

LIST OF APPENDIX

Appendix 1 Statement letter of Research



SURAT KETERANGAN

PELAKSANAAN PENELITIAN

No: 421.7/813/SMAN1 SMR/DISDIKPORA

Yang bertandatangan di bawah ini :

N a m a : I Dewa Gede Anom, S.Pd
Nip : 19661003 198902 1 003
Pangkat/Gol. : Pembina, Tk.I/IV/b
Jabatan : Kepala SMA N 1 Semarapura

Dengan ini menerangkan bahwa:

Nama : Ni Kadek Citrawati
Jabatan : Mahasiswa
NIM : 2029081016
Universitas : Universitas Pendidikan Ganesha
Fakultas Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris Program Magister (S2) Pascasarjana

memang benar yang bersangkutan telah melaksanakan penelitian di SMA Negeri 1 Semarapura pada bulan Agustus s/d Desember 2021 dengan judul “ Investigating Online Learning Activities Created by EFL Teachers and Insertion of Higher Order Thingking in Senior High School in Klungkung Regency”. Surat keterangan ini dibuat guna menunjang data penelitian Payung Mahasiswa Pendidikan Bahasa Inggris Program Magister (S2) Pascasarjana Universitas Pendidikan Ganesha.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Semarapura, 18 Desember 2021
Kepala SMA Negeri 1 Semarapura



I Dewa Gede Anom, S.Pd.
Pembina Tk.1
NIP. 196610031989021003

Appendix 2 Blueprint of Instrument Learning Activities for Synchronous and Asynchronous Learning

No.	Segments	Description	Observable	Non Observable	Notes
1.	Pre-Activities	Teacher greets the students			
		Teacher checks the students' attendance			
		Praying before starting the lesson.			
		Teacher uses technological tools (jamboard, mentimeter, survey tools, etc.) to greet and ask students' response using stickers, emoticons, words, or simple drawing, etc			
		Teacher reviews previous materials by raising questions to the students			
		Teacher uses riddles, picture, guessing game to tell the objective of the lesson			
		Teacher uses media to connect the students' prior knowledge with the thing that is going to be learned			
		Teacher asks students to look/listen/observe/read an object/objects, phenomena, problems, or texts			
		Teacher gives leading questions			
2.	Whilst Activities	Teacher assigns students to conduct interview or browse to internet about an issue or problem			
		Teacher provides statement of problems			
		Teacher provides students with various learning resources			
		Teacher allows students to read various information resources			

		Teacher allows students to discuss the problem with peer or small group			
		Teachers provides students with knowledge and skill practices (simulation, games, presentation, or roleplay)			
		Teacher allows students to categorize gathered information			
		Teacher processes the collected data to create hypothesis through group discussion			
		Teacher provides opportunities for students to present a product or result of the work in written, spoken or performance			
		Teacher provides learning media (pictures, animated videos, drawings, websites, sources, etc) to accommodate students' various learning style			
		Teacher uses technology to facilitate the students' learning and discussion			
		Teachers adjust the time interval for students to complete the assignment			
		Teacher gives feedback for students' idea, works, or presentation			
		Teacher allows students to work individually or in group			
		Teacher applies various learning activities during the learning process			
3.	Post Activities	Teacher gives feedback to students performance			
		Teacher asks students to reflect the learning process			
		Teacher facilitates opportunities for the students to review/draw conclusion/reference			
		Teacher inform the upcoming meeting activities			
		Teacher ends the meeting			

Appendix 2 Blueprint of Instrument 2: Observation Sheet Criteria of HOTS

No	Criteria		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Analysing	1	Teacher asks the students to differentiate the fact and opinion in a text	The students state facts and opinion in a text	•	•	
		2	Teacher asks the students to compare and contrast two different texts	The students find out similarities and differences by those two texts	•	•	
		3	Teacher brainstorms the students by showing media (picture, video, model) related to a specific topic	The students critically describe a specific topic from the media shown	•	•	
		4	Teacher assigns students to conclude the social function of text from reading/viewing some modeled-texts	Students to conclude the social function of text from reading/viewing some modeled-texts	•	•	
		5	Teacher asks the students to analyse text structures	The students break the text given into parts and categorise them to the text structures	•	•	
		6	Teacher gives opportunity for students to generalize the grammatical structure of the text	The students generalize the grammatical structure of the text	•	•	
		7	Teacher provides chances for students to correlate the referent or grammatical meaning of a text	The students correlate referent and grammatical meaning based on the text given	•	•	
		8	Teacher assigns students to categorize information/facts on the text, videos, or some other sources	The students categorise information on the text, videos, or some other sources	•	•	
B	Evaluating	9	The teacher ask the students to elaborate /give	The students elaborate their answer by giving	•	•	

			supporting details/evidences about specific issues	supporting details/evidences about specific issues			
		10	Teacher asks students to give value/judgment on specific issue	students give value/judgment on specific issue	•	•	
C	Creating	11	The teacher assigns students to make a prediction from facts/actual information	The students make a prediction from facts/actual information	•	•	
		12	The teacher encourages students to develop unique product	Students develop unique product	•	•	
		13	The teacher engages students in solution finding activities and articulate solution	Students propose solution	•	•	

Appendix 3 Blueprint of Instrument 3. Criteria of Creativity based on Robinson (2016)

	Criteria of Creativity		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Innovation (Come up with new ideas)	1	Teachers recall students background knowledge using various brainstorming activities (riddles, games, story telling, song, etc)	Students are excited to involve in the brainstorming activities	•	•	
		2	Teacher provides opportunities for students to share ideas in individual or collaborative ways	Students share ideas in individual or collaborative ways	•	•	
		3	Teacher combine various activities (individual, pair, or group)	Students involved actively in the activities	•	•	
		4	Teacher uses technology to transfer material, discussion, and presentation	Students show curiosity to learn through technology	•	•	
		5	Teachers provides opportunities for students to engage with the technology for presentation or communication of ideas, doing assignment, and assessment	Students use technology to present or communicate their ideas, do assignment, or assessment	•	•	
		6	Teachers develop learning material in various ways (poster, infographics, slides, picture, audio, videos)	Students shows excitement in the learning material	•	•	
		7	Teacher provides fun games of learning in the learning activities	Students play and get involved during the games provided in the learning activities.	•	•	
		8	Teacher provides current trend as a learning topic	Students are engaged to make a writing,	•	•	

				video, or recording based on the current trend or issues given			
		9	Teacher facilitates the students with reading sources or videos related to an issue	The students are able to show their understanding by creating an infographic or ppt slides	•	•	
B	To reflect on students' own work	10	Teacher provides activities for students to check their own ideas or answer	Students can solve problems or issues discussed by checking their own answers in order to create a new ideas	•	•	
		11	Teacher provides opportunity for students to peer-checking through written or oral comment	Students can give suggestion to the other friends in the form of comments and make correction to their work	•	•	
		12	Teachers use various ways in giving constructive feedback to the students (written, audio, and video)	Students show understanding to the given feedback by responding through revision or correction	•	•	
C	Use imagination	13	The teacher stimulates the students' imaginative thinking by stating a problem or question to encourage students' creativity	The students answer the question by Developing imagination doing observation, designing experiments, etc	•	•	

Appendix 4 Blueprint of Instrument 4. Interviews Guide

Identity	
Name	
School name	
List of Questions	
1. Do you have any lesson plans for teaching?	
2. Do you make a different lesson plan for asynchronous or synchronous online learning?	
3. Which one do you use asynchronous or synchronous online learning?	
4. What learning platforms, media, or technologies do you use for teaching during this pandemic?	
5. What are the reasons you choose the platforms?	
6. Do you have any issues in applying the learning platforms during online learning?	
7. What alternatives do you use if there are connection and network issues during online learning?	
8. Do you find difficulties in designing online learning activities?	
9. What do you think of the importance of Creativity?	
10. Have you inserted activities that trigger the students' creativity? What	

are they?	
11. What challenges do you find in inserting creativity into your teaching practice?	
12. How do you solve the problem?	
13. What do you think of the importance of Higher Order of Thinking skills	
14. Have you inserted activities that trigger the students' Higher Order Thinking Skills? What are they?	
15. What challenges do you find in inserting Higher Order of Thinking skills in your teaching practice?	
16. How do you solve the problem?	

Appendix 6 Observation on Learning Activities 1

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 25th July 2021

Time : 09.00-10.00

Class : X IPA 1

Observation number: 1

Mode : Synchronous

Basic Competence	Indicator	Topic	Learning Activities		Observable	Non-observable	Notes	Document
3.1 and 4.1		Introduction to the class	Segments	Description				
			Pre Activities	Teacher greets the students	•		Directly greet the students and said thank you for joining the class	
				Teacher checks the students' attendance	•		Mention the presence number and name of students one by one	
				Praying before starting the lesson.	•		Asking one student to lead the pray	
				Teacher uses technological tools (jamboard, mentimeter, survey tools, etc.) to greet and ask students' response		•	Teacher directly greet the students	

				using stickers, emoticons, words, or simple drawing, etc				
				Teacher reviews previous materials by raising questions to the students	•		Teacher reviews previous activities in LMS about the class introduction	
				Teacher uses riddles, picture, guessing game to tell the objective of the lesson	•		Teacher told the purpose of the meeting was to tell the students the class rules and introduction to the lesson	
				Teacher uses media to connect the students' prior knowledge with the thing that is going to be learned	•			
				Teacher asks students to look/listen/observe/read an object/objects, phenomena, problems, or texts	•			
				Teacher gives leading questions	•			

			Whilst Activities	Teacher assigns students to conduct interview or browse to internet about an issue or problem				
				Teacher provides statement of problems				
				Teacher provides students with various learning resources				
				Teacher allows students to read various information resources				
				Teacher allows students to discuss the problem with peer or small group				
				Teachers provides students with knowledge and skill practices (simulation, games, presentation, or roleplay)				
				Teacher allows students to categorize gathered information				
				Teacher processes the collected data to create hypothesis through group discussion				

