

**APPENDIX 1**  
**LETTER OF ACCEPTANCE**



## Appendix 1 Letter of Acceptance

### 1. Thesis Supervisor Approval Letter

#### THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : Prof. Dra. Luh Putu Artini, M.A., Ph.D. (as the 1<sup>st</sup> prospective supervisor)

NIP : 196407141988102001

and

Name : Luh Gede Eka Wahyuni, S.Pd., M.Pd. (as the 2<sup>nd</sup> prospective supervisor)

NIP : 198812012015042003

confirm that we approve to guide the thesis submitted by:

Name : Kadek Anggi Pratiwi Anugraha

NIM : 1912021022

Class : 7G

Thesis title : "Teaching and Assessing Strategies in English Classes during The Online and Onsite Transition Period in SMA Negeri 2 Singaraja"

We hope this letter can be used as the basis of the thesis supervisor assignment by the department.

1<sup>st</sup> Prospective supervisor,

2<sup>nd</sup> Prospective supervisor



Prof.Dra. Luh Putu Artini, M.A., Ph.D.

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Luh Gede Eka Wahyuni, S.Pd., M.Pd.

NIP. 198812012015042003

## 2. Research permission from Ganesha University of Education



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

**UNIVERSITAS PENDIDIKAN GANESHA**

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8 Juli 2022

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 2 Singaraja  
di Singaraja

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

Nama	: Kadek Anggi Pratiwi Anugraha
NIM	: 1912021022
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: Teaching and Assessing Strategies in English Classes During the Online and Onsite Transition Period in SMAN 2 Singaraja

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,

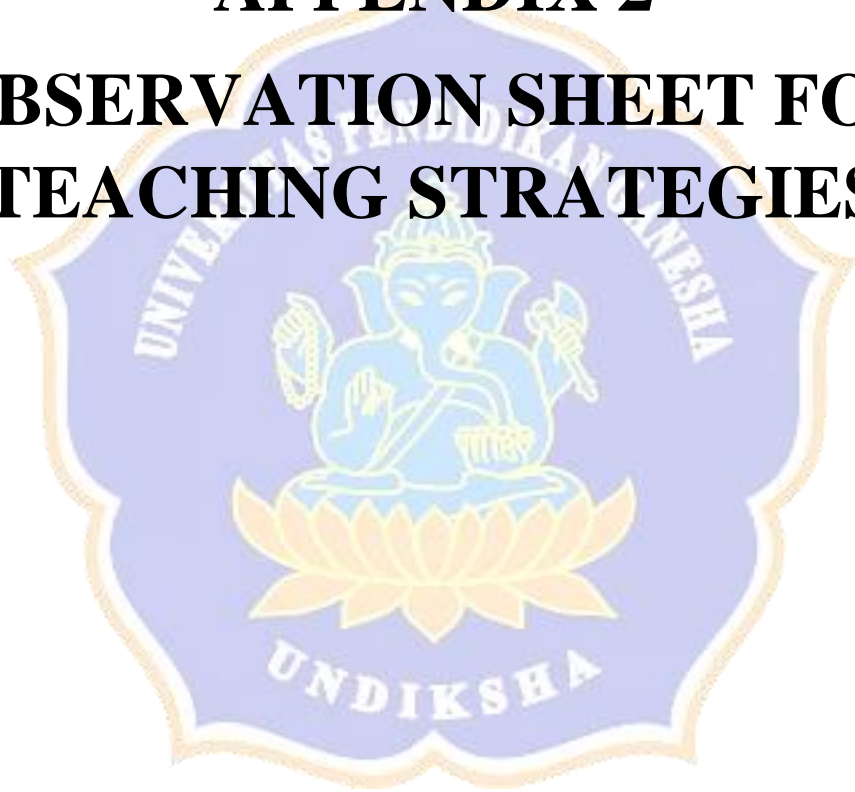


**Dr. Dewa Putu Ramendra, S.Pd., M.Pd.**  
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Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

**APPENDIX 2**  
**OBSERVATION SHEET FOR**  
**TEACHING STRATEGIES**

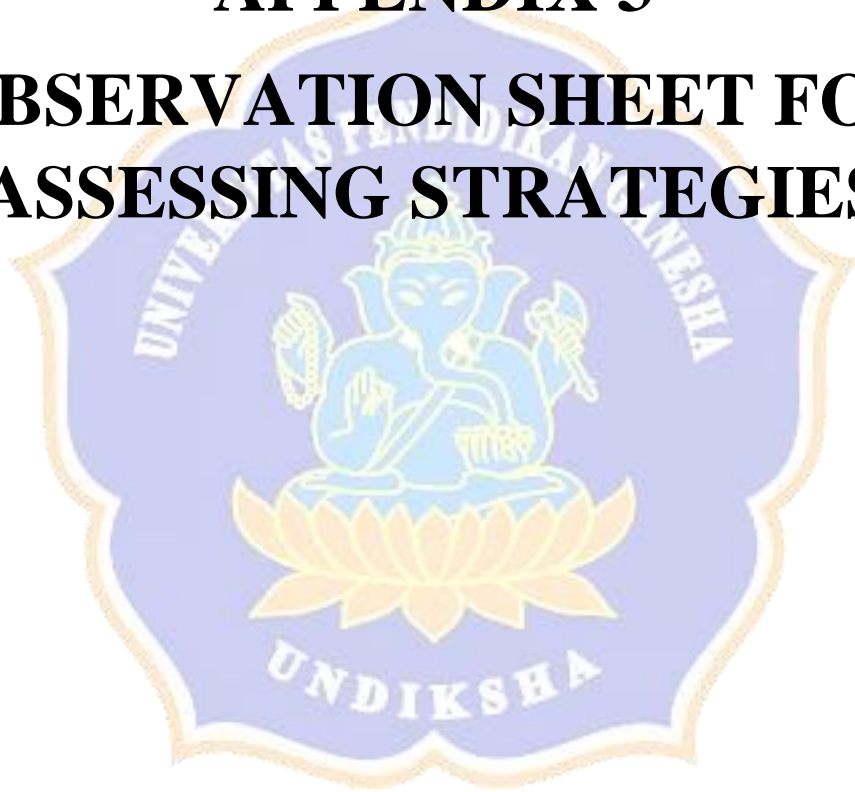


**Appendix 2 Observation Sheet for Teaching Strategies**

No	Class Observation	Pre-Activities					Whilst Activities					Post Activities				
		I1	I2	M1	M2	M3	I1	I2	M1	M2	M3	I1	I2	M1	M2	M3



