



**Appendix 1.**  
**Official Letter From The School**



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PEMERINTAH KABUPATEN TABANAN  
සිසිසව ක්‍රීඩා කොට්ඨාසය



DINAS PENDIDIKAN  
සරසව්ව පාලන කොට්ඨාසය  
SEKOLAH DASAR NEGERI 1 MARGA DAUH PURI  
පාලන කොට්ඨාසය  
Rr. Dinas Ole, Desa Marga Dauh Puri, Kec. Marga Tabanan  
කොට්ඨාසය  
kode pos: 82181

**SURAT KETERANGAN**

NOMOR: 422.2/21/SD/2023

Yang bertanda tanagn di bawah ini:

Nama :Luh Putu Mutiara Rushita Adi,S.Pd  
NIP : 19911123 201503 2 004  
Pangkat Golongan : Penata /IIIc  
Jabatan : Kepala Sekolah  
Tempat tugas : SD Negeri 1 Marga Dauh Puri

Menerangkan dengan sebenarnya bahwa:

Nama : Luh Yuli Rahmayanti  
NIM : 1912021119  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : Analyzing Perfectionsad Implementation of Primary School English Teacher with Non English education Background on Pedagogical Content Knowledge in Tabanan Regency.

Menerangkan bahwa memang benar mahasiswa tersebut diatas melakukan penelitian pada guru Bahasa Inggris di SD Negeri 1 Marga Dauh Puri tanggal 27 Februari 2023 s/d 8 April 2023.

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

Marga , 28 April 3023

Kepala Sekolah SD N 1 Marga Dauh Puri



Luh Putu Mutiara Rushita Adi,S.Pd

NIP: 19911123 201503 2 004



PEMERINTAH KABUPATEN TABANAN  
DINAS PENDIDIKAN  
KORWIL PENDIDIKAN KECAMATAN BATURITI  
**SD NEGERI 2 BANGLI**  
TERAKREDITASI B  
Alamat : Banjar Bangli, Desa Bangli, Kec. Baturiti Kode Pos 8211  
E-mail : sd2bangli@yahoo.com

**SURAT KETERANGAN**  
NOMOR : 421.2/016/III/SD/2023

Yang bertanda di bawah ini :

N a m a : I NYOMAN GINAWA, S.Pd  
NIP : 19660306 199203 1 003  
Pangkat/Gol. : Pembina, IV/b  
Jabatan : Pelaksana Tugas Kepala Sekolah  
Tempat Tugas : SD Negeri 2 Bangli


Menerangkan dengan sebenarnya bahwa :

N a m a : LUH YULI RAHMAYANTI  
NIM : 1912021119  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : Analyzing Perceptions and Implementation of Primary School English Teacher with Non English Education Background on Pedagogical Content Knowledge in Tabanan Regency.

Menerangkan bahwa memang benar mahasiswa tersebut diatas melakukan penelitian pada guru Bahasa Inggris di SD Negeri 2 Bangli dari tanggal 03 s/d 15 Maret 2023.

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

Bangli, 20 Maret 2023  
Plt. Kepala SD Negeri 2 Bangli

  
I NYOMAN GINAWA, S.Ag  
NIP. 19660306 199203 1 003



PEMERINTAH KABUPATEN TABANAN

DINAS PENDIDIKAN

**UPTD SD NEGERI 1 BATURITI**

Alamat : Jln.Gunung Agung no.64 Baturiti, Desa Baturiti, Kecamatan Baturiti

☎ - Kode Pos 82191



## SURAT KETERANGAN

Nomor : 421.2/78/SD/2023

Yang bertanda tangan dibawah ini :

Nama : I KETUT SUGITRA, S.Pd

NIP : 19641231 198507 1 034

Pangkat/Gol. : Pembina Tk.I/ IV b

Jabatan : Kepala Sekolah

Tempat Tugas : SD Negeri 1 Baturiti

Mencerangkan dengan sebenarnya bahwa :

Nama : LUHI YULI RAHMAYANTI

NIM : 1912021119

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : Analyzing Perceptions and Implementation of Primary School English Teacher with Non English Education Background on Pedagogical Content Knowledge in Tabanan Regency

Memang benar Mahasiswa tersebut diatas melakukan penelitian pada Guru Bahasa Inggris di SD Negeri 1 Baturiti dari tanggal 03 s/d 15 Maret 2023.

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

Baturiti, 20 Maret 2023  
Kepala SD Negeri 1 Baturiti

**I KETUT SUGITRA, S.Pd**  
NIP. 19641231 198507 1 034

## Appendix 2. Documentations During The Observation

Teacher 1



Teacher 2



Teacher 3



### Appendix 3. Instrument Validation By The Experts

Expert Judge sheet

Instrument: Questionnaire

Expert Judge 1 : Dr. I G A Lokita Purnamika Utami, S.Pd., M. Pd.

No	Aspect	Dimension	Indicators	Statement	Response		Comments
					Relevant	Irrelevant	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realize the importance of correcting grammar mistakes that occur in class	a. Grammar errors that occur in class are important things to be corrected.	✓		
				b. The use of grammar in class is not an important thing to be corrected.	✓		
			2. Realize the importance of correcting pronunciation, spelling or word choice	a. Mispronunciation, spelling, and word choice are important things to be noticed and corrected	✓		

			mistakes that occur in class	b. Mispronunciation, spelling, and word choice are not important things to be noticed and corrected	✓		
	Language Proficiency (Andrews, 2001)		3. Use/speak English Fluently	a. Intense use of English is important because it can improve speaking fluency in class	✓		
b. Intense use of English is not important as long as students understand the meaning of the words				✓			
4. Write in English on the board or a document			a. Errors in English writing (documents whiteboard) need to be considered	✓			

			without errors	b. English errors in writing (documents / whiteboards) do not need to be considered as long as the readers understand the meaning of the text	✓		
2	Pedagogical Knowledge	Knowledge about Curriculum Development (Zid in Setiawan, 2018)	1. The teacher is able to analyze the learning objectives in the curriculum to compile the syllabus	a. The syllabus is arranged based on the learning objectives that have been analyzed in the curriculum	✓		
				b. Determine independently the	✓		

				learning objectives in the preparation of the syllabus			
			2. Able to direct learning topics with learning objectives to be achieved	a. Directing learning topics in accordance with the learning objectives to be achieved	✓		
				b. Learning topics are developed based on the situation in the classroom.	✓		
			3. Aligning the relationship between one topic and the next topic contained in the curriculum	a. The teacher can make activities that link the relationship between the topics taught previously and the topics at the next meeting in accordance with the curriculum	✓		

				b. The activities arranged focus on or only discuss one topic without linking it to the previous topic	✓		
	Knowledge about the characteristics of young learners (Zid in Setiawan, 2018)		1. Try something new.	a. Trying new things such as using technology as a learning media can help learning activities in classroom	✓		
				b. Trying new things such as using technology as a learning media can reduce student focus when following the learning activities in classroom	✓		

			2. Build knowledge from working with objects or ideas.	a. Exploring objects and circumstances in the surrounding environment can build new knowledge for each student	✓		
				b. Objects and the surrounding environment cannot form new knowledge if explored by students	✓		
			3. Learn through direct experience	a. Students more easily understand the concept through direct learning activities	✓		
				b. Students will quickly forget their understanding of the material that they have independently obtained	✓		
			4. Learn by listening and repeating	a. Listening and repeating activities can help students improve their English skills	✓		
				b. In learn English, listening and repeating activities cannot improve student's English skills	✓		
			5. Learn when they are motivated	a. students will learn optimally when students feel interested and motivated in learning activities	✓		
				b. Learning activities must be carried out without considering the condition of students to maximize study time	✓		
			b. Engage in a fun learning activities	a. Students can concentrate longer if the classroom atmosphere is enjoyable	✓		



			b. Various learning activities will disturb students' ability to focus.	✓		
		7. Learn by associating with previous knowledge.	a. Good learning materials must be related to something familiar and close to students	✓		
			b. The material given must be something new that is not familiar for students.	✓		
		8. Learning through the environment around them	a. Students will easily understand the material if the material accordance with the environment around the students	✓		

			b. Students' knowledge in learning English is not affected by the use of objects around them	✓		
	Knowledge about lesson plan (Zid in Setiawan, 2018)	1. Make a lesson plan that corresponds with the learning objectives to be achieved	a. Lesson plan must be corresponding with the learning objective to be achieved	✓		
			b. Lesson plan mustn't be corresponding with the learning objective to be achieved	✓		
		2. Designing effective learning activities	a. Learning activities can run well if they are designed effectively	✓		

			b. Learning activities can be designed by adjusting the situations that occur in class	✓		
		3. Arrange student-	a. The learning activities must be student-centered	✓		

		centered activities	b. Learning activity is fully held by the teacher	✓		
		4. Including media and technology in the learning activity	a. In learning activities should include the use of media and technology	✓		
			b. Including media and technology has no effect on learning activity	✓		
	The use of learning strategies for young learners (Zid in Setiawan, 2018)	1. Teach by using visual tools	a. Realizing the use of interesting and varied visual media to attract students' attention	✓		
				b. Using PowerPoint which only contains the material to be conveyed without being combined with interesting animations or images	✓	

		2. Teach using media that can be explored	a. Improve student's language skill by using various learning media which gives students space to explore	✓		
				b. Many difficulties encountered when developing learning activities using visual media that can be explored by students	✓	
		3. Giving context situation	a. Make learning English more meaningful by using topics related to students' daily lives	✓		

			b. Ask students to memorize formulas or grammar rules according to the material being discussed	✓		
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			4. Doing contextual activity	a. Carries out learning activities related to real events experienced by students	✓		
				b. Ask students to write on student's book and mention again the vocabulary that has been given by the teacher	✓		
			5. Doing activities that are motivating and interesting	a. Invite students to do activities they like such as moving, singing, or playing so that students are interested in learning	✓		
				b. Ask students to take notes and memorize the material presented	✓		

			6. Stimulate active student participation	a. Organizing learning activities that provide space for students to explore directly, so that students can actively participate	✓		
				b. Organizing learning activities that only make students focus on doing assignments in the book	✓		
			7. Give or apply a game in the learning process	a. Giving or applying a game in the classroom to create a fun learning	✓		
				b. I find difficulties when managing the class if I give the student to play game	✓		

			8. Create a fun learning	a. Giving students to involve property or	✓		
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			environment (by using a joke or song)	objects around in learning activities	✓		
				a. I keep following the allocation for learning even though the student is no longer motivated in learning	✓		
			9. Improve the four language skills by using appropriate learning media	a. Using learning media in the learning activities to exercise their language skills	✓		
				b. I find difficulties to use learning media to improve their language skills	✓		

			10. Use activities that can encourage students' self-confidence in learning English	a. I encourage students' self-confidence by giving them activities that can make them perform in the front of the class	✓		
				b. I let other students mock the student who does any mistakes in English	✓		
			11. Use activities that can develop student's social skill	a. I create study groups consisting of heterogeneous students so that they can help each other in learning	✓		
				b. I allow students to choose friends they feel comfortable studying in groups	✓		

		Knowledge about assessment (Zid in Setiawan, 2018)	1. Develop an assessment tool that fits the learning objectives	a. Choose an assessment tool that can provide students with learning experiences in accordance with learning objectives	✓		
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				b. Choose assessment tools that appropriate with learning objectives cannot provide learning experiences	✓		
			2. Using techniques of assessment that according to the ability or type of learning outcomes to be assessed	a. Using assessment techniques that are appropriate to the learning objectives and results to be achieved	✓		
				b. The assessment technique chosen is adjusted to the situation in the classroom	✓		
			3. Create an assessment instrument that fits with skill achievement criteria	a. The assessment instrument used can describe the skills that have been achieved by students	✓		

	b. Applying one instrument method for all skills will be achieved	✓		
4. Arranging assessment activities make a positive contribution to student learning achievement	a. Assessment activities designed to give students full access to be able to find out their abilities	✓		
	b. Assessment activities are designed in traditional way (multiple choice/true or false) to provide reports on students's learning progress	✓		

First Expert



Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

NIP: 198304022006042001



Expert Judge sheet

Instrument: Observation Sheets

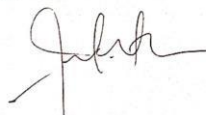
Expert Judge 1: Dr. I G A Lokita Purnamika Utami, S.Pd., M. Pd.

