

Appendices

Appendix 1. The Permission Letter of Conducting Research at SDN 1 Banjar Jawa



**PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN
PEMUDA DAN OLAH RAGA
SEKOLAH DASAR NEGERI 1 BANJAR JAWA**
Alamat: Jalan Ngurah Rai No. 45 Singaraja



SURAT KETERANGAN
Nomor : 045.2/14/Pendas/ 2021

Yang bertanda tangan di bawah ini

Nama : Luh Suarniti, S.Pd SD
NIP. : 19710102 199307 2 001
Jabatan : Kepala SDN 1 Banjar Jawa

Menerangkan bahwa :

Nama : Kadek Yunita Adriyanti
Nim : 1712021181
Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Memang benar mahasiswa tersebut diatas telah melaksanakan Ijin Penelitian Skripsi , untuk melengkapi syarat-syarat mata kuliah Skripsi di SDN 1 Banjar Jawa.

Demikian Surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 30 April 2021

Kepala SD N 1 Banjar Jawa


Luh Suarniti, S.Pd SD
NIP. 19710102 199307 2 001

Appendix 2. Statements on Students' Questionnaire

List of Statement on Students' Questionnaire

No.	Pernyataan	Ya	Tidak
A. Bagaimana anda mengakses materi untuk belajar Bahasa Inggris saat situasi belajar dari rumah?			
1.	Saya mengakses materi Bahasa Inggris dengan mudah saat belajar dari rumah		
2.	Saya menemukan banyak platform yang menyediakan materi Bahasa Inggris baik dari internet maupun buku pelajaran.		
3.	Saya suka belajar dari materi yang saya dapat di buku pelajaran Bahasa Inggris		
4.	Saya suka belajar dari materi yang tersedia pada berbagai platform di internet		
5.	Saya dapat dengan mudah memahami materi yang tersedia pada internet dan buku		
B. Apa kegiatan/aktivitas yang anda minati dalam pembelajaran Bahasa Inggris?			
6.	Saya suka aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita		
7.	Saya suka aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu		
8.	Saya suka aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan		
9.	Saya suka aktivitas pembelajaran Bahasa Inggris dengan menggunakan ketiga aktivitas tersebut (cerita, lagu, dan permainan)		
10.	Saya suka aktivitas pembelajaran Bahasa Inggris dengan mendengarkan penjelasan dari guru.		
C. Bagaimana pendapat anda tentang penggunaan aplikasi pada smartphome untuk pembelajaran?			
11.	Saya mengetahui beberapa aplikasi pada smartphome yang bisa digunakan untuk belajar online dan mengakses materi		
12.	Saya hanya menggunakan <i>smartphome</i> untuk bermain beberapa aplikasi permainan online maupun offline		

13.	Saya hanya menggunakan <i>smartphone</i> untuk mengakses aplikasi belajar online maupun offline		
14.	Saya menggunakan <i>smartphone</i> baik untuk mengakses permainan dan aplikasi belajar online maupun offline		
15.	Beberapa aplikasi belajar yang terinstal di <i>smartphone</i> saya sangat membantu saya dalam situasi belajar dari rumah.		

Appendix 3. Question List of Students' Interview

No	Question List
A. Problem in Accessing English Material	
1	Bagaimana anda mengakses materi pembelajaran Bahasa Inggris saat belajar dari rumah diberlakukan?
2	Apakah anda memiliki kesulitan dalam mengakses materi Bahasa Inggris?
3	Apakah anda dapat menemukan platform (aplikasi/website/software, dan/atau sejenisnya) yang sesuai untuk mengakses materi Bahasa Inggris?
4	Platform (aplikasi/website/software, dan/atau sejenisnya) apa yang biasanya anda akses untuk belajar Bahasa Inggris?
5	Apakah anda dapat memahami materi Bahasa Inggris yang anda akses di platform (aplikasi/website/software, dan/atau sejenisnya) tersebut?
B. English Learning Expectation	
6.	Pembelajaran Bahasa Inggris yang seperti apa anda harapkan?
7.	Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita?
8.	Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu?
9.	Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan?
C. Attitude toward The Use of Mobile Phone (Smartphone) Learning Application	
10.	Aplikasi apa saja yang sering anda akses di <i>smartphone</i> ?
11.	Apakah anda sering menggunakan <i>smartphone</i> saat belajar dari rumah?
12.	Aplikasi apa saja yang sudah anda gunakan untuk belajar?
13.	Apakah aplikasi-aplikasi tersebut membantu anda dalam belajar?

Appendix 4. List Question of Teacher's Interview

No	List Question
A. Problem in Accessing English Material	
1	Bagaimana Bapak/Ibu mengakses materi pembelajaran pada saat situasi <i>remote learning</i> saat ini?
2	Apakah Bapak/Ibu dapat menemukan materi yang relevan untuk siswa sesuai dengan topik yang diajarkan?
3	Apakah Bapak/Ibu mengalami kesulitan dalam mengakses materi pembelajaran?
4	Bagaimana cara Bapak/Ibu mengirimkan/menyampaikan materi agar mudah dipahami oleh siswa?
B. Problems in Teaching Communication Skills	
5.	Apakah menurut Bapak/Ibu <i>communication skills</i> penting untuk dimiliki oleh siswa SD kelas 6?
6.	Pada saat kondisi normal (<i>face to face meeting</i>), bagaimana cara Bapak/Ibu meningkatkan <i>communication skills</i> siswa?
7.	Bagaimana cara Bapak/Ibu meningkatkan <i>communication skill</i> siswa di situasi <i>remote learning</i> seperti saat ini?
8.	Apa kendala yang dialami siswa dalam mengembangkan <i>communication skill</i> di situasi <i>remote learning</i> saat ini?
9.	Apa kendala Bapak/Ibu dalam mengajar untuk meningkatkan <i>communication skills</i> siswa?
C. Attitude toward The Use of Mobile Phone (Smartphone) Learning Application	

10.	Platform apa yang biasanya Bapak/Ibu gunakan untuk mengajar siswa?
11.	Bagaimana pendapat Bapak/Ibu tentang penggunaan aplikasi pada smartphone sebagai media untuk memberikan aktivitas pembelajaran?
12.	Saat mengajar Bahasa Inggris menggunakan cerita, media dan strategi apa yang biasanya Bapak/Ibu gunakan?
13.	Apakah Bapak/Ibu mengetahui tentang <i>Digital Storytelling</i> sebagai sebuah aplikasi berbasis android untuk belajar Bahasa Inggris?
14.	Bagaimana pendapat Bapak/Ibu tentang pengembangan sebuah aplikasi pembelajaran berbasis android berupa <i>Digital Storytelling</i> serta penyediaan sebuah <i>handbook</i> dari aplikasi tersebut untuk meningkatkan <i>communication skill</i> siswa?
15.	Bagaimana harapan Bapak/Ibu mengenai konten pada <i>Digital Storytelling</i> serta isi dari <i>handbook</i> tersebut?

Appendix 5. Result of Questionnaire

Timestamp	Kelas	S1	S2	S2	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15
2/15/2021 9:05:11	6B	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 9:05:38	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2/15/2021 9:05:38	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2/15/2021 9:07:32	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 9:09:06	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 9:11:09	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2/15/2021 9:11:11	6B	Tidak	Ya	Tidak	Tidak	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya
2/15/2021 9:13:26	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 9:17:26	6A	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 9:18:28	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya
2/15/2021 9:21:25	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 9:21:39	6A	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Tidak
2/15/2021 9:22:42	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 9:24:04	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 9:30:35	6B	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya

2/15/2021 9:41:31	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 9:42:06	6A	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2/15/2021 9:42:22	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 9:42:45	6A	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Tidak	Ya	Ya	Tidak	Tidak	Ya	Ya
2/15/2021 9:52:34	6A	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya
2/15/2021 9:52:55	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya
2/15/2021 9:54:05	6B	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya
2/15/2021 9:58:36	6A	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Tidak	Tidak	Ya	Tidak	Ya	Ya	Ya
2/15/2021 10:04:25	6A	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Tidak	Tidak	Tidak	Ya	Ya
2/15/2021 10:07:24	6B	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Tidak
2/15/2021 10:18:00	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 10:48:00	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2/15/2021 10:48:10	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya
2/15/2021 11:20:55	6B	Tidak	Tidak	Ya	Tidak	Tidak	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Tidak	Tidak	Tidak
2/15/2021 11:27:22	6B	Tidak	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 12:03:35	6B	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2/15/2021 12:19:50	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya

2/15/2021 12:53:52	6A	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 12:55:40	6A	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2/15/2021 12:56:58	6A	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2/15/2021 13:00:01	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 13:09:24	6B	Tidak	Tidak	Ya	Tidak	Tidak	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya
2/15/2021 17:37:54	6B	Tidak	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya
2/15/2021 18:54:51	6B	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya
2/15/2021 20:02:46	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 20:33:44	6B	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Tidak	Ya	Tidak	Ya
2/15/2021 20:36:03	6B	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Tidak	Ya	Tidak	Ya
2/15/2021 20:44:13	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/15/2021 22:08:20	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2/16/2021 8:37:04	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/16/2021 9:10:28	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Tidak	Ya	Ya
2/16/2021 13:30:45	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya
2/16/2021 14:09:14	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/16/2021 19:40:07	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya

2/16/2021 19:51:51	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/16/2021 21:17:49	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/17/2021 9:20:32	6A	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya
2/17/2021 11:46:33	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya
2/17/2021 12:11:13	6A	Ya	Ya	Tidak	Ya	Ya	Ya	Tidak	Ya	Tidak	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya
2/17/2021 12:13:11	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya
2/17/2021 12:13:28	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/17/2021 12:17:02	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya
2/17/2021 12:24:24	6A	Ya	Ya	Ya	Tidak	Tidak	Ya	Tidak	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Tidak
2/17/2021 12:28:25	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/17/2021 12:39:03	6A	Ya	Tidak	Ya	Ya	Ya	Tidak	Tidak	Ya	Tidak	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya
2/17/2021 12:39:08	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Tidak	Ya	Ya
2/17/2021 12:49:54	6B	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/17/2021 12:54:01	6B	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya
2/17/2021 12:56:19	6B	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/17/2021 12:59:35	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/17/2021 13:09:27	6A	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Tidak	Ya	Ya

2/17/2021 13:18:45	6A	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Tidak	Ya	Tidak	Tidak	Ya	Tidak	Ya
2/17/2021 13:33:46	6B	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya
2/17/2021 13:35:08	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
2/17/2021 13:58:19	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2/17/2021 14:23:27	6A	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya
2/17/2021 14:23:47	6A	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya
2/17/2021 14:24:02	6A	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya
2/17/2021 14:48:12	6A	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2/17/2021 15:40:48	6B	Ya	Ya	Tidak	Ya	Ya	Tidak	Tidak	Tidak	Tidak	Tidak	Ya	Ya	Ya	Ya	Tidak
2/18/2021 12:39:34	6B	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak
2/18/2021 20:56:59	6A	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya	Ya	Tidak	Ya	Ya	Ya
2/24/2021 20:36:56	6B	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Tidak	Ya	Ya
2/24/2021 22:32:48	6B	Ya	Tidak	Tidak	Ya	Tidak	Ya	Tidak	Ya	Tidak	Tidak	Ya	Tidak	Tidak	Ya	Ya
2/24/2021 22:35:38	6B	Ya	Ya	Ya	Ya	Tidak	Ya	Tidak	Ya	Tidak	Tidak	Ya	Tidak	Tidak	Ya	Ya
2/24/2021 22:39:06	6A	Ya	Ya	Ya	Ya	Ya	Ya	Tidak	Ya	Tidak	Tidak	Ya	Tidak	Tidak	Ya	Ya
2/24/2021 22:40:22	6A	Ya	Ya	Tidak	Ya	Ya	Ya	Tidak	Ya	Tidak	Tidak	Ya	Tidak	Tidak	Ya	Ya
2/24/2021 22:41:27	6A	Ya	Ya	Tidak	Ya	Tidak	Ya	Tidak	Ya	Tidak	Tidak	Ya	Tidak	Tidak	Ya	Ya

2/24/2021 22:43:17	6A	Ya	Ya	Tidak	Ya	Tidak	Ya	Tidak	Ya	Tidak	Tidak	Ya	Tidak	Tidak	Ya	Ya
3/1/2021 20:01:12	6A	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya	Ya
Hasil (%)	Ya	91.8 %	94.1 %	90.6 %	90.6 %	83.5 0%	90.6 0%	68.2 0%	93.5 0%	84.7 0%	89.4 0%	84.7 0%	54.1 0%	68.2 0%	91.8 0%	92.9 0%
	Tidak	8.2 %	5.9 %	9.4 %	9.4 %	16.5 0%	9.40 %	31.8 0%	4.70 %	15.3 0%	10.6 0%	15.3 0%	45.9 0%	31.8 0%	8.20 %	7.10 %

Appendix 6. The Result of Students' Interview

1. Student 1

6/20/2021 Interview Guide Penelitian "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary Sc...

Interview Guide Penelitian "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary School Students"

Interview ini dirancang oleh Kadek Yunita Adriyanti, mahasiswa Pendidikan Bahasa Inggris, Universitas Pendidikan Ganesha pada tahun 2021. Interview ini dilaksanakan dengan tujuan penyelesaian skripsi dengan judul "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary School Students". Dikarenakan situasi pandemi Covid-19 yang belum usai, interview dilakukan via Google Form untuk menghindari interview face-to-face meeting (tatap muka secara langsung). Mohon agar responden menjawab setiap pertanyaan pada interview ini dengan jujur. Interview ini bukanlah tes sehingga tidak ada benar salah dan juga tidak berpengaruh pada nilai akademis anda.

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Salam saya,

Yunita Adriyanti

Kelas *

6A

Problem in Accessing English Material (Kendala dalam Mengakses Materi Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

<https://docs.google.com/forms/d/1RAYJlZgBUTqmFR3zdgSxnTJJNVXAprXv2IMcYOIKz8/edit#response=ACYDBNJLooeTfboCJGltwV2NFs9ukGldYu...> 1/4

3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Bagaimana anda mengakses materi pembelajaran Bahasa Inggris saat belajar dari rumah diberlakukan? *

Biasanya melalui video yang dikirim oleh bapak guru

Apakah anda memiliki kesulitan dalam mengakses materi Bahasa Inggris? *

Tidak terlalu, hanya masalah kuota dan sinyal yang jelek

Apakah anda dapat menemukan platform (aplikasi/website/software, dan/atau sejenisnya) yang sesuai untuk mengakses materi Bahasa Inggris? *

Saya biasanya menemukan banyak hal di internet dan saya memiliki begitu banyak Aplikasi di HP saya seperti Duolingo dan Kamusku

Platform (aplikasi/website/software, dan/atau sejenisnya) apa yang biasanya anda akses untuk belajar Bahasa Inggris? *

Ada banyak seperti Duolingo dan Kamusku

Apakah anda dapat memahami materi Bahasa Inggris yang anda akses di platform (aplikasi/website/software, dan/atau sejenisnya) tersebut? *

Tentu saya bisa memahami nya dengan mudah karena penjelasan dalam aplikasi tersebut sangat jelas

English Learning Expectation (Harapan untuk Pembelajaran Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Pembelajaran Bahasa Inggris yang seperti apa anda harapkan? *

Saya ingin pembelajaran berupa cerita karena saya suka mendengarkan cerita yang ada di youtube

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita? *

Pernah, menggunakan cerita binatang

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu? *

Ya, guru saya pernah memberikan aktivitas pembelajaran bahasa Inggris dengan menggunakan lagu

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan? *

Ya, terkadang guru saya memberikan aktivitas pembelajaran bahasa Inggris dengan menggunakan permainan tetapi sejak belajar di rumah tidak pernah lagi

Attitude toward The Use of Mobile Phone (Smartphone) Application (Tanggapan mengenai Penggunaan Aplikasi Smartphone)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Aplikasi apa saja yang sering anda akses di smartphone? *

Telegram, goggle, WhatsApp, Erlangga reader, YouTube, dan terkadang saya bermain game untuk menghilangkan kan rasa bosan atau stres

Apakah anda sering menggunakan smartphone saat belajar dari rumah? *

Terkadang saya menggunakan smartphone untuk belajar di rumah

Aplikasi apa saja yang sudah anda gunakan untuk belajar? *

Erlangga reader, goggle,telegram,brainle

Apakah aplikasi-aplikasi tersebut membantu anda dalam belajar terutama belajar dari rumah? *

Sangat membantu saya dalam mengerjakan tugas

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Google

Formulir

2. Student 2

6/20/2021

Interview Guide Penelitian "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary Sc...

