • Analyzing • Creating
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*The activities are made for elementary students who learn thematic subject for grade five. It also can used for general learners who are suitable.

**The activities can be modified based on learners' age, language level, and class condition.

1. Activities synthesized from previous studies and preferred by teachers in Bali (through questionnaire)

Pre-reading:

Introducing some words in the story

telling a related experience, introducing the culture, showing pictures

asking students related experience and encouraging students to observe the title and guess the story

predicting the story

While-reading:

reading aloud by teacher,

chain reading, reading alone or independent reading,

reading in pairs, reading aloud,

reading aloud by student,

skimming, reading in group,

scanning,

Post-reading:

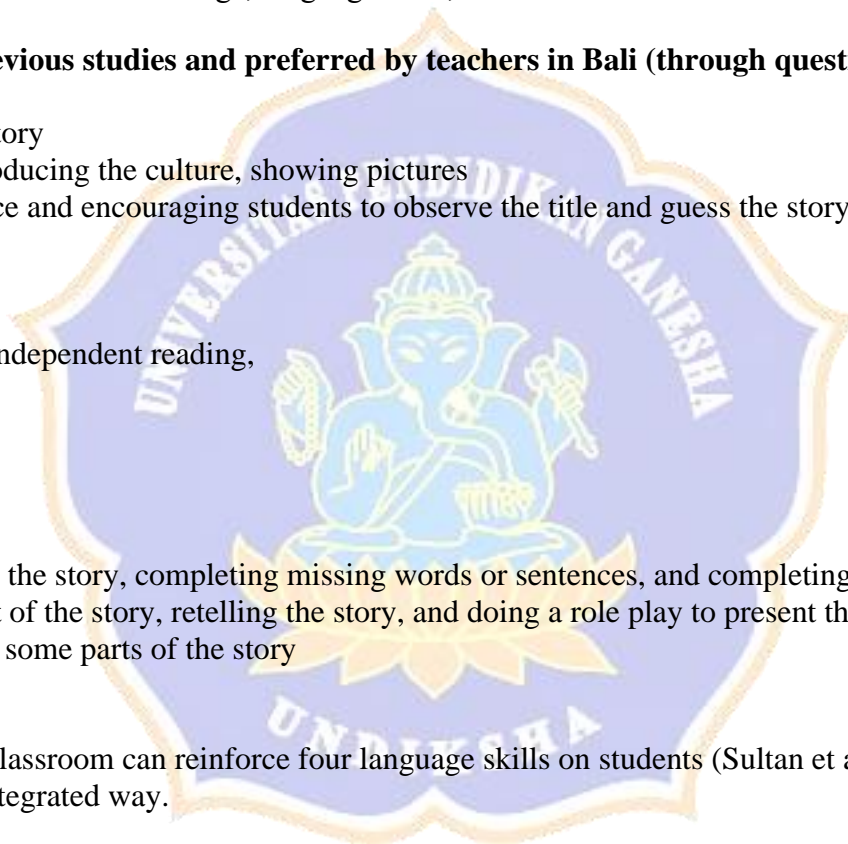
Answering questions, discussing the story, completing missing words or sentences, and completing worksheets

Identifying elements and content of the story, retelling the story, and doing a role play to present the story

Making mind maps and drawing some parts of the story

2. Language Skills

Short story use in the language classroom can reinforce four language skills on students (Sultan et al., 2018). The four language skills can be taught and practiced in integrated way.



3. 4Cs

Communication

Communication is ability to perform effective oral and written communication, sharing information, listening and giving a response, and respecting others (Amran, 2019).

Creativity

Creativity is ability to imagine, produce ideas, and create works. Creativity is related to imagination development (Kirsch, 2016). Letting students imagine and let them explore to any possible ways in creating things is the aim of practices on developing creativity.

Collaboration

Collaboration is ability to interact, communicate, and work together. Giving students chances to work in group provides collaborative learning where students have experiences in interacting, working together, and cooperating (Le, Janssen, & Wubbels, 2018).

Critical Thinking

Critical thinking is intellectual ability that includes skills of analyzing, reasoning, problem-solving, creative thinking, making judgment and deciding (Hussin, Harun, & Shukor, 2019). There are learning activities studied to dismantle its impact on students' critical thinking development like problem-based learning (Hussin et al., 2019), extensive reading (Husna, 2019), Socratic questioning (Sahamid, 2016), narrative text or story (Anugerahwati, 2017., Cooper, 2000, Chang, 2009, Thapaliya, 2012, S. Chang, 2017) and even critically analysing the story (Sultan et al., 2018).

4. HOTS

Analyze, Evaluate, and Create are the dimensions in Bloom's Taxonomy are categorized as higher order thinking skills (Indrayana & Kuswandono, 2020, Febrina, Usman, & Muslem, 2019, Thamrin, Widodo, & Margana, 2018).

Anderson and Krathwohl (2001) define the Bloom's new taxonomy as:

Analyzing: breaking material or information into constituent parts to know student's understanding and relationship of the information, determining how the parts relate to one another and to an overall structure or purpose through differentiating or comparing, deconstructing, organizing, interrogating, attributing, and finding.

Evaluating: reviewing the justification of decision, conclusion, or action, checking, hypothesising, critiquing, experimenting and judging every information they received from any sources. It can be done through making judgements based on criteria and standards through checking and critiquing.

Creating: putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating new ideas, products, or ways of view things, designing, constructing, planning, producing and inventing.

Strategies that Indonesian teachers preferred to do in teaching English to develop students' HOTS were asking divergent questions to the students, using group discussions, informing learning objectives to the students, giving feedback to invite the students to review, refine, and improve understanding about learning materials, and giving motivation to the students to think critically (Indrayana & Kuswando, 2020).

Critical reading was studied on developing students' higher order thinking skills (Thamrin, Widodo, & Margana, 2018). There were two ways of critical reading was implemented for reading comprehension. It could involve the steps of HOTS strategy they were on the way of remembering, understanding, applying, analyzing, evaluating and creating (C1-C6 phase of HOTS). It could focus on predicting, summarizing, generating question and clarifying. Through these ways, students were expected to be able to analyze the text, reflect it to the real life, evaluate and make judgement based on students' opinion and experiences.

Storytelling was an activity that can boost student's HOTS while learning English (Setyarini, et al., 2018). Open-ended questions with 'why, why if, how, how about, and if you were' stimulated students to improve not only speaking skill but also think and express opinion as well as argument. It was highlighted that not a single fixed answer needed.

Outdoor activity was also found to be refreshing learning activity for students in developing their higher order thinking skills (Putra, 2018). The focus of the activity is to give students opportunity to apply their knowledge and skills of English in a practical activity such writing letters, interviewing friends, watching English films, reporting movie review, and creating short role play in a small group.

Yet, HOTS has been viewed beyond the Bloom's taxonomy. It includes knowledge of individual thinking strategies, genre of thinking, and metacognition (Zohar, 2013). Thinking strategies included comparing, formulating justified arguments, and drawing valid conclusions. Genre of thinking were like argumentation, inquiry learning, problem solving, critical thinking, scientific thinking, creative thinking, etc. metacognition is ability to think own thinking.

5. Extensive Reading

Extensive reading is found to be one effective strategy to improve reading competency (Nakanishi, 2014). Extensive reading is the reading that focus on the meaning and message from the text (Warning, 2011). In elementary level, it was found improving students'

vocabulary mastery. Including not only fluency and vocabulary, but also writing and grammar, extensive reading gained positive attitudes and perceptions from students (Ng, Renandya, & Chong, 2019). It gives students language as a whole context for students rather than learning language in discrete parts. The aims are reading fluency, general comprehension, and skill of reading development. For extensive reading, the texts should meet students' level in language. In this case, beginner level varies on early 51-100 words, middle 101-200 words, and high 201-300 words with simple story plot. 75 different words can be introduced in extensive reading program with 25 repetitions for each word. It provokes the words become familiar to students that make their reading fluency get better. Thus, the introduction of some keywords in pre-reading activity is important.

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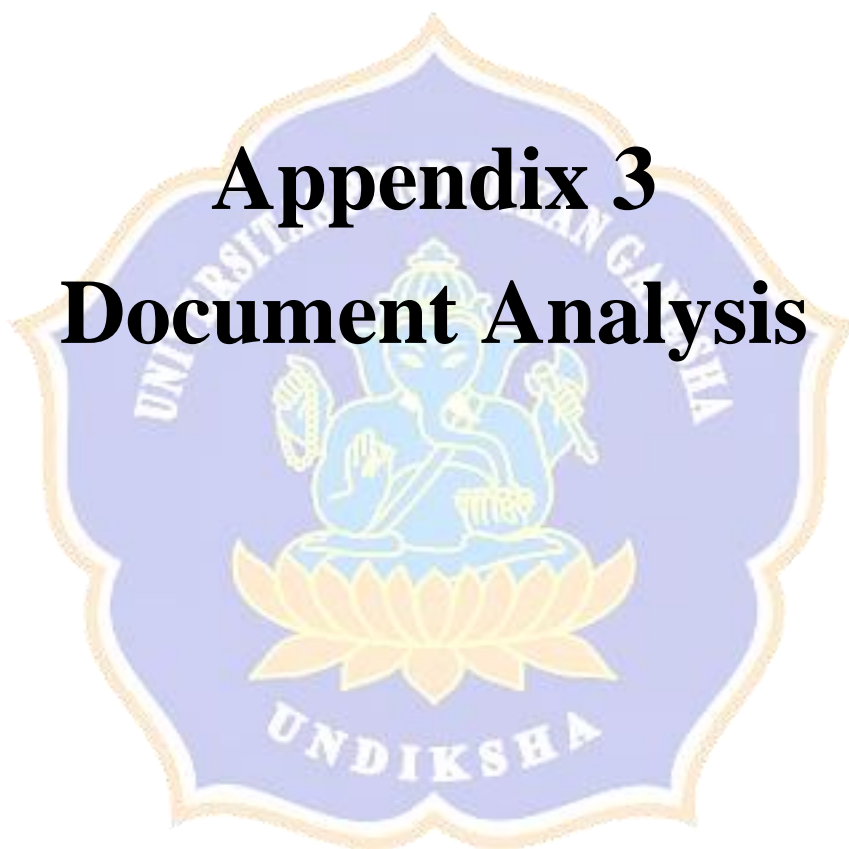
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Appendix 3

Document Analysis



Document Analysis of Fifth-grade Thematic Syllabus and Books

Thematic syllabus and textbooks of fifth-grade elementary school were analyzed. Curriculum 2013 as Indonesia national curriculum has clearly described the subjects and the competencies. To make sure that all schools implement the curriculum and achieve the learning purpose that no student will be left behind, the government has set the thematic syllabus and textbooks to be used in schools. The two documents are the compulsory guidance and source for learning. In this document analysis, the syllabus and textbook were analyzed based on the learning themes to find the subthemes vocabularies, activities, and characters.

Theme 1: *Organ Gerak Hewan dan Manusia* (Animal and human's movement system)

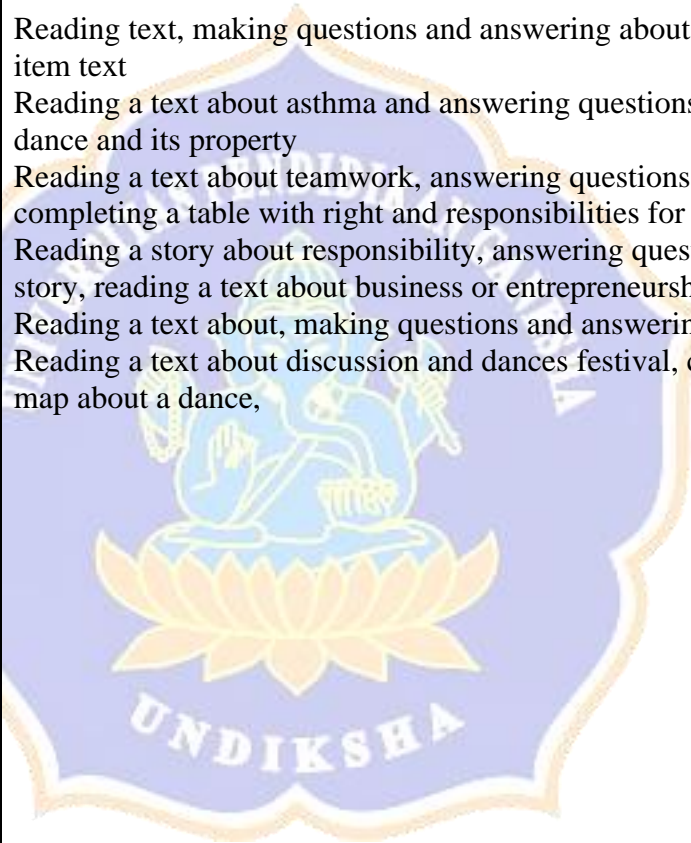
Subtheme	Vocabularies	Learning Activities	Character Values
Organ Gerak Hewan	Pancasila, living things, bone, muscle, Legs, rabbit, tail, fins, fish Land, beach, sea, mountain Snail, belly, flat, wide Vertebrata, avertebrata	Finding the main idea and supporting details in the text, Understanding a story from pictures, finding the main idea and supporting details in the text, Understanding values in Pancasila Religious, nationalist, integrity, independence, <i>gotong royong</i> (collaboration) Identifying the geographical position of the main islands in Indonesia,	Confidence, caring, responsibility, discipline
Manusia dan Lingkungan	Bicycle, cycling Bone, skull, Tribes, religion, Mountain, river, hills, valley, beach,	Observing pictures of organs of movement systems, bones, and natural and manmade environment, and map of Indonesia, reading a text, finding the main idea of each paragraph, finding and writing down a paragraph	Confidence, caring responsibility

	<p>Muscles, smooth muscle, cardiac, skeletal</p> <p>Sprain, bodybuilding, bodybuilder, Ade Rai, rice field,</p>	<p>of the main ideas</p> <p>mentioning the names of bones, mentioning main islands in Indonesia, Mentioning the moves of muscles, discussing of the functions, Identifying the natural resources in Indonesia, observing the map of Indonesia, discussing tribes who live on different islands in Indonesia, interviewing the differences around, reading and writing to find the main ideas</p> <p>understanding climates in Indonesia, identifying plants and animals in Indonesia, knowing geographical conditions in Indonesia</p> <p>Identifying functions of kinds of muscles and their functions, finding the main idea of each paragraph making cover based on the reading, making models from styrofoam</p>	<p>bility, discipline</p>
<p>Lingkungan dan Manfaatnya</p>	<p>pottery, clay, fracture, osteoporosis, fisura, lordosis, scoliosis, kyphosis, strait, ancient kingdom, Sriwijaya kingdom, Majapahit kingdom, temple, The geographical position of Indonesia, maritime, ships, selling, culture, tradition, dance, muscle ache, massage, patch, good body posture,</p>	<p>Making a main idea and story from the picture, finding main ideas,</p> <p>Observing pictures of sickness on movements systems, finding main ideas, mentioning kinds of bones, making models</p> <p>Identifying natural sources, identifying geographical conditions in Indonesia, making clipping, reading and finding main ideas, making a report of actions that reflect Pancasila</p> <p>Mentioning their hometowns and cultures, mentioning airports and harbours, identifying the geographical conditions that affect cultures, finding main ideas</p>	<p>Confidence, caring responsibility, discipline</p>

		Identifying diseases of muscles, finding main ideas, making comic Mentioning kinds of muscles' movements, finding main ideas, drawing pictures to tell a story, making a comic based on the text	
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Theme 2: Udara Bersih Bagi Kesehatan (Clean air for health)

Subtheme	Vocabularies	Learning Activities	Characters
Cara Tubuh Mengolah Udara Bersih	Human's respiration, nose, pharynx, larynx, trachea, bronchus, bronchioles, alveolus, diaphragma, lungs, vein, Trees, forest, oxygen, responsibility as citizen, tourism, lake, beach, hill, mountain, garden, park, culture, tradition, temples, muscles, lungs, respiration, breathe in, breathe out, oxygen, carbon dioxide, society, responsible, safety, rules, traditional security	Filling information in mind map based on a text Making questions using what, when, where, and how Filling information for a mind map about planting trees Reading texts about economy and business Reading and explaining about human's respiratory systems Reading a text about responsibilities as a good citizen	Respect, confidence, hard work Collaboration, responsibility, Creativity, Communicative,

	check, unity, solidarity, nation		
Pentingnya Udara Bersih bagi Pernapasan	Influenza, asthma, bronchitis, emphysema, lungs cancer, physical factors, pollution, smoke, fire, Symptoms of respiratory diseases, cough, difficulty breathing, asthma, restless, dance, mask, plate, teamwork, togetherness, rights, responsibilities, private business, government corporations, cooperation, individual business, entrepreneurship, Studying, schools, sister, responsible, family member, delivering cakes, helping, working, production, distribution, consumption, Influenza, asthma, bronchitis, emphysema,	 <p>Reading text, making questions and answering about pollution on news item text Reading a text about asthma and answering questions, reading text about dance and its property Reading a text about teamwork, answering questions based on the text, completing a table with right and responsibilities for family members Reading a story about responsibility, answering questions based on the story, reading a text about business or entrepreneurship activities Reading a text about, making questions and answering based on the text, Reading a text about discussion and dances festival, completing a mind map about a dance,</p>	Hard work confidence, Respect, hard work,

	<p>lungs cancer, tuberculosis, traditional dances, Piring dance, Janger dance</p> <p>Meeting, listening, respecting, opinion, kinds of dances, dancers, properties, music, costumes,</p>		
<p>Memelihara Kesehatan Organ Pernapasan Manusia</p>	<p>Smoke, respiratory system, harmful, dangerous gases, ozone, sulfur dioxide, carbon monoxide, nitrogen,</p> <p>Healthy foods, smoking, rest, health check-up, environment, air circulation,</p> <p>Trash, clean up. recycle</p> <p>Sell, seedling, plants, poster</p> <p>Wet colouring, dry colouring, colouring, comic</p>	<p>Reading a text about nine harmful effects of smoke, making and answering questions,</p> <p>Reading a storybook in the form of comics, reading a text about how to take care of respiratory system and organs,</p> <p>Reading a text about trash</p> <p>Reading a text about selling seedling is a positive business and respecting others' business</p> <p>Making a poster about respiratory system</p> <p>Colouring and reading comics</p>	<p>respect</p> <p>collaboration</p> <p>Respect, responsibility, social care</p> <p>Respect, responsibility</p> <p>creativity</p> <p>confidence</p>

Theme 3: Makanan Sehat

Subtheme	Vocabularies	Learning Activities	Characters
Bagaimana Tubuh Mengolah Makanan	digestive system, ruminants, four-chambered stomach, bacteria, protozoa, mouth, pharynx, stomach, large intestine, small intestine, cassava, grains, rice, energy, farm, market, social interaction, pharynx, stomach, large intestine, small intestine, musical instruments,	Knowing the digestive system in ruminants animals Identifying parts of the digestive system Reading a dialog or conversation about the digestive system Reading a dialog healthy foods Identifying parts and functions of digestive organs Naming musical instruments from different regions in Indonesia	Hard work, independence
Pentingnya Makanan Sehat Bagi Tubuh	Diarrhea, ulcer, Diarrhea, virus and bacteria infection, allergy, stress, Traditional market, tradition, culture, dances, tradition, rite, Indonesia, healthy food, healthy eating, regular meals, digestion, ulcer, cholera, diarrhea, Cap Go Meh, tradition, Kancet dance,	Reading conversation about healthy foods, making mind map about diseases of digestion Reading about diarrhea, identifying dances Identifying characteristics of traditional market and activities there, reading a text about tradition and cultures, finding some tradition from different places in Indonesia Analyzing different traditions from different places by looking at pictures, Reading a text about the importance of healthy foods and healthy eating, making a poster Reading about Cap Go Meh tradition, answering questions, practicing traditional dance with property, observing advertisement	Hard work, independence independence Hard work, confidence Tolerance, hard work Independence, hard work, creativity Creativity, confidence

Pentingnya Menjaga Asupan Makanan Sehat	Eating, pill, medicine, stomach, teeth, fruits, vitamins, antioxidants, water, nutrients, bananas, digestive system, farmer, traditional watering system, traditional organization, Traditional dances, <i>sanggar</i> , Batik, pattern, paint, Teamwork, diversity	Reading conversations about the importance of taking care of healthy digestive organs Reading about fruits, working in a group to discuss sickness affecting the digestive systems Reading a text about local farming for growing fruits, working in a group to learn about <i>Bhineka Tunggal Ika</i> , Reading about traditional dances, discussing in group identifying cultural social buildings in Indonesia, making an advertisement Doing research about digestion diseases, observing traditional clothes pattern Showing the advertisement made, Reading about teamwork, explaining the process of making Batik	Confidence, hard work Hard work, collaboration Creative, Supportive, confidence, creative
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Theme 4: Sehat Itu Penting

Subtheme	Vocabularies	Learning Activities	Characters
Peredaran Darahku Sehat	Heart, veins, chamber, lungs, blood, oxygen, carbon dioxide, Prose, teamwork, interaction, proses	Reading about circulatory system, writing the organs in circulatory system, reading prose, explaining Reading Indonesian's prose, observing heart's chambers, writing circulatory organs and their functions Reading about teamwork and individual and group interactions, mentioning characteristics of prose, explaining the meaning or responsibility Reading Indonesian's proses, mentioning characteristics of prose,	Curiosity, confidence, collaboration tolerance, responsibility

		<p>explaining the meaning of being responsible, Singing <i>Bintang Kecil</i> and Syukur, reading about importances of being healthy, Singing <i>Halo-halo Bandung</i>, reading <i>pantun</i>, mentioning kinds and meanings of prose</p>	
<p>Gangguan Kesehatan pada Organ Peredaran Darah</p>	<p>Headache, chest pain, difficulty breathing, Heart, blood, artery, vena, veins, anemia, hypertension, hypotension, blood cancer or leukemia, heart coroner, fan, arrow, sword, fit, dance, healthy, exercise,</p>	<p>Reading <i>pantun</i>, searching for diseases or sickness of the circulatory system Practicing <i>pantun</i>, making mind map about <i>pantun</i>, reading about circulatory organs and sicknesses, finding properties used in dances Reading about Pak Damar's business and his green action of planting trees, learning about the election, Reading about the local election for head of village, observing national constructions, discussing in the group, writing the result of discussion Finding of circulatory sickness and the causes, writing the sicknesses, mentioning the characteristics of prose Practicing traditional dances and knowing its positive benefits, mentioning the characteristics, content, and values of proses, explaining about responsibility</p>	<p>curiosity, confidence, collaboration responsibility, hard work, independence, tolerance, creativity,</p>
<p>Cara Memelihara Kesehatan Organ Peredaran Darah Manusia</p>	<p>Teamwork, unity, harmony, peace, race, country, religion, language, age, political view, sexual orientation, and gender Transmigration, habit, health, education,</p>	<p>Reading a story and text about bicycling, writing diseases of the circulatory system and the preventions, analyzing Indonesian prose or <i>pantun</i>, reading a text about causes of heart sicknesses Reading a story about Udin and Edo and their good manner, reading a story Raja Siput dan Kancil, drawing a picture to show part of the story, finding information to fill the table of animals' circulatory system Reading <i>pantun</i>, observing pictures of teamwork, reading text about teamwork, reading a text about social interaction in economy field,</p>	<p>curiosity, confidence, collaboration responsibility tolerance,</p>

	development, self-defense	political field, social and culture field, moral field Reading a text about differences on natural resources, demographic conditions, goods and service mobility, economic activities, the fund for infrastructure in each region in Indonesia, making picture storybook, reading a text about self-defense for heart, emotional and social development, Reading a text about the flood and the causes, reading <i>pantun</i> about the environment,	
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Theme 5: Ekosistem

Subtheme	Vocabularies	Learning Activities	Characters
Komponen Ekosistem	Living things, place, biotic, abiotic, animals, plants, humans, sunlight, water, air, soil, foods, insects, seeds, leaves, fruits, kinds of ecosystem, dessert, meadow, tundra, taiga, herbivore, carnivore, omnivore, Map, province, Islands, southeast Asia,	Observing two pictures of the different ecosystem, reading a text about ecosystem, finding the main idea and important information, reading a text about foods for animals, making questions, Finding important information in each non-fictional paragraph, classifying animals into carnivore, herbivore, and omnivore, explaining major and minor notes Reading about the position and large of Indonesia, drawing a map, summarising important information, explaining <i>Sumpah Pemuda</i> Observing the geographic position of Indonesia on the map, drawing the position of Indonesia, making a summary, explaining the actions done by leaders to protect the peace and unity of the nation Reading about animals' life cycle, making a poster about animals'	Hard work, independence

	<p>summer, rainy, volcano, farming, fishing, maritime, fight, spirit, organization, independence, p Butterfly, cockroach, fish, lizard, egg, adult, larva, pupa, metamorphosis, Ecosystem, components, changes,</p>	<p>metamorphosis, making clipping about actions to protect NKRI, singing <i>Syukur</i> and <i>Terima Kasihku</i> Explaining the content of text, presenting the clipping about actions done to protect NKRI</p>	
<p>Hubungan Antarmakhluk Hidup Dalam Ekosistem</p>	<p>Produsen, plants, consumer, decomposer, Food, energy, relationship, food chain, sea, rice field, meadow, interaction, biotic, abiotic, producer, consumer, habitat, predator, prey, carnivore, omnivore, herbivore, <i>Tari Payung</i>, umbrella Bali, irrigation system, rice field, water, member, farm, teamwork, <i>subak</i>, republic, proclamation, history,</p>	<p>Reading a text about the food chain, finding main ideas, drawing a food chain in a certain ecosystem, Explaining a food chain in a certain ecosystem, writing a non-fictional text about and ecosystem, reading about traditional dances and their properties Reading a text about system irrigation or <i>subak</i> in Bali, finding important information in text, reading about proclamation as a historical event Writing a report about natural phenomena, writing a nonfiction text about natural phenomena, presenting an example of the unity of NKRI Reading a text about symbiosis, writing a nonfiction text about symbiosis in a certain ecosystem, Mentioning teamwork activities at school and home,</p>	<p>Hard work, independence</p>

	<p>Rice field, vulcano, tea plantation, natural resources, use, prosperity</p> <p>Ecosystem, rainforest, river, meadow, desert, tundra, taiga, living things, interaction, food chain, symbiosis, mutualism, parasitism, commensalism, animals in traditional dances</p> <p>Helping, together</p>		
<p>Keseimbangan Ekosistem</p>	<p>Food chain, food web, nature, change, factors, causes, ecosystem, characteristics, cultures, traditional costumes, traditional houses, traditional foods, languages, tribes, race, religion, agraria, maritime, potential, Mask, wood, face, art, vulcano, landslide, tsunami, fire, ecosystem, mask, pollution, planting,</p>	<p>Reading about the food chain and food web, finding the main idea, writing a text about a food web in an ecosystem</p> <p>Reading a text about changes happening in the food web, making questions and answers based on the text, reading about <i>Merak</i> dance</p> <p>Reading a text about geographical factors that affect social and cultural activities in different regions, finding main ideas and important information, reading a story about Balinese girl, <i>Dayu</i>, and Balinese culture of praying and Islam religion first came to Bali</p> <p>Reading Indonesia as an agrarian and maritime country, finding the main idea and important information, comparing Indonesia in the past and now on the economy, communication, and transportation,</p> <p>Reading about human's activities that affect the ecosystems, reading about the mask as an ornament and art from Bali,</p> <p>Finding information about ecosystem balance, reading a text about human's preventive actions to take care of the ecosystems, explaining the</p>	<p>Hard work, independence</p>

		meaning of unity in the economy field, making artwork in the form of a mask	
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Theme 6: Panas dan Perpindahannya

Subtheme	Vocabularies	Learning Activities	Characters
Suhu dan Kalor	Energy, heat, Sun, photosynthesis, warmth, fire, sense of touch, palms, hands, degree, thermometer, Living things, non-living things, Earth, children, rights, United Nations, human, environment, pollution, trash, damage, river, sea, rights, responsibilities, expansion, shrinking, Music instruments, <i>gamelan</i> , citizen, Pancasila, right, responsibility	Reading a text about sources of heat, answering the questions and finding keywords in each paragraph, mentioning activities that use heat and the tools used and the heat sources, observing the melting ice cubes under the Sun, in a room, and in a cabinet, Discussing hot tea and cold orange drink, reading about temperature and heat, answering questions and finding keywords in each paragraph, singing <i>Cublak-Cublak Suweng</i> and <i>Gundhul-Gundhul Pacul</i> , analysing the songs, Reading a text about humans and environment, answering questions and finding keywords in each paragraph, finding the main ideas, relating what has been read into the real-life by answering some reflective questions, reading conventional rights of children and rights of students, Observing and discussing a picture of a boy throws rubbish into the river and dirty rivers, reading a text about the negative effects of human and environment interactions, answering the questions, filling the graph with the keywords of each paragraph, mentioning the interactions, their negative effects, and ways to fix them, reading a text about the responsibility of citizen and student	Hard working, confidence, independence

		<p>Observing boiling water in two pans, identifying activities that need heat, reading a text about changes caused by temperature, finding the main ideas, discussing traditional music instruments</p> <p>Observing pictures of traffic, reading a text about responsibilities of being good citizen, finding keywords and main ideas of each paragraph,</p>	
<p>Perpindahan Kalor di Sekitar Kita</p>	<p>Fire, stove, transfer, heat, metal, conduction, convection, Convection, liquid, gas paper, mediator, Pendet Dance Hunt, whales, distinct, fisherman, beach, fish, tradition, law, Ocean, fishermen, seller, fish, auction, doctor, postman, head of village, Radiation, fire, heat, conductor, sun, atmosphere, candle, Pendet dance, Sidakarya mask dance, flower, offering, tray, <i>Odalan</i>, temple, Hindu, V floor pattern, traditional dance,</p>	<p>Reading a text about heat transfers, conduction, finding the important information and keywords, doing an experiment on observing conduction</p> <p>Reading a conversation, reading a text about convection, finding important information from each paragraph, filling a mind map to understand the information in the text, doing an experiment about convection, practicing the pattern of traditional dances</p> <p>Reading a text about traditional activity hunting whales, writing main ideas on pieces of papers, reading a text about Mane's festival as fisher tradition, reading about human rights and responsibilities according to Indonesian's national laws, filling in rights and responsibilities of fishermen,</p> <p>Reading a text about fishermen in Indonesia, writing important information from each paragraph into the table, making them into the diagram, making questions and answers, reading about auctions for fish, finding roles of people/occupations</p> <p>Reading about camp with the campfire, reading a text about heat transfer in the form of radiation, listing important information of each paragraph, making a diagram, answering questions, doing an experiment about radiation using lit candle,</p> <p>Reading a text about Pendet Dance from Bali, listing important</p>	<p>Hard-working, creativity, independence</p>
<p>Pengaruh Kalor</p>	<p>Cooking, watching TV,</p>	<p>Reading a conversation about activities of heat transfers, reading a text</p>	<p>Collaboration,</p>

<p>terhadap Kehidupan</p>	<p>metal, wood, conductor, isolator, aluminum, copper, plastic, cloth, Match, candle, cloth, plastic chopsticks, rubbered holder chopsticks, copper stick, metal stick, Thermos, Sir James Dewar, bottle, hot water, isolator, conductor, materials, Traditional village, Batik Trash, polluted water, river, buildings at the preserved area, bad traffic, industry, Blanket, pan, microwave, kitchen, motor and car machines, isolator, conductor, wet and dry coloring, pencils, crayons, pens, markers, and paints Pollution, accidents, vandalism,</p>	<p>about conductor and isolator, finding meaning and making a sentence of words from the text, writing important information from each paragraph, doing an experiment of heat transfer, Reading a text about the history of thermos, answering questions, reading a text about the uses of conductor and isolator materials, writing the important information into a diagram, observing some stuff at home and school into isolator and conductor, observing and giving opinion books from their covers, Reading a text about people's roles in the social and cultural aspect, writing the important information from each paragraph, reading about Batik as national clothes of Indonesia, Reading a text about social issues, finding the main ideas, finding the causes, effects, and solutions for social issues, reading about cake industry, Reading about isolator and conductor materials around us, identifying things based on their materials, functions, and heat transfer, reading about pictures in stories Reading about social problems, finding the main ideas, identifying problems to find solutions, reading about understanding pictures for the story, writing a story based on the picture given</p>	<p>hard-working, confidence</p>
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Theme 7: Peristiwa Dalam Kehidupan

Subtheme	Vocabularies	Learning Activities	Characters
Peristiwa Kebangsaan Masa Penjajahan	Herbs and spices, western countries, factor, gold, gospel, religion, glory, natural treasures, Solid, gas, liquid, Events, colonization, England, history, gas, liquid, solid, Change, matter, temperature, characteristic, freezing, melting, evaporating, condensing, subliming, Planting, cocoa, regulation, education, irrigation, transmigration, Human, races, tribes, Weapons, resistance, lose, fail, hero, factor, race Youth, declaration, effect, unity, nationality,	Discussing herbs and spices as one of the natural treasure in Indonesia and reasons for others countries went to Indonesia for them, reading about the factors affected western countries come to Indonesia, answering questions for reading comprehension, discussing the events from the text, reviewing the meaning of word ‘gold’, ‘gospel’, and ‘glory’, reading about states of matter, doing an experiment about state of matters Reading about events during England and Dutch colonization in Indonesia, comparing the colonization of england and dutch, discussing and presenting factors of colonization, reading about changes of matters, answering questions for reading comprehension, doing an experiment to see the process of melting, freezing, and condensing, making a poster, singing <i>Rayuan Pulau Kelapa</i> Reading about forced planting system during Dutch colonization, using a dictionary to find the meaning of words, answering questions for reading comprehension, reading about the fight against Portuguese and Dutch colonization, reading about human races in Indonesia, telling about self-identity, mentioning tribes in certain islands in Indonesia, Reading about resistances by Indonesian to colonization and national movements, answering questions for reading comprehension, writing one national hero, discussing internal and external factors of resistance failures, reading about <i>Sumpah Pemuda</i> youth declaration, finding meanings using a dictionary, answering questions, interviewing to find	confidence, caring, responsibility

	<p>language, Gas, liquid, condensation, sublimation, Women, congress, respect,</p>	<p>others' identity Reading about youth declaration effects, discussing the elements of the text, writing the important information on the text, singing <i>Indonesia Raya</i>, observing the lyric and answering questions, reading and discussing about condensation and sublimation, doing an experiment Reading about Indonesian women congress, using dictionary, answering questions, singing <i>Tanah Airku</i>, answering and discussing the song, knowing the actions that reflect the values of youth declaration, discussing how to act accordingly (to respect and stay united),</p>	
<p>Peristiwa Kebangsaan Seputar Proklamasi Kemerdekaan</p>	<p>Text, proclamation, independence, leaders, flag, microphone, read, prepare, power, Heat, change, matter, Evaporation, sunlight, liquid, water, gas, air, August, proclamation, leaders, Solo, couple, group, Proclamator, president, first, hero, languages, independence, heroic, events, fight, Formation, meetings, member, August, constitution, regulations, law, ministry, protocol,</p>	<p>Reading about Indonesian proclamation, discussing the content of the text, using dictionary, answering questions, reading about how heat changes the matter, doing an experiment, observing and mentioning phenomena of matter changed by heat Reading a conversation about evaporation, doing an experiment about evaporation, writing experimental procedures for melting process, reading about events after proclamation, using dictionary, answering questions, singing <i>Hari Merdeka</i>, observing and discussing kinds of dances based on the number of dancers, Reading about <i>Proklamator</i>, answering and writing important information from the text, reading about heroic events in some places in Indonesia, answering questions, writing why Indonesian were enthusiastic for independence proclamation, reading about embracing diversity and working together as a nation, observing some activities that reflect unity Finding out what PPKI and BPUPKI stand for, reading about formation of NKRI, answering questions, reading about Ahmad Soebarjo, discussing about the text and answering questions, reading about elements of cultures, observing culture elements around,</p>	<p>Confidence, caring, responsibility</p>

	<p>safety, cultures, elements, religion, livelihood, technology, arts, knowledge, social system, language, Fight, independence, lose, negotiation, agreements, Acknowledgement, conference, independence, Friendship, diversity, religion, culture</p>	<p>Singing <i>Maju Tak Gentar</i>, answering questions, practicing some movements of a dance, reading movements to protect the Indonesia's independence, answering questions, writing important information from the text, doing an experiment about heat and answering questions that follow, doing an experiment about matter and make a conclusion Reading about acknowledgement of Indonesian' proclamation by Dutch, answering questions, finding and writing information about RIS, singing <i>Syukur</i> and discussing about the song, reading about friendship and diversity conference, giving opinion on cases</p>	
<p>Peristiwa Mengisi Kemerdekaan</p>	<p>Invitation, letter, formal, formall, semi formal, non formal, effective, concise, clear, Activities, independence, vision, Participate, social activities, scout, art, sport, Artworks, painting, sculptures, statues, clothes, crafts, traditional, Constitution, values,</p>	<p>Observing formal invitation letter, reading about invitation letters, analysing parts of the letters, discussing the similarity and differences of the letters, doing an experiment about changes of matters, reading <i>Kegiatan Mengisi Kemerdekaan Negara Indonesia</i>, using dictionary, writing important information from the text, observing some pictures of constructions, working in group to find information about constructions Reading about scholars or students' action for independence, using dictionary, retelling the information from the text, finding more positive participation and activities for independence, making diary to record the activities, doing an experiment about changes of matters, reading about 3D artworks, finding artworks from a place in Indonesia Reading about <i>Pancasila</i>, answering questions, making an mind map, discussing reading about the values of Pancasila Reading about brotherhood in diversity, identifying ways to preserve local</p>	<p>Confidence, caring, responsibility</p>

	teamwork, unity Brotherhood, culture, respect, Invitation, art, experience, activity Heroes, fight, sacrifice, wise,	cultures, reading about arts festival, writing an invitation for arts festival, reflecting on the actions to protect the unity in diversity Observing an invitation, making an invitation, retelling experience making an invitation, doing an experiment about changes of matter, Reading about heroes, making a mind map, practicing problem solving from given cases, making a painting of traditional arts	
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Theme 8: Lingkungan Sahabat Kita

Subtheme	Vocabularies	Learning Activities	Characters
Manusia dan Lingkungannya	Water, rare, survive, drink, plants, animals, humans, Water cycle, evaporation, precipitation, condensation, rain, cloud, sea, earth, mountain, flow, soil, river, Traditional, houses, languages, dances, costumes, tolerance, diversity, tea, plantation, business, nature, tea	Observing a picture of children do planting, reading about clean water crisis in some areas in Indonesia, Filling in a mind map of the information of the event (from the text), filling in a mind map of the functions of water, Singing <i>Air Terjun</i> , explaining water cycle process from a picture in groups, reading about water cycle, making a diagram to explain water cycle, reading a story entitled <i>Semut dan Beruang</i> , explaining the events happen in the story Reading a text about <i>Rumah Betang</i> or long house, retelling the events in the text <i>Rumah Betang</i> , reading about languages, traditional houses, traditional costumes, and traditional artworks, writing a short script or play about tolerance, reading some economic activities which sources are taken from the nature,	Respect diversity Meticulous, confidence Respect, meticulous Meticulous, respect, tolerance Confidence, respect Confidence, collaboration

	<p>plantation, fishery, farm, mining, Industry, trade, service, sell, teacher, doctor, barbershop, salon, Traditional games, festifal, children, cultures, values, togetherness,</p>	<p>Reading and filling in a mind map about some businesses in Indonesia, identifying the functions of certain business, answering some reflective questions Singing a song <i>Kampungku</i>, reading about diatonis major notes, discussing about water and river, reading a story about <i>Bunga Paling Berharga</i>, finding events happen in the story, answering reflective questions after learning about what can be done to save the environment Reading a story entitled <i>Belajar Toleransi dari Permainan Tradisional Anak</i>, answering questions for reading comprehension, reading about traditional game <i>Dhingklik</i>, singing a song entitled <i>Syukur</i></p>	
Perubahan Lingkungan	<p>Soil, water, air, clud, rain, Dance, pattern, Legong dance, Saman dance, Water cycle, drought, water vapour, evaporate, clean water, rain Farming, trading, service, small industry, Villages, unique, Tenganan, Trunyan, Panglipuran, culture, value, BUMN, BUMS, firm, cooperation, cv, culture, tradition, Dances, music</p>	<p>Reading about freshwater cycle, listing the events as a process of the cycle, answering questions for reading comprehension, doing an experiment of evaporation and absorption for water cycle, mentioning activities that can help to keep sufficient water, Observing a video of a dance and the movement pattern, reading about floor pattern for dances, drawing a floor pattern of a dance, reading about water cycle and drought, making a poster about water cycle and drought Reading about individual business and its kinds, observing small business around, making clipping, reading about unique villages in Bali, discussing the unique villages in Bali Reading about business run by a group, making clipping, reading about Rasulan tradition, retelling about Rasulan tradition, finding out more traditions by asking parents Observing a picture about drought, reading a text about <i>Tari Suling Dewa</i>, completing the information in table about the dance, reading about dances as art in Indonesia, Reading about movement and pattern in dances, reading a text about</p>	<p>Perseverance, meticulous Meticulous, confidence Respect, meticulous Meticulous, respect, tolerance Confidence, respect independence, collaboration</p>

	instruments, gamelan,	preschoolers joining dance competition, answering questions for reading comprehension, answering reflective questions	
Usaha Pelestarian Lingkungan	Clean water, drink, cook, healthy, laundry, plant, daily life, Water, oil, bacteria, germs, sickness, waste, liquid waste, industry, international, day, 22 March, save, Water, fish, aquarium, wet technique, pencil, chalks, crayon, wet technique, ink, oil paint, water paint, Economy, economic activities, production, farmer, distribution, seller, consumption, Rival, business, economic activities, tailors, sellers, employees, entrepreneurs, health staffs, fishers, farmers, roles benefits Water, save, wasting	Discussing clean water that can be used for drinks, cooking, laundry, and planting, reading the importance of water for life, making a mind map, answering reflective question of the lesson Discussing about the effect of dirty or polluted water, reading about international water's day, answering questions for reading comprehension, discussing pictures for story, reading a comic, observing the pictures on the comic, drawing pictures to tell story, reading about wet and dry technique, answering reflective question of the lesson Reading about the effect of economy to prosperity, making a mind map to tell information on the text, identifying economic activities and the benefits for people, discussing differences caused by economic activities, answering reflective question of the lesson Observing economic interaction happens among their rivals on business, reading about respecting others' business or economic activities, finding out important information on the text, identifying roles and benefits of people who work in clothes production, answering reflective question of the lesson Doing an experiment to see significant effect of wasting water, reading about saving water, reading the steps of making pictured story, drawing pictures to tell story, answering reflective question of the lesson Reading about colouring steps, colouring the pictures made for lesson 5 using wet and dry colouring techniques, reading about the uniqueness of Indonesian cultural diversity festival, identifying arts and cultures in the story, answering reflective question of the lesson	Respect, meticulous Meticulous, independence Respect, meticulous, tolerance Meticulous, respect, tolerance Confidence, respect Confidence, collaboration

	Story, pictures, colours, colouring, Culture, festival		
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Theme 9: Benda-Benda di Sekitar Kita

Subtheme	Vocabularies	Learning Activities	Characters
Benda Tunggal dan Campuran	Advertisement, washing machine, a substance, water, gold, sugar, salt, (single substance), milk, syrup, air, silver (homogeneous substances), water with coffee (heterogeneous substances) Chalk, sugar, salty water, water, Longitude, horizontal line, unity, advertisement Nature, landscape, adaptation, river, beach, mountain, lake, river, Il, water, salt, sugar, sad, food colouring,	Observing a printed advertisement, observing single substances, reading about single substance, mixed substance, homogen and heterogen substances, Reading an explanation text about advertisement, identifying the substances used in making homogenous and heterogenous substances, reading a text about water, reading notes in musical scale, singing Gugur Bunga and Ayam Den Lapeh Observing longitudes and horizontal lines on maps, listing some places in Indonesia with their positions based on the lines on maps, mentioning actions to protect the unity and togetherness, reviewing what it means of advertisement, finding and explaining an advertisement, Observing pictures of river, city, rice field and natural landscapes, finding more examples of natural landscapes and their characteristics or appearance, reading about humans' adaptation to the nature, observing two advertisements about mineral water, reading about togetherness in taking care of the environment Observing an advertisement and its elements, doing an experiment to test whether some substances dissolve and mixed perfectly, singing Suwe Ora	Confidence, collaboration Confidence, collaboration, responsibility Curiosity, confidence, collaboration, responsibility Curiosity, confidence, responsibility Politeness, confidence Confidence, collaboration

		Jamu and Lir Ilir, asking a song from parents and writing the lyrics Reading about harmony in diversity, writing an action to keep harmonious life, identifying an advertisement, practicing playing flute (seruling), singing <i>Air Sumber Kehidupan</i>	
Benda dalam Kegiatan Ekonomi	Advertisement, radio, television, internet, brand, media, Elements of advertisements; attention, interest, conviction, action, Culture, festival, dances, tolerance, differences, and mutual assistance, tourism, farming, plantation, livestock, fishery, forestry, mine, industry, trading, service, CV, BUMN, Kecak dance, temples, lake, harmony, respect, visit, culture,	Reading about electronic advertisement, finding and analysing one example of electronic advertisement, drawing a picture for advertisement, reading about materials, substance or zat, filling the diagram based on the text, doing an experiment of mixing substances Reading about television, radio, and computer, reading about elements of advertisements, observing and giving opinion on examples of advertisements, comparing water, tea, and coffee, reading about floor pattern for dances Observing advertisements to know language used, reading about cultural festival, tolerance, and mutual assistance, reading about economy activities in Indonesia, investigating economy activities around Observing advertisements on TV, internet, and radio, reading about specific economy activities run by individuals and groups, Finding important information and message from advertisements, reading about substances on syrup and coffee, finding more examples of mixed substances like syrup analyze their components and kinds of substances Reading about traditional dances and tourism objects in Bali, observing actions to live in harmony from pictures,	Confidence, collaboration Confidence, collaboration, responsibility Curiosity, confidence, responsibility Curiosity, confidence, collaboration. Responsibility Curiosity, responsibility Confidence, creativity
Manusia dan Benda di Lingkungannya	Mini or lines advertisement, column advertisement on	Observing a printed advertisement, reading about purpose, characteristics, and structure of advertisements, reading about substances and mixed substances, classifying substances	Curiosity, confidence, collaboration

	<p>newspaper, water, sugar, silver, salt, oxygen, gold, metal, concise, suggestive, positive, objective, honest, clear, Batik cloth, tenun cloth, songket cloth, wooden sculpture, statue, Advertisement, newspapers, production, distribution, consumption, local business, respect, local product, sound, music, sound effect, picture, motion, Batik, commercial, company, community service, batik, cloth, pattern,</p>	<p>Reading about language used for advertisements, observing an advertisement, identifying substances based on the cases, reading about 3D artworks, discussing traditional artworks around in groups Observing advertisement on newspaper, reading about effects of absence of unity and togetherness, answering questions about unity related to daily life, reading about three economic activities and observing it on a mind map, discussing if the economic activities do not take place in groups, Observing an advertisement on TV, reviewing advertisement on radio, TV, and internet, writing down examples of interesting advertisements found, reading a story and do a role play, reading about respecting local business, discussing with parents the difference by buying import and local products, Reading about elements of advertisements for radio, TV, and internet, observing some advertisements, Reading about <i>Batik Jumputan</i>, researching to find out the process of making <i>Batik Jumputan</i>, Observing an advertisement from internet, drawing the conclusion or the content of an advertisement, reading the positive effects of unity and togetherness, reading about Indonesian Batik, reading the process or steps making Batik,</p>	<p>Confidence, collaboration, responsibility Curiosity, confidence, collaboration, tolerance, responsibility Curiosity, confidence, collaboration, tolerance, responsibility Tolerance, curiosity, responsibility Confidence, creative, responsibility</p>
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Appendix 4

Blueprint of Short Stories



BLUEPRINT FOR SHORT STORY DESIGN
Kelas V

Thematic Subject			Culture (Local Values)	Characters Values	Story Elements					
Theme	Basic Competences	Balinese Culture			Character	Setting	Plot	Moral Values	Language Focus	
									Vocabulary	Tense
<p><i>Organ Gerak Hewan dan Manusia (Animal and human's movement system)</i></p>	<p>Tema 1 : Organ Gerak Hewan dan Manusia</p> <p><i>BI 3.1 Menentukan pokok pikiran dalam teks lisan dan tulis</i></p> <p><i>IPA 3.1 Menjelaskan alat gerak dan fungsinya pada hewan dan manusia serta cara memelihara kesehatan alat gerak manusia</i></p> <p><i>IPS 3.1 Mengidentifikasi</i></p>	-	<p>Balinese traditional games: Meong-meong</p>	<p>Caring, responsibility,</p>	<p>Mr. Tail Wagger, Mr. Baboon, Mr. Snake, Mr. Goat, Mrs. Deer, Mrs. Ant, Mrs. Cow, Mrs. Starling</p>	<p>Mount Agung</p>	<p>There were eight animals did a race to climb Mount Agung to find who could reach the peak first. One of them felt on a hole and could not get out. Other animals came and help. Together they continued to climb Mount Agung. They realized that going together was stronger than going alone.</p>	<p>It is better to help each other and have each other in our journey.</p>	<p>Bones, legs, chase, run, traditional game,</p>	<p>Past tense</p>

	<p>kasi karakteristik geografis Indonesia sebagai negara kepulauan/ maritim dan agraris serta pengaruhnya terhadap kehidupan ekonomi, sosial, budaya, komunikasi serta transportasi</p> <p>3.1 Memahami gambar cerita</p>									
<p><i>Udara Bersih bagi Kesehatan (Clean air for health)</i></p>	<p>BI 3.2 Mengklasifikasi informasi yang didapat dari buku ke dalam aspek: apa, di mana, kapan, siapa, mengapa, dan bagaimana</p> <p>IPA 3.2 Menjelaskan organ pernapasan dan fungsinya pada hewan dan manusia, serta cara memelihara kesehatan organ pernapasan manusia</p> <p>IPS 3.3 Menganalisis peran ekonomi dalam upaya menyejahterakan kehidupan masyarakat di bidang sosial dan budaya untuk</p>	-	<p>Visiting Penglipuran Village;</p>	<p>Respect,</p>	<p>Gede</p>	<p>Penglipuran Village, Bali</p>	<p>Gede had a vivid nightmare one night. It made him scared even after he woke up. One day, he joined a school trip to a village. That was where he discovered a place that was opposite of his nightmare. A place that was green, clean, and beautiful. He found the answer to get rid of his worry.</p>	<p>We should respect and be proud of the cultures we have. While others try to keep it in their phone through pictures, we are grateful that we are the ones who keep it preserved.</p>	<p>Village, trees, clean, pollution, air, oxygen, fresh, breathe in</p>	<p>Past Tense</p>