**APPENDIX 3**  
**OBSERVATION SHEET FOR**  
**ASSESSING STRATEGIES**



**Appendix 3 Observation Sheet for Assessing Strategies**

Number of Observations / In-	Topic	Segment	Assessment Strategy	Note
1		Pre-Activity		
		Whilst Activities		
		Post Activities		
2		Pre-Activity		
		Whilst Activities		
		Post Activities		
3		Pre-Activity		
		Whilst Activities		
		Post Activities		
4		Pre-Activity		
		Whilst Activities		
		Post Activities		

**APPENDIX 4**  
**INDICATOR OF ASSESSMENT**  
**STRATEGIES**



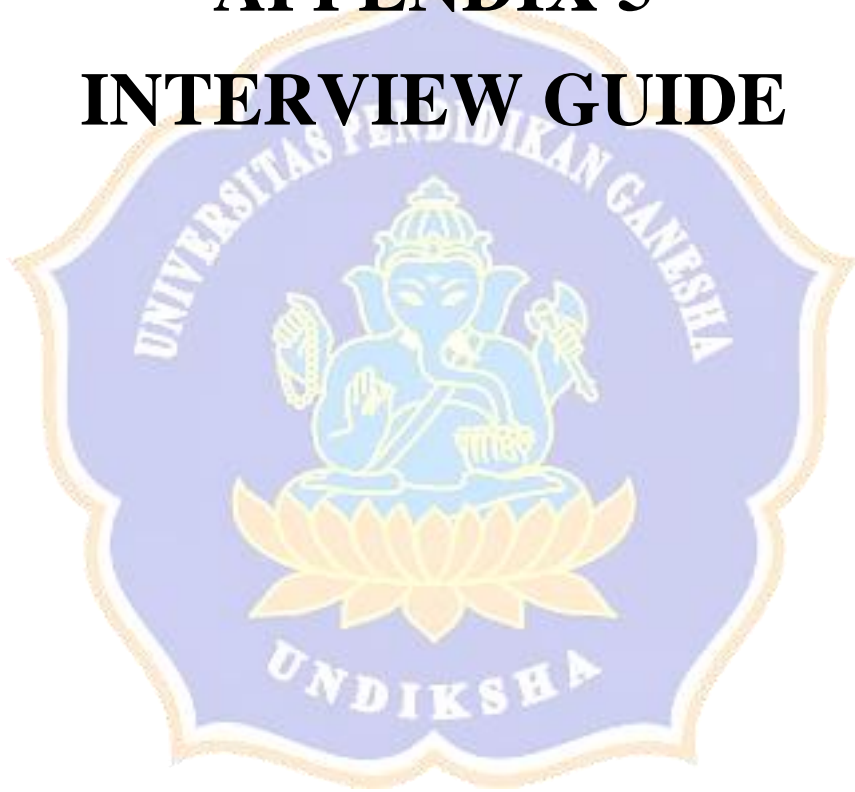


#### Appendix 4 Indicator of Assessment Strategies

No	Types of Assessment	Explanations/ Indicators	Implementations			
			Teacher 1		Teacher 2	
			Yes	No	Yes	No
1	<b>Assessment as learning</b>	Involve students in formulating assessment procedures.				
		Teachers give students a chance to do self-assessments.				
		The teacher allows students to assess their friends.				
2	<b>Assessment for learning</b>	Giving homework to students.				
		Giving a quiz at the end of the material for students.				
		Providing feedback on the student's learning				
3	<b>Assessment of learning</b>	Give a final test to students				
		Evaluation of the learning activities				
		Report students' results				

# **APPENDIX 5**

## **INTERVIEW GUIDE**



## Appendix 5 Interview Guide RQ 1 & RQ 2

No	Research	Question
1	Teaching Strategies	Do you prepare lesson plans for each class meeting?
		What strategies do you use to start class?
		What strategies do you use during the lesson?
		Do you use interactive learning methods in the class, such as debates, discussions, questions and answers during learning?
		What kind of strategies do you use so that students can innovate and think creatively?
		Do you use fun learning methods, such as applying quizzes or games when learning?
		What strategies do you use to foster critical thinking in students?
		What strategies do you use to encourage students to achieve learning goals?
		Do you still use e-learning during learning?
		What learning media do you use when teaching?
		Does learning carried out in English?
		What kind of activity do you plan to end class?
2	Assessing Strategies	Is there a particular strategy you apply to assess students in English classes during this transition period?
		Do you use certain media or technology in assessing students in transition?
		In assessing students in transition, do you use measuring instruments to maintain the objectivity of the assessment?
		What is the impact on students of the assessment strategies applied during the transition period?
		Do you provide assessments based on the assessment as learning, for learning, and of learning?
		Do you provide an assessment at each meeting? (As/for)
		In conducting assessments of English subjects (as/for) on cognitive, psychomotor, and affective aspects, what instruments do you usually use?
		Before giving a test (assessment of/for), do you give students a grid?
3	Problem Encountered	What obstacles did you experience in designing learning strategies?
		What obstacles did you experience in implementing learning strategies during the transition from online to onsite learning?
		Do students experience problems following the process of adjusting learning strategies during the transition from online learning to onsite learning?
		What solutions do you apply to overcome obstacles during the

		learning process?
		What obstacles do you face in designing an assessment strategy during the transition from online learning to onsite learning?
		What are the obstacles that you face when choosing activities as assessment criteria?
		What obstacles do you face when implementing the assessment strategy during the transition from online learning to onsite learning?
		What obstacles do you face when managing the results of the scores obtained from the results of the tests/activities carried out?



