



APPENDICES



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 1st prospective supervisor)

NIP : 196407141988102001

and

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

NIP : 198812012015042003

confirm that we approve to guide the thesis submitted by:

Name : I Gusti Ayu Komang Putri Tri Wahyuni

NIM : 1912021138

Class : 7C

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

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

1st Prospective supervisor,



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

NIP. 196407141988102001

2nd Prospective supervisor



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

NIP. 198812012015042003

2. Research permission letter from Ganesha University of Education



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA

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Nomor : 2773/UN48.7.1/DT/2022

3 Oktober 2022

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMAN 2 Mengwi
di Badung

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

Nama	: I Gusti Ayu Komang Putri Tri Wahyuni
NIM	: 1912021138
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023

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

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

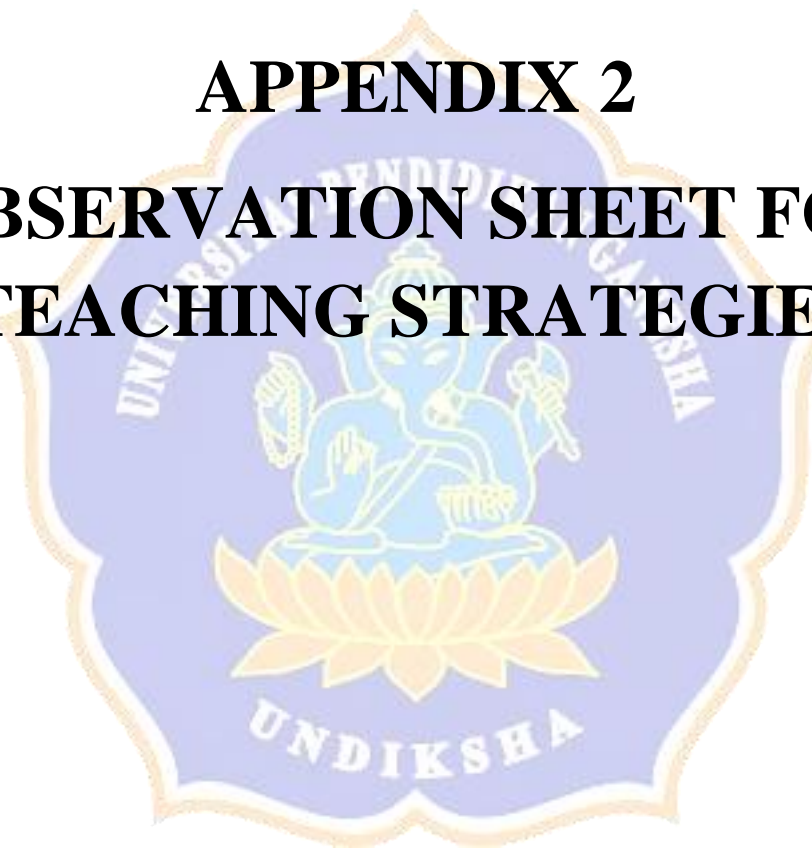
a.n. Dekan,
Wakil Dekan I,

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

Tembusan:

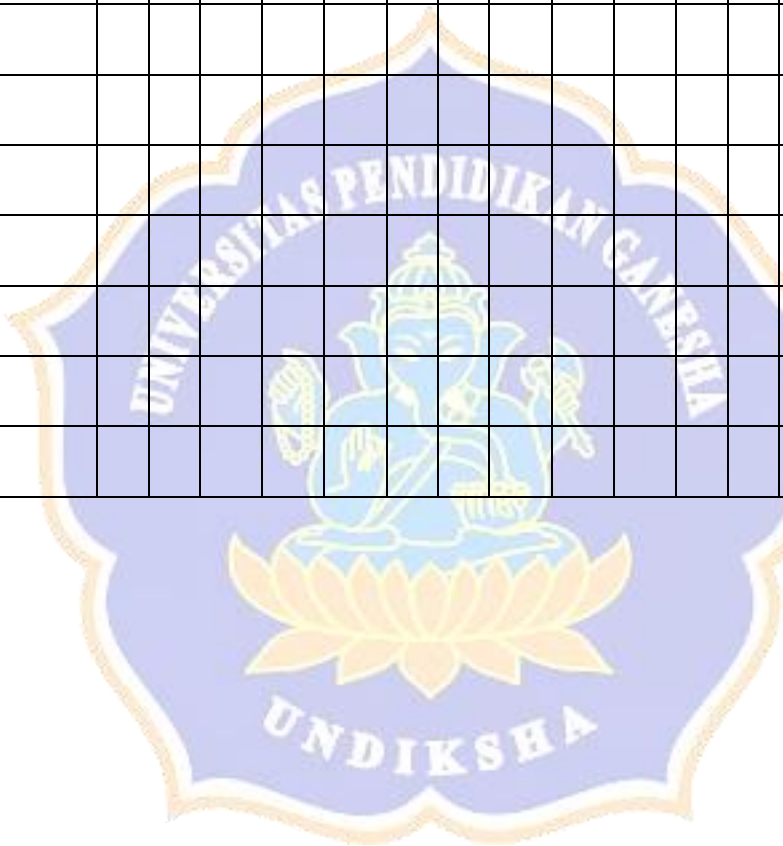
1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

