

# APPENDICES



## Appendices 1

### Teacher's Assessment Form (Additional Information)

#### PM Benchmark Reading Assessment



Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_  
 School: \_\_\_\_\_ Class: \_\_\_\_\_ Date of assessment: \_\_\_\_\_

Text: *Little Cat is Hungry* Level: 4 Text type: Narrative Running Words: 85

#### Reading Record – Summary

Errors			Self-Corrections			Reading Level		
M	S	V	M	S	V	Independent >95%	Instructional 90–95%	Difficult <90%

Accuracy: \_\_\_\_\_ %  
 S.C. rate: 1 : \_\_\_\_\_

#### Reading Behaviours Observed – Summary

1. Knowledge and Skills:
2. Strategies:
3. Fluency:

#### Retelling Indicators – Summary

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0–2

#### Comprehension – Summary

Questions Answered Correctly				Level of Understanding		
Literal	1st	2nd	3rd	Excellent 4	Satisfactory 3	Unsatisfactory 0–2
Inferential	1st					

#### Recommendations for Future Development

Refer to Teachers' Resource Book pages 32–39 for recommendations for future development.

Teacher: \_\_\_\_\_

Date assessment summary completed: \_\_\_\_\_

*Little Cat is Hungry* Level 4 Narrative

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**Reading Record** Text: *Little Cat is Hungry*

Level: 4

Book orientation		<i>This story is about a hungry little cat.</i>			
Page	Text	E	S.C.	Errors MSV	S.C. MSV
3	Here comes Little Cat. Little Cat is hungry. "Meow! Meow! Meow!"				
5	Little Cat can see a lizard. The lizard is asleep on a rock.				
7	Here comes Little Cat. The lizard wakes up.				
9	Look at the lizard.				
11	Little Cat can see a bird. The bird can not see Little Cat.				
13	Here comes Little Cat. The bird sees Little Cat.				
15	The bird is up in a big tree. Little Cat looks up at the bird. Little Cat is hungry. "Meow! Meow! Meow!"				
16	"Here you are, Little Cat."				
<b>Total</b>					

85

## Reading Behaviours Observed During the Reading Record

### 1. Knowledge and Skills — Early

Tick relevant boxes

- Held the book the *right way round*
- Turned the pages correctly from *front to back*
- Read words and sentences from left-to-right maintaining correct return-sweep *directionality*
- Maintained correct *one-to-one matching* between spoken and printed words
- Recognised early *high-frequency words* in the text
- Demonstrated understanding of *letters* and *letter-sound relationships*

### 2. Strategies — Early

Tick relevant boxes

Beginning to process text by:

- Pausing
- Repeating
- Rereading
- Using picture information
- Self-correcting

### 3. Fluency

Tick the relevant box

- Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding
- Read some of the text with natural rhythm and phrasing reflecting understanding
- Read the text with irregular phrasing reflecting limited understanding
- Read the text word-by-word reflecting limited or no understanding

### Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold events without assistance from teacher prompts or book support Yes  No
- Retold main events in correct sequence Yes  No
- Interpreted picture information Yes  No
- Retold coherently using appropriate vocabulary Yes  No

### Comprehension Questions to Check for Understanding

Tick relevant boxes

#### Literal

1. What did Little Cat try to catch?  
(a lizard and a bird)
2. Where was the lizard sleeping?  
(on a rock)
3. What did the bird do when it saw Little Cat?  
(It flew up into the tree.)

#### Inferential

1. Why did the bird fly up into the tree?   
(It wanted to get away from Little Cat. / so it wouldn't get eaten / It was scared of Little Cat.)

#### Notes



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Teacher: \_\_\_\_\_

## Appendices 2

### Classroom Observation 1

#### Observational Sheet

**Day** : Wednesday

**Date** : August 7th, 2019

No.	Stages of teaching	Guided reading class activities	T&L process based on IPC
1	<b>Opening</b>	Greetings	Entry Point
		Teacher tells the book that want to be read (Faraway Tree Stories)	Entry Point
		Teacher reviews a little bit story of the book	Entry Point
		Teacher tells the WALT or the learning objective of the day: "make a prediction"	Entry Point
2	<b>Main</b>	Teacher reads some pages of the book to the whole class	Knowledge Harvest
		Engage the students with question refer to the WALT	Knowledge Harvest
		Asking the meaning of some words	Learning Activities
		After a whole class reading, teacher instructs the students to sit on their group reading the ask them to read their group's book consecutively.	Learning Activities, Reflecting Journaling, Media Project
		While in group's reading, teacher guides students that have no clear ideas of reading and students ask if they do not know the meaning of some words	Learning Goal
		Group's reading (loudly and use their pointer finger)	Exit Point
3	<b>Closing</b>	Teacher gives a review of today's learning	Assessment for Learning
		Teacher compliments students on their achievement on that day.	Exit Point