**APPENDIX 6**  
**CLASSROOM OBSERVATION**  
**RESULT FOR TEACHING**  
**STRATEGIES**



**Appendix 6 Classroom Observation Result for Teaching Strategies**

No	Class/ Date	Segment	Strategies	I2M3 Standard Check				
				I1	I2	M1	M2	M3
<b>Teacher 1</b>								
1	XI IBB 2/ 11/10/2022	Pre- activity	<p><b>Brainstorming:</b> The teacher invites students to remember the lessons learned in the previous meeting by providing opportunities for students to express opinions or information concerning definition, purpose, language structure, and examples about the expository analytical text.</p> <p><b>Lecturing:</b> The teacher briefly explains the material that has been studied and conveys new information about the material being taught, such as the linguistic elements of the text.</p>	✓	✓	-	-	✓
		Main activity	<p><b>Task:</b> The teacher directs students to read the material first and asks students to answer the questions available on the student's worksheet (LKS).</p> <p><b>Discussion:</b> The teacher directs students to answer questions by dividing students into small groups of 4-5 people. The teacher provides opportunities for students to ask questions related to the problems encountered in answering</p>	✓	✓	✓	✓	✓

			<p>questions and using the media, such as handphones to find the meaning of difficult words</p> <p>Presentation:</p> <p>The teacher directs her students in groups to randomly present the results that have been completed in front of the class and invites other students to provide input and opinions.</p>					
		Post activity	<p>Lecturing:</p> <p>The teacher pointed back at the answers that had been discussed</p> <p>Question and answer:</p> <p>The teacher gives an oral test concerning the material that has been given to find out students' understanding of the learning process that has been carried out.</p>	✓	✓	✓	-	-
2	XI IPS 1/ 11/10/2022	Pre-activity	<p>Brainstorming:</p> <p>Invite students to remember the learning material carried out at the previous meeting.</p> <p>Question and answer:</p> <p>The teacher gives short questions to give students an overview of the learning topics to be discussed.</p> <p>Lecturing:</p> <p>The teacher conveys topics to give students an overview regarding definitions, objectives, language structures, and examples of exposition analytical texts.</p>	✓	✓	✓	✓	-

		Main activity	<p>Task: The teacher directs students to read the material first and asks students to analyze the text on the student's worksheet (LKS).</p> <p>Discussion: The teacher asks students to answer questions on worksheets (LKS) in small groups of 3-4 people in one group. The teacher provides opportunities for students to ask questions related to problems encountered by students in answering questions and using media to help translate words.</p> <p>Presentation: The teacher asks the group to present the discussion results in front of the class voluntarily.</p>	✓		✓	✓	✓
		Post activity	<p>Lecturing: The teacher gives points and conveys the learning material that has been delivered, and allows students to ask questions.</p> <p>Task: The teacher gives assignments to students individually to answer the questions on the worksheet (LKS).</p>	✓	-	-	-	-
3	XI MIPA 2/ 13/10/2022	Pre-activity	<p>Brainstorming: The teacher invites students to remember the lessons learned in the previous meeting by providing opportunities for students to convey</p>	✓	✓	✓	✓	✓



			<p>opinions or information that is already known from previous learning.</p> <p>Question and answer: The teacher gives short questions and answers to the students about the latest material. Then, the teacher continues the question and answer to the material that will though.</p> <p>Lecturing: The teacher briefly explains the material that has been studied and conveys new information about the material to be learned.</p>					
		Main activity	<p>Task: The teacher directs students to read the example text on the student's worksheet (LKS) to provide an overview of the text and asks students individually to write their expository analytical text.</p> <p>Presentation: The teacher asks the students to present in front of the class to discuss the text that has been made voluntarily.</p> <p>Question and answer: The teacher gives questions to students about the text that has been made and allows other students to ask questions related to the text that friends in front of the class have delivered.</p>	✓	✓	✓	✓	✓

		Post activity	<p>Summarizing: The teacher asks one of the students to conclude the activities that have been carried out at this meeting.</p> <p>Lecturing: The teacher conveys explanations and motivation related to the learning that has been carried out and motivates students regarding the text that has been made before.</p>	✓	✓	✓	✓	-
4	XI IPS 2/ 17/10/2022	Pre-activity	<p>Brainstorming: The teacher invites students to remember the lessons learned in the previous meeting by providing opportunities for students to convey opinions or information that is already known from previous learning.</p> <p>Question and answer: The teacher gives short questions and answers to the students about the latest material. Then, the teacher continues the question and answer to the material that will though.</p> <p>Lecturing: The teacher gives a new explanation related to the learning topic presented.</p>	✓	✓	-	-	✓
		Main activity	<p>Task: The teacher directs students to read the material first and asks students to analyze the text on the student's worksheet (LKS).</p> <p>Discussion:</p>	✓	-	-	✓	✓

			<p>The teacher asks students to work on text analysis in pairs. The teacher provides the opportunity to ask questions regarding the problems students encounter in analyzing and using media to help translate words or sentences.</p> <p>Presentation: The teacher asks each group to present the results of the discussions that have been carried out voluntarily.</p>					
		Post activity	<p>Lecturing: The teacher conveys information related to student learning and gives students directions for better learning.</p>	✓	-	-	-	-
5	XI IBB 2/ 18/10/2022	Pre-activity	<p>Brainstorming: The teacher invites students to remember the lessons learned in the previous meeting by providing opportunities for students to express opinions or information that is already known from the learning that has been done.</p> <p>Lecturing: The teacher conveys new material related to the topic being discussed and reemphasizes the learning that has been delivered</p>	✓	✓	✓	✓	✓
		Main activity	<p>Discussion: Teachers invite students to answer assignments that have been collected to be discussed together.</p>	✓	✓	✓	✓	✓