APPENDIX 2
OBSERVATION SHEET FOR
TEACHING STRATEGIES

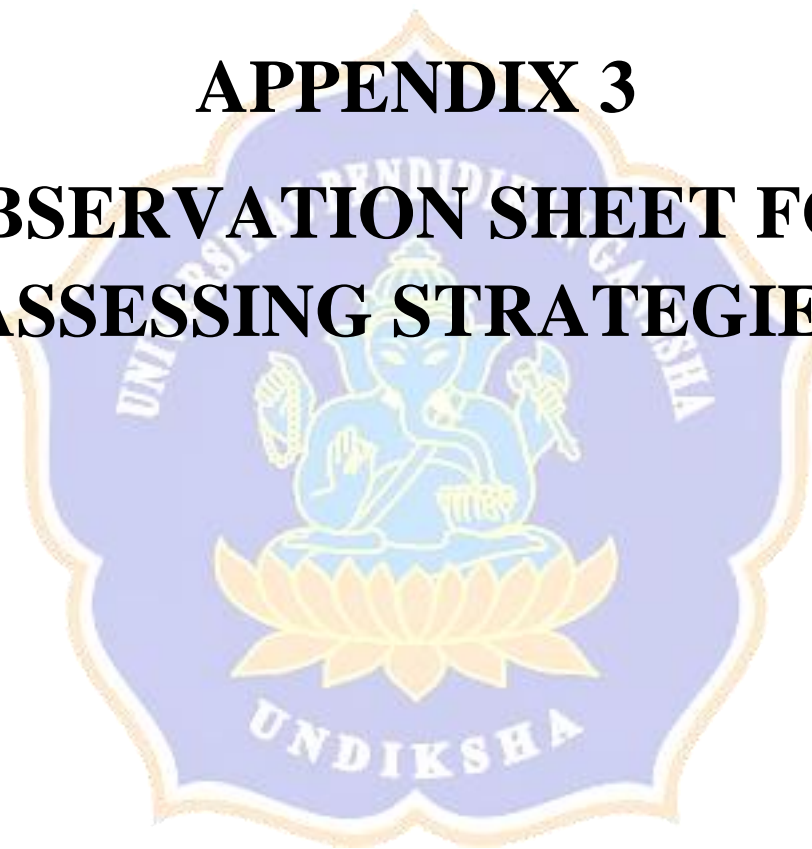


Appendix 2 Observation Sheet for Teaching Strategies

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

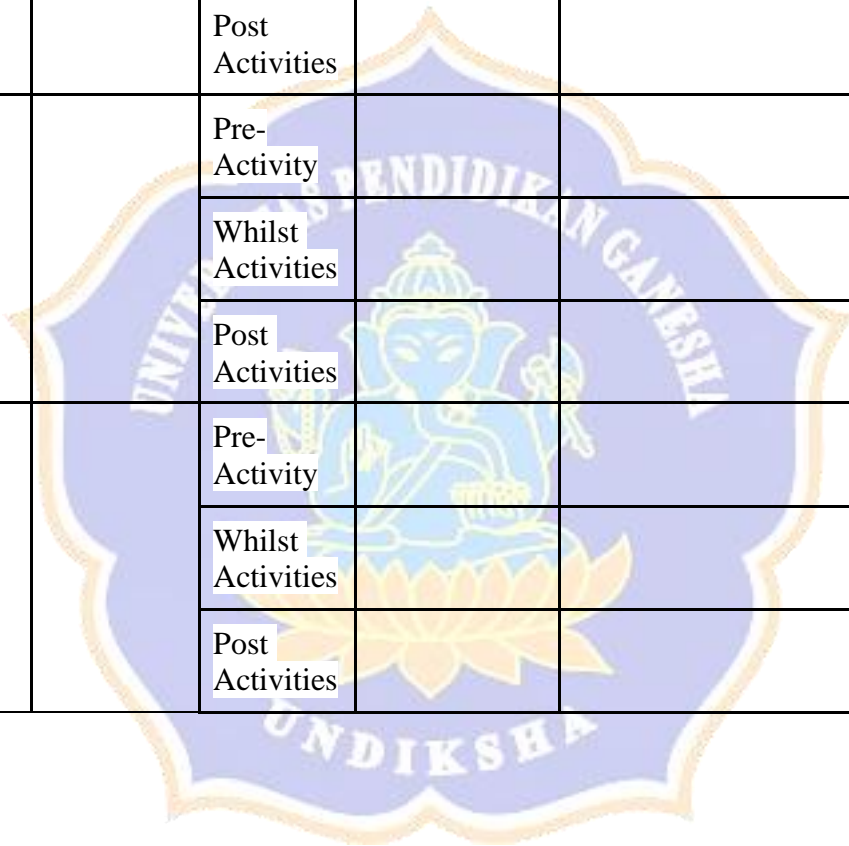


APPENDIX 3
OBSERVATION SHEET FOR
ASSESSING STRATEGIES

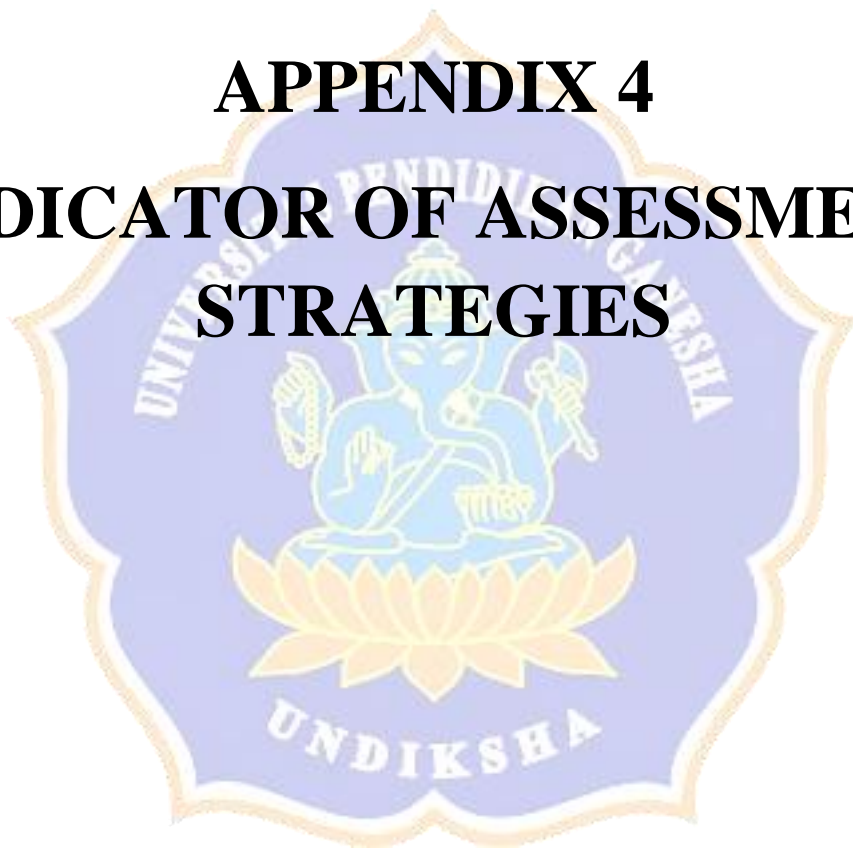


Appendix 3 Observation Sheet for Assessing Strategies

Number of Observation / 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		



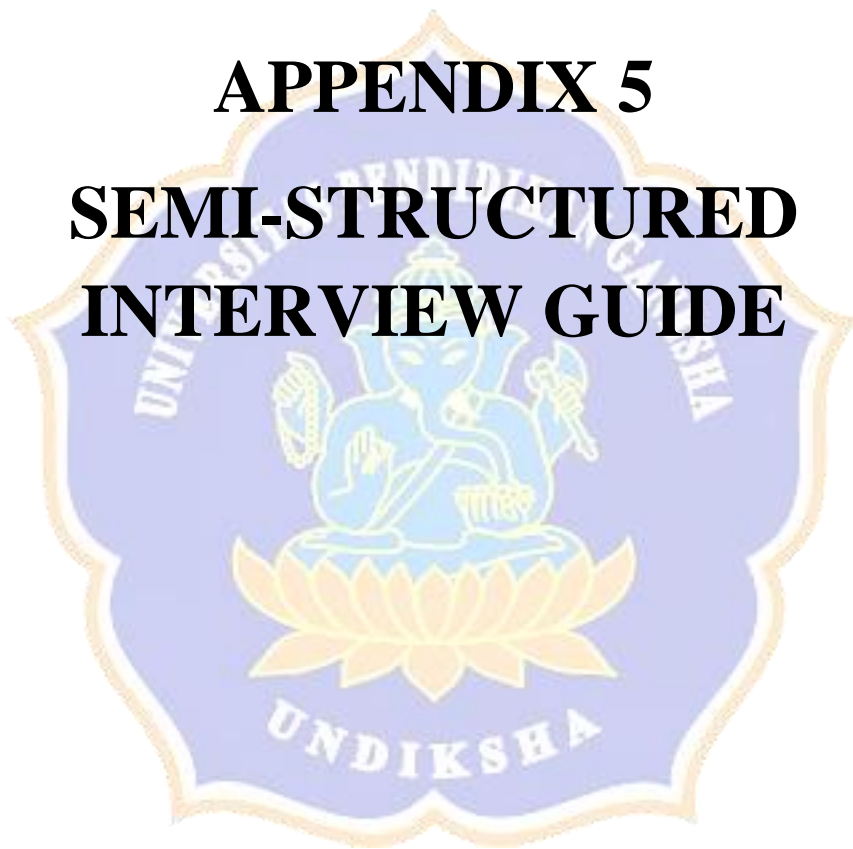
APPENDIX 4
INDICATOR OF ASSESSMENT
STRATEGIES