Interview Guide Penelitian "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary School Students"

Interview ini dirancang oleh Kadek Yunita Adriyanti, mahasiswa Pendidikan Bahasa Inggris, Universitas Pendidikan Ganesha pada tahun 2021. Interview ini dilaksanakan dengan tujuan penyelesaian skripsi dengan judul "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary School Students". Dikarenakan situasi pandemi Covid-19 yang belum usai, interview dilakukan via Google Form untuk menghindari interview face-to-face meeting (tatap muka secara langsung). Mohon agar responden menjawab setiap pertanyaan pada interview ini dengan jujur. Interview ini bukanlah tes sehingga tidak ada benar salah dan juga tidak berpengaruh pada nilai akademis anda.

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Salam saya,

Yunita Adriyanti

Kelas *

6A

Problem in Accessing English Material (Kendala dalam Mengakses Materi Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

https://docs.google.com/forms/d/1RAYJtZgBUTqmFR3zdgSxnTJJNVXAprnXv2iMcYOIKz8/edit#response=ACYDBNgZu2PSbPLVfoG4ng_gDkpZrg3f... 1/4

3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Bagaimana anda mengakses materi pembelajaran Bahasa Inggris saat belajar dari rumah diberlakukan? *

Saya belajar bahasa Inggris dari materi yang dikirim oleh guru saya setiap minggu. Dia memberi saya modul dengan lembar latihan. Saya sering membuka browser untuk membantu saya, tetapi terkadang saya juga menggunakan buku teks

Apakah anda memiliki kesulitan dalam mengakses materi Bahasa Inggris? *

Tidak karena wifi di rumah sangat lancar

Apakah anda dapat menemukan platform (aplikasi/website/software, dan/atau sejenisnya) yang sesuai untuk mengakses materi Bahasa Inggris? *

saya menemukan banyak sekali aplikasi belajar bahasa inggris

Platform (aplikasi/website/software, dan/atau sejenisnya) apa yang biasanya anda akses untuk belajar Bahasa Inggris? *

saya suka menggunakan aplikasi Cake

Apakah anda dapat memahami materi Bahasa Inggris yang anda akses di platform (aplikasi/website/software, dan/atau sejenisnya) tersebut? *

paham karena ada penjelasan dan pengulangan speaking

English Learning Expectation (Harapan untuk Pembelajaran Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Pembelajaran Bahasa Inggris yang seperti apa anda harapkan? *

aktivitas yang banyak speaking dan pengulangan

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita? *

pernah sesekali

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu? *

Tidak pernah

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan? *

Tidak pernah, hanya mengirimkan LKPD selama belajar di rumah

Attitude toward The Use of Mobile Phone (Smartphone) Application (Tanggapan mengenai Penggunaan Aplikasi Smartphone)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Aplikasi apa saja yang sering anda akses di smartphone? *

Singing english & and game

Apakah anda sering menggunakan smartphone saat belajar dari rumah? *

Saya selalu menggunakan Hp untuk belajar

Aplikasi apa saja yang sudah anda gunakan untuk belajar? *

Aplikasi Cake, sangat membantu

Apakah aplikasi-aplikasi tersebut membantu anda dalam belajar terutama belajar dari rumah? *

Sangat membantu dalam belajar

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Google Formlir

3. Student 3

6/20/2021

Interview Guide Penelitian "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary Sc...

Interview Guide Penelitian "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary School Students"

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Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Salam saya,

Yunita Adriyanti

Kelas *

6A

Problem in Accessing English Material (Kendala dalam Mengakses Materi Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

<https://docs.google.com/forms/d/1RAYJIZgBUTqmFR3zdgSxnTJJNVXAprXv2iMcYOIKz8/edit#response=ACYDBNj6EILN5U-scWkXSJPov8QAQ4G...> 1/4

3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Bagaimana anda mengakses materi pembelajaran Bahasa Inggris saat belajar dari rumah diberlakukan? *

Saya menggunakan Hp dan internet

Apakah anda memiliki kesulitan dalam mengakses materi Bahasa Inggris? *

Tidak terlalu, kadang sinyal tidak bagus

Apakah anda dapat menemukan platform (aplikasi/website/software, dan/atau sejenisnya) yang sesuai untuk mengakses materi Bahasa Inggris? *

ada banyak aplikasi di playstore yg bagus untuk belajar

Platform (aplikasi/website/software, dan/atau sejenisnya) apa yang biasanya anda akses untuk belajar Bahasa Inggris? *

Brainly. Aplikasinya sangat berguna. Saya dapat menanyakan banyak hal dan brainly akan memberikan jawabannya

Apakah anda dapat memahami materi Bahasa Inggris yang anda akses di platform (aplikasi/website/software, dan/atau sejenisnya) tersebut? *

Iya karena brainly sangat mudah

English Learning Expectation (Harapan untuk Pembelajaran Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Pembelajaran Bahasa Inggris yang seperti apa anda harapkan? *

Saya berharap di masa pandemi seperti ini, kegiatan belajar bahasa Inggris tidak hanya fokus pada membaca, mendengar dan menulis tetapi juga berbicara seperti berbicara tentang kosakata bahasa inggris, mendongeng, atau menggunakan situs kuis online.

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita? *

pernah, saat itu diberikan cerita Goldilocks and the Three Bears

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu? *

tidak pernah sama sekali, hanya lagu yang ada di youtube

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan? *

tidak pernah, tapi saat belajar di sekolah pernah

Attitude toward The Use of Mobile Phone (Smartphone) Application (Tanggapan mengenai Penggunaan Aplikasi Smartphone)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Aplikasi apa saja yang sering anda akses di smartphone? *

games dan website

Apakah anda sering menggunakan smartphone saat belajar dari rumah? *

sangat sering karena belajar online

Aplikasi apa saja yang sudah anda gunakan untuk belajar? *

Brainly dan website-website materi bahasa inggris

Apakah aplikasi-aplikasi tersebut membantu anda dalam belajar terutama belajar dari rumah? *

Iya, membantu. tetapi kadang perlu waktu lama untuk mengerti

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4. Student 4

6/20/2021

Interview Guide Penelitian "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary Sc...

Interview Guide Penelitian "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary School Students"

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Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Salam saya,

Yunita Adriyanti

Kelas *

6A

Problem in Accessing English Material (Kendala dalam Mengakses Materi Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

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3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Bagaimana anda mengakses materi pembelajaran Bahasa Inggris saat belajar dari rumah diberlakukan? *

Dengan menggunakan smartphone

Apakah anda memiliki kesulitan dalam mengakses materi Bahasa Inggris? *

Terkadang kendalanya adalah kehabisan kuota internet untuk digunakan mengakses beberapa platform online dan mendownload modul yang diberikan oleh guru.

Apakah anda dapat menemukan platform (aplikasi/website/software, dan/atau sejenisnya) yang sesuai untuk mengakses materi Bahasa Inggris? *

Ada banyak di playstore tetapi tidak tahu mana yang bisa digunakan

Platform (aplikasi/website/software, dan/atau sejenisnya) apa yang biasanya anda akses untuk belajar Bahasa Inggris? *

Microsoft Office untuk mengetik tugas

Apakah anda dapat memahami materi Bahasa Inggris yang anda akses di platform (aplikasi/website/software, dan/atau sejenisnya) tersebut? *

Terkadang saya merasa bingung karena penjelasan guru sangat sedikit

English Learning Expectation (Harapan untuk Pembelajaran Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Pembelajaran Bahasa Inggris yang seperti apa anda harapkan? *

Pelajaran bahasa inggris dengan menggunakan cerita dan belajar berbicara dengan bahasa inggris

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita? *

Pernah, cerita binatang judulnya The Ant and The Dove

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu? *

tidak pernah tapi di youtube ada lagunya

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan? *

Pernah saat belajar di sekolah

Attitude toward The Use of Mobile Phone (Smartphone) Application (Tanggapan mengenai Penggunaan Aplikasi Smartphone)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Aplikasi apa saja yang sering anda akses di smartphone? *

google yang paling sering saya gunakan

Apakah anda sering menggunakan smartphone saat belajar dari rumah? *

sangat sering karena harus belajar online dengan guru dan buat tugas

Aplikasi apa saja yang sudah anda gunakan untuk belajar? *

Hanya menggunakan Google translate untuk membantu membuat tugas

Apakah aplikasi-aplikasi tersebut membantu anda dalam belajar terutama belajar dari rumah? *

Sangat membantu karena saya tidak tahu banyak tentang kata bahasa inggris

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5. Student 5

6/20/2021

Interview Guide Penelitian "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary Sc...

Interview Guide Penelitian "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary School Students"

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Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Salam saya,

Yunita Adriyanti

Kelas *

6A

Problem in Accessing English Material (Kendala dalam Mengakses Materi Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

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3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Bagaimana anda mengakses materi pembelajaran Bahasa Inggris saat belajar dari rumah diberlakukan? *

Dengan mempelajari dibuku dan internet

Apakah anda memiliki kesulitan dalam mengakses materi Bahasa Inggris? *

Kadang-kadang karena di buku tidak dapat dipahami dan saat mencari di internet bertanya orang tua supaya cepat mengerti

Apakah anda dapat menemukan platform (aplikasi/website/software, dan/atau sejenisnya) yang sesuai untuk mengakses materi Bahasa Inggris? *

Tidak, saya tidak tau banyak tentang aplikasi belajar bahasa inggris

Platform (aplikasi/website/software, dan/atau sejenisnya) apa yang biasanya anda akses untuk belajar Bahasa Inggris? *

Google Classroom untuk mengumpul tugas

Apakah anda dapat memahami materi Bahasa Inggris yang anda akses di platform (aplikasi/website/software, dan/atau sejenisnya) tersebut? *

Saya mencoba memahami materi pembelajaran yang diberikan oleh guru, internet membantu saya , tetapi terkadang tidak. Lebih baik belajar dengan guru saya

English Learning Expectation (Harapan untuk Pembelajaran Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Pembelajaran Bahasa Inggris yang seperti apa anda harapkan? *

Dengan cerita, lagu, dan permainan, supaya tidak bosan dengan tugas

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita? *

pernah, cerita three bears

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu? *

tidak pernah, saya biasanya mencari lagu bahasa inggris di youtube

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan? *

pernah namun saat belajar di kelas

Attitude toward The Use of Mobile Phone (Smartphone) Application (Tanggapan mengenai Penggunaan Aplikasi Smartphone)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Aplikasi apa saja yang sering anda akses di smartphone? *

aplikasi belajar dan permainan

Apakah anda sering menggunakan smartphone saat belajar dari rumah? *

iya karena sangat diperlukan untuk belajar online

Aplikasi apa saja yang sudah anda gunakan untuk belajar? *

Google, untuk mencari jawaban

Apakah aplikasi-aplikasi tersebut membantu anda dalam belajar terutama belajar dari rumah? *

Sangat membantu dan mudah, tapi saya masih kurang paham aplikasi yg cocok

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6. Student 6

6/20/2021

Interview Guide Penelitian "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary Sc...

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Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Salam saya,

Yunita Adriyanti

Kelas *

6B

Problem in Accessing English Material (Kendala dalam Mengakses Materi Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

<https://docs.google.com/forms/d/1RAYJIZgBUTqmFR3zdgSxnTJJNVXAprXv2iMcYOIKz8/edit#response=ACYDBNj4Le711Fn3AMcl3azIP-DQ50BrwE...> 1/4

3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Bagaimana anda mengakses materi pembelajaran Bahasa Inggris saat belajar dari rumah diberlakukan? *

Membaca modul berupa pdf yg dibuat oleh guru

Apakah anda memiliki kesulitan dalam mengakses materi Bahasa Inggris? *

Kesulitan menterjemakan Kata dalam Bahasa Inggris ke dalam Bahasa Indonesia

Apakah anda dapat menemukan platform (aplikasi/website/software, dan/atau sejenisnya) yang sesuai untuk mengakses materi Bahasa Inggris? *

iya ada banyak sekali di internet dan playstore

Platform (aplikasi/website/software, dan/atau sejenisnya) apa yang biasanya anda akses untuk belajar Bahasa Inggris? *

saya biasanya menggunakan ErlanggaBookRider

Apakah anda dapat memahami materi Bahasa Inggris yang anda akses di platform (aplikasi/website/software, dan/atau sejenisnya) tersebut? *

Memahami namun sebatas cara pengucapan saja

English Learning Expectation (Harapan untuk Pembelajaran Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Pembelajaran Bahasa Inggris yang seperti apa anda harapkan? *

pembelajaran yang menyenangkan misalnya bercakap-cakap langsung layaknya turis dengan guide

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita? *

pernah saat semester 1

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu? *

belum pernah

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan? *

belum pernah

Attitude toward The Use of Mobile Phone (Smartphone) Application (Tanggapan mengenai Penggunaan Aplikasi Smartphone)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Aplikasi apa saja yang sering anda akses di smartphone? *

Google dan games

Apakah anda sering menggunakan smartphone saat belajar dari rumah? *

terkadang, hanya saat mencari arti kalimat

Aplikasi apa saja yang sudah anda gunakan untuk belajar? *

Google translate karena untuk menerjemahkan kalimat

Apakah aplikasi-aplikasi tersebut membantu anda dalam belajar terutama belajar dari rumah? *

sangat membantu saat belajar di rumah

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Google Formulir

7. Student 7

6/20/2021

Interview Guide Penelitian "Developing Android-Based Digital Folktales English Materials to Develop Communication Skills for Primary Sc...

