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## RECORDS OF THESIS SUPERVISION SESSIONS

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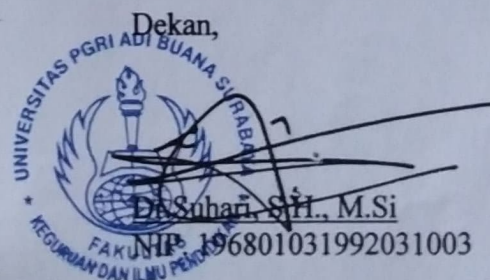
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Yang Terhormat,  
Kepala SMPN 2 Sukodono  
di Sidoarjo

Sesuai dengan kurikulum Universitas PGRI Adi Buana Surabaya, untuk penyelesaian akhir masa studi, mahasiswa diwajibkan menulis skripsi. Berkaitan dengan ini, mohon dengan hormat Bapak/Ibu Kepala SMPN 2 SUKODONO Sidoarjo berkenan memberikan izin penelitian kepada mahasiswa:

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**PEMERINTAH KABUPATEN SIDOARJO**  
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Implementation of English Reading Literacy in School Literacy Movement in SMPN 2  
Sukodono** “ di SMPN 2 Sukodono Sidoarjo.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya..

Sukodono, 16 Nopember 2019  
Kepala Sekolah,



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## APPENDIX

### Research Instrument

#### 1. Results of Teachers' Interview.

#### Interview Questions Sheet

No	Questions	Teachers' Responses
<b>A.</b>	<b>English Reading Literacy Practices in the Classroom</b>	
1.	<p><i>Apakah bapak/ ibu guru dalam melaksanakan kegiatan pembelajaran dengan strategi literasi juga menggunakan strategi pemahaman wacana/ teks?</i></p> <p>(Does the teacher in conducting learning activities with literacy strategies also use a text comprehension strategy?)</p>	<p>T1: <i>Strategi pemahaman wacana/ teks? Oh Strategi kegiatan sebelum, ketika, sesudah membaca..kalau saya sudah make itu. Soalnya itu bisa membantu peserta didik dalam memahami materi pelajaran.</i></p> <p>(Understanding discourse/text strategy? Oh strategy activities before, when, after reading. If I've made it. Because it could help learners in understanding the subject matter.)</p> <p>T2: <i>Nah itu, saya sudah menggunakan. Dan saya selalu menyampaikan kepada anak-anak apa yang harus dilakukan sebelum membaca atau mempelajari materi, ketika membaca, danitu setelah membaca harus seperti apa.</i></p> <p>(Well that, I have been using.</p>



		<p>And I always pass on to students what to do before reading or study material, when reading, and it's after reading should be like what.)</p>
2.	<p><i>Selain itu apakah bapak/ ibu guru juga menggunakan berbagai jenis moda?</i></p> <p>In addition, does the teacher also use various modes?</p>	<p>T1: <i>Iya, biar siswa itu tidak bosan, ya biar ada variasi juga dalam pembelajaran. Biasanya saya pake artikel, gambar, atau Video ambil dari internet.</i></p> <p>(Yes, I make students not to be bored, and there are variations also in learning. I usually use articles, pictures, or video grab from the Internet.)</p> <p>T2: <i>Iya, itukan juga dapat menjadikan pembelajaran yang dilaksanakan lebih bervariasi, dan pembelajaran yang dilakukan nanti akan lebih kontekstual kalau ada penggunaan moda. Moda sendiri kan juga bisa digunakan sebagai salah satu metode kalau kita tidak bisa mengajak anak ke dunia nyata, dan itu bisa dijadikan sebagai bahan referensi anak dalam belajar.</i></p> <p>(Yes, it can also make more varied learning, and study carried out later implemented will be more contextual if there's any use of mode. Own mode right can also be used as</p>

		<p>one of the methods if we can't invite a child to the real world, and it can be used as a child reference material in learning.)</p>
3.	<p><i>Apakah bapak/ ibu guru juga menggunakan alat bantu berupa Graphic Organaizer?</i></p> <p>Does the teacher also use a graphic organizer tool?</p>	<p><i>T1: Kalau menggunakan grafik menurut saya suasana kelas lebih hidup, bisa membantu anak juga dalam memahami materi, tapi saya menggunakannya hanya kadang- kadang. Dan biasanya itu saya menggunakan di awal pembelajaran atau di tengah pembelajaran</i></p> <p>(If using graph by my class atmosphere more life, it could help students also in understanding the material, but I use it only occasionally. And usually, I use at the beginning of learning or in the middle of learning.)</p> <p><i>T2: Kalau grafik saya menggunakan, karena dapat membantu peserta didik mengorganisasikan pemahamannya.</i></p> <p>(Yes, I do. It can help the students organize by using the graph and helping their understanding.)</p>