Appendix 4 Indicator of Assessment Strategies

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

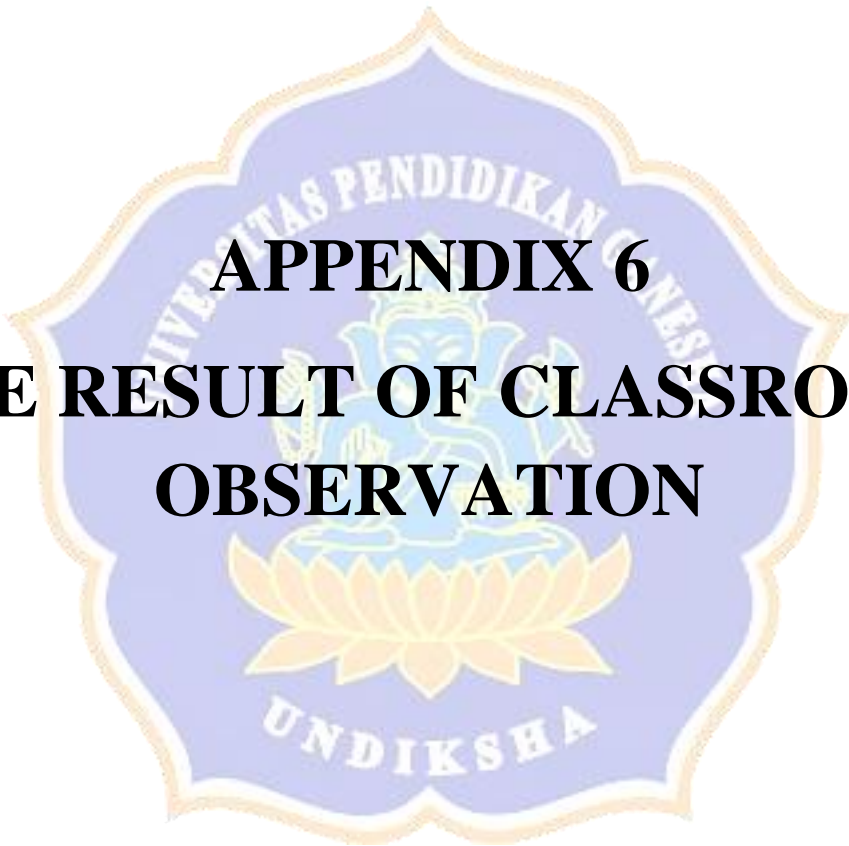
APPENDIX 5
SEMI-STRUCTURED
INTERVIEW GUIDE



Appendix 5 Interview Guide

No	Research Question	Question
1	Teaching Strategies	<p>Apakah anda menyiapkan rencana pembelajaran untuk setiap pertemuan di kelas?</p> <p>Strategi seperti apa yang anda gunakan untuk mengawali kelas?</p> <p>Strategi seperti apa yang anda gunakan saat pembelajaran berlangsung?</p> <p>Apakah anda menggunakan metode pembelajaran Interaktif di kelas, seperti debat, diskusi, tanya jawab saat pembelajaran berlangsung?</p> <p>Strategi seperti apa yang anda gunakan agar siswa mampu menciptakan inovasi dan berpikir kreatif?</p> <p>Apakah anda menggunakan metode pembelajaran Menyenangkan, seperti menerapkan kuis atau game saat pembelajaran?</p> <p>Strategi seperti apa yang anda gunakan untuk menumbuhkan pemikiran kritis pada siswa?</p> <p>Strategi apa yang anda gunakan untuk mendotong siswa dalam mencapai tujuan pembelajaran?</p> <p>Apakah anda masih menggunakan e-learning selama pembelajaran?</p> <p>Media pembelajaran seperti apa yang anda gunakan saat mengajar?</p> <p>Apakah pembelajaran berlangsung dengan menggunakan Bahasa Inggris?</p> <p>Kegiatan seperti apa yang anda rancang untuk mengakhiri kelas?</p>
2	Assessing Strategies	<p>Apakah ada strategi tertentu yang anda terapkan dalam menilai siswa di kelas bahasa Inggris pada masa transisi ini?</p> <p>Apakah anda menggunakan media atau teknologi tertentu dalam menilai siswa di masa transisi?</p> <p>Dalam menilai siswa di masa transisi, apakah anda menggunakan alat ukur tertentu untuk tetap menjaga objektivitas penilaian?</p> <p>Bagaimana dampak terhadap siswa dari strategi asesmen yang diterapkan pada masa transisi?</p>

		Apakah anda memberikan penilaian berdasarkan assessment as learning, for learning, dan of learning?
		Apakah pada setiap pertemuan anda memberikan penilaian? (As/for)
		Dalam melaksanakan penilaian mata pelajaran bahasa Inggris (as/for) pada aspek kognitif, psikomotor, dan afektif, instrumen apa yang biasa anda gunakan?
		Sebelum memberikan test (assessment of/for) apakah anda memberikan kisi-kisi kepada siswa?
3.	Problems encountered	Apakah ada strategi tertentu yang anda terapkan dalam menilai siswa di kelas bahasa Inggris pada masa transisi ini?
		Apakah anda menggunakan media atau teknologi tertentu dalam menilai siswa di masa transisi?
		Dalam menilai siswa di masa transisi, apakah anda menggunakan alat ukur tertentu untuk tetap menjaga objektivitas penilaian?
		Bagaimana dampak terhadap siswa dari strategi asesmen yang diterapkan pada masa transisi?
		Apakah anda memberikan penilaian berdasarkan assessment as learning, for learning, dan of learning?
		Apakah pada setiap pertemuan anda memberikan penilaian? (As/for)
		Dalam melaksanakan penilaian mata pelajaran bahasa Inggris (as/for) pada aspek kognitif, psikomotor, dan afektif, instrumen apa yang biasa anda gunakan?
		Sebelum memberikan test (assessment of/for) apakah anda memberikan kisi-kisi kepada siswa?
		Apakah ada strategi tertentu yang anda terapkan dalam menilai siswa di kelas bahasa Inggris pada masa transisi ini?



APPENDIX 6
THE RESULT OF CLASSROOM
OBSERVATION

Appendix 7 The Result of Classroom Observation

Teacher 1								
No	Class/Topic	Segment	Strategies	I2M3 Standard Process				
				I1	I2	M1	M2	M3
1	XII MIPA 4/Discussion text	Pre- activity	<ul style="list-style-type: none"> - Reviewing: teacher asks students about the previous material. - Discussion: ask students “have you ever do online shopping?”, teacher invite students to discuss about word related with online shopping 	✓	-	-	✓	✓
		Whilst- Activity	<ul style="list-style-type: none"> - Asking: ask students about online shopping “what do you buy online?” - Work in group: teacher divide students into 9 groups - Discussion: ask each group to discuss about something makes worry when online shopping - Presenting: teacher tell each 	✓	✓	-	✓	✓

			<p>group present the result of their discussion</p> <ul style="list-style-type: none"> - Feedback: teacher give feedback for each group's presentation 					
		Post activity	<ul style="list-style-type: none"> - Exercise: teacher tell students to find the differences between online shopping and traditional shopping as a homework. 	-	√	-	-	√
2	XII MIPA 2/ Offering help	Pre-activity	<ul style="list-style-type: none"> - Question and answer: teacher ask students about what they learned related to today's topic "what do you know about offering help?" 	√	√	-	√	√
		Whilst-Activity	<ul style="list-style-type: none"> - Lecturing: teacher explained about the expression of offering help - Cooperative: teacher divide students into groups consisting of two student and then made a conversation about offering help. - Monitoring: the teacher monitor 	√	√	-	√	√

			<p>each group by seeing students' work and giving suggestion if any.</p> <ul style="list-style-type: none"> - Presenting: each group present their conversation in front of the class. - Feedback: the teacher give feedback about each group performance 					
		Post activity	<ul style="list-style-type: none"> - Reflection: the teacher gives students a piece of sticky note, the teacher asks students write about what they learned today for 5 minutes 	-	√	-	√	√
3	XII MIPA 3/Discussion Text	Pre-activity	<ul style="list-style-type: none"> - Reviewing: teacher asks students about the previous lesson. 	√	-	-	√	√
		Whilst-Activity	<ul style="list-style-type: none"> - Present the material: the teacher displays a PowerPoint which contains several issues that have occurred recently - Group discussion: the teacher asks each group to discuss whether they agreed or disagreed regarding 	√	√	-	√	√

			<p>the issues that the teacher had shared</p> <ul style="list-style-type: none"> - Presenting: each group present the result of their discussion - Discussion: the teacher invite students to discuss the information needed for a discussion text, starting from social functions, structures, and linguistic elements. 					
		Post activity	<ul style="list-style-type: none"> - Quiz: the teacher asks students to answer questions about what was discussed previously used quizziz application 	-	-	√	√	√
4	XII MIPA 4/Review text	Pre-activity	<ul style="list-style-type: none"> - Quiz: the teacher display quizziz using proyektor, the teacher asks students to join and answer the questions - Elicitation: the teacher asks students regarding the topics to be discussed such as "Have you ever reviewed a film after watching it?" 	√	√	√	√	√