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Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Salam saya,

Yunita Adriyanti

Kelas *

6B

Problem in Accessing English Material (Kendala dalam Mengakses Materi Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

<https://docs.google.com/forms/d/1RAYJtZgBUTqmFR3zdgSxnTJJNVXAprnXv2iMcYOIKz8/edit#response=ACYDBNi9y-c0mBQiyVD8Rzh508vqnWwi5...> 1/4

3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Bagaimana anda mengakses materi pembelajaran Bahasa Inggris saat belajar dari rumah diberlakukan? *

Dengan menggunakan aplikasi pembelajaran bahasa Inggris atau melalui buku pelajaran

Apakah anda memiliki kesulitan dalam mengakses materi Bahasa Inggris? *

Kadang- kadang saya mengalami kesulitan dalam mengakses materi bahasa Inggris yaitu kuota internet

Apakah anda dapat menemukan platform (aplikasi/website/software, dan/atau sejenisnya) yang sesuai untuk mengakses materi Bahasa Inggris? *

Ya,saya menemukan aplikasi yang bisa membantu saya untuk mengakses materi bahasa Inggris

Platform (aplikasi/website/software, dan/atau sejenisnya) apa yang biasanya anda akses untuk belajar Bahasa Inggris? *

Biasa nya saya mengakses aplikasi Erlangga reader untuk belajar bahasa Inggris

Apakah anda dapat memahami materi Bahasa Inggris yang anda akses di platform (aplikasi/website/software, dan/atau sejenisnya) tersebut? *

Tentu saya bisa memahami nya dengan mudah karena penjelasan dalam aplikasi tersebut sangat jelas dan sesuai dengan ajaran di sekolah

English Learning Expectation (Harapan untuk Pembelajaran Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Pembelajaran Bahasa Inggris yang seperti apa anda harapkan? *

Saya mengharapkan kegiatan belajar yang diselingi dengan permainan

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita? *

Pernah saat semester lalu

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu? *

Tidak pernah

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan? *

selama belajar di rumah tidak pernah, sehingga belajar di rumah sangat membosankan tidak ada permainan saat belajar

Attitude toward The Use of Mobile Phone (Smartphone) Application (Tanggapan mengenai Penggunaan Aplikasi Smartphone)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Aplikasi apa saja yang sering anda akses di smartphone? *

sosial media, games, dan google

Apakah anda sering menggunakan smartphone saat belajar dari rumah? *

sangat sering agar tidak bosan membaca buku

Aplikasi apa saja yang sudah anda gunakan untuk belajar? *

Telegram, goggle, WhatsApp, Erlangga reader, YouTube, dan terkadang saya bermain game untuk menghilangkan rasa bosan atau stres

Apakah aplikasi-aplikasi tersebut membantu anda dalam belajar terutama belajar dari rumah? *

Sangat membantu, tetapi lebih baik tidak menghabiskan banyak kuota internet

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8. Student 8

6/20/2021

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Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Salam saya,

Yunita Adriyanti

Kelas *

6B

Problem in Accessing English Material (Kendala dalam Mengakses Materi Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

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3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Bagaimana anda mengakses materi pembelajaran Bahasa Inggris saat belajar dari rumah diberlakukan? *

Saya mengakses materi menggunakan Handphone dan Buku

Apakah anda memiliki kesulitan dalam mengakses materi Bahasa Inggris? *

Sedikit kesulitan saat tidak mengerti karena susah bertanya pada guru lewat HP

Apakah anda dapat menemukan platform (aplikasi/website/software, dan/atau sejenisnya) yang sesuai untuk mengakses materi Bahasa Inggris? *

Iya, google dan aplikasi lainnya

Platform (aplikasi/website/software, dan/atau sejenisnya) apa yang biasanya anda akses untuk belajar Bahasa Inggris? *

saya paling sering menggunakan google translate karena saya tidak mengerti isi bacaan di modul

Apakah anda dapat memahami materi Bahasa Inggris yang anda akses di platform (aplikasi/website/software, dan/atau sejenisnya) tersebut? *

sedikit memahami

English Learning Expectation (Harapan untuk Pembelajaran Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Pembelajaran Bahasa Inggris yang seperti apa anda harapkan? *

Percakapan langsung, mendengar dan membaca

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita? *

Pernah

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu? *

belum pernah

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan? *

pernah saat belajar di sekolah dengan teman

Attitude toward The Use of Mobile Phone (Smartphone) Application (Tanggapan mengenai Penggunaan Aplikasi Smartphone)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Aplikasi apa saja yang sering anda akses di smartphone? *

aplikasi belajar

Apakah anda sering menggunakan smartphone saat belajar dari rumah? *

sangat sering karena harus belajar dan mencari sesuatu di internet

Aplikasi apa saja yang sudah anda gunakan untuk belajar? *

Saya memiliki banyak Aplikasi pembelajaran di Smartphone saya seperti Kamusku dan Google Translate untuk menerjemahkan tugas yang diberikan oleh guru saya, dan ada juga Aplikasi lain yang disebut Duolingo dan Quizizz.

Apakah aplikasi-aplikasi tersebut membantu anda dalam belajar terutama belajar dari rumah? *

sangat membantu dan sangat bagus

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9. Student 9

6/20/2021

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Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Salam saya,

Yunita Adriyanti

Kelas *

6B

Problem in Accessing English Material (Kendala dalam Mengakses Materi Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

https://docs.google.com/forms/d/1RAYJZgBUTqmFR3zdgSxnTJJNVXAprXv2ImcYOIKz8/edit#response=ACYDBNgdh8u2Etn_WU5hXxaYBb71vQiz... 1/4

3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Bagaimana anda mengakses materi pembelajaran Bahasa Inggris saat belajar dari rumah diberlakukan? *

Dengan menggunakan aplikasi pembelajaran bahasa Inggris atau melalui buku pelajaran

Apakah anda memiliki kesulitan dalam mengakses materi Bahasa Inggris? *

Kadang- kadang saya mengalami kesulitan dalam mengakses materi bahasa Inggris seperti tidak paham apa yang disuruh guru dan isi modul

Apakah anda dapat menemukan platform (aplikasi/website/software, dan/atau sejenisnya) yang sesuai untuk mengakses materi Bahasa Inggris? *

Iya, saya banyak mendownload aplikasi belajar bahasa inggris Hp saya

Platform (aplikasi/website/software, dan/atau sejenisnya) apa yang biasanya anda akses untuk belajar Bahasa Inggris? *

Biasa nya saya mengakses aplikasi Erlangga reader untuk belajar bahasa Inggris dan juga ikut kelas di ruang guru

Apakah anda dapat memahami materi Bahasa Inggris yang anda akses di platform (aplikasi/website/software, dan/atau sejenisnya) tersebut? *

sangat paham karena ruang guru memberikan penjelasan yg lengkap

English Learning Expectation (Harapan untuk Pembelajaran Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Pembelajaran Bahasa Inggris yang seperti apa anda harapkan? *

pelajaran dengan cerita dan mudah dipahami

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita? *

pernah saat semester lalu, menggunakan cerita goldilock and three bears dan juga cerita binatang

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu? *

tidak pernah, tapi video yang diberikan di youtube berisi lagu bahasa inggris

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan? *

tidak pernah karena hanya belajar di rumah dan tidak bisa bertemu teman

Attitude toward The Use of Mobile Phone (Smartphone) Application (Tanggapan mengenai Penggunaan Aplikasi Smartphone)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Aplikasi apa saja yang sering anda akses di smartphone? *

kebanyakan aplikasi belajar

Apakah anda sering menggunakan smartphone saat belajar dari rumah? *

iya karena saya menggunakan ruang guru di hp dan kadang laptop orang tua

Aplikasi apa saja yang sudah anda gunakan untuk belajar? *

Saya menggunakan banyak Aplikasi pembelajaran. Orang tua saya juga mendaftarkan saya untuk mengikuti bimbingan belajar online di Ruang Guru

Apakah aplikasi-aplikasi tersebut membantu anda dalam belajar terutama belajar dari rumah? *

Sangat membantu dan bermanfaat saat belajar di rumah tanpa penjelasan guru di sekolah

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10. Student 10

6/20/2021

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2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Salam saya,

Yunita Adriyanti

Kelas *

6B

Problem in Accessing English Material (Kendala dalam Mengakses Materi Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

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3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Bagaimana anda mengakses materi pembelajaran Bahasa Inggris saat belajar dari rumah diberlakukan? *

saya mencari materi dengan Hp dan dibantu orang tua

Apakah anda memiliki kesulitan dalam mengakses materi Bahasa Inggris? *

ada sedikit kesulitan di kuota dan juga sinyal. Karena kuota internet harus banyak supaya bisa menggunakan internet sepuasnya, kadang saya harus mencari wifi di rumah teman

Apakah anda dapat menemukan platform (aplikasi/website/software, dan/atau sejenisnya) yang sesuai untuk mengakses materi Bahasa Inggris? *

iya, semuanya sudah ada di internet dan google

Platform (aplikasi/website/software, dan/atau sejenisnya) apa yang biasanya anda akses untuk belajar Bahasa Inggris? *

hanya googling di internet

Apakah anda dapat memahami materi Bahasa Inggris yang anda akses di platform (aplikasi/website/software, dan/atau sejenisnya) tersebut? *

cukup memahami, tetapi lebih baik dijelaskan oleh bapak guru

English Learning Expectation (Harapan untuk Pembelajaran Bahasa Inggris)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti

3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Pembelajaran Bahasa Inggris yang seperti apa anda harapkan? *

Saya lebih suka belajar sambil bermain, dan juga materi dengan gambar yang menarik

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan cerita? *

pernah

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan lagu? *

tidak pernah

Apakah guru anda pernah memberikan aktivitas pembelajaran Bahasa Inggris dengan menggunakan permainan? *

tidak pernah

Attitude toward The Use of Mobile Phone (Smartphone) Application (Tanggapan mengenai Penggunaan Aplikasi Smartphone)

Petunjuk Pengisian Jawaban Pertanyaan Interview.

1. Isilah identitas anda berupa nama dan kelas (Identitas responden akan dirahasiakan)
2. Bacalah tiap butir pertanyaan dengan teliti
3. Berikan jawaban pada tiap pertanyaan dengan jujur yang mewakili perasaan anda terhadap tiap butir pertanyaan.

Aplikasi apa saja yang sering anda akses di smartphone? *

game online dan aplikasi belajar online

Apakah anda sering menggunakan smartphone saat belajar dari rumah? *

sangat sering karena itu harus digunakan utk mencari jawaban dan materi

Aplikasi apa saja yang sudah anda gunakan untuk belajar? *

hanya menggunakan google, karena disana lengkap

Apakah aplikasi-aplikasi tersebut membantu anda dalam belajar terutama belajar dari rumah? *

sangat membantu dan berguna di masa pandemi

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Appendix 7. The Result of Teacher's Interview

Teacher's Name : I Ketut Sujana, S.Pd

Institution : SD Negeri 1 Banjar Jawa

Jawablah pertanyaan-pertanyaan berikut dengan baik!

1. Bagaimana Bapak/Ibu mengakses materi pembelajaran pada saat situasi *remote learning* saat ini?

Saat ini, mengakses materi serta menyampaikan materi tsb kepada siswa dilakukan secara daring (online learning)

2. Apakah Bapak/Ibu dapat menemukan materi yang relevan untuk siswa sesuai dengan topik yang diajarkan?

Dapat. Karena saya sendiri bisa mengakses materi dari berbagai sumber melalui online resources

3. Apakah Bapak/Ibu mengalami kesulitan dalam mengakses materi pembelajaran?

Kesulitan yang dialami saat mengakses materi adalah masih harus menyesuaikan materi yang diajar dengan kemampuan siswa. Serta saat sinyal internet mengalami gangguan, karena hamper sebagian besar materi bersumber dari bahan ajar online

4. Bagaimana cara Bapak/Ibu mengirimkan/menyampaikan materi agar mudah dipahami oleh siswa?

Mengirimkan video pembelajaran yang berisi gambar, pelafalan dan terjemahannya dalam Bahasa Inggris. Serta memberikan LKPD juga sebagai bahan ajar dan latihan

5. Apakah menurut Bapak/Ibu *communication skills* penting untuk dimiliki oleh siswa SD kelas 6?

Sangat penting. Apalagi jika dihubungkan dengan subjek/ mata pelajaran Bahasa Inggris. Hal ini dikarenakan, untuk bisa membuat siswa paham dan

mengerti tentang kosa-kata Bahasa Inggris, mereka harus sering mengkomunikasikannya dalam kegiatan sehari-hari

6. Pada saat kondisi normal (*face to face meeting*), bagaimana cara Bapak/Ibu meningkatkan *communication skills* siswa?

Dengan memberikan siswa gambar, lalu kita beritahu arti dari gambar tsb. Kemudian minta siswa untuk mengulang kata yang kita ucapkan. Setelah itu dilanjutkan dengan kegiatan scrambled word. Lalu yang terakhir menggunakan metode TPR (Total Physical Response)

7. Bagaimana cara Bapak/Ibu meningkatkan *communication skill* siswa di situasi *remote learning* seperti saat ini?

Dengan meminta para siswa mengirim pesan suara (voice note) untuk menyebutkan ataupun menjelaskan kosa-kata dalam Bahasa Inggris sesuai materi

8. Apa kendala yang dialami siswa dalam mengembangkan *communication skill* di situasi *remote learning* saat ini?

Mereka kurang mengetahui pengucapan kata yang benar karena mereka tidak bisa mendengarkan teman mereka saat berbicara kosa-kata sederhana dalam Bahasa Inggris. Mereka juga cenderung tidak mendengarkan pengucapan kosa-kata di video pembelajarannya secara berulang

9. Apa kendala Bapak/Ibu dalam mengajar untuk meningkatkan *communication skills* siswa?

Untuk saat ini, kendalanya adalah tidak bisa melakukan interaksi dua arah antara saya dan juga siswa.

10. Platform apa yang biasanya Bapak/Ibu gunakan untuk mengajar siswa?
Youtube, Zoom dan WhatsApp

11. Bagaimana pendapat Bapak/Ibu tentang penggunaan aplikasi pada smartphone sebagai media untuk memberikan aktivitas pembelajaran?

Sangat efektif karena melalui aplikasi tsb, kita secara tidak langsung seperti mengajar para siswa

12. Saat mengajar Bahasa Inggris menggunakan cerita, media dan strategi apa yang biasanya Bapak/Ibu gunakan?

Media yang digunakan sebuah video pembelajaran yang berisi cerita yang akan dibahas. Untuk strateginya, saya memberikan para siswa kesempatan untuk menyimak dan memahami cerita yang akan dibahas. Setelah itu, memberikan informasi kepada siswa arti kata yang mereka kurang pahami. Setelah itu memberikan cerita tsb dalam keadaan acak dan minta para siswa untuk mengurutkannya. Lalu mereka bisa mencoba menceritakannya kembali secara sederhana.

13. Apakah Bapak/Ibu mengetahui tentang *Digital Storytelling* sebagai sebuah aplikasi berbasis android untuk belajar Bahasa Inggris?

Saya mengetahui hal tersebut dari teman yang melakukan penelitian mengenai pengajaran yang serupa menggunakan digital storytelling

14. Bagaimana pendapat Bapak/Ibu tentang pengembangan sebuah aplikasi pembelajaran berbasis android berupa *Digital Storytelling* serta penyediaan sebuah *handbook* dari aplikasi tersebut untuk meningkatkan *communication skill* siswa?

