

APPENDICES

Appendix 1 Approval Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3372/UN48.7.1/DT/2021

1 Desember 2021

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMA Saraswati Seririt
di Kecamatan Seririt, Kabupaten Buleleng.

Dalam rangka pengumpulan data untuk menyelesaikan penelitian Skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Made Prananda Aditya Salain
NIM	: 1812021161
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima-kasih.

a.n. Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2 Instrument Validation by 1st Judge

			8. The teacher explains the materials systematically.	√		
			9. The teacher uses good grammar and pronunciation.	√		
			10. The t Teacher manages the classroom well.	√		Add article 'the'
			11. The F Teacher evaluates students' participation active .	√		Add article 'the' Add -s in 'evaluate' Use the word 'participation'
			12. The F Teacher invites students to conclude the lesson	√		Add article 'the'
			13. The F Teacher gives feedback for the students	√		Add article 'the'
			14. The F Teacher asks some questions to check their understanding	√		Add article 'the'
3	Assessment	Fall, P (2020)	15. The teacher gives constructive and encouraging feedback after conducting remote classroom	√		
			16. The teacher does an evaluation through a game in several platforms, like Quizzes, Kahoot, etc.	√		
			17. The teacher assesseees through the student's performance.	√		Wording issue
		Putri, N. R., & Sari, F. M. (2021)	18. The teacher gives assignment or homework at the end of the class to check the understanding of the students.	√		
		Putri, N. R., & Sari, F. M. (2021)	19. Both the The teacher and the students have a problem in their connection or internet data.	√		Add article 'the'
		Ramadani, A., & Xhaferi, B. (2020)	20. The teacher has a problem in the student motivating students's motivation to participate inde the lesson.	√		Use the word 'motivating'
		Ramadani, A., & Xhaferi, B. (2020)	21. The teacher has a problem in managing time while implementing remote teaching.	√		
		Putri, N. R., & Sari, F. M. (2021)	22. The teacher has a problem in using the technology.	√		

Comments: The items seems to be all relevant, although you have various different theories. Please revise as suggested

Singaraja, 25 November 2021



Judge 1

Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd

No.	Aspects	Items	Expert Judge		Comments
			Relevant	Irrelevant	
1	Preparation	1. How do you prepare the lesson plan before remote teaching is implemented?	√		
		2. What kind of teaching strategy do you use?	√		
		3. How do you design the material that you teach before teaching?	√		
		4. How Where do you get the source of materials?	√		Use the word 'how'
		5. What kind of teaching tools do you use?	√		
2	Procedure	6. How do you open your the class?	√		
		7. How do you manage your time for pre-activity of your remote teaching?	√		
		8. How do you check your students' attendance at the beginning on your remote teaching?	√		
		9. What do you do to find out your students' background knowledge before proceeding to whilst-activity?	√		

		10. During the whilst-activity, what kind of strategy do you use in order the students to be active in while st- activity?	√		Spelling issue
		11. Is it possible for you to develop a group discussion in remote teaching?	√		
		12. How do you close the materials at the end of remote teaching?	√		
3	Assessment	13. What kinds of platforms do you use in giving assessment to your students?	√		
		14. How and why do you choose at the suitable assessment platform based on the level of your students?	√		Word-idea issue
		15. Do you think that the students can access the assessment platform that you use?	√		
		16. Do you think that the students improve their learningcan get a good result after using that platform?	√		Use the word learning
4	Challenges	17. How could you motivate your students to actively participate in activities assigned at the start of your class?How could you manage your students in order they response in the beginning of your teaching?	√		Wording issue

	18: 18. What will you do if your students do not respond to your remote teaching? What will you do if your students do not give any responses during the remote teaching?	√		Wording issue
	19:19 How do you encourage your students if they do not understand about the material in the process of learning in during remote teaching?	√		
	20:18 How do you achieve the learning objectives if most of the students do not understand the content of the material that you teach in remote teaching?	√		
	21:19 Do you have any difficulties to make an assessment platform for the students? Explain if any!	√		

Comments: The questions in the interview need to clarify what you found in the observation. For example the challenges that you observed are:

1. Both the teacher and the students have a problem in their connection or internet data. (I don't see this in the interview)
 2. The teacher has a problem in motivating students to participate in the lesson.
 3. The teacher has a problem in managing time while implementing remote teaching. (I don't see this)
 4. The teacher has a problem in using the technology.
- Thus, try to add some questions related to these things.