No	Aspect	Dimension	Indicators	Response		Comments
				Relevant	Irrelevant	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Correct grammar mistakes that occur in class	✓		
			2. Correct pronunciation, spelling or word choice mistakes that occur in class	✓		
		Language Proficiency (Andrews, 2001)	1. Use/speak English Fluently	✓		
			2. Write in English on the board/on a document without errors	✓		
2	Pedagogical Knowledge	Knowledge about Curriculum Development (Zid in Setiawan, 2018)	1. Conduct an analysis of learning objectives in the curriculum to develop a syllabus	✓		
			2. Directing learning topics with learning objectives to be achieved	✓		
			3. Aligning the relationship between onetopic and thenext topic contained in the curriculum	✓		

	Knowledge about the characteristics of young learners (Zid in Setiawan, 2018)	1. Try teaching using something new	✓		
		2. Teach by constructing knowledge from working with objects or ideas.	✓		
		3. Teaching students with hands-on experience	✓		
		4. Teach students to learn by listening and repeating.	✓		
		5. Teach by involving activities that can make students motivated in learning	✓		
		6. Doing fun learning activities by inviting students to move their bodies (physical movement)	✓		
		7. Teaches by associating with previous knowledge.	✓		
		8. Invite students to learn through the environment around them	✓		

	Knowledge about lesson plan (Zid in Setiawan, 2018)	1. Make a lesson plan that corresponds with the learning objectives to be achieved	✓		
		2. Designing effective learning activities	✓		
		3. Teach with student-centered activities	✓		
		4. Teaching with media and technology in the learning activity	✓		
	The use of learning strategies for young learners (Zid in Setiawan, 2018)	1. Teach using visual media that students can observe such as videos and pictures	✓		
		2. Teach using media that can be explored	✓		
		3. Giving the context/situation to the students	✓		
		4. Doing a contextual activity	✓		
		5. Doing activities that are motivating and interesting	✓		
		6. Stimulate students' active participation	✓		
		7. Giving or apply a game in the learning process	✓		
		8. Creating a fun learning environment (by using a joke or song)	✓		
		9. Use learning media that can improve the four language skills	✓		
		10. Use activities that can encourage students' self-confidence in learning English	✓		
		11. Use activities that can develop student's social skill	✓		
	Knowledge about assessment (Zid in Setiawan, 2018)	1. Develop an assessment tool that fits with the learning objectives	✓		
		2. Use techniques of assessment that according to the ability or type of learning outcomes to be assessed	✓		
		3. Creating an assessment instrument that fits with skill achievement criteria	✓		
		4. Using assessment activities that can make a positive contribution to student achievement	✓		

First Expert



Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

NIP: 198304022006042001

Expert Judge sheet

Instrument: Interview Guide

Expert Judge 1 : Dr. I G A Lokita Purnamika Utami, S.Pd., M. Pd.

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realize the importance of correcting grammar mistakes that occur in class	a. Why is it important to revise the grammar errors in the class?	✓		
				b. Does it give any impact for your student?	✓		
			2. Realize the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	a. Why is it important to revise the mispronunciation, incorrect spelling, or word choice in the classroom?	✓		
				b. Does it show any impact for the next spelling or pronunciation in the next utterance?	✓		

		Language Proficiency (Andrews, 2001)	1. Use/speak English Fluently	a. Is it important to use English fluently in the classroom?	✓		
				b. What is the advantage and disadvantage of using English fluently in the classroom?	✓		
			2. Write in English on the board/on a document without errors	a. Is it important to write on the whiteboard without any errors?	✓		
				b. What is the advantage and disadvantage of writing on the whiteboard without any errors?	✓		
2	Pedagogical Knowledge	Knowledge about Curriculum Development (Zid in Setiawan, 2018)	1. The teacher is able to analyze the learning objectives in the curriculum to compile the syllabus.	a. Is it important to examine the curriculum to determine learning objectives?	✓		revise
				b. Is it necessary to use learning objectives in accordance with the curriculum in making a syllabus?	✓		

			2. Able to direct learning topics with learning objectives to be achieved	a. Is directing learning topics in accordance with learning objectives important? <i>capable of</i>	✓		revise	
				b. Can learning be developed according to the student's situation?	✓			
			3. Aligning the relationship between one topic and the next topic contained in the curriculum	a. Is it important to connect one topic to another topic?	✓			
				b. What should be considered when connecting one topic to another topic?	✓			
			Knowledge about the characteristics of young learners (Zid in Setiawan, 2018)	1. Try something new.	a. Is it important to give students space to be able to try new things?	✓		
					b. What learning activities do you use to give students space to try something new?	✓		
2. Build knowledge from working with objects or ideas	a. Are there any learning activities outside the classroom?	✓						
	b. Is it important to give students the opportunity to work with certain objects?	✓						



*Is there any positive effect...*

3. Learn through direct experience	a. What is the effect of giving material to students through experience?	✓		revise
	b. What is the activity that can be used to give students a chance for students to learn through direct experience?	✓		
4. Learn by listening and repeating.	a. Is it effective to hold listening activities and repeat sentences / utterances in learning activities?	✓		
	b. What is the impact of holding listening activities and repeating sentences / utterances in learning activities?	✓		
5. Learn when they are motivated	a. Is it important for students to learn when they are motivated?	✓		

		b. What is usually done to make students motivated in learning?	✓		
6. Engage in a fun learning activities	a. Is it important to provide fun classroom atmosphere?	✓			
	b. What kind of fun learning activity that you usually used in the classroom?	✓			
7. Learn by associating with previous knowledge. <i>Do you think when previous knowledge is important?</i>	a. Do your students still remember the previous knowledge/material?		✓	revise	
	b. What is the impact relating to the previous knowledge?	✓			
8. Learning through the environment around them	a. What kind of things around them that you use in learning?	✓			
	b. What is the impact of learning through the environment around them?	✓			
Knowledge about lesson plan (Zid in Setiawan, 2018)	1. Make a lesson plan that corresponds with the learning objectives to be achieved	a. Is it important to make a lesson plan that corresponds with the learning objectives to be achieved?	✓		



		b. What is the impact of using a lesson plan that corresponds to the learning objective when teaching?	✓		
	2. Designing effective learning activities	a. What are the benefits of designing an effective learning activity while teaching?	✓		
	3. Arrange student-centered activities	b. Are the students active in participating in learning activities that have been designed effectively?		✓	reue.
		a. What is the impact of arranging student-centered activities?	✓		
	3. Arrange student-centered activities	b. Are there any obstacles that are faced when arranging student-centered activities?	✓		
		4. Including media and technology in the	a. Is it important to use media technology in	✓	

*What do you consider to design effective learning activities?*

		designing learning activities? <i>any examples?</i>			
		b. What are the benefits when including media and technology in the learning activity?	✓		
The use of learning strategies for young learners (Zid in Setiawan, 2018)	1. Teach by using visual tools	a. Is it important to use visual tools during teaching activities?	✓		
		b. What are the benefits of using visual tools during teaching activities?	✓		
	2. Teach using media that can be explored	a. What is the impact in using media that can be explored by the students in learning activities?	✓		
		b. What kind of media can be explored by the students? <i>What you have experience?</i>	✓		
	3. Give the context/situation	a. What is the benefit of giving context or situation in the learning process?	✓		
		b. Are there any obstacles in providing context or situation to the students?	✓		




4. Doing a contextual activity	a. What is the importance of connecting learning topics with students' real life?	✓		
	b. What activities do you usually use to link learning topics with students' real life?	✓		
5. Doing activities that are motivating and interesting	a. What kind of motivating and interesting activity that you usually do while teaching?	✓		
	b. How do your students feel when you provide motivating and interesting activities? Are they more interested and excited in learning or not?	✓		
6. Stimulate active student participation	a. Is it important to stimulate students to participate actively?	✓		

	b. What do you usually do to stimulate students to participate actively?	✓		
7. Give or apply a game in the learning process	a. What kind of game do you use in the learning process?	✓		
	b. Is there any difficulty that you faced while using games in the learning process?	✓		
8. Create a fun learning environment (by using a joke or song)	a. Is it important to use jokes or songs to create a fun learning environment?	✓		
	b. What kind of joke or song do you give to your students? Are there some tips in choosing jokes or songs that are suitable for the students?	✓		
9. Improve the four language skills by using appropriate learning media	a. Do you think that using media gives any impact in improving students' four language skills?	✓		

	b. Did you experience difficulties when designing or using the media to improve the four language skills?	✓		
10. Use activities that can encourage students' self-confidence in learning English	a. What is the impact of using activities that can encourage student's self-confidence in learning English?	✓		
	b. What kind of activity do you use to encourage students' self-confidence in learning English?	✓		
11. Use activities that can develop student's social skill	a. Is it important to use activities that can develop students' social skills?	✓		
	b. Do you experience difficulties when designing an activity that can develop students' social skills?	✓		

Knowledge about assessment (Zid in Setiawan, 2018)	1. Develop an assessment tool that fits the learning objectives	a. Is it important to choose an assessment tool that fits the learning objectives?	✓		
		b. How can you be sure that the assessment tool fits the learning objectives?	✓		
	2. Using techniques of assessment that according to the ability or type of learning outcomes to be assessed	a. Is it important to choose an assessment technique that is appropriate to students' abilities and learning outcomes?	✓		
		b. What are the difficulties encountered when deciding which assessment technique to use?		✓	reuse
	3. Create an assessment instrument that fits with skill achievement criteria	a. What is usually used as a guide in developing assessment instruments?	✓		
		b. What difficulties were encountered when creating the assessment instrument?		✓	
	4. Arranging assessment activities make a positive contribution to	a. What feedback is given to students after assessing learning outcomes?	✓		
		b. What is the impact on students when students know the result of the assessment?		✓	reuse

is arranging activities important? How?

First Expert  
  
 Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd  
 NIP: 198304022006042001



23/23  
/2

Expert Judge sheet

Instrument: Questionnaire

Expert Judge 2 : G.A.P. Suprianti, S.Pd., M.Pd

No	Aspect	Dimension	Indicators	Statement	Response		Comments
					Relevant	Irrelevant	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	a. Grammar errors that occur in class are important things to be corrected.	✓		
				b. The use of grammar in class is not an important thing to be corrected.	✓		
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	a. Mispronunciation, spelling, and word choice are important things to be noticed and corrected	✓		
				b. Mispronunciation, spelling, and word choice can be corrected by the students itself	✓		

		Language Proficiency (Andrews, 2001)	3. Using/speaking English Fluently	a. Intense use of English is important because it can improve speaking fluency in class	✓		
				b. Intense use of English is not important as long as students understand the meaning of the words	✓		
			4. Writing in English on the board/on a document without errors	a. Errors in English writing (documents/whiteboard) need to be considered to ensure clear communication and prevent misunderstandings.	✓		
				b. English errors in writing (documents / whiteboards) do not need to be considered as long as the readers understand the meaning of the text	✓		



2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	1. The teacher is able to analyze the learning objectives in the curriculum to compile the syllabus	a. The syllabus is arranged based on the learning objectives that have been analyzed in the curriculum		✓	Reverse the item
				b. Learning objectives are determined independently to arrange the syllabus	✓		
			2. Able to direct learning topics with learning objectives to be achieved	a. The learning topics are directed in accordance with the learning objectives to be achieved.	✓		
				b. The learning topics are developed based on the situation in the classroom.	✓		
			3. Aligning the relationship between one topic and the next topic	a. The activities are created by linking the topics taught previously with the topics being discussed	✓		

			contained in the curriculum	b. The activities <del>are</del> arranged focus on or only discuss one topic		✓	
	Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1. Trying something new.	a. New things such as using technology as a learning media can help learning activities in classroom	✓			
			b. New things such as using technology as a learning media can reduce student focus when following the learning activities in classroom	✓			
		2. Building knowledge from working with objects or ideas.	a. The objects and circumstances in the surrounding environment that students explore can build new knowledge	✓			

				b. The objects and surrounding environment that students explore does not affect the knowledge gained by students	✓		
		3. Learning through direct experience	a. Direct learning activity can help students to understand the concept easily.	✓			
			b. Students will quickly forget their understanding of the material that they have independently obtained	✓			
		4. Learning by listening and repeating.	a. The activities such as listening and repeating can help students improve their English skills	✓			
			b. The activities that only listen to the teacher's	✓			

			explanation can help improve students' English skills			
		5. Learning when they are motivated	a. Students will learn optimally when they feel interested and motivated in learning activities	✓		
			b. Learning activities must be carried out without considering the condition of students to maximize the study time		✓	
		6. Engaging in a fun learning activities	a. Students can concentrate longer if the classroom atmosphere is enjoyable	✓		

			b. Various learning activities will disturb students' ability to focus	✓		
		7. Learning by associating with previous knowledge.	a. Good learning materials must be related to something familiar and close to students	✓		
			b. The material given must be something which only the teacher knows	✓		
		8. Learning through the environment around them	a. Students will easily understand the material if the material accordance with the environment around the students		✓	
			b. Students' knowledge in learning English is not affected by the use of objects around them	✓		

	Knowledge about lesson plan (Ratminingsih, 2020)	1. Making a lesson plan that corresponds with the learning objectives to be achieved	a. The lesson plan arranged based on the learning objectives that must be achieved	✓	✓	
			b. Learning objectives have no effect on making lesson plans	✓		
		2. Designing effective learning activities	a. Learning activities can run well if they are designed effectively	✓		
			b. Learning activities can be designed by adjusting the situations that occur in class	✓		
		3. Arranging student-centered activities	a. The learning activities must be student-centered	✓		
			b. The learning activities are fully held by the teacher	✓		

The use of learning strategies for young learners (Ratminingsih, 2020)	4. Including media and technology in the learning activity	a. The learning activities should include the use of media and technology	✓		
		b. The learning activity that including media and technology has no effect on learning activity		✓	
	1. Teaching by using visual tools	a. Attractive and varied visual media <sup>could be</sup> used to attract students' attention		✓	
		b. The powerpoint <del>that</del> used only contains the material to be conveyed without being combined with interesting animations or images		✓	
		a. The student's language skill can be improved by using various learning	✓		

	2. Teaching by using media that can be explored	a. media which gives students space to explore			
		b. Many difficulties <sup>are</sup> encountered <sup>by the teacher</sup> when developing learning activities using visual media <del>that can be</del> explored by students		✓	
	3. Giving context/situation	a. English learning can be more useful by using topics related to students' daily lives	✓		
		b. The students ask to memorize formulas or grammar rules according to the material being discussed <sup>are</sup>		✓	
		a. <del>The learning activities that carries out</del> related to real		✓	

The learning activities carried out are related to . . . .