Perencanaan tsb sangat memiliki nilai plus nya terutam pada penyediaan handbook. Merka bisa mereview handbook nya jika mengalami kesulitan untuk mengakses digital storytelling

15. Bagaimana harapan Bapak/Ibu mengenai konten pada *Digital Storytelling* serta isi dari handbook tersebut?

Untuk konten di aplikasi nya mungkin bisa menggunakan dua Bahasa (Bahasa Indonesia dan Inggris). Lalu diberikan pengucapannya agar siswa bisa tau bagaimana mengucapkan kata tsb (latihan listening dan speaking) serta untuk di handbook jangan lupa diberikan gambar yang interaktif untuk bisa menarik perhatian siswa

-Terima Kasih-

Appendix 8. English Syllabus of Grade Six



PEMERINTAH KABUPATEN BULELENG DINAS PENDIDIKAN
PEMUDA DAN OLAH RAGA
SEKOLAH DASAR NEGERI 1 BANJAR JAWA
Jalan Ngurah Rai No 45 Singaraja Tlp (0362) 23331
Email: sdn1banjarjawa@gmail.com



SILABUS

Mata Pelajaran : Bahasa Inggris

Kelas : 6

Semester : I (satu)

Standar Kompetensi :

- Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
- Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah
- Memahami tulisan Bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah
- Menulis serta mengeja kata, frase atau kalimat sederhana dengan ejaan yang benar

Kompetensi Dasar	Materi	Indikator	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Bahan Ajar
<p>3.1 Memahami instruksi dan tulisan Bahasa Inggris sangat sederhana dalam konteks sekolah</p> <p>4.1 Mengungkapkan instruksi dan menyalin atau mengeja tulisan Bahasa Inggris sangat sederhana dalam konteks sekolah</p>	<i>Last Holiday</i>	<ul style="list-style-type: none"> • Merespon perintah dan petunjuk lisan secara verbal atau tindakan • Mengekspresikan ungkapan sesuai dengan konteks • Membaca wacana tertulis dan berbagai teks fungsional secara berterima • Menulis dan menyalin kata dan kalimat sangat sederhana sesuai dengan konteks 	<ul style="list-style-type: none"> • Menyimak kosa-kata mengenai <i>last holiday</i> melalui video pembelajaran yang telah diberikan • Mengenali ekspresi sederhana dari <i>last holiday</i> (penggunaan <i>simple past</i>) • Memasangkan gambar melakukan sebuah kegiatan di masa lampau beserta terjemahannya dalam Bahasa Inggris secara tepat • Mengucapkan ekspresi mengenai <i>last holiday</i> secara tepat • Menuliskan ekspresi mengenai <i>last holiday</i> secara tepat 	<p>Jenis penilaian:</p> <ul style="list-style-type: none"> • Tugas individu • Tugas kelompok • Ulangan Harian <p>Bentuk Instrumen:</p> <ul style="list-style-type: none"> • Tes tulis keterampilan • Tes lisan keterampilan • Tes pilihan ganda 	3 x 2 JP	<ul style="list-style-type: none"> • Buku paket sekolah • LKS • Youtube • Sumber referensi online lain yang relevan

<p>3.2 Memahami instruksi dan tulisan Bahasa Inggris sangat sederhana dalam konteks sekolah</p> <p>4.2 Mengungkapkan instruksi dan menyalin atau mengeja tulisan Bahasa Inggris sangat sederhana dalam konteks sekolah</p>	<p><i>Narrative Story: Goldilocks and the Three Bears</i></p>	<ul style="list-style-type: none"> • Merespon perintah dan petunjuk lisan secara verbal atau tindakan • Mengekspresikan ungkapan sesuai dengan konteks • Membaca wacana tertulis dan berbagai teks fungsional secara berterima • Menulis dan menyalin kata dan kalimat sangat sederhana sesuai dengan konteks 	<ul style="list-style-type: none"> • Menyimak cerita pendek dan sederhana mengenai <i>goldilocks and the three bears</i> melalui video pembelajaran yang telah diberikan • Mengenali kosa-kata yang digunakan di dalam cerita tersebut • Mengurutkan gambar sesuai dengan alur cerita <i>goldilocks and the three bears</i> • Menuliskan secara singkat cerita <i>goldilocks and the three bears</i> sesuai dengan gambar yang telah diberikan 	<p>Jenis penilaian:</p> <ul style="list-style-type: none"> • Tugas individu • Tugas kelompok • Ulangan Harian <p>Bentuk Instrumen:</p> <ul style="list-style-type: none"> • Tes tulis keterampilan • Tes lisan keterampilan • Tes pilihan ganda 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • Buku paket sekolah • LKS • Youtube • Sumber referensi online lain yang relevan
<p>3.3 Memahami instruksi dan</p>				<p>Jenis penilaian:</p>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • Buku paket sekolah

<p>tulisan Bahasa Inggris sangat sederhana dalam konteks sekolah</p> <p>4.3 Mengungkapkan instruksi dan menyalin atau mengeja tulisan Bahasa Inggris sangat sederhana dalam konteks sekolah</p>	<p><i>Narrative: Fable</i></p> <p><i>The Lion and Mouse</i></p> <p><i>The Ant and Dove</i></p>	<ul style="list-style-type: none"> • Merespon perintah dan petunjuk lisan secara verbal atau tindakan • Mengekspresikan ungkapan sesuai dengan konteks • Membaca wacana tertulis dan berbagai teks fungsional secara berterima • Menulis dan menyalin kata dan kalimat sangat sederhana sesuai dengan konteks 	<ul style="list-style-type: none"> • Menyimak kosa-kata mengenai nama-nama binatang dalam Bahasa Inggris melalui video pembelajaran yang telah diberikan • Mengenali kosa-kata sederhana mengenai nama-nama binatang secara tepat • Memasangkan gambar binatang beserta terjemahan dalam Bahasa Inggris secara tepat • Mengurutkan gambar mengenai cerita <i>the lion and mouse</i> secara tepat • Menuliskan secara singkat cerita <i>the lion and mouse</i> secara tepat sesuai dengan gambar yang diberikan • Mengurutkan gambar mengenai 	<ul style="list-style-type: none"> • Tugas individu • Tugas kelompok • Ulangan Harian <p>Bentuk Instrumen:</p> <ul style="list-style-type: none"> • Tes tulis keterampilan • Tes lisan keterampilan • Tes pilihan ganda 	<ul style="list-style-type: none"> • LKS • Youtube • Sumber referensi online lain yang relevan
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			cerita <i>the ant and dove</i> secara tepat • Menuliskan secara singkat cerita <i>the ant and dove</i> secara tepat sesuai dengan gambar yang diberikan			
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MATERI PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas : 6

Semester : 2 (dua)

Kelas	Materi
6 (Enam)	<ul style="list-style-type: none"> - Fruit Stall - Go green (recycling) - Technology around us

Appendix 9. The Stories

1. The Origin of Toba Lake

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing as usual. Luckily, he got a beautiful goldfish. He carried it home then planned to cook it.

When he got home, he was shocked to see the fish turned into a beautiful woman. The woman told him that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that she would marry him. Then, they got married and soon had one child named Samosir. This boy liked to eat much food.

One day, mother asked Samosir to bring lunch to his father. On the way to the rice field, he stopped and ate most of the food. After that, he gave the rest of food to his father. Toba was very angry and shouted at Samosir “You, a fish kid, you are so greedy!”

Samosir cried and ran toward his mother. He asked mother why father called him a fish kid. The woman was really upset that Toba broke his promise. Then, mother and son disappeared. Suddenly, there were springs that caused a vast lake. Then, it is known as Toba Lake. A land in the middle of Toba Lake is called Samosir island.

Adapted and modified from www.englishindo.com

2. The Legend of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom led by a king named *Prabu Menak Prakoso*. One day, the king and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was a handsome young man. One day, Raden Banterang went to the jungle for hunting. In the forest,

Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

One day in the market, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. She was surprised to find that the beggar was her older brother, Agung Bagus Mantra. At first, she was very happy. However, Agung Bagus Mantra asked his sister to kill Raden Banterang. But, she refused her brother's plan. He was very angry knowing her sister had betrayed him. Then he had a sly idea. Agung succeeded in convincing Raden Banterang that his wife had been cheating on him.

Made Surati tried to tell the truth and denied her husband's accusation. However, hearing his wife's explanation, he became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said, if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly became clean and as clear as glass with a fragrant smell. He screamed crazily and regretted his deed. He walked unsteadily and fell into the river and screamed "Banyu... Wangi... Banyuwangi!". Then, this region is known as Banyuwangi until today.

Adapted and modified from www.bahasainggris.xyz

3. The Crying Stone

On a hill in area of Borneo, there lived a poor widow and her daughter. The girl was really beautiful. However, she was very lazy and spoiled. She loved to dress up every day, but never helped her mother.

One day, they went down to a village for shopping. The market was far away from their house. The girl got dressed very nice and walked in front of her mother. Meanwhile, her mother walked behind, carried a basket, and wore dirty clothes. Nobody knew that they were mother and daughter.

Some young men were so fascinated by the girl's beauty. They asked her whether the woman was her mother because they looked very different. But the girl arrogantly replied that she was her slave. More people asked her along the way to the market. But still, she gave the same answer that the woman behind was her slave.

Eventually, mother's heart was hurt to hear her daughter's answer. Mother prayed to God to punish her ungodly daughter. Suddenly, the girl stopped because her body slowly turned into a stone. The girl cried, she apologized to her mother. But it was too late. A pretty girl turned into a stone. The girl's tears were still falling. Then, people called it a crying stone.

Adapted and modified from www.dongengceritarakyat.com

4. The Legend of Bali Strait

In Daha kingdom there lived a powerful Brahmin named Sidi Mantra. Her son's name was Manik Angkeran. He liked to gamble. One day, Manik Angkeran could not pay the debt. Then he asked help to his father. Loving his son, Sidi Mantra fasted and prayed to the God. A mysterious voice asked him to meet Naga Besukih at Agung Mount. By ringing a genta, Naga Besukih came and gave gold as well as diamonds from his scales.

However, Manik Angkeran finished all gold and diamonds quickly. Then he asked help to his father again. Meanwhile, Manik Angkeran secretly followed Sidi Mantra. A few days later, Manik Angkeran stole his father's genta, then he came to Naga Besukih. Manik Angkeran got gold and diamonds. But he was not satisfied.

Manik Angkeran saw a big gem at the end of the dragon's tail. When Naga Besukih turned toward a cave, Manik Angkeran immediately cut off the dragon's tail

then he ran away. Naga Besukih was furious then licked Manik Angkeran's footprints. Then he turned into ashes. Sidi Mantra was aware of this situation; he begged Naga Besukih to revive his son.

Naga Besukih agreed only if his tail is back. With magic, Sidi Mantra returned the dragon's tail back to normal. Then, Naga Besukih revived Manik Angkeran. Sidi Mantra realized that he could not live with Manik Angkeran anymore. With a magical wand, Sidi Mantra made a line that separated him from his son. Suddenly, springs growing into a sea from the line. Then, it is called Bali Strait which separating Java and Bali island.

Adapted and modified from www.dongengceritarakyat.com

5. Kebo Iwa

Once upon a time in Bali, a man and his wife were praying. They had been married for a long time but did not have any child. They prayed to God every day to give them a child. God finally answered their prayers. The wife, then, got pregnant and they had a baby boy. They were very happy.

The baby was extraordinary. He was very much different from other babies. He ate and drank a lot. Day after day he ate more and more. His body was getting bigger and bigger. And by the time he was a teenager, his body was as big as a buffalo. People then started to call him Kebo Iwa.

Because of his eating habit, Kebo Iwa's parents spent a lot of money to buy food in large amount. They finally went bankrupt. They gave up and asked the villagers to help them to provide the food. Sadly, after a few months, the villagers also could not able to cook for him. Then, they asked Kebo Iwa to cook his own food. Kebo Iwa agreed and as an expression of his gratitude to the villagers, he built a dam, dug wells, and he also protected the villagers from animals and people who wanted to attack their village. He did those things by himself.

Meanwhile, the troops of Majapahit were planning to attack Bali. They knew about Kebo Iwa. And they also knew that they could not conquer Bali with Kebo Iwa there. Kebo Iwa was more powerful than they were. Gajah Mada, the chief minister of Majapahit then planned something. They were pretending to invite Kebo Iwa to Majapahit to help them dig some wells. They said that Majapahit was suffering from a long dry season and needed much water.

Kebo Iwa did not know the plan, so he went to Majapahit. When Kebo Iwa was busy digging a very big well, the army covered the well. Kebo Iwa had difficulty in breathing and buried alive. He died in the well. After the death of Kebo Iwa, Bali was conquered by Majapahit. Until now, people still remember Kebo Iwa because he had done a lot for Majapahit and Bali.

Adapted and modified from www.dongengceritarakyat.com

6. Princess Tandampalik

A long time ago, a king of Luwu had a daughter. Her name was Princess Tandampalik. She was very beautiful. Everybody knew about her beauty. Every man who saw her would fall in love with her. One day, a bad thing happened. Princess Tandampalik was ill. She got skin rash.

The kingdom healer said the disease could infect others. The king then decided to put the princess in a safe place. It was on an island called Wajo Island. Several days after Princess Tandampalik lived in Wajo Island, a cow came to her. The cow was very different from other cows because its skin was albino. The cow licked Princess Tandampalik's skin. Amazingly, the disease was cured. Her skin was smooth again. Her beauty was back!

In the mean time, a prince from Bone kingdom was sailing to go for hunting. He landed on Wajo Island. He was so surprised to see a very beautiful girl lived in such a remote island. Princess Tandampalik then explained everything. Prince of Bone had heard about her before. He was so happy that he finally met her.

He immediately brought Princess Tandampalik back to Luwu Kingdom. The King of Luwu was so happy that her daughter was cured. Not long after that, the King held a wedding party for her daughter and Prince of Bone. They lived happily ever after.

Adapted and modified from www.britishcourse.com

7. The Legend of Bau Nyale

Once upon a time, there was a kingdom in Lombok Island that was ruled by a king named Raja Tonjang Beru. He had a daughter named Princess Mandalika. Princess Mandalika was the prettiest girl in the whole island. Because of her beauty and kindness, princes from all over the kingdom wanted to marry her. One by one, they came to propose her. Princess Mandalika was a kind girl, she could not decide because she did not want to make one of them sad.

The king decided to make a competition in Segeru Kuta beach. He asked all the princes to take part in archery competition. Whoever shot the target perfectly will be accepted as Princess Mandalika's future husband. One by one, all participants tried their best. After some time, there was no winner. Because there was no winner, all the participants started to argue. They claimed to be the best. The argument was getting hotter.

Finally, they all were fighting. Soon, the fighting got bigger. It was like a war, because all the princes brought their soldiers in the archery competition. Princess Mandalika was really worried. She did not want the war to get bigger and hurt many people. Finally, she had an idea. "Everybody, listen up! I know you all love me and want me to be your wife. But I don't want a war because of me. And I don't want you to be sad either. I want you all to have me, but not as your wife. I want to be someone that everybody can have," said Princess Mandalika.

All people in the beach did not understand what she meant. The king then came to her. But suddenly, Princess Mandalika jumped to the sea. She disappeared in the big waves. Everybody was shocked. It was chaos on the beach. All the princes tried to swim to find the princess, but they found nothing.

After several hours trying to find the princess, suddenly they found a lot of colorful sea worms on the beach. The king then realized that his daughter had returned as sea worms. Then, the worms were called *nyale*. Until now, the tradition to catch the sea worms is called *Bau Nyale*.

Adapted and modified from www.dongengceritakyat.com

8. I Lutung and I Kekua

Once upon a time there was a monkey named I Lutung and a turtle named I Kekua. One day, I Lutung was sitting under a tree, he heard I Kekua talking to himself, “this life is so hard, it’s difficult to find foods in rainy season, if this lasts for so long, I will die.”

Then I Lutung approached I Kekua. When he saw I Kekua, I Kekua was skinny, his body was like half-eaten fishbone. Then I Lutung advised I Kekua. “Kekua, stop grouching. I know a place where you can find bananas, it’s located in the west of Cengceng river, the garden is owned by I Kaki Prodong. I went there a month ago, the bananas were almost ripe, perhaps those bananas have been ripe.”