Singaraja, 25 November 2021

Judge 1

Judge 2



Dr. IGA Lolita Purnamika Utami, S.Pd., M.Pd

Nyoman Karina Wedhanti, S.Pd., M.Pd



Appendix 3 Instrument Validation by 2nd Judge

Instrument Validation

3. Lesson Plan Evaluation Sheet

Theory	Items	Expert Judge		Comments
		Relevant	Irrelevant	
Edi, F, et al. (2021)	1. Designing the learning process by mastering aspects of technology-based expertise in using online platform.	√		
	2. Designing the learning process by considering the need of students in order to plan the methods used to gather knowledge of students' need.	√		
	3. Providing learning source which is relevant to the material in a certain resource.	√		
Putri, N. R., & Sari, F. M. (2021)	4. Preparing an appropriate learning media to be accessed by the students	√		
	5. Designing the learning process with an appropriate teaching strategy to conduct remote teaching.	√		

Singaraja, 14 Februari 2022

Expert Judge 1



Dr. IGA. Lokita Purnamika Utami, S.Pd., M.Pd

Instrument Validity

1. Interview Guide

No.	Aspects	Items	Expert Judge		Comments
			Relevant	Irrelevant	
1	Preparation	1. How do you prepare the lesson plan before remote teaching is implemented?	√		
		2. How do you design the material that you teach before teaching?	√		
		3. What kind of teaching strategy do you use?	√		
		4. How do you get the source of materials?	√		
		5. What kind of teaching tools do you use?	√		
2	Procedure	6. How do you open your class?	√		

		7. How do you manage your time for pre-activity of your remote teaching?	√		
		8. How do you check your students' attendance at the beginning on your remote teaching?	√		
		9. What do you do to find out your students' background knowledge before proceeding whilst-activity?	√		
		10. Are there any problems in interacting with your students by using appropriate grammar and/or pronunciation?	√		
		11. During the whilst-activity, what kind of strategy do you use in order the students to be active in whilst-activity?	√		
		12. Is it possible for you to develop a group discussion in remote teaching?	√		
		13. How do you close the materials at the end of remote teaching?	√		
3	Assessment	14. What kinds of platforms do you use in giving assessment to your students?	√		

		21. Do you and your students have a problem in the connection or internet data?	√		
		22. What will you do if your students do not respond to your remote teaching?	√		
		23. How do you encourage your students if they do not understand about the material during remote teaching?	√		
		24. How do you achieve the learning objectives if most of the students do not understand the content of the material that you teach in remote teaching?	√		
		25. Do you manage your time well while implementing remote teaching?	√		

		26. Do you have any problems in using technology?	√		
		27. Do you have any difficulties to make an assessment platform for the students? Explain if any!	√		

Singaraja, 17 February 2022

Judge 2



Nyoman Karina Wedhayanti, S.Pd., M.Pd.



2. Observation Sheet

No	Aspect	Theory	Items	Expert Judge		Comments
				Relevant	Irrelevant	
1	Preparation	Putri, N. R., & Sari, F. M. (2021)	1. The teacher prepares a lesson plan before implementing remote teaching.	√		
			2. The teacher prepares the material that will be shared to the students.	√		
			3. The teacher plans a strategy of teaching suitable for the context of remote teaching.	√		
			4. The teacher prepares an appropriate media to implement remote teaching.	√		
2	Procedur e	Yen, T.-F. (TF). (2020)	5. The teacher greets the students.	√		
			6. The teacher checks the students' attendance.	√		
			7. The teacher opens the lesson and does apperception.	√		
			8. The teacher explains the materials systematically.	√		
			9. The teacher uses good grammar and/or pronunciation.	√		
			10. The teacher manages the classroom well.	√		
			11. The teacher evaluates students' participation.	√		
3	Assessm ent	Fall, P (2020)	12. The teacher invites students to conclude the lesson	√		
			13. The teacher gives feedback for the students	√		
			14. The teacher asks some questions to check their understanding	√		
		Putri, N. R., & Sari, F. M. (2021)	15. The teacher gives constructive and encouraging feedback after conducting remote classroom	√		
			16. The teacher does an evaluation through a game in several platforms, like Quizzes, Kahoot, etc.	√		
4	Challeng es	Putri, N. R., & Sari, F. M. (2021)	17. The teacher assesses students' performance.	√		
			18. The teacher gives assignment or homework at the end of the class to check the understanding of the students.	√		
		Ramadani, A., & Xhaferi, B. (2020)	19. Both the teacher and the students have a problem in their connection or internet data.	√		
		Ramadani, A., & Xhaferi, B. (2020)	20. The teacher has a problem in motivating students to participate in the lesson.	√		
			21. The teacher has a problem in managing time while implementing remote teaching.	√		

		Putri, N. R., & Sari, F. M. (2021)	22. The teacher has a problem in using the technology.	√		
--	--	------------------------------------	--	---	--	--

Singaraja, 17 February 2022

Judge 2

Nyoman Karina Wedhayanti, S.Pd., M.Pd.

