

APPENDIX 1

DOCUMENT REVIEW ON LESSON PLAN

RESEARCH INSTRUMENTS

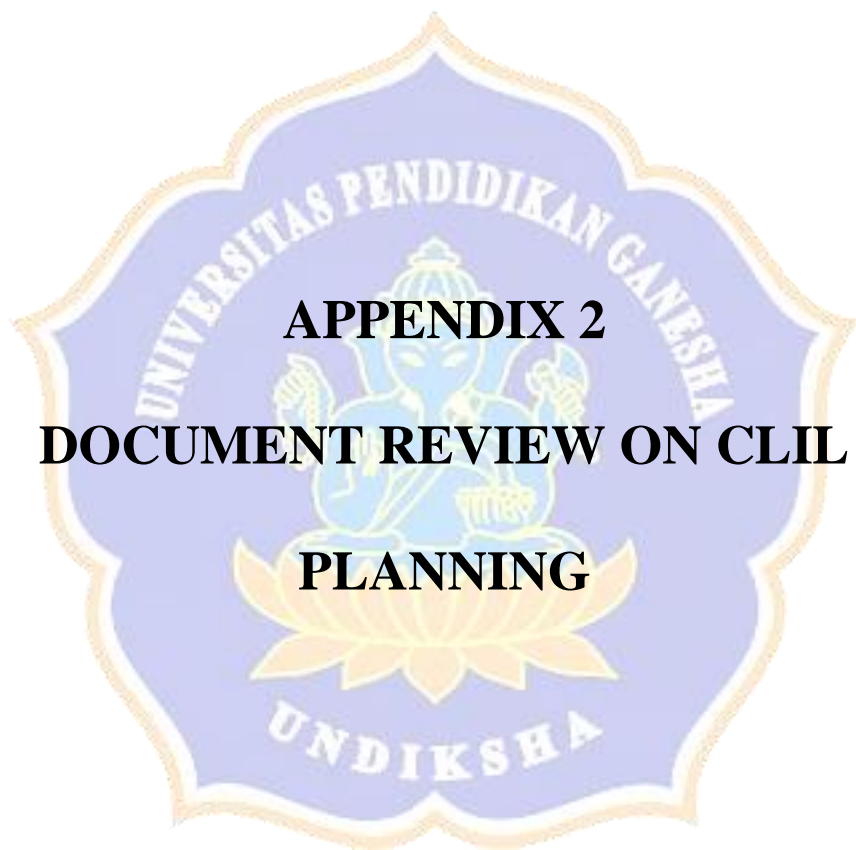
**DOCUMENT REVIEW
ON LESSON PLAN**



**DOCTORATE PROGRAM IN LANGUAGE EDUCATION
(MAJORING ENGLISH LANGUAGE EDUCATION)
POST-GRADUATE PROGRAM
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2021**

	The lesson plan elaborates the activities that will be conducted to explore the content and language.								
8	<u>Instruments for Assessment</u> The lesson plan mentions the instruments that will be administered to assess the students learning achievement.								
9	<u>Scaffolding Tips</u> The lesson plan reveals the scaffolding tips which will be applied during the teaching and learning process.								
10	Additional Comments								





APPENDIX 2
DOCUMENT REVIEW ON CLIL
PLANNING

RESEARCH INSTRUMENTS

**DOCUMENT REVIEW
ON CLIL PLANNING**



**DOCTORATE PROGRAM IN LANGUAGE EDUCATION
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POST-GRADUATE PROGRAM
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2021**


DOCUMENT REVIEW ON CLIL PLANNING

Lecture : Micro-teaching
 Code : ENG.6324
 Semester : VI B
 Credit : 3
 Meeting : 1st – 8th (@3 x 50 minutes)
 Lecturer : Dr. Ni Wayan Krismayani, S.Pd., M.Pd.

NO.	CRITERIA	CHECKLIST		NOTES
		YES	NO	
A	Clarifying Aims, Teaching Objectives, and Learning Outcomes			
1	Are the aims clearly stated in the lesson plan?			
2	Are the teaching objectives clear?			-
3	Are the learning outcomes defined? Which ones can be measured? How?			
B	Considering Content			

1	Is the learning material adapted from semester course plan?			
2	Is the content structured in a scaffolding?			
3	Is the content in line with the learning outcomes?			
C	Connecting Content and Cognition			
1	Is the cognition organized using Bloom's taxonomy?			
2	Does the cognition stimulate the use of HOTS?			
3	Is the cognition in line with the learning outcomes?			
D	Defining Language Learning and Using (Communication)			
1	Is the language of learning planned?			
2	Is the language for learning planned?			
3	Is the language through learning planned?			
E	Developing Cultural Awareness and Opportunities			
1	Is the authentic material appropriately planned?			
2	Is the setting set in the planning?			
3	Is the setting in line with learning material?			

F	CLIL Implementation Planning			
1	Do the designed tasks relate to the teaching objectives in terms of the 4Cs?			
2	Are the learning activities structured to achieve learning outcomes?			
3	Are both content and language development facilitated in the learning activities?			
G	CLIL Assessment Planning			
1	Are the criteria for assessment clearly stated?			
2	Are there any specific instruments used for the assessment?			
3	Are the assessment in line with the learning outcomes?			
H	Additional Notes			



APPENDIX 3
OBSERVATION CHECKLIST ON CLIL
IMPLEMENTATION

RESEARCH INSTRUMENTS

**OBSERVATION CHECKLIST
ON CLIL IMPLEMENTATION**



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2021**

OBSERVATION CHECKLIST ON CLIL IMPLEMENTATION

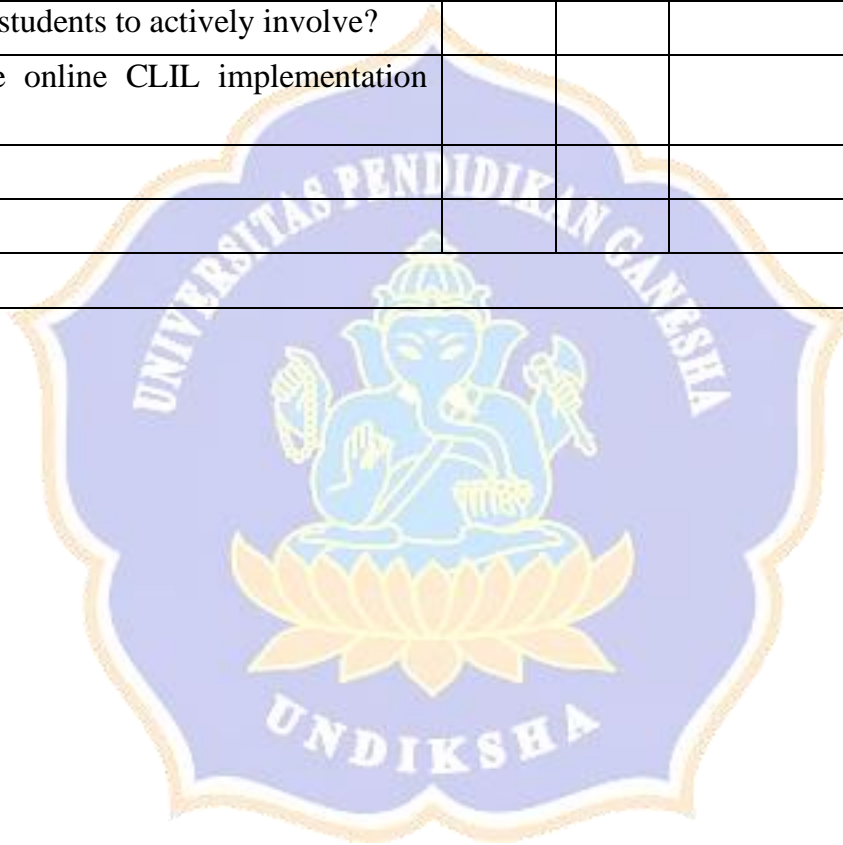
Lecture : Micro-teaching
 Code : ENG.6324
 Semester : VI B
 Credit : 3
 Meeting : 1st – 8th (@3 x 50 minutes)
 Lecturer : Dr. Ni Wayan Krismayani, S.Pd., M.Pd.