I Kekua was very happy. I Lutung asked I Kekua to swim across the river, meanwhile he sat on Kekua's back. When they got there, they saw Kaki Prodong’s cottage near the garden. I Kekua was looking around the garden in order to make sure that I Kaki Prodong was not there. The garden was absolutely quiet, nobody was there.

Then I Lutung climbed a banana tree, meanwhile I Kekua was waiting under the banana tree. When I Lutung picked the bananas, he peeled the bananas and ate them up, he did not give I Kekua even one banana. What I Lutung gave to I Kekua were the skins of bananas. It made I Kekua angry.

When I Lutung was enjoying the delicious banana, I Kaki Prodong showed up. “What an insolent monkey, I’ll kill that monkey” said I Kaki Prodong. I Kekua was hiding under the banana tree when I Kaki Prodong was walking towards I Lutung secretly. I Lutung did not realize the danger. I Kaki Prodong took a shotgun from his

bag and aimed at I Lutung feet. Then, I Lutung fell off the tree. He was still alive at that time, but I Kaki Prodong brought him to his cottage, and I Lutung was never seen again.

Adapted and modified from www.msatuabali.blogspot.com

9. Siap Selem and Men Kuuk

Once upon a time there was a black hen named Siap Selem which had seven chicks, one of them named Doglagan, which means no feather. There was also a cat named Men Kuuk lived in the same place as Siap Selem, she had one kitten.

One day, Men Kuuk made strategies to eat Siap Selem and her chicks. Fortunately, Siap Selem knew about her plan, then she asked her chicks to fly away across the river. “You all have to fly away from here one by one, because if you are still here you will be caught and eaten by Men Kuuk!” said Siap Selem. The flight was started from the oldest chick.

However, Doglagan could not fly because he had no wings. Siap Selem then told him, “I will leave you here, you will be safe, you will not be eaten by Men Kuuk. If one day you will be eaten by Men Kuuk, you have to say “Men Kuuk, you will be disgusted to eat me because my flesh is still bitter. Later if my flesh has been delicious, you are allowed to eat me anytime”.

Then, Doglagan was left alone. Men Kuuk was wondering why was he crying alone. But she took it as an opportunity to eat Doglagan. “Don’t eat me now, you will be disgusted to eat me because my flesh is still bitter. Later if my flesh has been delicious, you’re allowed to eat me anytime”, said Doglagan as what his mother asked him to do. Fortunately, Men Kuuk trusted him

One day, when Doglagan had thick and beautiful feather, Men Kuuk and her kitten came to him and they were ready to eat him. Doglagan said, “Now, you’re allowed to eat me, but I have one request for you. Before you eat me, I have to fly

around you eleven times in order my blood will be mixed with my flesh, that will be delicious to be eaten!”. Men kuuk accepted Doglagan’s request.

Doglagan started to fly, it was the first time he flew, so he always fell down. But in the last try, he could fly very high and he flew away from Men Kuuk. Men Kuuk was deceived, finally they had nothing to eat. Meanwhile, Doglagan flew across the river, looking for his family.

Adapted and modified from www.pondokwriting.wordpress.com

Appendix 10. The Result of Content Validity Judgement (Expert 1)

Evaluation Sheet of Content Validity Judgement Android-based Digital Folktales Application By Expert Judges

Instruction:

1. Read the research instrument "Android-based Digital Folktales Application Evaluation Sheet by Expert" carefully.
2. Give a check mark (√) in the Relevant column for each statement item on the instrument which is in accordance with criteria of learning activities in developing the students' communication skills and criteria of the product in the form the android-based English learning materials
3. Give a check mark (√) in the Irrelevant column for each statement item on the instrument which is not in accordance with criteria of learning activities in developing the students' communication skills and criteria of the product in the form the android-based English learning materials
4. Write down the reasons for the items that are considered irrelevant in the comment column.

Num b	Statements	Relevant	Irrelevant	Comment
Material validity for the stories and 8 learning activities using the Digital Folktales				
1.	The stories are appropriate and easy for young learners to understand	√		
2.	The activities relate to the stories in the application	√		
3.	The activities should be presented in a situation or context and have a communicative purpose.	√		
4.	The activities allow the students to have constant interaction to the target language.	√		
5.	The activities allow practicing target language in ways that feel meaningful to the students, such as in games, in situation where the students genuinely want	√		

	to express themselves.			
6.	The activities build the students' inner strength to deal with confusing and novel situations.	√		
7.	The activities give the students confidence to speak out in front of others by talking independently with other students and the whole class.	√		
8.	The activities provide rich input which involves realistic samples of communication in target language, it can be from video, audio, and the use of the target language as the means of instruction.	√		
9.	The activities provide the tasks which allow students to practice the target language	√		
10.	The activities also integrate creativity, collaboration, and critical thinking skill at the same time.	√		
Face Validity				
1.	The application is easy to be installed on smartphone	√		
2.	The application provides several interesting Indonesian Folktales	√		
3.	The application provides interesting pictures	√		
4.	The pictures (story scenes) illustrate the events in the story	√		
5.	The application provides several functional buttons to help the users in operating the app.	√		The location of the buttons should be consistent and easy to touch using finger in the app. Make sure the arrow

				buttons in PPT is not shown in the APK.
6.	The application provides clear live audio to help the users in practicing the pronunciation of each word in the story.	√		Yes, clear well pronounced sentences. The background music for every home scene can be turned down a bit.
7.	The application provides translation to Bahasa Indonesia to help the users getting the meaning of the words		√	A translation both in the story and audio may be good, but need to consider your capital/ability.
8.	The contents of the application help the users in developing communication skills	√		
9.	The application gives references for teacher in teaching English to develop students' communication skills	√		
10.	The application is easy to be used by the users	√		Yes, with size layout need to be revised to be portrait or filling all screen in a smartphone (not landscape/ 16:9) White fonts seem not working well, you may need to change for a better visual.

Singaraja, 17th of May, 2021

Expert Judge 1,



Made Hery Santosa, Ph.D.

The Result of Content Validity Judgement (Expert 2)

Evaluation Sheet of Content Validity Judgement Android-based Digital Folktales Application By Expert Judges

Instruction:

1. Read the research instrument "Android-based Digital Folktales Application Evaluation Sheet by Expert" carefully.
2. Give a check mark (√) in the Relevant column for each statement item on the instrument which is in accordance with criteria of learning activities in developing the students' communication skills and criteria of the product in the form the android-based English learning materials
3. Give a check mark (√) in the Irrelevant column for each statement item on the instrument which is not in accordance with criteria of learning activities in developing the students' communication skills and criteria of the product in the form the android-based English learning materials
4. Write down the reasons for the items that are considered irrelevant in the comment column.

Numb	Statements	Relevant	Irrelevant	Comment
Material validity for the stories and 8 learning activities using the Digital Folktales				
1.	The stories are appropriate and easy for young learners to understand	√		
2.	The activities relate to the stories in the application		√	Do you mean "The activities are related to the stories in the application"?
3.	The activities should be presented in a situation or context and have a communicative purpose.	√		
4.	The activities allow the students to have constant	√		

	interaction to the target language.			
5.	The activities allow practicing target language in ways that feel meaningful to the students, such as in games, in situation where the students genuinely want to express themselves.	√		
6.	The activities build the students' inner strength to deal with confusing and novel situations.	√		
7.	The activities give the students confidence to speak out in front of others by talking independently with other students and the whole class.	√		
8.	The activities provide rich input which involves realistic samples of communication in target language, it can be from video, audio, and the use of the target language as the means of instruction.	√		
9.	The activities provide the tasks which allow students to practice the target language	√		
10.	The activities also integrate creativity, collaboration, and critical thinking skill at the same time.	√		

Face Validity				
1.	The application is easy to be installed on smartphone	√		
2.	The application provides several interesting Indonesian Folktales	√		
3.	The application provides interesting pictures	√		
4.	The pictures (story scenes) illustrate the events in the story	√		
5.	The application provides several functional buttons to help the users in operating the app.	√		
6.	The application provides clear live audio to help the users in practicing the pronunciation of each word in the story.	√		
7.	The application provides translation to Bahasa Indonesia to help the users getting the meaning of the words		√	Translation or glossaries?
8.	The contents of the application help the users in developing communication skills	√		
9.	The application gives references for teacher in teaching English to develop students' communication skills	√		
10.	The application is easy to be used by the users	√		

Singaraja, 17th of May, 2021
Expert Judge 2,



G.A.P Suprianti, S.Pd., M.Pd

Appendix 12. The Result of Quality Judgement (Expert 1)

Evaluation Sheet of Product Quality Judgement

Android-based Digital Folktales Application

By Expert Judges

Title of the product : Digital Folktales
Author : Kadek Yunita Adriyanti
Evaluator/Expert : Made Hery Santosa, Ph.D.
Institution : Ganesha University of Education

Description

This evaluation sheet is used to judge the quality of the product entitled “Digital Folktales”. This application was developed to help teachers in developing the sixth-grade primary school students’ creativity. The descriptor of the evaluation sheet was following the criteria the good learning activities in developing the students’ communication skills which was adapted from Doughty and Long (2003) and Paul (2003); as well as the good criteria of the product in the form of the android-based English learning materials. The author also made some modification in the evaluation sheet following the features of the products. Regarding to this point, I do need your response and suggestion about the material and physical design (face) of the product.

Instruction

1. This evaluation’s sheet is filled by the expert judges
2. There are 5 scope of scoring for every descriptor
3. Give checklist mark (✓) in the scoring column with the following information:
 - 5 : Excellent
 - 4 : Good
 - 3 : Average
 - 2 : Below Average
 - 1 : Poor

Num.	Descriptor	The Scope of Scoring				
		Excellent	Good	Average	Below Average	Poor
Material validity for the stories and 8 learning activities using the Digital Folktales						
1.	The stories are appropriate and easy for young learners to understand		✓			
2.	The learning activities are related to the stories in the application	✓				
3.	The activities should be presented in a situation or context and have a communicative purpose.	✓				
4.	The activities allow the students to have constant interaction to the target language.		✓			
5.	The activities allow practicing target language in ways that feel meaningful to the students, such as in games, in situation where the students genuinely want to express themselves.	✓				
6.	The activities build the students' inner strength to deal with confusing and novel		✓			

	situations.					
7.	The activities give the students confidence to speak out in front of others by talking independently with other students and the whole class.	✓				
8.	The activities provide rich input which involves realistic samples of communication in target language, it can be from video, audio, and the use of the target language as the means of instruction.	✓				
9.	The activities provide the tasks which allow students to practice the target language	✓				
10.	The activities also integrate creativity, collaboration, and critical thinking skill at the same time.	✓				
Face Validity						
1.	The application is easy to be installed on smartphone	✓				
2.	The application provides several interesting		✓			

	Indonesian Folktales					
3.	The application provides interesting pictures	✓				
4.	The pictures (story scenes) illustrate the events in the story	✓				
5.	The application provides several functional buttons to help the users in operating the app.	✓				
6.	The application provides clear live audio to help the users in practicing the pronunciation of each word in the story.	✓				
7.	The application provides glossary to help the users getting the meaning of the unfamiliar words	✓				
8.	The contents of the application help the users in developing communication skills		✓			
9.	The application gives references for teacher in teaching English to develop students' communication skills		✓			
10.	The application is easy to be used	✓				

	by the users					
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Comments/Suggestions

Well-developed so far. Emerging issues must be addressed as limitations.

Singaraja, 2nd of June, 2021

Expert Judge 1,



Made Hery Santosa, Ph.D.

The Result of Quality Judgement (Expert 2)

Evaluation Sheet of Product Quality Judgement

Android-based Digital Folktales Application

By Expert Judges

Title of the product : Digital Folktales
Author : Kadek Yunita Adriyanti
Evaluator/Expert : G.A.P Suprianti, S.Pd., M.Pd
Institution : Ganesha University of Education

Description

This evaluation sheet is used to judge the quality of the product entitled “Digital Folktales”. This application was developed to help teachers in developing the sixth-grade primary school students’ creativity. The descriptor of the evaluation sheet was following the criteria the good learning activities in developing the students’ communication skills which stated by Doughty and Long (2003) and Paul (2003); as well as the good criteria of the product in the form the android-based English learning materials. The author also made some modification in the evaluation sheet following the features of the products. Regarding to this point, I do need your response and suggestion about the material and physical design (face) of the product.

Instruction

1. This evaluation’s sheet is filled by the expert judges
2. There are 5 scope of scoring for every descriptor
3. Give checklist mark (✓) in the scoring column with the following information:
 - 5 : Excellent
 - 4 : Good
 - 3 : Average
 - 2 : Below Average
 - 1 : Poor

Num.	Descriptor	The Scope of Scoring				
		Excellent	Good	Average	Below Average	Poor
Material validity for the stories and 8 learning activities using the Digital Folktales						
1.	The stories are appropriate and easy for young learners to understand	√				
2.	The learning activities are related to the stories in the application	√				
3.	The activities should be presented in a situation or context and have a communicative purpose.	√				
4.	The activities allow the students to have constant interaction to the target language.	√				
5.	The activities allow practicing target language in ways that feel meaningful to the students, such as in games, in situation where the students genuinely want to express themselves.	√				
6.	The activities build the students' inner	√				

	strength to deal with confusing and novel situations.					
7.	The activities give the students confidence to speak out in front of others by talking independently with other students and the whole class.		√			
8.	The activities provide rich input which involves realistic samples of communication in target language, it can be from video, audio, and the use of the target language as the means of instruction.	√				
9.	The activities provide the tasks which allow students to practice the target language	√				
10.	The activities also integrate creativity, collaboration, and critical thinking skill at the same time.	√				

Face Validity						
1.	The application is easy to be installed on smartphone	√				
2.	The application provides several interesting Indonesian Folktales	√				
3.	The application provides interesting pictures	√				
4.	The pictures (story scenes) illustrate the events in the story	√				
5.	The application provides several functional buttons to help the users in operating the app.	√				
6.	The application provides clear live audio to help the users in practicing the pronunciation of each word in the story.		√			
7.	The application provides glossary to help the users getting the meaning of the unfamiliar words	√				
8.	The contents of the application help the users in developing communication skills	√				

9.	The application gives references for teacher in teaching English to develop students' communication skills	√				
10.	The application is easy to be used by the users	√				

Comments/Suggestions

All suggestions has been followed up.

Singaraja, 9th of June, 2021
Expert Judge 2,

G.A.P Suprianti, S.Pd., M.Pd

Appendix 12. Story Completion (Follow-up Learning Activity)

Story Completion

Topic	: Narrative Story
Class	: XI
Focus Skill	: Communication Skill
Story	: The Crying Stone

Purpose:

Through this activity, the students will be able to communicate their ideas in the spoken and written form by making prediction of the events in the story. In this activity, making prediction will allow the students to develop critical thinking and creativity in order to correlate the given story with their prediction. Moreover, when the story is completed, the students express their ideas (story prediction) to other students by telling their ideas (face-to-face meeting) or writing the ideas and show them to others (online meeting). Thus, it allows students to develop their communication skills both in oral and written forms.

Learning Objectives:

1. Students are able to comprehend the story by reading the story together with the teacher
2. Students are able to retell the story using their own words correctly

Face-to-Face Learning Activity

Procedures:

1. After pre-learning activity, the students set the seating arrangement. Students should sit in the big circle
2. Students read a story sheet entitled “The Crying Stone” (or before the meeting, the students can read the story on the Digital Storytelling app)
3. Teacher joins to sit in the big circle and starts to read the story with students only one time.
4. After reading the story together, students give the story sheets back to the teacher.
5. Then, students listen to teacher who tells the same story in in two sentences with a truncated event. The teacher can start with the beginning of the story with two sentences only.