				Teacher provides opportunities for students to present a product or result of the work in written, spoken or performance				
				Teacher provides learning media (pictures, animated videos, drawings, websites, sources, etc) to accommodate students' various learning style				
				Teacher uses technology to facilitate the students' learning and discussion				
				Teachers adjust the time interval for students to complete the assignment				
				Teacher gives feedback for students' idea, works, or presentation				
				Teacher allows students to work individually or in group				
				Teacher applies various learning activities during the learning process				

			Post Activi ties	Teacher gives feedback to students performance	•			
				Teacher asks students to reflect the learning process	•		Teacher asked students to mention things being learned	
				Teacher facilitates opportunities for the students to review/draw conclusion/refe rence	•		Gives students opportu nities to review conclusi on drawing by inviting them to conclud e the lesson	
				Teacher inform the upcoming meeting activities	•		Teacher told the class that the upcomin g week they will study about descripti ve text	
				Teacher ends the meeting	•		Teacher ended the class and students directly said the Balinese Hindu's greeting "parama shantih" "om Shantih"	

							shantih shantih Om”	
--	--	--	--	--	--	--	---------------------------	--



Appendix 7 Observation 1 Learning Activities

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 25th August October 2021

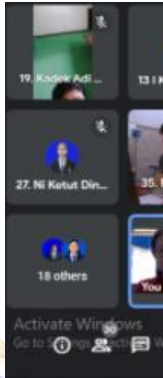
Time : 07.30


Class : X IPA 1



Observation number: 1

Mode : Synchronous

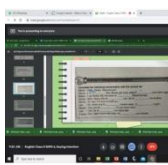
Basic Competence	Indicator	Topic	Learning Activities	Observable	Non-observable	Notes	Document

3.1 and 4.1		Self Identity, family, pronouns	Segments	Description				
			Pre Activities	Teacher greets the students	●		Directly greet the students	
		Teacher checks the students' attendance		●		Mention the presence number and name of students one by one		
		Praying before starting the lesson.		●		Asking one student to lead the pray		
		Teacher uses technological tools (jamboard, mentimeter, survey tools, etc.) to greet and ask students' response using stickers, emoticons, words, or simple drawing, etc		●		Teacher directly greet the students		
		Teacher reviews previous materials by raising questions to the students		●		Teacher reviewed students' works on LMS and appreciated		

						students for the submission. Teacher confirmed that all of the students had knowledge about it	
				Teacher uses riddles, picture, guessing game to tell the objective of the lesson			
				Teacher uses media to connect the students' prior knowledge with the thing that is going to be learned			
				Teacher asks students to look/listen/observe/read an object/objects, phenomena, problems, or texts			
				Teacher gives leading questions		Teacher presented the ppt with title pronoun and provided leading question for students to conclude the topic of	

							the lesson	
			Whilst Activities	Teacher assigns students to conduct interview or browse to internet about an issue or problem	•		Teacher assign the students to consult with dictionary online or offline	
				Teacher provides statement of problems	•		Teacher give explanation and asked students to analyse the sentences in term of grammatical meaning	
				Teacher provides students with various learning resources	•		Teacher assign the students to look at the students worksheet book and learn from the PPT that the teacher have made	
				Teacher allows students to read various information resources	•		Teacher allowed students to use their mobile	

						phone and search the meaning of words they didn't know in	
				Teacher allows students to discuss the problem with peer or small group	•	Teacher varied the activities from classical, individual, peer or small group	
				Teachers provides students with knowledge and skill practices (simulation, games, presentation, or roleplay)	•	Students were asked to present the result of discussion	
				Teacher allows students to categorize gathered information	•	Teacher lets the students to categorize the main words	
				Teacher processes the collected data to create hypothesis through group discussion	•	Teacher allowed student to discuss in small group to using WA	
				Teacher provides opportunities	•	Teacher allowed students	

				for students to present a product or result of the work in written, spoken or performance			to present their work by opening the mic or writing on the chat box	
				Teacher provides learning media (pictures, animated videos, drawings, websites, sources, etc) to accommodate students' various learning style	•		Teacher used PPT and Students Worksheet book	
				Teacher uses technology to facilitate the students' learning and discussion	•		Teacher allowed students to discuss things by opening mic or fill in chat box as well as do discussion in WA	
				Teachers adjust the time interval for students to complete the assignment	•		Teacher gave time for students to accomplish assignment	

				Teacher gives feedback for students' idea, works, or presentation	•	Teacher mentioned name and say thank you or "good" to students	
				Teacher allows students to work individually or in group	•	Teacher provided chances for students to work individually or in group	
				Teacher applies various learning activities during the learning process	•	Teacher used classical, individual and small group work	
		Post Activities		Teacher gives feedback to students performance	•	Teacher said good or great on her feedback	
				Teacher asks students to reflect the learning process	•	Teacher guide the students to make conclusion	
				Teacher facilitates opportunities for the students to review/draw conclusion/reference	•	Gives students opportunities to review conclusion drawing by inviting	

							them to conclude the lesson	
				Teacher inform the upcoming meeting activities	•		Teacher told the class that the upcoming week they will study about descriptive text	
				Teacher ends the meeting	•		Teacher ended the class and students directly said the Balinese Hindu's greeting "parama shantih" "om Shantih shantih shantih Om"	



Appendix 8

Blueprint of Learning Activities

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

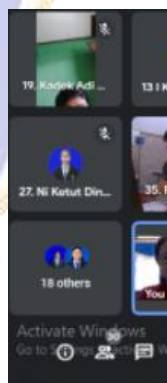
Day/Date: 15th September 2021

Time : 09.30-10.30

Class : X IPA 5

Observation number: 3

Mode : Synchronous

Basic Competence	Indicator	Topic	Learning Activities		Observable	Non-observable	Notes	Document
3.1 and 4.1		Congrat	Segments	Description		•		
			Pre Activities	Teacher greets the students	•		Directly greet the students	
				Teacher checks the students' attendance	•		Mention the presence number and name of students one by one	
				Praying before starting the lesson.	•		Asking one student to lead the pray	
				Teacher uses technological tools (jamboard, mentimeter, survey tools, etc.) to greet and ask students' response		•	Teacher directly greet the students	

				using stickers, emoticons, words, or simple drawing, etc				
				Teacher reviews previous materials by raising questions to the students		•		
				Teacher uses riddles, picture, guessing game to tell the objective of the lesson		•		
				Teacher uses media to connect the students' prior knowledge with the thing that is going to be learned		•		
				Teacher asks students to look/listen/observe/read an object/objects, phenomena, problems, or texts	•		Teacher assigned students to imagine one condition where they can express the congratulation and compliment, after that provided jamboard to where students wrote the expression	

				Teacher gives leading questions	•		Teacher presented the ppt and provided leading question for students to conclude the topic of the lesson	
			Whilst Activities	Teacher assigns students to conduct interview or browse to internet about an issue or problem	•		Teacher assign the students to read resources from books and internet about the topic	
				Teacher provides statement of problems	•		Teacher give explanation and asked students to analyse the sentences in term of grammatical meaning	
				Teacher provides students with various learning resources	•		Teacher assign the students to look at the students worksheet book, resources from	

						internet, and learn from the PPT that the teacher have made	
				Teacher allows students to read various information resources	•	Teacher allowed students to use their mobile phone and search the meaning of words they didn't know in	
				Teacher allows students to discuss the problem with peer or small group	•	Teacher didn't varied the activities from classical, individual, peer or small group	
				Teachers provides students with knowledge and skill practices (simulation, games, presentation, or roleplay)	•	Students were asked to present the result of discussion	
				Teacher allows students to categorize gathered information	•	Teacher lets the students to categorize the	

							main words	
				Teacher processes the collected data to create hypothesis through group discussion	•		Teacher allowed student to discuss in small group to using WA and read resources from books and internet	
				Teacher provides opportunities for students to present a product or result of the work in written, spoken or performance	•		Teacher allowed students to present their work by opening the mic or writing on the chat box	
				Teacher provides learning media (pictures, animated videos, drawings, websites, sources, etc) to accommodate students' various learning style	•		Teacher used pictures in PPT and Students Worksheet book	
				Teacher uses technology to facilitate the students' learning and discussion	•		Teacher allowed students to involve in sharing session	

							via jamboard and chat box	
				Teachers adjust the time interval for students to complete the assignment	●		Teacher gave time for students to accomplish assignment	
				Teacher gives feedback for students' idea, works, or presentation	●		Teacher mentioned name and say thank you or "good" to students	
				Teacher allows students to work individually or in group	●		Teacher provided chances for students to work individually or in group	
				Teacher applies various learning activities during the learning process	●		Teacher used classical, individual dan small group work	
			Post Activities	Teacher gives feedback to students performance	●		Teacher said good or great on her feedback	
				Teacher asks students to reflect the	●		Teacher guide the students	

				learning process			to make conclusion	
				Teacher facilitates opportunities for the students to review/draw conclusion/reference	•		Gives students opportunities to review conclusion drawing by inviting them to conclude the lesson	
				Teacher inform the upcoming meeting activities	•		Teacher told the class that the upcoming week they will study about descriptive text	
				Teacher ends the meeting	•		Teacher ended the class and students directly said the Balinese Hindu's greeting "parama shantih" "om Shantih shantih shantih Om"	



Appendix 9 Observation on Learning Activities

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 1st October 2021

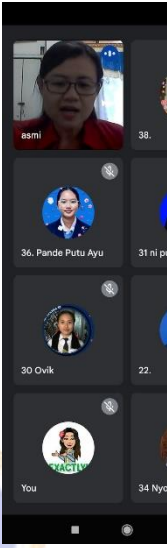
Time : 09.30-10.30

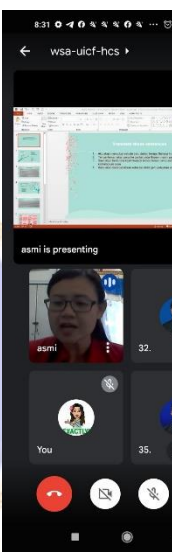
Class : IX IPA 5

Observation number: 3

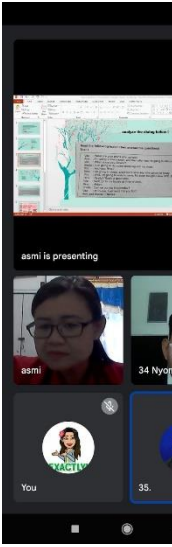

Mode : Synchronous

Basic Competence	Indicator	Topic	Learning Activities	Observable	Non-observable	Notes	Document