3. Lesson Plan Evaluation Sheet

Theory	Items	Expert Judge		Comments
		Relevant	Irrelevant	
Edi, F, et al. (2021)	1. Designing the learning process by mastering aspects of technology-based expertise in using online platform.	√		
	2. Designing the learning process by considering the need of students in order to plan the methods used to gather knowledge of students' need.	√		
	3. Providing learning source which is relevant to the material in a certain resource.	√		
Putri, N. R., & Sari, F. M. (2021)	4. Preparing an appropriate learning media to be accessed by the students	√		
	5. Designing the learning process with an appropriate teaching strategy to conduct remote teaching.	√		

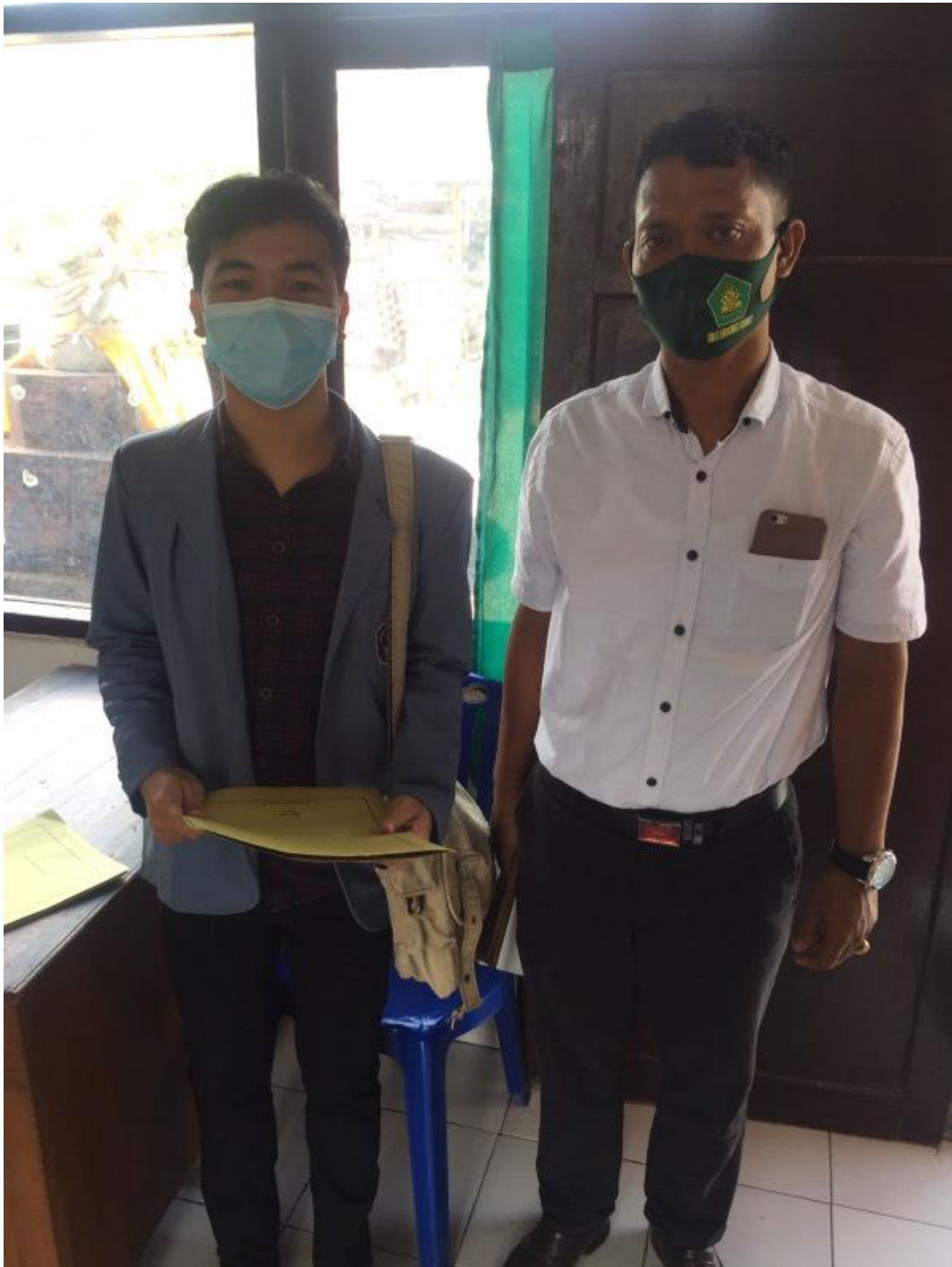
Singaraja, 17 February 2022

Judge 2

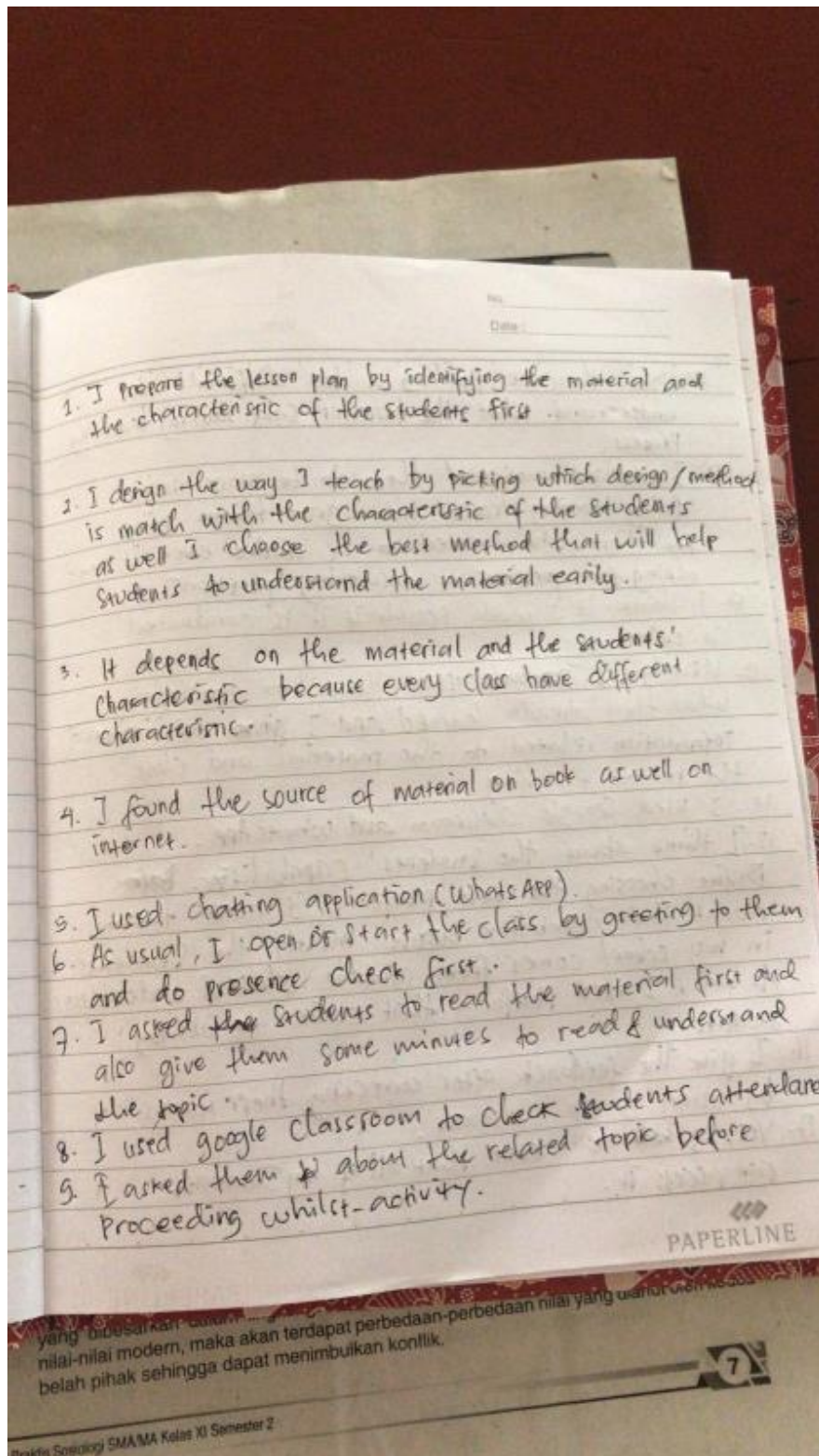
Nyoman Karina Wedhayanti, S.Pd., M.Pd.



Appendix 4 Interview Guide to English Teacher 1



Appendix 5 Interview Guide to English Teacher 2



... yang berwujud indera dalam masyarakat. Secara

No. _____
Date: _____

10. Yes, they are feeling a bit difficult to understand what the teacher said during learning process.
11. I asked and motivated them to be more active during learning process. And, I gave them point for those who wanted to be active even if was asking for questions or answering questions.
12. I think it's really possible if it is conducted in online way.
13. Usually, I ~~asked~~ asked them to conclude what they already learned and I give additional information related to the material and close the remote teaching.
14. I used Google Classroom and WhatsApp.
15. I think about the students' capabilities. ~~Before~~ Before choosing the best platform, I asked them about their capability because mostly the students in my school comes from middle class & underclass. As well, I used platform that easier to use by students.
16. I give the feedback after correcting their works by using google classroom.
17. Yes, I ~~will~~ make sure that all of my students can access it.