6. The students complete the sequence of the story with their ideas in turn. They are free to imagine the next events in the story but still use the same characters as the original story.

Online Learning Activity

Procedures:

1. The students read the story entitled “The Crying Stone” on the Digital Storytelling app.
2. The students are given the sequence of the story with some missing events by teacher (the worksheet can be seen in Appendix)
3. The students should complete the missing events of the story which connect with the other events in the story.
4. The students record their voice while completing the missing events of the story.
5. The students send the voice recording to the teacher.

Appendices

1. The Story of “The Crying Stone”

On a hill in area of Borneo, there lived a poor widow and her daughter. The girl was really beautiful. However, she was very lazy and spoiled. She loved to dress up every day, but never helped her mother

One day, they went down to a village for shopping. The market was far away from their house. The girl got dressed very nice and walked in front of her mother. While her mother walked behind, carried a basket, wore dirty clothes. Nobody knew they were mother and daughter.

Some young men were so fascinated by the girl’s beauty. They asked her whether the woman was her mother because they looked very different. But the girl arrogantly replied that she was her maid. More people asked her along the way to market. She gave the same answer that the woman behind was her slave

Eventually, mother’s heart was hurt to hear her daughter’s answer. Mother prayed to God to punish her ungodly daughter. Suddenly, girl stopped because her body slowly turned into a stone.

The girl cried, she apologized to his mother. But it was too late. A pretty girl was turned into a stone. The girl’s tear was still falling. Then, people called it a crying stone.

2. Worksheet of Missing Events of the Story

Story Completion

Name :

Class :

Instructions:

1. Read the story entitled “The Crying Stone” on the Digital Storytelling App
2. Complete the missing events of the following story with your own words.
3. Make sure that every event in the story you create connected to other events that are already available in the story.
4. After finishing your task, record your voice when reading the complete story and send it to your teacher.

The Crying Stone

In a small village in Kalimantan, a widow lived with her daughter. The girl was very beautiful. Everyday she put make-up and wore her best clothes. However, she did not like to help her mother to work in a field. She was very lazy and spoiled.

One day, the mother asked the girl to accompany her to go to the market to buy some food. _____

_____. Although her mother was very sad, she agreed to walk behind her daughter.

On the way to the market, some young men admired the girl's beauty. _____

_____. The girl and her mother looked very different.

_____. The girl and the mother met other people. Again, they asked who the woman behind the beautiful girl. She always said the same answer.

At last, the mother cannot hold the pain anymore. She prayed to God to punish her daughter. God answered her prayer. Suddenly, _____
_____.
The girl was crying and begging for her mother's apology.

However, it was too late. _____. Then, people call it the crying stone

Appendix 13. Role Play (Follow-up Learning Activity)

Role Play

Topic : Narrative Story
Class : XI
Focus : Communication Skill
Skill : Kebo Iwa
Story

Purpose:

Role play will help the students in developing communication skills. Role play allows the students to have two-way interaction with peers or classmates through playing the role of each character in the story. Besides expressing their ideas, it will develop listening and speaking skills. Moreover, this activity is suitable to build self-confidence.

Learning Objectives:

1. Students are able to comprehend the story by reading the story of Kebo Iwa
2. Students are able to tell the story of Kebo Iwa by doing role play

Procedure for Face-to-Face Learning Activity:

1. The students read the story entitled Kebo Iwa (teacher can print out the story in appendices or ask the students to read the story on the Digital Folktales app)
2. The students make several groups, each group consists of seven students.
3. The students read the role cards given by teacher which tell them who and what to play
4. The students discuss the role that they will play
5. When the students are ready, it is the show time.

Instruction for the students:

1. Read the story entitled Kebo Iwa on Digital Folktales app
2. Make a group consists of seven students
3. Read the role cards given by the teacher and decide who play a certain role in each group
4. Discuss with the group about the role that you are going to play.
5. When you are ready, play the role in front of the class.

Appendices

1. The Story of Kebo Iwa

Once upon a time in Bali, a man and his wife were praying. They had been married for a long time but did not have any children. They asked God to give them a child. God finally answered their prayers. The wife, then, got pregnant and they had a baby boy. They were very happy.

The baby was extraordinary. He was very much different from other babies. He ate and drank a lot. Day after day he ate more and more. His body was getting bigger and bigger. And by the time he was a teenager, his body was as big as a buffalo. People then started to call him Kebo Iwa.

Because of his eating habit, Kebo Iwa's parents spent a lot of money to buy his food in large amount. They finally went bankrupt. They gave up and asked the villagers to help them provide the food. Sadly, after a few months, the villagers also could not afford to cook him the food. They then asked Kebo Iwa to cook his own food.

Kebo Iwa agreed and as an expression of his gratitude to the villagers, he built a dam, dug wells, and he also protected the villagers from animals and people who wanted to attack their village. He did those things by himself.

Meanwhile, the troops of Majapahit were planning to attack Bali. They knew about Kebo Iwa. And they also knew that they could not conquer Bali with Kebo Iwa there. Kebo Iwa was more powerful than they were.

Gajah Mada, the Maha Patih (Chief Minister) of Majapahit then planned something. They were pretending to invite Kebo Iwa to Majapahit to help them dig some wells. They said that Majapahit was suffering from a long dry season and needed much water. Kebo Iwa did not know the plan, so he went to Majapahit.

When Kebo Iwa was busy digging a very big well, the troops covered the well. Kebo Iwa had difficulty in breathing and buried alive. He died in the well. After the death of Kebo Iwa, Bali was conquered by Majapahit. Until now, people still remember Kebo Iwa because he had done a lot for Majapahit and Bali.

2. The Role Cards

Kebo Iwa:

1. You are glutton and you like eating food. You keep hungry although you eat too much.
2. You are a person who is loyal to society, you work hard for them to build a dam because they help you in preparing the food.
3. You agree to help Majapahit in building some wells but you do not know their bad plan toward yourself.

Kebo Iwa's mother:

1. You are a woman who has been married for a long time but has no child yet. You are very lonely and pray every day with your husband, to hope God will give you a child
2. Soon after you have a child (Kebo Iwa), you love him very much and spoil him. You spoil him with a lot of food because your son loves eating.
3. At last, you cannot afford the food for Kebo Iwa anymore. Then, you ask the villagers to help you in preparing food for Kebo Iwa.

Kebo Iwa's Father:

1. You are a man who has been married for a long time but has no child yet. You are very lonely and pray every day with your wife, to hope God will give you a child
2. Soon after you have a child (Kebo Iwa), you love him very much and spoil him. You spoil him with a lot of food because your son loves eating.
3. You are getting old and you can't work anymore, so you can't afford to buy food for Kebo Iwa

Villager 1:

1. You are the villager who stayed near Kebo Iwa's house
2. You feel sorry for Kebo Iwa parents who go bankrupt and then you help them to prepare food for Kebo Iwa.
3. At last, you are not able to cook him the food anymore, because you are too tired to do that for a long time

Villager 2:

1. You are the villager who also help Kebo Iwa parents to prepare food for Kebo Iwa
2. However, you are getting tired and cannot cook the food for him anymore
3. Then, you ask Kebo Iwa to cook the food for himself

Gajah Mada:

1. You are a mighty governor of Majapahit kingdom
2. You plan to conquer Bali but you know the existing of Kebo Iwa who is very strong.
3. You make a planning to kill Kebo Iwa by inviting him to build some wells in Majapahit.
4. You ask the troops to kill Kebo Iwa in Majapahit

Army:

1. You are the army of Majapahit, you are asked to kill Kebo Iwa by Gajah Mada
2. When Kebo Iwa digs a very big well, you covered the well so Kebo Iwa can't breathe.

Appendix 14. Build Your Prediction (Follow-up Learning Activity)

Build Your Prediction!

Topic	: Narrative Story
Class	: XI
Focus Skill	: Communication Skill
Story	: The Origin of Banyuwangi

Purpose:

This activity is another story prediction but it is completely different from story completion activity. Through this story, the students will be able to develop communication skills by telling and sharing their prediction of the events which are not happen in the story to others. This activity helps the students in developing oral and written form of communication. Moreover, this is also suitable in developing critical thinking and creativity as the students are required to make a prediction which is still reasonable and acceptable.

Learning Objectives:

1. Students are able to comprehend the story entitled the Origin of Banyuwangi
2. Students are able to tell the story by making event prediction of the story

Face-to-Face Learning Activity

Procedures:

1. The students read a story entitled “The Origin of Banyuwangi” (or before the meeting, the teacher can ask the students to read the story on the Digital Storytelling app)
2. After reading the story, the students listen to the teacher’s instruction of this activity, as well as the example of how to work in this activity.
3. Then, the students get several situations that do not exist in the story or some events which are the opposite of what happened in the story. The situations can be seen in the appendix
4. The students make prediction of what might be happen in the story, at least two sentences, based on the situation given.

Online Learning Activity

Procedures:

1. The students read the story entitled “The Origin of Banyuwangi” on the Digital Storytelling app.
2. The students read the instruction of this activity as well as the example from the teacher
3. The students make prediction of what might be happen in the story, at least two sentences, based on the situation given.
4. The students record their voice while telling the prediction they make of the story.
5. The students send their voice recording to teacher

The Instruction for Students:

In this activity, you will predict some events that might be happen based on the situations given by the teacher. These situations are some events that do not exist in the story or the opposite of what happened in the story, so you have to make the next probable events.

1. Read the story entitled “The Origin of Banyuwangi” on the Digital Folktales app
2. Try to comprehend every single event in the story “The Origin of Banyuwangi”
3. Listen or read the situations given by the teacher carefully
4. Before starting the activity, the teacher will give you an example of how to make the prediction.
5. Once you get a certain situation of the story, give your prediction regarding what might be happen next in the story, at least two sentences.
6. Listen to your friends’ prediction, you can give comment and addition toward theirs.

Appendices

1. The Story entitled The Origin of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom led by a king, *Prabu Menak Prakoso*. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. In the forest, Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra.

She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, he became angrier and angrier.

As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his keris (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river.

Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Banterang screamed crazily and regretted his deed. He walked

unsteadily and fell into the river screaming, “Banyu... Wangi... Banyuwangi!” Then, this region is known as Banyuwangi until today.

2. The following is some situations that can be used by teacher to ask the students to make prediction of what might be happen in the story entitled “The Origin of Banyuwangi”

1) What if Prabu Menak Prakoso was defeated in the war against the king of Klungkung?
(The teacher can use this question as an example)

The events that might be happen: The Klungkung King counterattacked the Blambangan kingdom, and Prabu Menak Prakoso was killed. His son, Raden Banterang, became the next king. Then, Raden Banterang intended to take revenge, but he was fascinated by the beauty of the daughter of the King of Klungkung, Made Surati.

2) What if Raden Banterang did not meet Made Surati in the forest?

3) What if Raden Banterang was not fascinated with the beauty of Made Surati?

4) What is Raden Banterang told his father that his wife is the daughter of the king of Klungkung?

5) What if Made Surati refused to be taken to Blambangan because she knew that his father was killed by them?

6) What if Agung Bagus Mantra took his sister, Made Surati, to follow him and get out from the palace?

7) What if Made Surati accepted her brother’s plan to kill her husband, Raden Banterang?

8) What if Raden Banterang did not trust the beggar that his wife had been involved in scandal?

9) What if Raden Banterang knew that the beggar was Agung Bagus Mantra from Klungkung?

10) What if Raden Banterang did not kill his wife but still gave him a punishment?

11) What if Raden Banterang believe in his wife when she tried to tell the truth?

Appendix. 15. Think Pair Share (Follow-up Learning Activity)

Think Pair Share

Topic : Narrative Story
Class : XI
Focus Skill : Communication Skill
Story : The story in the Digital Folktales app

Purpose:

This learning activity requires the students to work in pair, think creatively, and share with pair. This activity helps the students to develop not only communication skills but also creative thinking by re-constructing the story so their pair can easily understand the point of the story. In sharing activity, one student tells the story and another one listens to the story. It will be able to help the students in developing communication skills, especially in oral form.

Learning Objectives:

1. Students are able to comprehend some Indonesian Folktales by reading the story
2. Students are able to tell the story by sharing the story in pair

Face-to-Face Learning Activity

Procedures:

1. The students choose and read one favorite story on the Digital Folktales app.
2. The students work in pair, once they have done reading the story, they have to sit with their pair.
3. In the sharing activity, the student tells the story to his/her pair in turn.
4. After finishing to tell the story, the students arrange the story based on what they just heard from their pair, using their own words.
5. Then, the students submit their story to the teacher.
6. If it is possible, teacher can ask some students to retell the story that they have heard from their pair.

The Instruction for Students:

In this activity, you should work in pair to share your favorite story.

1. Choose and read one story that you like on the Digital Folktales app
2. Choose your pair and sit with her/him after you have done reading the story
3. Tell your favorite story to your pair and listen to your pair when he/she tells his/her favorite story
4. Arrange the events in story you have heard from your pair and make it into a complete story using your own words
5. Submit the story to the teacher and prepare yourself to tell the story in front of the class.

Appendix 16. Open Ended Question (Follow-up Learning Activity)

Open-Ended Questions

Topic : Narrative Story
Class : XI
Focus Skill : Communication Skill
Story : The Legend of Bali Strait

Purpose:

Through this activity, the students will be to express their ideas and thought in the written form. This is a good idea to encourage students in communicating their opinion toward the story they read. Students, especially young learners, come with many questions or feel curious after facing new things. This activity allows them to put what is in their mind by writing them as best as they could.

Learning Objectives:

1. Students are able to comprehend some Indonesian Folktales by reading the story
2. Students are able to tell the story by giving opinion about the story entitled The Legend of Bali Strait

Face-to-Face Learning Activity

Procedures:

1. The students read the story story entitled The Legend of Bali Strait (Teacher can ask them to read the story on the Digital Folktales app before the meeting)
2. After reading the story, the students are given a piece of paper which provides some questions related to the story.
3. The students answer the questions and elaborate their answer and write it down on a piece of paper
4. After finishing the answer, the students submit their work to teacher
5. Before the class end, teacher can ask the same questions to some volunteers. The students have to answer the questions directly

Online Learning Activity

Procedures:

1. The students read the story entitled The Legend of Bali Strait on the Digital Folktales app
2. The students receive a worksheet which provides some questions related to the story from the teacher
3. The students answer the questions and elaborate their answer and write it down on a piece of paper
4. After finishing the answer, the students submit their work to teacher

Appendices

1. Students' Worksheet

The following questions are related to the story entitled The Legend of Bali Strait. You are required to elaborate your opinion/answer.

1. Read the story entitled The Legend of Bali Strait on the Digital Folktales app
2. Give your answer to the questions below and write it down on a piece of paper.
3. Try to elaborate you answer/opinion related to the story.
4. Submit your worksheet to the teacher

The Questions

- 1) How do you like the story of The Legend of Bali Strait?
- 2) What do you think about the way Sidi Mantra spoiled Manik Angkeran at first?
- 3) In your opinion, what should be done by Sidi Mantra to stop his son from spending money?
- 4) Why did Manik Angkera was not satisfy even he got a lot of money?
- 5) In your opinion, is Naga Basuki's decision to turn Manik Angkeran into ashes, right? If yes/no, give the reason why!
- 6) In your opinion, is Sidi Mantra's decision to separate the land between him and his son, right? If yes/no, give the reason why!
- 7) If you are a young man or young woman like Manik Angkeran, what will you do in your daily instead of spending money for gambling?
- 8) What will you do if you have a friend like Manik Angkeran who really likes gambling?
- 9) What are the moral values that you get after reading the story?
- 10) What do you think if the story of Bali Strait (esoocially related to Manik Angkeran's gambling addiction) is associated with today's life?