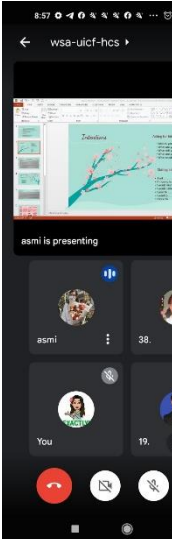
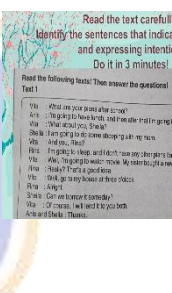


3.3 and 4.3		Intention	Segments	Description		•		
			Pre Activities	Teacher greets the students	•		Directly greet the students	
				Teacher checks the students' attendance	•		Mention the presence number and name of students one by one	
				Praying before starting the lesson.	•		Asking one student to lead the pray	
				Teacher uses technological tools (jamboard, mentimeter, survey tools, etc.) to greet and ask students' response using stickers, emoticons, words, or simple drawing, etc	•		Teacher directly greet the students	
				Teacher reviews previous materials by raising questions to the students	•			

				Teacher uses riddles, picture, guessing game to tell the objective of the lesson			
				Teacher uses media to connect the students' prior knowledge with the thing that is going to be learned		Teacher used pictures to lead students to the topic	
				Teacher asks students to look/listen/observe/read an object/objects, phenomena, problems, or texts		Teacher Assign students to read and translate translation to introduce the topic	
				Teacher gives leading questions		Teacher provided leading question for students to conclude the topic of the lesson	

			Whilst Activities	Teacher assigns students to conduct interview or browse to internet about an issue or problem		Teacher assigns the students to consult with dictionary online or offline	
				Teacher provides statement of problems		Teacher asked students to analyse the sentences in term of grammatical meaning	
				Teacher provides students with various learning resources		Teacher assigns the students to look at the students worksheet book and learn from the PPT that the teachers have	

							made orally	
				Teacher allows students to read various information resources	●		Teacher allowed students to use their mobile phone and search the meaning of words they didn't know in	
				Teacher allows students to discuss the problem with peer or small group	●		Teacher varied the activities from classical, individual, peer or small group	
				Teachers provides students with knowledge and skill practices (simulation, games, presentation, or roleplay)	●		Teacher assigned the students voluntarily tell the one of the translated sentence and the meaning	

			Teacher allows students to categorize gathered information	•		Teacher lets the students to categorize the main words	
			Teacher processes the collected data to create hypothesis through group discussion	•		Teacher allowed student to discuss in small group to	
			Teacher provides opportunities for students to present a product or result of the work in written, spoken or performance	•		Teacher allowed students to present their work by opening the mic or writing on the chat box	
			Teacher provides learning media (pictures, animated videos, drawings, websites, sources, etc) to	•		Teacher used PPT with picture	

				accommodate students' various learning style				
				Teacher uses technology to facilitate the students' learning and discussion	●		Teacher allowed students to discuss things by opening mic or fill in chat box as well as do discussion in WA	
				Teachers adjust the time interval for students to complete the assignment	●		Teacher gave time for students to accomplish assignment	
				Teacher gives feedback for students' idea, works, or presentation	●		Teacher mentioned name and say thank you or "go od" to students	
				Teacher allows students to work individually or in group	●		Teacher provided chances for students to work individually or	

							in group	
				Teacher applies various learning activities during the learning process	•		Teacher used classical, individual dan small group work	
		Post Activities	Teacher gives feedback to students performance	•		Teacher said good or great on her feedback		
			Teacher asks students to reflect the learning process	•		Teacher guide the students to make conclusion		
			Teacher facilitates opportunities for the students to review/draw conclusion/reference	•		Gives students opportunities to review conclusion drawing by inviting them to conclude the lesson	LET'S CONCLUDE THE LESSON	
			Teacher inform the upcoming meeting activities	•		Teacher told the class that the upcoming week they will study about		

							descript ive text	
				Teacher ends the meeting	•		Teacher ended the class and student s directly said the Balines e Hindu's greetin g “param a shantih ” “om Shantih shantih shantih Om”	



Appendix 10: Blueprint of Observation Sheet Criteria of HOTS

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 25 August 2021

Time : 09.00-10.00

Class : X IPA 1

Observation number: 3

Mode : Synchronous

No	Criteria		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Analysing	1	Teacher asks the students to differentiate the fact and opinion in a text	The students state facts and opinion in a text	•	•—	
		2	Teacher asks the students to compare and contrast two different texts	The students find out similarities and differences by those two texts	•—	•	Teacher assigned the students to differentiate two different text with and without pronoun
		3	Teacher brainstorms the students by showing media (picture, video, model) related to a specific topic	The students critically describe a specific topic from the media shown	•—	•	Teacher used sentences to identify the facts about the use of pronouns. Teacher provides chances for them to express opinion
		4	Teacher assigns students to conclude the social function of text from reading/viewing some modeled-texts	Students to conclude the social function of text from reading/viewing some modeled-texts	•—	•	From examples, students conclude the meaning and function of pronoun
		5	Teacher asks the students to analyse text structures	The students break the text given into parts and categorise them to the text structures	•—	•	From the sentences provided in the students' worksheet (it was also presented in the PPT to anticipate those with no worksheet at home), the teacher asked the students to provide the proper pronoun. After that, they were assigned to

							identify the text structure and analyse the grammatical form and meaning
		6	Teacher gives opportunity for students to generalize the grammatical structure of the text	The students generalize the grammatical structure of the text	●—	●	Teacher gave opportunities to conclude the grammatical meaning of sentences
		7	Teacher provides chances for students to correlate the referent or grammatical meaning of a text	The students correlate referent and grammatical meaning based on the text given	●—	●	Teacher assigned students to compose sentences and allowed them to discuss and correlate the grammatical component of the text
		8	Teacher assigns students to categorize information/facts on the text, videos, or some other sources	The students categorise information on the text, videos, or some other sources	●—	●	Teachers assigned the students to conclude the social function of the text by classifying the type of pronoun and the context where they were used
B	Evaluating	9	The teacher ask the students to elaborate /give supporting details/evidences about specific issues	The students elaborate their answer by giving supporting details/evidences about specific issues	●—	●	Teacher assigned students answer questions on the exercise and elaborate their answer
		10	Teacher asks students to give value/judgment on specific issue	students give value/judgment on specific issue	●—	●	Teacher assigned the students to give their judgement on how the sentences with pronoun showed coherence and cohesiveness
C	Creating	11	The teacher assigns students to make a prediction from facts/actual information	The students make a prediction from facts/actual information	●	●—	

		12	The teacher encourages students to develop unique product	Students develop unique product	•	•—	
		13	The teacher engages students in solution finding activities and articulate solution	Students propose solution	•	•—	



Appendix 11: Blueprint of Observation Sheet Criteria of HOTS

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 15th September 2021

Time : 09.30-11.00

Class : X IPA 1

Observation number: 3

Mode : Synchronous

No	Criteria		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Analysing	1	Teacher asks the students to differentiate the fact and opinion in a text	The students state facts and opinion in a text	•	•—	
		2	Teacher asks the students to compare and contrast two different texts	The students find out similarities and differences by those two texts	•	•—	
		3	Teacher brainstorms the students by showing media (picture, video, model) related to a specific topic	The students critically describe a specific topic from the media shown	•—	•	Teacher used videos and dialogue to relate with the students' congratulations. Teacher also assigned student to read the students book that need the expression of congratulation and complimenting
		4	Teacher assigns students to conclude the social function of text from reading/viewing some modeled-texts	Students to conclude the social function of text from reading/viewing some modeled-texts	•—	•	From watching the videos and reading dialogue, and teachers asked students to conclude the topic of the day's discussion
		5	Teacher asks the students to analyse text structures	The students break the text given into parts and categorise them to the text structures	•—	•	The students were assigned to write sentences to express congratulation and complementing. It followed by teacher asking the students to identify the text structure and

							analyse the grammatical form and meaning
		6	Teacher gives opportunity for students to generalize the grammatical structure of the text	The students generalize the grammatical structure of the text	●—	●	Teacher gave opportunities to conclude the grammatical meaning of sentences
		7	Teacher provides chances for students to correlate the referent or grammatical meaning of a text	The students correlate referent and grammatical meaning based on the text given	●—	●	Teacher gave leading question and asked students to conclude the grammatical meaning
		8	Teacher assigns students to categorize information/facts on the text, videos, or some other sources	The students categorise information on the text, videos, or some other sources	●—	●	Teachers assigned the students to conclude the social function of the text by classifying the main verb and the context where the expressions were used
B	Evaluating	9	The teacher ask the students to elaborate /give supporting details/evidences about specific issues	The students elaborate their answer by giving supporting details/evidences about specific issues	●—	●	Teacher asked students the need to give reason on their answer
		10	Teacher asks students to give value/judgment on specific issue	students give value/judgment on specific issue	●	●—	
C	Creating	11	The teacher assigns students to make a prediction from facts/actual information	The students make a prediction from facts/actual information	●	●—	
		12	The teacher encourages students to develop unique product	Students develop unique product	●	●—	

		13	The teacher engages students in solution finding activities and articulate solution	Students propose solution	•	•—	
--	--	----	---	---------------------------	---	----	--