	4. Doing contextual activity	a. events experienced by students			
		b. The students ask to write on student's book and mention again the vocabulary that has been given by the teacher		✓	Passive Voice
	5. Doing activities that are motivating and interesting	a. The students are invited to do activities they like such as moving, singing, or playing so that students are interested in learning	✓		
		b. The students asks to take notes and memorize the material presented		✓	" "
		a. The learning activities are designed to provide space for students to explore	✓		



			6. Stimulating active student participation	directly, so that students can actively participate			
				b. The learning activities are designed only for <del>make</del> <sup>making</sup> students focus on doing assignments in the book		✓	
			7. Giving or applying a game in the learning process	a. The game that <del>giving or</del> <sup>given or</sup> applying a in the classroom can create a fun learning environment		✓	
				b. There are many difficulties when managing the class when students are given to play game	✓		
			8. Creating a fun learning environment (by using a joke or song)	a. <del>I</del> <sup>Give</sup> students involve property or objects around in learning activities		✓	
				b. <del>I</del> <sup>Keep</sup> following the allocation for learning even though the student is		✓	

				no longer motivated in learning			
			9. Improving the four language skills by using appropriate learning media	a. Learning media <del>that</del> <sup>are</sup> used in learning activities to practice their language skills		✓	
				b. There are many difficulties to use learning media to , improve their language skills	✓		
			10. Using activities that can encourage students' self-confidence in learning English	a. Students' self-confidence <del>are</del> <sup>are</sup> encouraged by giving them activities that can make them perform in the front of the class		✓	
				b. <del>I</del> <sup>Let</sup> other students mock the student who does any mistakes in English		✓	

			11. Using activities that can develop student's social skill	a. Study groups are created of heterogeneous students so that they can help each other in learning	✓		
				b. The students are allowed to choose friends they feel comfortable studying in groups	✓		
	Knowledge about assessment (Ratminingsih, 2020)		1. Developing an assessment tool that fits the learning objectives	a. The assessment tool are chosen in order to provide a learning experience for students in accordance with the learning objectives	✓		
				b. Same assessment tools are applied to all materials	✓		
			2. Using techniques of assessment that according to the	a. Assessment techniques that are appropriate to the learning objectives can be	✓		

			ability or type of learning outcomes to be assessed	used to know student learning achievement.			
				b. The assessment technique chosen is adjusted to the situation in the classroom	✓		
			3. Creating an assessment instrument that fits with skill achievement criteria	a. The assessment instrument used can describe the skills that have been achieved by students	✓		
				b. One instrument method is applied for all skills <del>will</del> be achieved		✓	
			4. Arranging assessment activities make a positive contribution to student learning achievement	a. Assessment activities <del>are</del> designed to give students full access to be able to find out their abilities		✓	
				b. Assessment activities <del>are</del> designed in traditional way (multiple choice/true or		✓	

				false) to provide reports on students's learning progress			
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Second Expert

G.A.P. Subrianti, S.Pd., M.Pd  
NIP. 19900224201404



23/23  
/2

Expert Judge sheet

Instrument: Observation Sheets

Expert Judge 2: G.A.P. Suprianti, S.Pd., M. Pd.

No	Aspect	Dimension	Indicators	Response		Comments
				Relevant	Irrelevant	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	✓		
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	✓		
		Language Proficiency (Andrews, 2001)	1. Using/speaking English fluently	✓	✓	
			2. Writing in English on the board/on a document without errors	✓		
2	Pedagogical Knowledge	Knowledge about Curriculum	1. Conducting an analysis of learning objectives in the curriculum to develop a syllabus	✓		

		Development (Ratminingsih, 2020)	2. Directing learning topics with learning objectives to be achieved	✓		
			3. Aligning the relationship between one topic and the next topic contained in the curriculum	✓		
		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1. Trying to teach using something new	✓		
			2. Teaching by constructing knowledge from working with objects or ideas.	✓		
			3. Teaching students with hands-on experience	✓		
			4. Teaching students to learn by listening and repeating.	✓		
5. Teaching by involving activities that can make students motivated in learning	✓					

			6. Doing fun learning activities by inviting students to move their bodies (physical movement)	✓		
			7. Teaching by associating with previous knowledge.	✓		
			8. Inviting students to learn through the environment around them	✓		
		Knowledge about lesson plan (Ratminingsih, 2020)	1. Making a lesson plan that corresponds with the learning objectives to be achieved	✓		
			2. Designing effective learning activities	✓		
			3. Teaching with student-centered activities	✓		
			4. Teaching with media and technology in the learning activity	✓		

	The use of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching using visual media that students can observe such as videos and pictures	✓		
		2. Teaching using media that can be explored <i>by students (for example BC kids, etc.)</i>		✓	
		3. Giving the context/situation to the students	✓		
		4. Doing a contextual activity	✓		
		5. Doing activities that are motivating and interesting	✓		
		6. Stimulating students' active participation	✓		
		7. Giving or apply <sup>ing</sup> a game in the learning process		✓	
		8. Creating a fun learning environment (by using a joke or song)	✓		

	Knowledge about assessment (Ratminingsih, 2020)	9. Using learning media that can improve the four language skills	✓		
		10. Using activities that can encourage students' self-confidence in learning English	✓		
		11. Using activities that can develop student's social skill	✓		
		1. Developing an assessment tool that fits with the learning objectives	✓		
		2. Using techniques of assessment <del>at</del> according to the ability or type of learning outcomes to be assessed		✓	
		3. Creating an assessment instrument that fits with skill achievement criteria	✓		

		4. Using assessment activities that can make a positive contribution to student achievement	✓		
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Second Expert



G.A.P. Suprianti, S.Pd., M.Pd

NIP: 19900224201404

**Expert Judge sheet**

**Instrument: Interview Guide**

**Expert Judge 2 : G.A.P. Suprianti, S.Pd., M. Pd**

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	a. Why is it important to revise the grammar errors in the class?	✓		
				b. Does it give any impact for your student?	✓		
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	a. Why is it important to revise the mispronunciation, incorrect spelling, or word choice in the classroom?	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments	
					Relevant	Irrelevant		
		Language Proficiency (Andrews, 2001)	1. Using/speaking English Fluently	b. Does it show any impact for the next spelling or pronunciation in the next utterance?	✓			
				a. Do you think using English fluently in class is important?	✓			
			2. Writing in English on the board/on a document without errors	b. What is the advantage and disadvantage of using English fluently in the classroom?	✓			
				a. Do you think writing on the whiteboard without any errors is important?	✓			
				a. What is the advantage and disadvantage of writing on		✓		
						✓		



No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
				the whiteboard without any errors?			
2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	1. Being able to analyze the learning objectives in the curriculum to compile the syllabus	a. Do you think you are capable of analyzing the learning objectives in the curriculum to arrange the syllabus?	✓		
				b. Why is it necessary to use learning objectives related with the curriculum to arrange the syllabus?	✓		
			2. Being able to direct learning topics with learning objectives to be achieved	a. Do you think you are capable of directing learning topics in accordance with learning objectives?	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
				b. What is the effect if the learning is developed according to the student's situation?	✓		
			3. Aligning the relationship between one topic and the next topic contained in the curriculum	a. Do you think connecting one topic to another topic is important?	✓		
				b. What should be considered when connecting one topic to another topic?	✓		
		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1. Trying something new.	a. Do you think giving students space to be able to try new things is important?	✓		
				b. What learning activities do you use to give students	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
				space to try something new?			
			2. Building knowledge from working with objects or ideas.	a. What kind of learning activities outside the classroom that you give to the students?	✓		
				b. Do you think giving students the opportunity to work with certain objects is important?	✓		
			3. Learning through direct experience	a. Does it give any positive effect of giving material to students through experience?	✓		
				b. What is the activity that can be used to give	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
				students a chance to learn through direct experience?			
			4. Learning by listening and repeating.	a. Do you think carrying out listening activities and repeating sentences / utterances in learning activities is effective?	✓		
				b. What is the impact of holding listening activities and repeating sentences / utterances in learning activities?	✓		
			5. Learning when they are motivated	a. Do you think learning when students are motivated is important?	✓		
				b. What is usually done to make students motivated	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
				in learning?			
			6. Engaging in a fun learning activities	a. Do you think providing a fun classroom atmosphere is important?	✓		
				b. What kind of fun learning activity that you usually use in the classroom?	✓		
			7. Learning by associating with previous knowledge.	a. Do you think learning by associating with previous knowledge/material is important?	✓		
				b. What is the impact relating to the previous knowledge?	✓		
			8. Learning through the environment around them	a. Do you use any things around the students to	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
				support the learning process?			
				b. What is the impact of learning through the environment around them?	✓		
		Knowledge about lesson plan (Ratminingsih, 2020)	1. Making a lesson plan that corresponds with the learning objectives to be achieved	a. Do you think making a lesson plan that corresponds with the learning objectives to be achieved is important?	✓		
				b. What is the impact of using a lesson plan that corresponds to the learning objective when teaching?	✓		
			2. Designing effective learning activities	a. Do you think designing an effective learning activity	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
				while teaching is important?			
				b. What do you consider to design effective learning activities?	✓		
			3. Arranging student-centered activities	a. What is the impact of arranging student-centered activities?	✓		
				b. Are there any obstacles that are faced when arranging student-centered activities?	✓		
			4. Including media and technology in the learning activity	a. Do you think using media/technology in designing learning activities is important? Any examples	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
				b. What are the benefits when including media and technology in the learning activity?	✓		
		The use of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching by using visual tools	a. Do you think using visual tools during teaching activities is important?	✓		
				b. What are the benefits of using visual tools during teaching activities?	✓		
			2. Teaching using media that can be explored	a. Do you think using media that can be explored by the students in learning activities is important?	✓		
				b. What kind of media can be explored by the students that you have experienced?	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
			3. Giving the context/situation	a. What is the benefit of giving context or situation in the learning process?	✓		
				b. Are there any obstacles in providing context or situation to the students?	✓		
			4. Doing a contextual activity	a. Do you think connecting learning topics with students' real life is important?	✓		
				b. What activities do you usually use to link learning topics with students' real life?	✓		
			5. Doing activities that are	a. What kind of motivating and interesting activity that	✓		



No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
			motivating and interesting	you usually do while teaching?			
				b. Are they more interested and excited in learning when you provide motivating and interesting activities?	✓		
			6. Stimulating active student participation	a. Do you think stimulating students to participate actively is important?	✓		
				b. What do you usually do to stimulate students to participate actively?	✓		
			7. Giving or applying a game in the learning process	a. What kind of game do you use in the learning process?	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
				b. Is there any difficulty that you faced while using games in the learning process?	✓		
			8. Creating a fun learning environment (by using a joke or song)	a. Do you think using jokes or songs to create a fun learning environment is important?	✓		
				b. What kind of joke or song do you give to your students? Are there some tips in choosing jokes or songs that are suitable for the students?	✓		
			9. Improving the four language skills by using appropriate learning media	a. What is the impact of using media in improving students' four language skills?	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
				b. Did you experience difficulties when designing or using the media to improve the four language skills?	✓		
			10. Using activities that can encourage students' self-confidence in learning English	a. Do you think using activities that can encourage student's self-confidence in learning English is important?	✓		
				b. What kind of activity do you use to encourage students' self-confidence in learning English?	✓		
			11. Using activities that can develop student's social skill	a. What kind of activities that can develop students' social skills that you have	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
				experienced?			
				b. Do you experience difficulties when designing an activity that can develop students' social skills?	✓		
		Knowledge about assessment (Ratminingsih, 2020)	1. Developing an assessment tool that fits the learning objectives	a. Do you think choosing an assessment tool that fits the learning objectives is important?	✓		
				b. How can you be sure that the assessment tool fits the learning objectives?	✓		
			2. Using techniques of assessment that according to the ability or type of learning	a. What should be considered when deciding which assessment technique to	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
			outcomes to be assessed	use?			
				b. Do you use more than one type of assessment technique?	✓		
			3. Creating an assessment instrument that fits with skill achievement criteria	a. What is usually used as a guide in developing assessment instruments?	✓		
				b. What difficulties were encountered when creating the assessment instrument?		✓	
			4. Arranging assessment activities make a positive contribution to the students	a. What feedback is given to students after assessing learning outcomes?	✓		
				b. Is arranging assessment activities make a positive	✓		

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
				contribution to the students?			