PAPERLINE

... usia yang hidup sebagai ~~...~~ ...
... individu atau kelompok. Sebagai contoh, adanya perbedaan
... persaingan. Dengan demikian, pandangan netral menganggap

18. Some of them maybe can improve their learning but some of them can't.
19. By the way they answer every questions given by the teacher and how they follow the class.
20. I give them point of participation as reward, so
21. they can motivate to be active.
21. Sometimes, it's a loss.
22. I give them understanding that they need to put more intention and ~~put~~ ^{asked them to} keep their motivation to get the best result in the learning process.
23. I gave them a free time to contact me if they couldn't understand the material even it was out of the schedule.
24. By giving some test and remedial if they couldn't pass the ~~grade~~ passing grade. And, gave them chance by conducting class for them who couldn't understand.
25. Learning the lesson plan first then I tried to finish each activities on time.
26. Not really.
27. I didn't find any difficulties.

Appendix 6 Lesson Plan from English Teacher 1

RENCANA PELAKSANAAN PEMBELAJARAN DARING

(Sesuai Edaran Kemdikbud No 14 Tahun 2019)

Sekolah	: SMAS SARASWATI SERIRIT	Kelas/Semester	: X/2
Mata Pelajaran	: BAHASA INGGRIS	Alokasi Waktu	: 2 x 45 menit
Materi	: Teks Recount; Informasi Terkait Pengalaman		

A. Tujuan Pembelajaran

- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount
- Memahami struktur teks recount dalam memberi dan meminta informasi terkait pengalaman
- Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait pengalaman
- Membuat satu teks recount yang mana berkaitan dengan pengalaman


B. Kegiatan Pembelajaran

Media	Alat/Bahan	Sumber Belajar
WhatsApp.	Laptop, Handphone, tablet dan lain-lain	Buku guru dan siswa, modul, bahan ajar, internet, dan sumber lain yang relevan.
PENDAHULUAN	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak peserta didik berdoa bersama (Religious) • Guru mengecek kehadiran peserta didik (melalui Whatsapp group) • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan secara garis besar cakupan materi dan Langkah pembelajaran. 	
KEGIATAN INTI	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan (melalui Whatsapp) terkait materi <i>Teks Recount dalam memberi dan meminta informasi terkait Informasi Pengalaman (Literasi)</i>. • Peserta didik diberikan kesempatan untuk mengidentifikasi terkait hal-hal yang belum dipahami yang mana berkaitan dengan materi <i>Teks Recount dalam memberi dan meminta informasi terkait Informasi Pengalaman (HOTS)</i>. • Peserta didik diberikan kesempatan untuk mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi melalui WhatsApp Group yang berkaitan dengan materi <i>Teks Recount dalam memberi dan meminta informasi terkait Informasi Pengalaman (Collecting information and Problem Solving)</i>. • Melalui Whatsapp group, Peserta didik mempresentasikan hasil kerjanya kemudian ditanggapi peserta didik yang lainnya (<i>Communication</i>). • Guru mengevaluasi pembelajaran terkait <i>Teks Recount dalam memberi dan meminta informasi terkait Informasi Pengalaman</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami (<i>Creativity</i>). 	
PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa. 	

C. PENILAIAN (ASESMEN)


- **Penilaian Sikap** : Observasi sikap saat pembelajaran.
- **Penilaian Pengetahuan** : Tes tertulis.
- **Penilaian Keterampilan** : Berupa penilaian untuk kerja atau produk.

Mengetahui,
Kepala SMAS SARASWATI SERIRIT



Putu Satriya, S.Pd
NIP. 196401011985111003

Seririt, 9 Februari 2022
Guru Mata Pelajaran



Agus Radek Sutastrawan, S.S. M. Pd

Appendix 7 Lesson Plan from English Teacher 2

RENCANA PELAKSANAAN PEMBELAJARAN DARING

(Sesuai Edaran Kemdikbud No 14 Tahun 2019)

Sekolah	: SMA SARASWATI SERIRIT	Kelas/Semester	: XI/2
Mata Pelajaran	: BAHASA INGGRIS	Alokasi Waktu	: 2 x 45 menit
Materi	: Teks Khusus Dalam Bentuk Surat Pribadi		

A. Tujuan Pembelajaran

- Mengidentifikasi ungkapan keakraban yang lazim digunakan dalam surat pribadi
- Memahami struktur teks dari surat pribadi
- Memahami unsur kebahasaan surat pribadi
- Menganalisis unsur-unsur eksposisi surat pribadi
- Membaca surat pribadi dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar
- Mengelompokkan dan menyusun kembali tiga surat pribadi yang dicampur aduk secara acak menjadi tiga surat pribadi yang koheren, seperti aslinya
- Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya