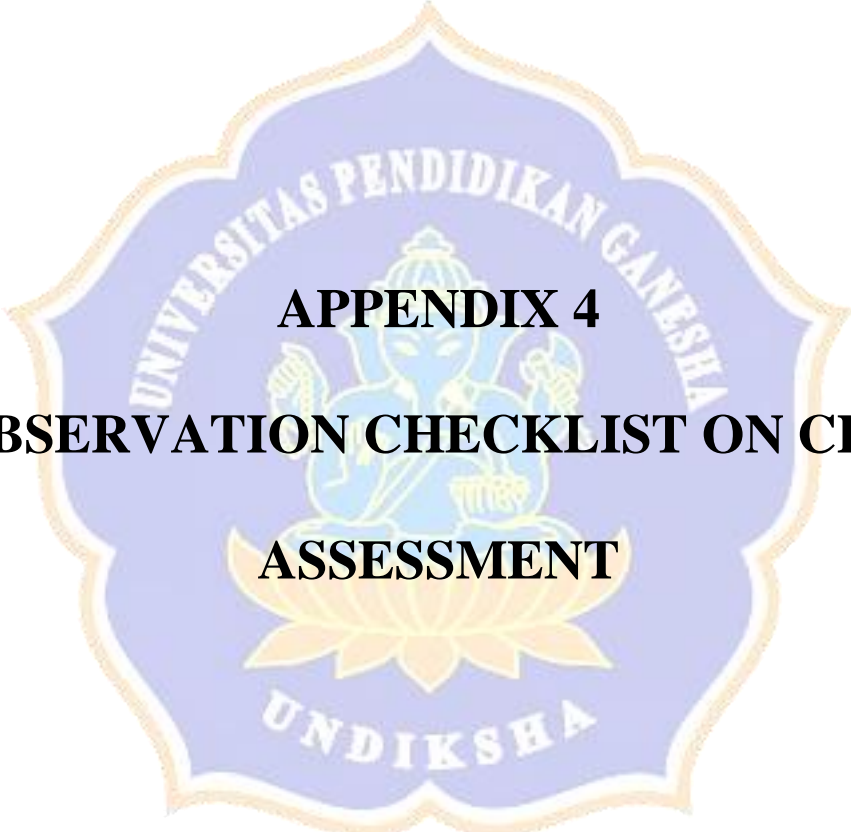
NO.	CRITERIA	CHECKLIST		NOTES
		YES	NO	
A	Content Presentation			
1	Are the prepared contents delivered thoroughly?			
2	Are the authentic materials taught to the students?			
3	Are the presentations of new content clear?			
4	Does the lecturer deliver the content using scaffolding?			
5	Do the students experience new knowledge/skills/ understanding?			
6	Are the content delivered based on the learning outcomes?			

B	Communication/Language			
1	Are the students involved in using language?			
2	Are students involved in learning language?			
3	Are there adequate opportunities for them to practice the new language structures?			
4	Are the lecturer instructions clear?			
5	Have the students got adequate vocabulary/language to answer the questions?			
6	Are students confident in expressing their ideas?			
7	Are the language practiced based on the learning outcomes?			
C	Cognition/Thinking			
1	Are the questions asked at the appropriate level?			
2	Do the questions relate to the cognitive demands?			
3	Are the questions/problems to be solved at the appropriate cognitive level?			
4	Does the lecturer stimulate the use of HOTS?			
D	Culture/Context			

1	Does the lecturer deliver the setting on the learning material?			
2	Do students practice the language use on the setting?			
3	Does the lecturer facilitate cultural awareness on English learning?			
4	Does the lecturer develop students' awareness on the setting of the language use based on the teaching objective?			
E	Teaching/Learning Activities			
1	Are the online teaching/learning activities procedurally conducted based on the planning?			
2	Do the online activities help to develop talk for learning?			
3	Do the online activities facilitate students to become active?			
4	Do students follow the online lesson attentively?			
5	Are there adequate opportunities for students to engage in practical activities to experience online CLIL?			
6	Does the lecturer recycle new language from previous units to support students' progression?			
7	Do students enjoy the online CLIL implementation?			
F	Additional Reflection			

1	Is there variety (groups, pairs)?			
2	Does the lecturer allocate enough time?			
3	Does the lecturer facilitate students to actively involve?			
4	Does the lecturer manage online CLIL implementation well?			
H	Additional Notes			





APPENDIX 4
OBSERVATION CHECKLIST ON CLIL
ASSESSMENT

RESEARCH INSTRUMENTS

OBSERVATION CHECKLIST
ON CLIL ASSESSMENT



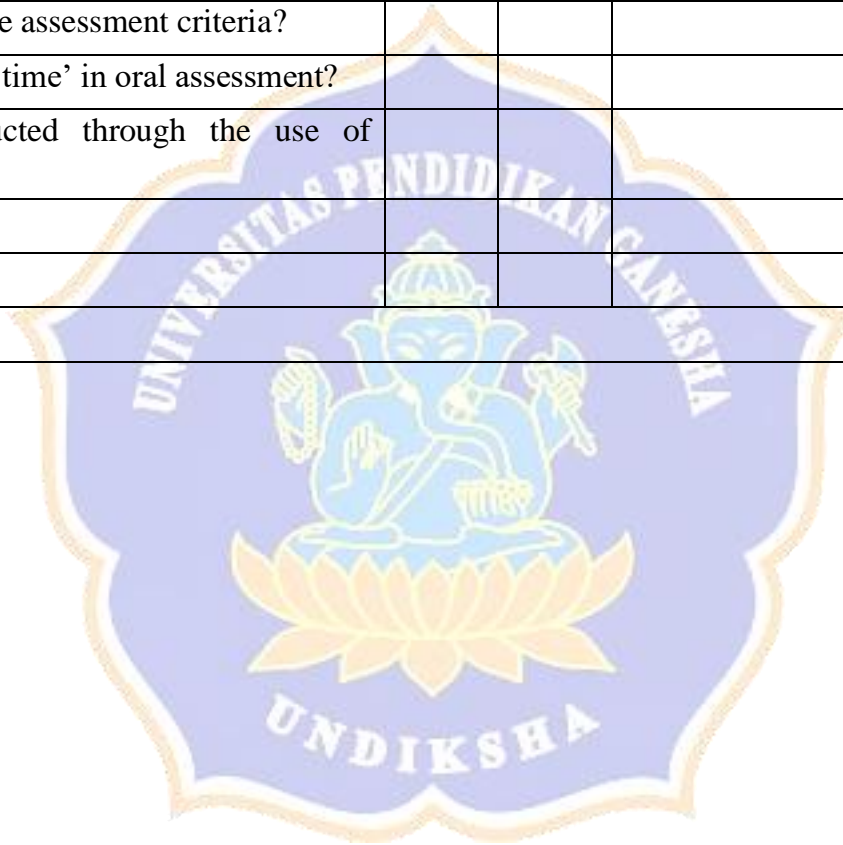
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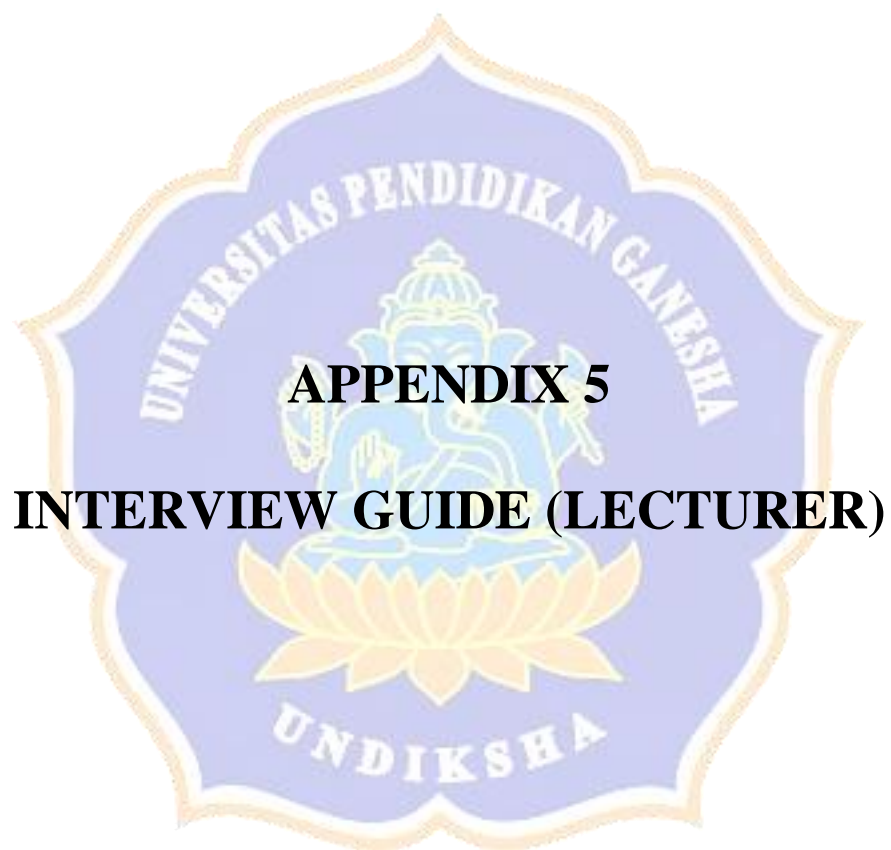
OBSERVATION CHECKLIST ON CLIL ASSESSMENT

Lecture : Micro-teaching
 Code : ENG.6324
 Semester : VI B
 Credit : 3
 Meeting : 1st – 8th (@3 x 50 minutes)
 Lecturer : Dr. Ni Wayan Krismayani, S.Pd., M.Pd.