Second Expert



G.A.P. Suprianti, S.Pd., M.Pd  
NIP 19900242014042001



**Expert Judge sheet**

**Instrument: Questionnaire**

**Expert Judge 1: Dr. I G A Lokita Purnamika Utami, S.Pd., M. Pd.**

No	Aspect	Dimension	Indicators	Statement	Response		Comments
					Relevant	Irrelevant	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	a. Grammar errors that occur in class are important things to be corrected.	✓		
				b. The use of grammar in class is not an important thing to be corrected.	✓		
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	a. Mispronunciation, spelling, and word choice are important things to be noticed and corrected	✓		
				b. Mispronunciation, spelling, and word choice can be corrected by the students itself	✓		

		Language Proficiency (Andrews, 2001)	3. Using/speaking English Fluently	a. Intense use of English is important because it can improve speaking fluency in class	✓		
				b. Intense use of English is not important as long as students understand the meaning of the words	✓		
			4. Writing in English on the board/on a document without errors	a. Errors in English writing (documents/whiteboard) need to be considered to ensure clear communication and prevent misunderstandings.	✓		
				b. English errors in writing (documents / whiteboards) do not need to be considered as long as the readers understand the meaning of the text	✓		

2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	1. The teacher is able to analyze the learning objectives in the curriculum to compile the syllabus	a. The syllabus is arranged based on the learning objectives that have been analyzed in the curriculum	✓		
				b. Learning objectives are determined independently to arrange the syllabus	✓		
			2. Able to direct learning topics with learning objectives to be achieved	a. The learning topics are directed in accordance with the learning objectives to be achieved.	✓		
				b. The learning topics are developed based on the situation in the classroom.	✓		
			3. Aligning the relationship between one topic and the next topic contained in the curriculum	a. The activities are created by linking the topics taught previously with the topics being discussed	✓		
				b. The activities arranged focus on or only discuss one topic	✓		

		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1. Trying something new.	a. New things such as using technology as a learning media can help learning activities in classroom	✓		
				b. New things such as using technology as a learning media can reduce student focus when following the learning activities in classroom	✓		
			2. Building knowledge from working with objects or ideas.	a. The objects and circumstances in the surrounding environment that students explore can build new knowledge	✓		
				b. The objects and surrounding environment that students explore does	✓		

				not affect the knowledge gained by students			
			3. Learning through direct experience	a. Direct learning activity can help students to understand the concept easily.	✓		
				b. Students will quickly forget their understanding of the material that they have independently obtained	✓		
			4. Learning by listening and repeating.	a. The activities such as listening and repeating can help students improve their English skills	✓		
				b. The activities that only listen to the teacher's explanation can help improve students' English skills	✓		

			5. Learning when they are motivated	a. Students will learn optimally when they feel interested and motivated in learning activities	✓		
				b. Learning activities must be carried out without considering the condition of students to maximize the study time	✓		
			6. Engaging in a fun learning activities	a. Students can concentrate longer if the classroom atmosphere is enjoyable	✓		
				b. Various learning activities will disturb students' ability to focus	✓		
			7. Learning by associating with	a. Good learning materials must be related to	✓		



			previous knowledge.	something familiar and close to students			
				b. The material given must be something which only the teacher knows	✓		
			8. Learning through the environment around them	a. Students will easily understand the material if the material is in accordance with the environment around the students	✓		
				b. Students' knowledge in learning English is not affected by the use of objects around them	✓		
		Knowledge about lesson plan	1. Making a lesson plan that corresponds with the learning	a. The lesson plan arranged is based on the learning objectives that must be achieved	✓		

		(Ratminingsih, 2020)	objectives to be achieved	b. Learning objectives have no effect on making lesson plans	✓		
			2. Designing effective learning activities	a. Learning activities can run well if they are designed effectively	✓		
				b. Learning activities can be designed by adjusting the situations that occur in class	✓		
			3. Arranging student-centered activities	a. The learning activities must be student-centered	✓		
				b. The learning activities are fully held by the teacher	✓		
			4. Including media and technology in the learning activity	a. The learning activities should include the use of media and technology	✓		
				b. The learning activity including media and technology has no effect on learning activity	✓		

	The use of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching by using visual tools	a. Attractive and varied visual media could be used to attract students' attention	✓		
			b. The powerpoint used only contains the material to be conveyed without being combined with interesting animations or images	✓		
		2. Teaching by using media that can be explored	a. The student's language skill can be improved by using various learning media which gives students space to explore	✓		
			b. Many difficulties are encountered by the teacher when developing learning activities using visual media explored by students	✓		
	a. English learning can be more useful by using topics	✓				

		3. Giving context/situation	related to students' daily lives			
			b. The students are asked to memorize formulas or grammar rules according to the material being discussed	✓		
		4. Doing contextual activity	a. The learning activities carried out are related to real events experienced by students	✓		
			b. The students are asked to write on student's book and mention again the vocabulary that has been given by the teacher	✓		
	a. The students are invited to do activities they like such as moving, singing, or	✓				

			5. Doing activities that are motivating and interesting	playing so that students are interested in learning			
				b. The students are asked to take notes and memorize the material presented	✓		
			6. Stimulating active student participation	a. The learning activities are designed to provide space for students to explore directly, so that students can actively participate	✓		
				b. The learning activities are designed only for making students focus on doing assignments in the book	✓		
			7. Giving or applying a game in the learning process	a. The game given or applied in the classroom can create a fun learning environment	✓		
				b. There are many difficulties when managing the class	✓		

				when students are given to play game			
			8. Creating a fun learning environment (by using a joke or song)	a. Learning activities are made by involving properties or objects around the students	✓		
				b. Learning activities still continue according to the allocation of learning even though students are no longer motivated in learning	✓		
			9. Improving the four language skills by using appropriate learning media	a. Learning media are used in learning activities to practice their language skills	✓		
				b. There are many difficulties to use learning media to improve their language skills	✓		



			10. Using activities that can encourage students' self-confidence in learning English	a. Students' self-confidence are encouraged by giving them activities that can make them perform in the front of the class	✓		
				b. The students are allowed to mock other students who does any mistakes in English	✓		
			11. Using activities that can develop student's social skill	a. Study groups are created of heterogeneous students so that they can help each other in learning	✓		
				b. The students are allow to choose friends they feel comfortable studying in groups	✓		
		Knowledge about assessment	1. Developing an assessment tool	a. The assessment tool are chosen in order to provide a learning experience for	✓		

		(Ratminingsih, 2020)	that fits the learning objectives	students in accordance with the learning objectives			
				a. Same assessment tools are applied to all materials	✓		
			2. Using techniques of assessment that according to the ability or type of learning outcomes to be assessed	a. Assessment techniques that are appropriate to the learning objectives can be used to know student learning achievement.	✓		
				b. The assessment technique chosen is adjusted to the situation in the classroom	✓		
			3. Creating an assessment instrument that fits with skill achievement criteria	a. The assessment instrument used can describe the skills that have been achieved by students	✓		
				b. One instrument method is applied for all skills achieved	✓		

			4. Arranging assessment activities make a positive contribution to student learning achievement	a. Assessment activities are designed to give students full access to be able to find out their abilities	✓		
				b. Assessment activities are designed in traditional way (multiple choice/true or false) to provide reports on students's learning progress	✓		

First Expert



Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

NIP: 198304022006042001

**Expert Judge sheet**

**Instrument: Observation Sheets**

**Expert Judge 1: Dr. I G A Lokita Purnamika Utami, S.Pd., M. Pd.**

No	Aspect	Dimension	Indicators	Response		Comments
				Relevant	Irrelevant	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	✓		
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	✓		
		Language Proficiency (Andrews, 2001)	1. Using/speaking English fluently	✓		
			2. Writing in English on the board/on a document without errors	✓		
2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	1. Conducting an analysis of learning objectives in the curriculum to develop a syllabus	✓		
			2. Directing learning topics with learning objectives to be achieved	✓		
			3. Aligning the relationship between one topic and the next topic contained in the curriculum	✓		
		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1. Trying to teach using something new	✓		
			2. Teaching by constructing knowledge from working with objects or ideas.	✓		
			3. Teaching students with hands-on experience	✓		
			4. Teaching students to learn by listening and repeating.	✓		
					5. Teaching by involving activities that can make students motivated in learning	✓
6. Doing fun learning activities by inviting students to move their bodies (physical movement)	✓					
7. Teaching by associating with previous knowledge.	✓					
8. Inviting students to learn through the environment around them	✓					
Knowledge about lesson plan (Ratminingsih, 2020)	1. Making a lesson plan that corresponds with the learning objectives to be achieved			✓		
	2. Designing effective learning activities			✓		
	3. Teaching with student-centered activities			✓		

			4. Teaching with media and technology in the learning activity	✓		
		The use of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching using visual media that students can observe such as videos and pictures	✓		
			2. Teaching using media that can be explored by students (for example BC kids, Quizzz, etc)	✓		
			3. Giving the context/situation to the students	✓		
			4. Doing a contextual activity	✓		
			5. Doing activities that are motivating and interesting	✓		
			6. Stimulating students' active participation	✓		
			7. Giving or applying a game in the learning process	✓		
		Knowledge about assessment (Ratminingsih, 2020)	8. Creating a fun learning environment (by using a joke or song)	✓		
			9. Using learning media that can improve the four language skills	✓		
			10. Using activities that can encourage students' self-confidence in learning English	✓		
			11. Using activities that can develop student's social skill	✓		
			1. Developing an assessment tool that fits with the learning objectives	✓		
			2. Using techniques of assessment according to the ability or type of learning outcomes to be assessed	✓		
			3. Creating an assessment instrument that fits with skill achievement criteria	✓		
			4. Using assessment activities that can make a positive contribution to student achievement	✓		

First Expert



Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

NIP: 198304022006042001

**Expert Judge sheet**

**Instrument: Interview Guide**

**Expert Judge 1: Dr. I G A Lokita Purnamika Utami, S.Pd., M. Pd.**

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	a. Why is it important to revise the grammar errors in the class?	✓		
				b. Does it give any impact for your student?	✓		
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in	a. Why is it important to revise the mispronunciation, incorrect spelling, or word choice in the classroom?	✓		
			class	b. Does it show any impact for the next spelling or pronunciation in the next utterance?	✓		
		Language Proficiency (Andrews, 2001)	1. Using/speaking English Fluently	a. Do you think using English fluently in class is important?	✓		
	b. What is the advantage and disadvantage of using English fluently in the classroom?			✓			
	2. Writing in English on the board/on a document without errors		a. Do you think writing on the whiteboard without any errors is important?	✓			
			a. What is the advantage and disadvantage of writing on the whiteboard without any errors?	✓			

2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	1. Being able to analyze the learning objectives in the curriculum to compile the syllabus	a. Do you think you are capable of analyzing the learning objectives in the curriculum to arrange the syllabus?	✓		
				b. Why is it necessary to use learning objectives related with the curriculum to arrange the syllabus?	✓		
			2. Being able to direct learning topics with learning objectives to be achieved	a. Do you think you are capable of directing learning topics in accordance with learning objectives?	✓		
				b. What is the effect if the learning is developed according to the student's situation?	✓		

		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	3. Aligning the relationship between one topic and the next topic contained in the curriculum	a. Do you think connecting one topic to another topic is important?	✓		
				b. What should be considered when connecting one topic to another topic?	✓		
			1. Trying something new.	a. Do you think giving students space to be able to try new things is important?	✓		
				b. What learning activities do you use to give students space to try something new?	✓		
			2. Building knowledge from	a. What kind of learning activities outside the classroom that you give to the students?	✓		

			working with objects or ideas.	b. Do you think giving students the opportunity to work with certain objects is important?	✓		
			3. Learning through direct experience	a. Does it give any positive effect of giving material to students through experience?	✓		
				b. What is the activity that can be used to give students a chance to learn through direct experience?	✓		
			4. Learning by listening and repeating.	a. Do you think carrying out listening activities and repeating sentences / utterances in learning activities is effective?	✓		
				b. What is the impact of holding listening	✓		

				activities and repeating sentences / utterances in learning activities?			
			5. Learning when they are motivated	a. Do you think learning when students are motivated is important?	✓		
				b. What is usually done to make students motivated in learning?	✓		
			6. Engaging in a fun learning activities	a. Do you think providing a fun classroom atmosphere is important?	✓		
				b. What kind of fun learning activity that you usually use in the classroom?	✓		
			7. Learning by associating with previous knowledge.	a. Do you think learning by associating with previous knowledge/material	✓		

				is important?			
				b. What is the impact relating to the previous knowledge?	✓		
		8. Learning through the environment around them		a. Do you use any things around the students to support the learning process?	✓		
				b. What is the impact of learning through the environment around them?	✓		
		Knowledge about lesson plan (Ratminingsih, 2020)	1. Making a lesson plan that corresponds with the learning objectives to be achieved	a. Do you think making a lesson plan that corresponds with the learning objectives to be achieved is important?	✓		
				b. What is the impact of using a lesson plan that corresponds to	✓		

				the learning objective when teaching?			
		2. Designing effective learning activities		a. Do you think designing an effective learning activity while teaching is important?	✓		
				b. What do you consider to design effective learning activities?	✓		
		3. Arranging student-centered activities		a. What is the impact of arranging student-centered activities?	✓		
				b. Are there any obstacles that are faced when arranging student-centered activities?	✓		
		4. Including media and technology in		a. Do you think using media/technology in designing learning	✓		

			the learning activity	activities is important? Any examples			
				b. What are the benefits when including media and technology in the learning activity?	✓		
		The use of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching by using visual tools	a. Do you think using visual tools during teaching activities is important?	✓		
				b. What are the benefits of using visual tools during teaching activities?	✓		
			2. Teaching using media that can be explored	a. Do you think using media that can be explored by the students in learning activities is important?	✓		

				b. What kind of media can be explored by the students that you have experienced?	✓		
			3. Giving the context/situation	a. What is the benefit of giving context or situation in the learning process?	✓		
				b. Are there any obstacles in providing context or situation to the students?	✓		
			4. Doing a contextual activity	a. Do you think connecting learning topics with students' real life is important?	✓		
				b. What activities do you usually use to link learning topics with students' real life?	✓		



			5. Doing activities that are motivating and interesting	a. What kind of motivating and interesting activity that you usually do while teaching?	✓		
				b. Are they more interested and excited in learning when you provide motivating and interesting activities?	✓		
			6. Stimulating active student participation	a. Do you think stimulating students to participate actively is important?	✓		
				b. What do you usually do to stimulate students to participate actively?	✓		
			7. Giving or applying a game in the learning	a. What kind of game do you use in the learning process?	✓		

			process	b. Is there any difficulty that you faced while using games in the learning process?	✓		
			8. Creating a fun learning environment (by using a joke or song)	a. Do you think using jokes or songs to create a fun learning environment is important?	✓		
				b. What kind of joke or song do you give to your students? Are there some tips in choosing jokes or songs that are suitable for the students?	✓		
			9. Improving the four language skills by using appropriate learning media	a. What is the impact of using media in improving students' four language skills?	✓		
				b. Did you experience difficulties when	✓		

				designing or using the media to improve the four language skills?			
		10. Using activities that can encourage students' self-confidence in learning English	a.	Do you think using activities that can encourage student's self-confidence in learning English is important?	✓		
			b.	What kind of activity do you use to encourage students' self-confidence in learning English?	✓		
		11. Using activities that can develop student's social skill	a.	What kind of activities that can develop students' social skills that you have experienced?	✓		
			b.	Do you experience difficulties when	✓		

				designing an activity that can develop students' social skills?			
	Knowledge about assessment (Ratminingsih, 2020)	1. Developing an assessment tool that fits the learning objectives	a.	Do you think choosing an assessment tool that fits the learning objectives is important?	✓		
			b.	How can you be sure that the assessment tool fits the learning objectives?	✓		
		2. Using techniques of assessment that according to the ability or type of learning outcomes to be assessed	a.	What should be considered when deciding which assessment technique to use?	✓		
			b.	Do you use more than one type of assessment technique?	✓		