Appendix 12: Blueprint of Observation Sheet Criteria of HOTS

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

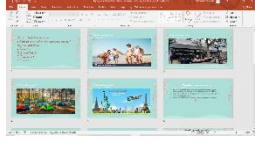
Day/Date: 1st October 2021

Time : 07.30

Class : X IPA 1

Observation number: 3

Mode : Synchronous

No	Criteria		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Analysing	1	Teacher asks the students to differentiate the fact and opinion in a text	The students state facts and opinion in a text	•	•—	
		2	Teacher asks the students to compare and contrast two different texts	The students find out similarities and differences by those two texts	•	•—	
		3	Teacher brainstorms the students by showing media (picture, video, model) related to a specific topic	The students critically describe a specific topic from the media shown	•—	•	Teacher used pictures to relate with the students intention/plan 
		4	Teacher assigns students to conclude the social function of text from reading/viewing some modeled-texts	Students to conclude the social function of text from reading/viewing some modeled-texts	•—	•	From translating and reading dialogue, teachers asked students to conclude the topic of the day's discussion
		5	Teacher asks the students to analyse text structures	The students break the text given into parts and categorise them to the text structures	•—	•	From the sentences they have translated, teacher asked the students to identify the text structure and analyse the grammatical form and meaning
		6	Teacher gives opportunity for students to generalize the grammatical	The students generalize the grammatical structure of the text	•—	•	Teacher gave opportunities to conclude the grammatical meaning of sentences

			structure of the text				
		7	Teacher provides chances for students to correlate the referent or grammatical meaning of a text	The students correlate referent and grammatical meaning based on the text given	●—	●	Teacher gave leading question and asked students to conclude the grammatical meaning
		8	Teacher assigns students to categorize information/facts on the text, videos, or some other sources	The students categorise information on the text, videos, or some other sources	●—	●	Teachers assigned the students to conclude the social function of the text by classifying the main verb and the context where the expressions were used
B	Evaluating	9	The teacher ask the students to elaborate /give supporting details/evidences about specific issues	The students elaborate their answer by giving supporting details/evidences about specific issues	●—	●	
		10	Teacher asks students to give value/judgment on specific issue	students give value/judgment on specific issue	●	●—	
C	Creating	11	The teacher assigns students to make a prediction from facts/actual information	The students make a prediction from facts/actual information	●	●—	
		12	The teacher encourages students to develop unique product	Students develop unique product	●	●—	
		13	The teacher engages students in solution finding activities and articulate solution	Students propose solution	●	●—	

Appendix 13: Blueprint of Observation Sheet Criteria of Creativity

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 25th August 2021

Time : 09.00-10.00

Class : X IPA 1

Observation number: 1

Mode : Synchronous

	Criteria of Creativity		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Come up with new ideas	1	Teachers recall students background knowledge using various brainstorming activities (riddles, games, story telling, song, etc)	Students are excited to involve in the brainstorming activities	●—		Teachers used questions to brainstorm students to the context used of pronouns.
		2	Teacher provides opportunities for students to share ideas in individual or collaborative ways	Students share ideas in individual or collaborative ways	●—		Teacher gave students chances to share ideas about the importance used of pronoun and the difference between text with and without pronoun
		3	Teacher combine various activities (individual, pair, or group)	Students involved actively in the activities	●—		Teacher applied classical and individual works
		4	Teacher uses technology to transfer material, discussion, and presentation	Students show curiosity to learn through technology	●—		Teacher used PPT and presented it in the Google meet.

		5	Teachers provides opportunities for students to engage with the technology for presentation or communication of ideas, doing assignment, and assessment	Students use technology to present or communicate their ideas, do assignment, or assessment	●—		Teacher asked to speak directly in the discussion by opening the mic or writing in the chat box, as well as the students to do exercises on the website (https://www.proprofs.com/quiz-school/playquiz/?title=ntm0odiw)
		6	Teachers develop learning material in various ways (poster, infographics, slides, picture, audio, videos)	Students shows excitement in the learning material	●—	●	Teacher developed the learning material in PPT/slides
		7	Teacher provides fun games of learning in the learning activities	Students play and get involved during the games provided in the learning activities.		●—	
		8	Teacher provides current trend as a learning topic	Students are engaged to make a writing, video, or recording based on the current trend or issues given		●—	
		9	Teacher facilitates the students with reading sources or videos related to an issue	The students are able to show their understanding by creating an infographic or ppt slides	●—		Teacher provides students with two different texts containing the use of types of pronouns. Teacher gave students books gave chances to read some theories
B	To reflect on	10	Teacher provides	Students can solve	●—		Teacher assigned the students to

	students' own work		activities for students to check their own ideas or answer	problems or issues discussed by checking their own answers in order to create a new ideas			check their answer after the teacher confirmed the features and social function of it
		11	Teacher provides opportunity for students to peer-checking through written or oral comment	Students can give suggestion to the other friends in the form of comments and make correction to their work		●—	
		12	Teachers use various ways in giving constructive feedback to the students (written, audio, and video)	Students show understanding to the given feedback by responding through revision or correction		●—	Teacher used direct feedback after students gave opinion
C	Teach students other skills	13	The teacher stimulates the students by stating a problem or question to encourage students' creativity	The students answer the question by doing observation, designing experiments, etc		●—	Teacher gave questions to develop students understanding toward the importance used of pronoun and analyze texts to get the social function of pronoun

Appendix 14: Blueprint of Observation Sheet Criteria of Creativity

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 15th September 2021

Time : 09.30-10.30

Class : X IPA 1

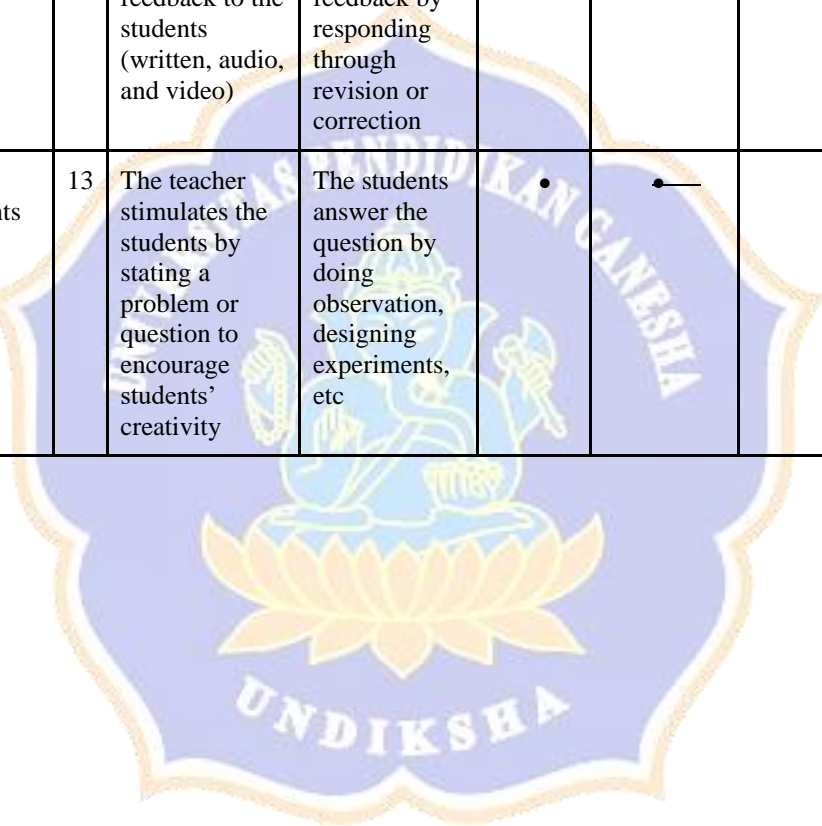
Observation number: 3

Mode : Synchronous

	Criteria of Creativity		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Come up with new ideas	1	Teachers recall students background knowledge using various brainstorming activities (riddles, games, story telling, song, etc)	Students are excited to involve in the brainstorming activities	●	●	Teacher assigned students to used their imagination to express congratulation and complementing
		2	Teacher provides opportunities for students to share ideas in individual or collaborative ways	Students share ideas in individual or collaborative ways	●	●	Teacher gave students chances to share ideas individually and in peer or small group
		3	Teacher combine various activities (individual, pair, or group)	Students involved actively in the activities	●	●	Teacher varied the activities from classical, to individual, peer/small group
		4	Teacher uses technology to transfer material, discussion, and presentation	Students show curiosity to learn through technology	●	●	Teacher used jamboard for collaborative work and PPT and presented it in the Google meet.
		5	Teachers provides opportunities for students to engage with the technology for	Students use technology to present or communicate their ideas, do assignment, or assessment	●	●	Teacher asked to speak directly in the discussion by opening the mic or writing in the chat box, as well as the students to do exercises on the

			presentation or communication of ideas, doing assignment, and assessment				website (https://www.proprofs.com/quiz-school/playquiz/?title=ntm0odiw)
		6	Teachers develop learning material in various ways (poster, infographics, slides, picture, audio, videos)	Students shows excitement in the learning material	●	●	Teacher developed the learning material in PPT
		7	Teacher provides fun games of learning in the learning activities	Students play and get involved during the games provided in the learning activities.	●	●	
		8	Teacher provides current trend as a learning topic	Students are engaged to make a writing, video, or recording based on the current trend or issues given	●	●	The pictures that the teacher selected in the
		9	Teacher facilitates the students with reading sources or videos related to an issue	The students are able to show their understanding by creating an infographic or ppt slides	●	●	Teacher provides students with two different text containing the expression of intention
B	To reflect on students' own work	10	Teacher provides activities for students to check their own ideas or answer	Students can solve problems or issues discussed by checking their own answers in order to create a new ideas	●	●	Teacher assigned the students to check their answer after the teacher confirmed the features and social function of it

		11	Teacher provides opportunity for students to peer-checking through written or oral comment	Students can give suggestion to the other friends in the form of comments and make correction to their work	•	•—	
		12	Teachers use various ways in giving constructive feedback to the students (written, audio, and video)	Students show understanding to the given feedback by responding through revision or correction	•	•—	Teacher used direct feedback
C	Teach students other skills	13	The teacher stimulates the students by stating a problem or question to encourage students' creativity	The students answer the question by doing observation, designing experiments, etc	•	•—	