			<p>Task: The teacher directs students to read the material first and asks students to answer questions on the LKS in groups, and then asks students to collect. The teacher provides opportunities for students to ask questions related to problems encountered by students in answering questions and using media to translate difficult sentences.</p>					
		Post activity	<p>Question and answer: The teacher gives students several questions related to the learning that has been done.</p> <p>Lecturing: The teacher gives directions to students regarding the objectives of the learning topics that have been completed and conveys information regarding the teacher's conference.</p>	✓	✓	✓	✓	
6	XI IPS 1/ 18/10/2022	Pre-activity	<p>Brainstorming: Ask students to remember the learning that has been done in the previous meeting and collect the assignments that have been given.</p> <p>Lecturing: The teacher briefly explains the answers to the homework given to students.</p>	✓	✓	✓	-	✓
		Main activity	Task:	✓	-	-	✓	✓

			<p>The teacher asks students to read the text voluntarily. Then the teacher continues asking students to answer the questions on the worksheet (LKS) through group discussions.</p> <p>Presentation: The teacher asks students to present the results of their discussion in front of the class by allowing other students to ask questions.</p> <p>Independent study: The teacher provides learning videos to students through the WhatsApp group.</p> <p>Task: The teacher asks students to analyze the content of the videos that have been sent through the WhatsApp group.</p> <p>Discussion: The teacher asks students to work in groups and work on it</p>					
		Post activity	<p>Task: The teacher asks to collect the analysis results discussed with the group in the form of an attachment.</p>	✓	-	-	✓	✓
<b>Teacher 2</b>								
1	XII MIPA 5/ 21/9/2022	Pre-activity	<p>Brainstorming: The teacher invites students to remember the lesson conveyed at the previous meeting regarding conditional sentences.</p> <p>Question and answer:</p>	✓	✓	✓	-	✓

			<p>The teacher gives short questions and answers to the students about the latest material. Then, the teacher continues the questions and answers to the material that will though.</p> <p>Lecturing: The teacher explains some additional material so that students more easily understand the material to be delivered.</p>					
		Main activity	<p>Independent study: The teacher provides material in the form of files that are sent via the WhatsApp group.</p> <p>Task: The teacher prepares questions and gives questions through the WhatsApp group. The teacher gives students time to work on it before discussing it together.</p> <p>Presentation: The teacher asks students randomly to explain the results of the answers to the questions given in front of the class, followed by other students giving additional opinions regarding the results of the answers made by students in front of the class. The teacher helps students in overcoming difficulties in answering questions.</p>	✓	✓	✓	✓	✓
		Post activity	<p>Question and answer: The teacher gives short questions and answers</p>	-	-	-	-	✓

			<p>related to the learning that has been done.</p> <p>Task: The teacher gives assignments that are delivered via the WhatsApp group.</p> <p>Lecturing: The teacher sends learning materials related to the learning topics to help students understand the material.</p>					
2	XII MIPA 5/ 12/10/2022	Pre-activity	<p>Brainstorming: The teacher invites students to remember the learning carried out in the previous meeting regarding the meaning, goals for the future, and the use of studying the job application letter.</p> <p>Lecturing: The teacher explains the material that has not been delivered to students and emphasizes the material being studied related to the job application letter.</p>	✓	✓	✓	✓	-
		Main activity	<p>Independent study: The teacher gives students material related to job application letters, namely CVs, via the WhatsApp group.</p> <p>Question and answer: The teacher provides opportunities for students to ask questions about the difficulties encountered in understanding the material sent via WhatsApp.</p> <p>Discussion:</p>	✓	✓	✓	✓	✓

			<p>The teacher gives questions through the WhatsApp group and discusses them together.</p> <p>Lecturing: The teacher directs students to understand the material.</p> <p>Question and answer: The teacher stimulates students to actively answer questions related to the learning material presented.</p>					
		Post activity	<p>Task: The teacher gives the assignment sent through the WhatsApp Group and reminds the previous task given two weeks or confirms the students to collect the assignments at the next meeting.</p>	✓	✓	✓	✓	✓
3	XII IBB/ 12/10/2022	Pre-activity	<p>Brainstorming: The teacher asks students to remember the previous material conveyed regarding speech.</p> <p>Lecturing: The teacher invites students to achieve learning goals by making speeches in front of the class and draws students to come into the front of the class voluntarily.</p>	✓	✓	-	✓	-
		Main activity	<p>Presentation: The teacher stimulates students to make speeches in front of the class, both for students who haven't had time to come forward and for students who want to do remedial.</p>	✓	✓	-	✓	✓



			<p>Independent study: The teacher provides material in the form of files that are sent via the WhatsApp group</p> <p>Lecturing: The teacher briefly explains the material sent via the WhatsApp group and provides opportunities for other students to ask questions and convey difficulties in understanding the material.</p>					
		Post activity	<p>Quiz: The teacher gives questions regarding the material learned through the quiz application (Quizziz) with 15 minutes to answer the quiz.</p>	✓	✓	✓	✓	✓
4	XII MIPA 5/ 19/10/2022	Pre-activity	<p>Brainstorming: The teacher briefly discussed the learning material at the previous meeting.</p> <p>Question and answer: The teacher gives questions related to the assignments that have been asked to be collected regarding Job application letters and CVs.</p>	✓	✓	✓	✓	-
		Main activity	<p>Task: The teacher reviews student work directly and asks students to revise work according to the results that have been reviewed.</p>	✓	-	-	✓	✓
		Post activity	<p>Task: The teacher asks students to complete and collect the</p>	✓	✓	✓	✓	-

			job application letter and CV on the same day.					
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**APPENDIX 7**  
**CLASSROOM OBSERVATION**  
**RESULT FOR ASSESSING**  
**STRATEGIES**