2. The Story entitled The Legend of Bali Strait

In Daha kingdom there lived a powerful Brahmin named Sidi Mantra. Her son's name was Manik Angkeran. Manik Angkeran liked to gamble. One day, Manik Angkeran could not pay the debt. He asked help to father.

Loving his son, Sidi Mantra fasted then prayed to the God. A mysterious voice asked him to meet Naga Besukih at Agung Mount. By ringing a genta, Naga Besukih came and gave gold as well as diamonds from his scales. Soon, Manik Angkeran finished all gold and diamonds. He asked help to his father again. Meanwhile, Manik Angkeran secretly followed Sidi Mantra.

A few days later, Manik Angkeran stole father's genta then came to Naga Besukih. Manik Angkeran got gold and diamonds. But he was not satisfied. Manik Angkeran saw a big gem at the end of dragon's tail. When Naga Besukih turned toward a cave, Manik Angkeran immediately cut off dragon's tail then ran away.

Naga Besukih was furious then licked Manik Angkeran's footprints. Then he turned into ashes. Sidi Mantra was aware of this situation; he begged Naga Besukih to revive his son. Naga Besukih agreed if his tail was back. With magic, Sidi Mantra returned dragon's tail back to normal. Then, Naga Besukih revived Manik Angkeran.

Sidi Mantra knew that he could not live with Manik Angkeran anymore. With a magical wand, Sidi Mantra made a line that separated him from son. There came springs growing into a sea. This is the legend of Bali Strait separating Java from Bali.

Appendix 17. Picture Strip Story (Follow-up Learning Activity)

Picture Strip Story

Topic	: Narrative Story
Class	: XI
Focus Skill	: Communication Skill
Story	: Princess Tandampalik, <i>Bau Nyale</i> , and The Origin of Toba Lake

Purpose:

This activity creates a communicative and interactive classroom because this activity requires the students to work in group which means they have to collaborate and communicate in solving a problem. Besides, the students will be able to use their critical thinking and creativity in arranging the scrambled pictures. Thus, in order to put the scrambled pictures in right orders and constructing the story based on the pictures, the students have to discuss with their group. In this case, the students can develop oral and written communication subconsciously. Moreover, this is a good activity to be used to build students' imaginations.

Learning Objectives:

1. Students are able to comprehend some Indonesian Folktales by reading the story
2. Students are able to tell the story by reconstructing the story from the scrambled pictures

Face-to-Face Learning Activity

Procedures:

1. Before the meeting, the teacher prepares the picture of story entitled Pincess, Tandampalik Bau *Nyale*, and The Origin of Toba Lake, also the paper to stick the pictures. Then, teacher should cut it up into several story scenes. The pictures (the story scenes) of each story must be scrambled.
2. The students read the stories entitled Princess Tandamplaik, Bau Nyale, and The Origin of Toba Lake
3. The students work in group which consist of 3-4 students in one group
4. The representative of each group takes the lottery, the lottery provides the title of these three stories. Each group only gets one story.

5. The groups get the scrambled pictures of the story they get, as well as a paper to stick the story scenes
6. The students discuss with the group to be able to order the scrambled pictures into the right sequence of story scenes
7. After finishing the right sequences of the story scenes, the students reconstruct the story based on the story scenes.
8. Finally, each group shows the pictures and tell the story in front of the class in turn.

Online Learning Activity

Procedures:

1. Before the meeting, the teacher prepares the picture of story entitled Piness, Tandampalik Bau *Nyale*, and The Origin of Toba Lake, also the paper to stick the pictures. Then, teacher should cut it up into several story scenes. The pictures (the story scenes) of each story must be scrambled.
2. The students read all stories on the Digital Folktales app (especially the stories entitled Princess Tandamplaik, Bau Nyale, and The Origini of Toba Lake)
3. The students work individually in this activity
4. The students receive the scrambled pictures of these three stories and the paper to stick the story scenes. Each student gets only one story
5. The students print out the pictures and the paper, and the have to cut up the pictures into several story scenes
6. The students order the scrambled pictures into the right sequence of story scenes and stick them on the paper
7. After finishing the right sequences of the story scenes, the students reconstruct the story based on the story scenes and write down the story on the paper given, under each story scenes
8. Finally, the students make a video, in which in this video, the students show the right order of the story scenes and tell the story.

The Instruction for Students:

Face-to-face learning activity

In this activity, you should work in group to put a picture story in the right order and reconstruct the story you get, whether it is Princess Tandampalik, Bau Nyale, or The Origin of Toba Lake using your own words.

1. Read the stories available on the Digital Folktales app
2. Work in group which consists of 3-4 students
3. One student in each group take the lottery to know what story will you get
4. After that, the teacher will give each group the the scrambled pictures of story scenes based on the title of the story you get in the lottery.
5. Discuss with your group and put the scrambled pictures into the right sequence of story scenes and stick them on the paper given by teacher
6. After finishing the right sequences of the story scenes, create the story using your own words based on the sequence of the story scenes.
7. Write down the story under each story scenes on the paper.
8. Finally, show your work to your classmate and tell the story in front of the class.

Online learning activity

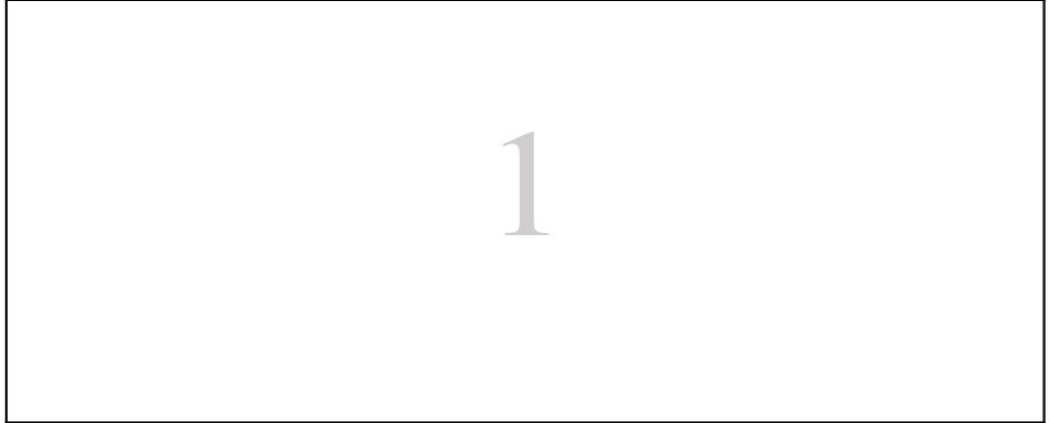
In this meeting, you will do some fun activities to put a picture story in the right order and reconstruct the story you get, whether it is Princess Tandampalik, Bau Nyale, or The Origin of Toba Lake using your own words.

1. Read the stories available on the Digital Folktales app
2. After that, print out the scrambled pictures story and the paper given.
3. Cut up the pictures into several story scenes.
4. Put the scrambled pictures into the right sequence of story scenes and stick them on the paper given.
5. After finishing the right sequences of the story scenes, create the story using your own words based on the sequence of the story scenes.
6. Write down the story under each story scenes on the paper.
7. Finally, make a video of yourself in showing your work and telling the story

Appendices

1. Paper for sticking the picture

The Title of the Story





3

4

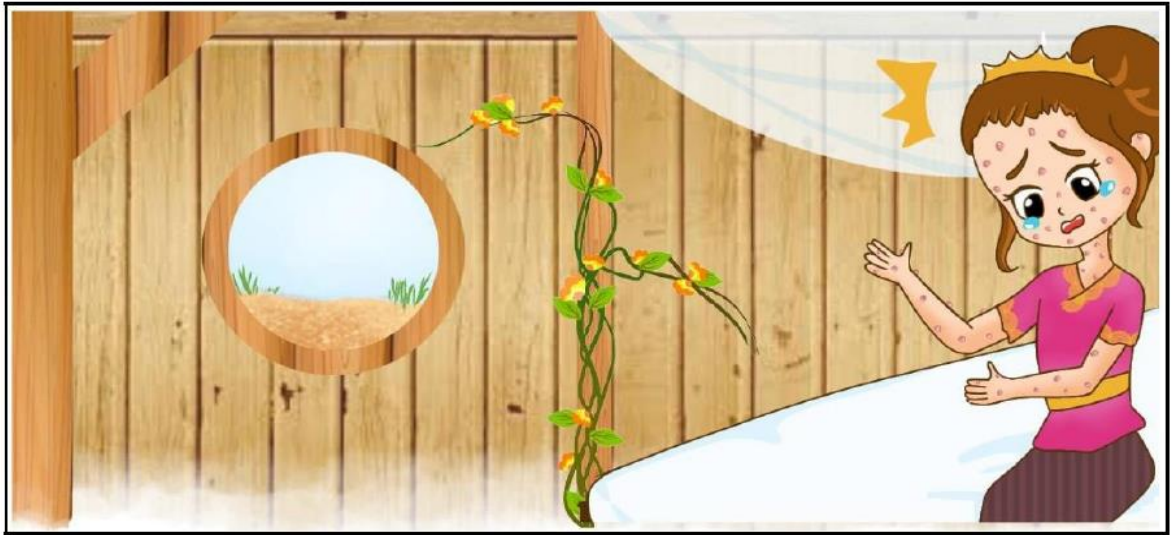
5

6

7

2. Scrambled pictures of Princess Tandampalik





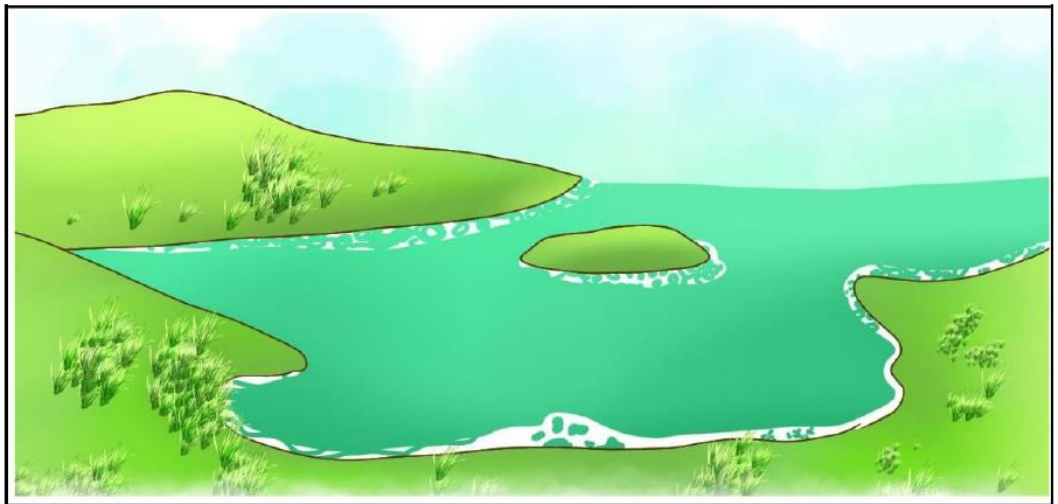
3. Scrambled pictures of Bau Nyale

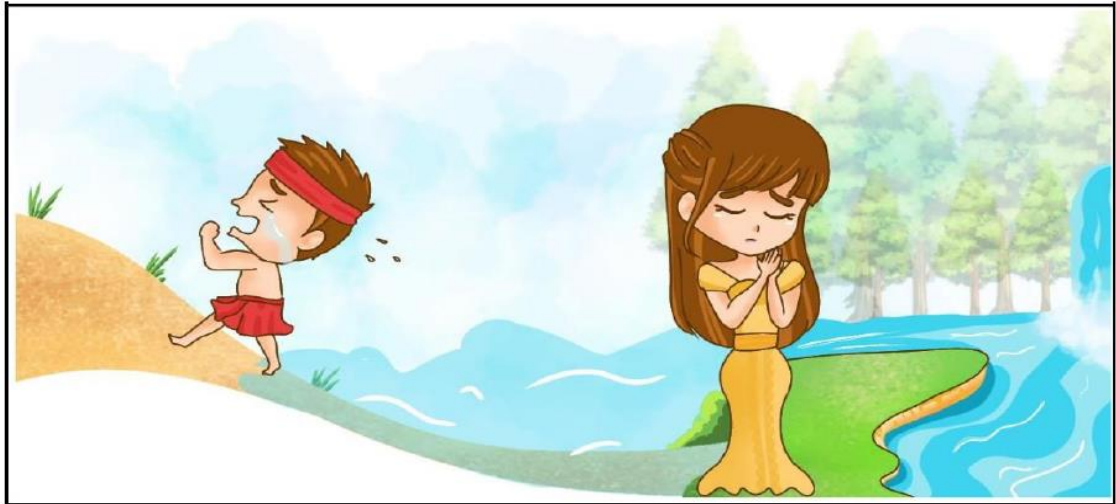






4. Scrambled pictures of The Origin of Toba Lake





5. The Right Sequences of The Stories (Key Answer for Teacher)

1) Princess Tandampalik

1



2



3



4



5



6



2) Bau Nyale

1



2



3



4



5



6



7



3) The Origin of Toba Lake

1



2



3



4





6. The Stories

1) Princess Tandampalik

A long time ago, a king of Luwu had a daughter. Her name was Princess Tandampalik. She was very beautiful. Every man who saw her would fall in love with her. Everybody knew about her beauty.

One day, a bad thing happened. Princess Tandampalik was ill. She got skin rash. The kingdom healer said the disease could infect others. The king then decided to put the princess in a safe place. It was on a remote island named Wajo Island.

Several days after Princess Tandampalik lived in Wajo Island, a cow came to her. The cow was different from other cows. The skin was albino. The cow licked Princess Tandampalik's skin. Amazingly, the disease was cured. Her skin was smooth again. Her beauty was back!

In the meantime, Prince of Bone was sailing in the sea to go for hunting. He landed on Wajo Island. He was so surprised to see a very beautiful girl lived in such a remote island.

Princess Tandampalik then explained everything. Prince of Bone had heard about her before. He was so happy that he finally met her. He immediately brought Princess Tandampalik and the soldiers back to Luwu Kingdom.

The King of Luwu was so happy that her daughter was cured. Not long after that, the King held a wedding party for her daughter and Prince of Bone.

2) *Bau Nyale*

Once upon a time, there was a kingdom in Lombok Island that was ruled by a king named Raja Tonjang Beru. He had a beautiful daughter named Princess Mandalika. Princess Mandalika was the prettiest girl in the whole island.

Because of her beauty and kindness, princes from all over the place wanted to marry her. One by one, they came to propose her. Princess Mandalika was a kind girl, she could not decide because and she didn't want to make one of them sad.

Raja Tonjang Beru decide to make a competition in Segeru Kuta beach. He asked all the princes to take part in archery competition. The rule was simple, whoever shot the target perfectly will be accepted as Princess Mandalika's future husband. One by one, all participants tried their best. After some time, there was no winner.

Because there was no a winner, all the participants started to argue. They claimed to be the best. The argument was getting hotter. Finally, they all were fighting. Soon, the fighting got bigger. It was like a war, because all the princes brought their soldiers in the archery competition.