NO.	CRITERIA	CHECKLIST		NOTES
		YES	NO	
A	CLIL Assessment			
1	Is the assessment conducted based on the criteria?			
2	Is the assessment administered using the instrument mentioned?			
3	Is the assessment given based on the learning outcomes?			
4	Is the assessment focused on content or language or both?			
5	Is the content assessed based on the planning?			

6	Is the language assessed based on the planning?			
7	Does the lecturer use formal or informal assessment?			
8	Does the lecturer inform the assessment criteria?			
9	Does the lecturer use 'wait time' in oral assessment?			
10	Is the assessment conducted through the use of scaffolding?			
B	Additional Notes			





RESEARCH INSTRUMENT

**CLIL PLANNING, IMPLEMENTATION,
AND ASSESSMENT**

(INTERVIEW GUIDE – LECTURER)



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A. Introduction

Dear lecturer,

First of all, I would like to express my sincere gratitude as you agree to join the interview today. I do hope that today you could genuinely share your experiences on the CLIL implementation in the online Micro-teaching.

Tons of thanks!

B. How is CLIL approach implemented in online Micro-teaching course at ELESP, Unmas Denpasar?

- 1) Have you joined a CLIL workshop and seminar to improve your competencies in managing CLIL classroom?
- 2) Are you enjoying the CLIL Implementation in online Micro-teaching?

1. How is CLIL approach implemented in planning for the course?

- 1) How do you prepare the CLIL lesson plan?
- 2) What is the most challenging part of designing the CLIL lesson planning?
- 3) How do you design clear teaching objectives?
- 4) How do you design the learning outcomes?
- 5) How do you prepare the content so that it is in line with the learning outcomes?
- 6) What do you do to structure the content so that it will be easier for the students to understand the concepts? (Scaffolding)
- 7) How do you plan the language learning and language using?
- 8) What do you do to provide supporting language based on the content?
- 9) How do you stimulate the use of HOTS?
- 10) Do you provide certain setting for the content and language use? How do you do that?
- 11) What do you do to organize the learning activities to meet the learning outcomes?
- 12) How did you facilitate both content and language in the learning activities?

13) How do you provide an assessment that is in line with the learning outcomes?

2. How is CLIL approach implemented when delivering the basic pedagogical concepts of the course?

- 1) Do you think that your content presentation is clear for your students?
How do you do it? Scaffolding
- 2) How do your students respond to your content presentation?
- 3) How do you provide adequate opportunities for your students to practice new language?
- 4) Are your students confident during the classroom communication? How do you accommodate this?
- 5) How do you stimulate students to use their HOTS?
- 6) How do you facilitate the students' awareness in the language use of different setting?
- 7) How do you maintain the students' engagement during CLIL implementation in online Micro-teaching?
- 8) How do you deliver both content and language at the same time?
- 9) What do you do to activate students' involvement in pair or group work?
- 10) Do you different cooperative learning during CLIL implementation?
Which of the cooperative learning techniques is well accepted by the students? Why do they prefer to use that?
- 11) How do you think managing CLIL classroom in online Micro-teaching?

3. How is CLIL approach implemented in assessment?

- 1) What kind on instrument do you use to make objective assessment?
- 2) What do you focus, content or language in assessment? Why?
- 3) How do you determine the criteria for the assessment so that you could assess both content and language?
- 4) Which types of assessment you use the most, formal or informal assessment?

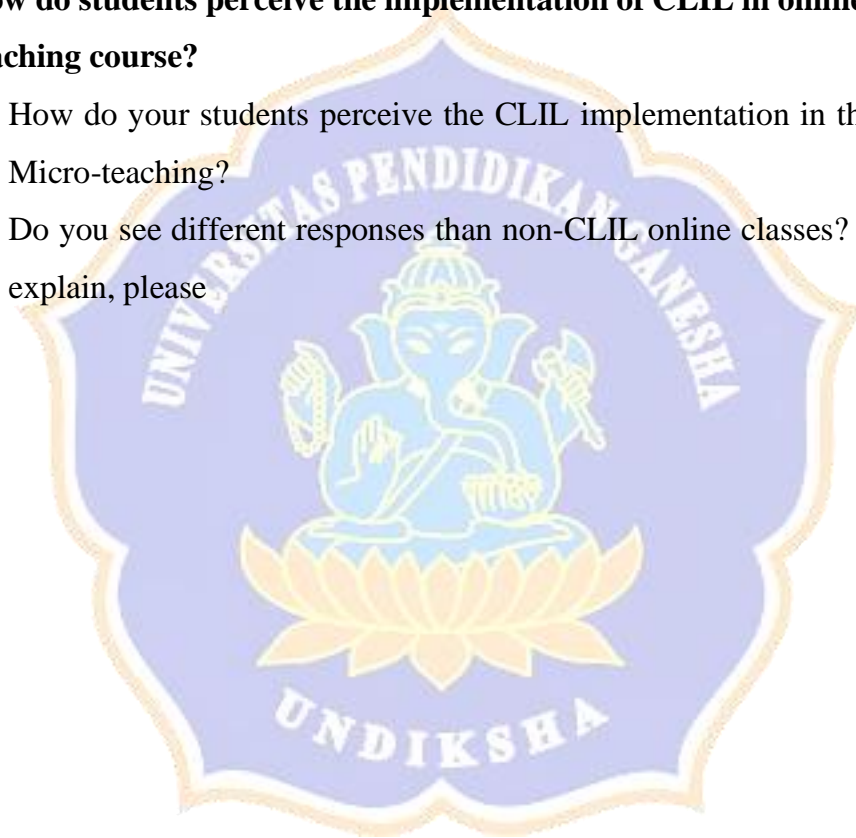
5) How do you ensure the assessment is in line with the learning outcomes?

C. How does CLIL implementation in online classes affect students' content and language in the context of Micro-teaching course?

- 1) What do you think about the effect of CLIL implementation in online Micro-teaching?
- 2) Do you think it is significant? How do you know?

D. How do students perceive the implementation of CLIL in online Micro-teaching course?

- 1) How do your students perceive the CLIL implementation in the online Micro-teaching?
- 2) Do you see different responses than non-CLIL online classes? Can you explain, please





RESEARCH INSTRUMENT

POST-TESTS (PERFORMANCE TESTS)



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UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2021**



UNIVERSITAS MAHASARASWATI DENPASAR
Faculty of Teacher Training and Education
English Language Education Study Program

Address : Jalan Kamboja No.11A Denpasar 80232

Phone : (0361) 240985

Website : <http://bahasainggris.unmas.ac.id> E-mail: pspbahasainggris@unmas.ac.id



POST-TEST

CLIL IMPLEMENTATION IN ONLINE MICRO-TEACHING

I. FIRST MEETING: DESCRIBING LEARNERS

Assessment Notes (Google Form):

1. Please respond the following questions using conditional if
2. Respond it using a comprehensive and grammatical conditional if sentence
3. You have 15 minutes to respond the questions.

Questions:

1. What will you do if you want to train your students' critical thinking and problem solving?
2. What will you do if you want to apply interactive learning media?
3. What will you do if you want to give rewards to your students?
4. What will you do if your students are intense on social media interaction?
5. What will you do if your students are fast on switching their mind?

[LINK GOOGLE FORM FOR DESCRIBING LEARNERS](#)

SCORING RUBRIC

No	Criteria	Maximum Score	Actual Score
1	Correct Answer	50	
2	Comprehensive Answer	40	
3	Grammatical Answer	10	
		100	

II. SECOND MEETING: COMMUNICATION, FEEDBACK AND CLASSROOM INTERACTION

Assessment Notes (Voice Recording):

1. Please respond the following questions.
2. Respond it using a comprehensive and grammatical sentence.
3. Record your responses fluently and send it to my personal chat.
4. You have 15 minutes to respond the questions.

Questions:

1. Please mention and elaborate types of non-verbal communication.
2. Please mention four feedback forms and give an example of how to give instructions on the feedback.

SCORING RUBRIC (ITEM 1)

No	Criteria	Maximum Score	Actual Score
1	Correct Answer	50	
2	Comprehensive Answer	40	
3	Grammatical Answer	10	
		100	

**THE SCORING RUBRIC OF PERFORMANCE TEST
SECOND MEETING (ITEM 2)**

Name : _____

No. : _____

Criteria	Scale	Descriptors
Fluency (Language)	5	The student can express the instructional language fluently and clearly with a few pauses.
	4	The student's fluency in expressing the instructional language is a little bit disturbed.
	3	The student makes some unnecessary pauses while expressing the instructional language.
	2	The student is quite often hesitant and stops while expressing the instructional language.
	1	The student often stops speaking while expressing the instructional language.
Comprehension (Content)	5	The student's responses are correct, and the examples are original and easy to understand.
	4	The student's responses are correct, and the examples are original but a little bit difficult to understand.
	3	The student's responses are correct, but the examples are not original and a little bit difficult to understand.
	2	The student's responses are correct, but the examples are not original and very difficult to understand.
	1	The student's responses are incorrect.
Grammar	5	The student makes a few grammatical errors, but the meanings are still acceptable.
	4	The student makes some grammatical errors, but they do not influence the meaning.
	3	The student often makes grammatical errors that influence meaning.
	2	The student makes a lot of grammatical errors that block the meaning.
	1	The student has really bad grammatical errors, so it becomes hard to understand.
Vocabulary	5	The student uses various vocabulary, and they are related to the key concepts.