### Appendices 3

#### Classroom Observation 2

##### Observational Sheet

**Day** : Thursday

**Date** : August 8th, 2019

No.	Stages of guided reading teaching	Guided reading class activities	T&L process based on IPC
1	<b>Opening</b>	Greetings	Entry Point
		Teacher continues to read the reading book from the previous meeting (whole class reading)	Entry Point
		Teacher tells the WALT or the learning objective of the day: "make a prediction" (still same as the previous meeting)	Entry Point
		Teacher instructs the students to sit on their group reading	Entry Point
2	<b>Main</b>	Teacher instructs the students to re-read their group's book, but the system rotates. E.g: student A at the previous meeting is the first reader, the other student must start reading at this meeting.	Knowledge Harvest, Learning Activities
		Students take their exercise book and answer the question given by teacher related to the book they were reading (according to each group's book)	Reflecting Journaling, Learning Activities, Media Project
		Teacher also turns to go to each group to guide the students if they feel do not understand the words contained in the reading or related to the questions gave by the teacher on the exercise sheet	Exit Point
		The exercise sheet collected by the teacher to be assessed	Assessment for Learning

3	<b>Closing</b>	Teacher gives a review of today's learning	Assessment for Learning
		Teacher tells the students about the next chapter of the reading book	Knowledge Harvest
		Teacher gives the reinforcement of their learning on this meeting.	Exit Point





## Appendices 4

### Classroom Observation 3

#### Observational Sheet

**Day** : Friday

**Date** : August 9th, 2019

No.	Stages of guided reading teaching	The guided reading class activities	T&L Process based on IPC
1	<b>Opening</b>	Greetings	Entry Point
		Teacher tells the WALT or the learning objective of the day: "working on work sheet about spelling jumble"	Entry Point
		Teacher instructs the students to sit on their group reading because there's no a whole class reading	Entry Point
2	<b>Main</b>	Teacher gives instruction to students to read in groups first before working on the work sheet given by the teacher	Knowledge Harvest, Learning Activities
		Students do the reading group consecutively	Learning Activities
		Students work on their worksheet of spelling jumble given by the teacher with different question or instruction based on their reading's level	Learning Activities, Exit Point
		Teacher also turns to go to each group to guide the students if they feel do not understand the words contained in the task or not clear instruction	Exit Point
		The exercise sheet collected by the teacher to be assessed	Learning Goal, Assessment for Learning
3	<b>Closing</b>	Teacher gives a review of today's learning	Assessment for Learning

		Teacher tells the students about the next chapter of the reading book	Knowledge Harvest
		Teacher gives the reinforcement of their learning on this meeting.	Exit Point



## Appendices 5

### Classroom Observation 4

#### Observational Sheet

**Day** : Monday

**Date** : August 12th, 2019

No.	Stages of guided reading teaching	The guided reading class activities	T&L process based on IPC
1	<b>Opening</b>	Greetings	Entry Point
		Review WALT's on the previous meeting	Entry Point
		Teacher tells the WALT or the learning objective of the day: "working on peer-reading and discuss it"	Entry Point
		Continue to read the chapter of the reading book and teacher reads it to the whole class	Learning Activities
		Teacher practices a lot about the words that being read. Some examples, the word "whistle", then they do whistling together, also, the word "snap finger", then they do snapping their finger	Learning Activities, Knowledge Harvest
		Teacher gives direction to the students to sit in accordance with a predetermined partner consisting of two people from different reading groups (she already picked the name of group)	Learning Activities, Knowledge Harvest
2	<b>Main</b>	Students read their book on peer-reading then discuss about what they have read	Learning Goal
		Teacher went to each group to monitors and guides them if they are difficult to read and discuss or she explains the new words that are still difficult to understand some of the students on their reading	Learning Goal, Exit Point

3	<b>Closing</b>	Teacher gives a review of today's learning	Assessment for Learning
		Teacher tells the students about the next chapter of the reading book	Knowledge Harvest
		Teacher gives the reinforcement of their learning on this meeting.	Exit Point