B. Kegiatan Pembelajaran

Media	Alat/Bahan	Sumber Belajar
WhatsApp dan Google classroom.	Laptop, Handphone, tablet dan lain-lain	Buku guru dan siswa, modul, bahan ajar, internet, dan sumber lain yang relevan.
PENDAHULUAN	<ul style="list-style-type: none"> • Guru memberi salam dan mengajak peserta didik berdoa bersama (Religious) • Guru mengecek kehadiran peserta didik (melalui Whatsapp group dan Google Classroom). • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan • Guru menyampaikan secara garis besar cakupan materi dan Langkah pembelajaran. 	
KEGIATAN INTI	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan (melalui Whatsapp group dan Google Classroom), terkait materi <i>Teks Khusus Dalam Bentuk Surat Pribadi dalam memberi dan meminta informasi terkait Teks Khusus Dalam Bentuk Surat Pribadi (Literasi)</i>. • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Teks Khusus Dalam Bentuk Surat Pribadi dalam memberi dan meminta informasi terkait Teks Khusus Dalam Bentuk Surat Pribadi (HOTS)</i>. • Peserta didik diberi kesempatan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Teks Khusus Dalam Bentuk Surat Pribadi dalam memberi dan meminta informasi terkait Teks Khusus Dalam Bentuk Surat Pribadi (Collecting information and Problem Solving)</i>. • Melalui Whatsapp group dan Google Classroom Peserta didik mempresentasikan hasil kerjanya kemudian ditanggapi peserta didik yang lainnya (<i>Communication</i>). • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Khusus Dalam Bentuk Surat Pribadi dalam memberi dan meminta informasi terkait Teks Khusus Dalam Bentuk Surat Pribadi</i>, Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami (<i>Creativity</i>). 	
PENUTUP	<ul style="list-style-type: none"> • Guru bersama peserta didik merefleksikan pengalaman belajar. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa. 	

C. PENILAIAN (ASESMEN)

- **Penilaian Sikap** : Observasi sikap saat pembelajaran.
- **Penilaian Pengetahuan** : Tes tertulis.
- **Penilaian Keterampilan** : Berupa penilaian untuk kerja atau produk.