Appendix 15: Blueprint of Observation Sheet Criteria of Creativity

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 1st October 2021

Time : 07.30

Class : X IPA 1

Observation number: 3

Mode : Synchronous

	Criteria of Creativity		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Come up with new ideas	1	Teachers recall students background knowledge using various brainstorming activities (riddles, games, story telling, song, etc)	Students are excited to involve in the brainstorming activities	●—	●	Teacher used picture and translation to lead the students to the topic of discussion
		2	Teacher provides opportunities for students to share ideas in individual or collaborative ways	Students share ideas in individual or collaborative ways	●—	●	Teacher gave students chances to share ideas individually and in peer or small group
		3	Teacher combine various activities (individual, pair, or group)	Students involved actively in the activities	●—	●	Teacher varied the activities from classical, to individual, peer/small group
		4	Teacher uses technology to transfer material, discussion, and presentation	Students show curiosity to learn through technology	●—	●	Teacher used PPT and presented it in the Google meet.
		5	Teachers provides opportunities for students to engage with the technology	Students use technology to present or communicate their ideas, do	●—	●	Teacher asked to speak directly in the discussion by opening the mic or writing in the chat box, as well

			for presentation or communication of ideas, doing assignment, and assessment	assignment, or assessment			as the students to do exercises on the website (https://www.proprofs.com/quiz-school/playquiz/?title=ntm0odiw)
		6	Teachers develop learning material in various ways (poster, infographics, slides, picture, audio, videos)	Students shows excitement in the learning material	●—		• Teacher developed the learning material in PPT
		7	Teacher provides fun games of learning in the learning activities	Students play and get involved during the games provided in the learning activities.	●		•
		8	Teacher provides current trend as a learning topic	Students are engaged to make a writing, video, or recording based on the current trend or issues given	●—		• The pictures that the teacher selected in the
		9	Teacher facilitates the students with reading sources or videos related to an issue	The students are able to show their understanding by creating an infographic or ppt slides	●—		• Teacher provides students with two different text containing the expression of intention
B	To reflect on students' own work	10	Teacher provides activities for students to check their own ideas or answer	Students can solve problems or issues discussed by checking their own answers in order to	●—		• Teacher assigned the students to check their answer after the teacher confirmed the features and social function of it

				create a new ideas			
		11	Teacher provides opportunity for students to peer-checking through written or oral comment	Students can give suggestion to the other friends in the form of comments and make correction to their work	•	•	
		12	Teachers use various ways in giving constructive feedback to the students (written, audio, and video)	Students show understanding to the given feedback by responding through revision or correction	•	•	Teacher used direct feedback
C	Use imagination	13	The teacher stimulates the students' imaginative thinking by stating a problem or question to encourage students' creativity	The students answer the question by Developing imagination doing observation, designing experiments, etc	•	•	Teacher assigned the students to develop imagination on their intention when seeing some picture in the slides

Appendix 16: Blueprint of Finding Learning Activities in Asynchronous online learning

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 21st July 2021

Time : 07.30

Class : X IPA 1

Observation number: 1

Mode : Asynchronous (Google Classroom)

Basic Competence	Indicator	Topic	Learning Activities		Observable	Non-observable	Notes	Document
3.1 and 4.1		Introduction to the class	Segments	Description				
			Pre Activities	Teacher greets the students	•		Directly greet the students and wish them health and happiness . Teacher also introduced herself as the English teacher	
				Teacher checks the students' attendance	•		Students were asked to state their presence in the class comment at the last segment of the lesson	
				Praying before starting the lesson.		•		
				Teacher uses technological tools (jamboard, mentimeter,		•		

				survey tools, etc.) to greet and ask students' response using stickers, emoticons, words, or simple drawing, etc				
				Teacher reviews previous materials by raising questions to the students		•		
				Teacher uses riddles, picture, guessing game to tell the objective of the lesson		•		
				Teacher uses media to connect the students' prior knowledge with the thing that is going to be learned		•		
				Teacher asks students to look/listen/observe/read an object/objects, phenomena, problems, or texts			Students were assigned to watch two videos of self introduction from the previous students	
				Teacher gives leading questions		•		
			Whilst Activities	Teacher assigns students to conduct		•	Teacher assigned to read reliable	

				interview or browse to internet about an issue or problem			resources from internet	
				Teacher provides statement of problems	•		Teacher assigned students to find out what being said by the speakers in the videos	
				Teacher provides students with various learning resources	•		Teacher applied videos and resources from internet for students	
				Teacher allows students to read various information resources	•		Teacher applied videos, students' book, and resources from internet for students	
				Teacher allows students to discuss the problem with peer or small group		•		
				Teachers provides students with knowledge and skill practices (simulation, games, presentation, or roleplay)	•		Teacher gave chances for them to develop introduction skill thorough presentation	
				Teacher allows students to categorize gathered information	•		Teacher assigned to students to gather information from the	

							references provided	
				Teacher processes the collected data to create hypothesis through group discussion				
				Teacher provides opportunities for students to present a product or result of the work in written, spoken or performance	•		Students were assigned to introduce themselves in form of video	
				Teacher provides learning media (pictures, animated videos, drawings, websites, sources, etc) to accommodate students' various learning style	•		Teacher used video, PPT, and chances for them to search various learning resources from the internet	
				Teacher uses technology to facilitate the students' learning and discussion	•		Teacher used technology to facilitate students's learning in their mobile phone or PC, and internet	
				Teachers adjust the time interval for students to complete the assignment	•		Teacher gave time for students to complete the assignment . It was	

				Teacher gives feedback for students' idea, works, or presentation				
				Teacher allows students to work individually or in group			Teacher only gave students individual task	
				Teacher applies various learning activities during the learning process			Teacher asked students to watch video: read ppt, book, and other resources; finding the talking topic, make video 3 days after the lesson was given	
			Post Activities	Teacher gives feedback to students performance				
				Teacher asks students to reflect the learning process				
				Teacher facilitates opportunities for the students to review/draw conclusion/reference				
				Teacher inform the upcoming meeting activities				

				Teacher ends the meeting	•		Teacher ended the class by giving information regarding to the submission and attendance	
--	--	--	--	--------------------------	---	--	--	--



Appendix 17: Observation Sheet Criteria of HOTS

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 21st July 2021

Time : 07.30

Class : X IPA 1

Observation number: 1

Mode : Asynchronous (Google Classroom)

No	Criteria		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Analysing	1	Teacher asks the students to differentiate the fact and opinion in a text	The students state facts and opinion in a text	•	•—	
		2	Teacher asks the students to compare and contrast two different texts	The students find out similarities and differences by those two texts	•	•—	
		3	Teacher brainstorms the students by showing media (picture, video, model) related to a specific topic	The students critically describe a specific topic from the media shown	•—	•	Teacher asked students to watch video attached and describe the topic discussed in the video
		4	Teacher assigns students to conclude the social function of text from reading/viewing some modeled-texts	Students to conclude the social function of text from reading/viewing some modeled-texts	•	•—	
		5	Teacher asks the students to analyse text structures	The students break the text given into parts and categorise them to the text structures	•—	•	Teacher asked students to analyse the social function, text structure, and language
		6	Teacher gives opportunity for students to generalize the grammatical structure of the text	The students generalize the grammatical structure of the text	•—	•	Teacher assigned students to find out the ideas in the video and conclude the text structure and language features of introduction

		7	Teacher provides chances for students to correlate the referent or grammatical meaning of a text	The students correlate referent and grammatical meaning based on the text given	•	•—	
		8	Teacher assigns students to categorize information/facts on the text, videos, or some other sources	The students categorise information on the text, videos, or some other sources	•—	•	After gaining information from the video, teacher assigned the students to conclude the feature of the text in the videos, confirm them to other resources, and group the information
B	Evaluating	9	The teacher ask the students to elaborate /give supporting details/evidences about specific issues	The students elaborate their answer by giving supporting details/evidences about specific issues	•—	•	Teacher assigned the students to give evidence when categorizing the information
		10	Teacher asks students to give value/judgment on specific issue	students give value/judgment on specific issue	•—	•	Students were asked to give judgment on the
C	Creating	11	The teacher assigns students to make a prediction from facts/actual information	The students make a prediction from facts/actual information	•	•—	
		12	The teacher encourages students to develop unique product	Students develop unique product	•—	•	Students were assigned to developed a creativity-based video of introduction without ignoring the language aspects they need to take as consideration such as pronunciation, intonation, and clarity

		13	The teacher engages students in solution finding activities and articulate solution	Students propose solution	•	•	
--	--	----	---	---------------------------	---	---	--



Appendix 18: Observation on Criteria of Creativity based on Robinson (2016)

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 21st July 2021

Time : 07.30

Class : X IPA 1

Observation number: 1

Mode : Asynchronous (Google Classroom)