	<i>memperkuat kesatuan dan persatuan bangsa</i>									
<i>Makanan Sehat</i> (Healthy food)	<i>TEMA 3 Makanan Sehat PKN 3.3 Menelaah keberagaman sosial budaya masyarakat BI 3.4 Menganalisis informasi yang disampaikan paparan iklan dari media cetak atau elektronik IPA 3.3 Menjelaskan organ pencernaan dan fungsinya pada hewan dan manusia serta cara memelihara kesehatan organ pencernaan manusia</i>	-	Eating using wooden plates	Tolerance, respect	Punduh, Ari, Jo, Wawan	school	There were four best friends. Punduh was one of them. He had a habit of eating from wooden plates. His friends found it weird and started to tease him. His best friends also did not want to play with him anymore. But Punduh was still be nice to them. Punduh also still visited them when they were sick. His best friends realized that they were wrong that it was a good thing eating from wooden plates. They said sorry and were friends again.	We should consume healthy foods that are made from healthy ingredients and places.	Healthy, food, sick, stomach, fruit, vegetable, wooden plate, vomit	Past tense
<i>Sehat itu Penting</i> (Importance of being healthy)	<i>Tema 4 : Sehat Itu Penting Arts: 3.1 Memahami gambar cerita. 4.1 Membuat gambar cerita. IPA: 3.4 Menjelaskan organ peredaran darah dan fungsinya pada hewan dan manusia serta cara memelihara</i>	-	Herbs to help us stay healthy	Curiosity, respect	The Old Lady, The Hunter, The Mother, The Singer, The Farmer, The Princess	A village near forest	The Old Lady lived by herself. He worked on growing herbs everyday. She helped people who were sick. She used herbs to cure sickness. People were very grateful for her.	Plants can be used to cure illness. We should help others.	Heart, healthy, herbs, exercise,	Past tense

	<i>kesehatan organ peredaran darah manusia</i>									
<i>Ekosistem (Ecosystem)</i>	<i>TEMA 5 Ekosistem BI 3.7 Menguraikan konsep-konsep yang saling berkaitan pada teks nonfiksi IPA 3.5 Menganalisis hubungan antar komponen ekosistem dan jaring-jaring makanan di lingkungan sekitar IPS 3.1 Mengidentifikasi karakteristik geografis Indonesia sebagai negara kepulauan/ maritim dan agraris serta pengaruhnya terhadap kehidupan ekonomi, sosial, budaya, komunikasi serta transportasi</i>	a text about system irrigation or subak in Bali;	Tri Hita Karana	Hard-working	Dewi, grandfather	Tabanan, ricefield	Dewi is a smart girl. Dewi got a project from school. She planned to join her grandparents working in the ricefield to get information and pictures for her project. At first, it is a bit tough but she never gives up as she sees how her grandparents do their work passionately. She learns about the ricefield ecosystem, irrigation system or Subak, and working hard.	Hard-working does not only mean you do something hard, but you never give up and do your best on everything to reach the goal. We should be grateful and helpful to our grandparents and parents.	Irrigation, water, water cycle, rice field, rice, birds, rats, planthopper pest, snails, farmer, traditional, organization,	Past Tense
<i>Panas dan Perpindahannya (Heat)</i>	<i>Tema 6 Panas dan Perpindahannya IPA 3.6 Menerapkan konsep perpindahan kalor dalam kehidupan sehari-hari. 4.6</i>	<i>Pendet dance,</i>	Nyepi, silent day in Bali	Hard-working, collaboration, environment	Mr. Sun, Mrs. Moon	Earth	Mr. Sun and Mrs. Moon argued on who was stronger between them. They then agreed to divide the day into Mr. Sun's day and Mrs. Moon's day to see which day	We should be confident even though we are different (Ratna is the only one from elementary level) and	Fire, heat, light, burn, dry, cold, shine, perform, traditional,	Past Tense

and transfer)	<p>Melaporkan hasil pengamatan tentang perpindahan kalor. IPS 3.2 Menganalisis bentuk bentuk interaksi manusia dengan lingkungan dan pengaruhnya terhadap pembangunan sosial, budaya, dan ekonomi masyarakat Indonesia. Bahasa Indonesia 3.3 Meringkas teks penjelasan (eksplanasi) dari media cetak atau elektronik.</p>			mental care			<p>was liked the most by people. In the beginning, people like both days, but people the began to suffer and forgetting them. They realized that they were better work together.</p>	<p>always be kind and do our best.</p>	<p>festival, performance</p>	
Peristiwa dalam Kehidupan (Events in life)	<p>Tema 7 Peristiwa Dalam Kehidupan PKN 3.3 Menelaah keberagaman sosial budaya masyarakat BI 3.5 Menggali informasi penting dari teks narasi sejarah yang disajikan secara lisan dan tulis menggunakan aspek: apa, di mana, kapan, siapa, mengapa, dan</p>	-	Tawan Karang, King Buleleng Ki Gusti Anglurah Panji Sakti,	Gratefulness, hard-working	Panji	Sangsit	<p>Panji was a young boy who lived in the north part of Bali. One day a ship anchored to the beach where Panji's village close by. People from the village looted the ship and took everything for the King. More ships came and battle happened. People from the village lose and suffered. Panji tried to help by visiting the beach often and looked at the sea. He would warn people if a ship came.</p>	<p>We should work hard to protect what we grateful for.</p>	<p>Colonization, history, independence, fight, battle</p>	Past Tense

	<p>bagaimana IPS 3.4 Mengidentifikasi faktor-faktor penting penyebab penjajahan bangsa Indonesia dan upaya bangsa Indonesia dalam mempertahankan kedaulatannya</p>									
<p>Lingkungan Sahabat Kita (Our environment)</p>	<p>TEMA 8 Lingkungan Sahabat Kita PKN 3.3 Menelaah keberagaman sosial budaya masyarakat 4.3 Penyelenggaraan kegiatan yang mendukung keberagaman sosial budaya masyarakat IPA 3.8 Menganalisis siklus air dan dampaknya pada peristiwa di bumi serta kelangsungan makhluk hidup SENI 3.1 Memahami gambar cerita</p>	-	<p>Tri Hita Karana: reading about unique villages in Bali,</p>	<p>Respect</p>	<p>I</p>	<p>Tenganan Village</p>	<p>I was scared to join camp first, but I must join. It was really hard in the beginning, but I tried my best. It turned out that camp was indeed very fun. I got to spend time with my friends, enjoy beautiful natural view, and learn about Balinese culture. It was my first and best camp ever.</p>	<p>There is always a positive message and meaning left in our tradition.</p>	<p>Trunyan, Tenganan, hills, rivers, clay, village, artworks, cloth, sculpture, tradition, giant swing</p>	<p>Past tense, First point of view</p>
<p>Benda-</p>	<p>TEMA 9 Benda-Benda</p>	-	<p>Artwo</p>	<p>Curios</p>	<p>Dayu</p>	<p>Ubud,</p>	<p>Dayu joined an art exhibition</p>	<p>We should be always</p>	<p>Artworks,</p>	<p>Past tense</p>

<p><i>Benda di Sekitar Kita (Things around us)</i></p>	<p><i>di Sekitar Kita BI 3.3 Meringkas teks penjelasan (eksplanasi) dari media cetak atau elektronik. IPA 3.9 Mengelompokkan materi dalam kehidupan sehari-hari berdasarkan komponen penyusunnya IPS 3.1 Mengidentifikasi karakteristik geografis Indonesia sebagai negara kepulauan/maritim dan agraris serta pengaruhnya terhadap kehidupan ekonomi, sosial, budaya, komunikasi, serta transportasi. 3.3 Menganalisis peran ekonomi dalam upaya menyejahterakan kehidupan masyarakat di bidang sosial dan budaya untuk memperkuat kesatuan dan persatuan bangsa.</i></p>	<p>arks and tourism objects in Bali,</p>	<p>ity</p>	<p>Gianyar</p>	<p>at school. It made her very curious about art. She asked if she could go to Gianyar and learn about art. Her parents allowed her to stay during weekend in her grandparents' house in Gianyar. She was very happy that she can learn more about art.</p>	<p>willing to know and learn things around us.</p>	<p>dance, local business, palace, tourism object</p>	
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<i>SENI 3.3 Memahami pola lantai dalam tari kreasi daerah. 3.4 Memahami karya seni rupa daerah</i>														
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Appendix 5

Design of Short Stories

Design of the Short Stories

Short Story	Title	Text
1	Wake Up!	<p>Once upon a time, into the deep forest on Mount Agung lived a winged creature called Mrs. Starling. She was very devoted and adored greatly. She had very beautiful and colorful feathers. She flew with her beautiful and strong wings. She landed with her two legs. She could see the world from up. People liked to hunt her. They wanted to keep her in a cage. Mrs. Starling needed to move around a lot. It was dangerous to stay in one place. It made her feel lonely because of no companion.</p> <p>One silent night, she was kept awake by the faint voice she heard. She hesitantly flew to each branch following where the voice was from. She found some people were climbing. Each of them held a stick that was strong enough to support them walking. Mrs. Starling wondered why those people climb in the dark and cold night. She decided to follow how far they could go in a very dark night. She saw how those people helped each other. They pulled and pushed to help others climb. Hours went by and the night got darker and quieter. Mrs. Starling enjoyed seeing them climbed up to the peak of the mountain together.</p> <p>It gave Mrs. Starling an idea. She then flew swiftly to the behind of a temple on Mount Agung slope. She flew three rounds on the top of the temple. That was how she called her friends. Mr. Tail Wagger came first. With his four strong legs, he walked eagerly.</p> <p>“My dear friend, as I am a devoted and loyal creature I ran all the way here for you,” said he.</p> <p>Mrs. Deer’s strong long legs appeared first out the shrub then her upper body came.</p> <p>“A mystic creature was called to come here not to be disappointed, my dear friend,” said she.</p> <p>“Of course, I should prepare for something interesting for you, my beautiful friend Mrs. Deer,” said Mrs. Starling.</p> <p>“I miss my breakfast but not everybody has come yet,” said Mr. Goat impatiently and jumped with his legs.</p> <p>“I have been here, hung on this tree above you for a while,” yelled Mr. Snake.</p>

Of course, no one has noticed Mr. Snake as he quietly glided with his flexible body and smooth skin.

Mr. Monkey smartly hung itself with both his arms and jumped with his legs among the trees that amazed others.

“I am such a lucky creature that I swing among the trees easily because of my strong arms and legs,” said he proudly.

Mrs. Cow who was always helpful and selfless carried Mrs. Ant on her back.

“I need to walk slowly to make sure Mrs. Ant is safe on my back,” said Mrs. Cow.

“I could walk by myself even though my legs are the tiniest here,” followed by Mrs. Ant.

All of Mrs. Starling’s best friends arrived. They were Mr. Tail Wagger, Mrs. Deer, Mr. Goat, Mr. Snake, Mr. Monkey, Mrs. Cow, and Mrs. Ant. She felt really happy. She could meet her best friends after a long time.

“My dear friends, thank you for coming all the way here. Last night I saw some people climbing Mount Agung. I wondered if we could climb Her ourselves,” said Mrs. Starling.

“We all absolutely can climb the Mount.” Said Mrs. Deer with her shrill and cheerful voice.

“What will we get if we can climb Her,” asked Mr. Monkey.

“The one who can reach the peak will be the strongest one among us,” said Mrs. Starling.

“How about the rules?” asked Mr. Snake.

“This race has no rules. We can find any way to reach the top. We can use our brain and body,” Mrs. Starling explained.

“Agree!” shouted all.

They started to move on their ways climbing the mountain. They took separate ways and tried to get the best and fast path to the peak. The sunny day made the sky look very blue and clear. The air was refreshing. The trees were strong and green. Mrs. Starling took the paths which had lower trees so she did not need to fly too high. Meanwhile, all were doing their best to climb the mountain. Mrs. Ant jumped off from Mrs. Cow back to climb by

		<p>herself. She thought that she could walk faster than Mrs. Cow. She felt exhausted because she needed to walk around every time she found dirt, mud, and water. Mrs. Cow saw Mrs. Ant resting under the tree. Mrs. Cow offered help to carry Mrs. Ant. Two of them went together to reach the peak.</p> <p>Mr. Tail Wagger started so fast and could not see a deep hole in front of him. He patted and began to bark. He tried to scratch the soil, but the hole became deeper. He hopelessly sat and whimpered. Mrs. Cow and Mrs. Ant found him.</p> <p>“Oh, my dear friend, please hold on. I will find help for you,” said Mrs. Cow.</p> <p>Mrs. Cow told Mrs. Ant to hold on tight and she began to jump. She jumped and jumped harder with her fat and strong legs until the trees were shaking.</p> <p>Mr. Snake fell from the tree and said “You should keep walking and left Mr. Tail here for you to win.”</p> <p>“We should help our friends in need,” said Mrs. Cow and jumped again.</p> <p>This time everyone could not climb the Mount because of the shaking ground. They rolled down and found Mrs. Cow jumping. Seeing what happened to Mr. Tail, they wanted to help. They tried to pull him out but it did not work as the hole was deep and their legs were not strong enough to pull him. Until Mrs.</p> <p>“We can make a stair in this ground,” shouted Mr. Monkey.</p> <p>They began to dig the soil together. The stair was built and Mr. Tail could walk out from the hole.</p> <p>They then agreed to walk together to climb the mountain. They knew that walking together is stronger than walking alone. And winning together is far more wonderful and happier than winning alone. If we want to go fast, we go alone. If we want to go far, we go together. Together we should care and be responsible for each other.</p>
2	Wake Up!	<p>Gede kept pushing the door to open. It did not move. He tried the keys one by one but it could not open the door. That room got stuffy. He needed to get outside. He shouted for help but no one replied. He tried for the</p>

smaller keys. Then, 'click', it opened. He rushed outside. It was sweltering outside. The Sun looked bigger. The dust was everywhere. The ground was so dry and cracked. There was no tree.

His nose became stuffy. He saw people were wearing a mask. The mask gave them oxygen. They could breathe easily, but not Gede. Gede kept on running to find oxygen to breathe. He felt pain in his chest. He put his hand on his chest. He kept on running far and further for oxygen. Everywhere was hot and dry. The sun went hotter and the wind blew to dust. It was so dusty. He was so tired. He could not breathe. Nobody helped him. Nobody lent him a mask. No oxygen he breathed in. He ran out of oxygen. He hardly breathed. The pain got worse. He said "help" but he was too weak. No one could hear it. He was dying.

He **woke up** on his bed. He touched his chest and tried to breathe in as much as the air he could. He was relieved that it was just a bad dream. It was so real that he was so scared. He could not imagine a place like that.

The next morning was a school field trip. It was a long way but Gede could not rest on the bus. He kept thinking of his nightmare last night. After around an hour, they arrived in a village. It was written 'Penglipuran Village'. He remembered that he saw so many trees along the way. He could not imagine that there would be a village in the forest. "Wait, we do not go to the forest. We are just visiting a village." he thought.

The teacher asked the students to be in line. They were introduced to the tour guide. He was a tall man. He seemed humble as he smilingly said his name was Mr. Pandu. He would go around and explain each place.

Entering the village, Gede felt so relaxed. There were many plants. The air was so clean and fresh. The first site was the houses. The streets were paved and no cars or bikes were allowed to enter the houses. They were built neatly where each house was facing another. They were simple houses where several buildings were inside. No house was built tall. They were basically made of bricks, clay, and cement. They were flowering plants inside and outside the houses. Gede and his friends were walking on the paved road. They were enjoying looking at the houses. Mr. Pandu allowed them if they wanted to see inside. After a few minutes they walked, and Gede realized that there was no trash at all.

"Why is there no trash here?" Gede asked.

		<p>“There is an agreement of people to keep the village as clean as possible. After a long time, they are used to it and make it a good habit of living clean.” Explained Mr. Pandu.</p> <p>The next place they visited was a temple. A big temple on the top of the village after passing the houses. They were not allowed to enter the temple as it is for religious events only. They could see it from the outside. It was like an ancient temple but it looked beautiful and clean. Mr. Pandu said that people took good care of the temple.</p> <p>They passed the temple through a small valley next to it. There were so many bamboo. The bamboo were tall and green. Mr. Pandu said the name of the place was the Bamboo forest. People in the village grew and took good care of the bamboo. They also celebrated plants’ day. People called it <i>Tumpek Uduh</i> or a day for plants. On that day, people prayed and were grateful for plants. On that day, cutting or harming trees or plants was not allowed.</p> <p>Gede remembered about his dream last night. It could be a very nice dream if there were trees and more oxygen so everyone could breathe easily without masks. He was glad that he woke up and realized that trees were important. Respecting the trees is also respecting the Earth and other people. Caring for the Earth is also caring for ourselves and others.</p> <p style="text-align: center;">-The End-</p>
3	<p>Wooden Plate</p>	<p>Ari, Wawan, Jo, and Punduh were best friends.. They learned, played, and grew together. They spent most of the time together, at home and at school. They always sat together, enjoyed their food, and talked about what they would play during lunch..</p> <p>One day, Punduh got sick. He did not come to school for several days. Ari, Wawan, and Jo decided to visit him. He saw Punduh laying on his bed. He looked weak and skinny. His mother explained that Punduh got gastroenteritis. He got a fever, vomiting, diarrhea, and headache. It was caused by a virus or bacteria infection. His stomach became sensitive. He was told to eat healthy food only. Ari, Wawan, and Jo were sad that their best friend was sick. They made jokes to make him laugh. They also wished he would soon recover and can go to school.</p>

A few days later, Punduh got better. He went to school happily. He was so excited to learn and play again with his friends. During lunch, he sat with his friends as usual. He took out his lunch box. It was a wooden lunch box with a wooden spoon. Inside the box, there was brown rice, boiled egg and vegetables, and fruits. After that day, Punduh kept bringing the wooden box with different kinds of food which were not sweet and yummy.

His friends started to talk about it and teased Punduh for being weird. They thought Punduh was not cool as he ate from the wood and ate no sweets. Days passed and his best friends did not want to sit next to him. They even did not play with Punduh anymore. Punduh was so sad. He told his mother about it.

“Even though they do not want to play with you, they are still your friends. You still need to be nice to them. You can play with somebody else or do something that you like,” his mother said.

Punduh nodded.

One afternoon, after classes were dismissed, there was an ice stall in front of the school. The ice looked colorful and sweet. Everyone bought the ice. Punduh did not buy the ice. He walked home alone.

The next morning, some of his friends were absent. The teachers said they got stomachache and fever after eating the ice. Punduh visited his best friends after school. He brought some fruits from his mother. He visited Ari and Jo. He gave them the fruits and wished them to get well soon. Ari and Jo felt sorry for Punduh. They realized that they were mean to Punduh because of the wooden lunch box.

At school, Ari, Wawan, and Jo said sorry to Punduh. They said it was wrong that they teased Punduh and were bad to him as well. They realized what Punduh did was right. They should eat healthily. They became friends again. Now, they respected Punduh and his wooden lunch box.

The teacher assigned them to think and bring some healthy traditional foods in Bali. They asked Punduh to be in their group. They agreed to do the project in Punduh’s house. During the weekend, they visited Punduh’s house. Punduh’s parents taught them to cook healthily. They learned how to cook meat and rice wrapped with banana leaves instead of plastic. All food was cooked with natural and healthy ingredients only. They grew them in their house like ginger, onion, spice, etc. They were even amazed that the plates they used to eat were made from

		<p>wood. They decided that they would bring some food that Punduh’s mother taught them. They were brown rice, boiled eggs and vegetables, boiled and seasoned chicken meat wrapped with banana leaves called <i>pepesan</i>, and rice cake or <i>sumping</i>, and fruits for dessert. Punduh’s father gave them a wooden plate and spoon for their hard work. They were really thankful.</p> <p>On Monday, they brought their wooden plates and healthy food. They explained why it was healthy eating. The teachers were amazed and really appreciated their hard work and ideas. Everybody chose their food as the healthiest. They got high points and were awarded as “healthy eaters” for the health week celebration. They have inspired their friends to eat healthily. They did not want to be sick again. They also learned that it was not weird that somebody did something different. We should respect our friends even though they choose to eat healthily.</p>
4	<p>Magic Herbs</p>	<p>Far, far away into a small village, there lived an Old Lady. The Old Lady lived in a small house. She spent most of her day alone inside her house. People in the village wondered what she might do that kept her busy. However, not a single person has ever been nosy to know it. Everyone respected the Old Lady.</p> <p>One day, a Hunter was injured on his arm. He was in pain. His arm got a cut and bled. He asked for help, but people could only give him a piece of cloth to cover and stop the bleeding. He was still in pain. The Old Lady who saw it offered the Hunter to come to her house and try to help him. The Hunter followed the Old Lady to her house. The Old Lady put something green and wet to his cut and covered it with the cloth. A few hours later, the hunter was no longer in pain. The cut did not bleed anymore. The Hunter thanked the Old Lady.</p> <p>One night, a mother cried. Everyone came outside and saw the mother sitting with her baby. She held her baby tightly.</p> <p>“Please help me. My baby is sick. Her body is hot. And I don’t know what to do.” cried the mother.</p> <p>“Oh, poor baby. I do not know what it is for her. But if you want, you can come with me.” said the Old Lady.</p>

The mother helplessly followed the Old Lady. The Old Lady put some green leaves on the baby's forehead and tummy. The baby fell asleep on the mother's lap. Few hours passed, the fever disappeared and the baby slept deeply. The Mother thanked the Old Lady.

The news of the Old Lady helping sick people spread to the entire village. It reached the Singer's ear. The Singer had trouble with his throat rushed and knocked on the Old Lady's door.

"What can I do for you Ma'am?" asked the Old Lady.

"Please help me! My throat is not well and I cannot sing well" begged the Singer.

The Old Lady gave water with a slice of something. The Old Lady called it ginger. The Singer sipped the drink. For three days the Singer came to the Old Lady for the drink. Day four she came and happily said that her throat was back as normal. There, she sang a very beautiful song for the Old Lady. The Singer thanked the Old Lady.

The next day, a farmer came to the Old Lady. His face was red. He gave the Old Lady a sack of rice.

"Please help me! The Sun has burnt my face while working in the rice field." said the Farmer.

The Old Lady gave him a plant. It was aloevera. The Old Lady told the Farmer to bring it home then plant it. Every morning and night, the Farmer should cut the leaf and slice it open, then put the liquid on the skin. The farmer did. After a week, the Farmer came back with two big sacks of rice.

"Dear, lady. Thank you for your help. My face now is very soft and healthy." shouted the farmer who kept touching his face. The Farmer thanked the Old Lady.

Soon, the news was heard by the Princess in the palace. The Princess was sick and stayed in her room all the time. She had a weak heart. Every time she was a bit angry or upset, her heart would beat very fast. It made her very sick. At night, with a big coat, the princess sneaked out of the palace. She walked alone passing meadow and forest into the river. She slept under a tree. When she woke up she continued to reach the village. She knocked on the Old Lady's door. The Old Lady opened and was surprised that the princess was at her door.

“What can I do for Your Majesty?” asked the Old Lady.

“Please help me to heal my sickness. My heart is sick and it made me ill,” said the princess.

“It is an honor and a great pleasure for me to try to help you, Princess.” The Old Lady welcomed the Princess into her house.

The Princess then stayed with the Old Lady in her house. The Old Lady prepared a cup of ginger-tea for the Princess. She also prepared meals with ginger. Sometimes it was ginger cookies, ginger powder, ginger cake, or anything with ginger. They tasted delicious and warm. The Princess liked what the Old Lady cooked for her.

In the morning, they would walk to the forest and got some ginger plants and other plants. Days passed, the princess felt her heart pumped the blood well and steady. She did not fall sick anymore if she was angry. Now she could meet people and was not afraid to be upset. However, she learned to respect others. She thought that anyone could struggle and be sick like her. So, she needed to be kind to others. Every day, the Princess followed the Old Lady to the forest to pick some plants. She learned about so many kinds of plants and how they help to cure illness. She also learned how to grow the plants and made herbal cure for sickness. The princess was really working and learning hard that now she was able to help sick people. The Old Lady was really happy.

“Now, you can help sick people. You should come back to the palace. There you can help anyone who is sick,.” said the Old Lady.

“But I do not want to leave you here alone,” said the Princess sadly.

“You can always come back anytime you want,” insisted the Old Lady.

Years passed, the Princess heard the news that the Old Lady passed away. Greatly saddened, the Princess promised that she would always help sick people and teach people how to cure sickness using herbs. She also reminded people to eat healthily, exercise, rest, and use herbs to cure sickness like what the Old Lady taught her. That our body would be healthy if we took care of it well and used natural things to cure it.

5

**Important
Things in
Life**

Dewi was an orphan. She lived with her grandparents. Her grandparents provided for Dewi. Every morning they went to the field to work and came back in the evening. They worked very hard to grow rice. They sold the rice to make money. Dewi was always grateful for them.

Near the end of the semester, the school held an end semester competition. Students were asked to present what they thought was important for life. They were given one week to do the assignment. At dinner time, Dewi stared blankly to the table.

“Why would not you eat your food?” asked her grandmother.

“I am thinking about something important in life, but I could not think of any,” said Dewi.

“So many things are indeed important in life,” said her grandfather.

“How if you just pick something that you really think you need rather than the most important one” continued her grandfather.

“Do you think food is important for life?” asked the grandmother.

“Yes.” Said Dewi.

“Then you should eat and finish your food. It is not good to waste food,” said her grandmother.

Dewi began to eat her dinner. It was rice, soup, and fried eggs. It was a delicious meal as usual.

The next morning, Dewi told her grandparents that she would go to the rice field and learn how the rice grew. She decided to make rice as an important thing for her assignment. After school, Dewi went to the rice field. She walked from home to the rice field. It was not really far. The rice field was close to her village. It was so big and green. Most people in the village were farmers. They worked in the rice field. Along the way, people greeted Dewi and Dewi greeted them back. They looked happy and enjoyed working in the rice field. The sun was shining and they used hats to protect themselves.

As Dewi continued walking, she saw most of the place had water running through the streams. There were fishes, frogs, grasshoppers, dragonflies, and birds. They were also something that looked like humans from a distance, but when she got close, they were sticks covered with clothes. Dewi found her grandfather hoeing. Dewi rushed to him.

“What are you doing, Grand?” asked Dewi.

“I am making a way for the water to flow,” said grandfather.

“I should not disturb you working,” said Dewi sadly.

	<p>“Oh dear, I am happy if I can help you with your task,” replied her grandfather, smiling.</p> <p>“Where is a grandmother?” asked Dewi, looking for her grandmother.</p> <p>“She went to join a meeting in <i>Subak</i>,” said grandfather</p> <p>“What is <i>Subak</i>?” asked Dewi.</p> <p>“It is an organization of farmers. A traditional organization that was made in Bali to help farmers talk to each other and share information. It also can mean a traditional watering system by farmers.” explained her grandfather.</p> <p>“Is it for all farmers in Bali?” asked Dewi again.</p> <p>“Each place has its own <i>Subak</i>. For example, for farmers in Jatiluwih, it can be called Subak Jatiluwih,” said her grandfather.</p> <p>“What do they usually talk about?”</p> <p>“Many things like what kind of rice is good to plant, what pesticide we use, how we do irrigation or water division, how to hold spiritual events or <i>upakara</i> in the rice field, and many more,” explained her grandfather while continuing pulling out grass from the ground.</p> <p>“Hmmm. I thought farmers just worked alone before, but now I know and this is interesting. Tell me, Grand, does it hard to work in the rice field?” asked Dewi.</p> <p>“It is not really hard, but it can be tiring sometimes,” said grandfather.</p> <p>“It must be really hard how to plant and take care of the rice to grow. We need to make sure it has enough water, away from pests and birds. I learned from school that some animals eat rice and things like viruses can make the rice sick and die,” said Dewi.</p> <p>“It is true. Farming is like other things. It could be hard at first, but along the time you will be really skillful and experienced until it is not hard anymore and you will enjoy it,” said grandfather.</p> <p>“That is why you like farming,” said Dewi.</p> <p>“Very true. This place has been really famous for its rice field. Years ago, we even exported or sold rice to other countries,” told grandfather.</p> <p>“Wow, that is amazing,” said Dewi surprisingly.</p> <p>“Now people use many chemicals to help grow rice fast and more. It is good to produce rice for people but it can also be very unhealthy. We need to compete to be in the industry, but it is more important to make sure our rice is</p>
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		<p>healthy for people. That is why our <i>Subak</i> still uses the traditional way of growing rice.” said grandfather explaining about the industry.</p> <p>“We can get sick or even cancer if we eat unhealthy food.” said Dewi agreed with her grandfather.</p> <p>“It’s correct,” said grandfather.</p> <p>“Grand, what is that thing that looks like a human standing in the middle of the rice field? I saw many of them.” asked Dewi.</p> <p>“That is called <i>lelakut</i>, a traditional doll that resembles humans to scare birds eating the rice,” said grandfather.</p> <p>“It is a very clever idea,” said Dewi and looked at those standing dolls called <i>lelakuts</i> everywhere in the rice field. Dewi continued to visit her grandparents in the rice field every day after school. She also helped with things that she could do. She promised herself that she would make good drawings of the rice, rice field, and people who work there. She also drew the <i>lelakuts</i> very nicely. She worked very hard to learn about growing rice and draw her assignments. She wanted her friends and teachers to know about how important healthy rice is. Besides, she learned a lot about the rice field ecosystem and growing rice. Seeing her grandparents work hard and never complain taught her that working hard was important in our life. Just imagine if they did not work hard to grow rice, it would be no rice we could eat.</p>
6	<p>Mr. Sun and Mrs. Moon</p>	<p>Mr. Sun was arguing with Mrs. Moon about who had the stronger power.</p> <p>“I gave light and heat for people so they can live,” said Mr. Sun</p> <p>“I shine on them and help them to go fishing at night,” said Mrs. Moon.</p> <p>“But you reflect my light,” argued Mr. Sun.</p> <p>“Still, without me, they cannot see at night,” said Mrs. Moon.</p> <p>“They even make a temple at their houses to worship me,” said Mr. Sun confidently.</p> <p>“No, I am valued more than you. They make special days to pray to me and celebrate. No moon and full moon days are holy days.” Said Mrs. Moon.</p>

They kept on arguing with one another. In the end, the two friends agreed to divide the days only whether Mr. Sun or Mrs. Moon could only appear.

The first was Mr. Sun's day. Mr. Sun shone brightly for 24 hours. People liked it that they could have longer days to work. They also could spend more time having fun instead of sleeping. They liked it that they did not turn on the light and spent the electricity. Mr. Sun looked bigger than usual. He lit up. He warmed. He gave his heat to the Earth and the living things. The radiation gave light, warmed people, and helped the photosynthesis.

The next day was Mrs. Moon's day. She stayed closer to the Earth than usual. People liked it. It was not really hot. They could spend more time resting and sleeping. The fishermen also liked it very much. They could go fishing more than once and got more fish. Everyone liked it. They could see many stars in the dark sky.

Days passed, weeks passed, people began to feel tired of the long sunny day. The long sunny day kept them working. They used gasoline to run machines that produce chemicals of the air and cover the Earth. It made the Earth really hot during the day. People began to suffer. Animals become sick. Plants were exhausted.

On the Moon day, people also got tired. They began to lighter because they were bored with darkness. The lit fire. Sometimes, the fire leaked and burned the house. People suffered. Plants continue dying as it was so long they could not do photosynthesis. It also became colder and freezing that killed some animals and plants.

People began to suffer during very long days and nights. They stopped looking and praising the Sun and the Moon. They forgot the Sun and the Moon. They focused on how to survive the days.

Mr. Sun and Mrs. Moon realized that they tortured people and all living things. On the next eclipse, they talked and agreed that no one was superior, they would be best to work together and share the day.

The days came back as normal. People could see the Sun during the day and the Moon during the night. People were very grateful. A day before the silent day, people gather to celebrate the end of each year. They made parades, lit fires, and performed dances. On that evening, Mr. Sun and Mrs. Moon would see people perform *Pendet* dance as the beginning. It was followed by a parade of hideous beautiful wooden sculptures called *Ogoh-ogoh*.

		<p>The silence day was also Earth day. They let the Earth rest and heal by not working and polluting the Earth. They let the Sun and the Moon shine on the Earth. The Sun could fully give his best heat to reach the Earth. Mr. Sun liked it very much. On the night of the silent day, people also did not turn on the light. They could see the beauty of Mrs. Moon. Mrs. Moon liked it very much. Together Mr. Sun and Mrs. Moon blessed the Earth with grace.</p>
7	<p>The Boy on the Shore</p>	<p>Once upon a time, in the north part of Bali, an island in a place where the most treasure was found, there was a boy named Panji. Panji and his brother lived with his farmer parents in a small house that was clay walled and thatched roof. Every morning the men in his village went to the rice field to grow rice. They went home in the evening. The women took care of the house, sometimes they crafted and sewed. They lived a peaceful and modest life.</p> <p>One day, a big ship anchored at the beach. All men went over the ship. They walked down the ship crews. They also looted all the things from the ship. They took clothes, food, jewelry, weapons, and all stuff. They gave them to the King. All ship crews were brought to the king as well.</p> <p>The ship crews were all scared in front of the King. The king sat on the throne and looked at them. People looked at them. One of the ship crews wryly said something to save himself and other crews.</p> <p>“It was a very wonderful thing I could imagine to meet your majesty myself and be in this beautiful place. I am honored if you could allow us to present you with very ordinary but our very own unique plated silvery,” said that man.</p> <p>“You have come to my place where everything here belongs to me,” said the King.</p> <p>“Please forgive us for not knowing the law. We kneel for you to spare our lives” the ship crew kneeled and begged for their lives.</p> <p>The King refused that ship crew’s request. The King put them in jail. All of the things from the ship were kept in the palace. The ship left the beach.</p>

At night, Panji crawled into his father and asked about what he saw at the beach that day. His father patiently and excitedly told the story and explained about *Tawan Karang*, It was a law that all ships that anchored to the island must be given to the kings and belong to the King. Panji thought for a while.

“Isn't it bad to take something that is not ours?” asked Panji hesitantly.

“Bad or good, everything belongs to the king and we should obey as it has been our way and it keeps us safe. One day, you will understand, my dear son,” explained his father.

Panji was still puzzled but he nodded.

The next morning, another big ship came. All people went to the ship and took everything from the ship. They were amazed by dazzling silvers, good clothes, and metal tools. Those things were brought to the king.

Every time a ship anchored, people took everything from the ship until the owners of those ships were extremely mad and made an agreement with all kings of the island. However, when another bigger ship anchored, all people went over it and took everything. This time, the ship crew brought guns and shot the people. They also brought bombs and threw them into the village and destroyed houses and fields. Many people were killed. It was a horrible time. The battle happened and people suffered. Most of them hid until the ship was gone and they came back to their home. Panji was very grateful that his family was safe. But he was also extremely sorry that many villagers lost his family and house.

Panji had promised himself to do something that could protect his village. He visited the beach as many as he could every day. On the shore, he stood and watched over the endless ocean to see if a ship was coming. So, then he could warn the people.

That was how a young and brave Panji grew. He worked very hard and did his best. He learned that he should be grateful for the happy and safe moment in life, but he also needed to work very hard to protect it. From the shore, he stood and looked far to the far, far to the ocean.

8	<p>Best Camp Ever</p>	<p>A week before the camp, I did not think or prepare anything for the camp. I heard my friends were busy talking about the stuff and fun they would have. In my mind, I still chose to stay at home. My mother prepared and packed my stuff for the camp. The night before the camp, I laid down on my bed trying to sleep early but I was kept awake because I was so nervous.</p> <p>The next morning, I was very sleepy. My parents dropped me to school. I was surprised that many students actually joined the camp from grade one to six. I entered the schoolyard. My parents waited in the lobby with others' parents. All students were checked and given a briefing about the schedules and everything. Then we went out on the bus. I got bus 3. I got the seat next to the window. I waved to my parents. On the way, my friends were singing loudly. I fell asleep on the way to the campsite. I woke up when we arrived at the parking lot.</p> <p>We gathered our bags in a spot then we lined up based on our class. We were divided into groups. Each group consisted of students from different classes. I was assigned as the group leader. A student from grade one brought a very big doll. It was bigger than him. He struggled to bring his heavy bag and the big doll. I was lucky my mother just packed not so much stuff that made my bag light. I helped him to bring his big teddy doll. When we arrived at the tent site, we were given 15 minutes to tidy our tent and our stuff in. We wasted no time.</p> <p>The alarm sound from the megaphone told us to gather. We lined up based on our group. We got ready for the tracking. Each group went in line. There would be teachers in the front, middle, and back. The leaders were responsible for the members of the group. My group was in the middle. We walked past the rice field. It was very green and refreshing. The mountains could be seen clearly. No trash was seen. It was so clean. And the sky was clear too. I have never seen this scenery before, only on the internet or paintings. We sang a song together. Then, we went farther to the trees. It was so quiet. Our voice echoed to the woods. We walked happily. Then, we were passing the river and walked along the river until suddenly it rained. At first, we managed to walk. We help each other to put on the raincoat. Grade one and two students were scared. Especially when we passed the river in the rain. The ground also was not good. It became slippery and we became wet. I tried to console the younger members who were crying. He did not want to walk because it was so slippery and the shoes were stuck in the mud. Moreover, it was the rain that scared him. I offered him a piggyback. He climbed to my back. I managed to walk in a hard</p>
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situation. It was very long until we reached the end. We were so happy that we reached the top and the rain stopped. We went back to the campsite.

We changed our clothes and had lunch together. We sat in a circle with our groups next to each other. We sat on the grass, in a big field. The sky looked so wide. It was the first time I saw a clear and wide sky. I was so hungry that I finished my food. Then, we played games, tug-of-war, and football. It was so much fun that we supported each other, even the teachers joined and screamed with us. That was the first time I saw our teachers screamed and laughed so loudly.

It was shower time. Everyone took the time to shower in the bathrooms. I saw some students washing their hair outside on the field. They got the water from the long pipe. Teachers helped them. The weather was chilly but they did it.

We put on our pajamas. The dinner was rice, fried chicken, vegetables, and eggs. It tasted delicious for me. I finished my dinner and joined my group for the campfire. Everyone ran to their tent to get their marshmallow. We burned marshmallows together. Our teachers surprised us with corn. We burned and eat the corn. We also sang songs. It got darker and it was time to sleep. We brushed our teeth and washed our face and feet. We went to our tent and be ready to sleep. I sleep in my tent with my group. Suddenly a kid was crying in my tent. A teacher came in. She knew the kid probably missed home and his parents. I missed my parents and my bed too. But it would be worse if I cried also. My teacher consoled the kid. She accompanied us for a while. Other members also told him that he would be okay and tried to make a joke. We then spent the night talking about so many things until one by one felt asleep.

The next morning, we visited the village. The village was surrounded by two hills. That's why it looked like the village was in the forest. The houses were made from brick and clay but they were so clean. Our teacher told us that the people in the village respect the environment, that's why they only use natural materials for their houses and clothes. They also celebrated a day for the Earth that gave them so many things to live. They also did not cut all the trees on the hills. That made the hills look so green and beautiful like in the paintings.

		<p>Tenganan was not only famous for its beautiful nature, but also the way people lived there. The people lived based on the values from their ancestors. Most of them worked as craftsmen. They made traditional clothes, bamboo crafts, paintings, and wooden sculptures. These were made from trees.</p> <p>Their traditions were also very unique. They did <i>Perang Pandan</i> or <i>Pandan</i> fighting. It was two people fighting using pandanous leaves as weapons. At first it was a self-defence training, then people did it annually to praise God of War, Indra. People gathered and watched the ceremony. People learned to control their anger. Even though they fought and bled, they still respected each other and befriended. I was so lucky to watch this amazing ceremony.</p> <p>I knew why tourists came to Tenganan Village. It had beautiful nature and ceremony. The people were also very humble. They respected each other and the environment. I could not imagine a camp better than this.</p>
9	<p>Dayu and Her Curiosity</p>	<p>Dayu was a bright child. She lived with both of her parents. She grew to be a very well-mannered and clever child. Her parents never spoiled her. They taught their child to be responsible, respectful, and humble.</p> <p>One day, Dayu joined an art exhibition day at school. Grade six presented artworks from different places in Indonesia. There was also a dance performance. Dayu and, and her best friend, Galuh, walked around and enjoyed every artwork displayed. They were paintings, sculptures, and traditional ornaments. They were in different colors, shapes, and sizes. Every artwork was unique and beautiful.</p> <p>At last, they watched a dance. It was Oleg dance, a traditional dance from Bali. Two people were dancing with beautiful clothing and makeup. Dayu and Galuh were very impressed by the way the dancers danced. Everyone was clapping at the end of that dance.</p> <p>After that day, Dayu kept thinking about the artworks and dances she saw during the exhibition. At dinner, she talked about the exhibition day at school and all the beautiful things she saw. Her mother and father listened attentively. Dayu asked how people could craft very beautiful artworks and dance gracefully. She wondered where she could learn about those things. The mother replied,</p>

“You can learn from your art teacher at school,” said her mother.

“We mostly learn about drawing and painting only at school. Sometimes we do learn to craft, but it is not like what I saw from the exhibition day,” said Dayu.

At night, she could not sleep. The next morning, she rushed to her art teacher. She asked where she could learn and see traditional artworks. Her teacher told her about a place called Ubud. During break time, she asked her best friend, Galuh, if she knew Ubud.

“I know it is a famous place but I have not visited it before,” said Galuh.

“Where can we know about the place?” said Dayu and tried to think of the answer.

“How if we try to search for it in the Library?” said Galuh.

“That’s a good idea!” yelled Dayu.

They finished their lunch fast and rushed to the library. They went to the shelf where all the encyclopedias were. They looked over each title of the books and found “Treasures in Bali”. They took the book and read it together. They found what they searched for. They read about Ubud. It was in Gianyar regency and it was famous for its Balinese culture. The pictures in the book were all beautiful and amazing. They wanted to visit Ubud.

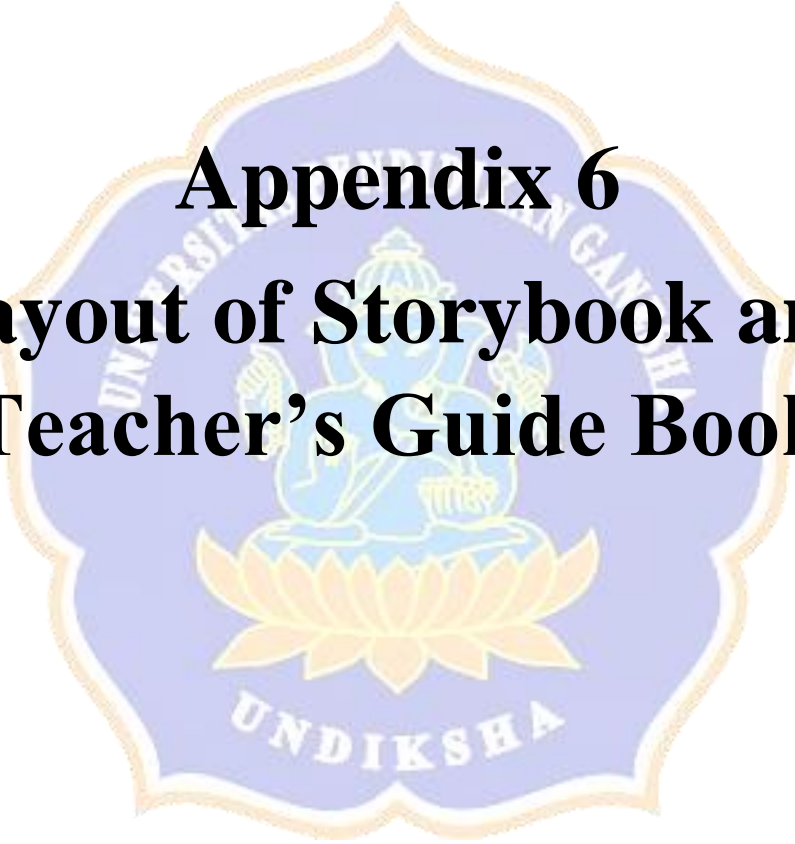
When Dayu arrived home, she asked her father if she could visit Ubud on the weekend. Her father explained that he would be very busy at the hospital that weekend. Dayu understood and did not insist on going. Then, her father gave another option of Dayu staying in her grandparents’ house in Ubud for the weekend. Dayu was extremely happy and agreed. She called Galuh afterward to invite her to Ubud. Galuh’s parents agreed and they went to Ubud on Friday after school.

They were welcomed by Dayu’s grandparents and Dayu’s cousins, Rama and Dedi. On Saturday Morning, the grandparents took them to Ubud traditional market where they saw paintings, crafting, and more ornaments. They strolled around the market enjoying the artworks. In the evening, they visited the Ubud Palace which was

across the market. They watched Kecak Dance. It was a very beautiful dance where many people danced. It was a dance with a mini theater. It told a story about Rama and Sita. They were dancing followed by music from a traditional music instrument called Gamelan. Dayu asked her grandmother if she could learn dancing. Her grandmother promised that she would take them to a dancing club the next day. They called them *Sanggar*. It was a place for children to adults learning to dance. They started from the basic movements, from the legs and arms movement to facial expressions.

Dayu and Galuh even got a chance to try and practice some dances. There, they also saw dancing clothes. They knew that different dances had their costumes and attributes. Some of the attributes for Balinese traditional dances were a folding fan, *bokor* or small bowl, spear, basket, and flowers. It was not easy to learn the dances, but it needed a lot of practice. But they enjoyed everything they learned in the club. After spending the day in the club, they went to Dayu's grandparents' house and waited to be picked up. In the car, they told everything they did in Ubud to Dayu's parents.

They were really happy and grateful for everything they learned and their family who helped them to visit and explore Ubud. We would never learn if you never try to find the answer to our question and curiosity. We need to keep searching for the answer.



Appendix 6
Layout of Storybook and
Teacher's Guide Book

Story Book Layout

Page		Text	Illustration
	Cover	√	
	Cover Page	√	
	Copyright	-	
	Table of content	√	
	Introduction	-	
1	Title page 1: Climbing		
2-4		√	√
5	Title page 2: Wake up!		
6-8		√	√
9	Title page 3: Wooden plates		
10-12		√	√
13	Title page 4: Magic herbs		
14-16		√	√
17	Title page 5: Important things in life		
18-20		√	√
21	Title page 6: Mr. Sun and Mrs. Moon		
22-24		√	√
25	Title page 7: The boy on the shore		
26-28		√	√
29	Title page 8: Best camp ever		
30-32		√	√
33	Title page 9: Dayu and her curiosity		
34-36		√	√
	About Authors	-	-

Teacher's Guide Book Layout

Page	Parts	Content	
	Cover		
	Cover Page		
	Preface		
	Table of content		
	Introduction:	A Brief about Literature-based Instruction	
		About This Book	
1	Unit 1 Climbing	Background information	
2		In-class activity	
3-5		Short story 1	
6		Handouts introduction	
7-10		Handouts a-d	
11	Unit 2 Wake up!	Background information	
12		In-class activity	
14-16		Short story 2	
17		Handouts introduction	
18-21		Handouts a-d	
22	Unit 3 Wooden plates	Background information	
23		In-class activity	
24-26		Short story 3	
27		Handouts introduction	
28-32		Handouts a-e	
33	Unit 4 Magic herbs	Background information	
34		In-class activity	
35-37		Short story 4	
38		Handouts introduction	
39-44		Handouts a-d	
45	Unit 5 Important things in life	Background information	
46		In-class activity	
48-50		Short story 5	
51		Handouts introduction	
52-57		Handouts a-f	
58	Unit 6 Mr. Sun and Mrs. Moon	Background information	
59		In-class activity	
61-63		Short story 6	
64		Handouts introduction	
65-72		Handouts a-e	
73	Unit 7 The boy on the shore	Background information	
		In-class activity	
		Short story 7	
		Handouts introduction	
		Handouts a-d	
	Unit 8 Best camp ever	Background information	
		In-class activity	
		Short story 1	
		Handouts introduction	

		Handouts a-d	
	Unit 9 Dayu and her curiosity	Background information	
		In-class activity	
		Short story 1	
		Handouts introduction	
		Handouts a-e	
	About Authors		





Appendix 7

Presentation of Storybook

Nine Stories from Bali

Sinta Ary Gasella
Putu Kerti Nitiasih
Made Hery Santosa



Nine Stories from Bali



**By Sinta Ary Gasella
Putu Kerti Nitiasih
Made Hery Santosa**

Preface

Stories tell experiences. They allow us to not only read and feel but experience, drawn into the stories. Einstein said that the true sign of intelligence is not knowledge but imagination, through reading stories our ability to imagine is trained and developed. One story read once will sometimes tell you differently after you read it for the second or more time. So, read and keep reading to discover more experiences.

Authors



Titles of Stories

<i>Climbing</i>	1
<i>Wake Up!</i>	5
<i>Wooden Plates</i>	9
<i>Magic Herbs</i>	13
<i>Important Things in Life</i>	17
<i>Mr. Sun and Mrs. Moon</i>	21
<i>The Boy on The Shore</i>	25
<i>Best Camp Ever</i>	29
<i>Dayu and Her Curiosity</i>	33





Once upon a time, into the deep forest on Mount Agung lived a winged creature called Mrs. Starling. She was very devoted and adored greatly. She had very beautiful and colorful feathers. She flew with her beautiful and strong wings. She could see the world from up.

One day, she felt lonely and missed her friends. So, she called her friends by flying around high at the sky. Then she waited on a branch of a tree.

Mr. Tail Wagger came first. With his four strong legs, he walked eagerly.

“I ran all the way here for you,” said he.

Mrs. Deer came after Mr. Tail Wagger. Her strong long legs appeared from the shrub and joined them.

“I miss my breakfast but not everybody has come yet,” said Mr. Goat impatiently and jumped in with his legs.

“I have been here, hung on this tree above you for a while,” yelled Mr. Snake.

Of course, no one has noticed Mr. Snake as he quietly glided with his flexible body and smooth skin.



Mr. Monkey smartly hung itself with both his arms and landed with his legs to join others.

“I am such a lucky creature that I swing among the trees easily because of my strong arms and legs,” said he proudly.

Mrs. Cow who was always helpful and selfless carried Mrs. Ant on her back.

“I need to walk slowly to make sure Mrs. Ant is safe on my back,” said Mrs. Cow.

“I could walk by myself even though my legs are the tiniest here,” followed by Mrs. Ant.

All of Mrs. Starling’s best friends have arrived. They were Mr. Tail Wagger, Mrs. Deer, Mr. Goat, Mr. Snake, Mr. Monkey, Mrs. Cow, and Mrs. Ant. She felt really happy. She was really happy to meet them. She asked them to do



a race by climbing the Mount Agung.

They agreed. They started to move separate ways to climb the mountain. They moved as fast as they could to reach the top and win.

Mrs. Goat ran very fast. Mr. Monkey jumped from tree to tree. Mrs. Cow and Mrs. Ants went together. Mrs. Starling also flew fast enough.

Mr. Tail Wagger started so fast and could not see a deep hole in front of him. He fell into the hole and hurt his leg. He patted and began to bark. He tried to scratch the soil, but the hole became deeper. He hopelessly sat and began to whimper.

Mrs. Cow and Mrs. Ant found him. They wanted to help but need others' help as well. Mrs. Cow began to jump very hard that made Mount Agung shaking. Soon after, the other friends felt the shaking. They fell and rolled down then found . Together they helped Mr. Tail Wagger. They dug a stair on the ground so he could walk outside the hole.

They then agreed to walk together to climb the mountain. They knew that walking together is stronger than walking alone. And winning together is far more wonderful and happier than winning alone. If we want to go fast, we go alone. If we want to go far, we go together. Together we should care and be responsible for each other.



The End



Wake up!



Gede was trapped in a room. The door was locked. He shouted for help but no one replied. He saw a key on the floor and tried it. Then, 'click', it opened. He rushed outside. Suddenly, he felt very hot outside. The Sun looked bigger and there was no tree. The dust was everywhere. The ground was so dry and cracked.