### Appendix 7 Classroom observation result for assessing strategies

No	Class/Topic	Segment	Assessing strategies	Assessment approach		
				as	of	for
<b>Teacher 1</b>						
1	XI IBB 2/ Expositional Analytical Text (Second Meeting)	Pre- activity	Observation: The teacher assesses students through observation by asking questions about the material conveyed in the previous meeting.			✓
		Whilst activity	Task and observation: The teacher asks students to answer the questions on the worksheet (LKS) in writing through small groups and observes the student learning process through student activity in discussions and presentations in front of the class.	✓		✓
		Post activity	Test and exercise: The teacher conducts brief questions and answers or oral tests on the learning material that has been given.			✓
2	XI IPS 1/ Expositional Analytical Text (First Meeting)	Pre- activity	Observation: The teacher assesses students through observation by asking questions about learning in the previous meeting. Then, the teacher continued asking questions to know how far the students' understanding to the new learning topic.			✓
		Whilst activity	Task and observation: The teacher asks students to answer the questions on the worksheet (LKS) in writing through small groups and observes the student learning process through student activity in discussions and			✓

			presentations in front of the class.			
		Post activity	Task: The teacher gives assignments to students regarding the material that has been delivered.	✓		✓
3	XI MIPA 2/ Expositional Analytical Text (Second Meeting)	Pre-activity	Observation: The teacher assesses students through observation by asking questions about the material conveyed in the previous meeting. Then continued giving questions related to the material that will be conveyed.	✓		✓
		Whilst activity	Task and observation: The teacher asks students to write texts individually, and the teacher observes the learning process through the activeness of students asking to overcome problems encountered by students in writing texts and observing students in presenting their results in front of the class.	✓		✓
		Post activity	Observation: The teacher allows students to conclude learning and observe the student learning process.			✓
4	XI IPS 2/ Expositional Analytical Text (Second Meeting)	Pre-activity	Observation: The teacher assesses students through observation by asking questions about the material conveyed in the previous meeting. Then continued giving questions related to the material that will be conveyed.			✓
		Whilst activity	Task and observation: The teacher asks students to analyze the text in the worksheet (LKS) in pairs. The	✓		✓

			teacher observes the student learning process through how students participate in discussions and voluntarily present the results of the discussions in front of the class.			
		Post activity	Observation: The teacher observes students in listening to the explanation conveyed by the teacher.			✓
5	XI IBB 2/ Expositional Analytical Text (Third Meeting)	Pre-activity	Observation: The teacher assesses students through observation by asking questions about the material conveyed in the previous meeting.			✓
		Whilst activity	Task: The teacher asks students to answer the questions on the worksheet (LKS) in writing through small groups and finishes it right before class ends.		✓	✓
		Post activity	Observation: The teacher observes the activeness of students by asking several questions.			✓
6	XI IPS 1/ Expositional Analytical Text (Second Meeting)	Pre-activity	Observation: The teacher assesses students through observation by asking questions about the material conveyed in the previous meeting and observing students' attitudes in submitting the assignments.			✓
		Whilst activity	Task: The teacher asks students to answer the questions on the worksheet (LKS) in writing through small groups and observes the student learning process through student activity in discussions and	✓		✓

			presentations in front of the class.			
		Post activity	Task and observation: The teacher observes the results of student discussions in carrying out the requested analysis.		✓	✓
<b>Teacher 2</b>						
1	XII MIPA 5/ Conditional Sentence (Second Meeting)	Pre-activity	Observation: The teacher assesses students through observation by asking questions about the material conveyed in the previous meeting.			✓
		Whilst activity	Observation: The teacher assessed by observing the students' ability to understand the material independently, for instance, by explaining related to the material sent, answering questions prepared by the teacher, paying attention and listening to the explanations delivered by the teacher, also presenting answers in front of the class with other students allowing giving an opinion or assessing their peer.	✓		✓
		Post activity	Task: The teacher gives assignments through the WhatsApp group related to the material studied.		✓	
2	XII MIPA 5/ Job Application Letter (Second Meeting)	Pre-activity	Observation: The teacher assesses students through observation of students ability to answer questions about the material conveyed in the previous meeting.			✓
		Whilst activity	Observation: The teacher assesses through observation by looking at the student's ability to answer			✓

			questions prepared by the teacher, paying attention and listening to the explanations conveyed by the teacher, and being active in giving opinions when the discussion carried out.			
		Post activity	Test and exercise: The teacher gives quizzes through learning media related to the material that has been studied.		✓	
3	XII IBB/ Speech (Third Meeting)	Pre-activity	Observation: The teacher assesses through observation the ability of students to pay attention and listen to the explanations conveyed by the teacher.			✓
		Whilst activity	Observation: The teacher assesses through observation by looking at the student's ability to make speeches in front of the class, understand the material independently, and actively answer questions prepared by the teacher regarding the material that has been provided.			✓
		Post activity	Test and exercise: The teacher gives quizzes through learning media related to the material that has been studied.		✓	
4	XII MIPA 5/ Job Application Letter (Third Meeting)	Pre-activity	Observation: The teacher assesses by observing the students' ability to pay attention and listen to the explanations conveyed by the teacher and the student's ability to answer questions.			✓
		Whilst activity	Task and observation: The teacher conducts an assessment by reviewing			✓



			student work. Then, students continued to revise the assignment (portfolio) that the teacher had reviewed.			
		Post activity	Task: The teacher gives assignments in the form of portfolios collected at the end of the meeting.		✓	