		<p>Whilst-Activity</p> <ul style="list-style-type: none"> - Watching video: the teacher asks students to watch a short film - Asking: the teacher asks students to write down important information that can be used to review the film - Exercise: the teacher give worksheet to write down the review about the film - Presenting: the teacher asks students to voluntarily present the film reviews - Peer-assessment: the teacher asks other students to give feedback about their friend's presentation 	√	√	√	√	√
		<p>Post activity</p> <ul style="list-style-type: none"> - Drawing conclusion: the teacher invite students to make conclusion about today's lesson. 	√	√	-	√	√
5	XII MIPA 1/Review Text	<p>Pre-activity</p> <ul style="list-style-type: none"> - Game: the teacher plays several English songs. Students are asked to guess and write 	√	√	√	√	√

			<p>the title of the song being played on the whiteboard.</p> <p>- Discussion: the teacher gives several photos of famous singer and writers. Teacher asked “do you know who is this?”, “please give your opinion about her/him!”</p>					
		Whilst-Activity	<p>- Lecturing. The teacher displays powerpoint and explain about review text</p> <p>- Exercise: the teacher give a worksheet that contains examples of review text. The teacher asks students to read and write down the results of their analysis on worksheets</p>	-	-	√	√	√
		Post activity	<p>- Feedback: Students collect the review results, and the teacher gives general feedback.</p> <p>- Drawing conclusion: the teacher invites students to make a conclusions about</p>	√	√	-	√	√

			<p>today's lesson</p> <p>- Self assessment: Students are given a piece of paper, students are asked to assess their learning abilities today</p>					
6	XI.MIPA 3/ Review text	Pre- Activity	<p>- Brainstorming: the teacher invites students to watch the video and asks students to express their opinions regarding the videos</p>	√	√	-	√	√
		Whilst- Activity	<p>Discussion: The teacher distributes music videos by One Direction. Students are asked to make a text review of the music video that has been broadcast</p> <p>Presenting: the teacher asks students to present their result voluntarily</p>	√	√	-	√	√

		Post-Activity	<ul style="list-style-type: none"> - Drawing conclusion: the teacher asked students to share their opinions about what they got through today's lesson - Exercise: the teacher asked students to analyze the review text that has been made 	√	√	-	√	√
Teacher 2								
1	XII BABU/Past tense vs present perfect tense	Pre-activity	<ul style="list-style-type: none"> - Elicitation: the teacher asks students about the topic to be discuss 	√	√	-	√	√
		Whilst-activity	<ul style="list-style-type: none"> - Discussion: the teacher plays learning video and asks students to convey information that they got from watching the videos. Other students feel free to add information. - Question and Answer: the teacher asks students to answer the question about past tense and present perfect tense in the student worksheet 	√	√	-	√	√
		Post-activity	<ul style="list-style-type: none"> - Quiz: the teacher asks students to prepare a paper. The teacher give 	√	√	-	√	√

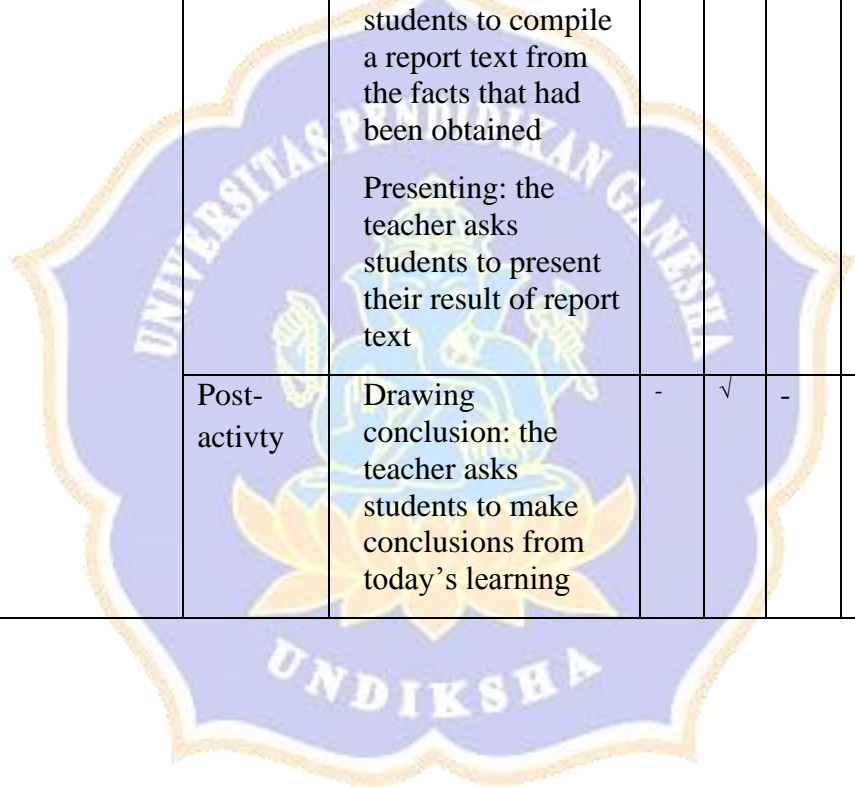
			several questions related to today's lesson, and students were asked to write down the answers briefly and collect them					
			- Drawing conclusion: The teacher invites students to share their opinions about what was learned today	-	√	-	-	√
2	XI BABU/ Narrative Text	Pre-activity	- Elicitation: The teacher asks students according to the topic to be discussed "Did your parents still tell a story before you went to bed?" or "Have you ever told a story for your sister or niece?"	√	√	-	√	√
		Whilst-activity	- Discussion: The teacher give a narrative text and invited students to discuss the story's contents, plot, setting, characters, and others	√	√	-	√	√
		Post-activity	- Exercise: The teacher asks students to find a narrative text and retell the text in the next meeting.	-	√	-	√	√
3	XII	Pre-	The teacher asks students “are you	√	-	-	-	-

	BABU/Narrative Text	activity	ready to story telling?"					
		Whilst-activity	Story Telling: Students retell the narrative text using their own language	√	√	-	√	√
			Assessment: the teacher assess the performance of each student who is retelling a narrative text	-	-	-	-	-
			Peer-assesment: The teacher asks other students to provide comments, criticisms and suggestions for their friends' performances	√	√	-	√	√
		Post-activity	Feedback: the teacher gave general feedback	√	√	-	√	√
4	XI MIPA 5/ Report text	Pre-activity	Question and answer: the teacher asks students about today's learning that related to everyday life	√	√	-	√	√