	Criteria of Creativity		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Innovation (Come up with new ideas)	1	Teachers recall students background knowledge using various brainstorming activities (riddles, games, story telling, song, etc)	Students are excited to involve in the brainstorming activities	●—	●	The example video of introduction given by the teacher helped student in recalling the knowledge they have about self introduction in English
		2	Teacher provides opportunities for students to share ideas in individual or collaborative ways	Students share ideas in individual or collaborative ways	●—	●	Teacher share the ideas individually
		3	Teacher combine various activities (individual, pair, or group)	Students involved actively in the activities	●—	●	Teacher assigned students to watching video, reading books, ppt, and other resources individually,
		4	Teacher uses technology to transfer material, discussion, and presentation	Students show curiosity to learn through technology	●—	●	The PPT was used to give assignments in detail. The google classroom was used as the learning platform
		5	Teachers provides opportunities for students to engage with the technology for presentation or communication of ideas, doing assignment, and assessment	Students use technology to present or communicate their ideas, do assignment, or assessment	●—	●	Most of the activities assigned the students to deal with the technology including the assignment where they need to present the introduction with help of technology (smart phone, camera,

							application for video editing, and google account for submission)
		6	Teachers develop learning material in various ways (poster, infographics, slides, picture, audio, videos)	Students shows excitement in the learning material	●—	●	Videos and PPT, as well as the Google Classroom task description were used to develop learning material
		7	Teacher provides fun games of learning in the learning activities	Students play and get involved during the games provided in the learning activities.	●	●—	
		8	Teacher provides current trend as a learning topic	Students are engaged to make a writing, video, or recording based on the current trend or issues given	●	●—	Students were engaged in video recording (e.g. Vlogging) in their assignment
		9	Teacher facilitates the students with reading sources or videos related to an issue	The students are able to show their understanding by creating an infographic or ppt slides	●—	●	Teachers gave video of introduction
B	To reflect on students' own work	10	Teacher provides activities for students to check their own ideas or answer	Students can solve problems or issues discussed by checking their own answers in order to create a new ideas	●—	●—	Teacher reminded students to check the rules of assignment and submission before submitting their task
		11	Teacher provides opportunity for students to peer-checking through written or oral comment	Students can give suggestion to the other friends in the form of comments and make correction to their work	●	●—	

		12	Teachers use various ways in giving constructive feedback to the students (written, audio, and video)	Students show understanding to the given feedback by responding through revision or correction	•	•—		
C	Use imagination	13	The teacher stimulates the students' imaginative thinking by stating a problem or question to encourage students' creativity	The students answer the question by Developing imagination doing observation, designing experiments, etc	•	•—		



Appendix 19: Observation II on Learning Activities in Asynchronous online learning

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 19th August 2021

Time : 07.30

Class : X IPA 1

Observation number: 2

Mode : Asynchronous (Google Classroom)

Basic Competence	Indicator	Topic	Learning Activities		Observable	Non-observable	Notes	Document
3.1 and 4.1		Introduction to the class	Segments	Description				
			Pre Activities	Teacher greets the students	•		Directly greet the students and wish them health and happiness . Teacher also introduced herself as the English teacher	
				Teacher checks the students' attendance	•		Students were asked to state their presence in the class comment at the last segment of the lesson	
				Praying before starting the lesson.		•		
				Teacher uses technological tools (jamboard, mentimeter, survey tools, etc.) to greet and ask students' response using stickers, emoticons, words, or		•		

				simple drawing, etc				
				Teacher reviews previous materials by raising questions to the students	•		Teacher gave review on students' discipline after a week. Teacher reminded the agreed class rules	
				Teacher uses riddles, picture, guessing game to tell the objective of the lesson		•		
				Teacher uses media to connect the students' prior knowledge with the thing that is going to be learned		•		
				Teacher asks students to look/listen/observe/read an object/objects, phenomena, problems, or texts			Students were assigned to read sources from the book or "LKS"	
				Teacher gives leading questions		•		
			Whil st Activ ities	Teacher assigns students to conduct interview or browse to internet about an issue or problem	•		Teacher assigned to read reliable resources from books and internet	

				Teacher provides statement of problems	•		Teacher assigned students to make reviews and proposed question regarding the topic of pronoun	
				Teacher provides students with various learning resources	•		Teacher assigned students to read from book, "LKS", and resources from internet about Pronoun	
				Teacher allows students to read various information resources	•		Teacher allowed learn from various resources	
				Teacher allows students to discuss the problem with peer or small group	•			
				Teachers provides students with knowledge and skill practices (simulation, games, presentation, or roleplay)	•		Teacher gave chances for them to make use their previous knowledge and information from the books to make review	
				Teacher allows students to categorize gathered information	•		Teacher assigned to students to gather information from the references provided	
				Teacher processes the collected data				

				to create hypothesis through group discussion				
				Teacher provides opportunities for students to present a product or result of the work in written, spoken or performance	•		Students were assigned to elaborate the knowledge about pronoun	
				Teacher provides learning media (pictures, animated videos, drawings, websites, sources, etc) to accommodate students' various learning style	•	•	Teacher used books and chances for them to search various learning resources from the internet	
				Teacher uses technology to facilitate the students' learning and discussion	•		Teacher used technology to facilitate students' learning in their mobile phone or PC, and internet for accessing the Google classroom	
				Teachers adjust the time interval for students to complete the assignment	•		Teacher gave time for students to complete the assignment. It was 3 days after the task was assigned	
				Teacher gives feedback for students' idea,		•		

				works, or presentation				
				Teacher allows students to work individually or in group	•		Teacher only gave students individual task	
				Teacher applies various learning activities during the learning process	•		Teacher asked students to read, book, and other resources; finding the talking topic	
		Post Activities		Teacher gives feedback to students performance		•		
				Teacher asks students to reflect the learning process		•		
				Teacher facilitates opportunities for the students to review/draw conclusion/reference				
				Teacher inform the upcoming meeting activities	•		Teacher informed that the assignment was for measuring their prior knowledge and the upcoming meeting will discuss about the topic	
				Teacher ends the meeting	•		Teacher ended the class by giving information	

							regarding to the submission, attendance	
--	--	--	--	--	--	--	---	--



Appendix 20: Observation Sheet II for Criteria of HOTS

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 4th August 2021

Time : 07.30

Class : X IPA 5

Observation number: 2

Mode : Asynchronous (Google Classroom)

No	Criteria		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Analysing	1	Teacher asks the students to differentiate the fact and opinion in a text	The students state facts and opinion in a text	•	•—	
		2	Teacher asks the students to compare and contrast two different texts	The students find out similarities and differences by those two texts	•	•—	
		3	Teacher brainstorms the students by showing media (picture, video, model text) related to a specific topic	The students critically describe a specific topic from the media shown	•—	•	Teacher assigned students to read book and search various sources from internet to connect what they have known about the topic
		4	Teacher assigns students to conclude the social function of text from reading/viewing some modeled-texts	Students to conclude the social function of text from reading/viewing some modeled-texts	•—	•	Students were assigned to write reviews and categorize the topic from reading the resources
		5	Teacher asks the students to analyse text structures	The students break the text given into parts and categorise them to the text structures	•	•—	
		6	Teacher gives opportunity for students to generalize the grammatical structure of the text	The students generalize the grammatical structure of the text	•—	•	Teacher assigned students to find out the ideas in the books and conclude the text structure and grammatical features of

							sentences with pronoun
		7	Teacher provides chances for students to correlate the referent or grammatical meaning of a text	The students correlate referent and grammatical meaning based on the text given	●—	●	Teacher needs to correlate the referent in their review
		8	Teacher assigns students to categorize information/facts on the text, videos, or some other sources	The students categorise information on the text, videos, or some other sources	●—	●	After gaining information from the books, teacher assigned the students to conclude the information in their review
B	Evaluating	9	The teacher ask the students to elaborate /give supporting details/evidences about specific issues	The students elaborate their answer by giving supporting details/evidences about specific issues	●—	●	Teacher assigned the students to give evidence when categorizing the information
		10	Teacher asks students to give value/judgment on specific issue	students give value/judgment on specific issue	●	●—	
C	Creating	11	The teacher assigns students to make a prediction from facts/actual information	The students make a prediction from facts/actual information	●	●—	
		12	The teacher encourages students to develop unique product	Students develop unique product	●	●—	
		13	The teacher engages students in solution finding activities and articulate solution	Students propose solution	●	●—	

Appendix 21: Instrument 3. Criteria of Creativity

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 4 August 2021

Time : 07.30

Class : X IPA 5

Observation number: 1

Mode : Asynchronous (Google Classroom)

	Criteria of Creativity		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Innovation (Come up with new ideas)	1	Teachers recall students background knowledge using various brainstorming activities (riddles, games, story telling, song, etc)	Students are excited to involve in the brainstorming activities	●—	●	The example books about pronoun given helped student in recalling the knowledge they have about self introduction in English
		2	Teacher provides opportunities for students to share ideas in individual or collaborative ways	Students share ideas in individual or collaborative ways	●—	●	Teacher share the ideas individually
		3	Teacher combine various activities (individual, pair, or group)	Students involved actively in the activities	●—	●	Teacher assigned students to read, books, and other resources; categorize and make reviews on pronoun individually,
		4	Teacher uses technology to transfer material, discussion, and presentation	Students show curiosity to learn through technology	●—	●	The google classroom was used as the learning platform
		5	Teachers provides opportunities for students to engage with the technology for presentation or communication of ideas, doing assignment, and assessment	Students use technology to present or communicate their ideas, do assignment, or assessment	●—	●	Teacher assigned the students to accomplishing the task by dealing with the technology where they need to access the material and task, as well as submitting via technological devices and platform (smart phone, google account)

		6	Teachers develop learning material in various ways (poster, infographics, slides, picture, audio, videos)	Students shows excitement in the learning material	•	●—	
		7	Teacher provides fun games of learning in the learning activities	Students play and get involved during the games provided in the learning activities.	•	●—	
		8	Teacher provides current trend as a learning topic	Students are engaged to make a writing, video, or recording based on the current trend or issues given	•	●—	Students were engaged in video recording (e.g. Voggng) in their assignment
		9	Teacher facilitates the students with reading sources or videos related to an issue	The students are able to show their understanding by creating an infographic or ppt slides	•	•	
B	To reflect on students' own work	10	Teacher provides activities for students to check their own ideas or answer	Students can solve problems or issues discussed by checking their own answers in order to create a new ideas	•	●—	
		11	Teacher provides opportunity for students to peer-checking through written or oral comment	Students can give suggestion to the other friends in the form of comments and make	•	●—	

				correction to their work				
		12	Teachers use various ways in giving constructive feedback to the students (written, audio, and video)	Students show understanding to the given feedback by responding through revision or correction	•	•—		
C	Use imagination	13	The teacher stimulates the students' imaginative thinking by stating a problem or question to encourage students' creativity	The students answer the question by Developing imagination doing observation, designing experiments, etc	•	•—		