Mengetahui,


Kepala SMA SARASWATI SERIRIT



Putu Satriya, S.Pd
NIP. 196401011985111003

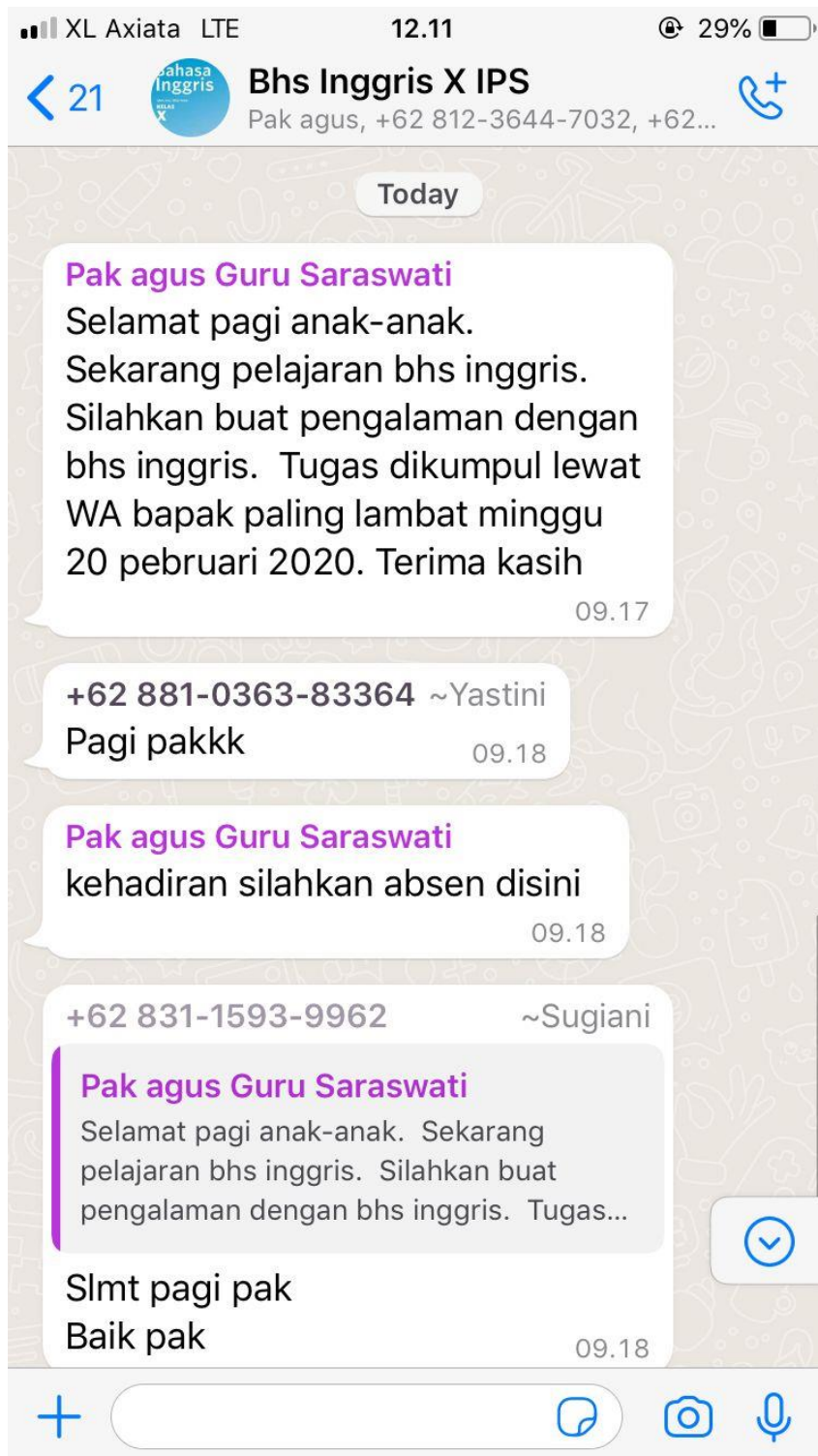
Seririt, 9 Februari 2022

Guru Mata Pelajaran

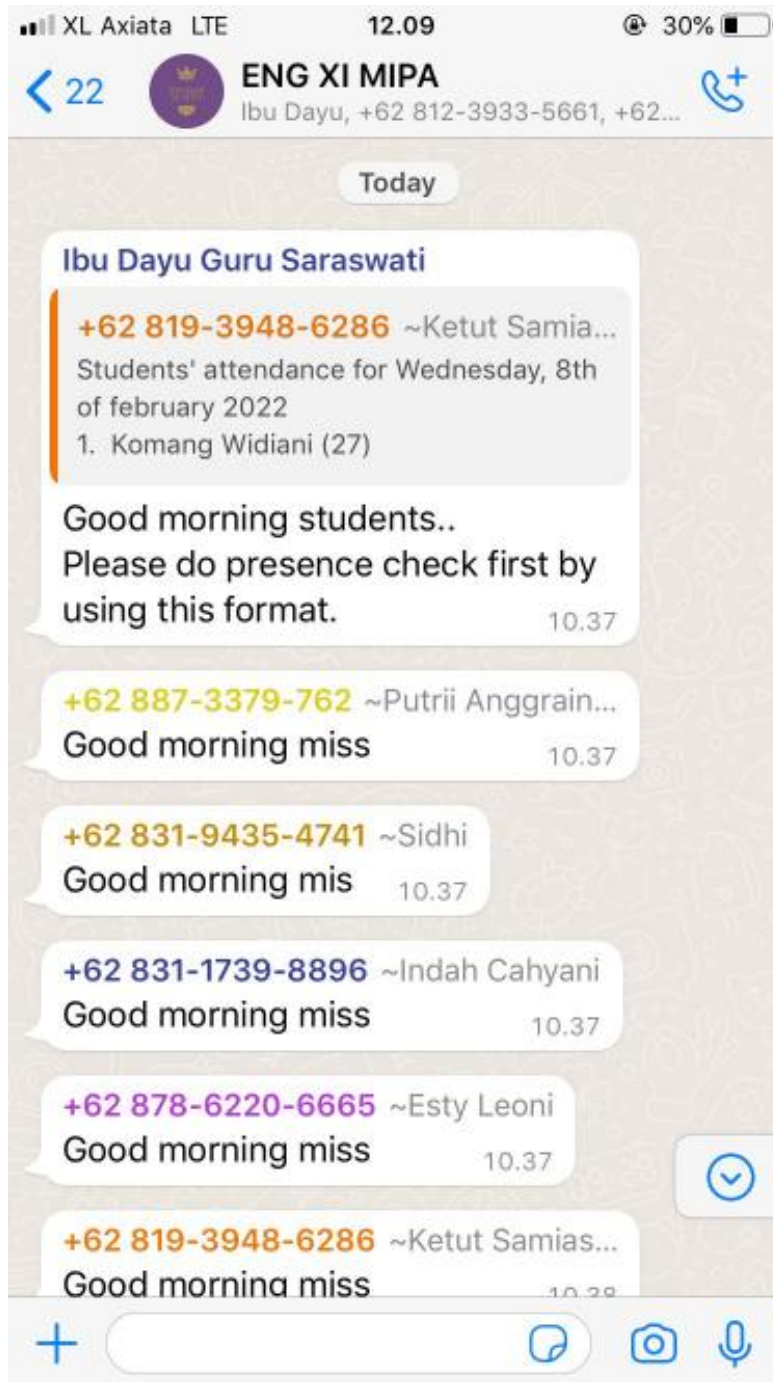


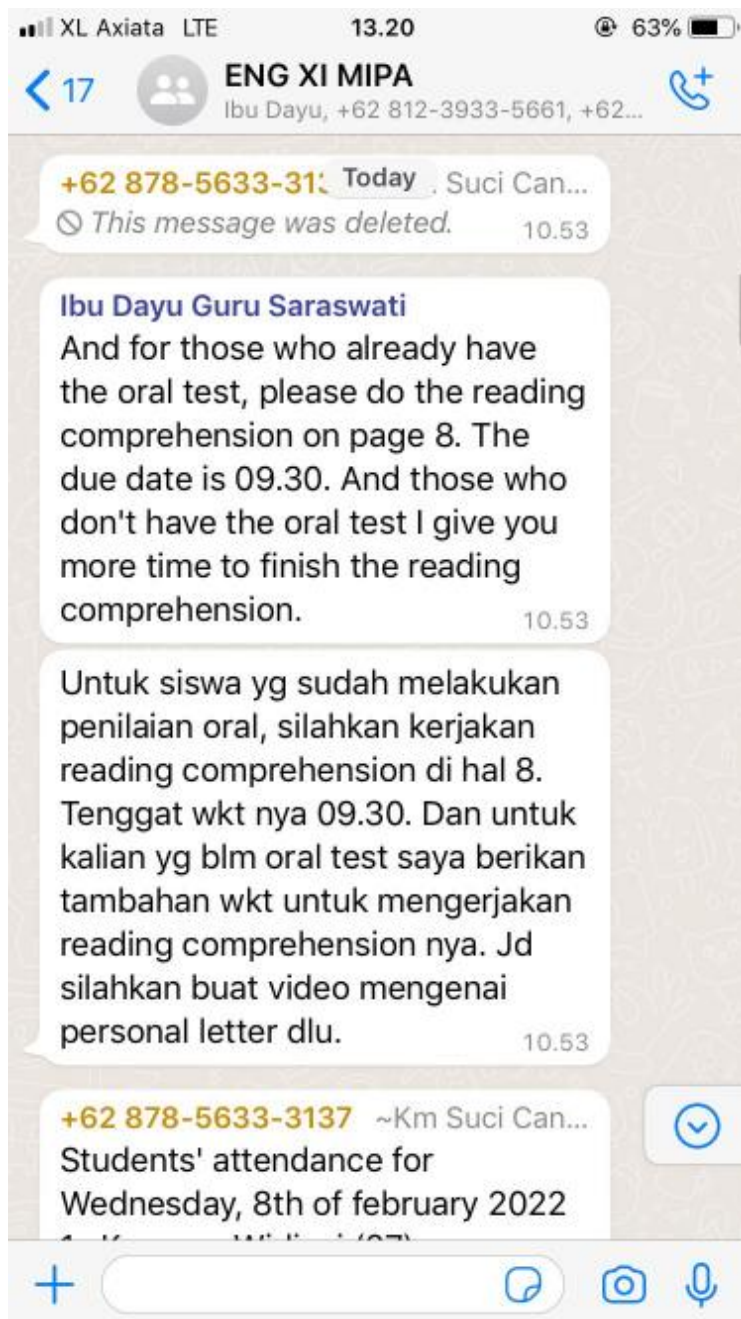
Ida Ayu Ari Novia Swandewi, S.Pd

Appendix 8 Meeting of Remote Teaching Implementation from English Teacher 1



Appendix 9 Meeting of Remote Teaching Implementation from English Teacher 2





☰ XI MIPA English

Picture and video of personal Letter

Dayu Novia • Kemarin

100 poin

Tenggat: Hari ini

☰ Tambahkan komentar kelas

Please collect your video here!

Tugas Anda

Ditugaskan

+ Tambah atau buat

Tandai sebagai selesai

👤 Komentar pribadi

🔍 Tambahkan komentar ke Dayu Novia

☰ XI MIPA English

Reading comprehension on page 8

Dayu Novia • Kemarin

100 poin

🗨️ Tambahkan komentar kelas

Please collect your task here!

Tugas Anda

Ditugaskan

+ Tambah atau buat

Tandai sebagai selesai

👤 Komentar pribadi

Tambahkan komentar ke Dayu Novia