			3. Creating an assessment instrument that fits with skill achievement criteria	a. What is usually used as a guide in developing assessment instruments?	✓		
			4. Arranging assessment activities make a positive contribution to the students	a. What feedback is given to students after assessing learning outcomes?	✓		
				b. Is arranging assessment activities make a positive contribution to the students?	✓		

First Expert



Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

NIP: 198304022006042001



**Expert Judge sheet**

**Instrument: Questionnaire**

**Expert Judge 2 : G.A.P. Suprianti, S.Pd., M.Pd**

No	Aspect	Dimension	Indicators	Statement	Response		Comments
					Relevant	Irrelevant	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	a. Grammar errors that occur in class are important things to be corrected.	✓		
				b. The use of grammar in class is not an important thing to be corrected.	✓		
			2. Realizing the importance of correcting pronunciation, spelling or	a. Mispronunciation, spelling, and word choice are important things to be noticed and corrected	✓		

		Language Proficiency (Andrews, 2001)	3. Using/speaking English Fluently	a. Intense use of English is important because it can improve speaking fluency in class	✓		
				b. Intense use of English is not important as long as students understand the meaning of the words	✓		
			4. Writing in English on the board/on a document without errors	a. Errors in English writing (documents/whiteboard) need to be considered to ensure clear communication and prevent misunderstandings.	✓		
				b. English errors in writing (documents / whiteboards) do not need to be considered as long as the readers understand the meaning of the text	✓		



2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	1. The teacher is able to analyze the learning objectives in the curriculum to compile the syllabus	a. The syllabus is arranged based on the learning objectives that have been analyzed in the curriculum	✓		
				b. Learning objectives are determined independently to arrange the syllabus	✓		
			2. Able to direct learning topics with learning objectives to be achieved	a. The learning topics are directed in accordance with the learning objectives to be achieved.	✓		
				b. The learning topics are developed based on the situation in the classroom.	✓		
			3. Aligning the relationship between one topic and the next topic contained in the curriculum	a. The activities are created by linking the topics taught previously with the topics being discussed	✓		
				b. The activities arranged focus on or only discuss one topic	✓		

		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1. Trying something new.	a. New things such as using technology as a learning media can help learning activities in classroom	✓		
				b. New things such as using technology as a learning media can reduce student focus when following the learning activities in classroom	✓		
			2. Building knowledge from working with objects or ideas.	a. The objects and circumstances in the surrounding environment that students explore can build new knowledge	✓		
				b. The objects and surrounding environment that students explore does	✓		

				not affect the knowledge gained by students			
			3. Learning through direct experience	a. Direct learning activity can help students to understand the concept easily.	✓		
				b. Students will quickly forget their understanding of the material that they have independently obtained	✓		
			4. Learning by listening and repeating.	a. The activities such as listening and repeating can help students improve their English skills	✓		
				b. The activities that only listen to the teacher's explanation can help improve students' English skills	✓		

			5. Learning when they are motivated	a. Students will learn optimally when they feel interested and motivated in learning activities	✓		
				b. Learning activities must be carried out without considering the condition of students to maximize the study time	✓		
			6. Engaging in a fun learning activities	a. Students can concentrate longer if the classroom atmosphere is enjoyable	✓		
				b. Various learning activities will disturb students' ability to focus	✓		
			7. Learning by associating with	a. Good learning materials must be related to	✓		



		previous knowledge.	something familiar and close to students			
			b. The material given must be something which only the teacher knows	✓		
		8. Learning through the environment around them	a. Students will easily understand the material if the material is in accordance with the environment around the students	✓		
			b. Students' knowledge in learning English is not affected by the use of objects around them	✓		
	Knowledge about lesson plan	1. Making a lesson plan that corresponds with the learning	a. The lesson plan arranged is based on the learning objectives that must be achieved	✓		

	(Ratminingsih, 2020)	objectives to be achieved	b. Learning objectives have no effect on making lesson plans	✓		
		2. Designing effective learning activities	a. Learning activities can run well if they are designed effectively	✓		
			b. Learning activities can be designed by adjusting the situations that occur in class	✓		
		3. Arranging student-centered activities	a. The learning activities must be student-centered	✓		
			b. The learning activities are fully held by the teacher	✓		
		4. Including media and technology in the learning activity	a. The learning activities should include the use of media and technology	✓		
			b. The learning activity including media and technology has no effect on learning activity	✓		

		The use of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching by using visual tools	a. Attractive and varied visual media could be used to attract students' attention	✓		
				b. The powerpoint used only contains the material to be conveyed without being combined with interesting animations or images	✓		
			2. Teaching by using media that can be explored	a. The student's language skill can be improved by using various learning media which gives students space to explore	✓		
				b. Many difficulties are encountered by the teacher when developing learning activities using visual media explored by students	✓		
				a. English learning can be more useful by using topics	✓		

			3. Giving context/situation	related to students' daily lives			
				b. The students are asked to memorize formulas or grammar rules according to the material being discussed	✓		
			4. Doing contextual activity	a. The learning activities carried out are related to real events experienced by students	✓		
				b. The students are asked to write on student's book and mention again the vocabulary that has been given by the teacher	✓		
				a. The students are invited to do activities they like such as moving, singing, or	✓		



			5. Doing activities that are motivating and interesting	playing so that students are interested in learning			
				b. The students are asked to take notes and memorize the material presented	✓		
			6. Stimulating active student participation	a. The learning activities are designed to provide space for students to explore directly, so that students can actively participate	✓		
				b. The learning activities are designed only for making students focus on doing assignments in the book	✓		
			7. Giving or applying a game in the learning process	a. The game given or applied in the classroom can create a fun learning environment	✓		
				b. There are many difficulties when managing the class	✓		

				when students are given to play game			
			8. Creating a fun learning environment (by using a joke or song)	a. Learning activities are made by involving properties or objects around the students	✓		
				b. Learning activities still continue according to the allocation of learning even though students are no longer motivated in learning	✓		
			9. Improving the four language skills by using appropriate learning media	a. Learning media are used in learning activities to practice their language skills	✓		
				b. There are many difficulties to use learning media to improve their language skills	✓		

			10. Using activities that can encourage students' self-confidence in learning English	a. Students' self-confidence are encouraged by giving them activities that can make them perform in the front of the class	✓		
				b. The students are allowed to mock other students who does any mistakes in English	✓		
			11. Using activities that can develop student's social skill	a. Study groups are created of heterogeneous students so that they can help each other in learning	✓		
				b. The students are allow to choose friends they feel comfortable studying in groups	✓		
		Knowledge about assessment	1. Developing an assessment tool	a. The assessment tool are chosen in order to provide a learning experience for	✓		

		(Ratminingsih, 2020)	that fits the learning objectives	students in accordance with the learning objectives			
				a. Same assessment tools are applied to all materials	✓		
			2. Using techniques of assessment that according to the ability or type of learning outcomes to be assessed	a. Assessment techniques that are appropriate to the learning objectives can be used to know student learning achievement.	✓		
				b. The assessment technique chosen is adjusted to the situation in the classroom	✓		
			3. Creating an assessment instrument that fits with skill achievement criteria	a. The assessment instrument used can describe the skills that have been achieved by students	✓		
				b. One instrument method is applied for all skills achieved	✓		

			4. Arranging assessment activities make a positive contribution to student learning achievement	a. Assessment activities are designed to give students full access to be able to find out their abilities	✓		
				b. Assessment activities are designed in traditional way (multiple choice/true or false) to provide reports on students's learning progress	✓		

Second Expert



G.A.P. Suprianti, S.Pd., M.Pd

NIP. 199002242014042001

**Expert Judge sheet**

**Instrument: Observation Sheets**

**Expert Judge 2: G.A.P. Suprianti, S.Pd., M. Pd.**

No	Aspect	Dimension	Indicators	Response		Comments		
				Relevant	Irrelevant			
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	✓				
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	✓				
		Language Proficiency (Andrews, 2001)	1. Using/speaking English fluently	✓				
			2. Writing in English on the board/on a document without errors	✓				
2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	1. Conducting an analysis of learning objectives in the curriculum to develop a syllabus	✓				
			2. Directing learning topics with learning objectives to be achieved	✓				
			3. Aligning the relationship between one topic and the next topic contained in the curriculum	✓				
		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1. Trying to teach using something new	✓				
			2. Teaching by constructing knowledge from working with objects or ideas.	✓				
			3. Teaching students with hands-on experience	✓				
			4. Teaching students to learn by listening and repeating.	✓				
					5. Teaching by involving activities that can make students motivated in learning	✓		
					6. Doing fun learning activities by inviting students to move their bodies (physical movement)	✓		
					7. Teaching by associating with previous knowledge.	✓		
8. Inviting students to learn through the environment around them	✓							
Knowledge about lesson plan (Ratminingsih, 2020)	1. Making a lesson plan that corresponds with the learning objectives to be achieved			✓				
	2. Designing effective learning activities			✓				
			3. Teaching with student-centered activities	✓				

			4. Teaching with media and technology in the learning activity	✓		
	The use of learning strategies for young learners (Ratminingsih, 2020)		1. Teaching using visual media that students can observe such as videos and pictures	✓		
			2. Teaching using media that can be explored by students (for example BC kids, Quizzz, etc)	✓		
			3. Giving the context/situation to the students	✓		
			4. Doing a contextual activity	✓		
			5. Doing activities that are motivating and interesting	✓		
			6. Stimulating students' active participation	✓		
			7. Giving or applying a game in the learning process	✓		

			8. Creating a fun learning environment (by using a joke or song)	✓		
			9. Using learning media that can improve the four language skills	✓		
			10. Using activities that can encourage students' self-confidence in learning English	✓		
			11. Using activities that can develop student's social skill	✓		
	Knowledge about assessment (Ratminingsih, 2020)		1. Developing an assessment tool that fits with the learning objectives	✓		
			2. Using techniques of assessment according to the ability or type of learning outcomes to be assessed	✓		
			3. Creating an assessment instrument that fits with skill achievement criteria	✓		

			4. Using assessment activities that can make a positive contribution to student achievement	✓		
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Second Expert



G.A.P. Suprianti, S.Pd., M.Pd

NIP: 199002242014042001

**Expert Judge sheet**

**Instrument: Interview Guide**

**Expert Judge 2 : G.A.P. Suprianti, S.Pd., M. Pd**

No	Aspect	Dimension	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	a. Why is it important to revise the grammar errors in the class?	✓		
				b. Does it give any impact for your student?	✓		
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	a. Why is it important to revise the mispronunciation, incorrect spelling, or word choice in the classroom?	✓		
				b. Does it show any impact for the next	✓		

				spelling or pronunciation in the next utterance?			
		Language Proficiency (Andrews, 2001)	1. Using/speaking English Fluently	a. Do you think using English fluently in class is important?	✓		
				b. What is the advantage and disadvantage of using English fluently in the classroom?	✓		
			2. Writing in English on the board/on a document without errors	a. Do you think writing on the whiteboard without any errors is important?	✓		
				a. What is the advantage and disadvantage of writing on the whiteboard without any errors?	✓		

2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	1. Being able to analyze the learning objectives in the curriculum to compile the syllabus	a. Do you think you are capable of analyzing the learning objectives in the curriculum to arrange the syllabus?	✓		
				b. Why is it necessary to use learning objectives related with the curriculum to arrange the syllabus?	✓		
			2. Being able to direct learning topics with learning objectives to be achieved	a. Do you think you are capable of directing learning topics in accordance with learning objectives?	✓		
				b. What is the effect if the learning is developed according to the student's situation?	✓		