	4	The student uses various vocabulary, but a few of them are not related to the key concepts.
	3	The student uses various vocabulary, but some of them are not related to the key concepts.
	2	The student uses some various vocabulary, and they are not related to the key concepts.
	1	The student uses limited vocabulary, and they are not related to the key concepts.

$$\text{Final Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$



III. THIRD MEETING: REINFORCEMENT

Assessment Notes (Voice Recording):

1. Please respond the following questions.
2. Respond it using a comprehensive and grammatical sentence.
3. Record your responses fluently and send it to my personal chat.
4. You have 15 minutes to respond the questions.

Questions:

1. What are the differences between positive and negative reinforcement?
2. Please mention four types of reinforcement and give an example of how to give instructions on the reinforcement.

SCORING RUBRIC (ITEM 1)

No	Criteria	Maximum Score	Actual Score
1	Correct Answer	50	
2	Comprehensive Answer	40	
3	Grammatical Answer	10	
		100	

THE SCORING RUBRIC OF PERFORMANCE TEST
THIRD MEETING (ITEM 2)

Name : _____

No. : _____

Criteria	Scale	Descriptors
Fluency (Language)	5	The student can express the instructional language fluently and clearly with a few pauses.
	4	The student's fluency in expressing the instructional language is a little bit disturbed.
	3	The student makes some unnecessary pauses while expressing the instructional language.
	2	The student is quite often hesitant and stops while expressing the instructional language.
	1	The student often stops speaking while expressing the instructional language.
Comprehension (Content)	5	The student's responses are correct, and the examples are original and easy to understand.
	4	The student's responses are correct, and the examples are original but a little bit difficult to understand.
	3	The student's responses are correct, but the examples are not original and a little bit difficult to understand.
	2	The student's responses are correct, but the examples are not original and very difficult to understand.
	1	The student's responses are incorrect.
Grammar	5	The student makes a few grammatical errors, but the meanings are still acceptable.
	4	The student makes some grammatical errors, but they do not influence the meaning.
	3	The student often makes grammatical errors that influence meaning.
	2	The student makes a lot of grammatical errors that block the meaning.
	1	The student has really bad grammatical errors, so it becomes hard to understand.
Vocabulary	5	The student uses various vocabulary, and they are related to the key concepts.

	4	The student uses various vocabulary, but a few of them are not related to the key concepts.
	3	The student uses various vocabulary, but some of them are not related to the key concepts.
	2	The student uses some various vocabulary, and they are not related to the key concepts.
	1	The student uses limited vocabulary, and they are not related to the key concepts.

$$\text{Final Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$



IV. FOURTH MEETING: QUESTIONING

Assessment Notes (Voice Recording):

1. Please respond the following questions.
2. Respond it using a comprehensive and grammatical sentence.
3. Record your responses fluently and send it to my personal chat.
4. You have 15 minutes to respond the questions.

Questions:

1. Please mention and explain the questioning guidelines.
2. Please mention four level of classroom questions and give an example of how to use the instructional language of the classroom questions.

SCORING RUBRIC (ITEM 1)

No	Criteria	Maximum Score	Actual Score
1	Correct Answer	50	
2	Comprehensive Answer	40	
3	Grammatical Answer	10	
		100	

THE SCORING RUBRIC OF PERFORMANCE TEST
FOURTH MEETING (ITEM 2)

Name : _____

No. : _____

Criteria	Scale	Descriptors
Fluency (Language)	5	The student can express the instructional language fluently and clearly with a few pauses.
	4	The student's fluency in expressing the instructional language is a little bit disturbed.
	3	The student makes some unnecessary pauses while expressing the instructional language.
	2	The student is quite often hesitant and stops while expressing the instructional language.
	1	The student often stops speaking while expressing the instructional language.
Comprehension (Content)	5	The student's responses are correct, and the examples are original and easy to understand.
	4	The student's responses are correct, and the examples are original but a little bit difficult to understand.
	3	The student's responses are correct, but the examples are not original and a little bit difficult to understand.
	2	The student's responses are correct, but the examples are not original and very difficult to understand.
	1	The student's responses are incorrect.
Grammar	5	The student makes a few grammatical errors, but the meanings are still acceptable.
	4	The student makes some grammatical errors, but they do not influence the meaning.
	3	The student often makes grammatical errors that influence meaning.
	2	The student makes a lot of grammatical errors that block the meaning.
	1	The student has really bad grammatical errors, so it becomes hard to understand.
Vocabulary	5	The student uses various vocabulary, and they are related to the key concepts.

	4	The student uses various vocabulary, but a few of them are not related to the key concepts.
	3	The student uses various vocabulary, but some of them are not related to the key concepts.
	2	The student uses some various vocabulary, and they are not related to the key concepts.
	1	The student uses limited vocabulary, and they are not related to the key concepts.

$$\text{Final Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$



V. FIFTH MEETING: ICT-BASED ELT

Assessment Notes (Voice Recording):

1. Please respond the following questions.
2. Respond it using a comprehensive and grammatical sentence.
3. Record your responses fluently and send it to my personal chat.
4. You have 15 minutes to respond the questions.

Questions:

1. Please mention and elaborate the principles that should be considered in selecting ICT in language learning.
2. Please present an ICT-based ELT design for your future ELT classroom.

SCORING RUBRIC (ITEM 1)

No	Criteria	Maximum Score	Actual Score
1	Correct Answer	50	
2	Comprehensive Answer	40	
3	Grammatical Answer	10	
		100	

**THE SCORING RUBRIC OF PERFORMANCE TEST
FIFTH MEETING (ITEM 2)**

Name : _____

No. : _____

Criteria	Scale	Descriptors
Fluency (Language)	5	The student can present the ICT-based ELT design fluently and clearly with a few pauses.
	4	The student's fluency in presenting the ICT-based ELT design is a little bit disturbed.
	3	The student makes some unnecessary pauses while presenting the ICT-based ELT design.
	2	The student is quite often hesitant and stops while presenting the ICT-based ELT design.
	1	The student often stops speaking while presenting the ICT-based ELT design.
Comprehension (Content)	5	The student's presentation is procedural, comprehensive and easy to understand.
	4	The student's presentation is procedural and comprehensive but a little bit difficult to understand.
	3	The student's presentation is procedural, but it is not comprehensive and a little bit difficult to understand.
	2	The student's presentation is procedural, but it is not comprehensive and very difficult to understand.
	1	The student's presentation is not procedural, incomprehensive and very difficult to understand.
Grammar	5	The student makes a few grammatical errors, but the meanings are still acceptable.
	4	The student makes some grammatical errors, but they do not influence the meaning.
	3	The student often makes grammatical errors that influence meaning.
	2	The student makes a lot of grammatical errors that block the meaning.
	1	The student has really bad grammatical errors, so it becomes hard to understand.

Vocabulary	5	The student uses various vocabulary, and they are related to the key concepts.
	4	The student uses various vocabulary, but a few of them are not related to the key concepts.
	3	The student uses various vocabulary, but some of them are not related to the key concepts.
	2	The student uses some various vocabulary, and they are not related to the key concepts.
	1	The student uses limited vocabulary, and they are not related to the key concepts.

$$\text{Final Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$



VI. SIXTH MEETING: CLASSROOM MANAGEMENT

Assessment Notes (Voice Recording):

1. Please respond the following questions.
2. Respond it using a comprehensive and grammatical sentence.
3. Record your responses fluently and send it to my personal chat.
4. You have 15 minutes to respond the questions.

Questions:

1. Can you mention and describe general classroom management based on Arends (2012)?
2. What does teacher do in pre-activity?
3. What does teacher do in whilst-activity?
4. What does teacher do in post-activity?

SCORING RUBRIC (ITEM 1)

No	Criteria	Maximum Score	Actual Score
1	Correct Answer	50	
2	Comprehensive Answer	40	
3	Grammatical Answer	10	
		100	

THE SCORING RUBRIC OF PERFORMANCE TEST
SIXTH MEETING (ITEM 2)

Name : _____

No. : _____

Criteria	Scale	Descriptors
Fluency (Language)	5	The student can express the instructional language fluently and clearly with a few pauses.
	4	The student's fluency in expressing the instructional language is a little bit disturbed.
	3	The student makes some unnecessary pauses while expressing the instructional language.
	2	The student is quite often hesitant and stops while expressing the instructional language.
	1	The student often stops speaking while expressing the instructional language.
Comprehension (Content)	5	The student's responses are correct, comprehensive and easy to understand.
	4	The student's responses are correct and comprehensive but a little bit difficult to understand.
	3	The student's responses are correct, but they are not comprehensive and a little bit difficult to understand.
	2	The student's responses are correct, but they are not comprehensive and very difficult to understand.
	1	The student's responses are incorrect.
Grammar	5	The student makes a few grammatical errors, but the meanings are still acceptable.
	4	The student makes some grammatical errors, but they do not influence the meaning.
	3	The student often makes grammatical errors that influence meaning.
	2	The student makes a lot of grammatical errors that block the meaning.
	1	The student has really bad grammatical errors, so it becomes hard to understand.
Vocabulary	5	The student uses various vocabulary, and they are related to the key concepts.