# **APPENDIX 8**

## **INTERVIEW TRANSCRIPT**



## Appendix 8 Interview Transcript

	Question
<b>Teacher 1</b>	
P	Apakah anda menyiapkan rencana pembelajaran untuk setiap pertemuan di kelas?
J	Ya, Ibu buat RPP untuk membantu proses pembelajaran di setiap pertemuan. Di setiap pertemuan juga rencana pembelajaran disesuaikan dengan suasana kelas untuk mencapai tujuan pembelajaran
P	Strategi seperti apa yang anda gunakan untuk mengawali kelas?
J	Kalau di Pre-activity, Ibu biasanya ajak siswa untuk brainstorming dengan mengingat kembali materi yang telah kita dipelajari, nanya PR, dan memberikan pertanyaan sesuai materi yang Ibu jadikan sebagai pemantik question.
P	Strategi seperti apa yang anda gunakan saat pembelajaran berlangsung?
J	Ibu sajikan suatu masalah dalam pembelajaran dengan menggunakan problem-based learning. Terus, model pembelajaran di kurikulum ini mudah untuk disesuaikan, seperti penggunaan discovery learning dan project-based learning
P	Apakah anda menggunakan metode pembelajaran Interaktif di kelas, seperti debat, diskusi, tanya jawab saat pembelajaran berlangsung?
J	Kalau lihat dari .... ni, strategi pembelajaran pakai media, kuis, dan link Youtube untuk berbagi materi, mungkin aja ini menginspirasi siswa untuk mencapai tujuan belajar mereka.
P	Strategi seperti apa yang anda gunakan agar siswa mampu menciptakan inovasi dan berpikir kreatif?
J	... Pembelajaran diterapkan dengan kurikulum yang digunakan di kelas 11 dan 12 yaitu kurikulum 2013 yang lebih berbasis pada pembelajaran yang berpusat pada siswa, jadi Miss sering pakai strategi pembelajaran dengan model discovery learning, problem-based learning atau project-based learning.
P	Apakah anda menggunakan metode pembelajaran Menyenangkan, seperti menerapkan kuis atau game saat pembelajaran?
J	... Terus, kuis juga kan mengajak siswa untuk tertantang dan juga cara yang menyenangkan untuk mencapai tujuan belajar.
P	Strategi seperti apa yang anda gunakan untuk menumbuhkan pemikiran kritis pada siswa?
J	... Untuk menumbuhkan, Ibu biasanya ajak siswa memecahkan masalah dalam bentuk problem based learning, project atau penugasan yang berpusat kepada siswa
U	Strategi apa yang anda gunakan untuk mendorong siswa dalam mencapai tujuan pembelajaran?
J	Ibu berikan mereka motivasi belajar, mungkin juga kasih siswa proses pembelajaran yang beragam.

P	Apakah anda masih menggunakan e-learning selama pembelajaran?
J	... Ibu kadang kasih kuis ke siswa pakai Quizziz atau kasih siswa untuk membuka translate bahasa yang nggak mereka mengerti ...
P	Media pembelajaran seperti apa yang anda gunakan saat mengajar?
J	Karena siswa sekarang tu siswa dikasih bawa hp ke sekolah, ... Ibu pada saat tertentu minta siswa untuk tidak menggunakan hp jika nggak diperlukan dan minta siswa untuk men-silent kan hp. Jadi, hp itu nggak mengganggu proses pembelajaran.
P	Apakah pembelajaran berlangsung dengan menggunakan Bahasa Inggris?
J	Berusaha untuk menggunakan Bahasa Inggris, kadang-kadang ibu terjemahin. Tergantung kelasnya ya kalau memang udah nggak paham ya terjemahin daripada nggak paham.
P	Kegiatan seperti apa yang anda rancang untuk mengakhiri kelas?
J	Kalau di kegiatan terakhir, Ibu kadang siapkan link kuis, dan Ibu biasanya adakan kuis secara real time. Kalau Ibu tidak sempat, biasanya Ibu minta salah satu siswa untuk melakukan summarize untuk kegiatan hari ini.
P	Apakah ada strategi tertentu yang anda terapkan dalam menilai siswa di kelas bahasa Inggris pada masa transisi ini?
J	... Akhir-akhir ini Ibu lebih sering pakai metode tugas dan presentasi karena waktu siswa yang mau habis untuk dapatkan semua materi...
P	Apakah anda menggunakan media atau teknologi tertentu dalam menilai siswa di masa transisi?
J	... Ibu gunakan Quizziz untuk menghemat kertas. Quizziz juga dapat mempunyai pengaturan melakukan tes satu kali sehingga siswa nggak mencoba dua kali pengerjaan kuis. Dan pengatur waktu biar siswa punya tanggung jawab untuk mengerjakan soal. Ibu juga minta siswa kasih nilai tugas untuk speaking yang dikirim ke Youtube. Jadi, Ibu tugaskan begitu juga untuk memudahkan ibu untuk lihat laporan siswa.
P	Dalam menilai siswa di masa transisi, apakah anda menggunakan alat ukur tertentu untuk tetap menjaga objektivitas penilaian?
J	... Untuk di masa transisi ni, Ibu tambahkan strategi dengan observasi sebagai bentuk penilaian di pembelajaran. Ibu lakukan observasi supaya dapat melihat dan mengukur sampai mana je aktifnya siswa dari keterampilan atau sikap dalam proses pembelajaran.
P	Bagaimana dampak terhadap siswa dari strategi asesmen yang diterapkan pada masa transisi?
J	Ibu rasa penilaian saat ini memberikan efek baik ... Misalnya Ibu dengan mudah melihat seberapa aktif siswa di kelas dalam mengerjakan tugas, melakukan tanya jawab, dan penilaian.
P	Apakah anda memberikan penilaian berdasarkan assessment as learning, for learning, dan of learning?
J	Ya, ibu berikan mengikuti assessment as, of, dan for learning.
P	Apakah pada setiap pertemuan anda memberikan penilaian? (As/for)
J	Di setiap pertemuan, Ibu melakukan penilaian. Penilaiannya bisa Ibu