		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	3. Aligning the relationship between one topic and the next topic contained in the curriculum	a. Do you think connecting one topic to another topic is important?	✓		
				b. What should be considered when connecting one topic to another topic?	✓		
			1. Trying something new.	a. Do you think giving students space to be able to try new things is important?	✓		
				b. What learning activities do you use to give students space to try something new?	✓		
			2. Building knowledge from	a. What kind of learning activities outside the classroom that you give to the students?	✓		

			working with objects or ideas.	b. Do you think giving students the opportunity to work with certain objects is important?	✓		
		3. Learning through direct experience		a. Does it give any positive effect of giving material to students through experience?	✓		
				b. What is the activity that can be used to give students a chance to learn through direct experience?	✓		
		4. Learning by listening and repeating.		a. Do you think carrying out listening activities and repeating sentences / utterances in learning activities is effective?	✓		
				b. What is the impact of holding listening	✓		

				activities and repeating sentences / utterances in learning activities?			
		5. Learning when they are motivated		a. Do you think learning when students are motivated is important?	✓		
				b. What is usually done to make students motivated in learning?	✓		
		6. Engaging in a fun learning activities		a. Do you think providing a fun classroom atmosphere is important?	✓		
				b. What kind of fun learning activity that you usually use in the classroom?	✓		
		7. Learning by associating with previous knowledge.		a. Do you think learning by associating with previous knowledge/material	✓		

				is important?			
				b. What is the impact relating to the previous knowledge?	✓		
		8. Learning through the environment around them		a. Do you use any things around the students to support the learning process?	✓		
				b. What is the impact of learning through the environment around them?	✓		
		Knowledge about lesson plan (Ratminingsih, 2020)	1. Making a lesson plan that corresponds with the learning objectives to be achieved	a. Do you think making a lesson plan that corresponds with the learning objectives to be achieved is important?	✓		
				b. What is the impact of using a lesson plan that corresponds to	✓		

				the learning objective when teaching?			
		2. Designing effective learning activities		a. Do you think designing an effective learning activity while teaching is important?	✓		
				b. What do you consider to design effective learning activities?	✓		
		3. Arranging student-centered activities		a. What is the impact of arranging student-centered activities?	✓		
				b. Are there any obstacles that are faced when arranging student-centered activities?	✓		
		4. Including media and technology in		a. Do you think using media/technology in designing learning	✓		



			the learning activity	activities is important? Any examples			
				b. What are the benefits when including media and technology in the learning activity?	✓		
		The use of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching by using visual tools	a. Do you think using visual tools during teaching activities is important?	✓		
				b. What are the benefits of using visual tools during teaching activities?	✓		
			2. Teaching using media that can be explored	a. Do you think using media that can be explored by the students in learning activities is important?	✓		

				b. What kind of media can be explored by the students that you have experienced?	✓		
			3. Giving the context/situation	a. What is the benefit of giving context or situation in the learning process?	✓		
				b. Are there any obstacles in providing context or situation to the students?	✓		
			4. Doing a contextual activity	a. Do you think connecting learning topics with students' real life is important?	✓		
		b. What activities do you usually use to link learning topics with students' real life?		✓			



			5. Doing activities that are motivating and interesting	a. What kind of motivating and interesting activity that you usually do while teaching?	✓		
				b. Are they more interested and excited in learning when you provide motivating and interesting activities?	✓		
			6. Stimulating active student participation	a. Do you think stimulating students to participate actively is important?	✓		
				b. What do you usually do to stimulate students to participate actively?	✓		
			7. Giving or applying a game in the learning	a. What kind of game do you use in the learning process?	✓		

			process	b. Is there any difficulty that you faced while using games in the learning process?	✓		
			8. Creating a fun learning environment (by using a joke or song)	a. Do you think using jokes or songs to create a fun learning environment is important?	✓		
				b. What kind of joke or song do you give to your students? Are there some tips in choosing jokes or songs that are suitable for the students?	✓		
			9. Improving the four language skills by using appropriate learning media	a. What is the impact of using media in improving students' four language skills?	✓		
				b. Did you experience difficulties when	✓		

				designing or using the media to improve the four language skills?			
		10. Using activities that can encourage students' self-confidence in learning English	a.	Do you think using activities that can encourage student's self-confidence in learning English is important?	✓		
			b.	What kind of activity do you use to encourage students' self-confidence in learning English?	✓		
		11. Using activities that can develop student's social skill	a.	What kind of activities that can develop students' social skills that you have experienced?	✓		
			b.	Do you experience difficulties when	✓		

				designing an activity that can develop students' social skills?			
	Knowledge about assessment (Ratminingsih, 2020)	1. Developing an assessment tool that fits the learning objectives	a.	Do you think choosing an assessment tool that fits the learning objectives is important?	✓		
			b.	How can you be sure that the assessment tool fits the learning objectives?	✓		
		2. Using techniques of assessment that according to the ability or type of learning outcomes to be assessed	a.	What should be considered when deciding which assessment technique to use?	✓		
			b.	Do you use more than one type of assessment technique?	✓		

			3. Creating an assessment instrument that fits with skill achievement criteria	a. What is usually used as a guide in developing assessment instruments?	✓		
			4. Arranging assessment activities make a positive contribution to the students	a. What feedback is given to students after assessing learning outcomes?	✓		
				b. Is arranging assessment activities make a positive contribution to the students?	✓		

Second Expert



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**Appendix 4.**  
**The Result Of Each Instrument**

1

No	Pernyataan	Respon				
		1	2	3	4	5
1.	Kesalahan grammar yang terjadi di kelas merupakan hal yang penting untuk dikoreksi				✓	
2.	Salah pengucapan, ejaan, dan pemilihan kata merupakan hal yang penting untuk diperhatikan dan dikoreksi				✓	
3.	Penggunaan tata bahasa di kelas bukanlah hal yang penting untuk dikoreksi					✓
4.	Kesalahan pengucapan, ejaan, dan pemilihan kata dapat diperbaiki sendiri oleh siswa		✓			
5.	Kesalahan dalam penulisan bahasa Inggris (dokumen/papan tulis) perlu diperhatikan untuk memastikan komunikasi yang jelas dan mencegah kesalahpahaman.				✓	
6.	Penggunaan bahasa Inggris yang intens itu penting karena dapat meningkatkan kelancaran berbicara di kelas				✓	
7.	Kesalahan bahasa Inggris dalam penulisan (dokumen/papan tulis) tidak perlu diperhatikan selama pembaca memahami arti teks tersebut				✓	
8.	Penggunaan bahasa Inggris yang intens tidak penting selama siswa memahami maksud dari kata kata tersebut				✓	

No	Pernyataan	Respon				
		1	2	3	4	5
9.	Topik pembelajaran dikembangkan berdasarkan situasi di dalam kelas			✓		
10.	Silabus disusun berdasarkan tujuan pembelajaran yang telah dianalisis dalam kurikulum					✓
11.	Topik pembelajaran diarahkan sesuai dengan tujuan pembelajaran yang ingin dicapai					✓
12.	Tujuan pembelajaran ditentukan secara mandiri dalam menyusun silabus				✓	
13.	Kegiatan yang disusun fokus atau hanya membahas satu topik saja				✓	
14.	Hal-hal baru seperti pemanfaatan teknologi sebagai media pembelajaran dapat membantu kegiatan pembelajaran di kelas					✓
15.	Kegiatan dibuat dengan menghubungkan topik yang diajarkan sebelumnya dengan topik yang sedang dibahas					✓
16.	Hal-hal baru seperti penggunaan teknologi sebagai media pembelajaran dapat mengurangi fokus siswa saat mengikuti kegiatan pembelajaran di kelas				✓	
17.	Objek dan keadaan di lingkungan sekitar yang dieksplorasi/dijelajah oleh siswa dapat membangun pengetahuan baru					✓

No	Pernyataan	Respon				
		1	2	3	4	5
18.	Pembelajaran secara langsung dapat membantu siswa untuk memahami konsep dengan mudah.					✓
19.	Objek dan lingkungan sekitar yang dieksplorasi/dijelajah oleh siswa tidak mempengaruhi pengetahuan yang diperoleh siswa		✓			
20.	Siswa akan cepat lupa terhadap pemahamannya tentang materi yang telah diperolehnya secara mandiri			✓		
21.	Kegiatan seperti mendengarkan dan mengulang dapat membantu siswa meningkatkan kemampuan bahasa Inggris mereka			✓		
22.	Siswa akan belajar secara optimal ketika mereka merasa tertarik dan termotivasi dalam kegiatan pembelajaran				✓	
23.	Kegiatan yang hanya mendengarkan penjelasan guru dapat membantu meningkatkan kemampuan bahasa Inggris siswa			✓		
24.	Kegiatan pembelajaran harus dilaksanakan tanpa mempertimbangkan kondisi siswa untuk memaksimalkan waktu belajar			✓		
25.	Siswa dapat berkonsentrasi lebih lama jika suasana kelas menyenangkan					✓

No	Pernyataan	Respon				
		1	2	3	4	5
26.	Bahan pembelajaran yang baik harus berkaitan dengan sesuatu yang familiar dan dekat dengan siswa				✓	
27.	Kegiatan pembelajaran yang bervariasi akan mengganggu kemampuan siswa untuk fokus				✓	
28.	Materi yang diberikan haruslah sesuatu yang hanya diketahui oleh guru saja		✓			
29.	Tujuan pembelajaran tidak berpengaruh terhadap pembuatan RPP		✓			
30.	Pengetahuan siswa dalam belajar bahasa Inggris tidak dipengaruhi oleh penggunaan benda-benda di sekitar mereka		✓			
31.	RPP disusun berdasarkan tujuan pembelajaran yang harus dicapai				✓	
32.	Siswa akan mudah memahami materi jika materi tersebut sesuai dengan lingkungan sekitar mereka				✓	
33.	Kegiatan pembelajaran dapat berjalan dengan baik jika dirancang secara efektif				✓	
34.	Kegiatan pembelajaran sepenuhnya dipegang oleh guru			✓		
35.	Kegiatan pembelajaran dapat dirancang dengan menyesuaikan situasi yang terjadi di kelas				✓	
36.	Kegiatan pembelajaran harus berpusat pada siswa				✓	



No	Pernyataan	Respon				
		1	2	3	4	5
37.	Powerpoint yang digunakan hanya berisi materi yang ingin disampaikan tanpa dipadukan dengan animasi atau gambar yang menarik		✓			
38.	Aktivitas pembelajara yang menyertakan media dan teknologi tidak berpengaruh terhadap aktivitas pembelajaran				✓	
39.	Media visual yang menarik dan bervariasi dapat digunakan untuk menarik perhatian siswa					✓
40.	Kegiatan pembelajaran harus mencakup penggunaan media dan teknologi			✓		
41.	Kemampuan berbahasa siswa dapat ditingkatkan dengan menggunakan media pembelajaran yang bervariasi yang memberikan ruang bagi siswa untuk bereksplorasi				✓	
42.	Pembelajaran bahasa Inggris dapat lebih bermanfaat dengan menggunakan topik-topik yang berkaitan dengan kehidupan sehari-hari siswa				✓	
43.	Kegiatan pembelajaran yang dilaksanakan berkaitan dengan kejadian nyata yang dialami siswa				✓	

No	Pernyataan	Respon				
		1	2	3	4	5
44.	Banyak kesulitan yang dihadapi oleh guru ketika mengembangkan kegiatan pembelajaran dengan menggunakan media visual yang dapat dieksplorasi oleh siswa		✓			
45.	Siswa diminta untuk mencatat dan menghafal materi yang disampaikan		✓			
46.	Para siswa diminta untuk menghafalkan rumus atau aturan tata bahasa sesuai dengan materi yang sedang dibahas			✓		
47.	Siswa diajak untuk melakukan aktivitas yang disukainya seperti bergerak, menyanyi, atau bermain agar siswa tertarik untuk belajar				✓	
48.	Siswa diminta untuk menulis di buku siswa dan menyebutkan kembali kosa kata yang telah diberikan oleh guru				✓	
49.	Kegiatan pembelajaran dirancang untuk memberikan ruang bagi siswa untuk bereksplorasi secara langsung, sehingga siswa dapat berpartisipasi secara aktif				✓	
50.	kegiatan pembelajaran tetap berjalan sesuai alokasi pembelajaran meskipun siswa tidak lagi termotivasi dalam kegiatan pembelajar			✓		

No	Pernyataan	Respon				
		1	2	3	4	5
51.	Banyak kesulitan dalam mengelola kelas ketika siswa diberikan untuk bermain permainan			✓		
52.	Kegiatan pembelajaran dirancang hanya untuk membuat siswa fokus mengerjakan tugas yang ada di buku		✓			
53.	Permainan yang diberikan atau diterapkan di dalam kelas dapat menciptakan lingkungan belajar yang menyenangkan				✓	
54.	Kegiatan pembelajaran dibuat dengan melibatkan properti atau benda-benda disekitar siswa					✓
55.	Media pembelajaran digunakan dalam kegiatan pembelajaran untuk melatih kemampuan berbahasa mereka				✓	
56.	Siswa dibiarkan untuk mengejek siswa lain yang melakukan kesalahan dalam bahasa Inggris	✓				
57.	Siswa diperbolehkan memilih teman yang mereka rasa nyaman untuk belajar dalam kelompok			✓		
58.	Rasa percaya diri siswa didorong dengan memberikan kegiatan yang dapat membuat mereka tampil di depan kelas				✓	
59.	Kelompok belajar dibentuk dari siswa yang heterogen sehingga dapat saling membantu dalam belajar				✓	

No	Pernyataan	Respon				
		1	2	3	4	5
60.	Ada banyak kesulitan dalam menggunakan media pembelajaran untuk meningkatkan kemampuan berbahasa mereka			✓		
61.	Alat penilaian yang sama diterapkan untuk semua materi		✓			
62.	Teknik penilaian yang dipilih disesuaikan dengan situasi di kelas				✓	
63.	Alat penilaian dipilih agar dapat memberikan pengalaman belajar bagi siswa sesuai dengan tujuan pembelajaran				✓	
64.	Teknik penilaian yang sesuai dengan tujuan pembelajaran dapat digunakan untuk mengetahui prestasi belajar siswa				✓	
65.	Instrumen penilaian yang digunakan dapat menggambarkan keterampilan yang telah dicapai siswa				✓	
66.	Kegiatan penilaian dirancang untuk memberikan akses penuh kepada siswa untuk dapat mengetahui kemampuannya				✓	
67.	Satu metode instrument diterapkan untuk semua keterampilan yang dicapai				✓	
68.	Kegiatan penilaian dirancang dengan cara tradisional (pilihan ganda/benar atau salah) untuk memberikan laporan kemajuan belajar siswa			✓		