	4	The student uses various vocabulary, but a few of them are not related to the key concepts.
	3	The student uses various vocabulary, but some of them are not related to the key concepts.
	2	The student uses some various vocabulary, and they are not related to the key concepts.
	1	The student uses limited vocabulary, and they are not related to the key concepts.

$$\text{Final Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$



VII. SEVENTH AND EIGHTH MEETING: REVIEWING LESSON PLAN

Assessment Notes (Voice Recording):

1. Please respond the following questions.
2. Respond it using a comprehensive and grammatical sentence.
3. Record your responses fluently and send it to my personal chat.
4. You have 15 minutes to respond the questions.

Questions:

1. Please mention and explain the lesson plan components based on Permendikbud Number 22 Year 2016.
2. Please observe your lesson plan and present it in the form of a descriptive monologue.

SCORING RUBRIC (ITEM 1)

No	Criteria	Maximum Score	Actual Score
1	Correct Answer	50	
2	Comprehensive Answer	40	
3	Grammatical Answer	10	
		100	

**THE SCORING RUBRIC OF PERFORMANCE TEST
SEVENTH – EIGHTH MEETING (ITEM 2)**

Name : _____

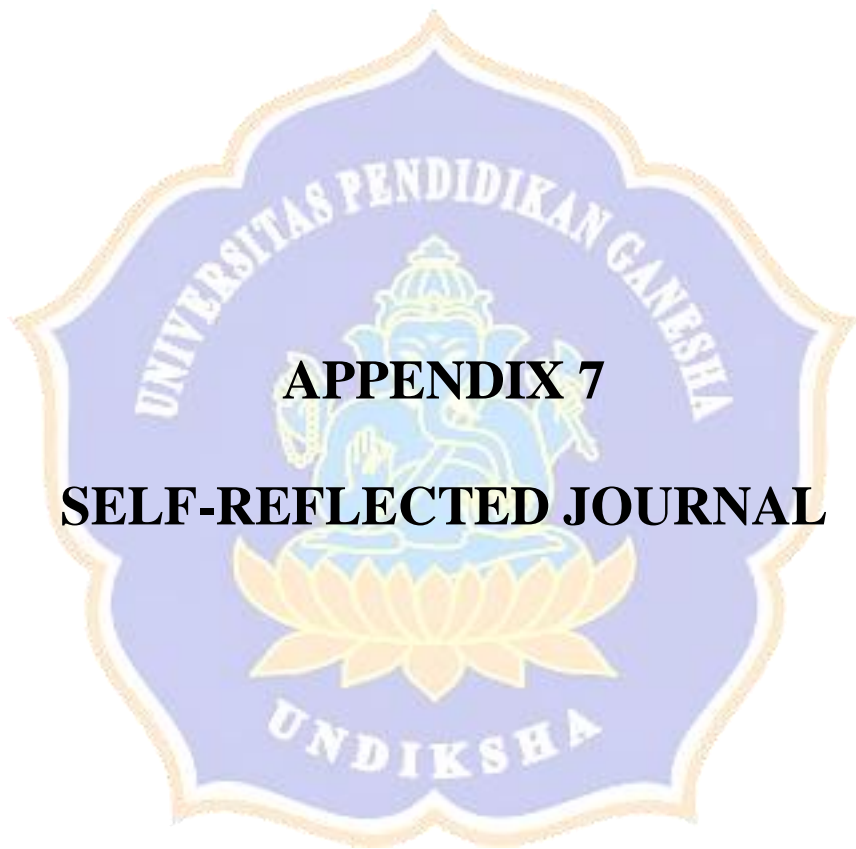
No. : _____

Criteria	Scale	Descriptors
Fluency (Language)	5	The student can present the descriptive monologue fluently and clearly with a few pauses.
	4	The student's fluency in presenting the descriptive monologue is a little bit disturbed.
	3	The student makes some unnecessary pauses while presenting the descriptive monologue.
	2	The student is quite often hesitant and stops while presenting the descriptive monologue.
	1	The student often stops speaking while presenting the descriptive monologue.
Comprehension (Content)	5	The student's presentation is procedural, comprehensive and easy to understand.
	4	The student's presentation is procedural and comprehensive but a little bit difficult to understand.
	3	The student's presentation is procedural, but it is not comprehensive and a little bit difficult to understand.
	2	The student's presentation is procedural, but it is not comprehensive and very difficult to understand.
	1	The student's presentation is not procedural, incomprehensive and very difficult to understand.
Grammar	5	The student makes a few grammatical errors, but the meanings are still acceptable.
	4	The student makes some grammatical errors, but they do not influence the meaning.
	3	The student often makes grammatical errors that influence meaning.
	2	The student makes a lot of grammatical errors that block the meaning.
	1	The student has really bad grammatical errors, so it becomes hard to understand.

Vocabulary	5	The student uses various vocabulary, and they are related to the key concepts.
	4	The student uses various vocabulary, but a few of them are not related to the key concepts.
	3	The student uses various vocabulary, but some of them are not related to the key concepts.
	2	The student uses some various vocabulary, and they are not related to the key concepts.
	1	The student uses limited vocabulary, and they are not related to the key concepts.

$$\text{Final Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$





APPENDIX 7

SELF-REFLECTED JOURNAL

RESEARCH INSTRUMENT

**CLIL EFFECTS AND PERCEPTIONS
(SELF-REFLECTED JOURNAL)**



**BY
I KOMANG BUDIARTA
1939021007**

**DOCTORATE PROGRAM IN LANGUAGE EDUCATION
(MAJORING ENGLISH LANGUAGE EDUCATION)
POST-GRADUATE PROGRAM
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2021**

**SELF-REFLECTED JOURNAL
CLIL IMPLEMENTATION
IN THE ONLINE MICRO-TEACHING**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MAHASARASWATI DENPASAR
DENPASAR
2021**

Please write a self-reflected journal by considering the following instructions.