He saw people were wearing a mask. The mask gave them oxygen. They could breathe easily, but not Gede. He could not breathe. He decided to run to find trees. Gede kept on running but did not see any tree. He felt pain in his chest. He put his hand on his chest and pushed it to calm the pain. He kept on running far and farther for oxygen. Everywhere was hot and dry. The sun went hotter and the wind blew to dust. It was so dusty, dry, and hot.

He was so tired and felt to the ground. He was laying on the ground and could not move. His chest became heavy. The pain got worse. He wanted to say "help" but he was too weak. No one could hear it. He slowly lost his breath. His lungs had no oxygen left. He ran out of oxygen to breathe in. He was dying. His eyes were slowly closing.



He woke up on his bed. He touched his chest and tried to breathe in as much as the air he could. He was relieved that it was just a bad dream. It was so real that he was so scared. He could not imagine a place like that.

The next morning, he felt very sleepy and tired. He could not skip school because there was a school field trip. It was so much fun in the bus. Everybody was singing along the way. He could not feel the joy because he felt restless and kept thinking about the dream.

After around an hour, they arrived in a village. It was written 'Penglipuran Village'. The teacher asked the everyone to be in line. They were introduced to the tour guide named Mr. Pandu. He would go around and explain each place.



First, they came to the village. There were Bali traditional houses. The streets were paved and no cars or bikes were allowed to enter the houses. They were built neatly where each house was facing another. They were arranged neatly. No trash was seen, but there were plants with beautiful flowers and leaves around. The air was so clean and fresh. Gede was amazed to see the clean and beautiful place.

The next place they visited was a temple. They could only see the temple from outside. They passed the temple through a small valley next to it. There was a bamboo forest. The bamboos were tall and green. People in the village grew and took good care of the bamboo.

They also celebrated plants' day. People called it *Tumpek Uduh* or a day for plants. On that day, people prayed and thanked plants by not cutting or harming trees or plants.

Gede suddenly remembered his dream last night. It could be a very nice dream if there were trees and more oxygen so everyone could breathe easily without masks.

He was glad that he woke up from his bad dream and found the beautiful and healthy village like Penglipuran. He realized that trees were very important. They gave out oxygen and kept the air fresh.

Taking care of the trees is also respecting the Earth and other people. Caring for the Earth is also caring for ourselves and others.



The End



Wooden Plates



Ari, Wawan, Jo, and Punduh were best friends. They learned, played, and grew together. They spent most of the time together, at home and at school. They always sat together, enjoyed their food, and talked about what they would play after lunch.

One day, Punduh got sick. He did not come to school for several days. Ari, Wawan, and Jo decided to visit him. He saw Punduh laying on his bed. He looked weak and skinny. His mother explained that Punduh got gastroenteritis. He got a fever, vomiting, diarrhea, and headache. It was caused by a virus or bacteria infection. His stomach became sensitive. He was told to eat healthy food only. Ari, Wawan, and Jo were sad that their best friend was sick. They told funny stories to cheer him up. They also wished he would soon recover and could go to school again.



A few days later, Punduh got better. He was so excited to learn and play again with his friends. During lunch, he sat with his friends as usual. He took out his lunch box. It was a wooden lunch box with a wooden spoon. Inside the box, there was brown rice, boiled egg and vegetables, and fruits. After that day, Punduh kept bringing the wooden box with different kinds of food which were not sweet and yummy.



His friends started to tease Punduh for eating from wooden plates. They thought Punduh was not cool as he ate from the wood and ate no sweets. Days passed and his best friends did not want to sit next to him. They even did not play with Punduh anymore. Punduh was so sad. He told his mother about it. His mother cheered him up and reminded him to always be nice

One day, Jo and Ari got sick. Punduh visited them with some fruits from his mother. Ari and Jo felt sorry for Punduh. They realized that they were mean to Punduh because of the wooden lunch box.

At school, Ari, Wawan, and Jo said sorry to Punduh. They said it was wrong that they teased Punduh and were bad to him as well.

They realized what Punduh did was right. They should eat healthily. They became friends again. Now, they respected Punduh and his wooden lunch box.

During the weekend, they visited Punduh's house. Punduh's parents taught them to cook healthily. They learned how to cook meat and rice wrapped with banana leaves instead of plastic, called *pepesan*. All food was cooked with natural and healthy ingredients only. They grew them in their house like ginger, onion, spice, etc. They were even amazed that the plates they used to eat were made from wood. Punduh's father gave them a wooden plate and spoon for their hard work. They were really thankful.

For health week celebration, they brought their wooden plates and healthy food. They explained why it was healthy eating. The teachers were amazed and really appreciated their hard work and ideas. Everybody chose



their food as the healthiest. They won first place. They have inspired their friends to eat healthily. They also learned that it was not weird that somebody did something different. Especially, if that thing is good for us. We should respect our friends even when they choose to eat healthily.

The End



Magic Herbs



Once upon a time, in a village near a forest, there lived an Old Lady by herself. She always looked busy in her house and sometimes in the forest. She did not talk much but she had a very humble smile. Thus, everyone respected her.

One day, a Hunter was injured on his arm. The Old Lady who saw it offered the Hunter to come to her house and try to help him. The Old Lady put something green and wet to his cut and covered it with the cloth. A few hours later, the hunter was no longer in pain. The cut did not bleed anymore. The Hunter thanked the Old Lady.

One night, a mother cried. Everyone came outside and saw the Mother sitting with her baby. She held her baby tightly. The Old Lady offered a help to the Mother.

The Mother followed the Old Lady to her house. The Old Lady put some green leaves on the baby's forehead and tummy. The baby fell asleep on the Mother's lap. Few hours passed, the



fever gone and the baby slept deeply. The Mother thanked the Old Lady.

The news of the Old Lady helping sick people spread to the entire village. It reached the Singer's ear. The Singer had trouble with his throat rushed and knocked on the Old Lady's door.

“What can I do for you Ma’am?” asked the Old Lady.

“Please help me! My throat is not well and I cannot sing well” begged the Singer.

The Old Lady gave water with a slice of ginger inside. The Singer sipped the drink. For three days the Singer came to the Old Lady for the drink. On day four she came and happily said that her throat was not in pain anymore. There, she sang a very beautiful song for the Old Lady. The Singer thanked the Old Lady.

The next day, a farmer came to the Old Lady. His face was very red and look painful. He gave the Old Lady a sack of rice and asked for a help.

“Please help me! I got sunburnt on my face while working in the rice field.” said the Farmer.

The Old Lady gave him a plant called aloe vera. The Old Lady told the Farmer to bring it home then plant it.

Every morning and night, the Farmer should cut the leaf and slice it open, then

put the liquid on the skin. The farmer did. After a week, the Farmer came back with two big sacks of rice.

“Dear, Old Lady. Thank you for your help. My face now is very soft and healthy.” shouted the farmer who kept touching his face.

The Farmer thanked the Old Lady.



Soon, the news was heard by the Princess in the palace. The Princess who was sick sneaked out of the palace and knocked the Old Lady's door.

"Please help me to heal my sickness. My heart is weak and it made me fall sick many times," said the princess.

The Princess then stayed with the Old Lady in her house. The Old Lady prepared a cup of ginger-tea for the Princess. She also prepared meals with ginger. Sometimes it was ginger cookies, ginger powder, ginger cake, or anything with ginger. They tasted delicious and warm. The Princess liked what the Old Lady cooked for her.

In the morning, they would walk to the forest and got some ginger plants and other plants.

Days passed, the princess did not fall sick anymore. She felt her heart pumped the blood well and steady. She was very grateful for the Old Lady.



The Princess decided to learn about herbs and would help sick people. Every day, the Princess followed the Old Lady to the forest to pick some plants. She learned about so many kinds of plants and how they help to cure illness. She also learned how to grow the plants and made an herbal cure for sickness. The princess was really working and learning hard that now she was able to help sick people.

The End



Important Things in Life

Into A farming village in Tabanan, there live a girl called Dewi with her grandparents who were farmers. One day, she decided to join her grandparents in the rice field. She tried to find important things in life to complete her school task. After school, Dewi went to the rice field. She walked from home to the rice field. It was not really far. The rice field was close to her village. It was so big and green. Most people in the village were farmers. They worked in the rice field.

Along the way, people greeted Dewi and Dewi greeted them back. They looked happy and enjoyed working in the rice field. The sun was shining and they used hats to protect themselves.



As Dewi continued walking, she saw most of the place had water running through the streams. There were fishes, frogs, grasshoppers, dragonflies, and birds. They were also something that looked like humans from a distance, but when she got close, they were sticks covered with clothes. Dewi found her grandfather hoeing. Dewi rushed to meet him.

“What are you doing, Grand?” asked Dewi.

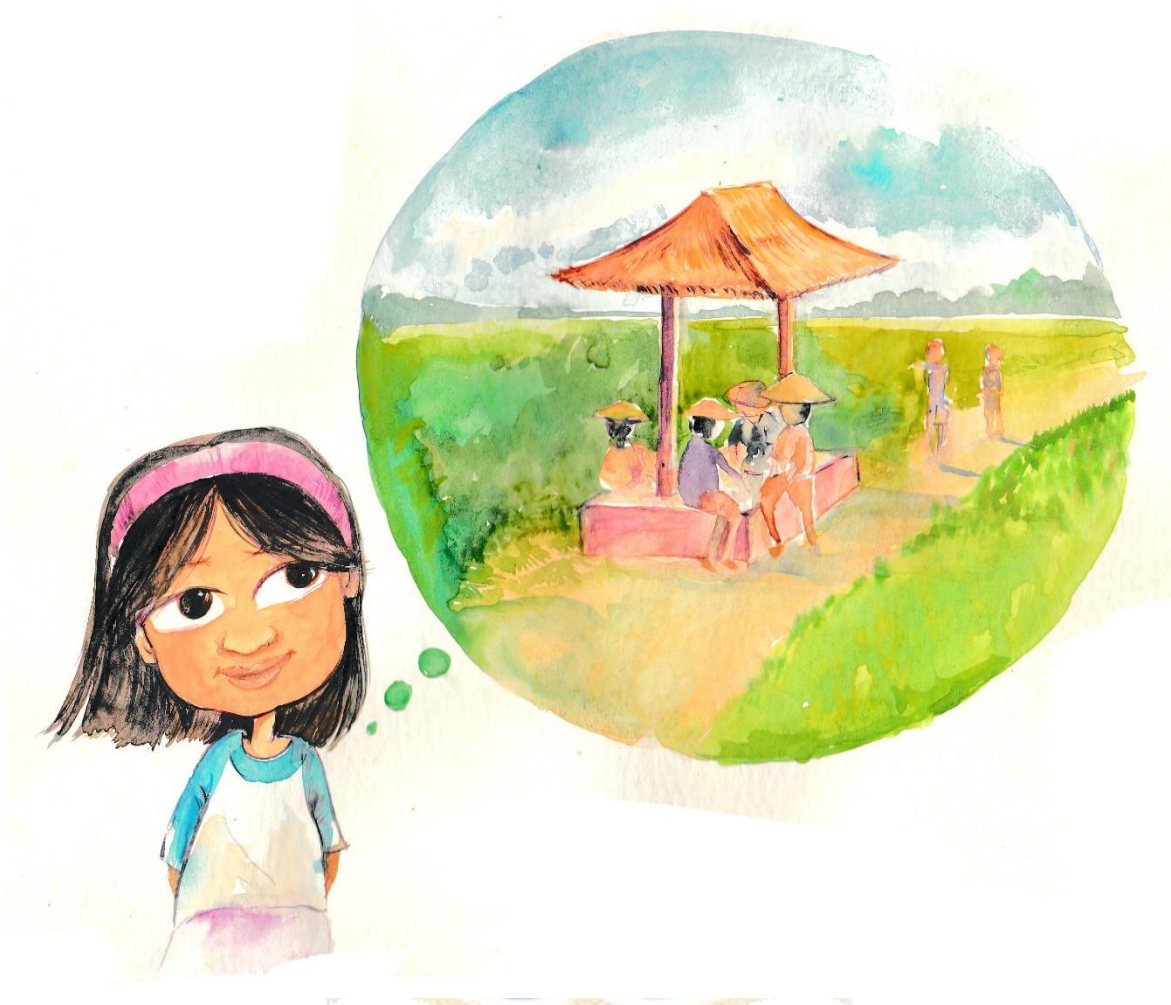
“I am making a way for the water to flow,” said grandfather.

“Where is a grandmother?” asked Dewi, looking for her grandmother.

“She went to join a meeting in *Subak*,” said grandfather

“What is *Subak*?” asked Dewi.

“It is an organization of farmers. A traditional organization that was made in Bali to help farmers talk to each other and share information. It also can mean a traditional watering system by farmers.” explained her grandfather.



“Is it for all farmers in Bali?” asked Dewi again.

“Each place has its own *Subak*. For example, for farmers in Jatiluwih, it can be called Subak Jatiluwih,” said her grandfather.

“What do they usually talk about?”

“Many things like what kind of rice is good to plant, what pesticide we use, how we do irrigation or water division, how to hold spiritual events or *upakara* in the rice field, and many more,” explained her grandfather while continuing pulling out grass from the ground.

“Hmmm. I thought farmers just worked alone before, but now I know and this is interesting. Said Dewi.

“Very true. This place has been really famous for its rice field and *Subak*. Years ago, we even exported or sold rice to other countries,” told grandfather.

“Wow, that is amazing,” said Dewi amazed.

Grandfather explained about traditional farming that used no chemicals and save tools. It made the rice healthier than rice grown with chemicals. Traditional faming used cows to help farmers work and *lelakut* to scare birds away.

Dewi continued to visit her grandparents in the rice field every day after school. She also helped with things that she could do.



She worked very hard to learn about farming and do her assignments. She wanted her friends and teachers to know about how important healthy rice is. Besides, she learned a lot about the rice field ecosystem. Seeing her grandparents work hard and never complain taught her that working hard was important in our life. Just imagine if they did not work hard to grow rice, it would be no rice we could eat.

The End



Mr. Sun and Mrs. Moon

During an eclipse long time ago, Mr. Sun was arguing with Mrs. Moon about who had the stronger power.

“I gave light and heat for people so they can live,” said Mr. Sun

“I shine on them and help them to go fishing at night,” said Mrs. Moon.

“But you reflect my light,” argued Mr. Sun.

“Still, without me, they cannot see at night,” said Mrs. Moon.

“They even make a temple at their houses to worship me,” said Mr. Sun confidently.

“No, I am valued more than you. They make special days to pray to me and celebrate. No moon and full moon days are holy days.” Said Mrs. Moon.

They kept on arguing with one another. In the end, the two friends agreed to divide the days only whether Mr. Sun or Mrs. Moon could only appear.

The first was Mr. Sun’s day. Mr. Sun shone brightly for 24 hours. People liked it that they could have longer days to work. They also could spend more time having fun instead of sleeping. They liked it that they did not turn on the light and spent the electricity. Mr. Sun gave his heat to the Earth and the living things. The radiation gave light, warmed people, and helped photosynthesis.



The long sunny days make the Earth very hot. People began to suffer. Animals become sick. Plants were exhausted. People started being tired because of the long works. The heat got worse because they used gasoline to run machines that produce chemicals of the air and cover the Earth. It made the Earth really hot during the day.

The next day was Mrs. Moon's day. She stayed closer to the Earth than usual. People liked it. It was not really hot. They could spend more time resting and sleeping. The fishermen also liked it very much. They could go fishing more than once and got more fish. Everyone liked it. They could see many stars in the dark sky.

After a long quite dark day, people began to feel cold. They began to lite more fire. Sometimes, the fire leaked and burned the house. People suffered. Plants were dying as it was so long they could not do photosynthesis. It also became colder and freezing that killed some animals and plants.



People began to suffer during very long days and nights. They stopped praising the Sun and the Moon. They focused on how to survive the days.

Mr. Sun and Mrs. Moon realized that they tortured people and all living things. On the next eclipse, they talked and agreed that no one was superior, they would be best to work together and share the day.

The days came back as normal. People could see the Sun during the day and the Moon during the night. People were very grateful. A day before the silent day, people gather to celebrate the end of each year. They made parades, lit fires, and performed dances. On that evening, Mr. Sun and Mrs. Moon would see people perform *Pendet* dance as the beginning. It was followed by a parade of hideous beautiful wooden sculptures called *Ogoh-*



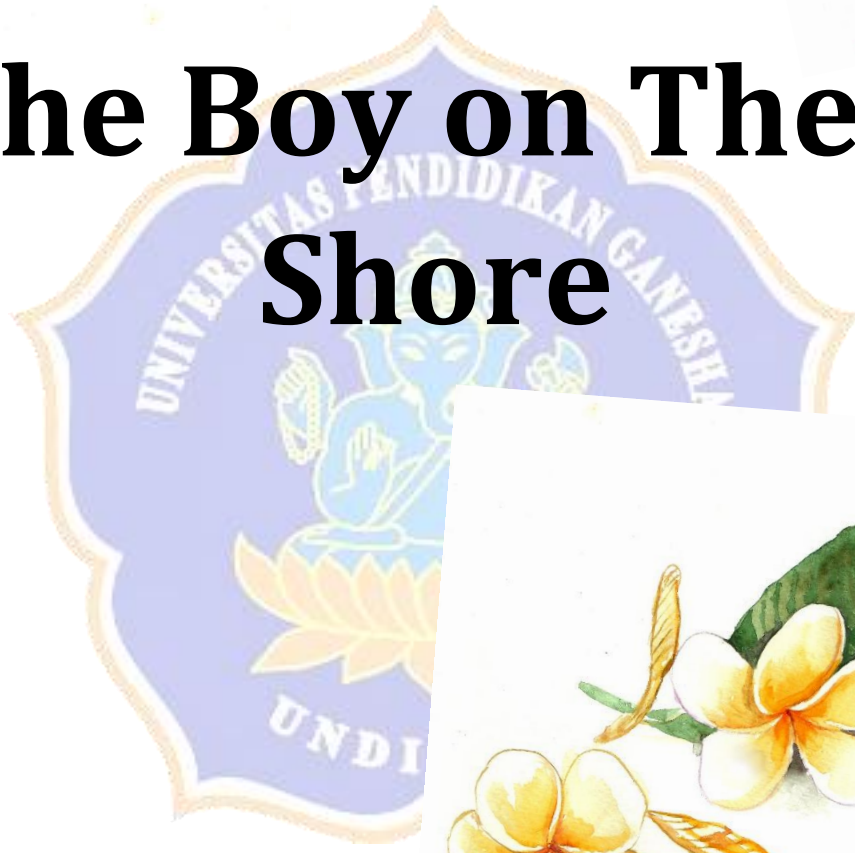
ogoh.

The silence day was also Earth day. They let the Earth rest and heal by not working and polluting the Earth. They let the Sun and the Moon shine on the Earth. Together Mr. Sun and Mrs. Moon blessed the Earth with grace.

The End



The Boy on The Shore



Once upon a time, in the north part of Bali, an island in a place where the most treasure was found, there was a boy named Panji. Panji and his brother lived with his farmer parents in a small house that was clay walled and thatched roof. Every morning the men in his village went to the rice field to grow rice. They went home in the evening. The women took care of the house, sometimes they crafted and sewed. They lived a peaceful and modest life.

One day, a big ship anchored at the beach. All men went over the ship. They walked down the ship crews. They also looted all the things from the ship. They took clothes, food, jewelry, weapons, and all stuff. They gave them to the King. All ship crews were brought to the king as well.



The ship crews were all scared in front of the King. The king sat on the throne and looked at them. People looked at them. One of the ship crews wryly said something to save himself and other crews.

“It was a very wonderful thing I could imagine to meet your majesty myself and be in this beautiful place. I am honored if you could allow us to present you with very ordinary but our very own unique plated silverily,” said that man.

“You have come to my place where everything here belongs to me,” said the King.

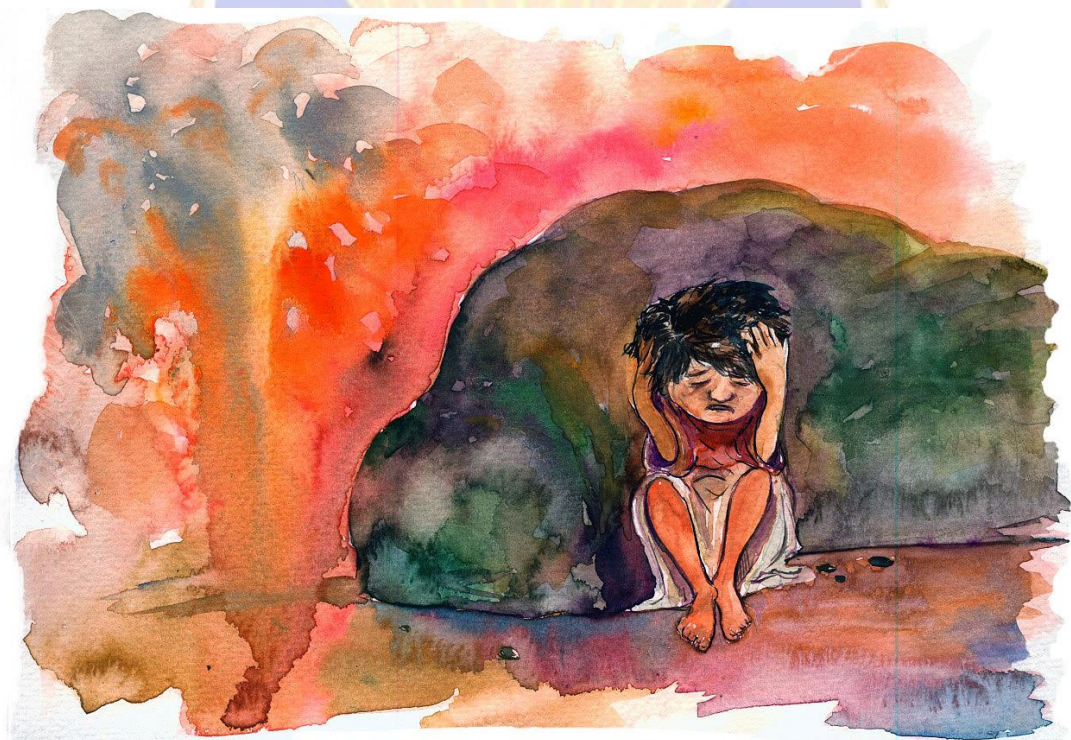
“Please forgive us for not knowing the law. We kneel for you to spare our lives” the ship crew kneeled and begged for their lives.

The King refused that ship crew’s request. The King put them in jail. All of the things from the ship were kept in the palace. The ship left the beach.

At night, Panji crawled into his father and asked about what he saw at the beach that day. His father patiently and excitedly told the story and explained about *Tawan Karang*, It was a law that all ships that anchored to the island must be given to the kings and belong to the King. T

The next morning, another big ship came. All people went to the ship and took everything from the ship. They were amazed by dazzling silvers, good clothes, and metal tools. Those things were brought to the king.

Every time a ship anchored, people took everything from the ship until the owners of those ships were extremely mad and made an agreement with all kings of the island. However, when another bigger ship anchored, all people went over it and took everything. This time, the ship crew brought guns and shot the people. They also brought bombs and threw them into the village and destroyed houses and fields. Many people were killed. It was a horrible time.



The battle happened and people suffered. Most of them hid until the ship was gone and they came back to their home. Panji was very grateful that his family was safe. But he was also extremely sorry that many villagers lost his family and house.

Panji had promised himself to do something that could protect his village. He visited the beach as many as he could every day. On the shore, he stood and watched over the endless ocean to see if a ship was coming. So, then he could warn the people.



That was how a young and brave Panji grew. He worked very hard and did his best to help and protect his people. He learned that he should be grateful for the happy and safe moment in life, but he also needed to work very hard to protect it. From the shore, he stood and looked far to the far, far to the ocean.

The End



Best Camp Ever

A week before the camp, I did not think or prepare anything for the camp. I heard my friends were busy talking about the stuff and fun they would have. In my mind, I still chose to skip camp if I could. My mother prepared and packed my stuff for the camp. The night before the camp, I laid down on my bed trying to sleep early but I was kept awake because I was so nervous.

The next morning, all students were checked and given a briefing about the schedules and everything. Then we went out on the bus. I got the bus 3. I got the seat next to the window. I waved to my parents. On the way, my friends were singing loudly. I fell asleep on the way to the campsite. I woke up when we arrived at the parking lot.

We gathered our bags in a spot then we lined up based on our class. We were divided into groups. Each group consisted of students from different classes. I was assigned as the group leader. A student from grade one brought a very big doll. It was bigger than him. He struggled to bring his heavy bag and the big doll. I was lucky my mother just packed not so much stuff that made my bag light. I helped him to bring his big teddy doll. When we arrived at the tent site, we were given 15 minutes to tidy our tent and our stuff in. We wasted no time.



Then we got ready for the trekking. We walked past the rice field. It was very green and refreshing. Then, we were passing the river and walked along the river until suddenly it rained. At first, we managed to walk. We helped each other to put on the raincoat. Grade one and two students were scared. Especially when we passed the river in the rain. The ground also was not good to walk on. It became muddy and got our feet stuck. I tried to console a younger student who was crying. He did not want to walk because it rained heavily and the shoes were stuck in the mud. I offered him a piggyback. He climbed to my back.



I managed to walk in a hard situation. It was very long until we reached the end. We were so happy that we reached the top and the rain suddenly stopped. We went back to the campsite.

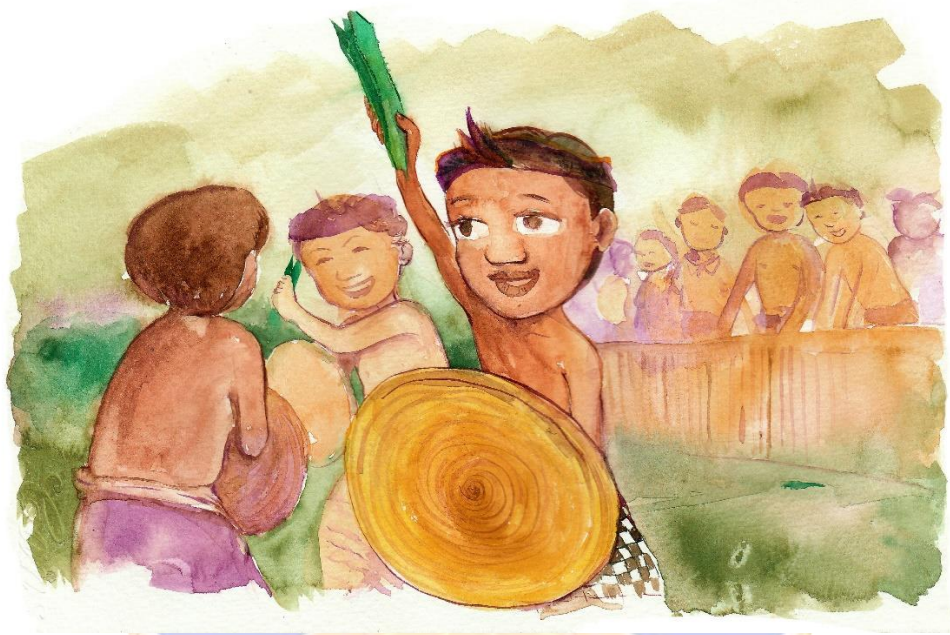
We put on our pajamas. The dinner was rice, fried chicken, vegetables, and eggs. It tasted delicious for me. I finished my dinner and joined my group for the campfire. Everyone was ready with their marshmallow. We happily sat and burned marshmallows

together.

Our teachers surprised us with corn. We burned and eat corn. We also sang songs. It got darker and it was time to sleep. We brushed our teeth and washed our faces and feet. We went to our tent and be ready to sleep. I slept in my tent with my group.

The next morning, we visited the village. The village was surrounded by two hills. The houses were made from brick and clay. Our teacher told us that the people in the village respect the environment, that's why they only use natural materials for their houses and clothes. There was also no trash or burning trash seen.

Tenganan was not only famous for its beautiful nature but also the way people lived there. The people lived based on the values from their ancestors. Most of them worked as craftsmen. They made traditional clothes, bamboo crafts, paintings, and wooden sculptures. These were made from trees.



Their traditions were also very unique. They did *Perang Pandan* or *Pandan* fighting. It was two people fighting using pandanus leaves as weapons. At first, it was self-defense training, then people did it annually to praise God of War, Indra. People gathered and watched the ceremony. People learned to control their anger. Even though they fought and bled, they still respected each other and befriended. I was so lucky to watch this amazing ceremony.

I knew why tourists came to Tenganan Village. It had a beautiful nature and ceremony. The people were also very humble. They respected each other and the environment. I could not imagine a camp better than this.

The End



Dayu and Her Curiosity



Dayu was a bright child. She was a very well-mannered and clever child. She lived with her parents. They taught Dayu to be responsible, respectful, and humble.

One day, Dayu joined an art exhibition day at school. Dayu and, and her best friend, Galuh, walked around and enjoyed every artwork displayed. They were paintings, sculptures, crafts, and traditional ornaments. They were in different colors, shapes, and sizes. Every artwork was unique and beautiful.



They also watched a dance. It was Oleg dance, a traditional dance from Bali. Two people were dancing in beautiful costumes and makeup. Dayu and Galuh were very amazed by the way the dancers danced. Everyone was clapping at the end of that dance. They also looked amazed and enjoyed the dance.

After that day, Dayu kept thinking about the artworks and dances she saw during the exhibition. She talked about the exhibition day and all the beautiful things she saw. Her mother and father listened attentively. Dayu asked how people could craft very beautiful artworks and dance gracefully. She wondered where she could learn about those things.

One day, Dayu and Galuh finished their lunch fast and rushed to the library. They went to the shelf where all the encyclopedias were put on. They looked over each title of the books and found “Treasures in Bali”. They took the book and read it together. They found what they searched for. They read about Ubud. It was in Gianyar regency and it was famous for its Balinese culture. The pictures in the book were all beautiful and amazing. They wanted to visit Ubud.

When Dayu arrived home, she asked her father if she could visit Ubud on the weekend. Her father said that he would be busy and offered if she wanted to stay in her grandparent’s house.

They were welcomed by Dayu’s grandparents. On Saturday Morning, the grandparents took them to Ubud traditional market where they saw paintings, crafting, and more ornaments. They strolled around the market enjoying the artworks.



In the evening, they visited the Ubud Palace which was across the market. They watched Kecak Dance. It was a very beautiful dance where many people danced. It was a dance with a mini theater. It told a story about Rama and Sita. They were dancing followed by music from a traditional music

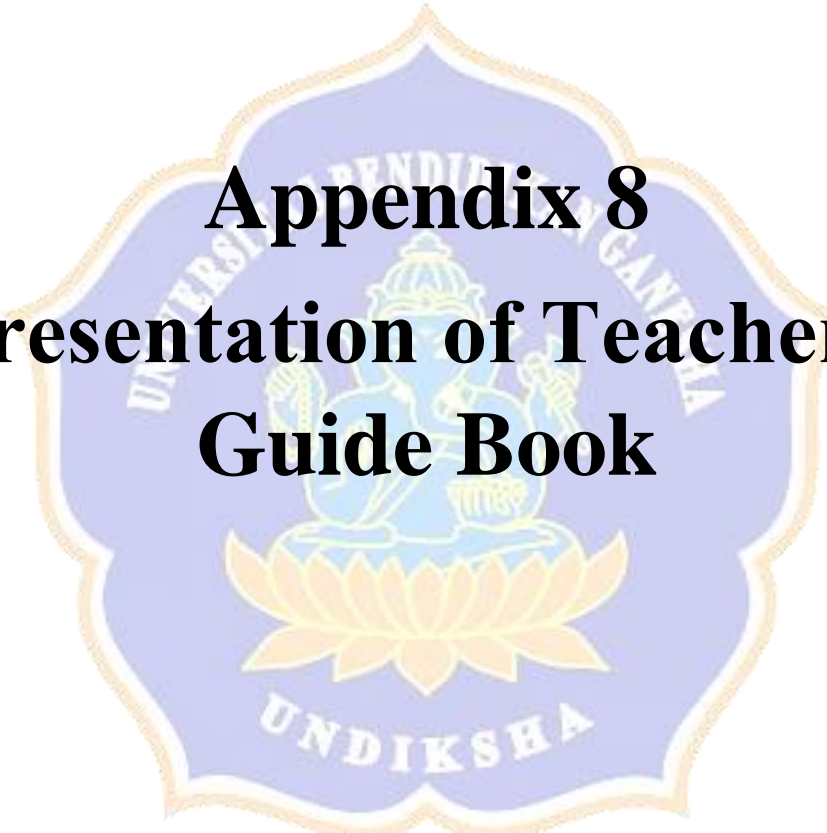
instrument called Gamelan. Dayu asked her grandmother if she could learn dancing. Her grandmother promised that she would take them to a dancing club the next day. They called them *Sanggar*. It was a place for children to adults learning to dance. They started from the basic movements, from the legs and arms movement to facial expressions.



Dayu and Galuh even got a chance to try and practice some dances. There, they also saw dancing clothes. They knew that different dances had their costumes and attributes. Some of the attributes for Balinese traditional dances were a folding fan, *bokor* or small bowl, spear, basket, and flowers. It was not easy to learn the dances, but it needed a lot of practice. But they enjoyed everything they learned in the club. After spending the day in the club, they went to Dayu's grandparents' house and waited to be picked up. In the car, they told everything they did in Ubud to Dayu's parents.

They were really happy and grateful for everything they learned and their family who helped them to visit and explore Ubud. Dayu realized that we would never learn if we never try to find the answer to our question and curiosity. We need to keep searching for the answer.

The End



Appendix 8
Presentation of Teacher's
Guide Book



Unit 1 **Climbing**

This unit provides a story entitled 'Climbing'. The story that uses animals as the characters focuses on delivering not only the features of their movements as related to learning theme movements but also the moral values of caring, helpfulness, and togetherness. Three reading phases, pre-reading, while-reading, and post-reading, are designed for the use of the story in English class. Pre-reading phase consists of activities that brainstorms learners for the topic of the story. While-reading phase includes a reading model by teachers and extensive reading. Post-reading phase helps learners to learn about the language and the story by a series of activities. Higher-order thinking skills, 4Cs skills that include communication, collaboration, creativity, and critical thinking, and the four language skills are practiced through the process.

Climbing is a symbol of hard work and competition both toward oneself or between people. The story 'Climbing' tells about some animals, who are friends, do a race to climb Mount Agung, which is a sacred place that is preserved in Bali. The story describes how animals move and their features that are related to the learning theme of the animals' movement system. The characters of animals reflect the symbol of each animal like a dog is loyal, monkey is smart, cow is a hard worker, etc. The characterization is not the source of conflicts rather than it becomes strength when they are unity. The information below will help to determine if the short story and activity are suitable for your class, however, reviewing the whole story is always necessary.

Learning Theme	: Animal and human's movement system
Age	: 10-12 years old
Level	: Grade five elementary school
Language Focus	: Integrated language skills, vocabulary
Thinking Skill	: Analyzing, evaluating, and creating
4Cs	: Communicating, critical thinking, collaborating, and creativity
Preparation	: Prepare the story, other supporting sources, and handouts
Learning Objectives	: To learn animal's movements and organs through story To practice listening, speaking, reading, and writing skills through story To enrich learner's vocabulary mastery on animals' movement To support learner's development on their higher-order thinking skills and 4Cs skills

The learning activities provided in this section is focused to help learners learn from the short story as much as they can. It is divided into three phases for the specific purposes, getting the learners ready, reading, and consolidating the understanding and learning of the story content and the language.

Pre-reading

The pre-reading phase focuses on visualization and vocabularies that help the learner to get ready for the reading. Asking learners to analyze and speak out the uncommon things from a story cover activate their critical thinking. Dictionary is necessary through the whole process to help them review the meanings of words.

- Get learners to observe pictures of animals in form of cover books (pictures of animals' footprints)
- Ask learners to analyze and speak out how those animals move
- Ask learners to list some important words to appear about movements (*walk, fly, glide, run, legs, wings, and jump*, are words highlighted.)
- Review the meaning of the words with learners

While-reading

Giving examples of how reading a text can be very helpful. In the beginning, demonstrating the reading for learners is compulsory to give them clear expectations. Reading aloud in front of the class or reading with them can be options. The while-reading phase is focused on giving the learner time to have extensive reading. During assisting the learners remember to praise them on every progress they make during reading and understanding the text.

- Read the story along for learners to listen
- Give learners focused time to read extensively in a group of four

Post-reading

Reviewing the important words introduced in the beginning can be a warm-up activity to go further in understanding the story. Guidance on finding the important information and elements of the story is compulsory in the beginning to show learners what to look at and how to understand the story. Comprehension can be done by drawing a cover for the story. This will show how learners see and understand the story. As the first practice with literature-based learning, it also does not require heavy tasks but fun one.

- Ask learners to circle words that they have reviewed found in the story
- Direct learners to underline important information in the text
- Discuss the story elements and content and give them a mind map (elements of the story: characters, setting, plot, moral value, things about Bali, opinion, grade) to fill
- Asks learners to evaluate their peer's mind map and encourage them to give positive feedback
- Ask the learners to draw a cover for the story

CLIMBING

Once upon a time, into the deep forest on Mount Agung lived a winged creature called Mrs. Starling. She was very devoted and adored greatly. She had very beautiful and colorful feathers. She flew with her beautiful and strong wings. She could see the world from up.

One day, she felt lonely and missed her friends. So, she called her friends by flying around high at the sky. Then she waited on a branch of a tree.

Mr. Tail Wagger came first. With his four strong legs, he walked eagerly.

“I ran all the way here for you,” said he.

Mrs. Deer came after Mr. Tail Wagger. Her strong long legs appeared from the shrub and joined them.

“I miss my breakfast but not everybody has come yet,” said Mr. Goat impatiently and jumped in with his legs.

“I have been here, hung on this tree above you for a while,” yelled Mr. Snake.

Of course, no one has noticed Mr. Snake as he quietly glided with his flexible body and smooth skin.



Mr. Monkey smartly hung itself with both his arms and landed with his legs to join others.

“I am such a lucky creature that I swing among the trees easily because of my strong arms and legs,” said he proudly.

Mrs. Cow who was always helpful and selfless carried Mrs. Ant on her back.

“I need to walk slowly to make sure Mrs. Ant is safe on my back,” said Mrs. Cow.

“I could walk by myself even though my legs are the tiniest here,” followed by Mrs. Ant.

All of Mrs. Starling’s best friends have arrived. They were Mr. Tail Wagger, Mrs. Deer, Mr. Goat, Mr. Snake, Mr. Monkey, Mrs. Cow, and Mrs. Ant. She felt really

happy. She was really happy to meet them. She asked them to do a race by climbing the Mount Agung.

They agreed. They started to move separate ways to climb the mountain. They moved as fast as they could to reach the top and win.

Mrs. Goat ran very fast. Mr. Monkey jumped from tree to tree. Mrs. Cow and Mrs. Ants went together. Mrs. Starling also flew fast enough.



Mr. Tail Wagger started so fast and could not see a deep hole in front of him. He fell into the hole and hurt his leg. He patted and began to bark. He tried to scratch the soil, but the hole became deeper. He hopelessly sat and began to whimper.

Mrs. Cow and Mrs. Ant found him. They wanted to help but need others' help as well. Mrs. Cow began to jump very hard that made Mount Agung shaking. Soon after, the other friends felt the shaking. They fell and rolled down then found . Together they helped Mr. Tail Wagger. They dug a stair on the ground so he could walk outside the hole.

They then agreed to walk together to climb the mountain. They knew that walking together is stronger than walking alone. And winning together is far more wonderful and happier than winning alone. If we want to go fast, we go alone. If we want to go far, we go together. Together we should care and be responsible for each other



-The End-

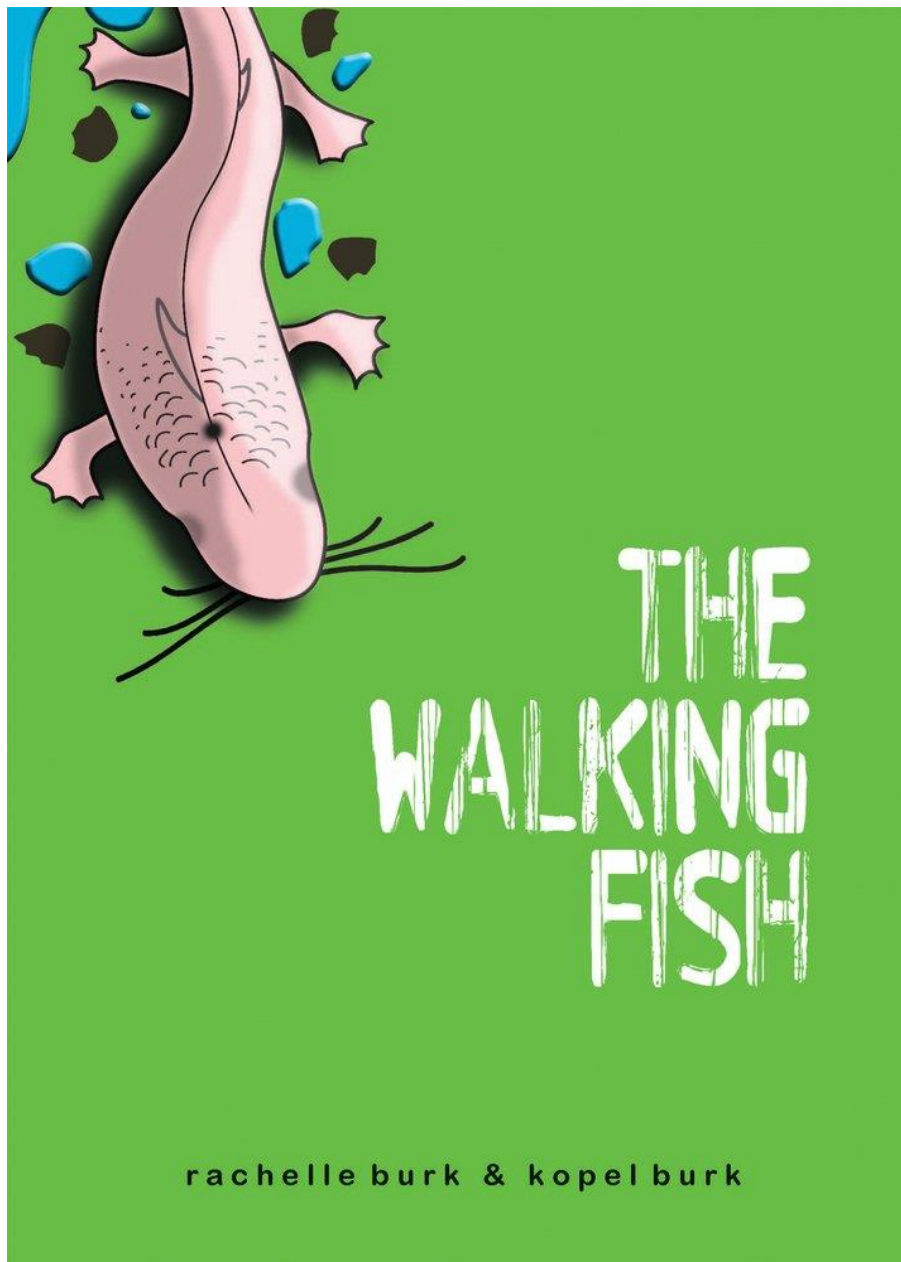
Handouts provided in part 1 Climbing is to complete the three phases of activity using the short stories. The handouts are designed simply to help learners get started with the literature-based instruction and focus more on the literary text or short story. It also aims to provide a dependability sense in which learners enjoy and explore the activity themselves feeling at ease but also learn at the same time.

Handout **a** and **b** are pictures of cover books that give learners examples of cover for storybooks. In handing out the pictures, make sure to emphasize what to look at and how to look at the cover books to learners such as titles, pictures, and phrases. They describe and give clues to the content of the book. Understanding the cover storybook characteristics helps learners to practice making a cover for the story at the lesson. Asking learners to interpret or tell what they see from the cover is very important to practice their critical thinking, especially on handout **b** shows a girl with unusual footprints.

Handout **c** is a form of a mind map. It looks very detailed to help learners notice what should be noticed in the story. The learner is given their time to fill in the mind map. They may look at the text again. This is suggested to help them notice the difference between reading in deep or focused reading and scanning or skimming.

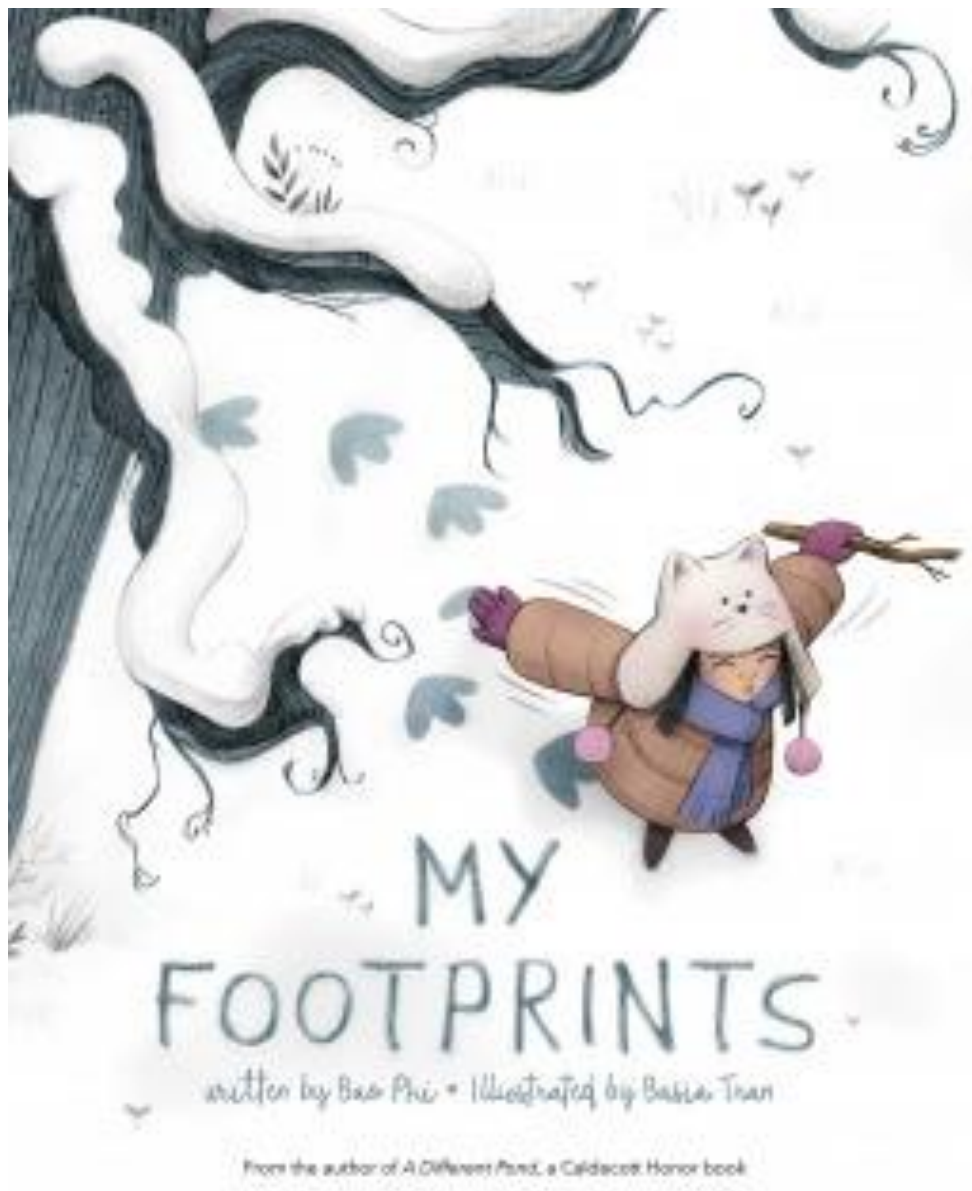
Handout **d** is a form for learners to draw a cover for the story. It shows the learner's understanding of the story as well as reading comprehension. Learner's creativity is also contributing to the process of putting their understanding into a drawing. This can be a learner's enjoyable and fun activity as young learners love drawing. Every progress they make through the process should be always praised.

a. A cover of a book



Taken from <https://www.amazon.com/Walking-Fish-Kopel-Burk/dp/099078293X>

b. picture of animal's footprint



Taken from <https://www.goodreads.com/book/show/41453583-my-footprints>

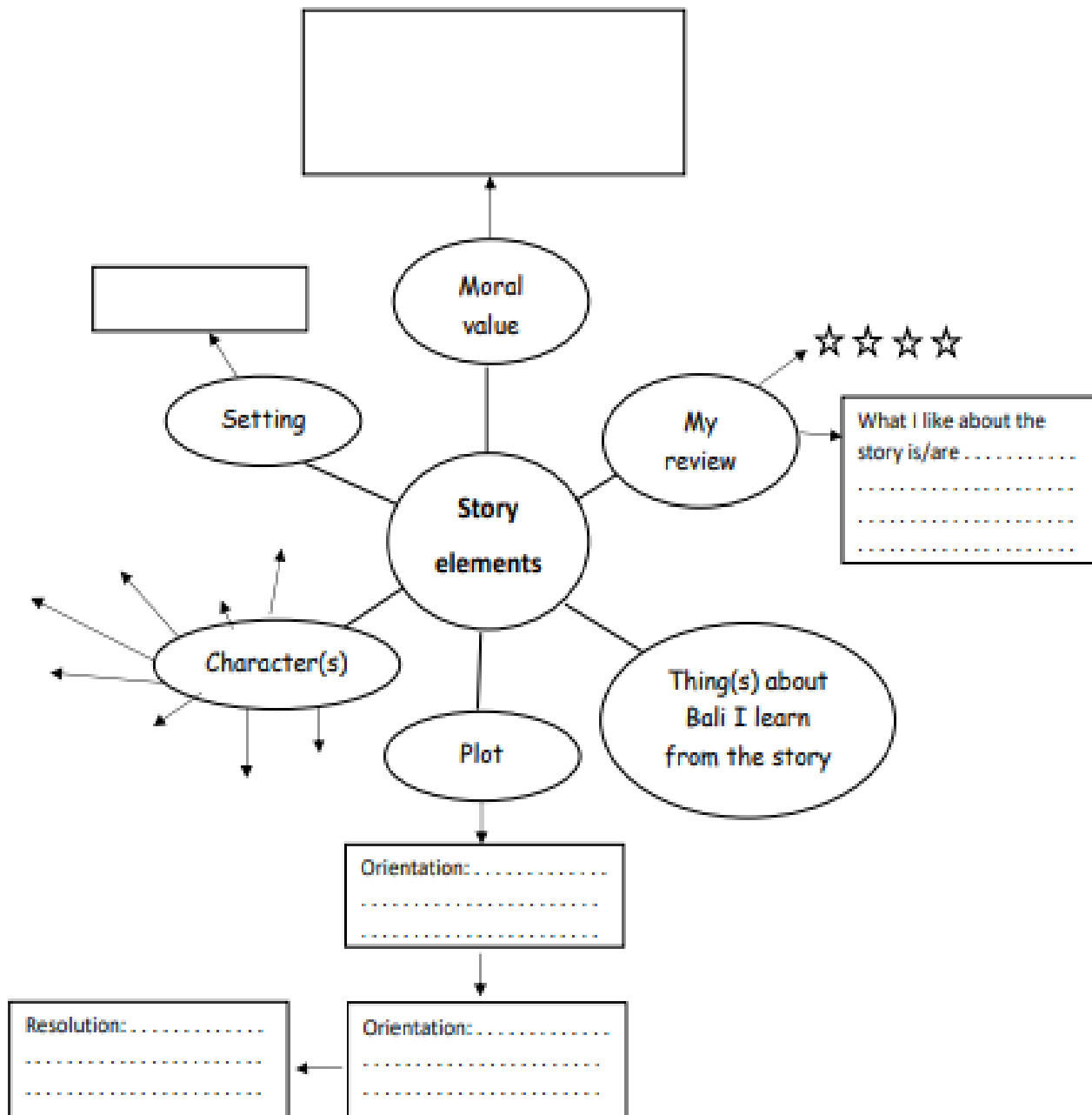
c. Mind map

Name : _____

Date : _____

Story : _____

After reading the story, find out the story's elements by filling the mind map below.



d. My cover for 'Climbing'

Name : _____

Date : _____

Story : _____

Draw a cover for the story 'Climbing' in the box below. Your cover can include some words and colored pictures that help to describe the story. Do double-check on the spelling and drawing before handing in your work.