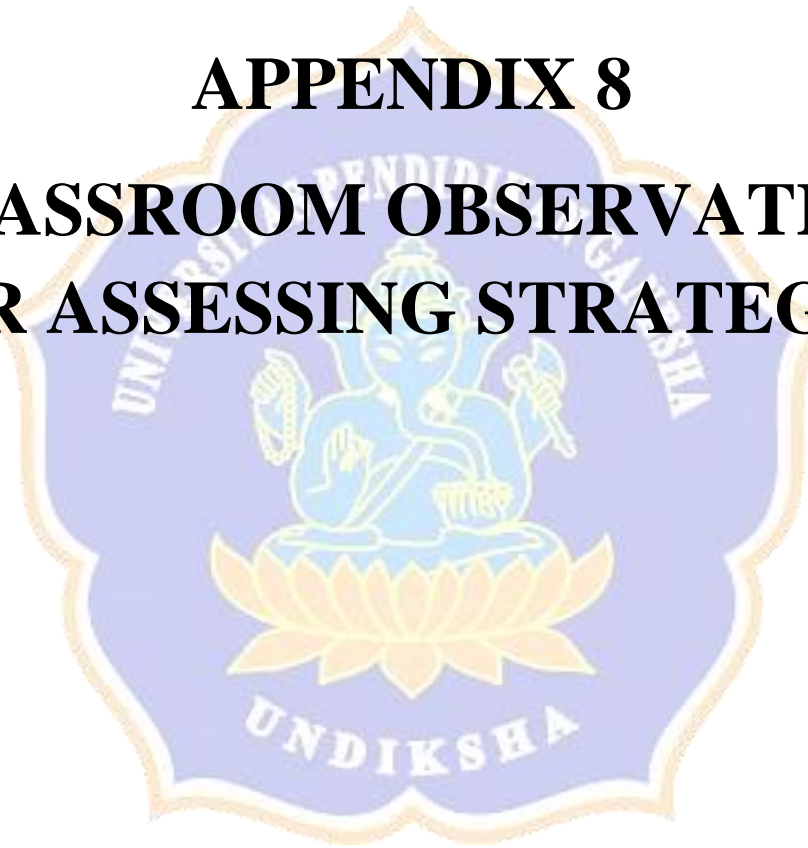
		Whilst-activity	<p>Group discussion: The teacher divides students into 9 groups, the teacher asks each group to find a report text and analyze the structure of the report text</p> <p>Presenting: the teacher asks each group to present the results of their analysis</p>	√	√	-	√	√
		Post-activity	Drawing conclusion: the teachers invites students to make conclusions about today's lesson	-	√	-	-	√
5	XI MIPA 4/Analytical exposition	Pre-activity	Elicitation: the teacher asks about the material to be discussed	√	√	-	√	√
		Whilst-activity	Exercise: the teacher give an analytical exposition text. Students are asked to analyze the linguistic elements contained in the text	-	√	-	√	√
			Feedback: the teacher provides feedback from the results of student analysis.	√	√	-	√	√
			Group discussion: the teacher divides students into several groups. Each group	√	√	-	√	√

			discuss making an analytical exposition text based on the topic that teacher had given					
			Review: the results of each group are posted on the class wall; other groups review the effects of other groups by providing sticky notes	√	√	-	√	√
			Feedback: the teacher give feedback on the work of each group	√	√	-	√	√
		Post-activity	Drawing conclusion: the teacher asks students to make conclusions from today's learning	-	√	-	-	√
6	XII IIS 4/Report Text	Pre-activity	Review: The teacher asks students about the previous material. Students who raise their hands are asked to answer	-	√	√	√	√

		<p>Whilst-activity</p> <p>Discussion: the teacher give a picture and asks students to find facts from the picture, students are allowed to exchange information with other friends</p> <p>Exercise: the teacher asks students to compile a report text from the facts that had been obtained</p> <p>Presenting: the teacher asks students to present their result of report text</p>	√	√	-	√	√
		<p>Post-activity</p> <p>Drawing conclusion: the teacher asks students to make conclusions from today's learning</p>	-	√	-	-	√



APPENDIX 8
CLASSROOM OBSERVATION
FOR ASSESSING STRATEGIES



Appendix 8 Observation class for assessing strategies

T1' observation class result for assessing strategies

No	Learning phase	Assessing strategies	Assessment approach		
			Assessment as learning	Assessment for learning	Assessment of learning
Topic: Discussion text					
1	Pre-activity	Reviewing: asked students about previous material	√		
		Discussion: invited students to discuss about word related with online shopping	√		
	Whilst-activity	Asking: asked about online shopping “what do you buy online?”	√		
		Discussion: asked each group to discuss about something makes worry when online shopping	√		
		Presenting: each group presented the result of their discussion		√	
		Feedback: gave feedback for each group's presentation		√	
	Post activity	Exercise: find the differences between online shopping and traditional shopping		√	
Topic: Offering help					
1	Pre-activity	Elicitation: asked students about what	√		

		they learned related to today's topic			
	Whilst-activity	Cooperative: divide students into groups consisting of two student and then made a conversation about offering help	√		
		Presenting: present their conversation in front of the class		√	
		Feedback: gave feedback about each group performance		√	
3	Post-activity	Reflection: students write on the piece of paper about what they learned today for 5 minutes	√		
Topic: Disccussion Text					
1	Pre-activity	Reviewing: asked students abot the previous lesson	√		
2	Whilst-activity	Group discussion: asked each group to discuss whether they agreed or disagreed regarding the issues that the teacher had shared	√		
		Presenting: each group presented the result of their discussion		√	
		Discussion: invited students to discuss the information needed for a discussion text, starting from social functions, structures,	√		

		and linguistic elements			
	Post-activity	Quiz: asked students to answer questions about what was discussed previously used quizziz application		√	
Review text					
1	Pre-activity	Quiz: gave quiz about general topic		√	
		Elicitation: asked students regarding the topics to be discussed such as "Have you ever reviewed a film after watching it?"	√		
	Whilst-activity	Asking: asked students to watch a short film and write down important information that can be used to review the film	√		
		Exercise: gave worksheet to write down the review about the film	√		
		Presenting: asked students to voluntarily present the film reviews		√	
		Peer-assessment: asked other students to give feedback about their friend's presentation	√		
	Post-activities	Drawing conclusion: asked to express their opinion about what they got from today's lesson	√		

Review text					
1	Pre-activity	Games: played several English songs. Students are asked to guess and write the title of the song being played on the whiteboard.	√		
		Discussion: gave several photos of famous singer and writers. Teacher asked “do you know who is this?”, “please give your opinion about her/him!”	√		
	Whilst-activity	Exercise: the teacher gave a worksheet that contains examples of review text. students were asked to read and write down the results of their analysis on worksheets	√		
	Post-activity	Feedback: students collected the review results, and the teacher gave general feedback.		√	
		Drawing conclusion: invited students to make a conclusions about today’s lesson	√		
		Self assessment: Students are given a piece of paper, students are asked to assess their learning abilities today	√		
Review Text					
1.	Pre-activity	Brainstoarming: invited students to	√		

		watch the video and asked students to express their opinions regarding the videos			
	Whilst-activity	Discussion: Teacher distributed music videos by One Direction. Students are asked to make a text review of the music video that has been broadcast	√		
		Presenting: asked students to present their result voluntarily		√	
	Post-activity	Drawing conclusion: the teacher asked students to share their opinions about what they got through today's lesson	√		
		Exercise: the teacher asked students to analyze the review text that has been made		√	
	Final test				√

T2' observation class result for assessing strategies

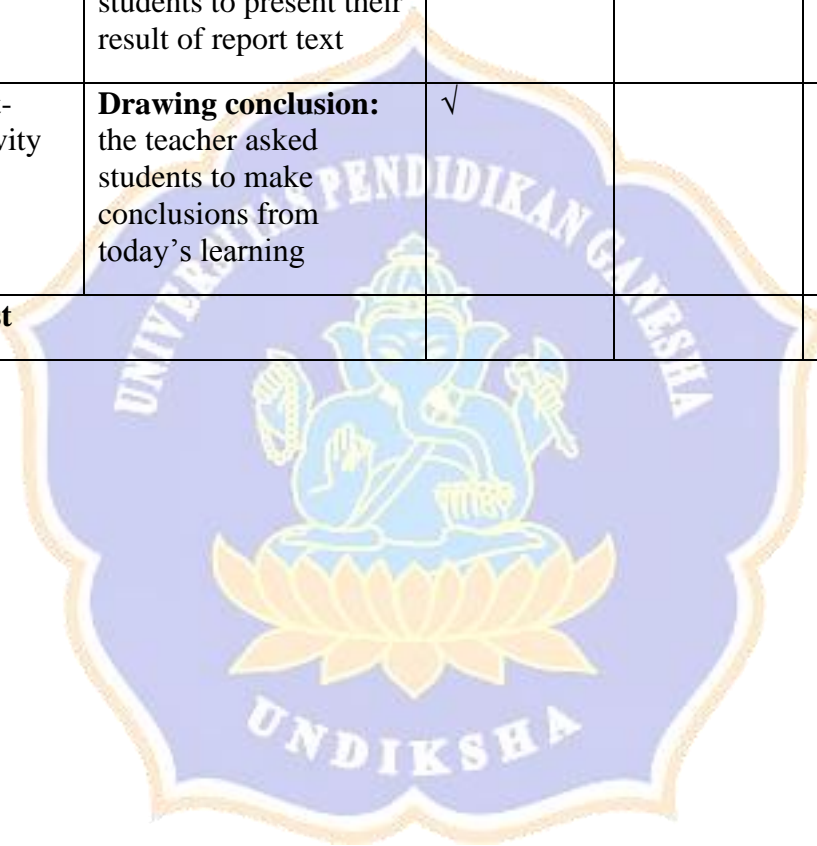
No	Learning phase	Assessing strategies	Assessment approach		
			Assessment as learning	Assessment for learning	Assessment of learning
Topic: Past tense vs present perfect tense					
1	Pre-activity	Elicitation: asked students about the topic to be discuss	√		
	Whilst-activity	Discussion: played learning video and asked students to convey information that they got from watching the videos. Other students feel free to add information.	√		
		Question and Answer: asked students to answer the question about past tense and present perfect tense in the student worksheet	√		
	Post activity	Quiz: the teacher asked students to prepare a paper. The teacher gave several questions related to today's lesson, and students were asked to write down the answers briefly and collect them		√	
		Drawing conclusion: The teacher invited students to share their opinions about what was learned today	√		