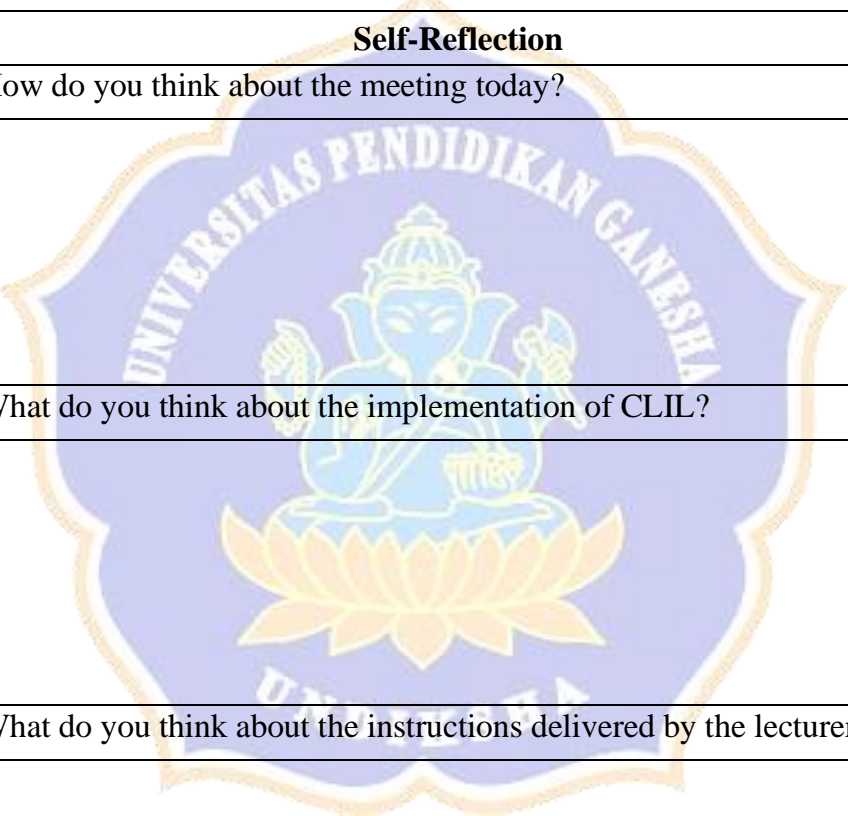
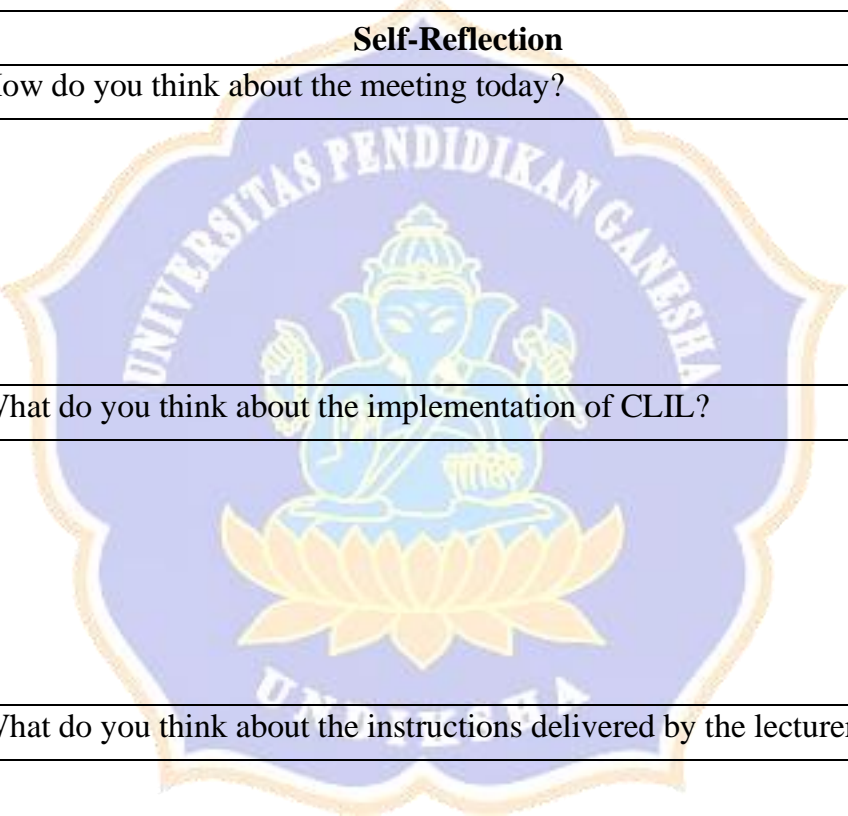
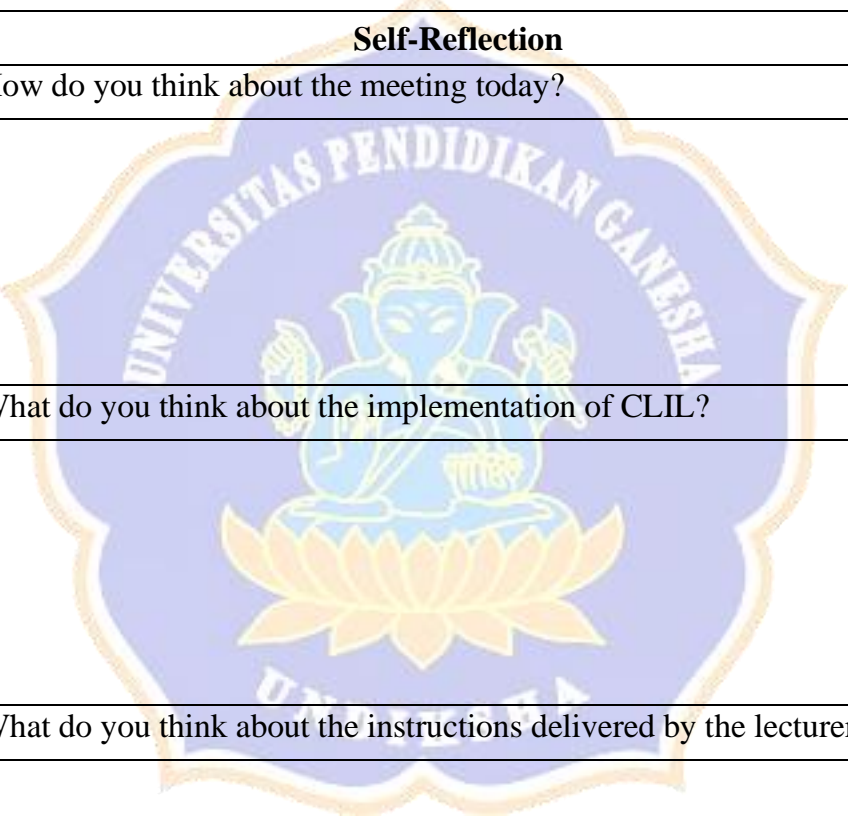
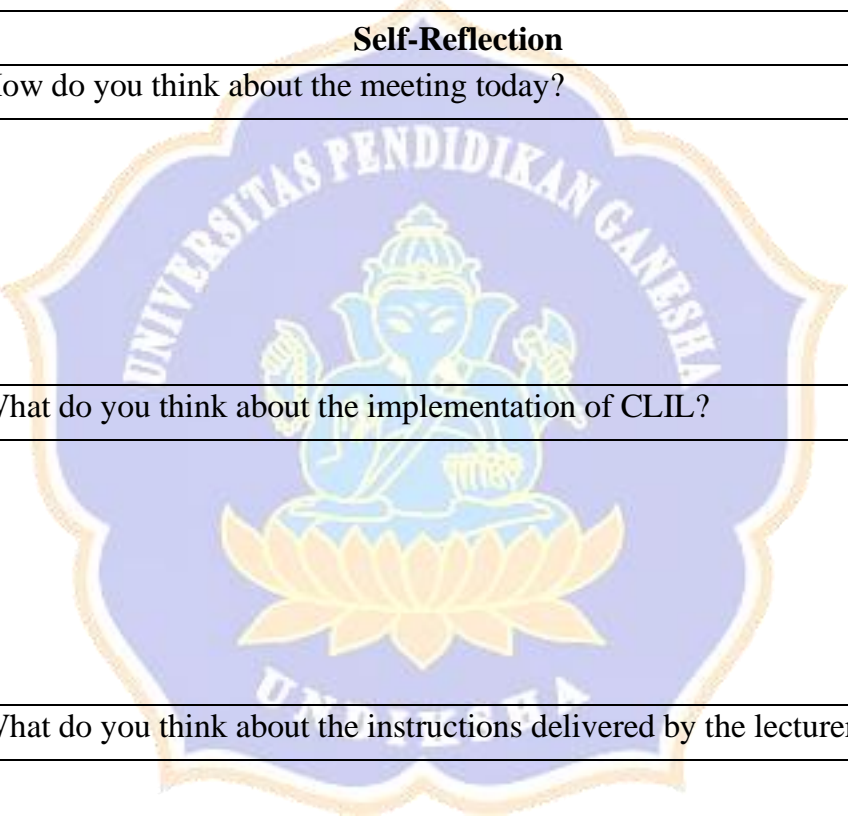
Instructions:

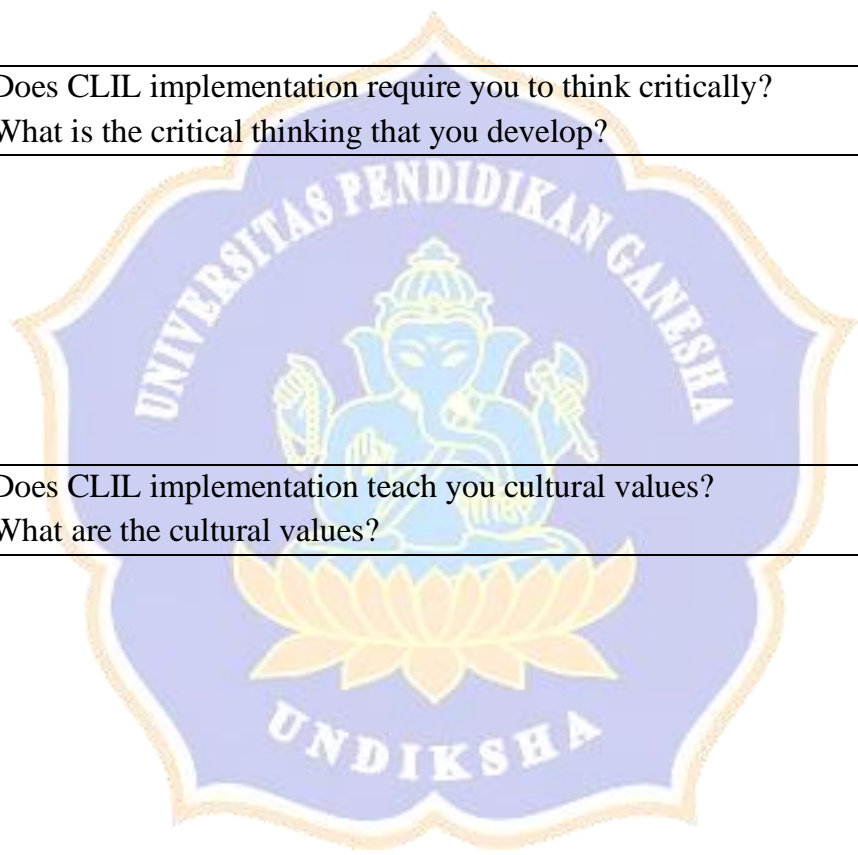
1. Write a self-reflected journal in English.
2. Write it as comprehensive as possible.
3. Write it based on what you have experience at the end of the teaching learning process.
4. Write it as honest as possible.