Unit 2

Wake Up!



The literary text in the form of a story gives an experience which can be directly related to either real-life experience or fantasy. The story 'Wake Up!' has a touch of fantasy in the beginning and is followed by the reality. The design activities for the story also guide learners to realize what should be done regarding the phenomenon. It requires the learner's independent learning to discover the message from the story and follow the activity, making themselves practice learning skills. It emphasizes the teacher's role in this section as a professional and attentive facilitator for the learning. All activities and handouts do not need to be put in an immensely strict learning flow. The real accomplishment is the learner able to read and understand the story.

The second literary text is the story entitled 'Wake Up!' It tells about a boy who experiences a nightmare and realizes something important in life that the environment should be preserved. The experience that the character had in his dream starts the complication of the story. The conflict is indirectly presented in the form of fear of the character which later can be solved at the end of the story after realizing how to prevent the bad circumstance. The story tries to make learners think about the existing phenomenon. Respectfulness and caring toward the Earth is emphasized in the story. The story is not only showing how clean air is crucial but also a Balinese value of respecting the environment as one of ultimate solutions to the issues.

Learning Theme	: Clean air for health
Age	: 10-12 years old
Level	: Grade five elementary school
Language Focus	: Integrated language skills, vocabulary mastery
Thinking Skill	: Analyzing, evaluating, and creating
4Cs	: Communicating, critical thinking, collaborating, and creativity
Preparation	: Prepare the copy of the story, other supporting sources, and handouts
Learning Objectives	: To learn the importance of clean air through story To practice listening, speaking, reading, and writing skills through story To enrich learner's vocabulary on respiration To support learner's development on HOTS and 4Cs skills

Learning using literary texts, the learner is encouraged to be independent in reading as much as they enjoy the literary works. On the other hand, it still requires a lot of attention from the teacher to make sure that they get the correct input from the text. It is more to teach them how to enjoy the literature rather than what to look in the text. Thus, extensive reading is an option for implementing a short story in the class. As learning in a second or foreign language context can be challenging for the learner, every progress they make should be praised and mistakes are promptly corrected in motivating ways.

Pre-reading

Telling the learners what it will be expected at the end of the lesson is necessary to help them what to look for during the process. It keeps their engagement during the whole process. In the pre-reading phase, ask the learner to find missing parts to complete a comic. The content of the short comic can activate prior knowledge before reading the story 'Wake Up!' Learners should ask questions to get the hints to make them practice their language skills but also learn the content of the comic. Reviewing the words and vocabulary needs more and detailed explanation of the words from the teacher, in this case dictionary is compulsory.

- Encourage learners to arrange parts of a comic
- Invite to make questions of what, when, where, and how to get hints of the story in comic
- Ask to guess and the story of the comic
- Get them to pay attention to some important words from/for the story
- Review the meanings of the words
- Making simple sentences using the words

While-reading

The learner is given autonomous time to read and enjoy the text. Independent reading allows learner to read and study the text themselves. After doing extensive reading, a chain reading will confirm how the sentences read and how the story goes based on the text.

- Give learners focused time to read extensively (Independent reading alone)
- Assist learners to do a chain reading

Post-reading

Reading comprehension will begin to be a focus on starting this section. Filling in a mind map continues to be a warm-up activity to help learners understand the story. Answering some reading comprehension questions deepens the understanding of the story which a hard question challenges them to read

- Hand out a mind map for learners to fill in
- Invite learner to answer questions based on the story
- Ask to make a short comic to continue the story (What might happen next?)
- Display the comics

between lines. The other activity is making them continue the story in the form of a comic. It is not merely to test their understanding but also to practice their writing skill.

- Encourage learners to give feedback on other's comic



WAKE UP!

Gede was trapped in a room. The door was locked. He shouted for help but no one replied. He saw a key on the floor and tried it. Then, 'click', it opened. He rushed outside. Suddenly, he felt very hot outside. The Sun looked bigger and there was no tree. The dust was everywhere. The ground was so dry and cracked.

He saw people were wearing a mask. The mask gave them oxygen. They could breathe easily, but not Gede. He could not breathe. He decided to run to find trees. Gede kept on running but did not see any tree. He felt pain in his chest. He put his hand on his chest and pushed it to calm the pain. He kept on running far and farther for oxygen. Everywhere was hot and dry. The sun went hotter and the wind blew to dust. It was so dusty, dry, and hot.

He was so tired and felt to the ground. He was laying on the ground and could not move. His chest became heavy. The pain got worse. He wanted to say "help" but he was too weak. No one could hear it. He slowly lost his breath. His lungs had no oxygen left. He ran out of oxygen to breathe in. He was dying. His eyes were slowly closing.



He woke up on his bed. He touched his chest and tried to breathe in as much as the air he could. He was relieved that it was just a bad dream. It was so real that he was so scared. He could not imagine a place like that.

The next morning, he felt very sleepy and tired. He could not skip school because there was a school field trip. It was so much fun in the bus. Everybody was singing along the way. He could not feel the joy because he felt restless and kept thinking about the dream.

After around an hour, they arrived in a village. It was written 'Penglipuran Village'. The teacher asked the everyone to be in line. They were introduced to the tour guide named Mr. Pandu. He would go around and explain each place.



First, they came to the village. There were Bali traditional houses. The streets were paved and no cars or bikes were allowed to enter the houses. They were built neatly where each house was facing another. They were arranged neatly. No trash was seen, but there were plants with beautiful flowers and leaves around. The air was so clean and fresh. Gede was amazed to see the clean and beautiful place.

The next place they visited was a temple. They could only see the temple from outside. They passed the temple through a small valley next to it. There was a bamboo forest. The bamboos were tall and green. People in the village grew and took good care of the bamboo.

They also celebrated plants' day. People called it *Tumpek Uduh* or a day for plants. On that day, people prayed and thanked plants by not cutting or harming trees or plants.

Gede suddenly remembered his dream last night. It could be a very nice dream if there were trees and more oxygen so everyone could breathe easily without masks.

He was glad that he woke up from his bad dream and found the beautiful and healthy village like Penglipuran. He realized that trees were very important. They gave out oxygen and kept the air fresh.

Taking care of the trees is also respecting the Earth and other people. Caring for the Earth is also caring for ourselves and others.



-The End-

Handout **a** is the activity for the pre-reading phase. It presents a short comic strip with three missing parts. The comic shows very identical backgrounds even unnoticed for some learners. The clues are in the sentences in each part. Learners need to be encouraged to read them. The topic is related to what learner learns in thematic learning theme two about fresh air, oxygen, and photosynthesis. It will help them to use their background knowledge and review their understanding of the topic. It is also related to the story that they will read. Let the learner do the activity independently first. Having them work in groups will also be very beneficial as they can share. The correct arrangement of the comic needs to be clarified at the end. Another example of comics also can be shown to give learners more pictures of characteristics of comics. This activity expands learner's collaboration, communication, critical thinking, analyzing, and evaluating skills.

Handout **b** is a mind map. The mind map provided has the elements of the short story and included the learner's opinion of the story. It requires their grade for the story by coloring 4-stars grade and writing their opinion of the story. Evaluating and critical thinking skills are required to answer that question. Meanwhile, identifying and reading comprehension skills are practiced while filling in the elements of the story.

Handout **c** is reading comprehension questions. The reading comprehension is an individual achievement that should be practiced alone. The learners need to answer the questions based on what they have read from the story. The habit of evaluating themselves needs to be built in order to grow rather than perform well. Remind them that mistakes mean growth. Then, the clarification for the answers and encouragement at the end is always essential.

Handout **d** is a form for a comic. Learners have observed a comic in the beginning and read the story which is assumed to know the form of comic and the content of the story. Learners will practice putting their understanding of the story into a short and simple comic. Making a simple comic for the story is a fun activity with drawing and writing short sentences. It boosts learner's creativity and motivation toward learning as it is a chance to express themselves through ideas, drawing, and words. This activity develops learners reading comprehension, creativity, and creating skills.

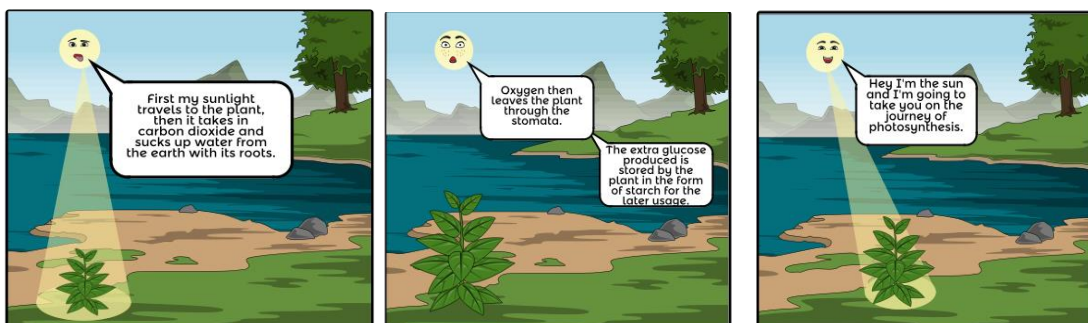
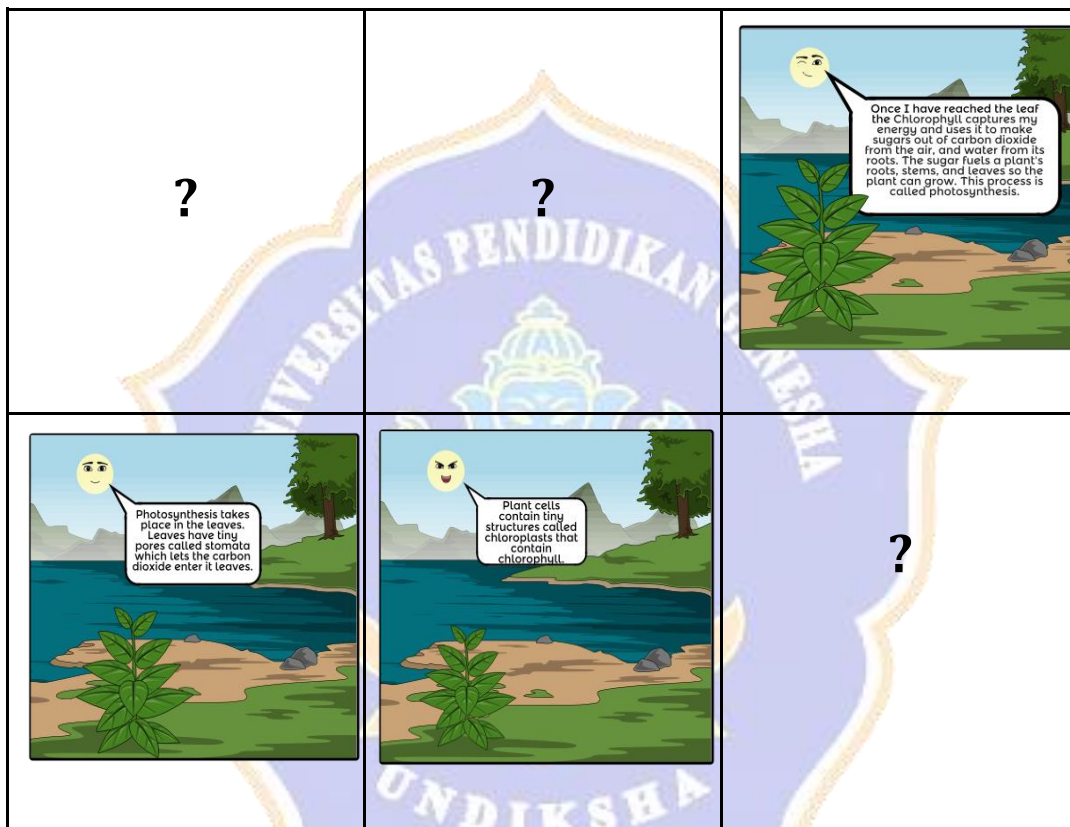
a. Find the missing parts

Name : _____

Date : _____

Story : _____

Look at the comic below. It is not completed; the missing parts are put below. Read and cut them carefully. Put them into the comic to help Sun tell about photosynthesis.



Taken from <https://www.storyboardthat.com/fr/storyboards/tessbyrne/science>

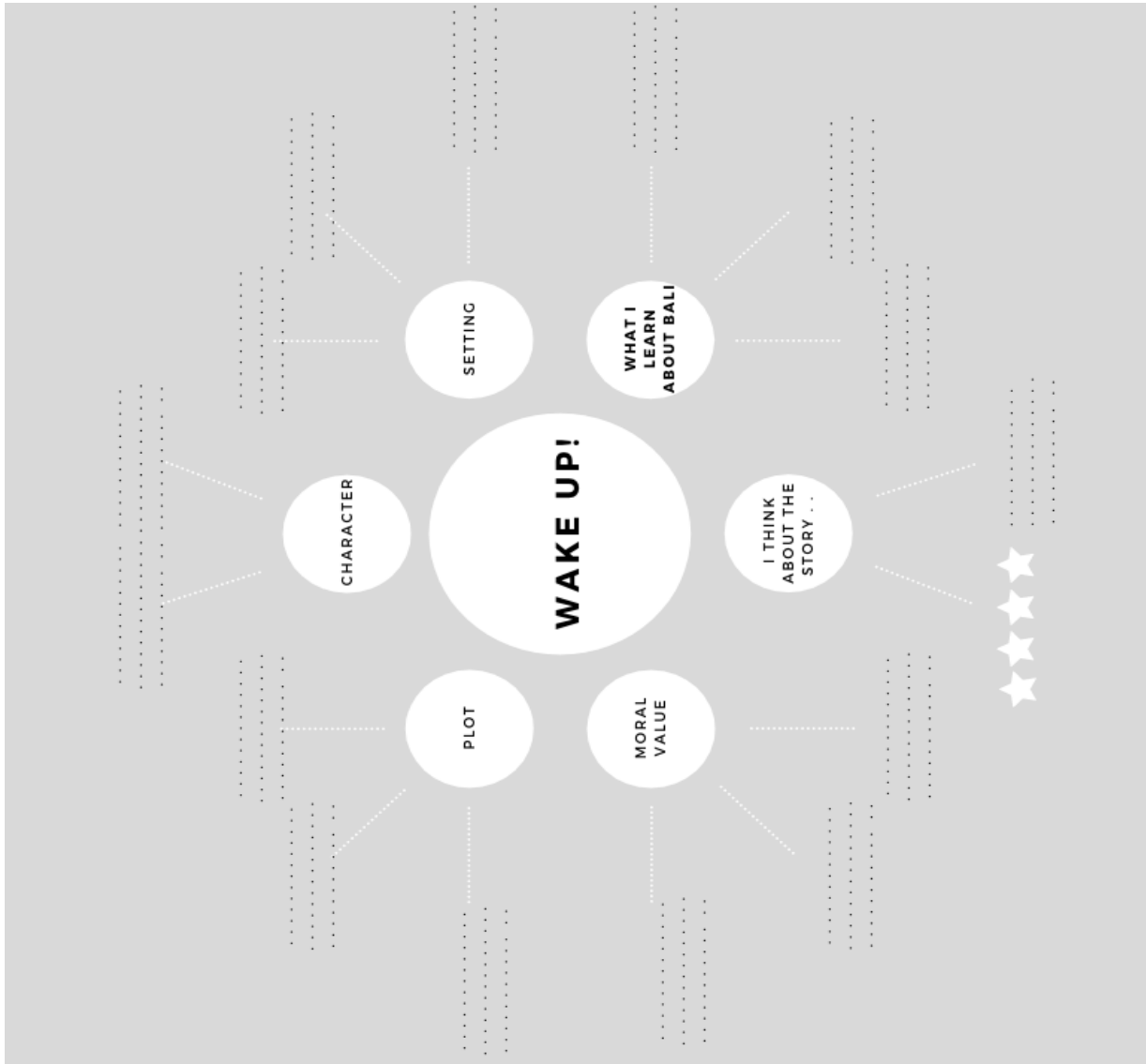
b. Complete the mind map

Name : _____

Date : _____

Story : _____

After reading the story 'Wake up!'. Look at the mind map below and fill the elements of the story. You can look back at the text and find the information you need.



Double-check.

A After completing the mind map, do you think all information is correctly put into the mind map?

What probably could be added to make the mind map more completed or interesting?

Name : _____

Date : _____

Story : _____

Circle the correct answer for each question.

1. Which sentence tells you that Gede had a nightmare?
 - a. He could not breathe.
 - b. He woke up on his bed.
 - c. He was relieved that it was just a bad dream.

2. How did Gede feel after he woke up?
 - a. He was sad.
 - b. He was glad.
 - c. He was upset.

3. How do people in Penglipuran village keep their clean environment and fresh air?
 - a. They do not cut trees and manage the waste wisely.
 - b. They celebrate in temples with a lot of people.
 - c. They do campaigns of living healthy.

4. What should Gede do to not experience as in his nightmare in real life?
 - a. Gede should eat healthy food.
 - b. Gede should take care of plants.
 - c. Gede should join more field trips.

5. If we change the title, what would be the best title for the story?
 - a. Gede and Friends
 - b. Gede Visiting Penglipuran Village
 - c. Gede growing Trees

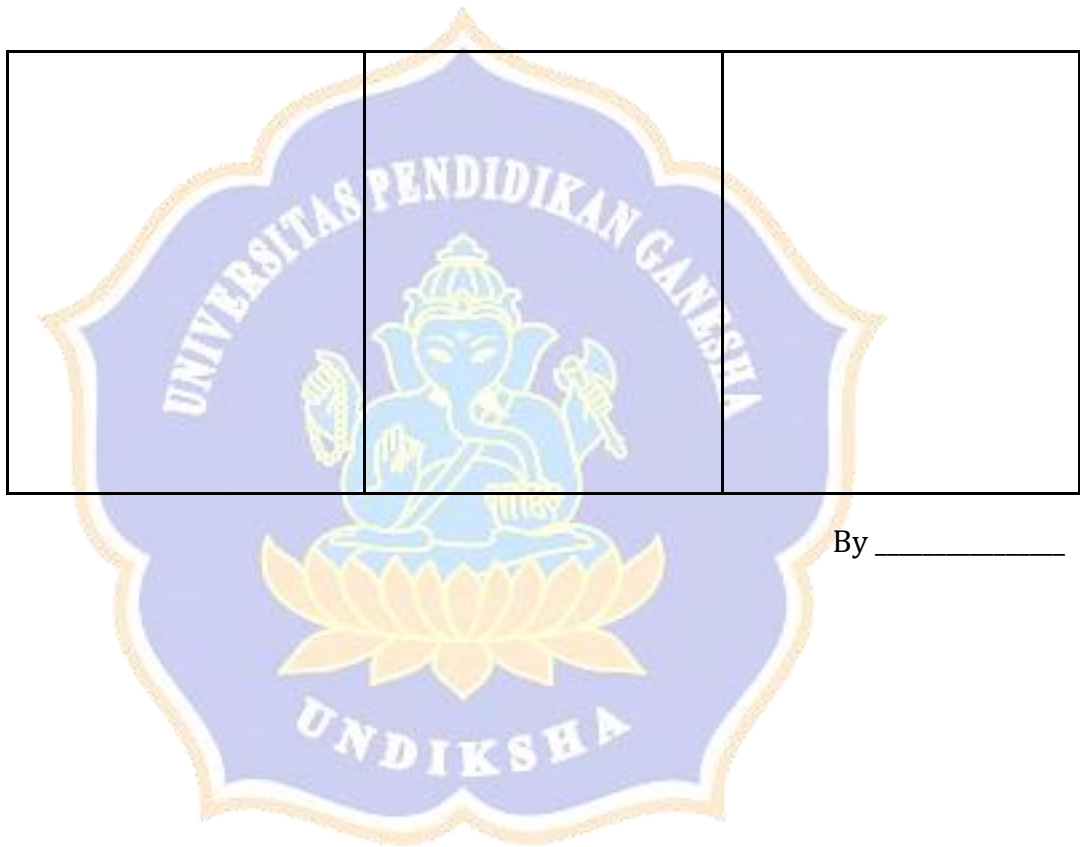
d. My comic

Name : _____

Date : _____

Story : _____

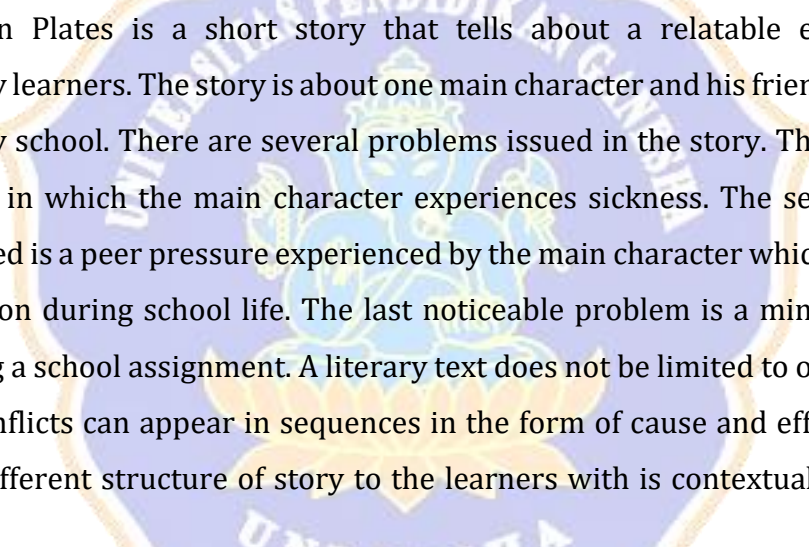
A story can be made into a comic, pictures with sentences. You have learned about the story 'Wake Up!'. Let us draw three parts of what might happen next to continue the story. You can look back at the story and mind map to help you. Remember to colour the picture and check the spelling.





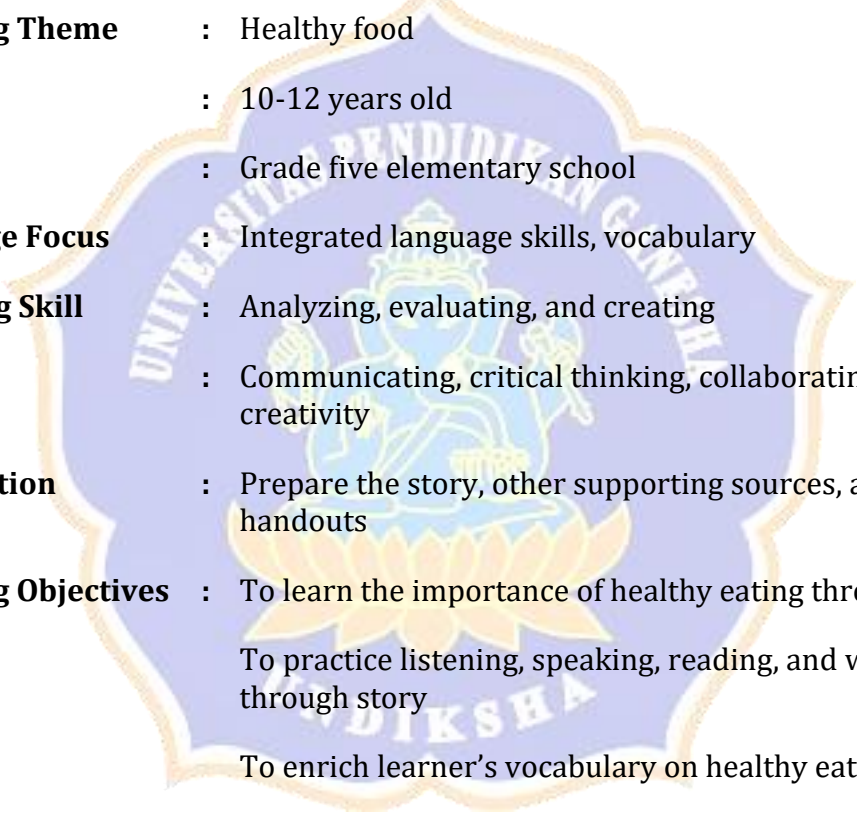
Unit 3

Wooden Plates



Wooden Plates is a short story that tells about a relatable experience for elementary learners. The story is about one main character and his friends who attend elementary school. There are several problems issued in the story. The first one is a minor one in which the main character experiences sickness. The second problem encountered is a peer pressure experienced by the main character which is a common phenomenon during school life. The last noticeable problem is a minor problem of completing a school assignment. A literary text does not be limited to one conflict but several conflicts can appear in sequences in the form of cause and effect. This story shows a different structure of story to the learners with is contextual and relatable content.

The topic of the story is healthy eating. The learning theme is healthy food. The story shows more concerns than just healthy food to maintain health, but also the cutleries used can play a significant role in our healthy diet. This story tries to deliver the message of healthy eating and also healthy behaviour. Peer pressure is introduced in the story where the main character is being ignored and bullied because of his choice. This shows a real example to the learner of an issue that they face in daily life. The story indirectly sends the message of being respectful to others.



Learning Theme	: Healthy food
Age	: 10-12 years old
Level	: Grade five elementary school
Language Focus	: Integrated language skills, vocabulary
Thinking Skill	: Analyzing, evaluating, and creating
4Cs	: Communicating, critical thinking, collaborating, and creativity
Preparation	: Prepare the story, other supporting sources, and handouts
Learning Objectives	: To learn the importance of healthy eating through story To practice listening, speaking, reading, and writing skills through story To enrich learner's vocabulary on healthy eating To practice learner's HOTS and 4Cs skills

The activities designed to support the use of the story in English class have three reading phases. Pre-reading and post-reading phases can be adjusted to the learner's level and needs. The purposes are made clear. The pre-reading phase provides activities to help learners get ready to read the story which include brainstorming the topic and learning words appear in the story. Post-reading activities aim at clarifying the information they get from the story and practice the language. The activities below are designed to maximize the learning using the story 'Wooden Plates'.

Pre-reading

Warm-up activity should get the learners activated for the learning. Asking their experience on the topic by giving simple questions enables them to respond in the target language and also recall related words they know about the topic. Reasoning for their answers also can be effective warm-up activity for critical thinking.

- Ask learners what they have for breakfast and lunch
- Encourage learners to share their experience about eating
- Write some words (the foods mentioned)
- Ask learners to choose the healthiest choice
- Encourage learners to tell the reason

While-reading

The extensive reading can be potentially successful when learner is ready with their background knowledge and some words they already know. Discussion will be very helpful for them before continuing to post-reading activities. Ask them how they feel about the story and whether they like the story or not. Simple and easy questions will engage them think about the information that they just got from the text. Always praise their effort in expressing the ideas in English.

- Reading extensively in groups
- Discuss the content of the story

Post-reading

Reading the text aloud, retelling the story, or reading the text with intonated and characterized voices are some techniques in doing storytelling. It may take some time, but the purpose is the learner's understanding of the story. Explain that it does not need to be exactly the same as the text and a brief one is fine. Provide the positive feedback and guide them to see the good points or strengths from one's performance. The weakness can be also given feedback but in a nice manner.

- Doing a storytelling (a narration and characters)
- Giving feedback to the other groups' performance
- Answering questions based on the story
- Making an advertisement about wooden plates (pictures and words)

WOODEN PLATES

Ari, Wawan, Jo, and Punduh were best friends. They learned, played, and grew together. They spent most of the time together, at home and at school. They always sat together, enjoyed their food, and talked about what they would play after lunch.

One day, Punduh got sick. He did not come to school for several days. Ari, Wawan, and Jo decided to visit him. He saw Punduh laying on his bed. He looked weak and skinny. His mother explained that Punduh got gastroenteritis. He got a fever, vomiting, diarrhea, and headache. It was caused by a virus or bacteria infection. His stomach became sensitive. He was told to eat healthy food only. Ari, Wawan, and Jo were sad that their best friend was sick. They told funny stories to cheer him up. They also wished he would soon recover and could go to school again.



A few days later, Punduh got better. He was so excited to learn and play again with his friends. During lunch, he sat with his friends as usual. He took out his lunch box. It was a wooden lunch box with a wooden spoon. Inside the box, there was brown rice, boiled egg and vegetables, and fruits. After that day, Punduh kept bringing the wooden box with different kinds of food which were not sweet and yummy.



His friends started to tease Punduh for eating from wooden plates. They thought Punduh was not cool as he ate from the wood and ate no sweets. Days passed and his best friends did not want to sit next to him. They even did not play with Punduh anymore. Punduh was so sad. He told his mother about it. His mother cheered him up and reminded him to always be nice

One day, Jo and Ari got sick. Punduh visited them with some fruits from his mother. Ari and Jo felt sorry for Punduh. They realized that they were mean to Punduh because of the wooden lunch box.

At school, Ari, Wawan, and Jo said sorry to Punduh. They said it was wrong that they teased Punduh and were bad to him as well.

They realized what Punduh did was right. They should eat healthily. They became friends again. Now, they respected Punduh and his wooden lunch box.

During the weekend, they visited Punduh's house. Punduh's parents taught them to cook healthily. They learned how to cook meat and rice wrapped with banana leaves instead of plastic, called *pepesan*. All food was cooked with natural and healthy ingredients only. They grew them in their house like ginger, onion, spice, etc. They were even amazed that the plates they used to eat were made from wood. Punduh's father gave them a wooden plate and spoon for their hard work. They were really thankful.

For health week celebration, they brought their wooden plates and healthy food. They explained why it was healthy eating. The teachers were amazed and really appreciated their hard work and ideas. Everybody chose their food as the



healthiest. They won first place. They have inspired their friends to eat healthily. They also learned that it was not weird that somebody did something different. Especially, if that thing is good for us. We should respect our friends even when they choose to eat healthily.

-The End-

Handout **a** is a collection of some food advertisements. It can be either printed for the learners or displayed in front of class using a projector. The learners are asked to choose the healthy food and drink they would love to have. They should tell their reason and actively join the discussion to practice their speaking and communicative skills. Critical thinking is also practiced during the session.

Handout **b** contains some links for storytelling videos that you can watch with the learners for them to know how storytelling is done. This activity can be done individually or in groups. For slow learners, you may do the storytelling of the story yourself to give the real example for them. The storytelling does not need to tell the complete whole story. A brief one is meaningful as long as it tells the orientation, complication, and resolution. Handout **c** provides an example of a storytelling script and space for them to write their script to help them rehearse. Doing storytelling requires complex skills like analyzing, evaluating, and creating skills where learners need to work from the text, their understanding, evaluating the important parts, and writing their own understanding of the story. Collaboration, creativity, and communication are also practiced in this part.

Handout **d** is a handout for reading comprehension questions. It needs to be done individually and independently by the learners to evaluate their reading comprehension. Handout **e** is a form for learners to make their own advertisement for healthy food with wooden plates, glass, spoon, and fork. It boosts their understanding of the story and advertisements. They can put their creativity into the drawings and sentences.

a. My food choice

Name : _____
 Date : _____
 Story : _____

 <p>Healthy Choice COMPLETE MEALS 17g PROTEIN 8g FIBER 290 Calories</p> <p>Golden Roasted Turkey Breast Turkey Breast with Gravy and Traditional Dressing, Green Beans & Cherry Roastery Marinated Cigs</p> <p>www.glamour.com/gallery/2010-self-healthy-food-awards</p>	 <p>COLD STONE CREAMERY Independence Day Special</p> <p>Save 17+8% OFF ICE CREAM CAKE!</p> <p>Happy Birthday</p> <p>Valid until 31 August 2019 at ColdStone Creamery Indonesia</p> <p>https://s3-ap-southeast-1.amazonaws.com/</p>
 <p>NASI BALI RAJA Authentic Balinese Set Menu</p> <p>SOUP Jukut Gedang Be Siap Young Papaya with Chicken & Balinese spices</p> <p>DESSERT Bubur Injin Balinese Black sticky Rice Porridge</p> <p>MAIN COURSES</p> <p>Pepes Ikan Tuna Fish with Balinese spices wrapped in Banana leaves, roasted before serving</p> <p>Tum Be Siap Chicken in Balinese spices wrapped in Banana leaves, steamed before serving</p> <p>Sate Lilit Minceed of Tuna & Chicken Satay with Balinese spices</p> <p>Urab Kacang Panjang & Tauge Long Bean & Bean Sprout with grated Coconut & spices</p> <p>Nasi Putih, Nasi Barak & Nasi Kuning White Rice, Red Rice & Yellow Rice</p> <p>Rp 135.000</p> <p>All prices are inclusive of 20% government tax & service charge</p> <p>https://nasibalirestaurant.com/</p>	 <p>big. beefy. bliss.</p> <p>Double Quarter Pounder™ with Cheese Big Mac™ Angus Deluxe Third Pounder™ I'm lovin' it™</p> <p>https://www.pinterest.com/</p>

My health food choice is _____

b. Let's watch

Name : _____

Date : _____

Story : _____

Watch a storytelling

Some links to examples of storytelling are provided before. Watching and reviewing them will help you get the suitable one for your learners.

<https://www.youtube.com/watch?v=kAo4-2UzgPo>

<https://www.youtube.com/watch?v=1rMnzNZkIX0>

<https://www.youtube.com/watch?v=N00Gfp0Enuw>

<https://www.youtube.com/watch?v=zj8zozOj51E>

<https://www.youtube.com/watch?v=dbJWE8EM as>



d. Reading comprehension

Name : _____

Date : _____

Story : _____

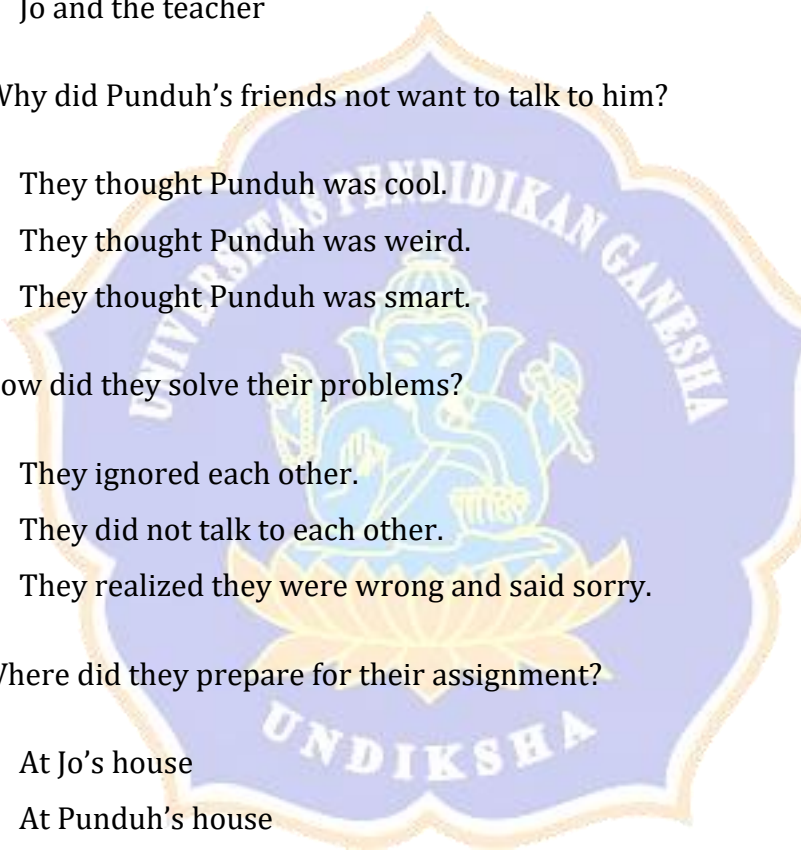
Read each question carefully and choose the correct answer.

1. Who are the characters in the story?
 - a. Punduh, Jo, and Wawan
 - b. Jo and his parents
 - c. Jo and the teacher

 2. Why did Punduh's friends not want to talk to him?
 - a. They thought Punduh was cool.
 - b. They thought Punduh was weird.
 - c. They thought Punduh was smart.

 3. How did they solve their problems?
 - a. They ignored each other.
 - b. They did not talk to each other.
 - c. They realized they were wrong and said sorry.

 4. Where did they prepare for their assignment?
 - a. At Jo's house
 - b. At Punduh's house
 - c. At Wawan's house

 5. How was the result of their food in health week celebration?
 - a. They got low points and people disliked the food.
 - b. They got high points and people liked the food.
 - c. They got average points and people liked the food.
- 

e. My food advertisement

Name : _____

Date : _____

Story : _____

After reading the story 'Wooden Plates', make an advertisement of healthy foods on wooden plates.






Unit 4

Magic Herbs



Literary texts in the form of short stories deliver the message through events experienced by the characters. It can be either built in one tragic problem or a series of problems. The story 'Magic Herbs' tells about the main character who can use herbs to heal sickness. It contains of several events which has their own problems and solutions. Unit three presents the theme of healthy eating and this unit presents the theme of healthy life. Using herbs to cure sickness is a traditional way of Balinese that is still preserved to date. Pre-reading activities will help the learner to brainstorm their knowledge about herbs before continuing to read the story. Post-reading activities get the learner to clarify and sharpen what has been learned and gotten from the text.

The short story provided in this unit entitled 'Magic Herbs'. The story shows how herbal medicine from plants can be effective in curing some illness. The topic is not only suitable for the learning theme of fifth-grade elementary learners but also gives information of a way to maintain health by using herbs as a cure for sickness to learners. Additionally, it tells the learners about using herbs as a traditional way of Balinese in treating sickness. The character values delivered in the story are helpful, caring, gratefulness, and hard working.



Learning Theme	: Importance of being healthy
Age	: 10-12 years old
Level	: Grade five elementary school
Language Focus	: Integrated language skills, vocabulary
Thinking Skill	: Analyzing, evaluating, and creating
4Cs	: Communicating, critical thinking, collaborating, and creativity
Preparation	: Prepare the story, other supporting sources, and handouts
Learning Objectives	: To learn the importance of being healthy through story To practice listening, speaking, reading, and writing skills through story To enrich learner's vocabulary on healthy life especially about herbs To support the development learner's 4Cs and higher-order thinking skills

The activities designed for the story are separated into three phases. The pre-reading phase helps learners to be ready with the context of the story, background knowledge, and some words that can be helpful during the extensive reading. Post-reading phase focuses on the learner's comprehension of the story and language practice.

Pre-reading	
<p>The pre-reading phase focuses on introducing names of herbs which not only will appear in the story but also the ones the learners may see in their daily life. Their critical thinking can be activated by asking them which choice will be safer to cure sickness between the herbs and common chemical medicine we have now. A clarification of herbs containing fewer chemicals makes it have less side effects on the body is needed at the end.</p>	<ul style="list-style-type: none"> - Invite learners to identify herbs (pictures and names of herbs) in pairs - Introduce some herbs used in Bali - Ask “How herbs have a lower side effect on the body than other chemical medicine or pills?”
While-reading	
<p>After reading the text individually, the learners are asked to be in a group. In a group, they will practice their reading skill by reading it aloud. The collaborative skill is practiced in this activity as they are asked to be narrators and characters to read aloud their parts. They may be given some time to prepare and practice. After doing the reading, ensuring their comprehension, they will be given a table to fill in the important information from the story.</p>	<ul style="list-style-type: none"> - Hand out the text to learners and let them read extensively - Encourage learners to read aloud in a group (narrator, characters) - Ask learners to practice scanning to fill the table with some information (characters, sickness, cure) in a table
Post-reading	
<p>The learner's critical thinking can be developed by maintaining reflective questions about the content of the story. Learner's answers should be accepted as it shows their understanding and critical thinking level. The oral question(s) given in the beginning is a warm-up activity for the post-reading phase. Reading comprehension questions are necessarily given for them to evaluate how far they understand the story.</p>	<ul style="list-style-type: none"> - Ask “Who had the worst sickness?” “Why do you think they have the worst one?” - Accept all answers and confirm that herbs can be used to cure sickness - Ask learners to answer questions - Ask learners to make a simple picture storybook (simple sentences with drawing) about the story in a group

Making a picture story book can be an interesting and fun option to show their understanding of the text. Analyzing and evaluating skills are used to determine the parts for the picture story book. At the level of learners can make their own sentences, they have practiced their creating skill. Completing their work develops their collaborative skill and presenting their work where others giving the feedback enhance their communicative skill.

- Encourage learners to present their work and invite positive discussions and feedback



MAGIC HERBS

Once upon a time, in a village near a forest, there lived an Old Lady by herself. She always looked busy in her house and sometimes in the forest. She did not talk much but she had a very humble smile. Thus, everyone respected her.

One day, a Hunter was injured on his arm. The Old Lady who saw it offered the Hunter to come to her house and try to help him. The Old Lady put something green and wet to his cut and covered it with the cloth. A few hours later, the hunter was no longer in pain. The cut did not bleed anymore. The Hunter thanked the Old Lady.

One night, a mother cried. Everyone came outside and saw the Mother sitting with her baby. She held her baby tightly. The Old Lady offered a help to the Mother.

The Mother followed the Old Lady to her house. The Old Lady put some green leaves on the baby's forehead and tummy. The baby fell asleep on the Mother's lap. Few hours passed, the



fever gone and the baby slept deeply. The Mother thanked the Old Lady.

The news of the Old Lady helping sick people spread to the entire village. It reached the Singer's ear. The Singer had trouble with his throat rushed and knocked on the Old Lady's door.

“What can I do for you Ma’am?” asked the Old Lady.

“Please help me! My throat is not well and I cannot sing well” begged the Singer. The Old Lady gave water with a slice of ginger inside. The Singer sipped the drink. For three days the Singer came to the Old Lady for the drink. On day four she came and happily said that her throat was not in pain anymore. There, she sang a very beautiful song for the Old Lady. The Singer thanked the Old Lady.

The next day, a farmer came to the Old Lady. His face was very red and look painful. He gave the Old Lady a sack of rice and asked for a help.

“Please help me! I got sunburnt on my face while working in the rice field.” said the Farmer.

The Old Lady gave him a plant called aloevera. The Old Lady told the Farmer to bring it home then plant it.

Every morning and night, the Farmer should cut the leaf and slice it open, then put

the liquid on the skin.

The farmer did. After a week, the Farmer came back with two big sacks of rice.

“Dear, Old Lady. Thank you for your help. My face now is very soft and healthy.” shouted the farmer who kept touching his face.

The Farmer thanked the Old Lady.

Soon, the news was heard by the Princess in the palace.

The Princess who was sick sneaked out of the palace and knocked the Old Lady’s door.



“Please help me to heal my sickness. My heart is weak and it made me fall sick many times,” said the princess.

The Princess then stayed with the Old Lady in her house. The Old Lady prepared a cup of ginger-tea for the Princess. She also prepared meals with ginger. Sometimes it was ginger cookies, ginger powder, ginger cake, or anything with ginger. They tasted delicious and warm. The Princess liked what the Old Lady cooked for her.

In the morning, they would walk to the forest and got some ginger plants and other plants.

Days passed, the princess did not fall sick anymore. She felt her heart pumped the blood well and steady. She was very grateful for the Old Lady.

The Princess decided to learn about herbs and would help sick

people. Every day, the Princess followed the Old Lady to the forest to pick some plants. She learned about so many kinds of plants and how they help to cure illness. She also learned how to grow the plants and made an herbal cure for sickness. The princess was really working and learning hard that now she was able to help sick people.



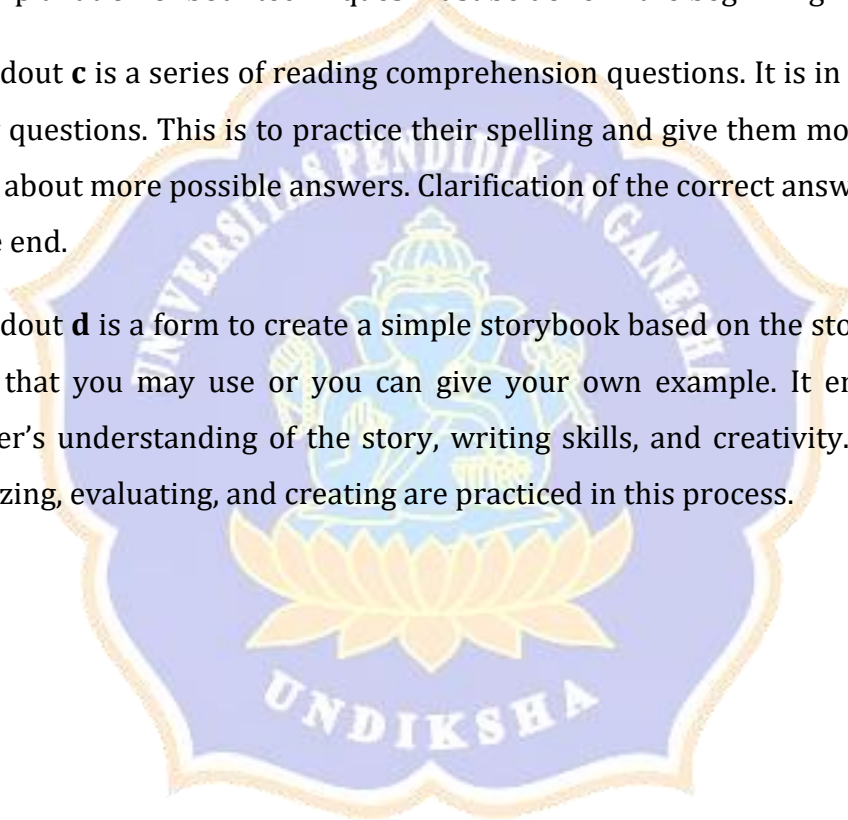
-The End-

Handout **a** *Find my name* is a series of herbs pictures that the learner needs to match with the correct names by drawing lines. Learners can consult to their dictionary to help them find the meaning of the herbs. This activity can be done individually, in pair, or in a group.

Handout **b** is a form that learners need to fill after reading the story. It requires learners to fill in with information they get from the story. This activity aims at practicing learners scanning and skimming reading techniques. The introduction and explanation of both techniques must be done in the beginning.

Handout **c** is a series of reading comprehension questions. It is in a form of five essay questions. This is to practice their spelling and give them more chances to think about more possible answers. Clarification of the correct answers is needed at the end.

Handout **d** is a form to create a simple storybook based on the story. There is a form that you may use or you can give your own example. It emphasizes on learner's understanding of the story, writing skills, and creativity. The skills of analyzing, evaluating, and creating are practiced in this process.



a. Find my name

Name : _____

Date : _____

Story : _____

Look at the pictures below, draw a line to match each of the pictures to the correct name.



betel



Turmeric



Aloevera



Ginger



bilimbi



Erythrina variegata

(dadap leaves)

b. Scanning and skimming

Name : _____

Date : _____

Story : _____

Look at the story 'Magic Herbs' and fill in the table below.

No.	Character	Sickness	Cure



c. Reading comprehension

Name : _____

Date : _____

Story : _____

Read each question carefully and choose the correct answer.

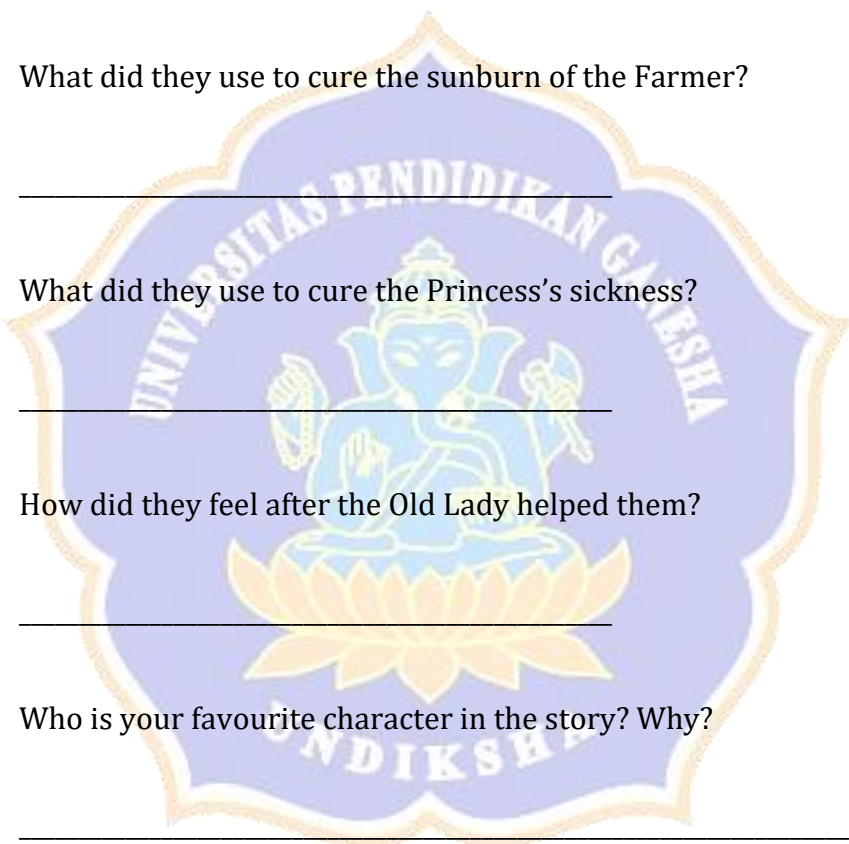
1. Who could help sick people with herbs in the story?

2. What did they use to cure the sunburn of the Farmer?

3. What did they use to cure the Princess's sickness?

4. How did they feel after the Old Lady helped them?

5. Who is your favourite character in the story? Why?



d. My picture storybook

Name : _____
Date : _____
Story : _____

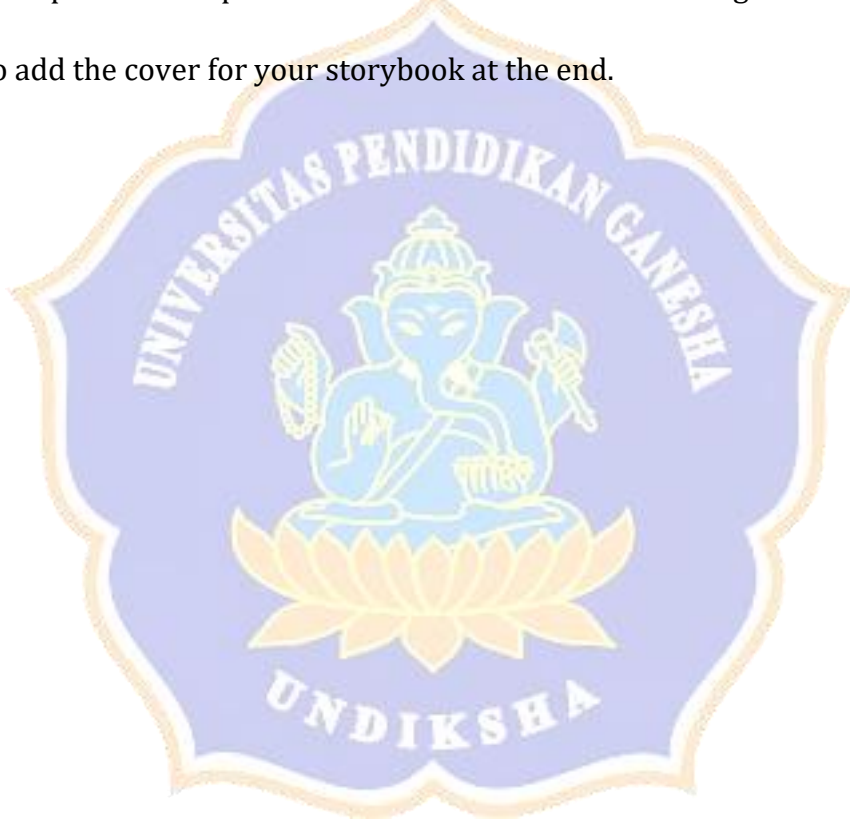
Follow the lines and cut the picture below into 6 equal squares.