Appendix 22 : Observation III on Learning Activities in Asynchronous online learning

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 19th August 2021 and

Time : 07.30

Class : X MIPA 5

Observation number: 2

Mode : Asynchronous (Google Classroom)

Basic Competence	Indicator	Topic	Learning Activities		Observable	Non-observable	Notes	Document
3.2 and 4.2		Pronoun	Segments	Description				
			Pre Activities	Teacher greets the students	•		Directly greet the students and wish them health and happiness . Teacher also introduced herself as the English teacher	
				Teacher checks the students' attendance	•		Students were asked to state their presence in the class comment at the last segment of the lesson	
				Praying before starting the lesson.		•		
				Teacher uses technological tools (jamboard, mentimeter, survey tools, etc.) to greet and ask students' response using stickers, emoticons, words, or simple drawing, etc		•		

				Teacher reviews previous materials by raising questions to the students		•		
				Teacher uses riddles, picture, guessing game to tell the objective of the lesson		•		
				Teacher uses media to connect the students' prior knowledge with the thing that is going to be learned		•		
				Teacher asks students to look/listen/observe/read an object/objects, phenomena, problems, or texts			Students were assigned to read sources from the book or "LKS"	
				Teacher gives leading questions		•	Teacher assigned students to read the theory of pronoun and do the exercises	
			Whilst Activities	Teacher assigns students to conduct interview or browse to internet about an issue or problem		•	Teacher assigned to read reliable resources from books and internet in order to answer the given task	
				Teacher provides statement of problems		•	Teacher assigned students to make reviews and proposed question	

							regarding the topic of pronoun	
				Teacher provides students with various learning resources	•		Teacher assigned students to read from book, "LKS", and resources from internet about Pronoun	
				Teacher allows students to read various information resources	•		Teacher allowed learn from various resources	
				Teacher allows students to discuss the problem with peer or small group		•		
				Teachers provides students with knowledge and skill practices (simulation, games, presentation, or roleplay)	•		Teacher gave chances for them to make use their previous knowledge and information from the books to do the exercise	
				Teacher allows students to categorize gathered information	•		Teacher assigned to students to gather information from the references provided	
				Teacher processes the collected data to create hypothesis through group discussion				
				Teacher provides	•	•		

				opportunities for students to present a product or result of the work in written, spoken or performance				
				Teacher provides learning media (pictures, animated videos, drawings, websites, sources, etc) to accommodate students' various learning style	•	•	Teacher used books and chances for them to search various learning resources from the internet	
				Teacher uses technology to facilitate the students' learning and discussion	•	•	Teacher used technology to facilitate students' learning in their mobile phone or PC, and internet for accessing the Google classroom	
				Teachers adjust the time interval for students to complete the assignment	•		Teacher gave time for students to complete the assignment. It was 3 days after the task was assigned	
				Teacher gives feedback for students' idea, works, or presentation		•		
				Teacher allows students to work	•	•	Teacher only gave students individual task	

				individually or in group			
				Teacher applies various learning activities during the learning process	•		Teacher asked students to read, book, and other resources;doing the exercise
			Post Activities	Teacher gives feedback to students performance		•	
				Teacher asks students to reflect the learning process		•	
				Teacher facilitates opportunities for the students to review/draw conclusion/reference			
				Teacher inform the upcoming meeting activities	•		Teacher informed that the assignment was for measuring their prior knowledge and the upcoming meeting will discuss about the topic
				Teacher ends the meeting	•		Teacher ended the class by giving information regarding to the submission, attendance

Appendix 23: Observation Sheet II for Criteria of HOTS

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 4th August 2021

Time : 07.30

Class : X IPA 5

Observation number: 2

Mode : Asynchronous (Google Classroom)

No	Criteria		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Analysing	1	Teacher asks the students to differentiate the fact and opinion in a text	The students state facts and opinion in a text	•	•—	
		2	Teacher asks the students to compare and contrast two different texts	The students find out similarities and differences by those two texts	•	•—	
		3	Teacher brainstorms the students by showing media (picture, video, model text) related to a specific topic	The students critically describe a specific topic from the media shown	•—	•	Teacher assigned students to read book and search various sources from internet to connect what they have known about the topic
		4	Teacher assigns students to conclude the social function of text from reading/viewing some modeled-texts	Students to conclude the social function of text from reading/viewing some modeled-texts	•—	•	Students were assigned to answer the questions in the exercise and confirm the social function of pronoun
		5	Teacher asks the students to analyse text structures	The students break the text given into parts and categorise them to the text structures	•	•—	
		6	Teacher gives opportunity for students to generalize the grammatical structure of the text	The students generalize the grammatical structure of the text	•—	•	Teacher assigned students to find out the ideas in the books and conclude the text structure and grammatical features of

							sentences with pronoun
		7	Teacher provides chances for students to correlate the referent or grammatical meaning of a text	The students correlate referent and grammatical meaning based on the text given	●—	●	Teacher needs to correlate the referent in answering the questions
		8	Teacher assigns students to categorize information/facts on the text, videos, or some other sources	The students categorise information on the text, videos, or some other sources	●—	●	After gaining information from the books, teacher assigned the students to conclude the information in learning resources and answer the questions provided
B	Evaluating	9	The teacher ask the students to elaborate /give supporting details/evidences about specific issues	The students elaborate their answer by giving supporting details/evidences about specific issues	●	●—	
		10	Teacher asks students to give value/judgment on specific issue	students give value/judgment on specific issue	●	●	
C	Creating	11	The teacher assigns students to make a prediction from facts/actual information	The students make a prediction from facts/actual information	●	●—	
		12	The teacher encourages students to develop unique product	Students develop unique product	●	●—	
		13	The teacher engages students in solution finding activities and articulate solution	Students propose solution	●	●—	

Appendix 24: Instrument 3. Criteria of Creativity

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 19 August 2021

Time : 07.30

Class : X IPA 5

Observation number: 1

Mode : Asynchronous (Google Classroom)

	Criteria of Creativity		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Innovation (Come up with new ideas)	1	Teachers recall students background knowledge using various brainstorming activities (riddles, games, story telling, song, etc)	Students are excited to involve in the brainstorming activities	•	•—	
		2	Teacher provides opportunities for students to share ideas in individual or collaborative ways	Students share ideas in individual or collaborative ways	•	•—	
		3	Teacher combine various activities (individual, pair, or group)	Students involved actively in the activities	•	•—	
		4	Teacher uses technology to transfer material, discussion, and presentation	Students show curiosity to learn through technology	•—	•	The google classroom was used as the learning platform
		5	Teachers provides opportunities for students to engage with the technology for presentation or communication of ideas, doing assignment, and assessment	Students use technology to present or communicate their ideas, do assignment, or assessment	•—	•	Teacher assigned the students to accomplishing the task by dealing with the technology where they need to access the material and task, as well as submitting via technological devices and platform (smart phone, google account)

		6	Teachers develop learning material in various ways (poster, infographics, slides, picture, audio, videos)	Students shows excitement in the learning material	•	●—		
		7	Teacher provides fun games of learning in the learning activities	Students play and get involved during the games provided in the learning activities.	•	●—		
		8	Teacher provides current trend as a learning topic	Students are engaged to make a writing, video, or recording based on the current trend or issues given	•	●—		
		9	Teacher facilitates the students with reading sources or videos related to an issue	The students are able to show their understanding by creating an infographic or ppt slides	•	●		
B	To reflect on students' own work	10	Teacher provides activities for students to check their own ideas or answer	Students can solve problems or issues discussed by checking their own answers in order to create a new ideas	•	●—		
		11	Teacher provides opportunity for students to peer-checking through written or oral comment	Students can give suggestion to the other friends in the form of comments and make correction to their work	•	●—		
		12	Teachers use various ways in giving constructive feedback to the	Students show understanding to the given feedback by responding through	•	●—		

			students (written, audio, and video)	revision or correction				
C	Use imagination	13	The teacher stimulates the students' imaginative thinking by stating a problem or question to encourage students' creativity	The students answer the question by Developing imagination doing observation, designing experiments, etc	•	•—		



Appendix 25: Observation IV on Learning Activities in Asynchronous online learning

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 10th October 2021

Time : 07.30

Class : X IPA 5

Observation number: 4

Mode : Asynchronous (Google Classroom)

Basic Competence	Indicator	Topic	Learning Activities		Observable	Non-observable	Notes	Document
3.3 and 4.3		Expressing Intension	Segments	Description				
			Pre Activities	Teacher greets the students	•		Directly greet the students and wish them health and happiness	
				Teacher checks the students' attendance	•		Students were asked to state their presence in the class comment at the last segment of the lesson	
				Praying before starting the lesson.		•		
				Teacher uses technological tools (jamboard, mentimeter, survey tools, etc.) to greet and ask students' response using stickers, emoticons, words, or simple drawing, etc		•		
				Teacher reviews	•			

				previous materials by raising questions to the students				
				Teacher uses riddles, picture, guessing game to tell the objective of the lesson		•		
				Teacher uses media to connect the students' prior knowledge with the thing that is going to be learned	•	•	Teacher used imagination that connect the students with the previous learning activities	
				Teacher asks students to look/listen/observe/read an object/objects, phenomena, problems, or texts	•		Students were assigned imagine a situation	
				Teacher gives leading questions	•	•	Teacher proposed questions that lead students to data gathering, elaboration, and communication activities	
			Whil st Activ ities	Teacher assigns students to conduct interview or browse to internet about an issue or problem	•			
				Teacher provides statement of problems	•		Teacher assigned students to write future plan by	

							following given questions	
				Teacher provides students with various learning resources	•		Teacher assigned students to read from book, "LKS", and resources from internet about expressing intension	
				Teacher allows students to read various information resources	•		Teacher allowed learn from various resources	
				Teacher allows students to discuss the problem with peer or small group	•			
				Teachers provides students with knowledge and skill practices (simulation, games, presentation, or roleplay)	•		Teacher gave chances for them to make use their previous knowledge and information from the books and previous meeting to create a writing	
				Teacher allows students to categorize gathered information	•		Teacher assigned to students to gather information based on the question given	
				Teacher processes the collected data to create hypothesis through group discussion				