SELF-REFLECTED JOURNAL

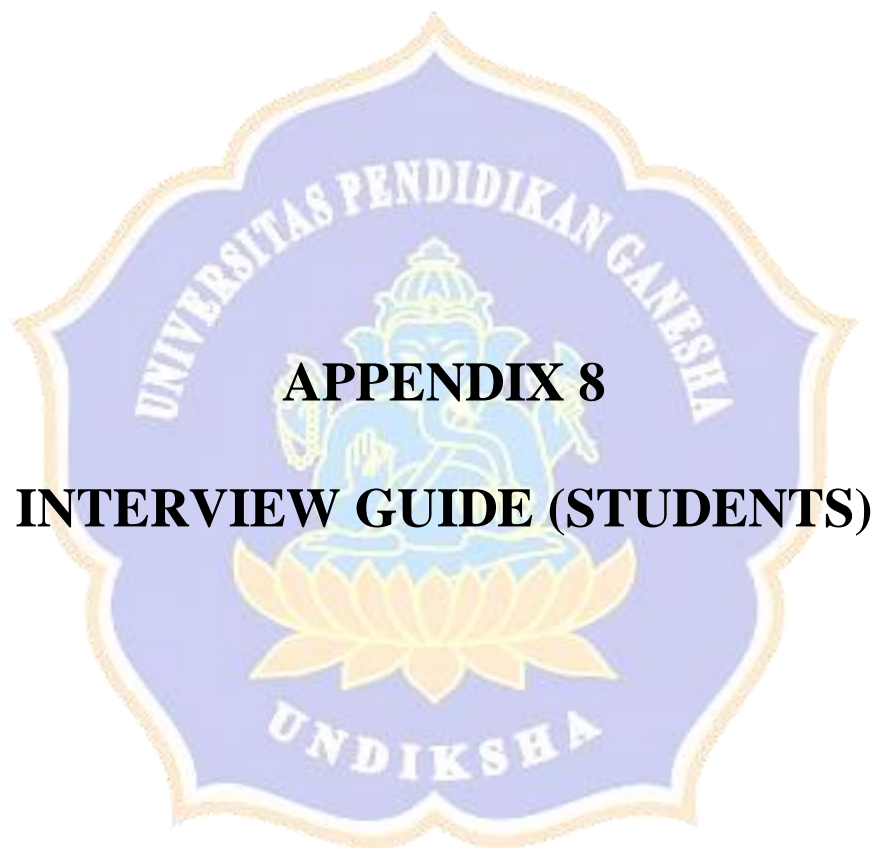
Lecture : Micro-teaching
Code : ENG.6324
Semester : VI B
Credit : 3
Meeting : 1st (@3 x 50 minutes)
Topic : Describing Learners
Lecturer : Dr. Ni Wayan Krismayani, S.Pd., M.Pd.

No	Self-Reflection
1	How do you think about the meeting today?
	
2	What do you think about the implementation of CLIL?
	
3	What do you think about the instructions delivered by the lecturers?
	
4	Have you understood the content being presented? What have you understood?
	

5	Have you mastered the language being emphasized? What have you mastered from the language taught?
6	Does CLIL implementation require you to think critically? What is the critical thinking that you develop?
	
7	Does CLIL implementation teach you cultural values? What are the cultural values?
8	What do you think about the online learning using CLIL?
9	How are the online learning activities under the CLIL implementation organized by the lecturer?

10	Please write a comprehensive notes about the meeting today





APPENDIX 8
INTERVIEW GUIDE (STUDENTS)

RESEARCH INSTRUMENT

**CLIL EFFECTS AND PERCEPTIONS
(INTERVIEW GUIDE – STUDENTS)**



**DOCTORATE PROGRAM IN LANGUAGE EDUCATION
(MAJORING ENGLISH LANGUAGE EDUCATION)
POST-GRADUATE PROGRAM
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2021**

A. Introduction

Dear students,

First of all, I would like to express my sincere gratitude as you agree to join our interview today. I do hope that today you will genuinely share your experiences after you get involved during CLIL implementation in the online Micro-teaching.

Tons of thanks!

Note:

There are twelve students who are chosen as the interviewees. They are chosen representative of the upper, middle and low achiever students based on the results of their performance test.

B. How is CLIL approach implemented in online Micro-teaching course at ELESP, Unmas Denpasar?

- a. Have you joined a CLIL workshop and seminar?
- b. Have you ever joined a CLIL classroom previously?
- c. How do you think CLIL implementation that has been conducted by the lecturer?
- d. How do you think CLIL implementation could help you improve your content and language mastery?

C. How does CLIL implementation in online classes affect students' content and language in the context of Micro-teaching course?

- 1) What do you think about studying pedagogical courses such as Micro-teaching using (100%) English?
- 2) How does CLIL implementation affect your understanding on new knowledge?
- 3) Does it improve your understanding on the new knowledge or make you confused? Why?

- 4) How do you think the scaffolding technique used by the lecturer in explaining the learning material or content?
- 5) Does it affect your content mastery? Why?
- 6) How does CLIL implementation affect your language use such instructional language?
- 7) Does it improve your ability in using the language or make you confused? Why?
- 8) How do you think the scaffolding technique used by the lecturer in delivering the language use?
- 9) Does it affect your language mastery? Why?
- 10) Do you think that performance assessment can assess both your content and language mastery? Why?
- 11) What do you think about the effect of CLIL implementation in online Micro-teaching to your content and language mastery?
- 12) Do you think it is significant? How do you know?

D. How do students perceive the implementation of CLIL in online Micro-teaching course?

- 1) Are you enjoying the CLIL Implementation in online Micro-teaching?
- 2) Do you think CLIL implementation is interesting? Why is it interesting?
- 3) Are you motivated to participate during CLIL implementation? Why are you motivated?
- 4) Can CLIL implementation improve both content and language mastery? Why do you think so?
- 5) How do you think learning content through (100%) English?
- 6) Are you confident in using the language during the classroom communication? Why?
- 7) There are three types of cooperative learning: think pair share, talking chips and rally-coach. Which do you think the best technique that supports your learning through CLIL? Why do you think so?
- 8) Do you think CLIL implementation is challenging? Why is it challenging?

- 9) Does CLIL implementation facilitate the use of HOTS? How does your critical thinking or HOTS develop?
- 10) Can you describe the CLIL implementation using 4 adjectives? Why do you choose the words?
- 11) How do you think the difference between CLIL and non-CLIL online classes? Can you explain, please?
- 12) In general, please describe how do you feel about the implementation of CLIL in online Micro-teaching?





APPENDIX 9
QUESTIONNAIRE

RESEARCH INSTRUMENT

**CLIL PERCEPTIONS
(QUESTIONNAIRE)**



**DOCTORATE PROGRAM IN LANGUAGE EDUCATION
(MAJORING ENGLISH LANGUAGE EDUCATION)
POST-GRADUATE PROGRAM
UNIVERSITAS PENDIDIKAN GANESHA
SINGARAJA
2021**

A. Introduction

Dear students,

I would like to invite you to fill the following questionnaire regarding the implementation of Content and Language Integrated Learning (CLIL) during the online Micro-teaching. Your responses will be of great assistance for me to develop a CLIL methodology for future teacher candidates.

The questionnaire is mainly intended to gather information about the influence of CLIL implementation in the online Micro-teaching particularly on their content and language mastery. Besides, it aims at collecting information related with your perspective on CLIL implementation in the online Micro-teaching course.

The questionnaire is divided into four parts. The first part contains basic information and general questions. The second part contains questions about the influence of CLIL implementation on the students' content and language mastery. The third part contains questions about the perceptions on CLIL implementation. The fourth part contains questions about the perceptions on the online Micro-teaching.

The questionnaire should take approximately 15 – 20 minutes to fill in and I do appreciate if you can share your genuine experience and complete it.

Tons of thanks!

Inform of Consent

Could you please confirm that you are participating in this research freely of your own consent?