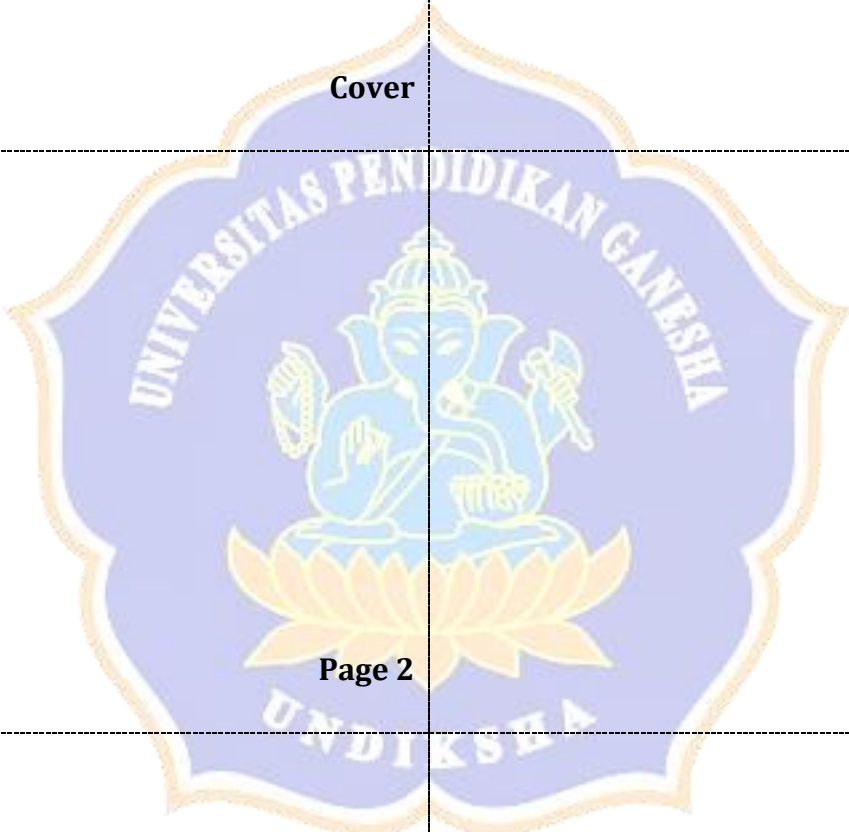
Draw some pictures on each square to show the story you have read 'Magic Herbs'.

Add the colour and some sentences to tell about the picture.

Make sure your pictures are put in the correct order before binding them into one.

You can also add the cover for your storybook at the end.

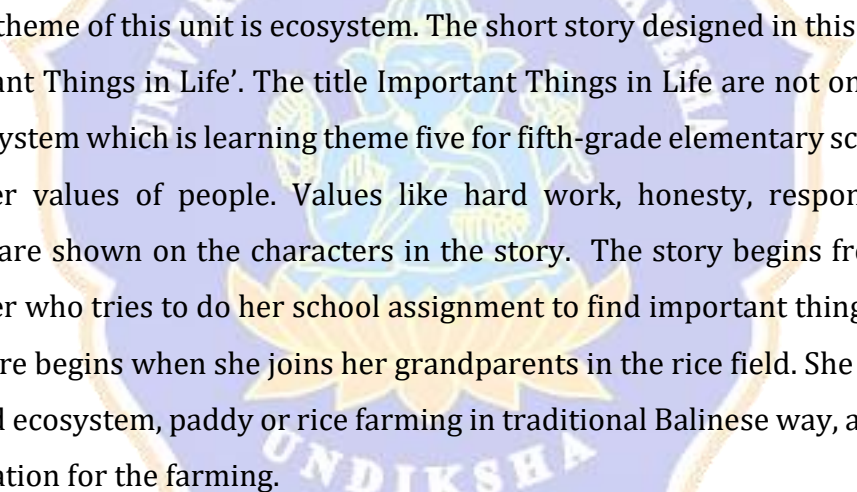


		Page 1
Cover		Page 3
	Page 3	Page 4



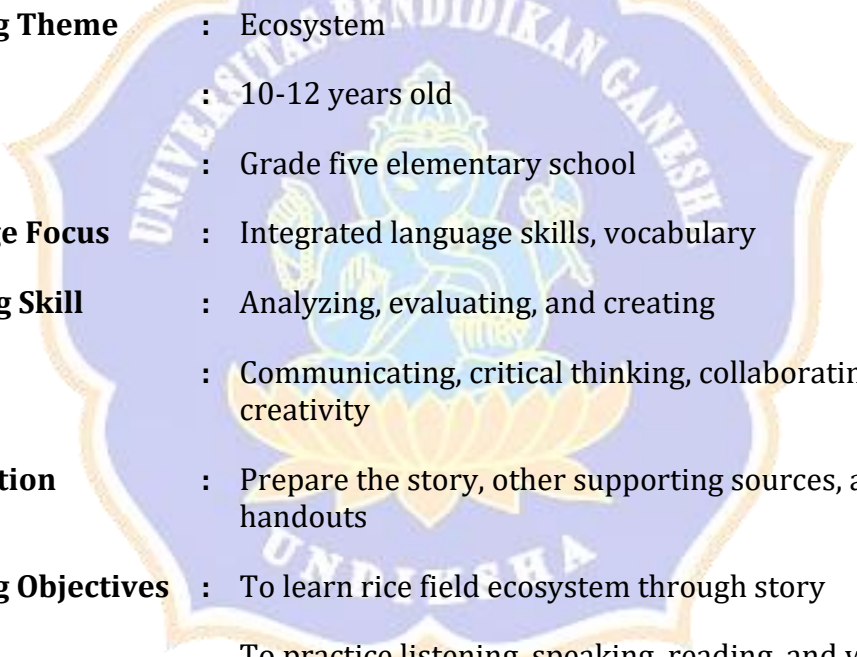
Unit 5

Important Things in Life



The theme of this unit is ecosystem. The short story designed in this unit entitled 'Important Things in Life'. The title Important Things in Life are not only described the ecosystem which is learning theme five for fifth-grade elementary school but also character values of people. Values like hard work, honesty, responsibility, and respect are shown on the characters in the story. The story begins from the main character who tries to do her school assignment to find important things in life. The adventure begins when she joins her grandparents in the rice field. She learns about rice field ecosystem, paddy or rice farming in traditional Balinese way, and *Subak*, an organization for the farming.

The short story takes place in a rice field. It is described as a rice field which is preserved in traditional ways in Tabanan, Bali. The term 'Subak' is introduced in the story. 'Subak' has also been mentioned in fifth grade thematic books. Providing the learners with a story that has a related topic will be helpful for the learner to do extensive reading in their second or foreign language. The character values delivered through the characters in the story are hardworking, respect, environmental dare, helpfulness, and teamwork. These values are intrinsically delivered through the characters' action and opinion which needs teacher's guidance for the learners to notice and point them out after reading the story.



Learning Theme	: Ecosystem
Age	: 10-12 years old
Level	: Grade five elementary school
Language Focus	: Integrated language skills, vocabulary
Thinking Skill	: Analyzing, evaluating, and creating
4Cs	: Communicating, critical thinking, collaborating, and creativity
Preparation	: Prepare the story, other supporting sources, and handouts
Learning Objectives	: To learn rice field ecosystem through story
	To practice listening, speaking, reading, and writing skills through story
	To enrich learner's vocabulary on ecosystem
	To support student's 4Cs and higher-order thinking skills through the story and activities

The three reading phases are designed for the story Important Things in Life. Pre-reading activities help the learners to get familiar with the contexts and key words that appear in the story. While-reading activity is focused on extensive reading and introduction to two reading techniques, scanning and skimming. It is to help learner notices the differences of reading techniques in the way they are done and function. Post-reading activities provide practices to find important information on the text and make a summary. The activities are suggested to be done in individual or in a group, but teacher's is allowed to modify them based on their class and students conditions.

Pre-reading	
<p>Pictures are the best media not only to show the meaning of certain words learned but also help the reader to know the context of a text. The better pictures are those that allow learners to predict and observe more. The brainstorming activity is to notice the living things found in an ecosystem. Writing their name will help the learner learn the spelling as well. Adding different pictures of the same context or ecosystem will give clear visualization and concept of the existence of the place. Asking the learning of the change or development happen to the ecosystem will stimulate their critical thinking. By speaking out their reason helps them practice their communicative skills. The learner's collaborative, analyzing, and critical thinking skills are practiced through the process.</p>	<ul style="list-style-type: none"> - Hand out a picture of a rice field to learners in the group of 4 - Get the learners to circle the non-living things that do not belong to the ecosystem - Ask them to write the living and non-living things found in that ecosystem (they can use a dictionary) - Give 2 more pictures of the rice field - Ask learners to observe three pictures of a rice field and arrange them to tell past to present - Invite them to tell the reason for the arrangement
While-reading	
<p>The learner can read the short story extensively in a group. They read the text independently and when they find a confusion they can ask and share their understanding to each other. It both decreases the tense while learning and provides more help among the learners. After an extensive reading, they can practice other reading techniques, scanning and skimming by finding Dos and Don'ts in growing rice. Explanation</p>	<ul style="list-style-type: none"> - Ask learners to read 'Important Things in Life' extensively in group - Get learners do skimming the text to find Dos and Don'ts in growing rice

of the techniques will be needed in the beginning. This activity helps learners notice different kinds of reading and the functions. The model of the techniques and examples can provide learners with clear expectations through the practice.

Post-reading

Post-reading activities focus more on seeking the important information through the text. Then, putting and arranging them into a summary. Making a summary guide the learner to see the text in a big picture as a whole. It requires complex skills like identifying, relating, analyzing, evaluating, and creating skills.

- Ask to make a list of important information in the story in group
- Encourage learners to make a summary with a simple map to show how Dewi found her grandfather in group



IMPORTANT THINGS IN LIFE

Into A farming village in Tabanan, there live a girl called Dewi with her grandparents who were farmers. One day, she decided to join her grandparents in the rice field. She tried to find important things in life to complete her school task. After school, Dewi went to the rice field. She walked from home to the rice field. It was not really far. The rice field was close to her village. It was so big and green. Most people in the village were farmers. They worked in the rice field.

Along the way, people greeted Dewi and Dewi greeted them back. They looked happy and enjoyed working in the rice field. The sun was shining and they used hats to protect themselves.



As Dewi continued walking, she saw most of the place had water running through the streams. There were fishes, frogs, grasshoppers, dragonflies, and birds. They were also something that looked like humans from a distance, but when she got close, they were sticks covered with clothes. Dewi found her grandfather hoeing. Dewi rushed to meet him.

“What are you doing, Grand?” asked Dewi.

“I am making a way for the water to flow,” said grandfather.

“Where is a grandmother?” asked Dewi, looking for her grandmother.

“She went to join a meeting in *Subak*,” said grandfather

“What is *Subak*?” asked Dewi.

“It is an organization of farmers. A traditional organization that was made in Bali to help farmers talk to each other and share information. It also can mean a traditional watering system by farmers.” explained her grandfather.



“Is it for all farmers in Bali?” asked Dewi again.

“Each place has its own *Subak*. For example, for farmers in Jatiluwih, it can be called Subak Jatiluwih,” said her grandfather.

“What do they usually talk about?”

“Many things like what kind of rice is good to plant, what pesticide we use, how we do irrigation or water division, how to hold spiritual events or *upakara* in the rice field, and many more,” explained her grandfather while continuing pulling out grass from the ground.

“Hmmm. I thought farmers just worked alone before, but now I know and this is interesting. Said Dewi.

“Very true. This place has been really famous for its rice field and *Subak*. Years ago, we even exported or sold rice to other countries,” told grandfather.

“Wow, that is amazing,” said Dewi amazed.

Grandfather explained about traditional farming that used no chemicals and save tools. It made the rice healthier than rice grown with chemicals. Traditional faming used cows to help farmers work and *lelakut* to scare birds away.

Dewi continued to visit her grandparents in the rice field every day after school. She also helped with things that she could do.



She worked very hard to learn about farming and do her assignments. She wanted her friends and teachers to know about how important healthy rice is. Besides, she learned a lot about the rice field ecosystem. Seeing her grandparents work hard and never complain taught her that working hard was important in our life. Just imagine if they did not work hard to grow rice, it would be no rice we could eat.

-The End-

Handout **a** is a picture of a rice field that learners need to observe to be able to guess and identify living things that can live there. Handout **b** is a follow-up worksheet for handout **a**. Handout **b** is a worksheet to list the living things that live in the rice field ecosystem.

Handout **c** gives more pictures of the rice field. The learners need to arrange the pictures to show possible change or development of rice fields from past to present. Encourage the learners to tell their reason for the arrangement. It will warm up their critical thinking.

Handout **d** is Dos and Don'ts table. The form can be prepared and given to the learners after they have finished reading the text. After administering the form to them, explain about scanning and skimming and let them practice the two techniques while filling in the form. This activity requires learners to be able to analyze and find out what information is intended beyond what is written of the text. It helps learner to grow in their analyzing the information, evaluating which correct information to be filled, and creating skill where they construct their own sentences for the information that they get beyond the written ones.

Handout **e** is an important information listing. The learner can do scanning and skimming to complete the worksheet. The other option is they can practice their memory by simply recall and write down the important information from the text.

Handout **f** is making a summary of the story. It can be done after handout **e** or it is done by skipping the handout **e**. The learners use analyzing, evaluating, and creating skills in this task. As they actively learn and complete the assignment, guidance and help from the teacher is crucial.

a. Rice-field hunt

Name : _____

Date : _____

Story : _____

Look at the rice field pictures below. Can you guess where the living things are?



<https://bali.idntimes.com/news/bali/imamrosidin/alasan-petani-bali-menjual-sawah>



<https://www.slideshare.net/yoescvic/ekosistem-sawah>

What are living things you see in the pictures?

b. Living things in the rice fields

Name : _____

Date : _____

Story : _____

List down the living and non-living things you think can live in the rice field ecosystem!



c. How rice fields change

Name : _____

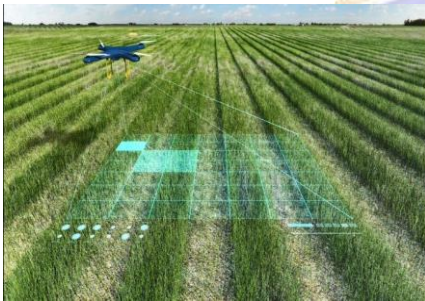
Date : _____

Story : _____

Look at the three pictures below. Write 1, 2, or 3 in the box at the right to tell how the rice field ecosystem changes.



<http://www.bali-liburan.com/matekap-membajak-sawah-secara-tradisional-di-bali/>



<https://www.deccanherald.com/opinion/panorama/smart-farming-tech-new-age-700994.html>



<https://www.pikiran-rakyat.com/nasional/pr-01402072/warga-jembrana-temukan-mortir-sisa-perang-sepanjang-60-sentimeter-saat-bajak-sawah>

Why do you think it happens that way?

d. Do's and Don'ts

Name : _____

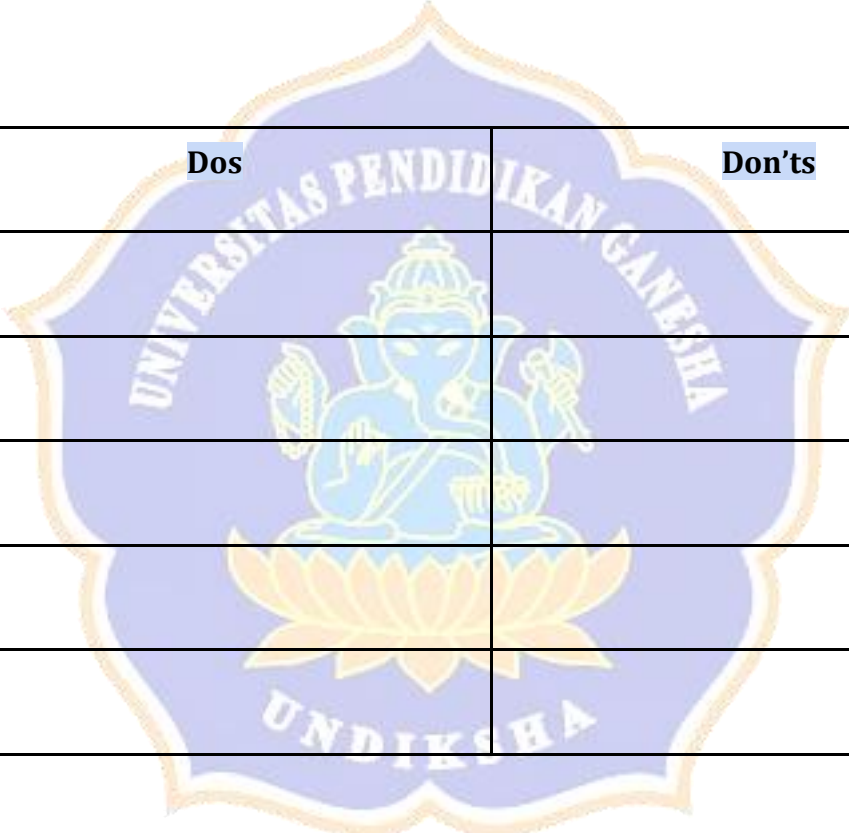
Date : _____

Story : _____

Write
down
what

we should do and do not do to grow the rice in the table below. You can look back to the text.

Dos	Don'ts



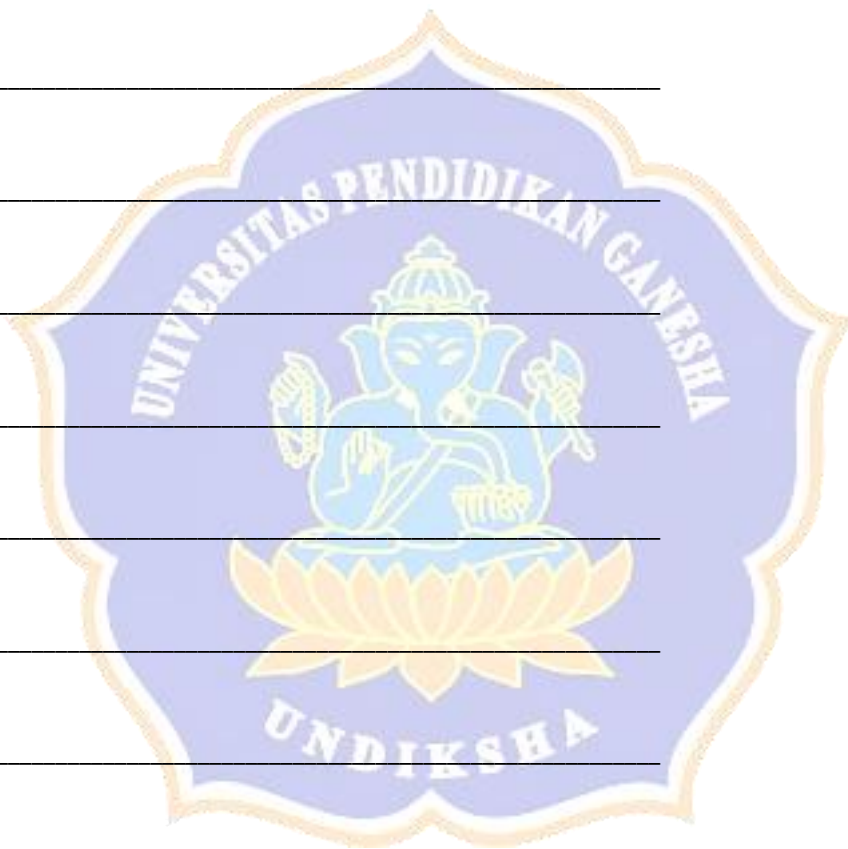
e. Important information

Name : _____

Date : _____

Story : _____

List down the important information that you get from the text!




f. My summary

Name : _____

Date : _____

Story : _____

After reading the story 'Important Things in Life', make a short and clear summary about the story below. You can also draw a picture for your summary.





Unit 6

Mr. Sun and Mrs. Moon



Unit six presents the story entitled Mr. Sun and Mrs. Moon. Two main characters who were described to be overly confident in the beginning but changed to be humble at the end. The story is made from a scientific topic, heat. Ensuring the learners are ready to learn, a simple experiment done in the pre-reading phase. Then, follow-up activities to learn about the message and words from the story in the post-reading phase.

The story tells about a phenomenon that can be felt in daily life but it is presented in a more dramatic way. The story entitled 'Mr. Sun and Mrs. Moon is a fantasy. It leads learners to activate their imagination by picturing the characters and events in the story in their mind. The message delivered in the story is vividly presented by only a single problem focused in the story between the characters. It does not merely focus on the characters' values changes withing the characters, but it tries to lead the reader to imagine the worst consequence ongoing real phenomena about global warming. The message it intends to tell is that people should be grateful and respectful to the earth and universe. Silent day is a Balinese's way to give the Earth time to heal. It is mentioned in the last part of the story after conflicts.

Learning Theme	: Heat and transfer
Age	: 10-12 years old
Level	: Grade five elementary school
Language Focus	: Integrated language skills, vocabulary
Thinking Skill	: Analyzing, evaluating, and creating
4Cs	: Communicating, critical thinking, collaborating, and creativity
Preparation	: Prepare the story, other supporting sources, and handouts
Learning Objectives	: To learn heat phenomenon through story
	To practice listening, speaking, reading, and writing skills through story
	To enrich learner's vocabulary on heat
	To support learner's development on 4Cs and higher-order thinking skills

The whole-reading phase is focused on extensive reading. In this stage, learners are suggested to read independently as the words in the story are familiar and the topic is related to everyday life. Pre-reading phase is designed with fun activities in form of a science experiment and post-reading phase contributes in giving more practice on producing sentences from the words learned as well the content of the story. The language skills taught are integrated. Learners should be encouraged to actively use the language and attentively get the input provided from the teacher and story.

Pre-reading

Pre-reading activities are designed to get the learners ready with background knowledge rather than reviewing the related words that will appear on the text. However, it can always be inserted during the activity. Make sure the learners use the language actively. To make it more effective, the experiment should be carried out in a classical way. The teacher is the leader and the learners attentively observe while completing worksheet (handout a). Despite the graph being introduced in thematic or maths class, an explanation on how to fill the graph is helpful in the beginning. The conclusion of the experiment should come from the learners with teacher's confirmation at the end. While conducting experiments, learners can think critically to make prediction of the results and reasoning. It also helps learners' communicative skills.

- Do an experiment (melting ice cubes outside the classroom: ice cubes, plate, stopwatch, thermometer)
- Introduce some important words related to the experiment and story
- Ask learners to fill in the graph about the experiment
- Encourage learners to tell what happens to the ice cubes
- Confirm the heat makes it melts

While-reading

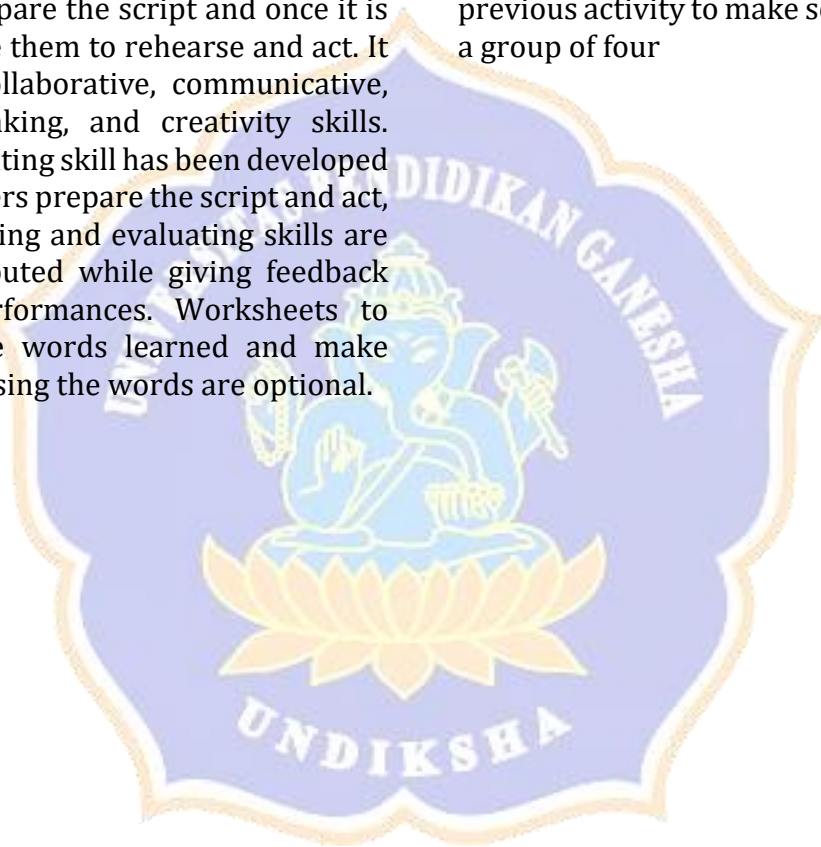
Reading should not always or necessarily be done in class, familiarize the idea of reading can be done in every comfortable place including nature. This unit suggests the learner to read outside the class. It is not only to give a different atmosphere or relaxing vibe, but also let the learner feel the warmth of the Sun which is related to the story. Ensuring the comfortable and safe place for activity in advanced is crucial.

- Find a shady place to read
- Give learners to read the story extensively by themselves

Post-reading

The post-reading activities can also be carried out outside the class if your school provides a shady and comfortable space. Some reading comprehension questions in the beginning helps learners to review the information they get from the story. Role-play is an effective way after enjoying a literary text. It helps the learner deepen their understanding of the story and gives them a chance to move around and relax their muscles as well as expressing themselves. Help them to prepare the script and once it is ready, guide them to rehearse and act. It develops collaborative, communicative, critical thinking, and creativity skills. Despite creating skill has been developed when learners prepare the script and act, their analyzing and evaluating skills are also contributed while giving feedback on the performances. Worksheets to practice the words learned and make sentences using the words are optional.

- Discuss the story: elements and content
- Ask learners to answer some questions about the story
- Do a role play: narrators, Mr. Sun, Mrs. Moon, the rest of the learners can act as humans live on Earth
- Invite other learners to give positive feedback toward the performances
- Fill in blanks in sentences in a group of four
- Use the 10 answers (words) in the previous activity to make sentences in a group of four



MR.SUN AND MRS. MOON

During an eclipse long time ago, Mr. Sun was arguing with Mrs. Moon about who had the stronger power.

“I gave light and heat for people so they can live,” said Mr. Sun

“I shine on them and help them to go fishing at night,” said Mrs. Moon.

“But you reflect my light,” argued Mr. Sun.

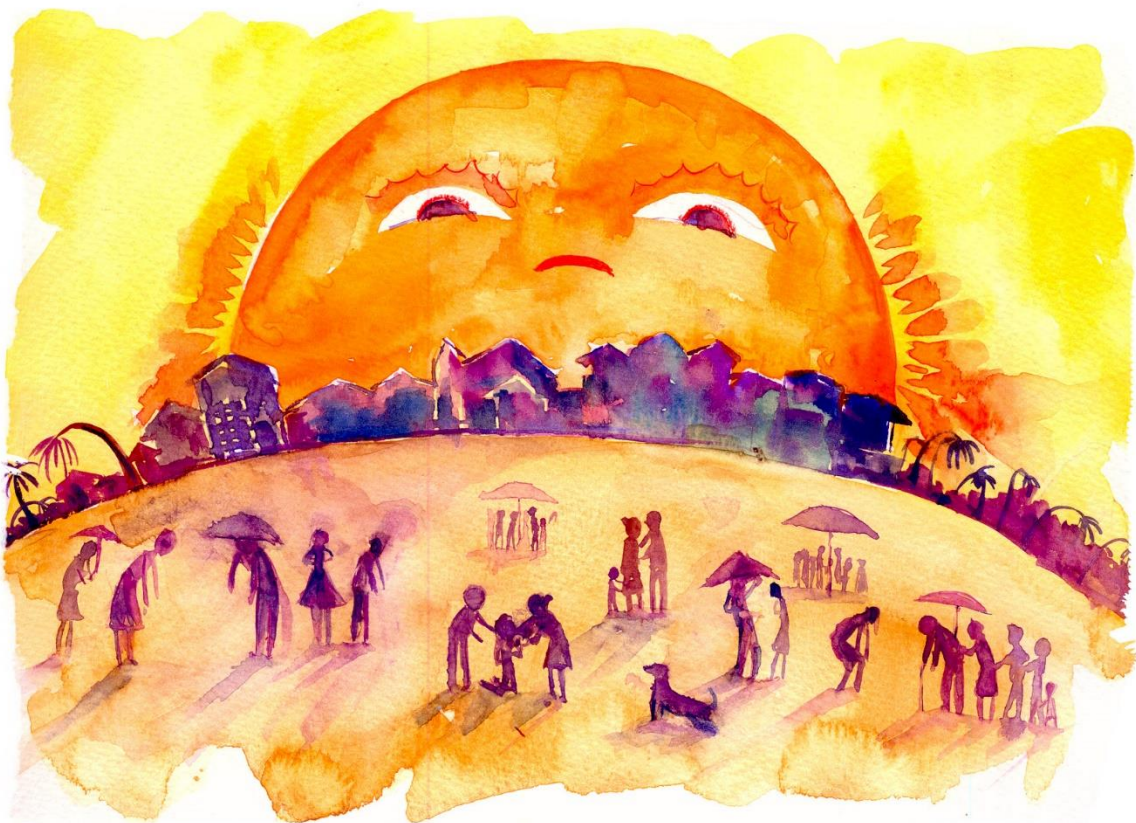
“Still, without me, they cannot see at night,” said Mrs. Moon.

“They even make a temple at their houses to worship me,” said Mr. Sun confidently.

“No, I am valued more than you. They make special days to pray to me and celebrate. No moon and full moon days are holy days.” Said Mrs. Moon.

They kept on arguing with one another. In the end, the two friends agreed to divide the days only whether Mr. Sun or Mrs. Moon could only appear.

The first was Mr. Sun’s day. Mr. Sun shone brightly for 24 hours. People liked it that they could have longer days to work. They also could spend more time having fun instead of sleeping. They liked it that they did not turn on the light and



spent the electricity. Mr. Sun gave his heat to the Earth and the living things. The radiation gave light, warmed people, and helped photosynthesis.

The long sunny days make the Earth very hot. People began to suffer. Animals become sick. Plants were exhausted. People started being tired because of the long works. The heat got worse because they used gasoline to run machines that produce chemicals of the air and cover the Earth. It made the Earth really hot during the day.

The next day was Mrs. Moon's day. She stayed closer to the Earth than usual. People liked it. It was not really hot. They could spend more time resting and sleeping. The fishermen also liked it very much. They could go fishing more than once and got more fish. Everyone liked it. They could see many stars in the dark sky.

After a long quite dark day, people began to feel cold. They began to lite more fire. Sometimes, the fire leaked and burned the house. People suffered. Plants were dying as it was so long they could not do photosynthesis. It also became colder and freezing that killed some animals and plants.



People began to suffer during very long days and nights. They stopped praising the Sun and the Moon. They focused on how to survive the days.

Mr. Sun and Mrs. Moon realized that they tortured people and all living things. On the next eclipse, they talked and agreed that no one was superior, they would be best to work together and share the day.

The days came back as normal. People could see the Sun during the day and the Moon during the night. People were very grateful. A day before the silent day, people gather to celebrate the end of each year. They made parades, lit fires, and performed dances. On that evening, Mr. Sun and Mrs. Moon would see people perform *Pendet* dance as the beginning. It was followed by a parade of hideous beautiful wooden sculptures called *Ogoh-ogoh*.



The silence day was also Earth day. They let the Earth rest and heal by not working and polluting the Earth. They let the Sun and the Moon shine on the Earth. Together Mr. Sun and Mrs. Moon blessed the Earth with grace.

-The End-

Handout **a** is a worksheet for the experiment. The learner should fill in a graph during and after doing an experiment about heat or melting ice. The science experiment related to the topic of the story is a good option to let the learner understand about the phenomenon before reading the story. Individual or group activity can be done for this task.

Handout **b** is reading comprehension questions. The learner should answer the questions by themselves. It can be followed by classical discussion for each question and correct answers.

Handout **c** is a role-play script. An example of a script is provided in the first and second page. The page after is the space for the learner to write their script about the story Mr. Sun and Mrs. Moon. It should be a practice not only for reading comprehension but also writing skills, creativity, and collaboration. Teacher's guidance is needed during the process.

Handout **d** is a worksheet for practicing words the learner learns in this unit. Handout **e** is a level higher. It asks the learner to use the words in new sentences they make themselves. The both worksheets can be done when the learner can tackle the challenge. Meanwhile, for time issues, one of the worksheets is essential. Either it will be handout **d** or **e**, learner's level needs to be considered.

Name : _____

Date : _____

Story : _____

You are doing an experiment of how heat affects an ice cube. Read and follow the instructions carefully. While observing the changes, fill the graph below.

Heat Experiment

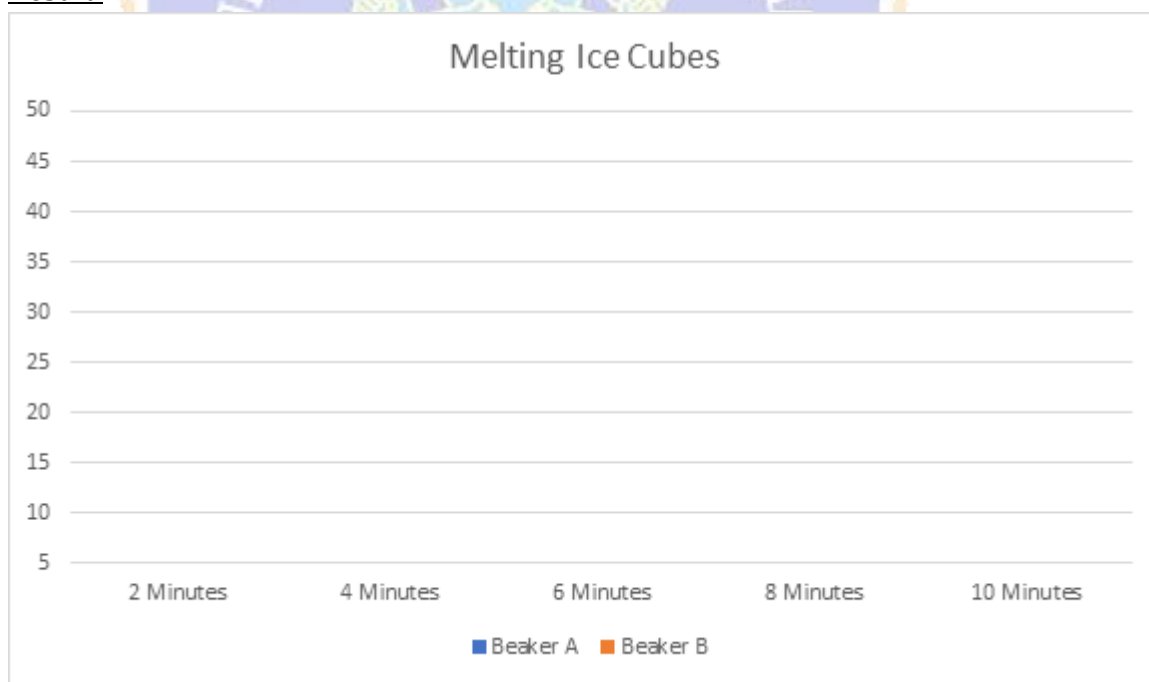
Equipment :

- 2 beakers
- 10 same-sized ice cubes
- 2 thermometer
- 2 stopwatch

Instructions:

1. Place 5 ice cubes into each beaker.
2. Place beaker A in a room and beaker B outside under the sun.
3. Put the thermometer in the beaker
4. Start the time at the stopwatch for each beaker at the same time
5. Record what you see to the graph below. Draw the bars to tell how much liquid water in the beaker.

Result:



Conclusion:

After doing the experiment, I know that

Name : _____

Date : _____

Story : _____

Read each question carefully and circle the correct answer.

1. Who are the characters in the story?

2. What happened in the beginning?

3. Could they solve their problem?

4. What did they do to solve the problem?

5. What do you learn from the story?



Name : _____
Date : _____
Story : _____

Look at the role-play script below. You will make one role-play script for the story 'Mr. Sun and Mrs. Moon'.

You will work in a group to write the script and play the role in the front of the class.

Example of a role-play script:

THE WOLF AND THE LITTLE GOATS

CHARACTERS:

NARRATOR

MOTHER GOAT

LITTLE GOATS

WOLF

SMALLEST GOAT

SCRIPT:

NARRATOR: One day mother goat had to go out to get some food for her daughters.

MOTHER GOAT: Don't open the door to anybody, only to me. Be very careful with the wolf.

NARRATOR: After their mother left home, the wolf knocked at the door.

LITTLE GOATS: Whis is it?.

WOLF: (imitating mother's voice) It's me, your mother. Open the door.

NARRATOR: The smallest goat who was very clever said.

SMALLEST GOAT: Our mother has the sweetest voice in the world. You are the wolf.

NARRATOR: After a while the wolf knocked again, and now his voice was very sweet. But the smallest goat didn't trust him, opened the door just a little, and said.

SMALLEST GOAT: Show us your paws.

NARRATOR: When the little goats saw the wolf's black paws they closed the door immediately and said:

LITTLE GOATS: You're not our mother!. She has white paws!.

NARRATOR: The wolf ran to get some flour to put it in his paws, but in his running he fell to the river and started drowning.

WOLF: Help me!. Someone, get me out of here, please!. I don't know how to swim.

NARRATOR: Mother goat was walking by, and said.

MOTHER GOAT: We will help you, if you promise not to eat us.

NARRATOR: The wolf made a promise. Then the mother goat and the little goats threw him a rope until he was out of the water.

WOLF: Thank you very much, you saved my life.

NARRATOR: Mother goat was glad because the little goats were careful and they went back home happy.

THE END

Author: Aesop Fable

Taken from <http://www.kidsinco.com/2008/07/the-wolf-and-the-little-goats/>





d. Vocabulary practice I

Name : _____

Date : _____

Story : _____

Read the following sentences carefully. Complete the sentences by filling them with the words below.

Moon

Sun

heat

warm

sunlight

1. _____ shines during the day.
2. We need _____ to see and for plants to do photosynthesis.
3. We need heat to keep us _____.
4. _____ can melt ice.
5. We can see _____ at night.



Name : _____

Date : _____

Story : _____

Make your own sentences using the words below.

Make sure to check the capitalization, spelling, and punctuation before submitting your works.

1. Sun

2. Moon

3. Heat

4. Sunlight

5. Warm



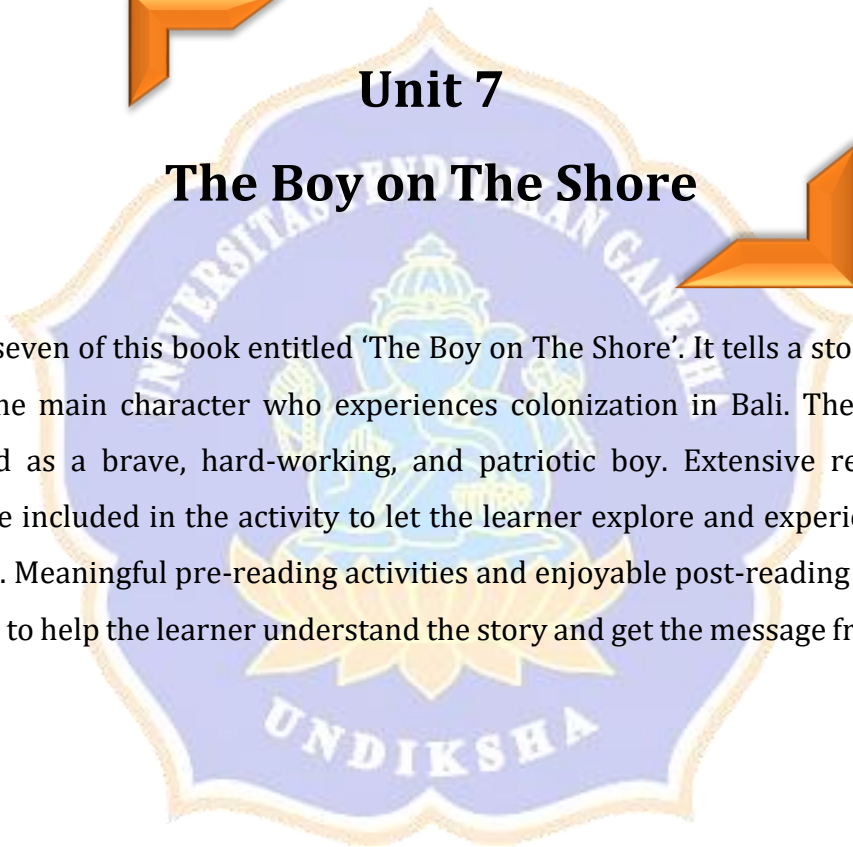


Unit 7


The Boy on The Shore



Unit seven of this book entitled 'The Boy on The Shore'. It tells a story of a young boy as the main character who experiences colonization in Bali. The character is described as a brave, hard-working, and patriotic boy. Extensive reading is the technique included in the activity to let the learner explore and experience through the story. Meaningful pre-reading activities and enjoyable post-reading activities are designed to help the learner understand the story and get the message from the story.



The Boy on The Shore is a short story that focuses on telling an event in life. The event that happened in the past which is related to the learning theme about past events during colonization in Indonesia. The setting of the story is Buleleng, the north part of Bali. An ancient rule that existed at that time was the focus of the event which is called '*Tawan Karang*'. Through describing what happened during the period with the rule and its consequences, it tries to deliver the message to the learner that not everything should be preserved, especially if the culture can cause damage and hurt people. Even, there is no dramatic solution for the events, the story tries to guide learners to see from their point of view with hanging ending. Yet, the character's development in the story helps learner to notice the moral value of bravery, patriotic, and social care.



Learning Theme	: Events in life
Age	: 10-12 years old
Level	: Grade five elementary school
Language Focus	: Integrated language skills, vocabulary
Thinking Skill	: Analyzing, evaluating, and creating
4Cs	: Communicating, critical thinking, collaborating, and creativity
Preparation	: Prepare the story, other supporting sources, and handouts
Learning Objectives	: To learn past event through story
	To practice listening, speaking, reading, and writing skills through story
	To enrich learner's vocabulary on colonialization
	To practice learner's HOTS and 4Cs skills

The activity includes pre-reading, while-reading, and post-reading phases. While-reading phase focuses on extensive reading. Pre-reading activities emphasize on reviewing vocabulary to prepare the learner for the reading. Having them familiar with the words helps the extensive reading done well. Post-reading activities require the learners to do reflective thinking not only asks them to understand the text but also be critical about the phenomenon.

Pre-reading	
Topic about colonization is a new and heavy material for fifth-grade elementary school, especially, when they learn it in the second or foreign language. Introducing some related words in the topic is necessary. Dictionary and pictures are essential in teaching the learner new words in other languages. They can rely on the teacher's explanation but practice the words themselves makes it even better.	<ul style="list-style-type: none"> - Listen to the teacher about Bali during colonization - Introduce some words related to colonization and story - Observe some pictures of Bali during colonization that will be in the story and matching them with the correct words - Look at the picture and the title of the story and guess what it will be about
While-reading	
Extensive reading for the story The Boy on The Shore can be done extensively in a group. Allow the learner to share what they get from the text after reading it themselves. It helps them to clarify the information they get.	<ul style="list-style-type: none"> - Read intensively in groups; each learner read their own story at first and then discuss with their groups after finish the independent reading
Post-reading	
The importance of learning through literary texts is not only understanding the message but also noticing the elements of the text. Identifying the elements of the text confirms the information previously attained during and after reading. The learner should make their own mind map to show the elements of the text and ask them to give their opinion about the story as well. It helps them to grow their ability in reviewing texts. Some reflective questions also deepen their understanding and add a longer effect of the story on them.	<ul style="list-style-type: none"> - Make a mind map to show the elements and content of the story - Answer questions based on the story (Include reflective questions about the story: 'How is the story?' 'How is the language used in the story?' 'If you were the king, what would you do?' 'If you were Panji, what would you do?' 'If you were a ship crew, what would you do?' 'What should be done to solve the problem? "

THE BOY ON THE SHORE

Once upon a time, in the north part of Bali, an island in a place where the most treasure was found, there was a boy named Panji. Panji and his brother lived with his farmer parents in a small house that was clay walled and thatched roof. Every morning the men in his village went to the rice field to grow rice. They went home in the evening. The women took care of the house, sometimes they crafted and sewed. They lived a peaceful and modest life.

One day, a big ship anchored at the beach. All men went over the ship. They walked down the ship crews. They also looted all the things from the ship. They took clothes, food, jewelry, weapons, and all stuff. They gave them to the King. All ship crews were brought to the king as well.



The ship crews were all scared in front of the King. The king sat on the throne and looked at them. People looked at them. One of the ship crews wryly said something to save himself and other crews.

“It was a very wonderful thing I could imagine to meet your majesty myself and be in this beautiful place. I am honored if you could allow us to present you with very ordinary but our very own unique plated silverily,” said that man.

“You have come to my place where everything here belongs to me,” said the King.

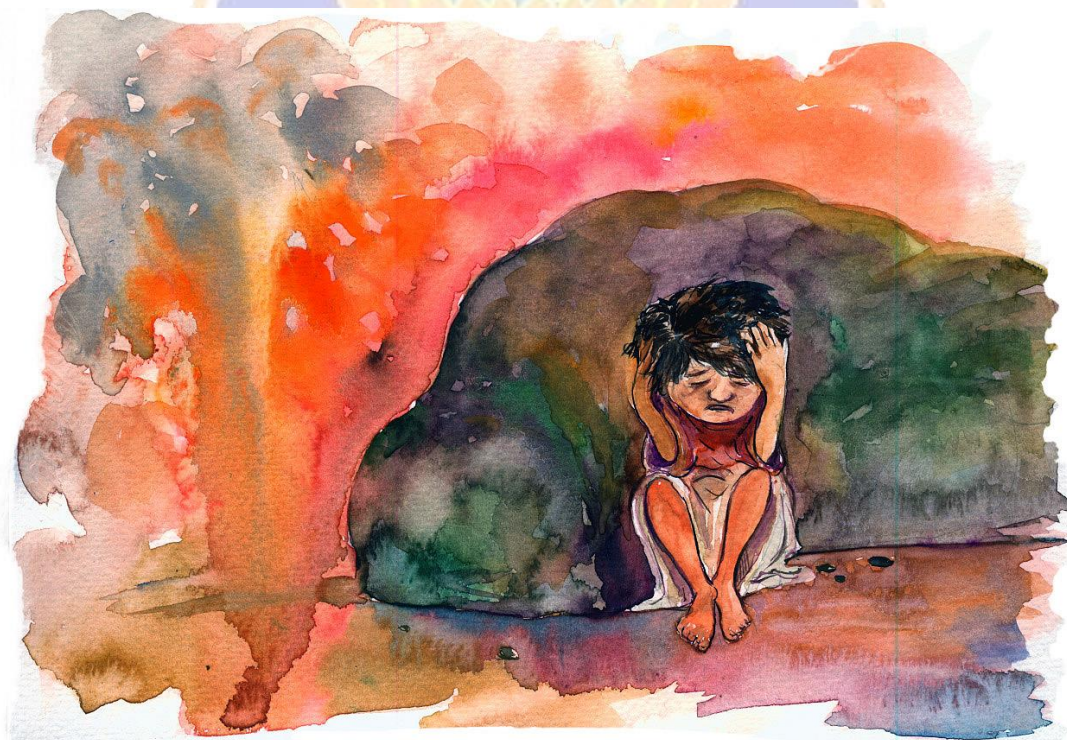
“Please forgive us for not knowing the law. We kneel for you to spare our lives” the ship crew kneeled and begged for their lives.

The King refused that ship crew’s request. The King put them in jail. All of the things from the ship were kept in the palace. The ship left the beach.

At night, Panji crawled into his father and asked about what he saw at the beach that day. His father patiently and excitedly told the story and explained about *Tawan Karang*, It was a law that all ships that anchored to the island must be given to the kings and belong to the King. T

The next morning, another big ship came. All people went to the ship and took everything from the ship. They were amazed by dazzling silvers, good clothes, and metal tools. Those things were brought to the king.

Every time a ship anchored, people took everything from the ship until the owners of those ships were extremely mad and made an agreement with all kings of the island. However, when another bigger ship anchored, all people went over it and took everything. This time, the ship crew brought guns and shot the people. They also brought bombs and threw them into the village and destroyed houses and fields. Many people were killed. It was a horrible time.



The battle happened and people suffered. Most of them hid until the ship was gone and they came back to their home. Panji was very grateful that his family was safe. But he was also extremely sorry that many villagers lost his family and house.

Panji had promised himself to do something that could protect his village. He visited the beach as many as he could every day. On the shore, he stood and watched over the endless ocean to see if a ship was coming. So, then he could warn the people.



That was how a young and brave Panji grew. He worked very hard and did his best to help and protect his people. He learned that he should be grateful for the happy and safe moment in life, but he also needed to work very hard to protect it. From the shore, he stood and looked far to the far, far to the ocean.

-The End-

Handout **a** list of some words related to the colonialization that may appear in the story and during the learning process. Encourage the learners to look up in the dictionary for the meaning rather than relying on the explanation only. Having them to use the words in sentences is also a great idea. Indeed, it should not be time consuming as the learner will clarify the meaning of the words in the dictionary again during the learning activities.

Handout **b** has some pictures of Bali during colonialization time. Ask the learner to write down a few words (those are learned in handout **a**) that can describe the picture. Make sure they write in correct spellings. This activity contributes in activating their critical thinking and creativity skills to be able analyze the pictures and pick the suitable words to describe it.

Handout **c** is a worksheet. The worksheet requires the learner to make a mind map about the elements of the story. Let the learner make their own to practice their writing and creativity. Checking on the story and dictionary is allowed in this process as the understanding of the story is the focus in this task.

Handout **d** is reading comprehension practice. The reading comprehension practice does not only form questions for the text but also questions that ask the learner to reflect on the story. It will show how deep the understanding about the story and whether the message on the story is understood well. This activity can be done individually. Since this is a reflective time for the learner, try to accept their response and praise answers that show positive and critical thinking. It is not only for the one who answers but also for other learners to learn.