Topic: Narrative text					
1	Pre-activity	Elicitation: The teacher asked students according to the topic to be discussed "Did your parents still tell a story before you went to bed?" or "Have you ever told a story for your sister or niece?"	√		
2	Whilst-activity	Discussion: The teacher gave a narrative text and invited students to discuss the story's contents, plot, setting, characters, and others	√		
3	Post-activity	Exercise: The teacher asked students to find a narrative text and retell the text in the next meeting.		√	
Topic: Narrative Text					
1	Pre-activity	--			
	Whilst-activity	Story Telling: Students retold the narrative text using their own language		√	
		Assessment: the teacher assessed the performance of each student who is retelling a narrative text		√	
		Peer-assesment: The teacher asked other students to provide comments, criticisms and suggestions for	√		

		their friends' performances			
	Pos-activity	Feedback: the teacher gave general feedback		√	
Report text					
1	Pre-activity	Question and answer: the teacher asked students about today's learning that related to everyday life		√	
	Whilst-activity	Group discussion: The teacher divided students into 9 groups, each group is asked to find a report text and analyze the structure of the report text		√	
		Presenting: the teacher asked each group to present the results of their analysis		√	
	Post-activities	Drawing conclusion: invited students to make conclusions about today's lesson		√	
Analytical exposition					
1	Pre-activity	Elicitation: the teacher asked about the material to be discussed		√	
	Whilst-activity	Exercise: the teacher gave an analytical exposition text. Students are asked to analyze the linguistic elements contained in the text		√	

		Feedback: the teacher provided feedback from the results of student analysis.		√	
		Group discussion: the teacher divided students into several groups. Each group was asked to discuss making an analytical exposition text based on the topic that teacher had given	√		
		Review: the results of each group are posted on the class wall; other groups reviewed the effects of other groups by providing sticky notes	√		
		Feedback: the teacher gave feedback on the work of each group		√	
	Post-activity	Drawing conclusion: the teacher asked students to made conclusions from today's learning	√		
Report Text					
1.	Pre-activity	Review: The teacher asked students about the previous material. Students who raise their hands are asked to answer	√		
	Whilst-activity	Discussion: the teacher gave a picture and asked students to find facts from the picture, students are	√		

		allowed to exchange information with other friends			
		Exercise: the teacher asked students to compile a report text from the facts that had been obtained		√	
		Presenting: asked students to present their result of report text		√	
	Post-activity	Drawing conclusion: the teacher asked students to make conclusions from today's learning	√		
Final Test					√



APPENDIX 9
INTERVIEW TRANSCRIPT



Appendix 9 Interview Transcript

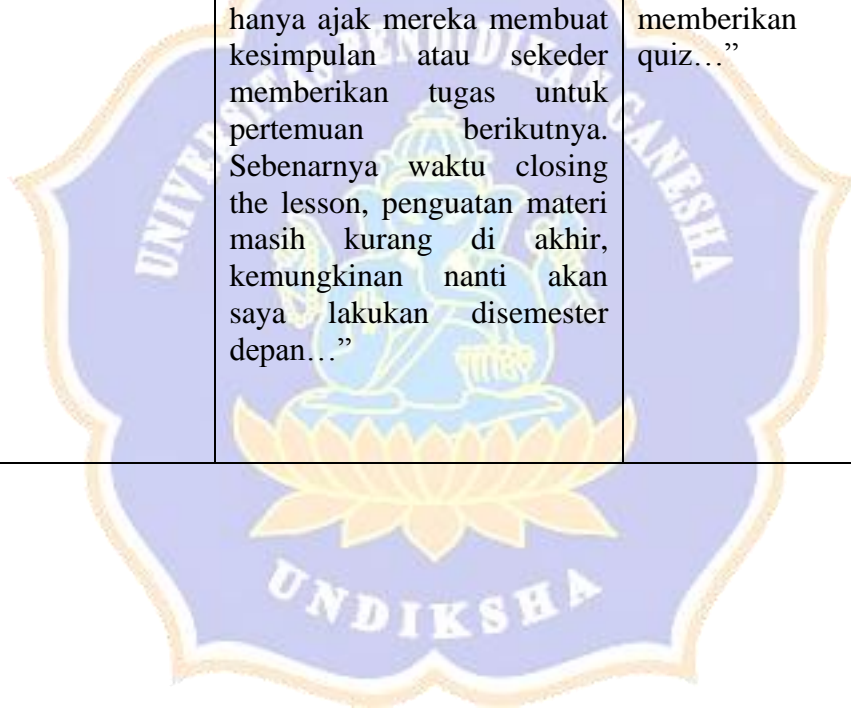
Interview result for the first research question “What strategies are used by the teacher in teaching English during the onsite transitional period in SMA Negeri 2 Mengwi?”

No	Question	Answer	
		Teacher 1	Teacher 2
1	Apakah anda menyiapkan rencana pembelajaran untuk setiap pertemuan di kelas?	“...iya itu kan selalu dibuat di awal semester, nanti kan juga disesuaikan sama situasi dikelas...”	“Kalau RPP selalu itu. Mrs. biasanya selalu buat di awal semester untuk setiap pertemuan ...”
2	Strategi seperti apa yang anda gunakan untuk mengawali kelas?	“...Untuk memulai kelas saya biasanya selalu melakukan pendekatan dulu, tanya tentang keseharian mereka. Setelah itu, saya berikan pertanyaan seputar pembelajaran minggu lalu atau tentang topik yang akan dibahas. Kadang juga saya ajak mereka bermain game yang berkaitan dengan topik yang akan dibahas kadang juga mengajak mereka menjawab quiz yang topiknya umum atau sesuai materi pembelajaran biar mereka gak ngantuk...”	“...Untuk memulai kelas Mrs. biasanya ajak mereka berdoa terlebih dahulu lalu cek kehadiran mereka siapa tau ada yang masih diluar kelas atau ada yang tidak hadir. Lalu Mrs. biasanya mengajak siswa untuk mengingat kembali tentang materi dan tugas sebelumnya. Kalau ada tugas yang belum dikumpulkan Mrs. suruh mereka kumpulkan dulu...”
3	Strategi seperti apa yang anda gunakan saat pembelajaran berlangsung?	“...Kalau saat pembelajaran berlangsung saya biasanya jelasin materinya dulu ke siswa kadang saya pakai powerpoint atau video pembelajaran sebagai media pembelajarannya. Setelah itu tergantung kalau materinya bisa untuk diadakan diskusi kelompok saya lakukan, tapi	“...Untuk ngajar key concept Mrs. Lebih sering melakukan diskusi dan tanya jawab. Menurut saya strategi tersebut cukup inovatif ya karena melalui diskusi dan tanya jawab siswa bisa menyalurkan ide-ide mereka, opini dan pemikiran kritisnya...”