- I am participating in this research of my own free will
- I am not participating in this research of my own free will

B. Part I: Basic Information and General Questions

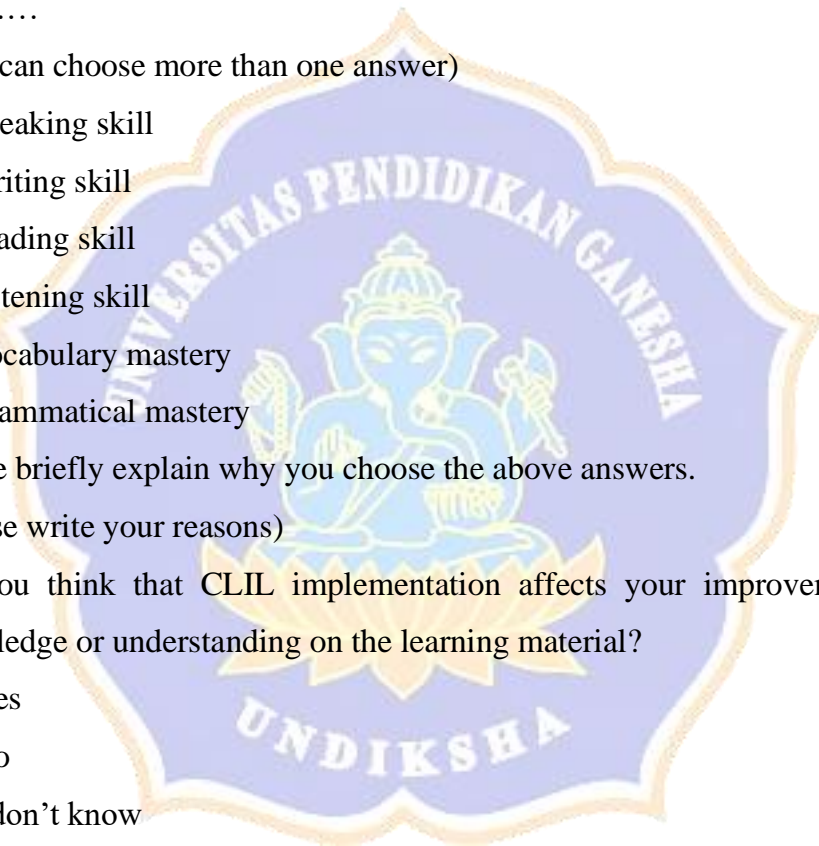
1. What is your complete name?
2. How old are you?
3. What are your gender?
 - Male
 - Female
 - Prefer not to Say
4. How long have you been learning English?
 - less than 1 year
 - 1-2 years
 - 3-4 years
 - 5-6 years
 - more than 6 years
5. What is the proficiency level of your English language skills?
 - Elementary proficiency
 - Limited working proficiency
 - Professional working proficiency
 - Full professional proficiency
 - Native or bilingual proficiency



C. Part II: The Influence of CLIL Implementation on the Students' Content and Language Mastery

Please respond to the following questions.

1. Have you experienced CLIL implementation in your classroom?
 - Yes
 - No
 - I don't know
 2. During online Micro-teaching through CLIL implementation, I can improve my
- (You can choose more than one answer)
- speaking skill
 - writing skill
 - reading skill
 - listening skill
 - vocabulary mastery
 - grammatical mastery
3. Please briefly explain why you choose the above answers.
(Please write your reasons)
 4. Do you think that CLIL implementation affects your improvement on knowledge or understanding on the learning material?
 - Yes
 - No
 - I don't know
 5. Please briefly explain why you choose the above answers.
(Please write your reasons)
 6. Do you think that CLIL implementation affects your language use in communication?
 - Yes
 - No
 - I don't know
 7. Please briefly explain why you choose the above answers.



(Please write your reasons)

This part requires you to state whether you agree or disagree with the the following statements.

Please choose between strongly agree to strongly disagree.

1. The learning material is well structured and easy to understand.
2. I have got much better understanding after CLIL implementation.
3. The learning material is difficult to understand.
4. My micro-teaching concepts improves after the CLIL implementation.
5. Authentic materials provide more understanding on the concepts.
6. The examples given are out of the contexts of the language use.
7. I feel difficult in understanding the content being presented.
8. Contextual example improves my understanding on the learning material.
9. CLIL implementation provides practices for my language ability.
10. I have many opportunities to use language during CLIL implementation.
11. I feel much more confident in using the language that is taught.
12. I have limited opportunities to use the language during CLIL implementation.
13. The examples given develops my ability on how to use the language.
14. I do not feel confident in using the language that is taught.
15. The lecturer teaches both content and language during CLIL implementation.

Please describe how you feel the effect of CLIL implementation on the content and language mastery.

(Please elaborate briefly)

D. Part III: The Perceptions of the CLIL Implementation

Please respond to the following questions.

1. What was your first impression in online Micro-teaching through CLIL implementation?
 - Very Excited
 - Excited
 - Uncertain
 - Nervous
 - Worried
2. Would you like to learn more pedagogical courses through CLIL implementation?
 - Yes
 - No
 - I don't know
3. I think using English to understand Micro-teaching concepts can ...
(You can choose more than one answer)
 - motivate me to learn both content and language.
 - make me confident in classroom communication.
 - practice my speaking ability.
 - practice my writing ability.
 - practice my reading comprehension.
 - practice my listening comprehension.
 - enrich my vocabulary mastery.
 - develop my grammatical mastery.
 - understand the setting of the language use.
 - Others (Please Specify)
4. Please briefly explain why you choose the above answers.
(Please write your reasons)
5. During the online Micro-teaching through CLIL implementation, I feel ...
(You can choose more than one answer)
 - motivated.
 - confident.

- interested.
- engaged.
- useful.
- challenged.
- confused.
- bored.
- afraid.
- Other (Please Specify)

6. Please briefly explain why you choose the above answers.

(Please write your reasons)

7. In what activities are you engaged in the online Micro-teaching through CLIL implementation?

(You can choose more than one answer)

- Individual work
- Pair work
- Group work
- Discussion
- Presentation
- Other (Please Specify)

8. Which activities that you have mentioned above are the most comfortable for you?

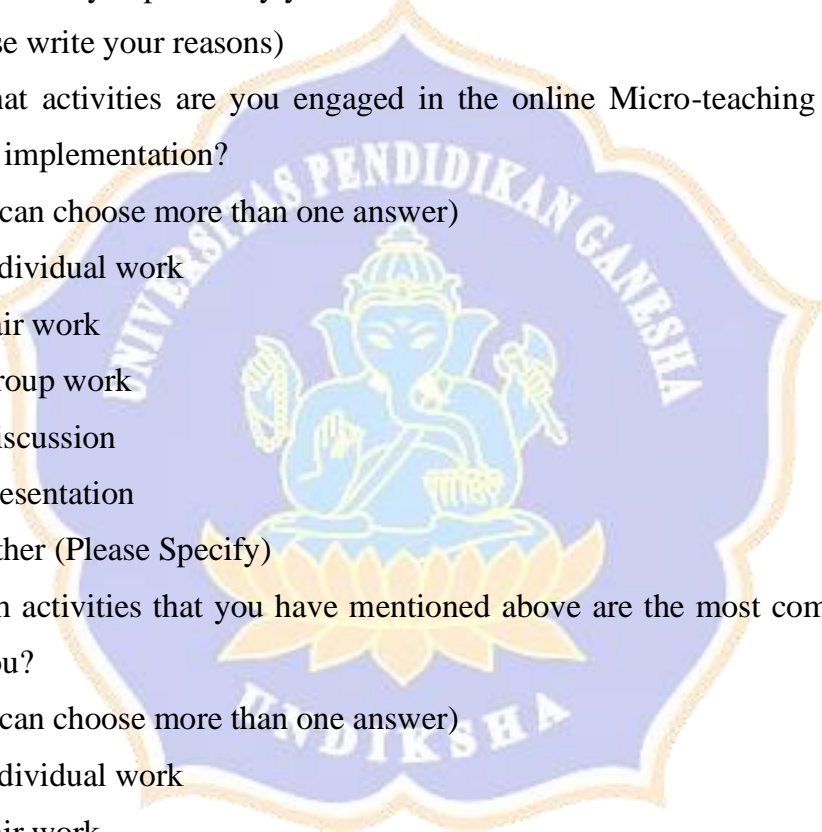
(You can choose more than one answer)

- Individual work
- Pair work
- Group work
- Discussion
- Presentation
- Other (Please Specify)

9. Which activities that you have mentioned above are the most challenging for you?

(You can choose more than one answer)

- Individual work



- Pair work
- Group work
- Discussion
- Presentation
- Other (Please Specify)

This part requires you to state whether you agree or disagree with the following statements.

Please choose between strongly agree to strongly disagree.

1. CLIL implementation is very interesting in online Micro-teaching.
2. CLIL implementation is very challenging in online Micro-teaching.
3. My motivation to learn both the content and language (English) improves after CLIL implementation.
4. CLIL implementation improves my self-confidence in communication.
5. I do not feel motivated to learn both content and language through CLIL implementation.
6. In CLIL implementation, the content is clearly presented and easy to understand.
7. The learning material is well structured and presented during CLIL implementation.
8. The content presentation is confusing and difficult to understand.
9. CLIL implementation stimulates the use of HOTS in learning.
10. CLIL implementation helps me improve my language skills.
11. My language skills do not improve after CLIL implementation.
12. The language use is presented out of the contexts.
13. CLIL implementation activates students to practice the language use.
14. CLIL implementation stimulates the use of LOTS.
15. CLIL implementation provides more context or setting to use the language.

Please describe how you perceive CLIL implementation.

(Please elaborate briefly)