<p>4.</p>	<p><i>Lalu, apakah selama kegiatan pembelajaran berlangsung bapak/ibu guru membimbing atau meminta peserta didik untuk merumuskan pertanyaan?</i></p> <p>So, whether during learning activity, teachers guide or ask students to formulate questions?</p>	<p><i>T1: Kalau itu menurut saya setiap guru pasti melakukannya, termasuk saya, mengajukan pertanyaan itu merupakan hal penting. Dan saya sendiri sangat-sangat terbuka ketika anak mau bertanya</i></p> <p>(It seems to me every teacher must have been doing it, including me, ask the question it is important things. And my own highly-very open when children want to ask.)</p> <p><i>T2: Iya, dan itu perlu sekali dilakukan. Tapi anak-anak disini itu saya rasa masih harus dilatih untuk belajar bertanya, sebab motivasinya untuk bertanya saja masih rendah. Nah makanya yang namanya memotivasi atau menarik anak untuk bertanya itu penting gitu lho.</i></p> <p>(Yes, and it needs to be done. But the kids here it I think still have to trained to learn to ask, for his motivation to ask just still low. Well hence motivate or interesting child to ask is important.)</p>
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5.	<p><i>Selanjutnya, apakah selama kegiatan pembelajaran bapak/ibu guru meminta peserta didik untuk melakukan kegiatan analisis, sintesis, atau bahkan evaluasi?</i></p> <p>Furthermore, whether during teacher learning activities ask students to perform analysis, synthesis, or even evaluation activities?</p>	<p>T1: <i>Iya, namun tergantung materi yang dipelajari</i></p> <p>(Yes, but it depends learned material)</p> <p>T2: <i>Ya, kalau saya sih sudah saya lakukan. Di akhir pembelajaran kan biasanya anak diajak untuk berefleksi, nah evaluasinya itu refleksi itu</i></p> <p>(Yes, I already do. At the end of learning right usually children invited for reflection, well the evaluation it's reflection it.</p>
6.	<p><i>Apakah bapak/ibu guru melakukan kegiatan meringkas selama kegiatan pembelajaran berlangsung?</i></p> <p>Do teachers summarize during the learning activities?</p>	<p>T1: <i>Iya, sudah biasanya saya minta anak-anak itu untuk mencatat informasi atau hal penting mengenai materi ke dalam buku catatan dengan menggunakan bahasa mereka sendiri. Tapi juga biasanya saya minta anak untuk persentasi, kan kalau dalam literasi membuat ringkasan itu tidak hanya mencatat.</i></p> <p>(Yes, it's usually I ask the students were to take note of information or important things about material into the notebook by using their own language. But also usually I have a child for the presentation, right if in literacy make a summary of it's not just</p>

	<p>taking notes.)</p> <p><i>T2: Iya, sudah saya lakukan juga . jadi selama pembelajaran, anak itu perlu diajak untuk meringkas materi yang sudah mereka pelajari, biasanya saya minta anak itu untuk mengkomunikasikan apa yang sudah mereka pelajari dengan meminta untuk presentasi.</i></p> <p>(Yes, I already do too. So as long as learning, the boy needs to be invited to summarize the material they already learn, usually I ask the boy to communicate what they already learn by asking for the presentation.)</p>
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<b>B.</b>	<b>English Reading Literacy Practices out of the Classroom</b>	
1.	<p><i>Jika ada, jenis reading practices apa yang diberikan kepada siswa?</i></p> <p>If there is, what kind of reading practices are given to students?</p>	<p>T1: <i>Seperti reading comprehension, reading narrative text, membuat story telling.</i></p> <p>(Like reading comprehension, reading narrative text, making the story telling.)</p> <p>T2: <i>Ya banyak contohnya reading comprehension, reading narrative text, membuat story telling namun kebanyakan dilakukan di ekstrakur.</i></p> <p>(Yes, there are many for example reading comprehension, reading narrative text, making the story telling but the majority do in extracurricular.)</p>