Princess Mandalika was really worried. She did not want the war to get bigger and hurt many people. Finally, she had an idea. "Everybody, listen up! I know you all love me and want me to be your wife. But I don't want you to fight because of me. And I don't want you to be sad either. I want you all to have me, but not as your wife. I want to be someone that everybody can have," said Princess Mandalika.

Raja Tonjang Beru and all people in the beach did not understand what she meant. The king then came to her. But suddenly, Princess Mandalika jumped to the sea. She disappeared in the big waves. Everybody was surprised. It was chaos on the beach. All the princes tried to swim to find the princess, but they found nothing.

After several hours trying to find the princess, suddenly they found a lot of colorful sea worms on the beach. Raja Tonjang Beru then realized that his daughter had returned as sea worms. The worms were then called *nyale*. Until now, the tradition to catch the sea worms is called *Bau Nyale*

3) The Origin of Toba Lake

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing as usual. Luckily, he got a beautiful goldfish. He carried it home then planned to cook it. When he got home, he was shocked to see the fish turned into a beautiful woman.

The woman told him that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that she would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food.

One day, mother asked Samosir to bring lunch to father. On the way to rice field, he stopped and ate most of food. After that, he gave the rest of food to his father. Toba was very angry and shouted at Samosir “You, a fish kid, you are so greedy!” Samosir cried and ran toward his mother. He asked mother why father called him a fish kid.

The woman was really upset that Toba broke his promise. Mother and son disappeared. Soon there were springs that caused a vast lake. It's called Toba Lake. A land in the middle of Toba Lake is called Samosir Island.

Appendix 18. Find the Moral Value (Follow-up Learning Activity)

Find the Moral Values

Topic	: Narrative Fables
Class	: XI
Focus Skill	: Communication Skill
Story	: <i>I Lutung and Kekua</i> and <i>Siap Selem and Men Kuuk</i>

Purpose:

The essence of developing communication skills through this activity can be seen when the students are able to create a life story using self-experience. This allows students to communicate their feelings and share them to others. Moreover, students also will be able to develop critical thinking by finding the moral values of the story.

Learning Objectives:

1. Students are able to comprehend some Indonesian fables by reading the story
2. Students are able to create a story using self-experience related to the moral values on the fables.

Face-to-Face Learning Activity

Procedures:

1. The students read the fables entitled *I Lutung and I Kekua* and also *Siap Selem and Men Kuuk*
2. The students listen to teacher's explanation about moral value of the story and the example of the moral value from these fables.
3. The students work individually in finding the moral values in the story. Maximum moral values that must be found in each story are five.
4. The students write down the moral values on the whiteboard in turn based on the teacher instruction. The format of the list on the whiteboard can be seen in appendix.
5. The students choose one of the moral values they found which they have experienced or seen in real life, in about one or two paragraphs
6. The students write down the moral values and the experience on the worksheet given
7. Before submitting the worksheet, some students tell their experience in front of the class.

Online Learning Activity

Procedures:

1. The students to read the story entitled *I Lutung and Kekua* and also *Siap Selem and Men Kuuk* on the Digital Folktales app.
2. The students work individually and find the moral values in the story. Maximum moral values that must be found in each story are five.
3. The students choose one of the moral values they found which they have experienced or seen in real life, in about one or two paragraphs
4. The students write down the moral values and the experience on the worksheet given
5. The students submit their worksheet.

Appendix

1. *I Lutung and I Kekua*

Once upon a time there was a monkey named I Lutung and a turtle named I Kekua. One day, I Lutung was sitting under a tree, he heard I Kekua talking to himself “this life is so hard, it’s difficult to find foods in rainy season, if this lasts for so long, I will die.” Then I Lutung approached I Kekua.

When he saw I Kekua, I Kekua was skinny, his body was like half-eaten fishbone. Then I Lutung advised I Kekua “Kekua, stop grouching. I know a place where you can find bananas, it’s located in the west of Cengceng river that garden is owned by I Kaki Prodong. I went there a month ago, the bananas were almost ripe, perhaps those bananas have been ripe.”

I Kekua was very happy. I Lutung asked I Kekua to swim across the river, meanwhile he sat on Kekua's back. When they got there, they saw Kaki Prodong’s cottage near the garden. I Kekua was looking around the garden in order to make sure that I Kaki Prodong wasn’t there.

The garden was absolutely quiet, nobody was there. Then I Lutung climbed a banana tree, meanwhile I Kekua was waiting under the banana tree. When I Lutung got the sbananas, he peeled the bananas and ate them up, he didn’t give I Kekua even one banana. What I Lutung gave to I Kekua were the skins of bananas. It Made I Kekua angry.

When I Lutung was enjoying the delicious banana, I Kaki Prodong showed up. “What an insolent monkey, I’ll kill that monkey” said I Kaki Prodong. I Kekua was hiding under the banana tree when I Kaki Prodong was walking towards I Lutung secretly. I Lutung didn’t realize the danger.

Then I Kaki Prodong took a shotgun of his bag and aimed at I Lutung feet. Then, I Lutung fell off the tree. He was still alive at that time, but Kaki Prodong brought him to his cottage, and I Lutung was never seen again.

2. *Siap Selem and Men Kuuk*

Once upon a time there was a black hen named Siap Selem which had seven chicks, one of them named Doglagan, which means no feather. There was also a cat named Men Kuuk lived in the same place as the black hen which had one kitten. Men Kuuk always wanted to eat the black hen and her chicks.

One day, Men Kuuk made strategies to eat the black hen. Fortunately, Siap Selem knew about her plan, then she asked her chicks to fly away. "You all have to fly away from here one by one, because if you're still here you will be caught and eaten by Men Kuuk!". The flight was started from the oldest chick.

However, Doglagan could not fly because he had no wings. The black hen told him, "I'll leave you here, you'll be safe, you'll not be eaten by Men Kuuk. If one day you'll be eaten by Men Kuuk, you have to say "Men Kuuk, you'll be disgusted to eat me because my flesh is still bitter. Later if my flesh has been delicious, you're allowed to eat me anytime".

Then, Doglagan was left alone. Men Kuuk was wondering why was he crying alone. But she took it as an opportunity to eat Doglagan. "Don't eat me now, you'll be disgusted to eat me because my flesh is still bitter. Later if my flesh has been delicious, you're allowed to eat me anytime", said Doglagan as what his mother asked him to do. Fortunately, Men Kuuk trusted him.

One day, when Doglagan had thick fur and beautiful color, Men Kuuk and all the kittens came to him and were ready to eat him. Doglagan said, "Now, you're allowed to eat me, but I have one request for you. Before you eat me, I have to fly around you eleven times in order my blood will be mixed with my flesh, that will be delicious to be eaten!". Men kuuk accepted Doglagan's request.

Doglagan started to fly, it was the first time he flew, so he always fell down. But in the last flight, he could fly very high and he flew away from Men Kuuk. Men Kuuk was deceived, finally they had nothing to eat. Meanwhile, Doglagan flew to the forest looking for his family.

3. Students' Worksheet

Find the Moral Values

Name :

Number :

Class :

Instructions:

1. Read the story entitled *I Lutung and I Kekua* and also *Siap Selem and Men Kuik*
2. Find the moral values in each story. Maximum moral values that must be found in each story are five.
3. Reflect the moral values to your real life. Then choose one moral value which you have experienced or seen in real life, and write it down in one or two paragraphs only.
4. Write down the moral values and your experience in this worksheet
5. Submit your worksheet to the teacher

A. The Moral Values

No	I Lutung and I Kekua	Siap Selem and Men Kuuk
1	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

4	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
5	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

B. Your Experience Related to the Moral Value in the Story

Moral Value: _____

Appendix 19. Act it Out (Follow-up Learning Activity)

Act It Out!

Topic : Narrative Fable
Class : XI
Focus Skill : Communication Skill
Story : *I Lutung and Kekua* and *Siap Selem and Men Kuuk*

Purpose:

Communication skills are not just the ability of oral and written communication forms, or what we call as verbal communication. Non-verbal communication is also important to students because it allows them to get the meaning out of the spoken words, like body gesture, facial expression, eye contact, etc. Thus, Act It Out activity is a good choice for this case. The students will be able to develop a complete communication skill, both verbal and non-verbal. The students are required to act each character in the story by body gesture only, the students are given a chance to deliver and get the meaning of the story by using non-verbal communication.

Learning Objectives:

1. Students are able to comprehend some Indonesian Fables by reading the story
2. Students are able to tell the story by acting it out in front of the class

Face-to-Face Learning Activity

Procedures:

1. Students read the fables entitled *I Lutung and Kekua* and also *Siap Selem and Men Kuuk*
2. Students work in group. The number of students in each group depends on the story used because these two stories have different number of the characters.
3. Then, students take a lottery, the lottery provides the title of these these two stories. The students who get the same title of story will be in one group.
4. Students discuss before performing the story. Each group prepares one student as the reader and the rest students are the actors.
5. Students take the story from teacher to be read by the reader and the actors before performing

6. Before the show time, students answer several questions from the teacher. The questions are related to the story that these students will perform to evaluate how well the reader and the actors capture the events of the story.
7. When students are ready, they perform in front of the class.
8. After one group has finished, the students from the other group should give comment on their performance.

The Instruction for Students

In this activity, you will have fun with your friends by telling the fables entitled *I Lutung and Kekua* and also *Siap Selem and Men Kuuk*.

1. Read the story entitled *I Lutung and Kekua* and also *Siap Selem and Men Kuuk*
2. Take the lottery to determine your group. The lottery provides the title of these two stories. The students who get the same title of the story will be in one group.
3. Work in group and discuss the story you get together.
4. Discuss who will be the reader and the actors. One student will be a reader and the rest will be the actors who will act out the characters in the story.
5. Before performing, give your answer toward the teacher's question related to the story. You have to answer the questions directly.
6. In the performance, the reader reads the story aloud like the narrator. The actors will act according to the character played, without any dialogue, only use the body gesture. So, you will act it out based on the narration by the reader

Appendix

1. The questions for the group

The following questions are related to the stories entitled *I Lutung and Kekua* and also *Siap Selem and Men Kuuk*. In this activity, teacher is required to ask the following questions to evaluate how well the reader and the actors capture the events of the story. The teacher can ask these questions directly before each group perform in front of the class.

1) I Lutung and Kekua

- a. Who is the good character and bad character of this story?
- b. Why did I Kekua grouch?
- c. How did I Lutung know about the banana trees garden?
- d. How did I Lutung and I Kekua go to Kaki's Prodong garden?
- e. What happened with I Lutung and I Kekua when Kaki Prodong showed up?

2) Siap Selem and Men Kuuk

- a. Why did one of Siap Selem's chick named Doglagan?
- b. What did Siap Selem and her chicks do to avoid Men Kuuk's plan?
- c. Why did Doglagan left by Men Kuuk and his brothers?
- d. How did Doglagan convince Men Kuuk to not eat himself?
- e. How did Doglagan escape from Men Kuuk when his feather grew?

2. *I Lutung and Kekua*

Once upon a time there was a monkey named I Lutung and a turtle named I Kekua. One day, I Lutung was sitting under a tree, he heard I Kekua talking to himself “this life is so hard, it’s difficult to find foods in rainy season, if this lasts for so long, I will die.” Then I Lutung approached I Kekua.

When he saw I Kekua, I Kekua was skinny, his body was like half-eaten fishbone. Then I Lutung advised I Kekua “Kekua, stop grouching. I know a place where you can find bananas, it’s located in the west of Cengceng river that garden is owned by I Kaki Prodong. I went there a month ago, the bananas were almost ripe, perhaps those bananas have been ripe.”

I Kekua was very happy. I Lutung asked I Kekua to swim across the river, meanwhile he sat on Kekua's back. When they got there, they saw Kaki Prodong’s cottage near the garden. I Kekua was looking around the garden in order to make sure that I Kaki Prodong wasn’t there.

The garden was absolutely quiet, nobody was there. Then I Lutung climbed a banana tree, meanwhile I Kekua was waiting under the banana tree. When I Lutung got the sbananas, he peeled the bananas and ate them up, he didn’t give I Kekua even one banana. What I Lutung gave to I Kekua were the skins of bananas. It Made I Kekua angry.

When I Lutung was enjoying the delicious banana, I Kaki Prodong showed up. “What an insolent monkey, I’ll kill that monkey” said I Kaki Prodong. I Kekua was hiding under the banana tree when I Kaki Prodong was walking towards I Lutung secretly. I Lutung didn’t realize the danger.

Then I Kaki Prodong took a shotgun of his bag and aimed at I Lutung feet. Then, I Lutung fell off the tree. He was still alive at that time, but Kaki Prodong brought him to his cottage, and I Lutung was never seen again.

3. *Siap Selem and Men Kuuk*

Once upon a time there was a black hen named Siap Selem which had seven chicks, one of them named Doglagan, which means no feather. There was also a cat named Men Kuuk lived in the same place as the black hen which had one kitten. Men Kuuk always wanted to eat the black hen and her chicks.

One day, Men Kuuk made strategies to eat the black hen. Fortunately, Siap Selem knew about her plan, then she asked her chicks to fly away. "You all have to fly away from here one by one, because if you're still here you will be caught and eaten by Men Kuuk!". The flight was started from the oldest chick.

However, Doglagan could not fly because he had no wings. The black hen told him, "I'll leave you here, you'll be safe, you'll not be eaten by Men Kuuk. If one day you'll be eaten by Men Kuuk, you have to say "Men Kuuk, you'll be disgusted to eat me because my flesh is still bitter. Later if my flesh has been delicious, you're allowed to eat me anytime".

Then, Doglagan was left alone. Men Kuuk was wondering why was he crying alone. But she took it as an opportunity to eat Doglagan. "Don't eat me now, you'll be disgusted to eat me because my flesh is still bitter. Later if my flesh has been delicious, you're allowed to eat me anytime", said Doglagan as what his mother asked him to do. Fortunately, Men Kuuk trusted him.

One day, when Doglagan had thick fur and beautiful color, Men Kuuk and all the kittens came to him and were ready to eat him. Doglagan said, "Now, you're allowed to eat me, but I have one request for you. Before you eat me, I have to fly around you eleven times in order my blood will be mixed with my flesh, that will be delicious to be eaten!". Men kuuk accepted Doglagan's request.

Doglagan started to fly, it was the first time he flew, so he always fell down. But in the last flight, he could fly very high and he flew away from Men Kuuk. Men Kuuk was deceived, finally they had nothing to eat. Meanwhile, Doglagan flew to the forest looking for his family.

RIWAYAT HIDUP



Kadek Yunita Adriyanti lahir di Kubutambahan pada tanggal 09 Oktober 1999. Penulis lahir dari pasangan suami istri, yakni bapak I Nyoman Sugiarta dan Ibu Komang Yeni Ariani. Penulis berkebangsaan Indonesia dan beragama Hindu. Penulis beralamat di Banjar Dinas Tegal, Gang Bima No. 5, Desa dan Kecamatan Kubutambahan, Kabupaten Buleleng, Provinsi Bali. Penulis menyelesaikan pendidikan sekolah dasar di SD N 1 Kubutambahan pada tahun

2011. Kemudian, penulis melanjutkan ke tingkat sekolah menengah pertama di SMP N 1 Kubutambahan dan dinyatakan lulus pada tahun 2014. Pada tahun 2017, penulis lulus dari SMA Negeri 1 Singaraja jurusan IPS dan melanjutkan ke jenjang S1 Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Pada tahun 2021 di semester 8, penulis berhasil menyelesaikan Skripsi dengan judul **“Developing Android-based English Folktales Learning Materials to Develop Communication Skills of Primary School Students”**.