No	Pernyataan	Respon				
		1	2	3	4	5
1.	Kesalahan grammar yang terjadi di kelas merupakan hal yang penting untuk dikoreksi				✓	
2.	Salah pengucapan, ejaan, dan pemilihan kata merupakan hal yang penting untuk diperhatikan dan dikoreksi					✓
3.	Penggunaan tata bahasa di kelas bukanlah hal yang penting untuk dikoreksi	✓				
4.	Kesalahan pengucapan, ejaan, dan pemilihan kata dapat diperbaiki sendiri oleh siswa			✓		
5.	Kesalahan dalam penulisan bahasa Inggris (dokumen/papan tulis) perlu diperhatikan untuk memastikan komunikasi yang jelas dan mencegah kesalahpahaman.				✓	
6.	Penggunaan bahasa Inggris yang intens itu penting karena dapat meningkatkan kelancaran berbicara di kelas					✓
7.	Kesalahan bahasa Inggris dalam penulisan (dokumen/papan tulis) tidak perlu diperhatikan selama pembaca memahami arti teks tersebut	✓				
8.	Penggunaan bahasa Inggris yang intens tidak penting selama siswa memahami maksud dari kata kata tersebut	✓				

No	Pernyataan	Respon				
		1	2	3	4	5
9.	Topik pembelajaran dikembangkan berdasarkan situasi di dalam kelas				✓	
10.	Silabus disusun berdasarkan tujuan pembelajaran yang telah dianalisis dalam kurikulum				✓	
11.	Topik pembelajaran diarahkan sesuai dengan tujuan pembelajaran yang ingin dicapai				✓	
12.	Tujuan pembelajaran ditentukan secara mandiri dalam menyusun silabus				✓	
13.	Kegiatan yang disusun fokus atau hanya membahas satu topik saja		✓			
14.	Hal-hal baru seperti pemanfaatan teknologi sebagai media pembelajaran dapat membantu kegiatan pembelajaran di kelas					✓
15.	Kegiatan dibuat dengan menghubungkan topik yang diajarkan sebelumnya dengan topik yang sedang dibahas				✓	
16.	Hal-hal baru seperti penggunaan teknologi sebagai media pembelajaran dapat mengurangi fokus siswa saat mengikuti kegiatan pembelajaran di kelas		✓			
17.	Objek dan keadaan di lingkungan sekitar yang dieksplorasi/dijelajah oleh siswa dapat membangun pengetahuan baru				✓	

No	Pernyataan	Respon				
		1	2	3	4	5
18.	Pembelajaran secara langsung dapat membantu siswa untuk memahami konsep dengan mudah.				✓	
19.	Objek dan lingkungan sekitar yang dieksplorasi/dijelajah oleh siswa tidak mempengaruhi pengetahuan yang diperoleh siswa		✓			
20.	Siswa akan cepat lupa terhadap pemahamannya tentang materi yang telah diperolehnya secara mandiri		✓			
21.	Kegiatan seperti mendengarkan dan mengulang dapat membantu siswa meningkatkan kemampuan bahasa Inggris mereka					✓
22.	Siswa akan belajar secara optimal ketika mereka merasa tertarik dan termotivasi dalam kegiatan pembelajaran					✓
23.	Kegiatan yang hanya mendengarkan penjelasan guru dapat membantu meningkatkan kemampuan bahasa Inggris siswa			✓		
24.	Kegiatan pembelajaran harus dilaksanakan tanpa mempertimbangkan kondisi siswa untuk memaksimalkan waktu belajar		✓			
25.	Siswa dapat berkonsentrasi lebih lama jika suasana kelas menyenangkan					✓

No	Pernyataan	Respon				
		1	2	3	4	5
26.	Bahan pembelajaran yang baik harus berkaitan dengan sesuatu yang familiar dan dekat dengan siswa					✓
27.	Kegiatan pembelajaran yang bervariasi akan mengganggu kemampuan siswa untuk fokus		✓			
28.	Materi yang diberikan haruslah sesuatu yang hanya diketahui oleh guru saja	✓				
29.	Tujuan pembelajaran tidak berpengaruh terhadap pembuatan RPP	✓				
30.	Pengetahuan siswa dalam belajar bahasa Inggris tidak dipengaruhi oleh penggunaan benda-benda di sekitar mereka		✓			
31.	RPP disusun berdasarkan tujuan pembelajaran yang harus dicapai				✓	
32.	Siswa akan mudah memahami materi jika materi tersebut sesuai dengan lingkungan sekitar mereka			✓		
33.	Kegiatan pembelajaran dapat berjalan dengan baik jika dirancang secara efektif				✓	
34.	Kegiatan pembelajaran sepenuhnya dipegang oleh guru		✓			
35.	Kegiatan pembelajaran dapat dirancang dengan menyesuaikan situasi yang terjadi di kelas			✓		
36.	Kegiatan pembelajaran harus berpusat pada siswa		✓			



No	Pernyataan	Respon				
		1	2	3	4	5
37.	Powerpoint yang digunakan hanya berisi materi yang ingin disampaikan tanpa dipadukan dengan animasi atau gambar yang menarik		✓			
38.	Aktivitas pembelajara yang menyertakan media dan teknologi tidak berpengaruh terhadap aktivitas pembelajaran		✓			
39.	Media visual yang menarik dan bervariasi dapat digunakan untuk menarik perhatian siswa					✓
40.	Kegiatan pembelajaran harus mencakup penggunaan media dan teknologi			✓		
41.	Kemampuan berbahasa siswa dapat ditingkatkan dengan menggunakan media pembelajaran yang bervariasi yang memberikan ruang bagi siswa untuk bereksplorasi				✓	
42.	Pembelajaran bahasa Inggris dapat lebih bermanfaat dengan menggunakan topik-topik yang berkaitan dengan kehidupan sehari-hari siswa				✓	
43.	Kegiatan pembelajaran yang dilaksanakan berkaitan dengan kejadian nyata yang dialami siswa			✓		

No	Pernyataan	Respon				
		1	2	3	4	5
44.	Banyak kesulitan yang dihadapi oleh guru ketika mengembangkan kegiatan pembelajaran dengan menggunakan media visual yang dapat dieksplorasi oleh siswa				✓	
45.	Siswa diminta untuk mencatat dan menghafal materi yang disampaikan					✓
46.	Para siswa diminta untuk menghafalkan rumus atau aturan tata bahasa sesuai dengan materi yang sedang dibahas				✓	
47.	Siswa diajak untuk melakukan aktivitas yang disukainya seperti bergerak, menyanyi, atau bermain agar siswa tertarik untuk belajar				✓	
48.	Siswa diminta untuk menulis di buku siswa dan menyebutkan kembali kosa kata yang telah diberikan oleh guru				✓	
49.	Kegiatan pembelajaran dirancang untuk memberikan ruang bagi siswa untuk bereksplorasi secara langsung, sehingga siswa dapat berpartisipasi secara aktif				✓	
50.	kegiatan pembelajaran tetap berjalan sesuai alokasi pembelajaran meskipun siswa tidak lagi termotivasi dalam kegiatan pembelajar			✓		

No	Pernyataan	Respon				
		1	2	3	4	5
51.	Banyak kesulitan dalam mengelola kelas ketika siswa diberikan untuk bermain permainan		✓			
52.	Kegiatan pembelajaran dirancang hanya untuk membuat siswa fokus mengerjakan tugas yang ada di buku		✓			
53.	Permainan yang diberikan atau diterapkan di dalam kelas dapat menciptakan lingkungan belajar yang menyenangkan				✓	
54.	Kegiatan pembelajaran dibuat dengan melibatkan properti atau benda-benda disekitar siswa				✓	
55.	Media pembelajaran digunakan dalam kegiatan pembelajaran untuk melatih kemampuan berbahasa mereka				✓	
56.	Siswa dibiarkan untuk mengejek siswa lain yang melakukan kesalahan dalam bahasa Inggris	✓				
57.	Siswa diperbolehkan memilih teman yang mereka rasa nyaman untuk belajar dalam kelompok			✓		
58.	Rasa percaya diri siswa didorong dengan memberikan kegiatan yang dapat membuat mereka tampil di depan kelas				✓	
59.	Kelompok belajar dibentuk dari siswa yang heterogen sehingga dapat saling membantu dalam belajar				✓	

No	Pernyataan	Respon				
		1	2	3	4	5
60.	Ada banyak kesulitan dalam menggunakan media pembelajaran untuk meningkatkan kemampuan berbahasa mereka			✓		
61.	Alat penilaian yang sama diterapkan untuk semua materi			✓		
62.	Teknik penilaian yang dipilih disesuaikan dengan situasi di kelas		✓			
63.	Alat penilaian dipilih agar dapat memberikan pengalaman belajar bagi siswa sesuai dengan tujuan pembelajaran				✓	
64.	Teknik penilaian yang sesuai dengan tujuan pembelajaran dapat digunakan untuk mengetahui prestasi belajar siswa				✓	
65.	Instrumen penilaian yang digunakan dapat menggambarkan keterampilan yang telah dicapai siswa				✓	
66.	Kegiatan penilaian dirancang untuk memberikan akses penuh kepada siswa untuk dapat mengetahui kemampuannya				✓	
67.	Satu metode instrument diterapkan untuk semua keterampilan yang dicapai				✓	
68.	Kegiatan penilaian dirancang dengan cara tradisional (pilihan ganda/benar atau salah) untuk memberikan laporan kemajuan belajar siswa		✓	✓		

No	Pernyataan	Respon				
		1	2	3	4	5
1	Kesalahan grammar yang terjadi di kelas merupakan hal yang penting untuk dikoreksi				V	
2	Salah pengucapan, ejaan, dan pemilihan kata merupakan hal yang penting untuk diperhatikan dan dikoreksi				V	
3	Penggunaan tata bahasa di kelas bukanlah hal yang penting untuk dikoreksi		V			
4	Kesalahan pengucapan, ejaan, dan pemilihan kata dapat diperbaiki sendiri oleh siswa		V			
5	Kesalahan dalam penulisan bahasa Inggris (dokumen/papan tulis) perlu diperhatikan untuk memastikan komunikasi yang jelas dan mencegah kesalahpahaman.				V	
6	Penggunaan bahasa Inggris yang intens itu penting karena dapat meningkatkan kelancaran berbicara di kelas				V	
7	Kesalahan bahasa Inggris dalam penulisan (dokumen/papan tulis) tidak perlu diperhatikan selama pembaca memahami arti teks tersebut			V		
8	Penggunaan bahasa Inggris yang intens tidak penting selama siswa memahami maksud dari kata kata tersebut			V		

No	Pernyataan	Respon				
		1	2	3	4	5
9	Topik pembelajaran dikembangkan berdasarkan situasi di dalam kelas					V
10	Silabus disusun berdasarkan tujuan pembelajaran yang telah dianalisis dalam kurikulum				V	
11	Topik pembelajaran diarahkan sesuai dengan tujuan pembelajaran yang ingin dicapai				V	
12	Tujuan pembelajaran ditentukan secara mandiri dalam menyusun silabus			V		
13	Kegiatan yang disusun fokus atau hanya membahas satu topik saja				V	
14	Hal-hal baru seperti pemanfaatan teknologi sebagai media pembelajaran dapat membantu kegiatan pembelajaran di kelas				V	
15	Kegiatan dibuat dengan menghubungkan topik yang diajarkan sebelumnya dengan topik yang sedang dibahas				V	
16	Hal-hal baru seperti penggunaan teknologi sebagai media pembelajaran dapat mengurangi fokus siswa saat mengikuti kegiatan pembelajaran di kelas				V	
17	Objek dan keadaan di lingkungan sekitar yang dieksplorasi/dijelajah oleh siswa dapat membangun pengetahuan baru				V	

No	Pernyataan	Respon				
		1	2	3	4	5
18	Pembelajaran secara langsung dapat membantu siswa untuk memahami konsep dengan mudah.				V	
19	Objek dan lingkungan sekitar yang dieksplorasi/dijelajah oleh siswa tidak mempengaruhi pengetahuan yang diperoleh siswa		V			
20	Siswa akan cepat lupa terhadap pemahamannya tentang materi yang telah diperolehnya secara mandiri		V			
21	Kegiatan seperti mendengarkan dan mengulang dapat membantu siswa meningkatkan kemampuan 259ahasa Inggris mereka				V	
22	Siswa akan belajar secara optimal 259ahasa mereka merasa tertarik dan termotivasi dalam kegiatan pembelajaran				V	
23	Kegiatan yang hanya mendengarkan penjelasan guru dapat membantu meningkatkan kemampuan 259ahasa Inggris siswa		V			
24	Kegiatan pembelajaran harus dilaksanakan tanpa mempertimbangkan kondisi siswa untuk memaksimalkan waktu belajar		V			
25	Siswa dapat berkonsentrasi lebih lama jika suasana kelas menyenangkan				V	

No	Pernyataan	Respon				
		1	2	3	4	5
26	Bahan pembelajaran yang baik harus berkaitan dengan sesuatu yang familiar dan dekat dengan siswa				V	
27	Kegiatan pembelajaran yang bervariasi akan mengganggu kemampuan siswa untuk fokus		V			
28	Materi yang diberikan haruslah sesuatu yang hanya diketahui oleh guru saja		V			
29	Tujuan pembelajaran tidak berpengaruh terhadap pembuatan RPP		V			
30	Pengetahuan siswa dalam belajar bahasa Inggris tidak dipengaruhi oleh penggunaan benda-benda di sekitar mereka		V			
31	RPP disusun berdasarkan tujuan pembelajaran yang harus dicapai				V	
32	Siswa akan mudah memahami materi jika materi tersebut sesuai dengan lingkungan sekitar mereka				V	
33	Kegiatan pembelajaran dapat berjalan dengan baik jika dirancang secara efektif				V	
34	Kegiatan pembelajaran sepenuhnya dipegang oleh guru		V			
35	Kegiatan pembelajaran dapat dirancang dengan menyesuaikan situasi yang terjadi di kelas				V	
36	Kegiatan pembelajaran					V