2.	<p><i>Apakah siswa antusias untuk membaca bacaan yang tersedia disekitar sekolah?</i></p> <p>Are students enthusiastic to read the available readings around the school?</p>	<p><i>T1: Kurang, karena kebanyakan siswa kurang minat untuk membaca bacaan bahasa Inggris</i></p> <p>(Less, because most students less interest to read English readings.)</p> <p><i>T2: Iya kurang menurut saya karena kebanyakan siswa kurang minat untuk membaca bacaan bahasa Inggris meskipun ada beberapa bacaan bahasa Inggris disekitar sekolah</i></p> <p>(Yes less, according to me because most students less interest to read English readings although there are some English readings around the school.)</p>
3.	<p><i>Adakah bacaan diluar kelas yang menunjang kegiatan literacy?</i></p> <p>Is there a reading outside the class that supports literacy activities?</p>	<p><i>T1: Ada, namun untuk yang berbahasa Inggris sangat kurang</i></p> <p>(There is, but for the English is very less.)</p> <p><i>T2: Ada, namun untuk yang berbahasa Inggris menurut saya kurang dan kebanyakan bahasa Indonesia</i></p> <p>(There, but it seems to me, which English is less and the most is Indonesia.)</p>

4.	<p><i>Apakah diberikan tugas extensive reading?</i></p> <p>Are students given extensive reading assignments?</p>	<p>T1: <i>Ya, namun pada ekskul conversation dan story telling</i></p> <p>(Yes, but only I give in extracurricular of conversation and story telling.)</p> <p>T2: <i>Ya, namun pada ekskul conversation dan story telling, kebetulan saya pembinanya</i></p> <p>(Yes, but only I give in extracurricular of conversation and story telling. I also teach them in extracurricular)</p>
5.	<p><i>Jika ada, apakah siswa ditugaskan untuk membuat jurnal bacaan?</i></p> <p>If there is, is the student assigned to make a reading journal?</p>	<p>T1: <i>Tidak, karena untuk bahasa Inggris belum ada jurnalnya.</i></p> <p>(No, because for English has no journal.)</p> <p>T2: <i>Tidak, karena untuk bahasa Inggris belum ada jurnalnya dan di eksul juga begitu</i></p> <p>(No, because for English literacy has no journal and in extracurricular also)</p>



## 2. Results of Observation

### Observation Sheet Teaching Teacher Activity

No	Observed aspects	Yes	No	Note
<b>A</b>	<b>In the classroom</b>			
1.	During learning activities teachers use a text comprehension strategy.	√		
2.	In addition, teachers also use various types of modes.	√		
3.	Teachers also give students clear instructions or directions during their learning activities.	√		
4.	During learning activities teachers take advantage of various tables or graphics (Graphic Organizer)	√		
5.	In carrying out teacher learning activities ask students to formulate questions.	√		
6.	The teacher also demonstrates an open attitude and positive response to questions given by students.	√		

7.	In addition, teachers also ask students to perform analysis, synthesis, and evaluation activities.	√		
8.	The teacher also performs activities summarizing the text content.	√		
<b>B</b>	<b>Out of the classroom</b>			
1.	Teachers provide direction for the implementation of literacy activities outside the class		√	
2.	Reading texts are available outside of class.	√		
3.	Reading corner is available.			
4.	Teachers gives the task extensive reading.		√	Only in extra
5.	Teachers commissioned a reading journal.		√	Only in extra
6.	Teachers provide an evaluation of student reading journals.		√	
7.	Availability of interesting reading texts for students.	√		

### 3. Documentation Guidelines

#### A. Aspects of document study

1. Profile
2. Vision and Mission
3. School Rules
4. Documents of lesson plan /RPP
5. Document the student worksheet
6. Document reading materials

#### B. The existence of termination objects

No	Documents	There/No	Note
1	Profile of school	No	
2	Vision and Mission	No	
3	School rules	No	
4	Documents of lesson plan /RPP	There	
5	Documents of student worksheet	There	
6	Documents of reading materials	There	

### Analysis Sheet of RPP

	Observed aspects	There	Not yet	Note
<b>A.</b>	<b>Literacy Strategies in Learning</b>			
	<b>1. Pre-reading</b>			
	a. Identifying reading objectives	√		
	b. Make predictions about the material to be discussed	√		
	<b>2. While-reading</b>			
	a. Identifying relevant information	√		
	b. Identify new vocabulary and/or difficult vocabulary in the text.	√		
	c. Identifying difficult parts of text (if any)	√		
	d. Create inference	√		

	e. Make questions about text content and things related to the topic		√	
	f. Create linkages between texts	√		
	<b>3. Post-reading</b>	√		
	a. Create a summary			
	b. Evaluate text	√		
	c. Change from one mode to another	√		
	d. Select, combine, and/or generate multimodal text to communicate a specific concept		√	
	e. Confirm, revise, or reject predictions		√	
	<b>B. Use of assistive devices</b>			
	a. Graphics manager	√		