				Teacher provides opportunities for students to present a product or result of the work in written, spoken or performance	•		Students were assigned to elaborate the knowledge about in their writing	
				Teacher provides learning media (pictures, animated videos, drawings, websites, sources, etc) to accommodate students' various learning style	•	•		
				Teacher uses technology to facilitate the students' learning and discussion	•		Teacher used technology to facilitate students' learning in their mobile phone or PC, and internet for accessing the Google classroom	
				Teachers adjust the time interval for students to complete the assignment	•		Teacher gave time for students to complete the assignment. It was 3 days after the task was assigned	
				Teacher gives feedback for students' idea, works, or presentation		•		

				Teacher allows students to work individually or in group	•		Teacher only gave students individual task	
				Teacher applies various learning activities during the learning process	•		Teacher asked students to read, book, and other resources; and writing	
			Post Activities	Teacher gives feedback to students performance		•		
				Teacher asks students to reflect the learning process		•		
				Teacher facilitates opportunities for the students to review/draw conclusion/reference				
				Teacher inform the upcoming meeting activities	•		Teacher informed that the assignment was for measuring their prior knowledge and the upcoming meeting will discuss about the topic	
				Teacher ends the meeting	•		Teacher ended the class by giving information regarding to the submission, attendance	

Appendix 26: Observation Sheet IV for Criteria of HOTS

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date : 10th Oct 2021

Time : 07.30

Class : X IPA 5

Observation number: 4

Mode : Asynchronous (Google Classroom)

No	Criteria		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Analysing	1	Teacher asks the students to differentiate the fact and opinion in a text	The students state facts and opinion in a text	•	•—	
		2	Teacher asks the students to compare and contrast two different texts	The students find out similarities and differences by those two texts	•	•—	
		3	Teacher brainstorms the students by showing media (picture, video, model text) related to a specific topic	The students critically describe a specific topic from the media shown	•—	•	Teacher proposed the situation where students can relate with the context of use of the expression of intention
		4	Teacher assigns students to conclude the social function of text from reading/viewing some modeled-texts	Students to conclude the social function of text from reading/viewing some modeled-texts	•—	•	Teacher asked the students to conclude the social function and applied them in provided future context
		5	Teacher asks the students to analyse text structures	The students break the text given into parts and categorise them to the text structures	•	•—	
		6	Teacher gives opportunity for students to generalize the grammatical	The students generalize the grammatical structure of the text	•	•—	

			structure of the text				
		7	Teacher provides chances for students to correlate the referent or grammatical meaning of a text	The students correlate referent and grammatical meaning based on the text given	●—	●	Teacher reminds the students to correlate the theory and context used of the expression on showing intention when constructing the writing
		8	Teacher assigns students to categorize information/facts on the text, videos, or some other sources	The students categorise information on the text, videos, or some other sources	●	●	
B	Evaluating	9	The teacher ask the students to elaborate /give supporting details/evidences about specific issues	The students elaborate their answer by giving supporting details/evidences about specific issues	●—	●	Teacher assigned the students to give details in expression their intentions including the reason
		10	Teacher asks students to give value/judgment on specific issue	students give value/judgment on specific issue	●—	●	Students were asked to give judgment on their writing
C	Creating	11	The teacher assigns students to make a prediction from facts/actual information	The students make a prediction from facts/actual information	●—	●	From the situation described by the teacher, students make prediction of their future plan
		12	The teacher encourages students to develop unique product	Students develop unique product	●—	●	Teacher provided students freedom in selecting the specific situation

							which make the product unique and personal
		13	The teacher engages students in solution finding activities and articulate solution	Students propose solution	•—	•	The solution finding activities appeared when teacher assigned the students to elaborate the details activities they do to realize their intention



Appendix 27: Criteria of Creativity based on Robinson (2016)

Teacher : Luh Putu Merryanthi Asmi, S.S., M.Pd.

Day/Date: 4 August 2021

Time : 07.30

Class : X IPA 5

Observation number: 1

Mode : Asynchronous (Google Classroom)

	Criteria of Creativity		Teachers' Activities	Students' Activities	Observable	Non Observable	Notes
A	Innovation (Come up with new ideas)	1	Teachers recall students background knowledge using various brainstorming activities (riddles, games, story telling, song, etc)	Students are excited to involve in the brainstorming activities	•	•—	
		2	Teacher provides opportunities for students to share ideas in individual or collaborative ways	Students share ideas in individual or collaborative ways	•—	•	Teacher assigned the students to share their ideas individually
		3	Teacher combine various activities (individual, pair, or group)	Students involved actively in the activities	•—	•	The assignment given by the teacher, needed students to do various activities namely reading the theory, generalizing, practicing, and applying the grammatical structure and language focus,
		4	Teacher uses technology to transfer material, discussion, and presentation	Students show curiosity to learn through technology	•—	•	The google classroom was used as the learning platform
		5	Teachers provides opportunities for students to engage with the technology for presentation or communication of ideas, doing	Students use technology to present or communicate their ideas, do assignment, or assessment	•—	•	Teacher assigned the students to accomplishing the task by dealing with the technology where they need to access the material and

			assignment, and assessment				task, as well as submitting via technological devices and platform (smart phone, google account)
		6	Teachers develop learning material in various ways (poster, infographics, slides, picture, audio, videos)	Students shows excitement in the learning material	•	●—	
		7	Teacher provides fun games of learning in the learning activities	Students play and get involved during the games provided in the learning activities.	•	●—	
		8	Teacher provides current trend as a learning topic	Students are engaged to make a writing, video, or recording based on the current trend or issues given	•	●—	
		9	Teacher facilitates the students with reading sources or videos related to an issue	The students are able to show their understanding by creating an infographic or ppt slides	•	●—	
B	To reflect on students' own work	10	Teacher provides activities for students to check their own ideas or answer	Students can solve problems or issues discussed by checking their own answers in order to create a new ideas	●—	•	The criteria of scoring provided by the teacher gave chances for students to check their own answer
		11	Teacher provides opportunity for students to peer-checking through written or oral comment	Students can give suggestion to the other friends in the form of comments and	•	●—	

				make correction to their work			
		12	Teachers use various ways in giving constructive feedback to the students (written, audio, and video)	Students show understanding to the given feedback by responding through revision or correction	•	•—	
C	Use imagination	13	The teacher stimulates the students' imaginative thinking by stating a problem or question to encourage students' creativity	The students answer the question by Developing imagination doing observation, designing experiments, etc	•—	•	Teacher applied imagination to connect the students with the context used for expression of intention. She asked students to think of the time when students graduated from school.



Appendix 28: Instrument 4. Interviews Guide

Identity	
Name	Ni Made Merryanthi Asmi, S.S., M.Pd.
School name	
List of Questions	
1. Do you have any lesson plans for teaching?	Yes, of course. I always plan the lesson. I do it at the beginning of the semester. Some modifications are done for adjustment to the current context.
2. Do you make a different lesson plan for asynchronous or synchronous online learning?	I make them for both. However, in the implementation, I have to adjust it with the school regulations. For example, how the video call and LMS lesson are conducted. Like for today's citation that the video call was conducted to confirm the lesson in LMS (assignment)
3. Which one do you use asynchronous or synchronous online learning?	I use both synchronous and asynchronous. The synchronous is for giving assignment and material, the synchronous for confirming the lesson
4. What learning platforms, media, or technologies do you use for teaching during this pandemic?	Google meet for video call or synchronous and google classroom for asynchronous. WA for general information
5. What are the reasons you choose the platforms?	It is easy to use and managed by the school operator
6. Do you have any issues in applying the learning platforms during online learning?	I don't think so. Students are familiar with this. I think the students know the platform since they were in junior high school
7. What alternatives do you use if there are connection and network issues during online learning?	A WhatsApp group is preferable. Sometimes I use quizzz, kahoot. The link But until now there is no problem for using the platform
8. Do you find difficulties in designing online learning activities?	To be honest, yes. Especially how to make the class alive and make them engage in group work. It is hard to ask students for a break out room since they are not comfortable with multi-tasking activities. I understand that students work only with mobile phone
9. What do you think of the importance of Creativity?	Creativity is important as one skill in 21st century skills. It deals with new things, maybe.

10. Have you inserted activities that trigger the students' creativity? What are they?	I don't know. I am not a creative teacher. All I know is to make them learn something. I use kahoot, quizizz, and jamboard. I ask them to make video, give situations
11. What challenges do you find in integrating creativity into your teaching practice?	The time should be managed well to insert lots of activities, but as you know that the time is very limited. Therefore, I am not sure that I have inserted the creativity in my teaching. Some of the activities that I do are using video, pictures, imagination, and video making assignments. I also use technological tools such as kahoot, quizizz, and to do that
12. How do you solve the problem?	I only use simple activities. The group work sometimes is done in Whatsapp. I give freedom for teacher to do individual work in their assignment
13. What do you think of the importance of Higher Order of Thinking skills	HOTs are very important. It help people to compete in real world
14. Have you inserted activities that trigger the students' Higher Order Thinking Skills? What are they?	Yes, since the KD assigned to do so. The activities were mostly analysing text.
15. What challenges do you find in inserting Higher Order of Thinking skills in your teaching practice?	The challenges for inserting HOTS activities are the limitation of time and the doing some elaboration activities as well as applying and creating
16. How do you solve the problem?	I sometime ask students questions to guide them thinking

CURRICULLUM VITAE



Ni Kadek Citrawati, S.Pd English teacher at SMPN 2 Semarapura, Klungkung Bali. Born in Klungkung, Bali on September 13, 1985. I have a good motivation to learn and am always interested in trying new things. Being a Quizizz super trainer and *Calon Guru Penggerak* are place to enrich knowledge and competence for improving services to students.