Name : _____

Date : _____

Story : _____

Words about colonization

loot

palace

colony

colonize

Native Balinese

conflict

war

trade

ship

Portuguese

weapon

slave

gun

Dutch

bomb

cannon

fight

spiked bamboo

battle

shield

lose

win

king

power

death

military



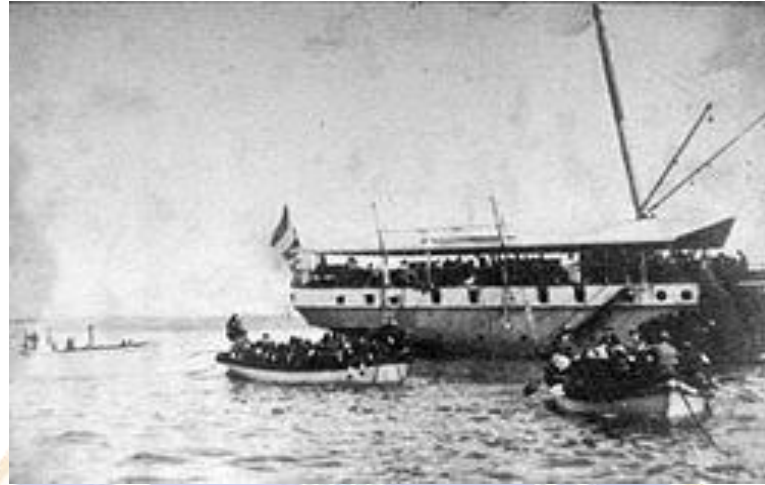
b. Words for the pictures

Name : _____

Date : _____

Story : _____

Look at the pictures below. Write words that you have learned to describe about the picture on the lines.



[https://id.wikipedia.org/wiki/Intervensi_Belanda_di_Bali_\(1906\)](https://id.wikipedia.org/wiki/Intervensi_Belanda_di_Bali_(1906))



<https://www.pustakamadani.com/2019/06/perlawanan-di-bali-perang-melawan.html>



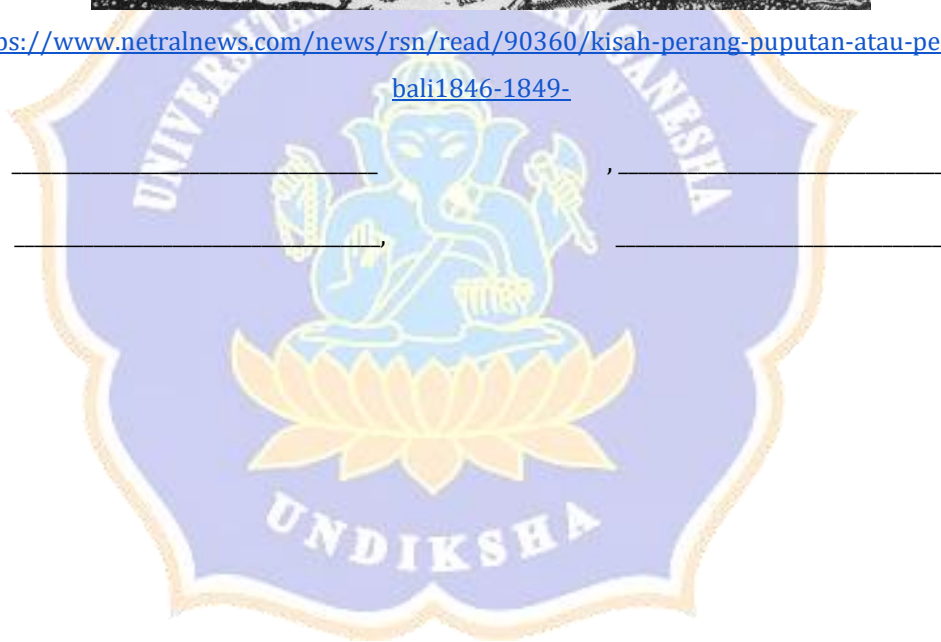
<http://www.sinyalmagz.com/tentara-jepang-lari-terbirit-birit/>



<http://kdevitanoviantari.blogspot.com/2018/01/perlawanan-rakyat-bali-jilid-1.html>



<https://www.netralnews.com/news/rsn/read/90360/kisah-perang-puputan-atau-perang-bali1846-1849->



c. Mind map

Name : _____

Date : _____

Story : _____

A story has several elements. The elements are characters, settings, topic, plot (orientation, complication, and resolution), and moral value or a lesson. In this part, you will make your own mind map to tell the elements of the story "The Boy on The Shore". You can also give your opinion about the story by giving it 4-star rate and tell the good things about the story.



d. Reading comprehension

Name : _____

Date : _____

Story : _____

Read each question carefully and write your answer on the lines.

Make sure you check the spelling, capitalization, and punctuation before submitting your work.

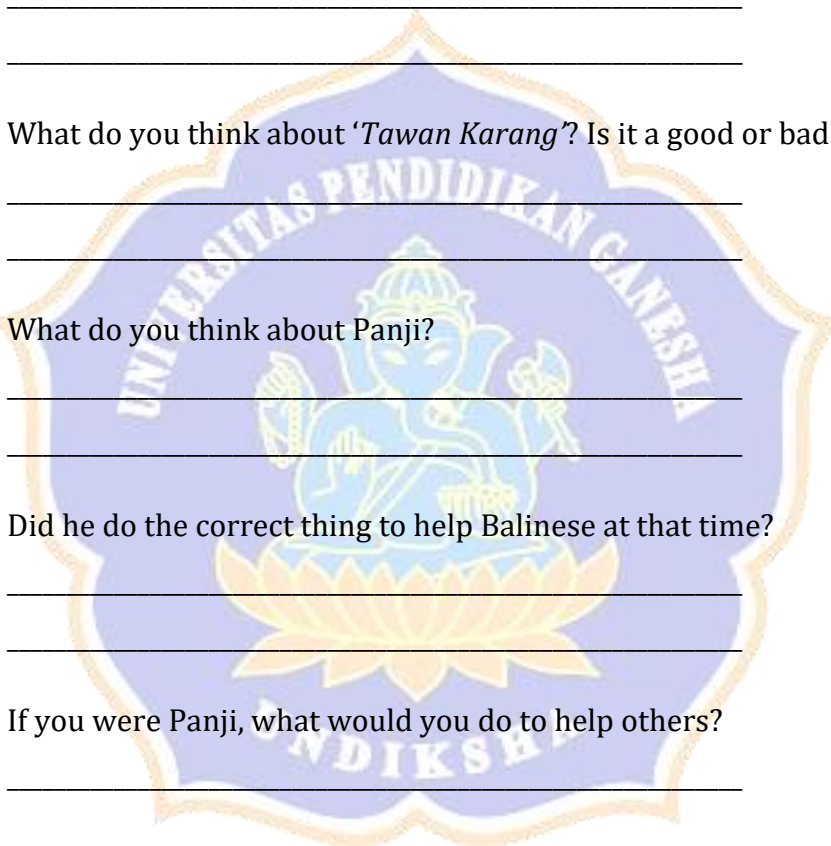
1. What do you know about 'Tawan Karang'?

2. What do you think about 'Tawan Karang'? Is it a good or bad law? Why?

3. What do you think about Panji?

4. Did he do the correct thing to help Balinese at that time?

5. If you were Panji, what would you do to help others?





Unit 8

Best Camp Ever



Best Camp Ever is a short story about the character 'I' as the main character who experiences changes in his behaviour. Describing the character's growth on helpfulness, responsibility, and hard-working aims to intrinsically show learners how those behaviours are shown on a person. Let the learner enjoy reading the story themselves so they can explore beyond. For English as a second and foreign language contexts, pre-reading activities will be necessary for them to review some words that will frequently appear on the text and post-reading activities will help them learn from the story and language.

Best Camp Ever covers a short story and a series of reading activities. The short story, despite describing the character's growth of his behaviour, also introduces a unique and conservative village in the east part of Bali with its beautiful nature and rites. *Perang Pandan* is a traditional rite that is still preserved and celebrated by people now may be an uncommon and vulgar story to tell to children, as with other literature. It is crucial to guide them see the positive values and meaning of the rite. This story tries to explain it at last, but teacher's clarification and confirmation are needed at last. Moreover, it is not always on the fascinating actions that the focus of the readers is orbited, the description of the natural environment is always inserted to grittily keep the concept of clean and green nature is always treasured and needed to be preserved.

Learning Theme	: Our environment
Age	: 10-12 years old
Level	: Grade five elementary school
Language Focus	: Integrated language skills, vocabulary
Thinking Skill	: Analyzing, evaluating, and creating
4Cs	: Communicating, critical thinking, collaborating, and creativity
Preparation	: Prepare the story, other supporting sources, and handouts
Learning Objectives	: To learn about nature environment through story To practice listening, speaking, reading, and writing skills through story To enrich learner's vocabulary on environment To practice learner's HOTS and 4Cs skills

For the advanced learner of English, the pre-reading activities may be shortened meanwhile for the beginning level learner can go slowly. Ensuring the learner knows some words appear in the story and the content is crucial for extensive reading. While-reading phase requires the learner to read the text undisturbed. Let them explore the story and help when they need guidance. Post-reading activities can be adjusted based on the learner's level as well. Going through the plan is always advised before a quick review then bringing it to class.

Pre-reading

<p>Having learners tell about their camp experiences will brainstorm their background knowledge about camp which is the topic of the story. It also helps them recall some words that can help them during the lessons. It is also supported by making a mind map of things for camp. Make sure learners get familiar with the words before continuing to the reading.</p>	<ul style="list-style-type: none"> - Invite learners to tell experiences in joining camp - Fill in a mind map of 10 things would be needed for camp - Present the mind map
--	---

While-reading

<p>In this phase, extensive reading is practised in the beginning and followed by scanning reading technique. There must be intersection and clear instructions in between is necessary. Introducing scanning and how to do it properly will help the learner know about the difference between the two reading techniques. Attentive facilitation during the process is crucial as well the praise for every progress made by the learner.</p>	<ul style="list-style-type: none"> - Hand out the story and encourage learners to read intensively in pairs - Ask the to do scanning and circle the things that they put in the mind map in the story - Review the meaning of words and how to pronounce them correctly
---	--

Post-reading

<p>Reading comprehension is practiced by answering some questions after the reading. Having the learner to review about the character in the story not only help them to understand more about the story but also guide them get the message that the story intends to deliver. It also helps them grow their critical thinking, evaluative, and communicative skills.</p>	<ul style="list-style-type: none"> - Ask learners to answer questions about the story - Invite learners to express their thought about the main character 'I' - Instruct the learners to draw best part of the story - Get learners to tell the reason why it is the best part
--	--

BEST CAMP EVER

A week before the camp, I did not think or prepare anything for the camp. I heard my friends were busy talking about the stuff and fun they would have. In my mind, I still chose to skip camp if I could. My mother prepared and packed my stuff for the camp. The night before the camp, I laid down on my bed trying to sleep early but I was kept awake because I was so nervous.

The next morning, all students were checked and given a briefing about the schedules and everything. Then we went out on the bus. I got the bus 3. I got the seat next to the window. I waved to my parents. On the way, my friends were singing loudly. I fell asleep on the way to the campsite. I woke up when we arrived at the parking lot.

We gathered our bags in a spot then we lined up based on our class. We were divided into groups. Each group consisted of students from different classes. I was assigned as the group leader. A student from grade one brought a very big doll. It was bigger than him. He struggled to bring his heavy bag and the big doll. I was lucky my mother just packed not so much stuff that made my bag light. I helped him to bring his big teddy doll. When we arrived at the tent site, we were given 15

minutes
to tidy
our tent
and our
stuff in.
We
wasted
no time.



Then we got ready for the trekking. We walked past the rice field. It was very green and refreshing. Then, we were passing the river and walked along the river until suddenly it rained. At first, we managed to walk. We helped each other to put on the raincoat. Grade one and two students were scared. Especially when we passed the river in the rain. The ground also was not good to walk on. It became muddy and got our feet stuck. I tried to console a younger student who was crying. He did not want to walk because it rained heavily and the shoes were stuck in the mud. I offered him a piggyback. He climbed to my back.



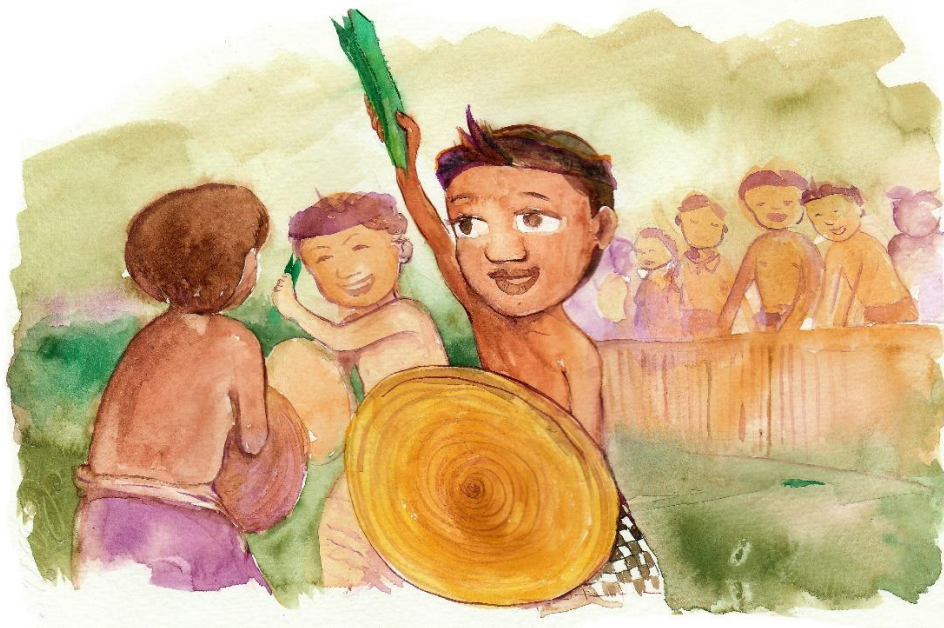
I managed to walk in a hard situation. It was very long until we reached the end. We were so happy that we reached the top and the rain suddenly stopped. We went back to the campsite.

We put on our pajamas. The dinner was rice, fried chicken, vegetables, and eggs. It tasted delicious for me. I finished my dinner and joined my group for the campfire. Everyone was ready with their marshmallow. We happily sat and burned marshmallows together.

Our teachers surprised us with corn. We burned and eat corn. We also sang songs. It got darker and it was time to sleep. We brushed our teeth and washed our faces and feet. We went to our tent and be ready to sleep. I slept in my tent with my group.

The next morning, we visited the village. The village was surrounded by two hills. The houses were made from brick and clay. Our teacher told us that the people in the village respect the environment, that's why they only use natural materials for their houses and clothes. There was also no trash or burning trash seen.

Tenganan was not only famous for its beautiful nature but also the way people lived there. The people lived based on the values from their ancestors. Most of them worked as craftsmen. They made traditional clothes, bamboo crafts, paintings, and wooden sculptures. These were made from trees.



Their traditions were also very unique. They did *Perang Pandan* or *Pandan* fighting. It was two people fighting using pandanus leaves as weapons. At first, it was self-defense training, then people did it annually to praise God of War, Indra. People gathered and watched the ceremony. People learned to control their anger. Even though they fought and bled, they still respected each other and befriended. I was so lucky to watch this amazing ceremony.

I knew why tourists came to Tenganan Village. It had a beautiful nature and ceremony. The people were also very humble. They respected each other and the environment. I could not imagine a camp better than this.

-The End-

Handout **a** What's for school camp is a mind map. It asks learners to make a mind map for possible needed and essential things to prepare for camp. The focus in this worksheet is related vocabulary for the story. It is done for pre-reading activity. It does not necessarily need to be done individually, having them make the mind map in pairs or small groups is better for them to share more vocabulary and save more time since it is not the main activity. Make sure they spell the words correctly and share their work to the class.

Handout **b** is a worksheet containing some reading comprehension questions. It is suggested to be done individually by each learner. It is practice for them to recall what has been gotten from the text. Try to give them focused time to answer questions but give them clear time which is neither too short nor long. It will help them to practice to use the time wisely and encourage efficient scanning and skimming if looking back to the text is allowed for beginner level. However, when learners seem to understand very well after the reading phase, encourage them to answer the questions relying on their memory. Both options still need confirmation for the correct answer by the teacher at the end to clarify the content.

Handout **c** is a reflective question. It may take some time for the learner to think and evaluate the main character of the story. It is very important for the learner to take the character's point of view not only for empathy but also get the message the story tries to deliver. Thus, the worksheet is given as the learner can write their own opinion toward the character. It practices the learner's critical thinking and communicative skills in written form as they try to explain and put their ideas clearly.

Handout **d** can be identified as the follow-up activity for handout **c**. However, they can be done separately. If handout **c** focuses on the character, handout **d** focuses on the events in the story. It lets the learner put their shoe as the character in experiencing the events in the story. For handout **c**, the drawing part will surely be interesting for the learner, the teacher needs to emphasize that the reasoning and writing their explanation clearly after is important.

a. What's for school camp?

Name : _____

Date : _____

Story : _____

There are many things to be prepared for a camp like a tent, food, first aids kit, torch, rain coat, etc. Complete the mind map below by drawing lines and writing the things you need for a camp. You can also add some pictures of the things.



Name : _____

Date : _____

Story : _____

Read each question carefully and circle the correct answer.

1. How did the character 'I' think about joining camp in the beginning?
 - a. The character felt nervous.
 - b. The character felt excited.
 - c. The character felt exhausted.
2. How did the character 'I' feel after joining the camp?
 - a. The character enjoyed the camp.
 - b. The character disliked the activities.
 - c. The character did not want to join a camp anymore.
3. Where did they go for the school camp?
 - a. They went to Penglipuran village.
 - b. They went to Mount Agung.
 - c. They went to Tenganan village.
4. What did they have during the campfire?
 - a. They had marshmallows and rice.
 - b. They had corn and marshmallows.
 - c. They had bread and corn.
5. How do they help each other during the camp?
 - a. They tidied the tent, took care of each other during the tracking and at night.
 - b. They shared food and sang together.
 - c. They walked to the tent together and brought their own bags and stuff.

c. What I think about 'I'

Name : _____

Date : _____

Story : _____

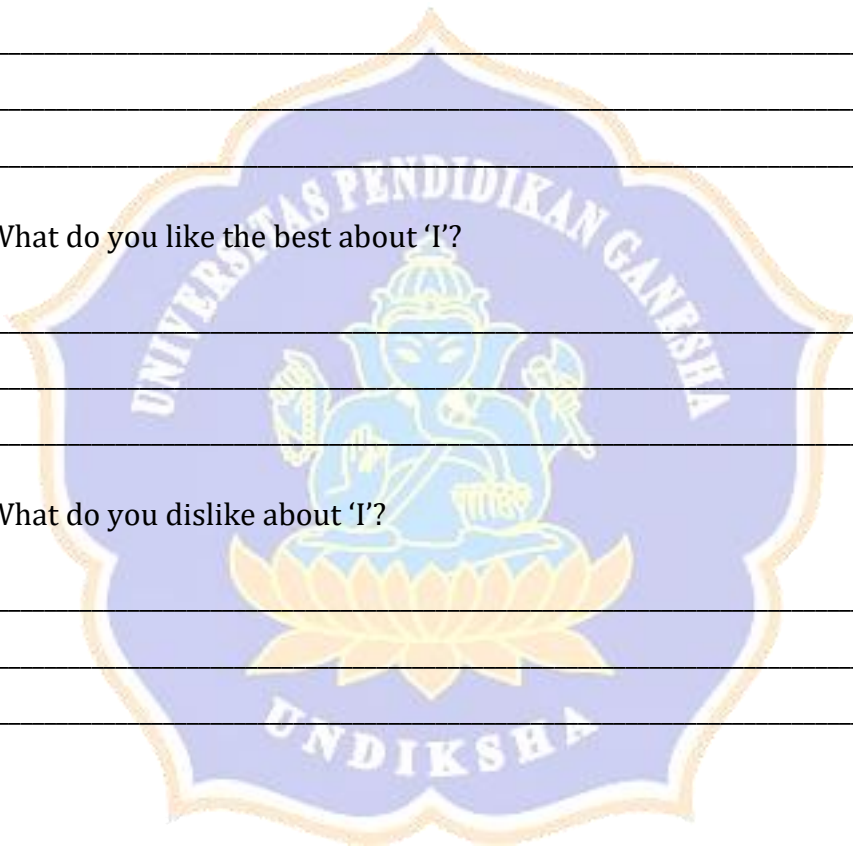
The story 'Best Camp Ever' tells about I's experience in joining school camp.

What do you think about the character 'I' in the story?

1. Write 5 behaviours of the character 'I'!

2. What do you like the best about 'I'?

3. What do you dislike about 'I'?



d. The best part

Name : _____

Date : _____

Story : _____

Draw the best part of the story in the box below.



Why do you think it is the best part of the story?




Unit 9

Dayu and Her Curiosity



Unit nine is the last unit of the book, this unit presents the story entitled 'Dayu and Her Curiosity' as a short story. The short story is not segmented to study several language parts. It is used to give the learner an enjoyable extensive reading where understanding the text is the focus while getting language input is done unconsciously. Nevertheless, the learning activities need to be well arranged to make it as meaningful as possible. The three reading phases are designed with sequences of activities to meet the purposes of each phase.

The learning theme for the units is things around us. Bali is a famous place for unique and beautiful artworks that attract many people. The story 'Dayu and Her Curiosity' shows how artworks are supposed to be valued and preserved. The main character Dayu shows her great curiosity in the arts. It tries to show the learner what to do with the question one's has in the mind. It intrigues the learner to not ignore the curiosity they have in order to grow and learn. This story is not merely related to the things around us in Bali but also delivers behaviour toward learning and respect for others.



Learning Theme	: Things around us
Age	: 10-12 years old
Level	: Grade five elementary school
Language Focus	: Integrated language skills, vocabulary
Thinking Skill	: Analyzing, evaluating, and creating
4Cs	: Communicating, critical thinking, collaborating, and creativity
Preparation	: Prepare the story, other supporting sources, and handouts
Learning Objectives	: To learn about things found in Bali through story To practice listening, speaking, reading, and writing skills through story To enrich learner's vocabulary on things around us To practice learner's HOTS and 4Cs skills

The three phases, pre-reading, while-reading, and post-reading cannot be separated and should be done in sequence. Pre-reading supports the learner while while-reading and post-reading is the essential follow-up. The sources provided can be modified or adjusted based on the learner's need. Meanwhile the activities designed below go together and are based on what fifth-grade thematic subject deliver in unit nine.

Pre-reading

Advertisements are used as a brainstorming media in pre-reading activities. Not only is it being learned in thematic unit nine but it also helps the learner to learn English in a practical way as advertisements are commonly found in daily life. Brief review and explanation may be needed in the beginning to recall what the learner has learned about advertisement. Having them observe and identify the elements can be practiced along with learning how to fill in a simple diagram. Presenting the diagram at last will contribute to their speaking and communicative skills. Correct the mistakes made, praise all their effort, and clarify the concepts at last are suggested along the process. Positive feedback can also come from the peers. Encourage them to think critically while evaluating one's work in positive ways.

- Observing an advertisement about art festival in Bali
- Discuss the purpose, structure, content, layout, picture, and words in the advertisement
- Fill in a diagram for those elements in pair
- Present the diagram
- Ask what could be added to the advertisement to make it better and invite more questions about the advertisement to get more information
- Ask 'What do you do if you want to know more about the thing in the advertisement?' (accept all answers)

While-reading

The idea of extensive reading is an enjoyable reading to get the message from the text. It can be done alone or in groups, but it should be independently succeeded by each learner.

- Reading the story 'Dayu and Her Curiosity' in group of three

Post-reading

Role-play is the main focus in this unit. It has been done once in the previous unit. Should it be done more than once to make the learner practice and grow the skills. It also shows the learner's reading comprehension and clarifies what information they get from reading the text earlier. Getting them to write the script will also be very beneficial not only

- Doing a role play for the story 'Dayu and Her Curiosity'
- Answering the reflective question 'Who is your favorite character? Why?' 'What other way to make the story better?'
- Answering questions about the story
- Discussing the answers and confirmation by teachers

for the writing skill but also their creativity. Give them focused time while the teacher is ready for any assistance and being a help to them. Once learners are able to perform the act well, they understand the story better and answering some reading comprehension questions will be an easy task. Making an advertisement can be an additional task but a very meaningful one as they have observed advertisement in the beginning. Giving them the topic related to the story will save more time. It can be their project done individually or in a group.

- Making an advertisement of healthy food on wooden plate



DAYU AND HER CURIOSITY

Dayu was a bright child. She was a very well-mannered and clever child. She lived with her parents. They taught Dayu to be responsible, respectful, and humble.

One day, Dayu joined an art exhibition day at school. Dayu and, and her best friend, Galuh, walked around and enjoyed every artwork displayed. They were paintings, sculptures, crafts, and traditional ornaments. They were in different colors, shapes, and sizes. Every artwork was unique and beautiful.



They also watched a dance. It was Oleg dance, a traditional dance from Bali. Two people were dancing in beautiful costumes and makeup. Dayu and Galuh were very amazed by the way the dancers danced. Everyone was clapping at the end of that dance. They also looked amazed and enjoyed the dance.

After that day, Dayu kept thinking about the artworks and dances she saw during the exhibition. She talked about the exhibition day and all the beautiful things she saw. Her mother and father listened attentively. Dayu asked how people could craft very beautiful artworks and dance gracefully. She wondered where she could learn about those things.

One day, Dayu and Galuh finished their lunch fast and rushed to the library. They went to the shelf where all the encyclopedias were put on. They looked over each title of the books and found “Treasures in Bali”. They took the book and read it together. They found what they searched for. They read about Ubud. It was in Gianyar regency and it was famous for its Balinese culture. The pictures in the book were all beautiful and amazing. They wanted to visit Ubud.

When Dayu arrived home, she asked her father if she could visit Ubud on the weekend. Her father said that he would be busy and offered if she wanted to stay in her grandparent’s house.

They were welcomed by Dayu’s grandparents. On Saturday Morning, the grandparents took them to Ubud traditional market where they saw paintings, crafting, and more ornaments. They strolled around the market enjoying the artworks.



In the evening, they visited the Ubud Palace which was across the market. They watched Kecak Dance. It was a very beautiful dance where many people danced. It was a dance with a mini theater. It told a story about Rama and Sita. They were dancing followed by music from a traditional music instrument called

Gamelan. Dayu asked her grandmother if she could learn dancing. Her grandmother promised that she would take them to a dancing club the next day. They called them *Sanggar*. It was a place for children to adults learning to dance. They started from the basic movements, from the legs and arms movement to facial expressions.



Dayu and Galuh even got a chance to try and practice some dances. There, they also saw dancing clothes. They knew that different dances had their costumes and attributes. Some of the attributes for Balinese traditional dances were a folding fan, *bokor* or small bowl, spear, basket, and flowers. It was not easy to learn the dances, but it needed a lot of practice. But they enjoyed everything they learned in the club. After spending the day in the club, they went to Dayu's grandparents' house and waited to be picked up. In the car, they told everything they did in Ubud to Dayu's parents.

They were really happy and grateful for everything they learned and their family who helped them to visit and explore Ubud. Dayu realized that we would never learn if we never try to find the answer to our question and curiosity. We need to keep searching for the answer.

-The End-

There are five handouts for the activity. Handouts **a** to **e** are designed to support the use of the story 'Dayu and Her Curiosity'. The handouts can be modified to meet the learner's level and needs.

Handout **a** gives two examples of advertisement of art events in Bali. The advertisements were chosen from the internet to show the real examples. Handout **a** is completed with handout **b** which is the follow-up worksheet to observe the elements of the advertisements and the content. It can be done in pairs or groups. Teacher's explanation of the elements is still needed before having the learner to do handout **b**, even though in fifth-grade elementary the learner learns the elements in thematic class as well. Reviewing the terms and concepts every time necessary is worth the learner's clear understanding.

Handout **c** is for the post-reading activity. It is a form of a role-play script with an example at the beginning. The role-play done in this worksheet is to perform a simple act for the story 'Dayu and Her Curiosity'. The same flow of the story will show reading comprehension of the learner. Meanwhile, some modified parts of the story can be done by the learner to develop their creativity. The process will need supervision and help from the teacher.

Handout **d** is reading comprehension questions. It is best to be done individually to make the learner review what information they get and what has been learned from the story.

Handout **e** can be optional. It is an activity to create learner's own advertisements. It probably takes more time to let the learner choose their topic or content for the advertisement. Topics related to arts in Bali are very beneficial not only for the learner to practically use the words they have learned but also give them more time to express their idea and creativity and writing skill for making an advertisement they have observed in the beginning.

a. Advertisements

Advertisement A

Ayodya
RESORT • BALI

AYODYA RESORT BALI
BATIK
FESTIVAL
26 - 28 Oct 2018

*Indonesia's Contribution
to World Cultural Heritage*

Featuring:

Gus Teja

**Diana Rosa &
The Comrades of Cool**

The Friends Band

Tjok Abi

Afif Syakur

Dwi Iskandar

Uluwatu Handmade Balinese Lace

KEKEAN Wastra Gallery

KCBI Bali - designers:
Jro Puspa
Riesna Dewi
Anggasari

Uzzy Fauziah

3 Days Culture Exhibitions

Supported by

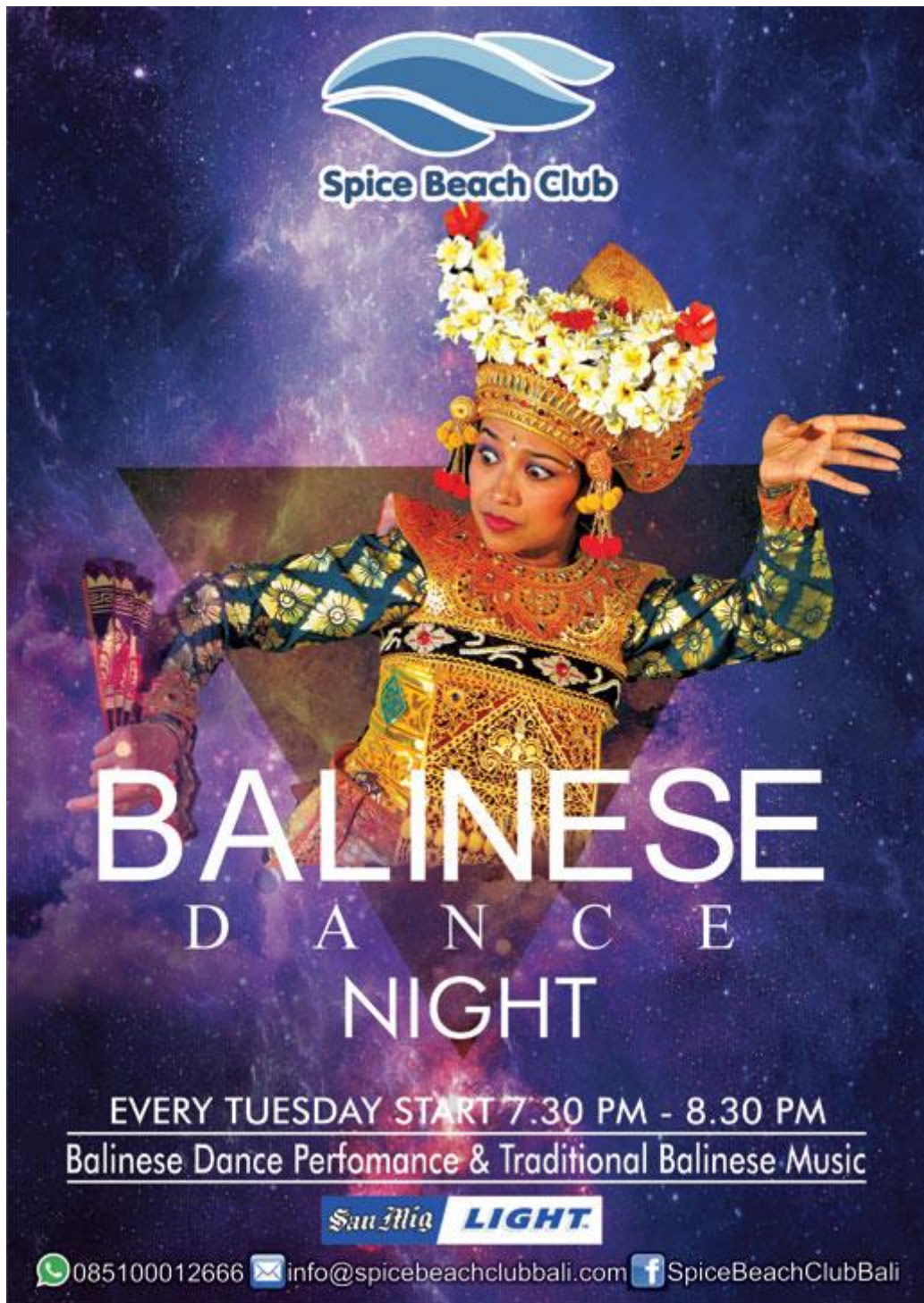
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Scan to explore more

<https://nowbali.co.id/wp-content/uploads/2018/10/Ayodya-Batik-Festival-2018.jpg>


Advertisement B







Spice Beach Club

BALINESE
D A N C E
NIGHT

EVERY TUESDAY START 7.30 PM - 8.30 PM
Balinese Dance Performance & Traditional Balinese Music



 085100012666  info@spicebeachclubbali.com  SpiceBeachClubBali

<http://www.spicebeachclubbali.com/events/balinese-dance-night>

b. Elements of advertisements

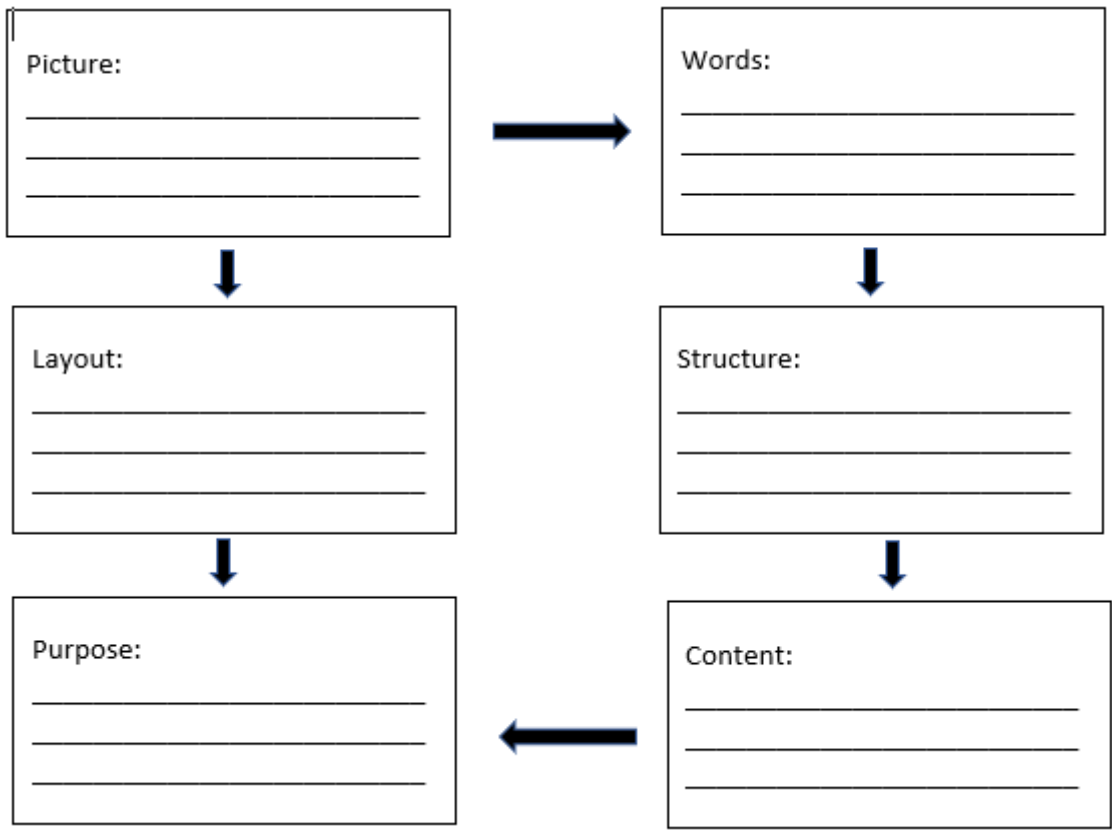
Name : _____

Date : _____

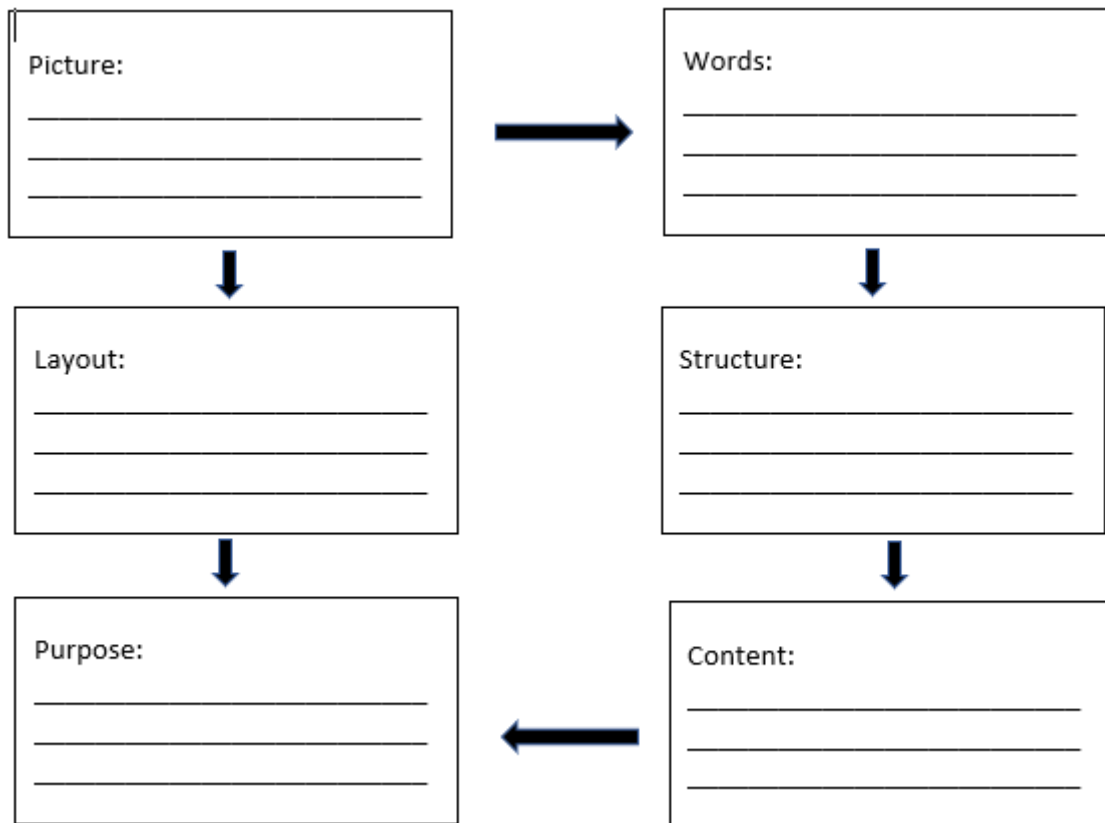
Story : _____

After observing the advertisement, A and B, identify some elements of the advertisements.

Advertisement A



Advertisement B



Do both advertisements tell information about events?

What would you do if you want to know more about the events?

c. Let's do a roleplay!

Name : _____

Date : _____

Story : _____

Look at the example of a role-play script below.

With your group, make a simple role-play script from a part of the story 'Dayu and Her Curiosity'. It does not need to be the whole story. The example of a play script is below and you can write your own script after.

The example:

THE FIRST DAY OF SCHOOL

CHARACTERS:

NARRATOR

TEACHER ENCHANTED

CLAIRE

EDSON

GIRL

MOTHER

KIDS

SCRIPT:

NARRATOR: Claire lived in a very faraway land where children studied to fix stars, to be doctors of flowers, and to be magicians. The first time Claire went to school, she was very afraid. She didn't know anybody and classes had already started. Her legs were shaking, but she had to say goodbye to her mother, and went right in to school.

TEACHER ENCHANTED: Sit down, Claire. Let's see Edson, do you remember yesterday's lesson?.

NARRATOR: Edson stood up and very seriously he said.

EDSON: Mini, mini, mini pibi, let there appear a delicious chocolate candy bar.

NARRATOR: Suddenly, instead of a chocolate bar, a piece of candle appeared. Everybody, even Claire were laughing and yelling.

KIDS: He made a mistake!.

TEACHER ENCHANTED: Who wants to help Edson?.

GIRL: I will! Mini, mini, mini quiliti, let there appear a delicious chocolate candy bar.

NARRATOR: Everybody clapped when an enormous chocolate bar appeared.

TEACHER ENCHANTED: Now let`s play a game called the flying jump. If you don`t know the spell you will not be able to fly. Listen everybody: maraca, maraca, maraca zambaine let it fly, let it fly like a plane.

NARRATOR: Some said the wrong spell and fell to ground but everybody laughed. Next, teacher Enchanted taught the children different spells, useful for every occasion. Claire was so excited that she raised her hand to tell a different spell.

CLAIRE: Star, lets, star, starlets, let the classroom be filled with stars.

NARRATOR: Everybody clapped when thousands of stars filled the classroom. Then the children wrote all the spells in their notebooks to study them. Claire went happily back home, kissed her mother and told her about her first day of school.

MOTHER: Did you like school, Claire?.

CLAIRE: Yes, Mom, and I want to go back tomorrow and everyday.

THE END

Taken from <http://www.kidsinco.com/2008/07/the-first-day-of-school/>





d. Reading comprehension

Name : _____

Date : _____

Story : _____

Answer the questions below about the story 'Dayu and Her Curiosity' by crossing the correct answer.

1. Who is the main character in the story?

2. Why did she want to visit Ubud?

3. How did she enjoy her time in Ubud?

4. What did she learn from visiting Ubud?

5. Which part do you think is the best moment for her?

6. What do you think makes her get what she wants?

e. My advertisement

Name : _____
Date : _____
Story : _____

Imagine if you are going to do an art exhibition, what kinds of art will you show?

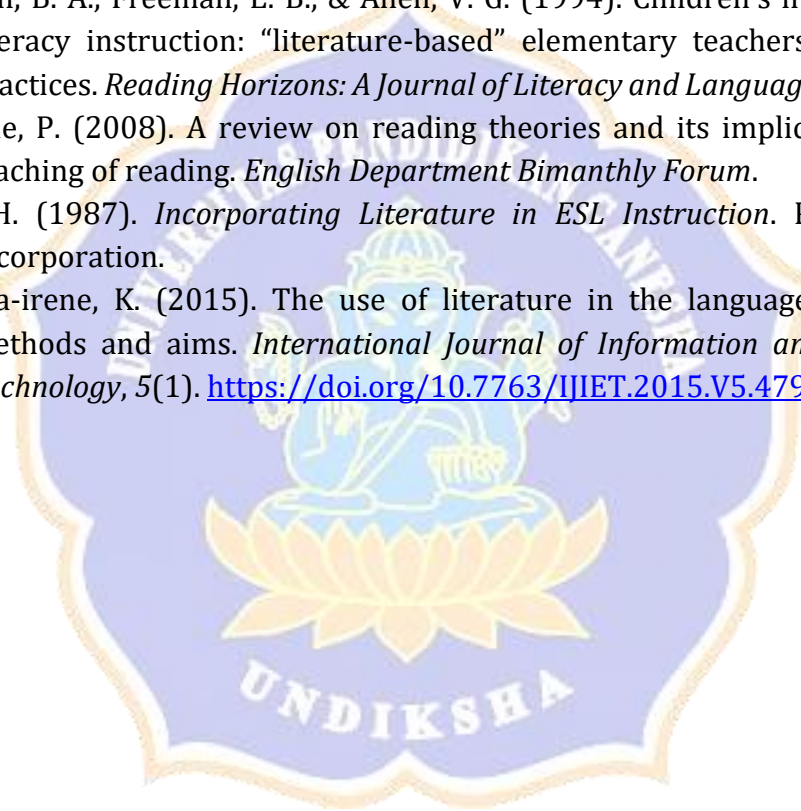
Where and when it will be?

To answer the questions please make an advertisement about your art exhibition below.



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Appendix 9

Content Validity Test



Blueprint of Content Validity Test Instrument

Blueprint of Content Validity Questionnaire

	Domain	Item		Theory	Reference	Note
Short Story	Content	1	The topic of the short story is related to and relevant to learning theme.	Thematic learning, curriculum 2013, integrated learning, relevancy	Tomlinson, 2013	
		2	The words used in the short story is related to the learning themes.	Thematic learning, linguistic feature, Extensive reading	Tomlinson, 2013	
		3	The language used in the short story is comprehensible for fifth-grade student.	Comprehensibility (Tomlinson)	Tomlinson, 2013	
		4	The short story developed is related to the daily life of Balinese.	Contextuality (Tomlinson)	Tomlinson, 2013	
		5	The short story introduces culture or local values in Bali.	Relatable and culture awareness (Tomlinson), non-native literature,	Floris, 2005; Tomlinson, 2013	
		6	The characters are clear.	Story elements	Fauzan, 2016; Novasyari, 2019; Sage, 1987; Sultan et al., 2018	
		7	The settings are clear.	Story elements		
		8	The plot is clear.	Story elements		

		9	There is moral value or message delivered through the story.	Story elements, character education (BNSP),		
	Appeal	10	The text has a title and body.			
		11	The fonts are clear.			
		12	The illustration is related and interesting.	Attractive representation (Tomlinson)	Tomlinson, 2013	
		13	The illustration is placed neatly.			
Activity	Compatibility	14	The activity has pre-, while-, and post-reading phase.		Bruce & Davidson, 1996; Gonzalez, 2010; Rohman, 2017; Tasneen, 2010; Toprak & Almaciaglu, 2009; Violetta-irene, 2015; Wahjudi, 2012	
		15	The activities in each phase are varied.	Variety; learning style	Tomlinson, 2013	
		16	The activities in pre-reading phase help student to be ready for reading the short story and to generate students' prior knowledge and interest.		Bruce & Davidson, 1996	

		17	The activities in while-reading phase help student to read extensively and understanding the story.		Violetta-irene, 2015; Waring, 2011;	
		18	The activities in post-reading phase help student to understand the text and practice the language.		Wahjudi, 2012	
		19	The activity is suitable for short story use in learning English.			
HOTS		20	The activity encourages student to develop analyzing ability for HOTS.	Bloom's Taxonomy; decision and discovery making	Febrina, Usman, & Muslem, 2019; Indrayana & Kuswandono, 2020; Thamrin, Widodo, & Margana, 2018; Tomlinson, 2013	
		21	The activity encourages student to develop evaluating ability for HOTS.			
		22	The activity encourages student to develop creating ability for HOTS.			
4Cs		23	The activity supports student to practice critical thinking skill.	Critical thinking (BNSP),		
		24	The activity supports student to practice communicative skill.			
		25	The activity supports student to practice collaborative skill.			
		26	The activity supports student to practice creative skill.			

	27	The activity provides student-centered learning.	Student-centered (BNSP)	BNSP; Tomlinson, 2013	
Language	28	The activity gives student chance to practice language skills actively	Communicative purposes (Tomlinson)	Tomlinson, 2013	
	29	The activity supports the student's reading, writing, listening, and speaking skills in an integrated way.		Tomlinson, 2013	
	30	The activity supports student to enrich their vocabulary.			
	31	The activity helps the student to develop confidence with challenging and achievable task.	confidence	Tomlinson, 2013	
	32	The activity is useful to help the student learn English and the story.	Useful	Tomlinson, 2013	
	33	The activity can give prompted and delayed positive effect on student's learning	prompted and delayed positive effect on learning	Tomlinson, 2013	
	34	The activity allow student to speak for their opinion and feedback.	Boost feedback	Tomlinson, 2013	

Tomlinson, B. (2013). *Developing Materials for Language Teaching* (2nd ed). Bloomsbury Publishing.

Instrument of Content Validity Assessment for Literature-based Instructional Materials for Fifth-Grade Elementary Students

Purpose (Tujuan):

This questionnaire aims at assessing the content validity of literature-based instructional materials in form of short stories and in-class learning activity for the fifth-grade elementary students in Bali.

(Kuisisioner ini bertujuan untuk mengetahui pendapat anda tentang materi pembelajaran yang dikembangkan untuk pembelajaran Bahasa Inggris kelas V SD di Bali.)

Petunjuk:

1. Write your full name, institution name, and email address.
(Tulislah identitas diri dengan benar.)
2. Give your honest response by putting a check (✓) for each statement based on your opinion.
(Berikan respon anda pada setiap pernyataan berikut dengan mencentang (✓) pada kolom untuk memberikan pendapat anda.)

Name (Nama) :

Institution (Institusi) :

Email :

Signature (Tanda tangan) :

No.	Statement <i>(Pernyataan)</i>	Sangat tidak setuju (1)	Tidak setuju (2)	Cukup setuju (3)	Setuju (4)	Sangat setuju (5)
<i>Short Stories' Content Assessment (Penilaian Konten)</i>						
1.	The topic of the short story is related to and relevant to the learning theme. <i>(Topik cerita berkaitan dan relevan dengan tema pembelajaran.)</i>					
2.	The words used in the short story are related to the learning themes. <i>(Kata-kata pada cerita berkaitan dengan tema pembelajaran..)</i>					

3.	The language used in the short story is comprehensible for the fifth-grade students. <i>(Bahasa yang digunakan pada cerita dapat dipahami oleh siswa kelas 5 SD.)</i>					
4.	The short story developed is related to the daily life of Balinese. <i>(Cerita dikembangkan berkaitan dengan kehidupan keseharian masyarakat Bali.)</i>					
5.	The short story introduces culture or local values in Bali. <i>(Cerita mengenalkan budaya dan nilai lokal di Bali.)</i>					
6.	The characters are clear. <i>(Karakter pada cerita jelas.)</i>					
7.	The settings are clear. <i>(Tempat atau setting cerita jelas.)</i>					
8.	The plot is clear. <i>(Alur cerita jelas.)</i>					
9.	There is moral value or message delivered through the story. <i>(Terdapat nilai atau pesan moral disampaikan di cerita..)</i>					
<i>Short Stories' Appearance (Penilaian Penyajian)</i>						
10.	The text has a title and body. <i>(Teks cerita memiliki judul dan isi.)</i>					
11.	The fonts are clear. <i>(Huruf digunakan jelas.)</i>					
12.	The illustration is related and					

	interesting. <i>(Ilustrasi berkaitan dan menarik.)</i>					
13.	The illustration is placed neatly. <i>(Ilustrasi diposisikan dengan rapi.)</i>					
Activities (Penilaian Kegiatan)						
14.	The activity has pre-, while-, and post-reading phase. <i>(Aktivitas belajar memiliki fase sebelum, saat, dan sesudah membaca.)</i>					
15.	The activities in each phase are varied. <i>(Kegiatan dalam setiap fase bervariasi.)</i>					
16.	The activities in the pre-reading phase help students to be ready for reading the short story and to generate students' prior knowledge and interest. <i>(Kegiatan belajar di fase sebelum-membaca membantu siswa untuk bersiap membaca cerita dan mengingatkan pengetahuan terkait dan ketertarikan.)</i>					
17.	The activities in the while-reading phase help student to read extensively and understand the story. <i>(Kegiatan belajar di fase saat-membaca membantu siswa membaca secara ekstensif dan memahami cerita.)</i>					
18.	The activities in post-reading phase help student to understand the text and practice the language. <i>(Kegiatan belajar di fase sesudah-membaca membantu siswa memahami teks dan berlatih Bahasa.)</i>					

19.	The activity is suitable for short story use in learning English. <i>(Kegiatan belajar sesuai dengan penggunaan cerita dalam belajar Bahasa Inggris.)</i>					
20.	The activity encourages students to develop analyzing ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan menganalisa.)</i>					
21.	The activity encourages students to develop evaluating ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan mengevaluasi.)</i>					
22.	The activity encourages students to develop creating the ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan mencipta.)</i>					
23.	The activity supports students to practice critical thinking skills. <i>(Kegiatan belajar mendukung siswa untuk berlatih kemampuan berpikir kritis.)</i>					
24.	The activity supports students to practice the communicative skills. <i>(Kegiatan belajar mendukung siswa untuk berlatih kemampuan berkomunikasi.)</i>					
25.	The activity supports student to practice collaborative skill. <i>(Kegiatan belajar mendukung siswa untuk berlatih kemampuan berkolaborasi.)</i>					
26.	The activity supports student to practice creativity skill.					