	lakukan dengan strategi observasi dengan melihat melalui keterampilan, sikap, dan tanggung jawab siswa terhadap tugas dalam proses pembelajaran.
P	Dalam melaksanakan penilaian mata pelajaran bahasa Inggris (as/for) pada aspek kognitif, psikomotor, dan afektif, instrumen apa yang biasa anda gunakan?
J	Dalam proses belajar, Ibu kasih penilaian melalui tugas, kuis, proyek, atau presentasi...
P	Sebelum memberikan test (assessment of/for) apakah anda memberikan kisi-kisi kepada siswa?
J	Ibu lebih meminta siswa untuk belajar, tapi kadang ibu memberikan bagian penting saja kepada siswanya.
P	Apa kendala yang Bapak/Ibu alami dalam merancang strategi pembelajaran?
J	Masalah yang Ibu dapat kalau melaksanakan pembelajaran seperti membangun semangat belajar siswa dan bagaimana melaksanakan pembelajaran yang dirancang untuk siswa.
P	Apa kendala yang Bapak/Ibu alami dalam mengimplementasikan strategi pembelajaran pada masa transisi online learning ke onsite learning?
J	... Ibu melihat siswa pada awalnya kurang termotivasi dalam pembelajaran luring. Terus juga, untuk siswa sekarang ini, Ibu lihat konsentrasi siswa dalam belajar tu berkurang. Jadi, Ibu dituntut bisa menentukan strategi belajar apa yang bisa memotivasi belajar siswa.
P	Apakah siswa mengalami kendala dalam mengikuti proses penyesuaian strategi pembelajaran pada masa transisi online learning ke onsite learning?
J	Permasalahan pembelajaran siswanya adalah kurangnya motivasi siswa dan konsentrasi siswa yang menurun.
P	Apa solusi yang Bapak/Ibu terapkan untuk menanggulangi kendala selama proses pembelajaran?
J	Ibu harus siapkan strategi belajar yang dapat meningkatkan motivasi belajar siswa ... Jadi Ibu juga siapkan strategi pembelajaran tambahan yang mungkin saja Ibu gunakan untuk mengatasi turunnya motivasi siswa dalam belajar ...
P	Apa kendala yang Bapak/Ibu hadapi dalam merancang strategi menilai pada masa transisi online learning ke onsite learning?
J	Dalam penilaian Ibu mengalami kesulitan dalam menentukan kegiatan pembelajaran sebagai bahan penilaian...
P	Apa kendala yang Bapak/Ibu hadapi ketika memilih aktivitas sebagai kriteria penilaian?
J	... menentukan kegiatan pembelajaran sebagai bahan penilaian ...
P	Apa kendala yang Bapak/Ibu hadapi pada saat mengimplementasikan strategi menilai pada masa transisi online learning ke onsite learning?
J	Ibu perlu memperhatikan beban siswa seperti dalam penugasan yang biasa ibu pakai, sehingga siswa tidak merasa terbebani apalagi baru dimulai sekolah kembali.
P	Apa kendala yang Bapak/Ibu hadapi ketika mengelola hasil nilai yang sudah

	didapatkan dari hasil test/aktivitas yang dilakukan?
J	Mungkin medeskripsikan hasil nilai di dalam rapot
<b>Teacher 2</b>	
P	Apakah anda menyiapkan rencana pembelajaran untuk setiap pertemuan di kelas?
J	Sebagai guru, sudah jelas setiap mau mengajar di kelas pasti sebelumnya harus melakukan persiapan. Penyusunan RPP, teknik pengajaran yang mau digunakan seperti apa, teknik evaluasinya, pemberian penguatan dan motivasi, terus evaluasi feedback itu disiapkan secara global, untuk detilnya sudah ada di RPP.
P	Strategi seperti apa yang anda gunakan untuk mengawali kelas?
J	Saat mulai kelas, Miss biasanya mengajak siswa untuk Brainstorming, brainstorming sangat membantu siswa untuk mengingat materi yang sudah Miss ajar sebelumnya. Selain itu, Miss juga pakai sesi tanya jawab singkat yang biasa Miss gunakan untuk membuka topik baru, sehingga siswa perlu belajar terlebih dahulu topik yang akan mau kita bahas.
P	Strategi seperti apa yang anda gunakan saat pembelajaran berlangsung?
J	Dalam kegiatan inti, sesuai materi, Miss ajak siswa untuk diskusi kelompok, tanya jawab, atau presentasi. Miss juga kadang melakukan pembelajaran dengan presentasi agar membantu siswa belajar.
P	Apakah anda menggunakan metode pembelajaran Interaktif di kelas, seperti debat, diskusi, tanya jawab saat pembelajaran berlangsung?
J	... Kalau dalam menggunakan strategi pembelajaran, Miss selalu berusaha menggunakan strategi yang dikemas melalui beberapa model dan metode pembelajaran. Misalnya dengan melakukan diskusi pembelajaran, tanya jawab, bermain peran, presentasi, dan ceramah, sampai pemberian proyek yang berguna di masa depan dalam interaksi sosial.
P	Strategi seperti apa yang anda gunakan agar siswa mampu menciptakan inovasi dan berpikir kreatif?
J	Tanya jawab dan diskusi dapat mengajak siswa untuk berfikir kreatif...
P	Apakah anda menggunakan metode pembelajaran Menyenangkan, seperti menerapkan kuis atau game saat pembelajaran?
J	... disela-sela aktivitas anak-anak, supaya pembelajaran lebih interaktif dan inspiratif, Miss sering memberikan penguatan motivasi dalam bentuk ceramah, simulasi, atau video yang kontekstual...
P	Strategi seperti apa yang anda gunakan untuk menumbuhkan pemikiran kritis pada siswa?
J	Untuk model yang Miss gunakan itu adalah model pembelajaran 4C yaitu pendekatan scientific, problem based learning, project based learning
P	Strategi apa yang anda gunakan untuk mendorong siswa dalam mencapai tujuan pembelajaran?
J	... ketika pemberian proyek, Miss selalu berusaha untuk tidak sekedar memberikan proyek. Proyek yang Miss berikan adalah proyek yang useful dan targeted di society, jadi diharapkan dapat berguna di kehidupan mereka.