		kalau tidak biasanya saya kasi tugas atau saya ajak diskusi aja...”	
4	Apakah anda menggunakan metode pembelajaran Interaktif di kelas, seperti debat, diskusi, tanya jawab saat pembelajaran berlangsung?	“...kalau debat belum pernah, saya biasanya adain diskusi kelompok, selain untuk membuat siswa terlibat dalam pembelajaran juga dapat membuat mereka menjadi lebih akrab dengan temannya. Kalau untuk meningkatkan keaktifan siswa, saya biasanya question and answer atau diskusi saya kasih pertanyaan yang sederhana-sederhana aja, yang relate dengan kehidupan sehari-hari...”	“...Diskusi kelompok, tanya jawab itu sih yang paling sering Mrs. Lakukan dikelas. Karena siswa kalau udah diminta kerja berkolompok mereka langsung semangat dan aktif jadi saya rasa strategi tersebut efektif untuk meningkatkan partisipasi siswa dikelas...”
5	Strategi seperti apa yang anda gunakan agar siswa mampu menciptakan inovasi dan berpikir kreatif?	“itu biasanya dari penugasan ya, dari tugas yang saya berikan biasanya mereka sangat inovatif dan kreatif untuk mengemas tugasnya dengan baik, misalnya saya berikan mereka tugas untuk membuat infografis, infografis mereka semua bagus-bagus, mereka pakai aplikasi Canva...”	“Biasanya saya minta mereka untuk membuat tugas dan presentasi menggunakan media yang menarik kayak power point”
6	Apakah anda menggunakan metode pembelajaran Menyenangkan, seperti menerapkan kuis atau game saat pembelajaran?	“...cukup sering, apalagi kalau saya ngajar dikelas yang jamnya sudah mendekati jam pulang, pasti saya ajak dulu mereka bermain games atau quiz biar gak bosan....”	“...kalau quiz mrs. jarang-jarang, biasanya dilakukan disaat perlu saja.kalau games tidak mrs. tidak pernah..”
7	Strategi seperti apa yang anda gunakan	“...nah dari pemberian pertanyaan-pertanyaan tentang materi yang dibahas	“...Untuk itu biasanya sih dari diskusi ya, saya berikan

	untuk menumbuhkan pemikiran kritis pada siswa?	saja itu sudah menumbuhkan pemikiran kritis siswa, saya biasanya ajak mereka berdiskusi...".	topik permasalahan, saya biarkan mereka untuk memberikan ide atau pendapatnya. Saya rasa itu sudah dapat membantu mereka untuk menumbuhkan pemikiran kritis..."
8	Strategi apa yang anda gunakan untuk mendotong siswa dalam mencapai tujuan pembelajaran?	"...strategi yang diterapkan itu kan tujuannya sudah pasti supaya siswa dapat mencapai tujuan pembelajarannya..."	"...Kalau itu paling saya berikan point plus agar mereka merasa terdorong untuk mencapai tujuan pembelajaran..."
9	Apakah anda masih menggunakan e-learning selama pembelajaran?	"...Saya masih menggunakan google classroom kadang-kadang untuk membagikan materi atau mmengumpulkan tugas mereka..."	"...E-learning saya sudah tidak pernah, paling saya masih pakai google formulir saja untuk ulangan harian..."
10	Media pembelajaran seperti apa yang anda gunakan saat mengajar?	"...kalau media pembelajaran biasanya power point, video, gambar, aplikasi-aplikasi pembelajaran seperti quiziz, google classroom, google form dan lainnya. Iya ini media saya kombinasikan dengan media yang saya gunakan saat pembelajaran online karena waktu mengajar yang terbatas. Dulu waktu pembelajaran online saya juga sering menggunakan powerpoint untuk mengajar dan beberapa aplikasi pembelajaran..."	"...Mrs. Jarang pake powerpoint, acuannya cuma buku ajar. Kadang Mrs. pakai video pembelajaran dikelas. Mrs. udah jarang menggunakan aplikasi-aplikasi pembelajaran karena cukup sulit bagi Mrs. untuk mengoperasikannya..."
11	Apakah pembelajaran berlangsung dengan menggunakan Bahasa Inggris?	"...Kombinasi, tapi ntuk melatih siswa biar sering menggunakan Bahasa inggris ya dari discussion, QnA. Biasanya kalau mereka menjawab pertanyaan saya	"Campur-campur ya, kalau penggunaan bahasa inggris biasanya waktu presenting, Mrs. tekankan mereka menggunakan Bahasa inggris jika sedang present materi

		<p>pakai Bahasa Indonesia saya akan bilang “English, please!” lalu mereka akan menggunakan Bahasa Inggris meskipun sedikit terbata-bata dalam merangkai kata-kata tapi itu yang namanya progress harus diapresiasi...”</p>	<p>atau tugas di depan kelas.”</p>
12	<p>Kegiatan seperti apa yang anda rancang untuk mengakhiri kelas?</p>	<p>“...Tergantung waktunya, kalau jam masih ada saya sempatkan adakan quiz, atau self assessment. Kalau waktunya sudah sedikit saya hanya ajak mereka membuat kesimpulan atau sekedar memberikan tugas untuk pertemuan berikutnya. Sebenarnya waktu closing the lesson, penguatan materi masih kurang di akhir, kemungkinan nanti akan saya lakukan disemester depan...”</p>	<p>“...Biasanya Mrs. akhiri dengan memberitahu siswa terkait topik selanjutnya untuk dipelajari. Kadang-kadang juga Mrs. akhiri dengan memberikan tugas atau quiz...”</p>



Interview result for the second research question “What strategies are used by the teacher in assessing English during the onsite transitional period in SMA Negeri 2 Mengwi?”

No	Question	Answer	
		Teacher 1	Teacher 2
1	Apakah ada strategi tertentu yang anda terapkan dalam menilai siswa di kelas bahasa Inggris pada masa transisi ini?	“...Strategi untuk assessment dikelas biasanya saya nilai dari keaktifan itu biasanya saya checklist nama nama yang aktif jawab pertanyaan saya,, terus dari tugas, feedback, kuis, ulangan harian. Kalau assessment of learning kan itu nanti di akhir semester...”	“...biasanya dari tugas-tugas, kuis., dari keaktifan mereka dikelas, dan kita juga biasanya melakukan ujian atau Penilaian Akhir Semester, setelah itu biasanya kita laporkan hasil belajar siswa selama satu semester melalui raport...”
2	Apakah anda menggunakan media atau teknologi tertentu dalam menilai siswa di masa transisi?	“...Kalau untuk rekapitulasi penilaian saya masih manual, karena kalau pakai teknologi saya masih kurang mengerti. Kalau waktu penilaiannya yang paling sering saya gunakan itu ya aplikasi kuis seperti quizziz, atau google form...”	“...Mrs. masih manual biasanya Mrs. pakai rubrik penilain sebagai alat ukur untuk menilai. Kalau pakai teknologi agak susah karena Mrs. cukup kesulitan dalam menguasai kemajuan teknologi...”
3	Dalam menilai siswa di masa transisi, apakah anda menggunakan alat ukur tertentu untuk tetap menjaga objektivitas penilaian?	“...alat ukur yang Mrs. gunakan masih sama dengan pembelajaran sebelum covid dan pembelajaran online. Mrs. menggunakan rubrik penilaian. Rubrik penilaian itu tentunya disesuaikan dengan materi/topik	“...Biasanya Mrs. pakai rubrik penilaian, rubrik penilaian itu kan banyak macamnya ada rubrik penilaian untuk sikap, wiritng, speaking dan lain-lain. Tujuannya sama sama sebagai acuan penilaian supaya tidak ada