	<i>(Kegiatan belajar mendukung siswa untuk berlatih kreatif.)</i>					
27.	The activity provides student-centered learning. <i>(Kegiatan belajar memberikan pembelajaran berpusat pada siswa.)</i>					
28.	The activity gives student chance to practice language skills actively <i>(Kegiatan belajar memberikan siswa kesempatan berlatih bahasa secara aktif.)</i>					
29.	The activity supports the student's reading, writing, listening, and speaking skills in an integrated way. <i>(Kegiatan belajar mendukung kemampuan membaca, menulis, mendengar, dan berbicara secara terintegrasi .)</i>					
30.	The activity supports student to enrich their vocabulary. <i>(Kegiatan belajar mendukung siswa untuk belajar kosakata baru.)</i>					
31.	The activity helps student to develop confidence with challenging and achievable task. <i>(Kegiatan belajar membantu siswa untuk menumbuhkan kepercayaan diri melalui tugas yang menantang namun dapat dikerjakan.)</i>					
32.	The activity is useful to help student learn English and the story. <i>(Kegiatan belajar bermanfaat untuk siswa belajar Bahasa Inggris dan cerita.)</i>					
33.	The activity can give prompted and delayed positive effect on student's learning.					

	<i>(Kegiatan belajar dapat memberi dampak positif seketika atau dimasa depan.)</i>					
34.	The activity allow student to speak for their opinion and feedback. <i>(Kegiatan belajar memberikan siswa untuk mengungkapkan opini dan pendapatnya.)</i>					



Validity Test of the Content Validity Test Instrument

Validation Form of

Content Validity Test Questionnaire for Literature-based Instructional Materials for Fifth-Grade Elementary Students in Bali

4) Information:

Purpose : This validation is to assess the content validity of each item in the questionnaire.

Items : Each item is formulated based on the theory and practice of literature-based instructional materials in form of stories and activities and Tomlinson's principle of evaluating materials.

Product : Nine short stories with in-class that can be implemented in thematic and English class for 5th grade elementary students in Bali.

5) Instruction :

Fill the personal information. Read each statement carefully and give your honest response by putting a tick (✓) in the column 'Relevant' or 'Irrelevant' for each statement.

6) Expert Identity:

Name : Prof. Dr. Ni Putu Kerti Nitiasih

Occupation : Lecturer

Affiliation : Universitas Pendidikan Ganesha

Day/Date : Wednesday, 18 November 2020

Signature :

No.	Statement	Evaluation		Comment
		Relevant	Irrelevant	
	<i>Short Story</i>			
	<i>Content Assessment</i>			
1.	The topic of the short story is related to and relevant to learning theme.	✓		
2.	The words used in the short story is related to the learning themes.	✓		
3.	The language used in the short story is comprehensible for fifth-grade student.	✓		

4.	The short story developed is related to the daily life of Balinese.	✓		
5.	The short story introduces culture or local values in Bali.	✓		
6.	The characters are clear.	✓		
7.	The settings are clear.	✓		
8.	The plot is clear.	✓		
9.	There is moral value or message delivered through the story.	✓		
<i>Appearance</i>				
10.	The text has a title and body.	✓		
11.	The fonts are clear.	✓		
12.	The illustration is related and interesting.	✓		
13.	The illustration is placed neatly.	✓		
<i>In-class Activity</i>				
14.	The activity has pre-, while-, and post-reading phase.	✓		
15.	The activities in each phase are varied.	✓		
16.	The activities in pre-reading phase help student to be ready for reading the short story and to generate students' prior knowledge and interest.	✓		
17.	The activities in while-reading phase help student to read extensively and understanding the story.	✓		
18.	The activities in post-reading phase help student to understand the text and practice the language.	✓		
19.	The activity is suitable for short story use in learning English.	✓		

20.	The activity encourages student to develop analyzing ability for HOTS.	✓		
21.	The activity encourages student to develop evaluating ability for HOTS.	✓		
22.	The activity encourages student to develop creating ability for HOTS.	✓		
23.	The activity supports student to practice critical thinking skill.	✓		
24.	The activity supports student to practice communicative skill.	✓		
25.	The activity supports student to practice collaborative skill.	✓		
26.	The activity supports student to practice creative skill.	✓		
27.	The activity provides student-centered learning.	✓		
28.	The activity gives student chance to practice language skills actively	✓		
29.	The activity supports the student's reading, writing, listening, and speaking skills in an integrated way.	✓		
30.	The activity supports student to enrich their vocabulary.	✓		
31.	The activity helps the student to develop confidence with challenging and achievable task.	✓		
32.	The activity is useful to help the student learn English and the story.	✓		
33.	The activity can give prompted and delayed positive effect on student's learning	✓		
34.	The activity allow student to speak for their opinion and feedback.	✓		

Validation Form of Content Validity Test Questionnaire for Literature-based Instructional Materials for Fifth-Grade Elementary Students in Bali

7) Information:

Purpose : This validation is to assess the content validity of each item in the questionnaire.

Items : Each item is formulated based on the theory and practice of literature-based instructional materials in form of stories and activities and Tomlinson's principle of evaluating materials.

Product : Nine short stories with in-class that can be implemented in thematic and English class for 5th grade elementary students in Bali.

8) Instruction :

Fill the personal information. Read each statement carefully and give your honest response by putting a tick (√) in the column 'Relevant' or 'Irrelevant' for each statement.

9) Expert Identity:

Name : Made Hery Santosa

Occupation : Educator

Affiliation : Universitas Pendidikan Ganesha

Day/Date : Wednesday, 18 November 2020



Signature :

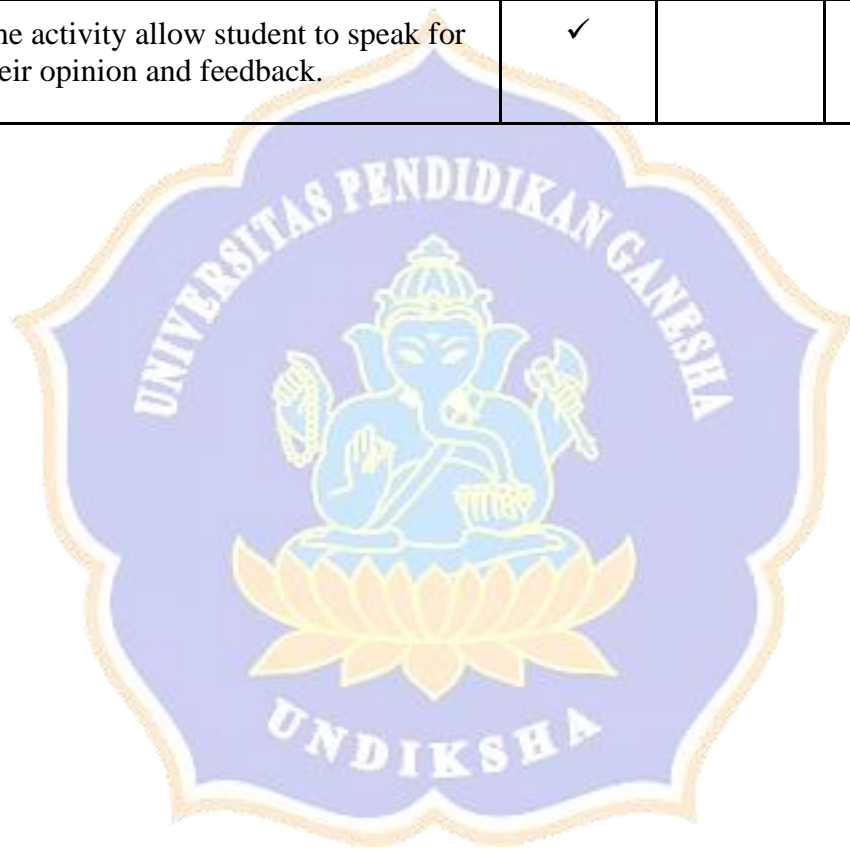
Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik BSE-BSSN.
Verifikasi dokumen bisa dilakukan melalui <https://agenda.undiksha.ac.id/verifikasi>

No.	Statement	Evaluation		Comment
		Relevant	Irrelevant	
	<i>Short Story</i>			
	<i>Content Assessment</i>			
2.	The topic of the short story is related to	✓		

	and relevant to learning theme.			
2.	The words used in the short story is related to the learning themes.	✓		
3.	The language used in the short story is comprehensible for fifth-grade student.	✓		
4.	The short story developed is related to the daily life of Balinese.	✓		
5.	The short story introduces culture or local values in Bali.	✓		
6.	The characters are clear.	✓		
7.	The settings are clear.	✓		
8.	The plot is clear.	✓		
9.	There is moral value or message delivered through the story.	✓		
<i>Appearance</i>				
10.	The text has a title and body.	✓		
11.	The fonts are clear.	✓		
12.	The illustration is related and interesting.	✓		
13.	The illustration is placed neatly.	✓		
<i>Activity</i>				
14.	The activity has pre-, while-, and post-reading phase.	✓		
15.	The activities in each phase are varied.	✓		
16.	The activities in pre-reading phase help student to be ready for reading the short story and to generate students' prior	✓		

	knowledge and interest.			
17.	The activities in while-reading phase help student to read extensively and understanding the story.	✓		
18.	The activities in post-reading phase help student to understand the text and practice the language.	✓		
19.	The activity is suitable for short story use in learning English.	✓		
20.	The activity encourages student to develop analyzing ability for HOTS.	✓		
21.	The activity encourages student to develop evaluating ability for HOTS.	✓		
22.	The activity encourages student to develop creating ability for HOTS.	✓		
23.	The activity supports student to practice critical thinking skill.	✓		
24.	The activity supports student to practice communicative skill.	✓		
25.	The activity supports student to practice collaborative skill.	✓		
26.	The activity supports student to practice creative skill.	✓		
27.	The activity provides student-centered learning.	✓		
28.	The activity gives student chance to practice language skills actively	✓		
29.	The activity supports the student's reading, writing, listening, and speaking skills in an integrated way.	✓		
30.	The activity supports student to enrich	✓		

	their vocabulary.			
31.	The activity helps the student to develop confidence with challenging and achievable task.	✓		
32.	The activity is useful to help the student learn English and the story.	✓		
33.	The activity can give prompted and delayed positive effect on student's learning	✓		
34.	The activity allow student to speak for their opinion and feedback.	✓		



Recapitulation od Validation Forms

1) Expert 1: Rater 1

Name : Made Hery Santosa
 Occupation : Educator
 Affiliation : Universitas Pendidikan Ganesha
 Day/Date : Wednesday, 18 November 2020



Signature : Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik BSE-BSSN. Verifikasi dokumen bisa dilakukan melalui <https://agenda.undiksha.ac.id/verifikasiTTE>

2) Expert 2: Rater 2

Name : Prof. Dr. Ni Putu Niti Kertiasih
 Occupation : Lecturer
 Affiliation : Universitas Pendidikan Ganesha
 Day/Date : Wednesday, 18 November 2020

Signature : 

Gregory Formula:

$$\text{Content Validity} = \frac{D}{(A + B + C + D)}$$

Note:

- A: two raters disagree
- B: rater 1 agree, rater 2 disagree
- C: rater 1 disagree, rater 2 agree
- D: two raters agree

No	Statement	Rater 1		Rater 2		
		Relevant	Irrelevant	Relevant	Irrelevant	
<i>Short Story</i>						
<i>Content Assessment</i>						
1	The topic of the short story is related to and relevant to learning theme.	✓		✓		D
2	The words used in the short story is related to the learning themes.	✓		✓		D

3	The language used in the short story is comprehensible for fifth-grade student.	✓		✓		D
4	The short story developed is related to the daily life of Balinese.	✓		✓		D
5	The short story introduces culture or local values in Bali.	✓		✓		D
6	The characters are clear.	✓		✓		D
7	The settings are clear.	✓		✓		D
8	The plot is clear.	✓		✓		D
9	There is moral value or message delivered through the story.	✓		✓		D
Appearance						
10.	The text has a title and body.	✓		✓		D
11.	The fonts are clear.	✓		✓		D
12.	The illustration is related and interesting.	✓		✓		D
13.	The illustration is placed neatly.	✓		✓		D
In-Class Activity						
14.	The activity has pre-, while-, and post-reading phase.	✓		✓		D
15.	The activities in each phase are varied.	✓		✓		D
16.	The activities in pre-reading phase help student to be ready for reading the short story and to generate students' prior knowledge and interest.	✓		✓		D
17.	The activities in while-reading phase help student to read extensively and understanding the story.	✓		✓		D
18.	The activities in post-reading phase help student to understand the text and practice the language.	✓		✓		D
19.	The activity is suitable for short story use in learning English.	✓		✓		D
20.	The activity encourages student to develop analyzing ability for HOTS.	✓		✓		D

21.	The activity encourages student to develop evaluating ability for HOTS.	✓		✓		D
22.	The activity encourages student to develop creating ability for HOTS.	✓		✓		D
23.	The activity supports student to practice critical thinking skill.	✓		✓		D
24.	The activity supports student to practice communicative skill.	✓		✓		D
25.	The activity supports student to practice collaborative skill.	✓		✓		D
26.	The activity supports student to practice creative skill.	✓		✓		D
27.	The activity provides student-centered learning.	✓		✓		D
28.	The activity gives student chance to practice language skills actively	✓		✓		D
29.	The activity supports the student's reading, writing, listening, and speaking skills in an integrated way.	✓		✓		D
30.	The activity supports student to enrich their vocabulary.	✓		✓		D
31.	The activity helps the student to develop confidence with challenging and achievable task.	✓		✓		D
32.	The activity is useful to help the student learn English and the story.	✓		✓		D
33.	The activity can give prompted and delayed positive effect on student's learning	✓		✓		D
34.	The activity allow student to speak for their opinion and feedback.	✓		✓		D