P	Apakah anda masih menggunakan e-learning selama pembelajaran?
J	... Seperti penggunaan WhatsApp untuk mengirim materi atau membantu memberikan kuis...
P	Media pembelajaran seperti apa yang anda gunakan saat mengajar?
J	Untuk penggunaan teknologi di dalam pembelajaran, Miss berikan siswa menggunakan handphone.
P	Apakah pembelajaran berlangsung dengan menggunakan Bahasa Inggris?
J	Ya ibu usahakan, tapi tetap Miss kasih pengertiannya.
P	Kegiatan seperti apa yang anda rancang untuk mengakhiri kelas?
J	Untuk kegiatan penutup, biasanya Miss lakukan dengan kuis melalui Quizziz untuk mengetahui pemahaman siswa terhadap materi pembelajaran hari ini.
P	Apakah ada strategi tertentu yang anda terapkan dalam menilai siswa di kelas bahasa Inggris pada masa transisi ini?
J	Di penilaian, Miss sering menggunakan penilaian autentik.
P	Apakah anda menggunakan media atau teknologi tertentu dalam menilai siswa di masa transisi?
J	... Guru dapat menggunakan platform media online dengan bebas, baik itu dengan Miss yang biasanya menggunakan Quizziz, link tes online untuk menguji kemampuan siswa, dan Miss juga membagikan beberapa materi kolaboratif yang interaktif melalui pembelajaran online ...
P	Dalam menilai siswa di masa transisi, apakah anda menggunakan alat ukur tertentu untuk tetap menjaga objektivitas penilaian?
J	Di penilaian, Miss sering menggunakan penilaian autentik.
P	Bagaimana dampak terhadap siswa dari strategi asesmen yang diterapkan pada masa transisi?
J	Strategi yang Ibu pakai untuk melakukan penilaian menurut ibu bagus, itu juga karena Ibu lihat siswa lebih aktif di kelas dan punya tanggung jawab lebih dalam belajar
P	Apakah anda memberikan penilaian berdasarkan assessment as learning, for learning, dan of learning?
J	Ya, Miss menyesuaikan dengan proses pembelajaran.
P	Apakah pada setiap pertemuan anda memberikan penilaian? (As/for)
J	Miss selalu berusaha berikan penilaian di setiap pertemuan, baik dalam tugas individu, kelompok, atau kuis ...
P	Dalam melaksanakan penilaian mata pelajaran bahasa Inggris (as/for) pada aspek kognitif, psikomotor, dan afektif, instrumen apa yang biasa anda gunakan?
J	... Kalau kognitif ya harus melalui tes, tugas, kuis, dan observasi. Kalau psikomotor dapat bentuk berupa proyek, produk, atau portofolio. Kalau penilaian afektif yang berkaitan dengan sikap adalah melihat melalui sikap sosial siswa sehari-hari.
P	Sebelum memberikan test (assessment of/for) apakah anda memberikan kisi-kisi kepada siswa?

J	... Jika Miss punya waktu juga, Miss juga siapkan rubrik untuk siswa dalam membantu menilai temannya melakukan presentasi atau di tugas.
P	Apa kendala yang Bapak/Ibu alami dalam merancang strategi pembelajaran?
J	Masalah yang Ibu dapat kalau melaksanakan pembelajaran seperti membangun semangat belajar siswa dan bagaimana melaksanakan pembelajaran yang dirancang untuk siswa
P	Apa kendala yang Bapak/Ibu alami dalam mengimplementasikan strategi pembelajaran pada masa transisi online learning ke onsite learning?
J	Miss rasa sepertinya di dalam pembelajaran pada masa transisi ini, siswa kesulitan beradaptasi dengan pembelajaran yang awalnya dilakukan secara daring. Siswa merasa kenyamanan dan terbiasa dengan pembelajaran online ...
P	Apakah siswa mengalami kendala dalam mengikuti proses penyesuaian strategi pembelajaran pada masa transisi online learning ke onsite learning?
J	... Siswa kesulitan beradaptasi dengan pembelajaran yang awalnya dilakukan secara daring ...
P	Apa solusi yang Bapak/Ibu terapkan untuk menanggulangi kendala selama proses pembelajaran?
J	... Miss akan lakukan tes dan exercise pada siswa dalam setiap proses pembelajaran. Ini mampu meningkatkan motivasi siswa dalam belajar dan juga menghilangkan penurunan motivasi siswa pada masa transisi. ... dengan menegaskan pembelajaran siswa untuk mengarahkan siswa mencapai tujuan pembelajaran.
P	Apa kendala yang Bapak/Ibu hadapi dalam merancang strategi menilai pada masa transisi online learning ke onsite learning?
J	Miss kadang mengalami kendala saat mengelola hasil nilai siswa karena beberapa siswa tidak mau untuk remedial ketika punya nilai yang lebih rendah dari temannya.
P	Apa kendala yang Bapak/Ibu hadapi ketika memilih aktivitas sebagai kriteria penilaian?
J	Miss juga memastikan bagaimana tugas untuk penilaian siswa. Karena Miss tidak mau siswa merasa terlalu terbebani, tetapi juga Miss nggak ingin membebaskan siswa dari tugas karena tugas merupakan salah satu bentuk penilaian siswa.
P	Apa kendala yang Bapak/Ibu hadapi pada saat mengimplementasikan strategi menilai pada masa transisi online learning ke onsite learning?
J	Seperti tadi, Miss tidak mau siswa merasa terbebani mengenai tugas khususnya.
P	Apa kendala yang Bapak/Ibu hadapi ketika mengelola hasil nilai yang sudah didapatkan dari hasil test/aktivitas yang dilakukan?
J	Miss kadang mengalami kendala saat mengelola hasil nilai siswa karena beberapa siswa tidak mau untuk remedial ketika punya nilai yang lebih rendah dari temannya.


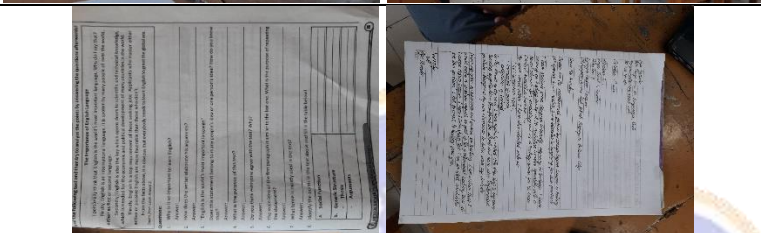





# **APPENDIX 9**

## **DOCUMENTATION**



## Appendix 9 Documentation

No	Picture	Description
1		Brainstorming (Teacher 1 and Teacher 2)
2		Task
3		Asking and answer between teacher and student (Teacher 1 and Teacher 2)
4		Presentation (Teacher 1 and Teacher 2)
5		Lecturing (Teacher 1 and Teacher 2)

6		Discussion
7		Classroom observation
8		Interview