## Appendices 6

### Classroom Observation 5

#### Observational Sheet

**Day** : Tuesday

**Date** : August 13th, 2019

No.	Stages of guided reading teaching	The guided reading class activities	T&L process based on IPC
1	<b>Opening</b>	Greetings	Entry Point
		Continue to read the next chapter of the reading book. During the reading, teacher asks the meaning about a word, then students try to answer the meaning of that word	Knowledge Harvest, Learning Activities
		Teacher tells the WALT or the learning objective of the day: "read a book in a group and finishing the unfinished task"	Entry Point
		Teacher instructs the students to sit on their group reading	Entry Point
2	<b>Main</b>	Students start their group reading and some groups are directly guided by the teachers (helped by the national teacher)	Learning Goal
		Each group has different tasks. For examples: -A's group given some words list by teacher then they have to read it loudly and choose a word and make their own sentence. -B's group have to complete and write the blank words of sentences by read again the book, etc.	Learning Goal
3	<b>Closing</b>	Teacher asks the groups leader to give their task to teacher's table and back to their seat.	Learning Goal, Assessment for Learning

		Teacher provides a review	Assessment for Learning
		Teacher gives her students a reinforcement of their achievements in learning on this meeting.	Exit Point





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Nomor : 12269/UN39.12/KM/2019

25 Juli 2019

Lamp. : -

Hal : Permohonan Izin Mengadakan Penelitian untuk Penulisan Skripsi

Kepada Yth.  
Principal of Royal Primary Academy: Mrs. Shelley Gibson  
The Kuningan Place, Jalan Kuningan Utama Lot 15, Lumina  
Tower 9th Floor, 12960 Jakarta, Indonesia

Sehubungan dengan keperluan penulisan Skripsi mahasiswa, dengan ini kami mohon kesediaan Bapak/Ibu untuk dapat menerima Mahasiswa Universitas Negeri Jakarta :

Nama : Dear Melody  
Nomor Registrasi : 2215150990  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa Dan Seni  
Jenjang : S1  
No. Telp/Hp : 087880492981

Untuk dapat mengadakan penelitian guna mendapatkan data yang diperlukan dalam rangka penulisan Skripsi dengan judul "THE IMPLEMENTATION OF THE ENGLISH TEACHING AND LEARNING BASED ON INTERNATIONAL PRIMARY CURRICULUM AT ROYAL PRIMARY ACADEMY JAKARTA".

Atas perhatian dan kerja samanya disampaikan terima kasih.

Kepala Biro Akademik, Kemahasiswaan  
dan Hubungan Masyarakat



Tembusan :

1. Dekan Fakultas Bahasa Dan Seni
2. Koordinator Program Studi Pendidikan Bahasa Inggris



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13 August 2019

To Whom it May Concern

Ms Dear Melody observed guided reading in our Primary 2 class on Wednesday 7<sup>th</sup>, Thursday 8<sup>th</sup>, Friday 9<sup>th</sup>, Monday 12<sup>th</sup> and Tuesday 13<sup>th</sup> of August for her Bachelor of Education research assignment.

She has approval from our school to use her findings in her assignment so long as she does not identify the school or the staff or the students.

Yours sincerely

Mrs Shelley Gibson (Med hons)

Principal

Regality Academy



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## BIOGRAFI PENULIS

**DEAR MELODY.** Penulis skripsi ini akrab disapa dengan sebutan Dear atau Yare. Ia lahir di Jakarta, 11 Desember 1997. Ia adalah anak pertama dari dua bersaudara dari Ayah bernama Abdi Bangun dan Ibu bernama Isabella Br Depari. Penulis tinggal di Komplek 3 Mei atau Komplek Kodam Jaya, Kramat Jati, Jakarta Timur 13510. Ia berkebangsaan Indonesia dan beragama Kristen Protestan.

Penulis bersekolah di SD Santo Markus I di Cililitan (Jakarta Timur) selama enam tahun. Kemudian pada tahun 2009, penulis melanjutkan studi di SMP Santo Markus I dan pada tahun 2012 sampai 2015, penulis menjalankan dan menyelesaikan studinya di SMA Angkasa 2, Halim Perdana Kusuma. Pertengahan tahun 2015, penulis melanjutkan studinya selama empat setengah tahun atau sembilan semester di Universitas Negeri Jakarta, Program Studi Pendidikan Bahasa Inggris. Pada bulan Februari 2020, penulis berhasil menyelesaikan studinya dan menghasilkan penelitian dan penulisan skripsi yang berjudul *Guided Reading Teaching and Learning Activities and the Alignment with International Primary Curriculum (A Case Study at Primary School X in Kuningan, South Jakarta)*.