Judge 2	Judge 1	
	Relevant	Irrelevant
Relevant	0	0
Irrelevant	0	34

$$\text{Content Validity} = \frac{D}{(A+B+C+D)}$$

$$\text{Content Validity} = \frac{34}{(0+0+0+34)}$$

$$\text{Content Validity} = \frac{34}{34}$$

$$\text{Content Validity} = 1$$



The Reliability Test Result Using SPSS 22

```

NEW FILE.
DATASET NAME DataSet1 WINDOW=FRONT.
RELIABILITY
  /VARIABLES=I1 I2 I3 I4 I5 I6 I7 I8 I9 I10 I11 I12 I13 I14 I15 I16 I17 I18 I19
I20 I21 I22 I23 I24 I25 I26 I27 I28 I29 I30 I31 I32 I33 I34
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE CORR
  /SUMMARY=TOTAL.
    
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Reliability

Notes

Output Created		08-DEC-2020 01:26:51
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	5
	File	
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=I1 I2 I3 I4 I5 I6 I7 I8 I9 I10 I11 I12 I13 I14 I15 I16 I17 I18 I19 I20 I21 I22 I23 I24 I25 I26 I27 I28 I29 I30 I31 I32 I33 I34 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE CORR /SUMMARY=TOTAL.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded ^a	0	.0
	Total	5	100.0

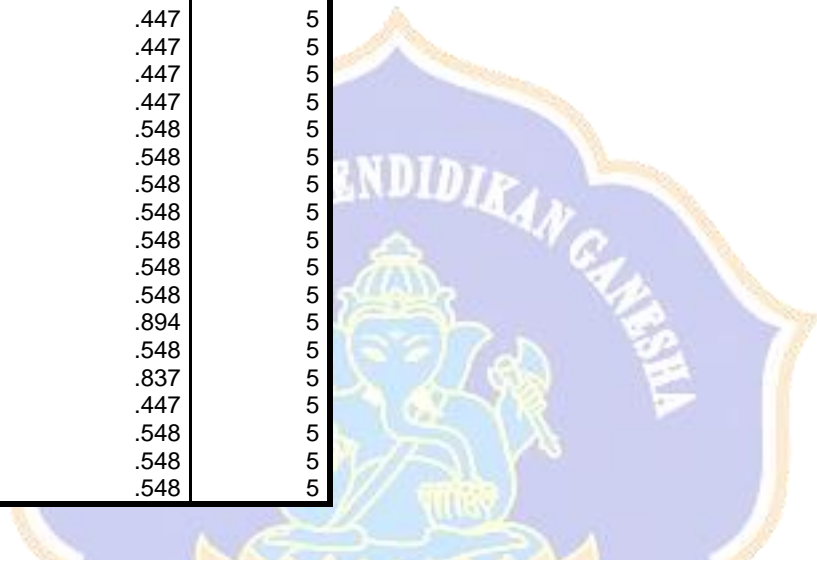
a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.974	.978	33

Item Statistics

	Mean	Std. Deviation	N
I1	4.80	.447	5
I2	4.20	.837	5
I3	4.00	1.000	5
I4	4.60	.548	5
I5	4.80	.447	5
I6	4.60	.548	5
I7	4.60	.548	5
I8	4.40	.548	5
I9	4.40	.548	5
I10	4.80	.447	5
I11	4.60	.548	5
I12	4.80	.447	5
I13	4.40	.548	5
I14	4.80	.447	5
I15	4.60	.548	5
I16	4.80	.447	5
I17	4.80	.447	5
I18	4.80	.447	5
I19	4.80	.447	5
I20	4.60	.548	5
I21	4.60	.548	5
I22	4.60	.548	5
I23	4.60	.548	5
I24	4.60	.548	5
I25	4.60	.548	5
I26	4.60	.548	5
I27	4.40	.894	5
I28	4.60	.548	5
I29	4.20	.837	5
I30	4.80	.447	5
I31	4.60	.548	5
I32	4.60	.548	5
I33	4.60	.548	5



Inter-Item Correlation Matrix

	I1	I2	I3	I4	I5	I6	I7	I8
I1	1.000	.802	.559	-.408	-.250	.612	.612	.408
I2	.802	1.000	.299	-.327	.134	.764	.764	.327
I3	.559	.299	1.000	-.456	.000	.456	.456	.913
I4	-.408	-.327	-.456	1.000	.612	.167	.167	-.167
I5	-.250	.134	.000	.612	1.000	.612	.612	.408
I6	.612	.764	.456	.167	.612	1.000	1.000	.667
I7	.612	.764	.456	.167	.612	1.000	1.000	.667
I8	.408	.327	.913	-.167	.408	.667	.667	1.000
I9	.408	.327	.913	-.167	.408	.667	.667	1.000
I10	-.250	.134	.000	.612	1.000	.612	.612	.408
I11	.612	.764	.456	.167	.612	1.000	1.000	.667
I12	-.250	.134	.000	.612	1.000	.612	.612	.408
I13	.408	.327	.913	-.167	.408	.667	.667	1.000
I14	1.000	.802	.559	-.408	-.250	.612	.612	.408
I15	.612	.764	.456	.167	.612	1.000	1.000	.667
I16	1.000	.802	.559	-.408	-.250	.612	.612	.408
I17	1.000	.802	.559	-.408	-.250	.612	.612	.408
I18	1.000	.802	.559	-.408	-.250	.612	.612	.408
I19	1.000	.802	.559	-.408	-.250	.612	.612	.408
I20	.612	.764	.456	.167	.612	1.000	1.000	.667
I21	.612	.764	.456	.167	.612	1.000	1.000	.667
I22	.612	.764	.456	.167	.612	1.000	1.000	.667
I23	.612	.764	.456	.167	.612	1.000	1.000	.667
I24	.612	.764	.456	.167	.612	1.000	1.000	.667
I25	.612	.764	.456	.167	.612	1.000	1.000	.667
I26	.612	.764	.456	.167	.612	1.000	1.000	.667
I27	.250	.535	.280	.408	.875	.919	.919	.612

I28	.612	.764	.456	.167	.612	1.000	1.000	.667
I29	.134	-.429	.598	-.327	-.535	-.327	-.327	.327
I30	-.250	.134	.000	.612	1.000	.612	.612	.408
I31	.612	.764	.456	.167	.612	1.000	1.000	.667
I32	.612	.764	.456	.167	.612	1.000	1.000	.667
I33	.612	.764	.456	.167	.612	1.000	1.000	.667

Inter-Item Correlation Matrix

	I9	I10	I11	I12	I13	I14	I15	I16
I1	.408	-.250	.612	-.250	.408	1.000	.612	1.000
I2	.327	.134	.764	.134	.327	.802	.764	.802
I3	.913	.000	.456	.000	.913	.559	.456	.559
I4	-.167	.612	.167	.612	-.167	-.408	.167	-.408
I5	.408	1.000	.612	1.000	.408	-.250	.612	-.250
I6	.667	.612	1.000	.612	.667	.612	1.000	.612
I7	.667	.612	1.000	.612	.667	.612	1.000	.612
I8	1.000	.408	.667	.408	1.000	.408	.667	.408
I9	1.000	.408	.667	.408	1.000	.408	.667	.408
I10	.408	1.000	.612	1.000	.408	-.250	.612	-.250
I11	.667	.612	1.000	.612	.667	.612	1.000	.612
I12	.408	1.000	.612	1.000	.408	-.250	.612	-.250
I13	1.000	.408	.667	.408	1.000	.408	.667	.408
I14	.408	-.250	.612	-.250	.408	1.000	.612	1.000
I15	.667	.612	1.000	.612	.667	.612	1.000	.612
I16	.408	-.250	.612	-.250	.408	1.000	.612	1.000
I17	.408	-.250	.612	-.250	.408	1.000	.612	1.000
I18	.408	-.250	.612	-.250	.408	1.000	.612	1.000
I19	.408	-.250	.612	-.250	.408	1.000	.612	1.000
I20	.667	.612	1.000	.612	.667	.612	1.000	.612
I21	.667	.612	1.000	.612	.667	.612	1.000	.612
I22	.667	.612	1.000	.612	.667	.612	1.000	.612
I23	.667	.612	1.000	.612	.667	.612	1.000	.612
I24	.667	.612	1.000	.612	.667	.612	1.000	.612
I25	.667	.612	1.000	.612	.667	.612	1.000	.612
I26	.667	.612	1.000	.612	.667	.612	1.000	.612
I27	.612	.875	.919	.875	.612	.250	.919	.250
I28	.667	.612	1.000	.612	.667	.612	1.000	.612
I29	.327	-.535	-.327	-.535	.327	.134	-.327	.134
I30	.408	1.000	.612	1.000	.408	-.250	.612	-.250
I31	.667	.612	1.000	.612	.667	.612	1.000	.612
I32	.667	.612	1.000	.612	.667	.612	1.000	.612
I33	.667	.612	1.000	.612	.667	.612	1.000	.612

Inter-Item Correlation Matrix

	I17	I18	I19	I20	I21	I22	I23	I24
I1	1.000	1.000	1.000	.612	.612	.612	.612	.612
I2	.802	.802	.802	.764	.764	.764	.764	.764
I3	.559	.559	.559	.456	.456	.456	.456	.456
I4	-.408	-.408	-.408	.167	.167	.167	.167	.167
I5	-.250	-.250	-.250	.612	.612	.612	.612	.612
I6	.612	.612	.612	1.000	1.000	1.000	1.000	1.000
I7	.612	.612	.612	1.000	1.000	1.000	1.000	1.000
I8	.408	.408	.408	.667	.667	.667	.667	.667
I9	.408	.408	.408	.667	.667	.667	.667	.667
I10	-.250	-.250	-.250	.612	.612	.612	.612	.612
I11	.612	.612	.612	1.000	1.000	1.000	1.000	1.000
I12	-.250	-.250	-.250	.612	.612	.612	.612	.612
I13	.408	.408	.408	.667	.667	.667	.667	.667
I14	1.000	1.000	1.000	.612	.612	.612	.612	.612
I15	.612	.612	.612	1.000	1.000	1.000	1.000	1.000
I16	1.000	1.000	1.000	.612	.612	.612	.612	.612
I17	1.000	1.000	1.000	.612	.612	.612	.612	.612
I18	1.000	1.000	1.000	.612	.612	.612	.612	.612
I19	1.000	1.000	1.000	.612	.612	.612	.612	.612
I20	.612	.612	.612	1.000	1.000	1.000	1.000	1.000
I21	.612	.612	.612	1.000	1.000	1.000	1.000	1.000
I22	.612	.612	.612	1.000	1.000	1.000	1.000	1.000

I23	.612	.612	.612	1.000	1.000	1.000	1.000	1.000
I24	.612	.612	.612	1.000	1.000	1.000	1.000	1.000
I25	.612	.612	.612	1.000	1.000	1.000	1.000	1.000
I26	.612	.612	.612	1.000	1.000	1.000	1.000	1.000
I27	.250	.250	.250	.919	.919	.919	.919	.919
I28	.612	.612	.612	1.000	1.000	1.000	1.000	1.000
I29	.134	.134	.134	-.327	-.327	-.327	-.327	-.327
I30	-.250	-.250	-.250	.612	.612	.612	.612	.612
I31	.612	.612	.612	1.000	1.000	1.000	1.000	1.000
I32	.612	.612	.612	1.000	1.000	1.000	1.000	1.000
I33	.612	.612	.612	1.000	1.000	1.000	1.000	1.000

Inter-Item Correlation Matrix

	I25	I26	I27	I28	I29	I30	I31	I32
I1	.612	.612	.250	.612	.134	-.250	.612	.612
I2	.764	.764	.535	.764	-.429	.134	.764	.764
I3	.456	.456	.280	.456	.598	.000	.456	.456
I4	.167	.167	.408	.167	-.327	.612	.167	.167
I5	.612	.612	.875	.612	-.535	1.000	.612	.612
I6	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I7	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I8	.667	.667	.612	.667	.327	.408	.667	.667
I9	.667	.667	.612	.667	.327	.408	.667	.667
I10	.612	.612	.875	.612	-.535	1.000	.612	.612
I11	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I12	.612	.612	.875	.612	-.535	1.000	.612	.612
I13	.667	.667	.612	.667	.327	.408	.667	.667
I14	.612	.612	.250	.612	.134	-.250	.612	.612
I15	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I16	.612	.612	.250	.612	.134	-.250	.612	.612
I17	.612	.612	.250	.612	.134	-.250	.612	.612
I18	.612	.612	.250	.612	.134	-.250	.612	.612
I19	.612	.612	.250	.612	.134	-.250	.612	.612
I20	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I21	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I22	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I23	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I24	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I25	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I26	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I27	.919	.919	1.000	.919	-.468	.875	.919	.919
I28	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I29	-.327	-.327	-.468	-.327	1.000	-.535	-.327	-.327
I30	.612	.612	.875	.612	-.535	1.000	.612	.612
I31	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I32	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000
I33	1.000	1.000	.919	1.000	-.327	.612	1.000	1.000

Inter-Item Correlation Matrix

	I33
I1	.612
I2	.764
I3	.456
I4	.167
I5	.612
I6	1.000
I7	1.000
I8	.667
I9	.667
I10	.612
I11	1.000
I12	.612
I13	.667
I14	.612
I15	1.000
I16	.612
I17	.612

I18	.612
I19	.612
I20	1.000
I21	1.000
I22	1.000
I23	1.000
I24	1.000
I25	1.000
I26	1.000
I27	.919
I28	1.000
I29	-.327
I30	.612
I31	1.000
I32	1.000
I33	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I1	146.80	188.200	.644	.	.974
I2	147.40	179.800	.704	.	.974
I3	147.60	180.300	.559	.	.976
I4	147.00	195.500	.033	.	.976
I5	146.80	189.700	.520	.	.974
I6	147.00	181.500	.983	.	.972
I7	147.00	181.500	.983	.	.972
I8	147.20	184.700	.759	.	.973
I9	147.20	184.700	.759	.	.973
I10	146.80	189.700	.520	.	.974
I11	147.00	181.500	.983	.	.972
I12	146.80	189.700	.520	.	.974
I13	147.20	184.700	.759	.	.973
I14	146.80	188.200	.644	.	.974
I15	147.00	181.500	.983	.	.972
I16	146.80	188.200	.644	.	.974
I17	146.80	188.200	.644	.	.974
I18	146.80	188.200	.644	.	.974
I19	146.80	188.200	.644	.	.974
I20	147.00	181.500	.983	.	.972
I21	147.00	181.500	.983	.	.972
I22	147.00	181.500	.983	.	.972
I23	147.00	181.500	.983	.	.972
I24	147.00	181.500	.983	.	.972
I25	147.00	181.500	.983	.	.972
I26	147.00	181.500	.983	.	.972
I27	147.20	175.200	.857	.	.973
I28	147.00	181.500	.983	.	.972
I29	147.40	200.800	-.219	.	.980
I30	146.80	189.700	.520	.	.974
I31	147.00	181.500	.983	.	.972
I32	147.00	181.500	.983	.	.972
I33	147.00	181.500	.983	.	.972

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
151.60	196.300	14.011	33

Experts' Judgment Scores



Instrument of Content Validity Assessment for Literature-based Instructional Materials for Fifth-Grade Elementary Students

Purpose (Tujuan):

This questionnaire aims at assessing the content validity of literature-based instructional materials in form of short stories and in-class learning activity for the fifth-grade elementary students in Bali.

(Kuisisioner ini bertujuan untuk mengetahui pendapat anda tentang materi pembelajaran yang dikembangkan untuk pembelajaran Bahasa Inggris kelas V SD di Bali.)

Petunjuk:

3. Write your full name, institution name, and email address.
(Tulislah identitas diri dengan benar.)
4. Give your honest response by putting a check (✓) for each statement based on your opinion.
(Berikan respon anda pada setiap pernyataan berikut dengan mencentang (✓) pada kolom untuk memberikan pendapat anda.)

Name (Nama) : Prof. Dr. Putu Kerti Nitiasih, M.A.

Institution (Institusi) : Universitas Pendidikan Ganesha

Email :

Signature (Tanda tangan) :

No.	Statement (Pernyataan)	Sangat tidak setuju (1)	Tidak setuju (2)	Cukup setuju (3)	Setuju (4)	Sangat setuju (5)
Short Stories' Content Assessment (Penilaian Konten)						
2.	The topic of the short story is related to and relevant to the learning theme. <i>(Topik cerita berkaitan dan relevan dengan tema pembelajaran.)</i>					✓
2.	The words used in the short story are related to the learning themes. <i>(Kata-kata pada cerita berkaitan dengan tema pembelajaran..)</i>					✓
3.	The language used in the short story is comprehensible for the fifth-grade students. <i>(Bahasa yang digunakan pada cerita</i>					✓

	<i>dapat dipahami oleh siswa kelas 5 SD.)</i>					
4.	The short story developed is related to the daily life of Balinese. <i>(Cerita dikembangkan berkaitan dengan kehidupan keseharian masyarakat Bali.)</i>				✓	
5.	The short story introduces culture or local values in Bali. <i>(Cerita mengenalkan budaya dan nilai lokal di Bali.)</i>					✓
6.	The characters are clear. <i>(Karakter pada cerita jelas.)</i>					✓
7.	The settings are clear. <i>(Tempat atau setting cerita jelas.)</i>					✓
8.	The plot is clear. <i>(Alur cerita jelas.)</i>					✓
9.	There is moral value or message delivered through the story. <i>(Terdapat nilai atau pesan moral disampaikan di cerita..)</i>					✓
Short Stories' Appearance (Penilaian Penyajian)						
10.	The text has a title and body. <i>(Teks cerita memiliki judul dan isi.)</i>					✓
11.	The fonts are clear. <i>(Huruf digunakan jelas.)</i>					✓
12.	The illustration is related and interesting. <i>(Ilustrasi berkaitan dan menarik.)</i>					✓
13.	The illustration is placed neatly. <i>(Ilustrasi diposisikan dengan rapi.)</i>					✓
Activities (Penilaian Kegiatan)						
14.	The activity has pre-, while-, and post-reading phase. <i>(Aktivitas belajar memiliki fase sebelum, saat, dan sesudah membaca.)</i>					✓
15.	The activities in each phase are varied. <i>(Kegiatan dalam setiap fase</i>					✓

	<i>bervariasi.)</i>					
16.	The activities in the pre-reading phase help students to be ready for reading the short story and to generate students' prior knowledge and interest. <i>(Kegiatan belajar di fase sebelum-membaca membantu siswa untuk bersiap membaca cerita dan mengingatkan pengetahuan terkait dan ketertarikan.)</i>					✓
17.	The activities in the while-reading phase help student to read extensively and understand the story. <i>(Kegiatan belajar di fase saat-membaca membantu siswa membaca secara ekstensif dan memahami cerita.)</i>					✓
18.	The activities in post-reading phase help student to understand the text and practice the language. <i>(Kegiatan belajar di fase sesudah-membaca membantu siswa memahami teks dan berlatih Bahasa.)</i>					✓
19.	The activity is suitable for short story use in learning English. <i>(Kegiatan belajar sesuai dengan penggunaan cerita dalam belajar Bahasa Inggris.)</i>					✓
20.	The activity encourages students to develop analyzing ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan menganalisa.)</i>					✓
21.	The activity encourages students to develop evaluating ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan mengevaluasi.)</i>					✓
22.	The activity encourages students to develop creating the ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan mencipta.)</i>					✓

23.	The activity supports students to practice critical thinking skills. (Kegiatan belajar mendukung siswa untuk berlatih kemampuan berpikir kritis.)					✓
24.	The activity supports students to practice the communicative skills. (Kegiatan belajar mendukung siswa untuk berlatih kemampuan berkomunikasi.)					✓
25.	The activity supports student to practice collaborative skill. (Kegiatan belajar mendukung siswa untuk berlatih kemampuan berkolaborasi.)					✓
26.	The activity supports student to practice creativity skill. (Kegiatan belajar mendukung siswa untuk berlatih kreatif.)					✓
27.	The activity provides student-centered learning. (Kegiatan belajar memberikan pembelajaran berpusat pada siswa.)					✓
28.	The activity gives student chance to practice language skills actively (Kegiatan belajar memberikan siswa kesempatan berlatih bahasa secara aktif.)					✓
29.	The activity supports the student's reading, writing, listening, and speaking skills in an integrated way. (Kegiatan belajar mendukung kemampuan membaca, menulis, mendengar, dan berbicara secara terintegrasi .)				✓	
30.	The activity supports student to enrich their vocabulary. (Kegiatan belajar mendukung siswa untuk belajar kosakata baru.)					✓
31.	The activity helps student to develop confidence with challenging and achievable task. (Kegiatan belajar membantu siswa untuk menumbuhkan kepercayaan diri)					✓

	<i>melalui tugas yang menantang namun dapat dikerjakan.)</i>					
32.	The activity is useful to help student learn English and the story. <i>(Kegiatan belajar bermanfaat untuk siswa belajar Bahasa Inggris dan cerita.)</i>					✓
33.	The activity can give prompted and delayed positive effect on student's learning. <i>(Kegiatan belajar dapat memberi dampak positif seketika atau dimasa depan.)</i>					✓
34.	The activity allow student to speak for their opinion and feedback. <i>(Kegiatan belajar memberikan siswa untuk mengungkapkan opini dan pendapatnya.)</i>					✓



Instrument of Content Validity Assessment for Literature-based Instructional Materials for Fifth-Grade Elementary Students

Purpose (Tujuan):

This questionnaire aims at assessing the content validity of literature-based instructional materials in form of short stories and in-class learning activity for the fifth-grade elementary students in Bali.

(Kuisisioner ini bertujuan untuk mengetahui pendapat anda tentang materi pembelajaran yang dikembangkan untuk pembelajaran Bahasa Inggris kelas V SD di Bali.)

Petunjuk:

5. Write your full name, institution name, and email address.
(Tulislah identitas diri dengan benar.)
6. Give your honest response by putting a check (✓) for each statement based on your opinion.
(Berikan respon anda pada setiap pernyataan berikut dengan mencentang (✓) pada kolom untuk memberikan pendapat anda.)

Name (Nama) : Made Hery Santosa
Institution (Institusi) : Universitas Pendidikan Ganesha
Email : mhsantosa@undiksha.ac.id
Signature (Tanda tangan) : 

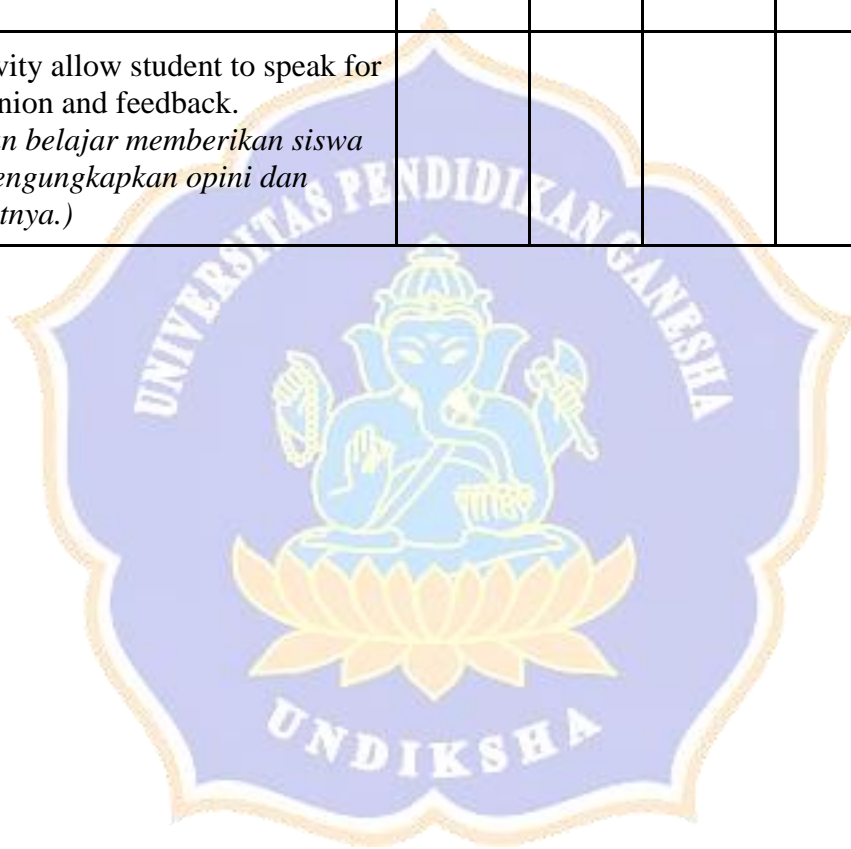
No.	Statement (Pernyataan)	Sangat tidak setuju (1)	Tidak setuju (2)	Cukup setuju (3)	Setuju (4)	Sangat setuju (5)
Short Stories' Content Assessment (Penilaian Konten)						
3.	The topic of the short story is related to and relevant to the learning theme. <i>(Topik cerita berkaitan dan relevan dengan tema pembelajaran.)</i>					✓
2.	The words used in the short story are related to the learning themes. <i>(Kata-kata pada cerita berkaitan dengan tema pembelajaran..)</i>				✓	
3.	The language used in the short story is comprehensible for the fifth-grade students.					✓

	<i>(Bahasa yang digunakan pada cerita dapat dipahami oleh siswa kelas 5 SD.)</i>					
4.	The short story developed is related to the daily life of Balinese. <i>(Cerita dikembangkan berkaitan dengan kehidupan keseharian masyarakat Bali.)</i>					✓
5.	The short story introduces culture or local values in Bali. <i>(Cerita mengenalkan budaya dan nilai lokal di Bali.)</i>					✓
6.	The characters are clear. <i>(Karakter pada cerita jelas.)</i>					✓
7.	The settings are clear. <i>(Tempat atau setting cerita jelas.)</i>					✓
8.	The plot is clear. <i>(Alur cerita jelas.)</i>					✓
9.	There is moral value or message delivered through the story. <i>(Terdapat nilai atau pesan moral disampaikan di cerita..)</i>					✓
Short Stories' Appearance (Penilaian Penyajian)						
10.	The text has a title and body. <i>(Teks cerita memiliki judul dan isi.)</i>					✓
11.	The fonts are clear. <i>(Huruf digunakan jelas.)</i>					✓
12.	The illustration is related and interesting. <i>(Ilustrasi berkaitan dan menarik.)</i>					✓
13.	The illustration is placed neatly. <i>(Ilustrasi diposisikan dengan rapi.)</i>					✓
Activities (Penilaian Kegiatan)						
14.	The activity has pre-, while-, and post-reading phase. <i>(Aktivitas belajar memiliki fase sebelum, saat, dan sesudah membaca.)</i>					✓
15.	The activities in each phase are varied.					✓

	<i>(Kegiatan dalam setiap fase bervariasi.)</i>					
16.	The activities in the pre-reading phase help students to be ready for reading the short story and to generate students' prior knowledge and interest. <i>(Kegiatan belajar di fase sebelum-membaca membantu siswa untuk bersiap membaca cerita dan mengingatkan pengetahuan terkait dan ketertarikan.)</i>					✓
17.	The activities in the while-reading phase help student to read extensively and understand the story. <i>(Kegiatan belajar di fase saat-membaca membantu siswa membaca secara ekstensif dan memahami cerita.)</i>					✓
18.	The activities in post-reading phase help student to understand the text and practice the language. <i>(Kegiatan belajar di fase sesudah-membaca membantu siswa memahami teks dan berlatih Bahasa.)</i>					✓
19.	The activity is suitable for short story use in learning English. <i>(Kegiatan belajar sesuai dengan penggunaan cerita dalam belajar Bahasa Inggris.)</i>					✓
20.	The activity encourages students to develop analyzing ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan menganalisa.)</i>					✓
21.	The activity encourages students to develop evaluating ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan mengevaluasi.)</i>					✓
22.	The activity encourages students to develop creating the ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan mencipta.)</i>					✓

23.	The activity supports students to practice critical thinking skills. (Kegiatan belajar mendukung siswa untuk berlatih kemampuan berpikir kritis.)					✓
24.	The activity supports students to practice the communicative skills. (Kegiatan belajar mendukung siswa untuk berlatih kemampuan berkomunikasi.)					✓
25.	The activity supports student to practice collaborative skill. (Kegiatan belajar mendukung siswa untuk berlatih kemampuan berkolaborasi.)					✓
26.	The activity supports student to practice creativity skill. (Kegiatan belajar mendukung siswa untuk berlatih kreatif.)					✓
27.	The activity provides student-centered learning. (Kegiatan belajar memberikan pembelajaran berpusat pada siswa.)					✓
28.	The activity gives student chance to practice language skills actively (Kegiatan belajar memberikan siswa kesempatan berlatih bahasa secara aktif.)					✓
29.	The activity supports the student's reading, writing, listening, and speaking skills in an integrated way. (Kegiatan belajar mendukung kemampuan membaca, menulis, mendengar, dan berbicara secara terintegrasi .)					✓
30.	The activity supports student to enrich their vocabulary. (Kegiatan belajar mendukung siswa untuk belajar kosakata baru.)					✓
31.	The activity helps student to develop confidence with challenging and achievable task. (Kegiatan belajar membantu siswa untuk menumbuhkan kepercayaan diri)					✓

	<i>melalui tugas yang menantang namun dapat dikerjakan.)</i>					
32.	The activity is useful to help student learn English and the story. <i>(Kegiatan belajar bermanfaat untuk siswa belajar Bahasa Inggris dan cerita.)</i>					✓
33.	The activity can give prompted and delayed positive effect on student's learning. <i>(Kegiatan belajar dapat memberi dampak positif seketika atau dimasa depan.)</i>					✓
34.	The activity allow student to speak for their opinion and feedback. <i>(Kegiatan belajar memberikan siswa untuk mengungkapkan opini dan pendapatnya.)</i>					✓



Instrument of Content Validity Assessment for Literature-based Instructional Materials for Fifth-Grade Elementary Students

Purpose (Tujuan):

This questionnaire aims at assessing the content validity of literature-based instructional materials in form of short stories and in-class learning activity for the fifth-grade elementary students in Bali.

(Kuisisioner ini bertujuan untuk mengetahui pendapat anda tentang materi pembelajaran yang dikembangkan untuk pembelajaran Bahasa Inggris kelas V SD di Bali.)

Petunjuk:

7. Write your full name, institution name, and email address.
(Tulislah identitas diri dengan benar.)
8. Give your honest response by putting a check (✓) for each statement based on your opinion.
(Berikan respon anda pada setiap pernyataan berikut dengan mencentang (✓) pada kolom untuk memberikan pendapat anda.)

Name (Nama) : I Putu Marten Chrispayana
Institution (Institusi) : SD No.12 Jimbaran
Email : martenchrispayana@gmail.com
Signature (Tanda tangan) : 

No.	Statement (Pernyataan)	Sangat tidak setuju (1)	Tidak setuju (2)	Cukup setuju (3)	Setuju (4)	Sangat setuju (5)
Short Stories' Content Assessment (Penilaian Konten)						
4.	The topic of the short story is related to and relevant to the learning theme. <i>(Topik cerita berkaitan dan relevan dengan tema pembelajaran.)</i>					✓
2.	The words used in the short story are related to the learning themes. <i>(Kata-kata pada cerita berkaitan dengan tema pembelajaran..)</i>					✓
3.	The language used in the short story is comprehensible for the fifth-grade			✓		

	students. (Bahasa yang digunakan pada cerita dapat dipahami oleh siswa kelas 5 SD.)					
4.	The short story developed is related to the daily life of Balinese. (Cerita dikembangkan berkaitan dengan kehidupan keseharian masyarakat Bali.)					✓
5.	The short story introduces culture or local values in Bali. (Cerita mengenalkan budaya dan nilai lokal di Bali.)					✓
6.	The characters are clear. (Karakter pada cerita jelas.)					✓
7.	The settings are clear. (Tempat atau setting cerita jelas.)					✓
8.	The plot is clear. (Alur cerita jelas.)				✓	
9.	There is moral value or message delivered through the story. (Terdapat nilai atau pesan moral disampaikan di cerita..)				✓	
Short Stories' Appearance (Penilaian Penyajian)						
10.	The text has a title and body. (Teks cerita memiliki judul dan isi.)					✓
11.	The fonts are clear. (Huruf digunakan jelas.)					✓
12.	The illustration is related and interesting. (Ilustrasi berkaitan dan menarik.)					✓
13.	The illustration is placed neatly. (Ilustrasi diposisikan dengan rapi.)				✓	
Activities (Penilaian Kegiatan)						
14.	The activity has pre-, while-, and post-reading phase. (Aktivitas belajar memiliki fase sebelum, saat, dan sesudah membaca.)					✓

15.	The activities in each phase are varied. <i>(Kegiatan dalam setiap fase bervariasi.)</i>					✓
16.	The activities in the pre-reading phase help students to be ready for reading the short story and to generate students' prior knowledge and interest. <i>(Kegiatan belajar di fase sebelum-membaca membantu siswa untuk bersiap membaca cerita dan mengingatkan pengetahuan terkait dan ketertarikan.)</i>					✓
17.	The activities in the while-reading phase help student to read extensively and understand the story. <i>(Kegiatan belajar di fase saat-membaca membantu siswa membaca secara ekstensif dan memahami cerita.)</i>					✓
18.	The activities in post-reading phase help student to understand the text and practice the language. <i>(Kegiatan belajar di fase sesudah-membaca membantu siswa memahami teks dan berlatih Bahasa.)</i>					✓
19.	The activity is suitable for short story use in learning English. <i>(Kegiatan belajar sesuai dengan penggunaan cerita dalam belajar Bahasa Inggris.)</i>					✓
20.	The activity encourages students to develop analyzing ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan menganalisa.)</i>					✓
21.	The activity encourages students to develop evaluating ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan mengevaluasi.)</i>					✓
22.	The activity encourages students to develop creating the ability for HOTS. <i>(Kegiatan belajar mendorong siswa</i>					✓

	<i>untuk mengembangkan kemampuan mencipta.)</i>					
23.	The activity supports students to practice critical thinking skills. <i>(Kegiatan belajar mendukung siswa untuk berlatih kemampuan berpikir kritis.)</i>					✓
24.	The activity supports students to practice the communicative skills. <i>(Kegiatan belajar mendukung siswa untuk berlatih kemampuan berkomunikasi.)</i>					✓
25.	The activity supports student to practice collaborative skill. <i>(Kegiatan belajar mendukung siswa untuk berlatih kemampuan berkolaborasi.)</i>					✓
26.	The activity supports student to practice creativity skill. <i>(Kegiatan belajar mendukung siswa untuk berlatih kreatif.)</i>					✓
27.	The activity provides student-centered learning. <i>(Kegiatan belajar memberikan pembelajaran berpusat pada siswa.)</i>					✓
28.	The activity gives student chance to practice language skills actively <i>(Kegiatan belajar memberikan siswa kesempatan berlatih bahasa secara aktif.)</i>					✓
29.	The activity supports the student's reading, writing, listening, and speaking skills in an integrated way. <i>(Kegiatan belajar mendukung kemampuan membaca, menulis, mendengar, dan berbicara secara terintegrasi .)</i>			✓		
30.	The activity supports student to enrich their vocabulary. <i>(Kegiatan belajar mendukung siswa untuk belajar kosakata baru.)</i>					✓
31.	The activity helps student to develop confidence with challenging and achievable task.					✓

	<i>(Kegiatan belajar membantu siswa untuk menumbuhkan kepercayaan diri melalui tugas yang menantang namun dapat dikerjakan.)</i>					
32.	The activity is useful to help student learn English and the story. <i>(Kegiatan belajar bermanfaat untuk siswa belajar Bahasa Inggris dan cerita.)</i>					✓
33.	The activity can give prompted and delayed positive effect on student's learning. <i>(Kegiatan belajar dapat memberi dampak positif seketika atau dimasa depan.)</i>					✓
34.	The activity allow student to speak for their opinion and feedback. <i>(Kegiatan belajar memberikan siswa untuk mengungkapkan opini dan pendapatnya.)</i>					✓



Instrument of Content Validity Assessment for Literature-based Instructional Materials for Fifth-Grade Elementary Students

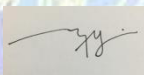
Purpose (Tujuan):

This questionnaire aims at assessing the content validity of literature-based instructional materials in form of short stories and in-class learning activity for the fifth-grade elementary students in Bali.

(Kuisisioner ini bertujuan untuk mengetahui pendapat anda tentang materi pembelajaran yang dikembangkan untuk pembelajaran Bahasa Inggris kelas V SD di Bali.)

Petunjuk:

9. Write your full name, institution name, and email address.
(Tulislah identitas diri dengan benar.)
10. Give your honest response by putting a check (✓) for each statement based on your opinion.
(Berikan respon anda pada setiap pernyataan berikut dengan mencentang (✓) pada kolom untuk memberikan pendapat anda.)

Name (Nama) : Putu Widna Yuniwahari
Institution (Institusi) : SD No. 3 Kekeran, Mengwi, Badung
Email : putuwidna@gmail.com
Signature (Tanda tangan) : 

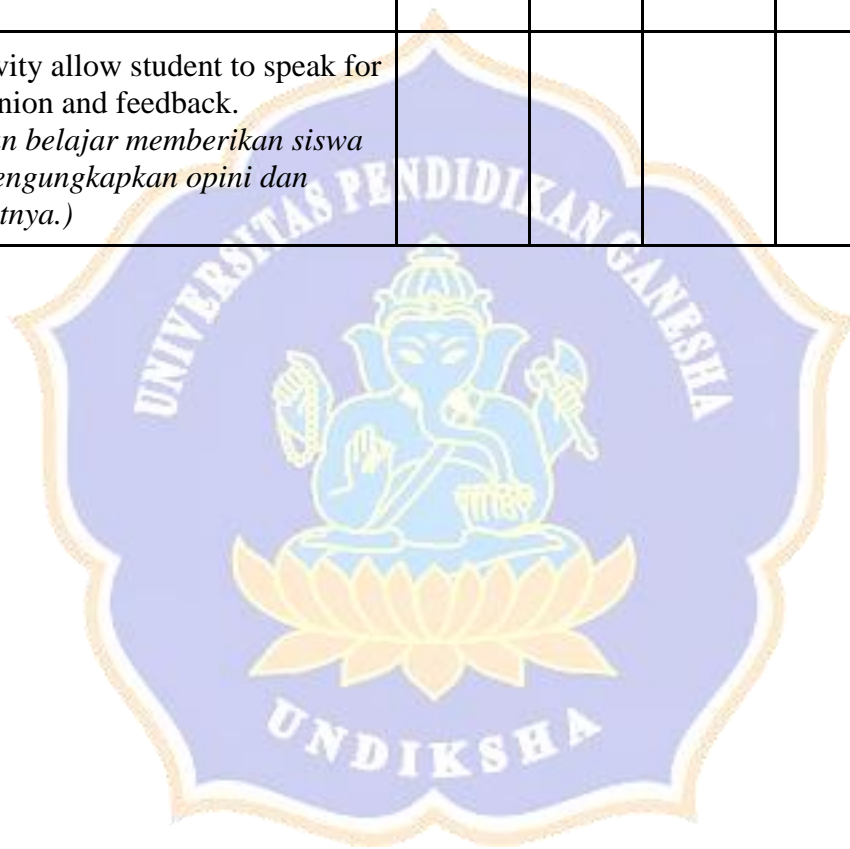
No.	Statement (Pernyataan)	Sangat tidak setuju (1)	Tidak setuju (2)	Cukup setuju (3)	Setuju (4)	Sangat setuju (5)
Short Stories' Content Assessment (Penilaian Konten)						
5.	The topic of the short story is related to and relevant to the learning theme. <i>(Topik cerita berkaitan dan relevan dengan tema pembelajaran.)</i>				✓	
2.	The words used in the short story are related to the learning themes. <i>(Kata-kata pada cerita berkaitan dengan tema pembelajaran..)</i>			✓		
3.	The language used in the short story is comprehensible for the fifth-grade students. <i>(Bahasa yang digunakan pada cerita</i>			✓		

	<i>dapat dipahami oleh siswa kelas 5 SD.)</i>					
4.	The short story developed is related to the daily life of Balinese. <i>(Cerita dikembangkan berkaitan dengan kehidupan keseharian masyarakat Bali.)</i>					✓
5.	The short story introduces culture or local values in Bali. <i>(Cerita mengenalkan budaya dan nilai lokal di Bali.)</i>					✓
6.	The characters are clear. <i>(Karakter pada cerita jelas.)</i>				✓	
7.	The settings are clear. <i>(Tempat atau setting cerita jelas.)</i>				✓	
8.	The plot is clear. <i>(Alur cerita jelas.)</i>				✓	
9.	There is moral value or message delivered through the story. <i>(Terdapat nilai atau pesan moral disampaikan di cerita..)</i>				✓	
Short Stories' Appearance (Penilaian Penyajian)						
10.	The text has a title and body. <i>(Teks cerita memiliki judul dan isi.)</i>					✓
11.	The fonts are clear. <i>(Huruf digunakan jelas.)</i>				✓	
12.	The illustration is related and interesting. <i>(Ilustrasi berkaitan dan menarik.)</i>					✓
13.	The illustration is placed neatly. <i>(Ilustrasi diposisikan dengan rapi.)</i>				✓	
Activities (Penilaian Kegiatan)						
14.	The activity has pre-, while-, and post-reading phase. <i>(Aktivitas belajar memiliki fase sebelum, saat, dan sesudah membaca.)</i>				✓	
15.	The activities in each phase are varied. <i>(Kegiatan dalam setiap fase</i>				✓	

	<i>bervariasi.)</i>					
16.	The activities in the pre-reading phase help students to be ready for reading the short story and to generate students' prior knowledge and interest. <i>(Kegiatan belajar di fase sebelum-membaca membantu siswa untuk bersiap membaca cerita dan mengingatkan pengetahuan terkait dan ketertarikan.)</i>				✓	
17.	The activities in the while-reading phase help student to read extensively and understand the story. <i>(Kegiatan belajar di fase saat-membaca membantu siswa membaca secara ekstensif dan memahami cerita.)</i>				✓	
18.	The activities in post-reading phase help student to understand the text and practice the language. <i>(Kegiatan belajar di fase sesudah-membaca membantu siswa memahami teks dan berlatih Bahasa.)</i>				✓	
19.	The activity is suitable for short story use in learning English. <i>(Kegiatan belajar sesuai dengan penggunaan cerita dalam belajar Bahasa Inggris.)</i>				✓	
20.	The activity encourages students to develop analyzing ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan menganalisa.)</i>				✓	
21.	The activity encourages students to develop evaluating ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan mengevaluasi.)</i>				✓	
22.	The activity encourages students to develop creating the ability for HOTS. <i>(Kegiatan belajar mendorong siswa untuk mengembangkan kemampuan mencipta.)</i>				✓	

23.	The activity supports students to practice critical thinking skills. (Kegiatan belajar mendukung siswa untuk berlatih kemampuan berpikir kritis.)				✓	
24.	The activity supports students to practice the communicative skills. (Kegiatan belajar mendukung siswa untuk berlatih kemampuan berkomunikasi.)				✓	
25.	The activity supports student to practice collaborative skill. (Kegiatan belajar mendukung siswa untuk berlatih kemampuan berkolaborasi.)				✓	
26.	The activity supports student to practice creativity skill. (Kegiatan belajar mendukung siswa untuk berlatih kreatif.)				✓	
27.	The activity provides student-centered learning. (Kegiatan belajar memberikan pembelajaran berpusat pada siswa.)				✓	
28.	The activity gives student chance to practice language skills actively (Kegiatan belajar memberikan siswa kesempatan berlatih bahasa secara aktif.)				✓	
29.	The activity supports the student's reading, writing, listening, and speaking skills in an integrated way. (Kegiatan belajar mendukung kemampuan membaca, menulis, mendengar, dan berbicara secara terintegrasi .)				✓	
30.	The activity supports student to enrich their vocabulary. (Kegiatan belajar mendukung siswa untuk belajar kosakata baru.)					✓
31.	The activity helps student to develop confidence with challenging and achievable task. (Kegiatan belajar membantu siswa untuk menumbuhkan kepercayaan diri				✓	

	<i>melalui tugas yang menantang namun dapat dikerjakan.)</i>					
32.	The activity is useful to help student learn English and the story. <i>(Kegiatan belajar bermanfaat untuk siswa belajar Bahasa Inggris dan cerita.)</i>				✓	
33.	The activity can give prompted and delayed positive effect on student's learning. <i>(Kegiatan belajar dapat memberi dampak positif seketika atau dimasa depan.)</i>				✓	
34.	The activity allow student to speak for their opinion and feedback. <i>(Kegiatan belajar memberikan siswa untuk mengungkapkan opini dan pendapatnya.)</i>					✓



The Product's Content Validity Analysis

Items	Judge 1	Judge 2	Judge 3	Judge 4	Items	Judge 1	Judge 2	Judge 3	Judge 4
1.	5	5	5	4	20.	5	5	5	4
2.	5	4	5	3	21.	5	5	5	4
3.	5	5	3	3	22.	5	5	5	4
4.	4	5	5	5	23.	5	5	5	4
5.	5	5	5	5	24.	5	5	5	4
6.	5	5	5	4	25.	5	5	5	4
7.	5	5	5	4	26.	5	5	5	4
8.	5	5	4	4	27.	5	5	5	4
9.	5	5	4	4	28.	5	5	5	4
10.	5	5	5	5	29.	4	5	3	4
11.	5	5	5	4	30.	5	5	5	5
12.	5	5	5	5	31.	5	5	5	4
13.	5	5	4	4	32.	5	5	5	4
14.	5	5	5	4	33.	5	5	5	4
15.	5	5	5	4	34.	5	5	5	5
16.	5	5	5	4					
17.	5	5	5	4	Total	168	169	163	140
18.	5	5	5	4	Score total	640			
19.	5	5	5	4					

The table 4 showed the score of the product based on each item in the instrument by the four judges.

Candiasa's Formula

The score was calculated by using the formula by Candiasa (2010).

The description of the formula as follow:

$$M_i = \frac{1}{2} (\text{ideal maximum score} + \text{ideal minimum score})$$

$$SD_i = \frac{1}{3} M_i$$

$$M_i = \text{Ideal Mean}$$

$$SD_i = \text{Ideal standard deviation}$$

$$X = \text{The score of expert judges}$$

There were 34 items on the expert judgment form with 1 as the lowest score and 5 as the highest score. It meant the maximum item scored 5 and the total score was 680 and the minimum item was 1 and the total score was 136. The ideal mean (M_i) and standard deviation (SD_i) were calculated with the description as follows.

$$M_i = \frac{1}{2} (\text{ideal maximum score} + \text{ideal minimum score})$$

$$M_i = \frac{1}{2} (680+136)$$

$$M_i = 408$$

$$SD_i = \frac{1}{3} M_i$$

$$SD_i = \frac{1}{3} (408)$$

$$SD_i = 136$$

The M_i and SD_i were put into the formula for each criterion to obtain the interval score of each category. The calculation was presented below:

a. Excellent

$$X > M_i + 1.8 SD_i$$

$$X > 408 + (1.8 \times 136)$$

$$X > 652,8$$

b. Good Material

$$M_i + 1.8 SD_i > X \geq M_i + 0.6 SD_i$$

$$408 + (1.8 \times 136) > X \geq 408 + (0.6 \times 136)$$

$$652.8 > X \geq 489.6$$

c. Average material

$$Mi + 0.6 SDi > X \geq Mi - 0.6 SDi$$

$$408 + (0.6 \times 136) > X \geq 408 - (0.6 \times 136)$$

$$489.6 > X \geq 326.4$$

d. Below average material

$$Mi - 0.6 SDi > X \geq Mi - 1.8 SDi$$

$$408 - (0.6 \times 136) > X \geq 408 - (1.8 \times 136)$$

$$326.4 > X \geq 163.2$$

e. Poor Material

$$X < Mi - 1.8 SDi$$

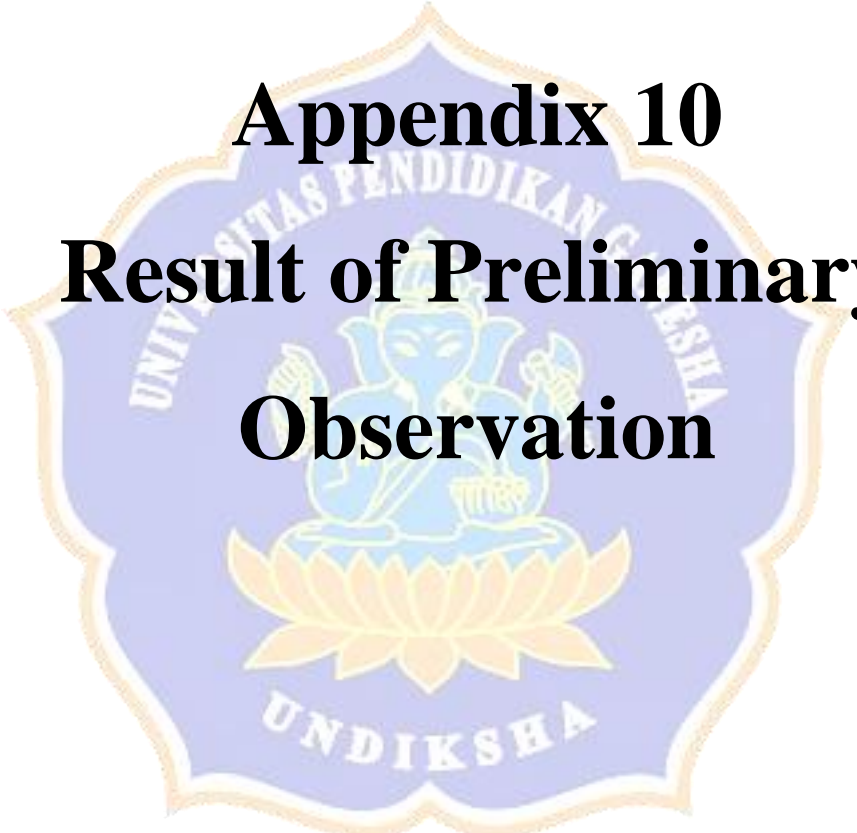
$$X < 408 - (1.8 \times 136)$$

$$X < 163.2$$

The interval score of the category of product

Criteria	Interval Score	Category
$X > Mi + 1.8 SDi$	$X > 652,8$	Excellent
$Mi + 1.8 SDi > X \geq Mi + 0.6 SDi$	$652.8 > X \geq 489.6$	Good
$Mi + 0.6 SDi > X \geq Mi - 0.6 SDi$	$489.6 > X \geq 326.4$	Average
$Mi - 0.6 SDi > X \geq Mi - 1.8 SDi$	$326.4 > X \geq 163.2$	Below Average
$X < Mi - 1.8 SDi$	$X < 163.2$	Poor

The total score of the expert judges was **640**. It was categorized as good on the based on the interval score of the category of product.



Appendix 10
Result of Preliminary
Observation

Result of Preliminary Observation

	1. Apakah mata pelajaran Bahasa Inggris diajarkan di sekolah tempat ibu/bapak mengajar?	2. Di kelas apa saja Bahasa Inggris diajarkan? (Dapat memilih lebih dari satu.)	3. Guru yang mengajarkan Bahasa Inggris di sekolah anda adalah	4. Berapa jam pelajaran Bahasa Inggris dialokasikan dalam satu minggu di sekolah anda?	5. Metode apa yang sering dilakukan ketika mengajar bahasa inggris? (Pilih satu yang paling sering digunakan.)
1.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Lainnya:
2.	Ya	Kelas 5;Kelas 6	Guru Kelas	2 Japel	Ceramah
3.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Diskusi
4.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Lainnya:
5.	Ya	Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Diskusi
6.	Ya	Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Diskusi
7.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Diskusi
8.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Ceramah
9.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Lainnya:
10.	Ya	Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	3 Japel	Lainnya:
11.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	4 japel atau lebih	Diskusi
12.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Lainnya:
13.	Tidak				
14.	Ya	Kelas 4;Kelas 5;Kelas 6	Guru Kelas	2 Japel	Ceramah
15.	Ya	Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Ceramah
16.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	4 japel atau lebih	Diskusi
17.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	4 japel atau lebih	Diskusi

18.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Ceramah
19.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	4 japel atau lebih	Lainnya:
20.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Diskusi
21.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Diskusi
22.	Ya	Kelas 1	Guru Bahasa Inggris	2 Japel	Diskusi
23.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	4 japel atau lebih	Lainnya:
24.	Ya	Kelas 4;Kelas 5;Kelas 6	Guru Kelas	1 Japel	Ceramah
25.	Ya	Kelas 1;Kelas 2;Kelas 3;Kelas 4;Kelas 5;Kelas 6	Guru Bahasa Inggris	2 Japel	Diskusi

	6. Apakah ada perangkat pembelajaran untuk mata pelajaran Bahasa Inggris? Jika ada, sebutkan perangkat yang digunakan. Silahkan pilih lebih dari satu.	7. Bagaimana cara pengadaan buku (memutuskan buku yang akan digunakan oleh siswa dan guru di kelas) sebagai sumber pelajaran Bahasa Inggris:	8. Buku Bahasa Inggris yang digunakan disukai dan digemari siswa	9. Buku Bahasa Inggris yang digunakan sudah mendukung pembelajaran Bahasa Inggris secara maksimal untuk meningkatkan kemampuan Bahasa Inggris siswa	10. Sumber lain yang digunakan:
1.	Buku Siswa;Buku Guru;Lainnya:	Keputusan Sekolah	Setuju	Setuju	Google
2.	Buku Siswa;RPP;Silabus	Keputusan Sekolah	Ragu-ragu	Ragu-ragu	Media berupa video, audio, dan pelengkap lain
3.	Buku Siswa;Buku Guru;RPP;Silabus;Lainnya:	Keputusan Sekolah	Setuju	Setuju	Video pembelajaran
4.	Buku Siswa;RPP;Silabus	Dari Pemerintah	Ragu-ragu	Tidak setuju	You tube and kahoot,
5.	Buku Siswa;Buku Guru;RPP;Silabus;Lainnya:	Dari Pemerintah	Setuju	Setuju	Internet
6.	RPP;Silabus	Keputusan Kabupaten	Setuju	Setuju	Internet

7.	Buku Siswa;Buku Guru;RPP;Silabus	Keputusan Kecamatan	Setuju	Setuju	
8.	Buku Siswa;Buku Guru;RPP;Silabus	Keputusan Kabupaten	Setuju	Setuju	
9.	Buku Siswa;RPP;Silabus	Keputusan Guru	Setuju	Setuju	
10.	Buku Siswa	Dari Pemerintah	Setuju	Setuju	
11.	Buku Siswa;Buku Guru;RPP;Silabus	Keputusan Kabupaten	Setuju	Setuju	Tidak ada
12.	Buku Siswa;Buku Guru;RPP;Silabus;Lainnya:	Keputusan Guru	Setuju	Setuju	Video, internet
13.					
14.	Buku Siswa;Buku Guru;RPP;Silabus	Keputusan Sekolah	Ragu-ragu	Tidak setuju	Kamus
15.	Buku Siswa;RPP	Keputusan Sekolah	Setuju	Ragu-ragu	
16.	Buku Siswa;Buku Guru;RPP;Silabus;Lainnya:	Keputusan Sekolah	Setuju	Setuju	CD Rom, audio CD dan LCD proyektor
17.	Buku Siswa;Buku Guru;RPP;Silabus;Lainnya:	Keputusan Guru	Setuju	Ragu-ragu	Mc Online
18.	Buku Siswa;Buku Guru;RPP;Silabus;Lainnya:	Keputusan Kabupaten	Setuju	Setuju	Internet
19.	Buku Siswa;Buku Guru;RPP;Silabus;Lainnya:	Keputusan Sekolah	Setuju	Setuju	Internet
20.	Buku Siswa;Buku Guru;RPP;Silabus	Keputusan Kabupaten	Setuju	Setuju	alat perangkat pembelajaran
21.	RPP;Silabus	Keputusan Kabupaten	Ragu-ragu	Tidak setuju	Internet
22.	RPP	Keputusan Kabupaten	Setuju	Setuju	Internet
23.	RPP;Silabus;Lainnya:	Keputusan Sekolah	Setuju	Setuju	Lembar kerja
24.	Buku Siswa;Buku Guru	Keputusan Sekolah	Setuju	Setuju	Internet
25.	Buku Siswa;Buku Guru;RPP;Silabus	Keputusan Guru	Ragu-ragu	Ragu-ragu	Internet

	11. Topik dan materi yang diajarkan dalam pelajaran	12. Teks atau cerita yang berbahasa inggris pada	13. Materi dan kegiatan pembelajaran Bahasa	14. Materi ajar dan kegiatan pembelajaran	15. Materi ajar dan kegiatan pembelajaran
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	Bahasa Inggris berkorelasi atau berkaitan dengan tema pada pelajaran tematik	buku pelajaran berkaitan dengan tema pada pelajaran tematik	Inggris sudah integrated (terintegrasi: speaking, listening, writing, reading)	Bahasa Inggris menunjang perkembangan HOTS (kemampuan berpikir tingkat tinggi) siswa	Bahasa Inggris menunjang perkembangan 4Cs (komunikasi, kolaborasi, kreativitas, dan berpikir kritis) siswa
1.	Tidak pernah	Tidak pernah	Sering	Sering	Sering
2.	Sering	Sering	Sering	Kadang	Kadang
3.	Sering	Sering	Selalu	Kadang	Kadang
4.	Kadang	Kadang	Sering	Jarang	Jarang
5.	Sering	Sering	Selalu	Sering	Sering
6.	Tidak pernah	Tidak pernah	Selalu	Kadang	Kadang
7.	Jarang	Jarang	Selalu	Kadang	Kadang
8.	Kadang	Kadang	Sering	Jarang	Selalu
9.	Kadang	Kadang	Selalu	Kadang	Kadang
10.	Selalu	Selalu	Selalu	Selalu	Selalu
11.	Sering	Sering	Selalu	Tidak pernah	Selalu
12.	Sering	Sering	Selalu	Selalu	Selalu
13.					
14.	Kadang	Jarang	Kadang	Kadang	Sering
15.	Kadang	Kadang	Kadang	Kadang	Kadang
16.	Jarang	Jarang	Selalu	Selalu	Selalu
17.	Kadang	Kadang	Selalu	Tidak pernah	Jarang
18.	Kadang	Kadang	Selalu	Kadang	Selalu
19.	Jarang	Jarang	Selalu	Sering	Selalu
20.	Sering	Sering	Sering	Kadang	Kadang
21.	Kadang	Kadang	Selalu	Sering	Sering
22.	Sering	Sering	Sering	Sering	Sering
23.	Sering	Sering	Selalu	Selalu	Selalu
24.	Kadang	Kadang	Sering	Kadang	Sering
25.	Kadang	Jarang	Sering	Sering	Sering

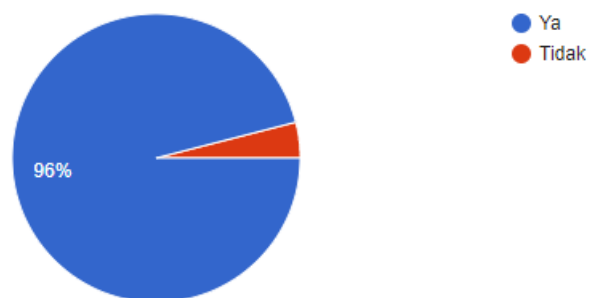
	16. Materi ajar dan kegiatan pembelajaran Bahasa Inggris	17. Ketersediaan sumber penunjang lain pembelajaran berupa cerita	18. Apakah menurut anda penting untuk menyediakan cerita	19. Apa kendala yang anda temui ketika mengajar Bahasa Inggris?
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	menunjang pelestarian nilai dan budaya lokal	berbahasa Inggris yang sesuai dengan level anak sekolah dasar	berbahasa Inggris yang berkaitan dengan tema pada mata pelajaran tematik sehingga adanya integrasi guna mendorong pemahaman siswa pada subject tersebut dan Bahasa Inggris?	
1.	Sering	Selalu	Penting	Tidak ada
2.	Kadang	Sering	Penting.	Keterbatasan media pembelajaran
3.	Sering	Sering	Sangat penting	Kurangnya media pembelajaran yg atraktif dan menarik.
4.	Sering	Jarang	Penting	Keterbatasan jenis buku di pasaran
5.	Selalu	Selalu	Ya sangat penting	Ketersedian media pembelajaran di ruang kelas
6.	Selalu	Kadang	Ya	Bahan ajar yang belum memadai
7.	Jarang	Kadang	Cukup penting	Murid susah memahami cara pengucapan karena beda dengan penulisan kata2nya..terutama di kelas 1.2.3
8.	Kadang	Sering	Penting	Kadang anak anak susah memahami
9.	Selalu	Kadang	Iya sangat penting agar pembelajaran dpt saling berkaitan dan lebih mudah dipahami siswa	Memotivasi siswa untuk belajar bahasa inggris
10.	Selalu	Selalu	Iya	Kurangnya vocab pada peserta didik
11.	Selalu	Sering	Ya, sangat penting	Sumber belajar yg kurang memadai
12.	Selalu	Sering	Perlu	Kurangnya buku paket untuk siswa
13.				
14.	Kadang	Jarang	Penting	Tidak tersedianya materi yang pasti untuk diajarkan terutama k13
15.	Kadang	Kadang	Ya	Tidak tau
16.	Sering	Selalu	Sangat penting	Tidak ada, karena kami memakai kurikulum Cambridge dimana buku

				text book dan media pembelajaran lainnya sudah tersedia.
17.	Kadang	Kadang	Tidak. Karena Kurikulum silih berganti	Kemampuan bhs inggris anak yang bervariasi.
18.	Selalu	Selalu	Ya	Mengajar kosakata
19.			Penting, semua bacaan penting untuk siswa guna menambah vocabulary mereka. Tapi alangkah baiknya jika pelajaran bahasa inggris jangan dicampur campur dengan tema, agar anak anak bisa fokus mempelajari dan berlatih menggunakan bahasa inggris secara lisan dan tertulis. Jika kemampuan berbahasa inggris anak sudah memadai dan dianggap mampu, silahkan dimasukkan ke dalam pelajaran apapun, saya kira tidak akan ada masalah :)	Beberapa anak kadang susah mengingat vocabulary dan kebanyakan siswa masih malu malu untuk berbicara dengan menggunakan bahasa inggris
20.	Sering	Sering	Sangat Penting	Siswa tidak mengerti vocabulary
21.	Sering	Jarang	Penting	Belum adanya buku penunjang yang sesuai
22.	Sering	Sering	Ya, sangat penting	Anak - anak terkadang salah dalam pengucapan bahasa Inggris dan guru mendampingi serta memperbaiki pengucapan yang salah
23.	Selalu	Selalu	Ya	Kurangnya vocabulary siswa
24.	Sering	Kadang	Iya penting	siswa merasa bahasa inggris sulit karna dalam keseharian jarang berkaitan dengan bahasa inggris
25.	Sering	Kadang	Penting	Siswa sangat sulit menghafal kata2 dalam bahasa inggris

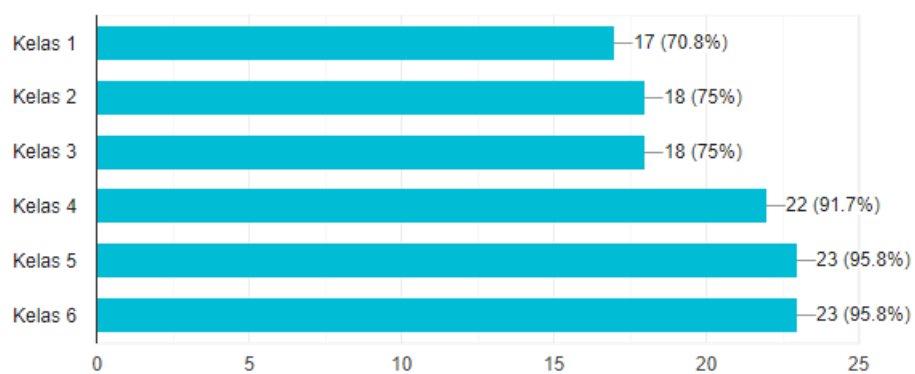
1. Apakah mata pelajaran Bahasa Inggris diajarkan di sekolah tempat ibu/bapak mengajar?

25 responses



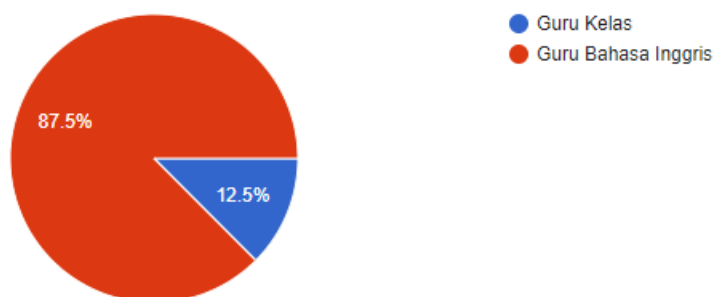
2. Di kelas apa saja Bahasa Inggris diajarkan? (Dapat memilih lebih dari satu.)

24 responses



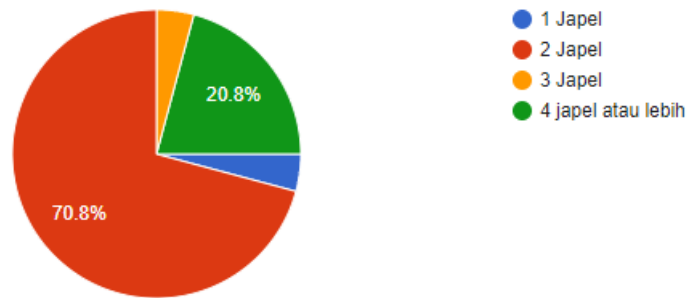
3. Guru yang mengajarkan Bahasa Inggris di sekolah anda adalah

24 responses



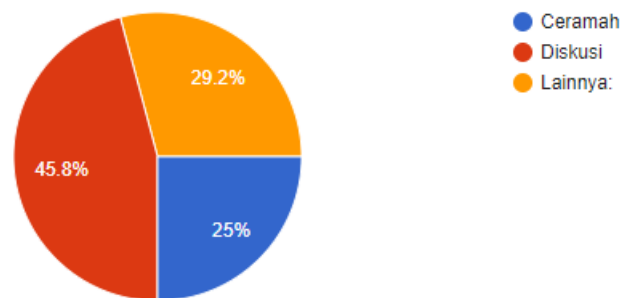
4. Berapa jam pelajaran Bahasa Inggris dialokasikan dalam satu minggu di sekolah anda?

24 responses



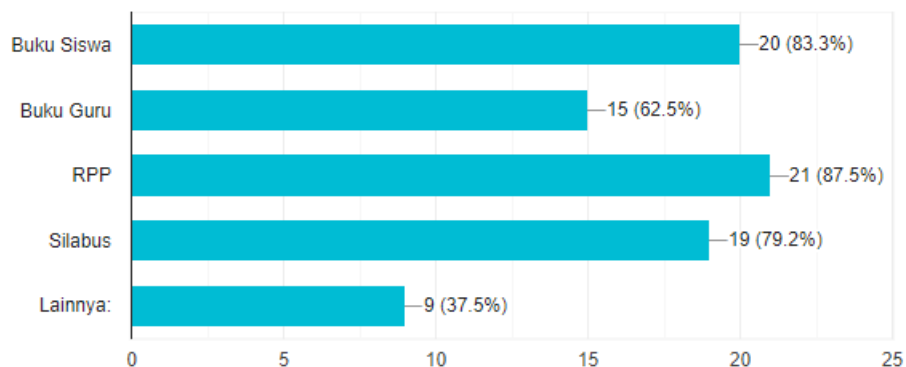
5. Metode apa yang yang sering dilakukan ketika mengajar bahasa inggris? (Pilih satu yang paling sering digunakan.)

24 responses



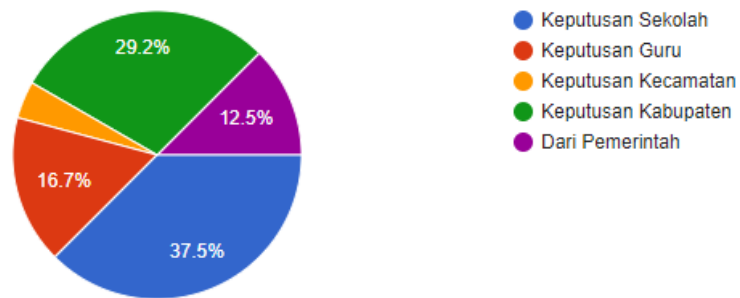
6. Apakah ada perangkat pembelajaran untuk mata pelajaran Bahasa Inggris? Jika ada, sebutkan perangkat yang digunakan. Silahkan pilih lebih dari satu.

24 responses



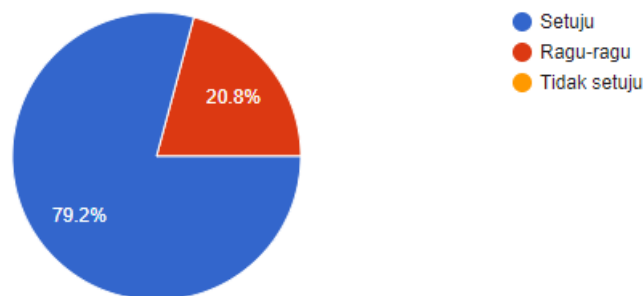
7. Bagaimana cara pengadaan buku (memutuskan buku yang akan digunakan oleh siswa dan guru di kelas) sebagai sumber pelajaran Bahasa Inggris:

24 responses



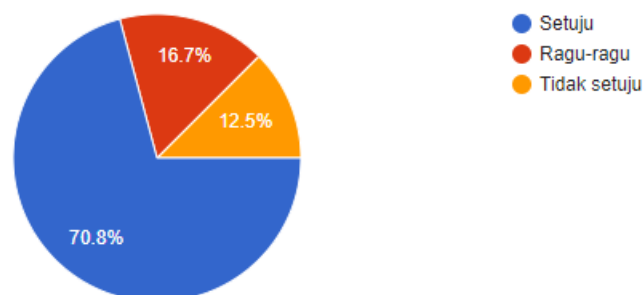
8. Buku Bahasa Inggris yang digunakan disukai dan digemari siswa

24 responses



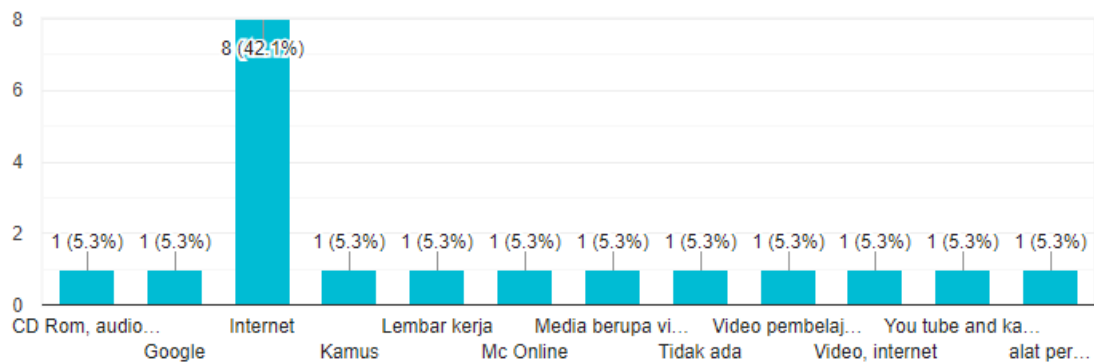
9. Buku Bahasa Inggris yang digunakan sudah mendukung pembelajaran Bahasa Inggris secara maksimal untuk meningkatkan kemampuan Bahasa Inggris siswa

24 responses



10. Sumber lain yang digunakan:

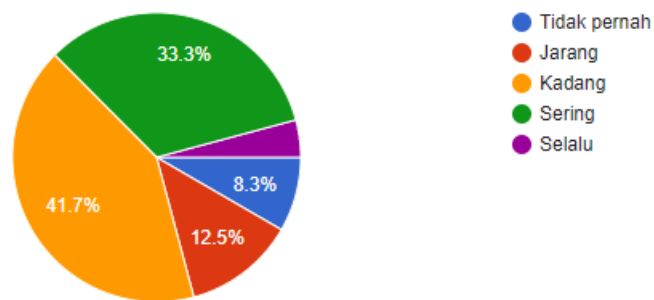
19 responses



11. Topik dan materi yang diajarkan dalam pelajaran Bahasa Inggris berkorelasi atau berkaitan dengan tema pada pelajaran tematik

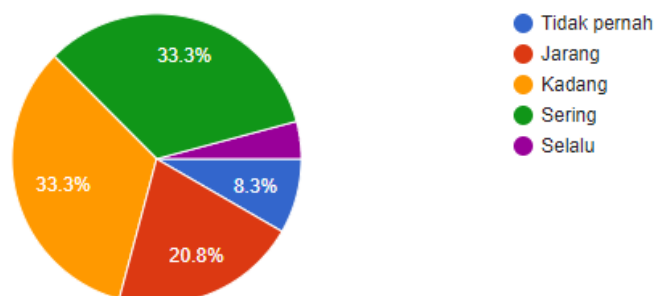


24 responses



12. Teks atau cerita yang berbahasa Inggris pada buku pelajaran berkaitan dengan tema pada pelajaran tematik

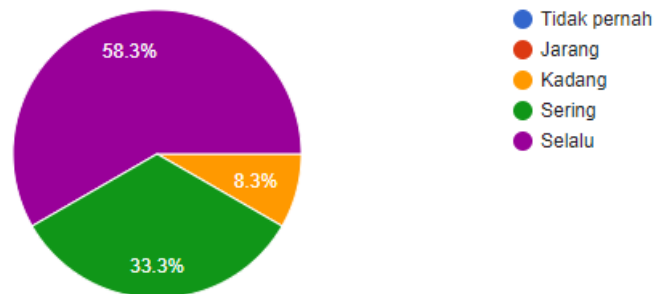
24 responses



13. Materi dan kegiatan pembelajaran Bahasa Inggris sudah integrated (teritegrasi: speaking, listening, writing, reading)

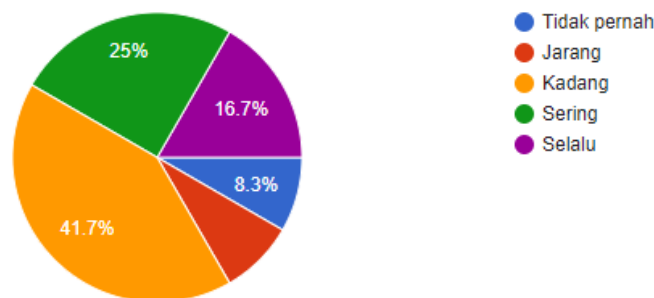


24 responses



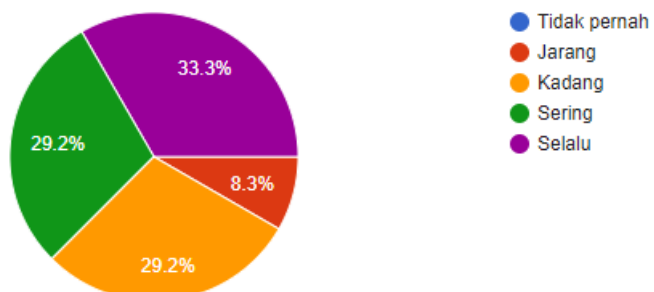
14. Materi ajar dan kegiatan pembelajaran Bahasa Inggris menunjang perkembangan HOTS (kemampuan berpikir tingkat tinggi) siswa

24 responses



15. Materi ajar dan kegiatan pembelajaran Bahasa Inggris menunjang perkembangan 4Cs (komunikasi, kolaborasi, kreativitas, dan berpikir kritis) siswa

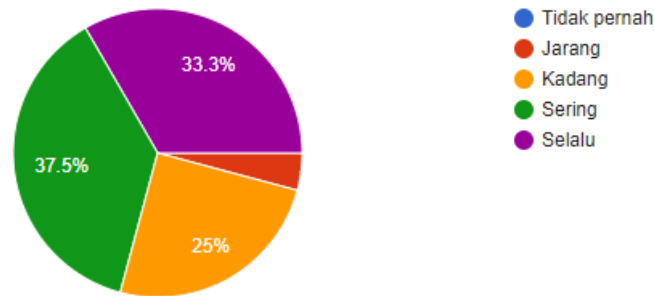
24 responses



16. Materi ajar dan kegiatan pembelajaran Bahasa Inggris menunjang pelestarian nilai dan budaya lokal

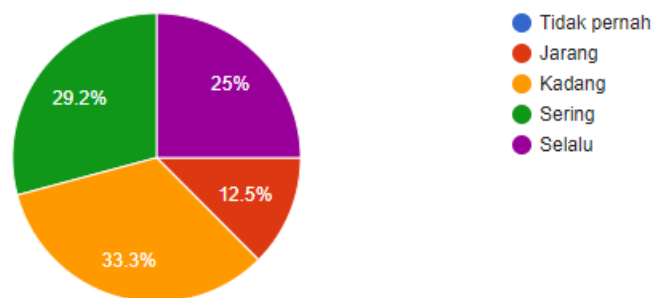


24 responses



17. Ketersediaan sumber penunjang lain pembelajaran berupa cerita berbahasa Inggris yang sesuai dengan level anak sekolah dasar

24 responses



18. Apakah menurut anda penting untuk menyediakan cerita berbahasa Inggris yang berkaitan dengan tema pada mata pelajaran tematik sehingga adanya integrasi guna mendorong pemahaman siswa pada subject tersebut dan Bahasa Inggris?

24 responses

Penting

Ya

Sangat penting

Penting, semua bacaan penting untuk siswa guna menambah vocabulary mereka. Tapi alangkah baiknya jika pelajaran bahasa inggris jangan dicampur campur dengan tema, agar anak anak bisa fokus mempelajari dan berlatih menggunakan bahasa inggris secara lisan dan tertulis. Jika kemampuan berbahasa inggris anak sudah memadai dan dianggap mampu, silahkan dimasukkan ke dalam pelajaran apapun, saya kira tidak akan ada masalah :)

Sangat Penting

Penting.

Cukup penting

18. Apakah menurut anda penting untuk menyediakan cerita berbahasa Inggris yang berkaitan dengan tema pada mata pelajaran tematik sehingga adanya integrasi guna mendorong pemahaman siswa pada subject tersebut dan Bahasa Inggris?

24 responses

Perlu

Iya penting

Penting

Iya

Tidak. Karena Kurikulum silih berganti

Ya sangat penting

Iya sangat penting agar pembelajaran dpt saling berkaitan dan lebih mudah dipahami siswa

Ya,sangat penting

Ya, sangat penting

19. Apa kendala yang anda temui ketika mengajar Bahasa Inggris?

24 responses

Beberapa anak kadang susah mengingat vocabulary dan kebanyakan siswa masih malu malu untuk berbicara dengan menggunakan bahasa inggris

Siswa tidak mengerti vocabulary

Keterbatasan media pembelajaran

Tidak ada

Murid susah memahami cara pengucapan karena beda dengan penulisan kata2nya..terutama di kelas 1.2.3

Kurangnya buku paket untuk siswa 😞

Tidak tau

siswa merasa bahasa inggris sulit karna dalam keseharian jarang berkaitan dengan bahasa inggris

19. Apa kendala yang anda temui ketika mengajar Bahasa Inggris?

24 responses

Kurangnya media pembelajaran yg atraktif dan menarik.

Keterbatasan jenis buku di pasaran

Kadang anak anak susah memahami

Kurangnya vocab pada peserta didik

Kemampuan bhs inggris anak yang bervariasi.

Belum adanya buku penunjang yang sesuai

Tidak ada, karena kami memakai kurikulum Cambridge dimana buku text book dan media pembelajaran lainnya sudah tersedia.

Tidak tersedianya materi yang pasti untuk diajarkan terutama k13

Kurangnya vocabulary siswa

19. Apa kendala yang anda temui ketika mengajar Bahasa Inggris?

24 responses

Tidak tersedianya materi yang pasti untuk diajarkan terutama k13

Kurangnya vocabulary siswa

Bahan ajar yang belum memadai

Ketersedian media pembelajaran di ruang kelas

Memotivasi siswa untuk belajar bahasa Inggris

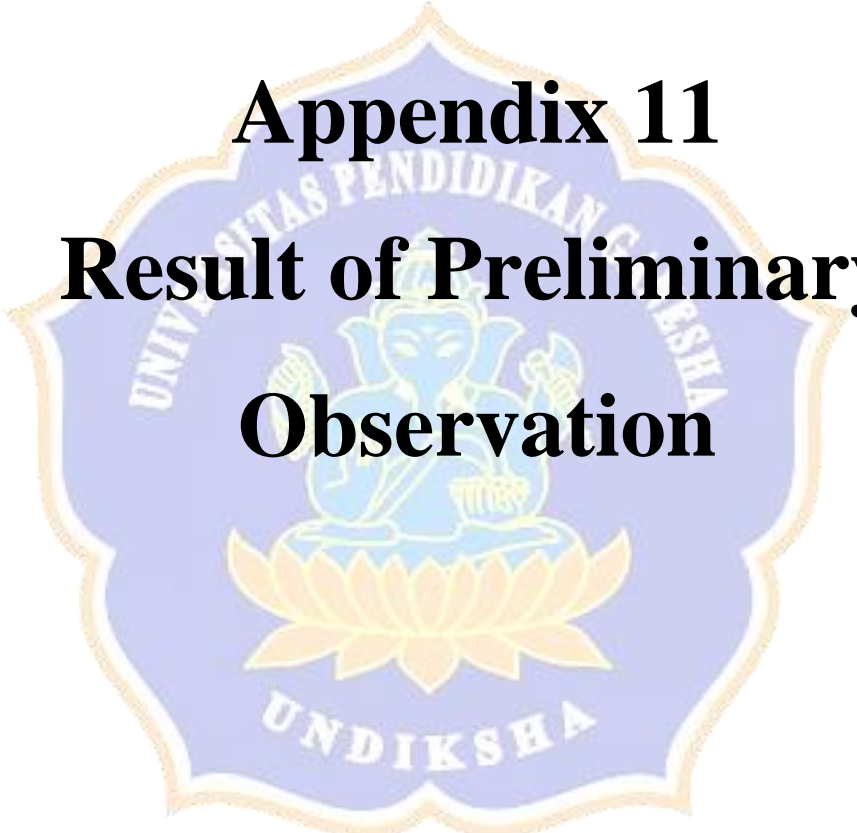
Mengajar kosakata

Anak - anak terkadang salah dalam pengucapan bahasa Inggris dan guru mendampingi serta memperbaiki pengucapan yang salah

Siswa sangat sulit menghafal kata2 dalam bahasa Inggris

Sumber belajar yg kurang memadai





Appendix 11
Result of Preliminary
Observation

Readability Check Result

1. Texts Statistics

Story	Readability Checker: Flesch Kincaid					
	No. of Sentences	No. of Words	No. of complex words	Percent of complex words	Average words per sentence	Average syllables per word
Climbing	82	549	24	4.37%	6.70	1.26
Wake Up!	73	609	31	5.09%	8.34	1.27
Wooden Plates	57	554	37	6.68%	9.72	1.35
Magic Herbs	67	686	18	2.62%	10.24	1.26
Important Things in Life	52	546	55	10.07%	10.50	1.42
Mr. Sun and Mrs. Moon	76	578	31	5.36%	7.61	1.30
The Boy on The Shore	50	631	34	5.39%	12.62	1.29
Best Camp Ever	78	729	44	6.04%	9.35	1.32
Dayu and Her Curiosity	56	606	57	9.41%	10.82	1.45

2. Readability Checker One

Story	Readability Checker: Flesch Kincaid						Test Result
	Flesch Kincaid Reading Ease	Flesch Kincaid Grade Level	Gunning Fog Score	SMOG Index	Coleman Liau Index	Automated Readability Index	
Climbing	93.6	1.9	4.4	3.6	7.7	0.7	Grade level of about 4 9 to 10 year olds
Wake Up!	91.3	2.6	5.2	4.2	8.2	2	Grade level of about 4 9 to 10 year olds
Wooden Plates	82.6	4.2	6.6	5	10.1	4.2	Grade level of about 6 11 to 12 year olds
Magic Herbs	89.9	3.3	5.1	3.5	7.9	2.6	Grade level of about 4 9 to 10 year olds
Important Things in Life	75.6	5.3	8	6.2	10.5	4.8	Grade level of about 7 12 to 13 year olds
Mr. Sun and Mrs. Moon	88.8	2.8	5.2	4.1	8.7	2	Grade level of about 5 10 to 11 year olds
The Boy on The Shore	84.9	4.6	7.2	5.1	8.6	4.4	Grade level of about 6 11 to 12 year olds
Best Camp Ever	85.6	3.6	6.1	4.7	8.9	3	Grade level of about 5 10 to 11 year olds
Dayu and Her Curiosity	73	5.8	7.8	6.1	11.6	5.9	Grade level of about 7 12 to 13 year olds
Checked at www.webfx.com							

3. Readability Checker Two

Story	Readability Checker result							Readability Consensus
	Flesch Kincaid Reading Ease score	Gunning Fog Score	Flesch-Kincaid Grade Level	Coleman Liau Index	SMOG Index	Automated Readability Index	Linsear Write Formula	
Climbing	94.2 (very easy to read)	4.3 (easy to read)	1.8 (Second grade)	6 (Sixth grade)	3.5 (Fourth grade)	0.6 (6-8 years old; First and Second graders)	2.6 (Third grade)	Grade level: 3 Reading level: very easy to read Reader's age: 8-9 yrs. old (Fourth and Fifth graders)
Wake Up!	91.8 (very easy to read)	5.2 (easy to read)	2.5 (Third grade)	6 (Sixth grade)	4.1 (Fourth grade)	1.9 (6-8 years old; First and Second graders)	3.5 (Fourth grade)	Grade level: 4 Reading level: very easy to read Reader's age: 8-9 yrs. old (Fourth and Fifth graders)
Wooden Plates	83.3 (easy to read)	6.4 (fairly easy to read)	4 (Fourth grade)	8 (Eighth grade)	4.8 (Fifth grade)	4.1 (8-9 years old; Fourth and Fifth graders)	4.4 (Fourth grade)	Grade level: 5 Reading level: easy to read Reader's age: 8-9 yrs. old (Fourth and Fifth graders)
Magic Herbs	91 (very easy to read)	4.8 (easy to read)	3.1 (Third grade)	6 (Sixth grade)	3 (Third grade)	2.6 (8-9 years old; Third and Fourth graders)	4.3 (Fourth grade)	Grade level: 4 Reading level: very easy to read Reader's age: 8-9 yrs. old (Fourth and Fifth graders)
Important Things in Life	76.4 (fairly easy to read)	7.8 (fairly easy to read)	5.2 (Fifth grade)	8 (Eighth grade)	6 (Sixth grade)	4.8 (8-9 years old; Fourth and Fifth graders)	5.2 (Fifth grade)	Grade level: 6 Reading level: fairly easy to read Reader's age: 10-11 yrs. old (Fifth and Sixth graders)
Mr. Sun and Mrs. Moon	89.5 (very easy to read)	5 (easy to read)	2.7 (Third grade)	7 (Seventh grade)	4 (Fourth grade)	2 (6-8 years old; First	3.1 (Third grade)	Grade level: 4 Reading level: very easy to read

						and Second graders)		Reader's age: 8-9 yrs. old (Fourth and Fifth graders)
The Boy on The Shore	86.4 (easy to read)	6.7 (fairly easy to read)	4.3 (Fourth grade)	7 (Seventh grade)	4.5 (Fifth grade)	4.3 (8-9 years old; Fourth and Fifth graders)	5.8 (Sixth grade)	Grade level: 5 Reading level: easy to read Reader's age: 8-9 yrs. old (Fourth and Fifth graders)
Best Camp Ever	86 (easy to read)	6 (fairly easy to read)	3.6 (Fourth grade)	7 (Seventh grade)	4.6 (Fifth grade)	2.9 (8-9 years old; Third and Fourth graders)	4.2 (Fourth grade)	Grade level: 5 Reading level: easy to read Reader's age: 8-9 yrs. old (Fourth and Fifth graders)
Dayu and Her Curiosity	73.9 (fairly easy to read)	7.5 (fairly easy to read)	5.6 (Sixth grade)	10 (Tenth grade)	5.9 (Sixth grade)	5.8 (10-11 years old; Fifth and Sixth graders)	5.3 (Fifth grade)	Grade level: 7 Reading level: fairly easy to read Reader's age: 11-13 yrs. old (Sixth and Seventh graders)
Performed at https://readabilityformulas.com/								