		belajar...”	subyektifitas. Rubrik penilaiannya juga biasanya saya sesuaikan dengan tujuan pembelajaran...”
4	Bagaimana dampak terhadap siswa dari strategi asesmen yang diterapkan pada masa transisi?	“Sepertinya siswa sudah terbiasa ya, karena online juga dulu sering menggunakan google form, quiz kemudian untuk penilaian lainnya juga saya sering terapkan dulu saat sebelum COVID-19, jadi lebih ada peningkatan dibandingkan saat baru-baru online”	“..mereka sudah terbiasa, dulu waktu pandemi kan saya juga sering kasih merek tugas, kuis, dan lain-lain..>”
5	Apakah anda memberikan penilaian berdasarkan assessment as learning, for learning, dan of learning?	“...Strategi untuk assessment dikelas biasanya saya nilai dari keaktifan itu biasanya saya checklist nama nama yang aktif jawab pertanyaan saya,, terus dari tugas, feedback, kuis, ulangan harian. Kalau assessment of learning kan itu nanti di akhir semester...”	“...untuk assessment for learning, biasanya dari tugas-tugas, kuis.. Kalau assessment as learning dari keaktifan mereka dikelas,. Assessment of learning biasanya dilakukan di akhir semester, kita biasanya melakukan ujian atau Penilaian Akhir Semester, setelah itu biasanya kita laporkan hasil belajar siswa selama satu semester melalui rapot...”
6	Apakah pada setiap pertemuan anda memberikan penilaian? (As/for)	“...Iya saya berikan setiap pertemuan...”	“...Iya setiap pertemuan keaktifan itu kan dinilai juga disetiap pertemuan...”
7	Dalam melaksanakan penilaian mata pelajaran	“...kalau Instrument yang biasa saya gunakan itu test	“Cognitive, instrument yang digunakan itu test,

	bahasa Inggris (as/for) pada aspek kognitif, psikomotor, dan afektif, instrumen apa yang biasa anda gunakan?	checklist, penilaian diri, penilaian teman. Psikomotor: dari observasi, kalau aspek sikap/affective; dri pmbjrn sikapnya kerapian baju seragam, izin kluar kelas atau mereka.dapat menyelesaikan tugasnya”	checklist,. psikomotor itu saya nilai dari presentasi atau story telling kayak kemarin.. Kalo afektif dari sikap mereka dikelas, apakah sudah sopan, aktif bertanya, dan lain-lain.
8	Sebelum memberikan test (assessment of/for) apakah anda memberikan kisi-kisi kepada siswa?	“Kisi-kisi saya kasih secara lisan, biasanya saya minta siswa untuk mempelajari materi-materi yang akan keluar saat ujian.	“Kisi-kisi biasanya Mrs. berikan sebelum test atau ujian akhir semester. saya beri tahu mereka untuk pelajari materi-materi yang diperlukan.



Interview result for the third research question “What are the problems encountered by the English teacher in teaching and assessing students learning SMA Negeri 2 Mengwi?”

No	Question	Answer	
		Teacher 1	Teacher 2
1	Apa kendala yang Bapak/Ibu alami dalam merancang strategi pembelajaran?	<p>“...Kendala terbesar yang saya alami adalah bagaimana membuat siswa bisa berkonsentrasi kembali ketika belajar di sekolah, bagaimana membuat siswa bisa berinteraksi lagi dengan teman-temannya, karena online learning mereka jarang berinteraksi langsung jadi waktu onsite learning mereka menjadi kurang akrab dan canggung. Untuk mengatasi itu biasanya saya atur pembelajaran biar bisa dilakukan secara berkelompok. Nah, itu kan mereka jadi bisa mengenal teman-temannya. Kelompok yang saya tentukan juga selalu saya ubah setiap pertemuan jadi teman sekelompoknya tidak itu-itu saja...”</p>	<p>“...Kendala terbesar mrs. itu meningkatkan partisipasi siswa dikelas karena waktu online class itu kan mereka kebanyakan diam waktu ditanya, jadi terbawa sampai saat onsite learning diterapkan kembali, jadi kita sebagai guru harus putar otak memikirkan strategi yang tepat untuk meningkatkan kembali keaktifan siswa dikelas seperti menanyakan mereka pertanyaan-pertanyaan yang sederhana dan relate dengan kehidupan mereka, itu lumayan membantu untuk membuat siswa bisa mudah berinteraksi dengan mrs dan mau menjawab pertanyaan-pertanyaan mrs...”</p>
2	Apa kendala yang Bapak/Ibu alami dalam	“banyak ya, terutama waktu strategi yang udah kita	“kendalanya itu ada pada motivasi siswa dalam

	mengimplementasikan strategi pembelajaran pada masa transisi online learning ke onsite learning?	rancang iitu tidak sesuai dengan situasi kelas.	belajar, jadi kita harus mengatasi itu dulu”
3	Apakah siswa mengalami kendala dalam mengikuti proses penyesuaian strategi pembelajaran pada masa transisi online learning ke onsite learning?	“iya, kendala mereka sih biasanya kurang mengenal teman kelasnya, jadi waktu proses pembelajaran berlangsung mereka cenderung canggung, jadinya suasana kelas itu tidak nyaman”	“pasti ada, mereka kan sudah terbiasa online, lama tidak beremu teman dan gurunya, itu membuat mereka masih malu-malu dikelas baik dalam menjawab pertanyaan mrs, atau berinteraksi dengan temannya...”
4	Apa solusi yang Bapak/Ibu terapkan untuk menanggulangi kendala selama proses pembelajaran?	“saya biasanya membagi mereka ke dalam grup, nah grupnya biasanya saya ganti-ganti, jadi gak itu, itu saja.	“saya ajak mereka berinteraksi, lama-lama mereka sudah terbiasa dengan situasi kelas offline
5	Apa kendala yang Bapak/Ibu hadapi dalam merancang strategi menilai pada masa transisi online learning ke onsite learning?	“...Pengetahuan saya cukup terbatas ketika akan menyesuaikan strategi saya dengan kurikulum terbaru, belajar sendiri juga agak susah. Untungnya sebelum kurikulum diterapkan guru-guru mengikuti workshop terlebih dahulu, dari sana kita banyak mendapatkan pengetahuan baru dan bisa sharing dengan sesama guru mengenai strategi pengajaran yang tepat untuk siswa...”	“...Banyak yang harus dipelajari yang membuat mrs. bingung, ditambah harus perlu banyak belajar tentang teknologi yang dapat menunjang proses belajar mengajar seperti membuat powerpoint sebagai media pembelajaran, cara memasukkan video ke powerpoint, itu cukup sulit bagi mrs.. Nah mrs. biasanya minta tolong ke sesama guru terkait teknologi-teknologi itu, kalau penyesuaian strategi mengajar dengan kurikulum itu pengetahuannya bisa kita dapatkan melalui workshop, banyak point-point penting yang bisa kita dapatkan



			disana...”
6	Apa kendala yang Bapak/Ibu hadapi ketika mengelola hasil nilai yang sudah didapatkan dari hasil test/aktivitas yang dilakukan?	“itu saya masih pakai manual untuk mengelola nilai siswa, jadi membutuhkan waktu yang lama.”	“Kendala mengelola itu biasanya ada siswa yang nilainya dibawah KKM, waktu saya minta mereka untuk remidi, hasilnya masih kurang.

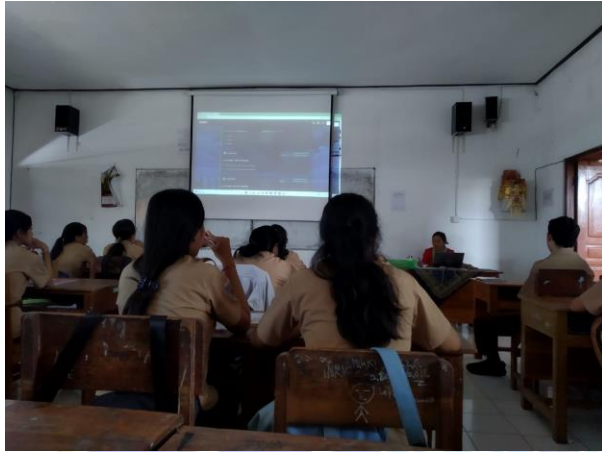


APPENDIX 10 DOCUMENTATION



Appendix 10 Documentation

No	Picture	Description
1		Preliminary research in SMA Negeri 1 Negara
2		Classroom observation in 12 th grade



3



Interview with
Teacher 1

4



Classroom
observation in 12th
grade

5



Interview with
Teacher 2