No	Pernyataan	Respon				
		1	2	3	4	5
37	Powerpoint yang digunakan hanya berisi materi yang ingin disampaikan tanpa dipadukan dengan animasi atau gambar yang menarik		V			
38	Aktivitas pembelajara yang menyertakan media dan teknologi tidak berpengaruh terhadap aktivitas pembelajaran		V			
39	Media visual yang menarik dan bervariasi dapat digunakan untuk menarik perhatian siswa				V	
40	Kegiatan pembelajaran harus mencakup penggunaan media dan teknologi				V	
41	Kemampuan berbahasa siswa dapat ditingkatkan dengan menggunakan media pembelajaran yang bervariasi yang memberikan ruang bagi siswa untuk bereksplorasi				V	
42	Pembelajaran bahasa Inggris dapat lebih bermanfaat dengan menggunakan topik-topik yang berkaitan dengan kehidupan sehari-hari siswa				V	
43	Kegiatan pembelajaran yang dilaksanakan berkaitan dengan kejadian nyata yang dialami				V	

No	Pernyataan	Respon				
		1	2	3	4	5
		44	Banyak kesulitan yang dihadapi oleh guru ketika mengembangkan kegiatan pembelajaran dengan menggunakan media visual yang dapat dieksplorasi oleh siswa			V
45	Siswa diminta untuk mencatat dan menghafal materi yang disampaikan			V		
46	Para siswa diminta untuk menghafalkan rumus atau aturan tata bahasa sesuai dengan materi yang sedang dibahas			V		
47	Siswa diajak untuk melakukan aktivitas yang disukainya seperti bergerak, menyanyi, atau bermain agar siswa tertarik untuk belajar				V	
48	Siswa diminta untuk menulis di buku siswa dan menyebutkan kembali kosa kata yang telah diberikan oleh guru				V	
49	Kegiatan pembelajaran dirancang untuk memberikan ruang bagi siswa untuk bereksplorasi secara langsung, sehingga siswa dapat berpartisipasi secara aktif				V	
50	kegiatan pembelajaran tetap berjalan sesuai alokasi pembelajaran meskipun siswa tidak lagi termotivasi			V		

dalam kegiatan pembelajar						
No	Pernyataan	Respon				
		1	2	3	4	5
51	Banyak kesulitan dalam mengelola kelas ketika siswa diberikan untuk bermain permainan		V			
52	Kegiatan pembelajaran dirancang hanya untuk membuat siswa fokus mengerjakan tugas yang ada di buku			V		
53	Permainan yang diberikan atau diterapkan di dalam kelas dapat menciptakan lingkungan belajar yang menyenangkan				V	
54	Kegiatan pembelajaran dibuat dengan melibatkan properti atau benda-benda disekitar siswa				V	
55	Media pembelajaran digunakan dalam kegiatan pembelajaran untuk melatih kemampuan berbahasa mereka				V	
56	Siswa dibiarkan untuk mengejek siswa lain yang melakukan kesalahan dalam bahasa Inggris	V				
57	Siswa diperbolehkan memilih teman yang mereka rasa nyaman untuk belajar dalam kelompok			V		
58	Rasa percaya diri siswa didorong dengan memberikan kegiatan yang dapat membuat mereka tampil di depan kelas				V	
59	Kelompok belajar dibentuk dari siswa yang heterogen sehingga dapat saling membantu dalam				V	

	belajar					
No	Pernyataan	Respon				
		1	2	3	4	5
60	Ada banyak kesulitan dalam menggunakan media pembelajaran untuk meningkatkan kemampuan berbahasa mereka			V		
61	Alat penilaian yang sama diterapkan untuk semua materi		V			
62	Teknik penilaian yang dipilih disesuaikan dengan situasi di kelas				V	
63	Alat penilaian dipilih agar dapat memberikan pengalaman belajar bagi siswa sesuai dengan tujuan pembelajaran				V	
64	Teknik penilaian yang sesuai dengan tujuan pembelajaran dapat digunakan untuk mengetahui prestasi belajar siswa				V	
65	Instrumen penilaian yang digunakan dapat menggambarkan keterampilan yang telah dicapai siswa				V	
66	Kegiatan penilaian dirancang untuk memberikan akses penuh kepada siswa untuk dapat mengetahui kemampuannya				V	
67	Satu metode instrument diterapkan untuk semua keterampilan yang dicapai			V		
68	Kegiatan penilaian dirancang dengan cara tradisional (pilihan ganda/benar atau salah) untuk memberikan laporan kemajuan belajar siswa		V			

Observation Sheets

Teacher 1

SD Negeri 1 Marga Dauh Puri

No	Aspect	Dimension	Indicators	Frequency in		Total
				Observation 1	Observation 2	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	-	-	-
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	 (10)	 (5)	15
		Language Proficiency (Andrews, 2001)	3. Using/speaking English fluently	 (7)	 (8)	15

			4. Writing in English on the board/on a document without errors	 (1)	 (5)	6
2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	5. Conducting an analysis of learning objectives in the curriculum to develop a syllabus	-	-	-
			6. Directing learning topics with learning objectives to be achieved	-	-	-
			7. Aligning the relationship between one topic and the next topic contained in the curriculum	-	-	-
		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	8. Trying to teach using something new	-	-	-
		9. Teaching by constructing knowledge from working with objects or ideas.	-	-	-	

			10. Teaching students with hands-on experience	-	-	-
			11. Teaching students to learn by listening and repeating.	 (3)	-	3
			12. Teaching by involving activities that can make students motivated in learning	 (5)	 (4)	9
			13. Doing fun learning activities by inviting students to move their bodies (physical movement)	 (1)	-	1
			14. Teaching by associating with previous knowledge.	 (2)	 (1)	3
			15. Inviting students to learn through the environment around them	-	 (1)	1

Knowledge about lesson plan (Ratminingsih, 2020)	16. Making a lesson plan that corresponds with the learning objectives to be achieved	-	1 (1)	1
	17. Designing effective learning activities	1 (1)	-	1
	18. Teaching with student-centered activities	1 (1)	1 (1)	2
	19. Teaching with media and technology in the learning activity	-	-	-
The use of learning strategies for young learners (Ratminingsih, 2020)	20. Teaching using visual media that students can observe such as videos and pictures	-	-	-
	21. Teaching using media that can be explored by students (for example British Council Kids, Quizzz, etc)	-	-	-

	22. Giving the context situation to the students	-	1 (1)	1
	23. Doing a contextual activity	-	-	-
	24. Doing activities that are motivating and interesting	 (5)	 (4)	9
	25. Stimulating students' active participation	 (7)	 (9)	16
	26. Giving or applying a game in the learning process	1 (1)	-	1
	27. Creating a fun learning environment (by using a joke or song)	1 (1)	-	1
	28. Using learning media that can improve the four language skills	-	-	-
	29. Using activities that can encourage students' self-	 (3)	 (2)	5

	confidence in learning English			
Knowledge about assessment (Ratminingsih, 2020)	30. Using activities that can develop student's social skill	-	-	-
	31. Developing an assessment tool that fits with the learning objectives	-	-	-
	32. Using techniques of assessment according to the ability or type of learning outcomes to be assessed	-	-	-
	33. Creating an assessment instrument that fits with skill achievement criteria	-	-	-

	34. Using assessment activities that can make a positive contribution to student achievement	 (3)	 (2)	5
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Observation Sheets

Teacher 2

SD Negeri 2 Bangli

No	Aspect	Dimension	Indicators	Frequency in		Total
				Observation 1	Observation 2	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	I (1)	-	1
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	IIII (7)	IIII (6)	13
		Language Proficiency (Andrews, 2001)	3. Using/speaking English fluently	IIII II (10)	IIII (6)	16

			4. Writing in English on the board/on a document without errors	IIII (4)	IIII (6)	10
2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	5. Conducting an analysis of learning objectives in the curriculum to develop a syllabus	-	-	-
			6. Directing learning topics with learning objectives to be achieved	-	-	-
			7. Aligning the relationship between one topic and the next topic contained in the curriculum	-	-	-
		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	8. Trying to teach using something new	-	-	-
			9. Teaching by constructing knowledge from working with objects or ideas.	-	-	-

			10. Teaching students with hands-on experience	-	-	-
			11. Teaching students to learn by listening and repeating.	IIII (4)	III (3)	7
			12. Teaching by involving activities that can make students motivated in learning	II (2)	III (3)	5
			13. Doing fun learning activities by inviting students to move their bodies (physical movement)	-	I (1)	1
			14. Teaching by associating with previous knowledge.	-	-	-
			15. Inviting students to learn through the environment around them	I (1)	-	1

Knowledge about lesson plan (Ratminingsih, 2020)	16. Making a lesson plan that corresponds with the learning objectives to be achieved	-	-	-
	17. Designing effective learning activities	-	-	-
	18. Teaching with student-centered activities	-	-	-
	19. Teaching with media and technology in the learning activity	-	-	-
The use of learning strategies for young learners (Ratminingsih, 2020)	20. Teaching using visual media that students can observe such as videos and pictures	-	-	-
	21. Teaching using media that can be explored by students (for example British Council Kids, Quizizz, etc)	-	-	-

	22. Giving the context/situation to the students	11 (2)	11 (2)	4
	23. Doing a contextual activity	-	1 (1)	1
	24. Doing activities that are motivating and interesting	11 (2)	111 (3)	5
	25. Stimulating students' active participation	111 (7)	111 (6)	13
	26. Giving or applying a game in the learning process	-	-	-
	27. Creating a fun learning environment (by using a joke or song)	111 (3)	1 (1)	4
	28. Using learning media that can improve the four language skills	-	-	-
	29. Using activities that can encourage students' self-	-	1 (1)	1

	confidence in learning English	-	-	-
	30. Using activities that can develop student's social skill	-	-	-
Knowledge about assessment (Ratminingsih, 2020)	31. Developing an assessment tool that fits with the learning objectives	-	-	-
	32. Using techniques of assessment according to the ability or type of learning outcomes to be assessed	-	-	-
	33. Creating an assessment instrument that fits with skill achievement criteria	-	-	-

	34. Using assessment activities that can make a positive contribution to student achievement	-	11 (2)	2
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Observation Sheets

Teacher 3

SD Negeri 1 Baturiti

No	Aspect	Dimension	Indicators	Frequency in		Total
				Observation 1	Observation 2	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	-	-	-
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	    (12)	 (6)	18
		Language Proficiency (Andrews, 2001)	3. Using/speaking English fluently	 (8)	 (9)	17

			4. Writing in English on the board/on a document without errors	-	-	-
2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	5. Conducting an analysis of learning objectives in the curriculum to develop a syllabus	-	-	-
			6. Directing learning topics with learning objectives to be achieved	-	-	-
			7. Aligning the relationship between one topic and the next topic contained in the curriculum	-	-	-
		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	8. Trying to teach using something new	 (1)	-	1
		9. Teaching by constructing knowledge from working with objects or ideas.	-	-	-	

			10. Teaching students with hands-on experience	-	-	-
			11. Teaching students to learn by listening and repeating.	 (3)	-	3
			12. Teaching by involving activities that can make students motivated in learning	 (5)	 (2)	7
			13. Doing fun learning activities by inviting students to move their bodies (physical movement)	-	-	-
			14. Teaching by associating with previous knowledge.	 (1)	-	1
			15. Inviting students to learn through the environment around them	-	-	-

Knowledge about lesson plan (Ratminingsih, 2020)	16. Making a lesson plan that corresponds with the learning objectives to be achieved	-	-	-
	17. Designing effective learning activities	-	-	-
	18. Teaching with student-centered activities	1 (1)	1 (1)	2
	19. Teaching with media and technology in the learning activity	111 (4)	1 (1)	5
The use of learning strategies for young learners (Ratminingsih, 2020)	20. Teaching using visual media that students can observe such as videos and pictures	-	-	-
	21. Teaching using media that can be explored by students (for example British Council Kids, Quizzz, etc)	1 (1)	-	1

	22. Giving the context/situation to the students	-	-	-
	23. Doing a contextual activity	-	-	-
	24. Doing activities that are motivating and interesting	111 (5)	11 (2)	7
	25. Stimulating students' active participation	111 111 1 (11)	11 (2)	13
	26. Giving or applying a game in the learning process	1 (1)	-	1
	27. Creating a fun learning environment (by using a joke or song)	111 (3)	-	3
	28. Using learning media that can improve the four language skills	1 (1)	-	1
	29. Using activities that can encourage students' self-	11 (2)	1 (1)	3

Knowledge about assessment (Ratminingsih, 2020)	confidence in learning English	-	-	-
	30. Using activities that can develop student's social skill	11 (2)	1 (1)	3
	31. Developing an assessment tool that fits with the learning objectives	-	-	-
	32. Using techniques of assessment according to the ability or type of learning outcomes to be assessed	-	-	-
	33. Creating an assessment instrument that fits with skill achievement criteria	-	-	-

			34. Using assessment activities that can make a positive contribution to student achievement	1) (2)	1 (1)	3
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### Interview Guide

#### Teacher 1

#### SD Negeri 1 Marga Dauh Puri

No	Aspect	Dimension	Indicators	Questions
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	a. Why is it important to revise the grammar errors in the class?
				b. Does it give any impact for your student?
		Language Proficiency (Andrews, 2001)	1. Writing in English on the board/on a document without errors	a. Do you think writing on the whiteboard without any errors is important?
				a. What is the advantage and disadvantage of writing on the whiteboard without any errors?
2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	1. Being able to analyze the learning objectives in the curriculum to compile the syllabus	a. Do you think you are capable of analyzing the learning objectives in the curriculum to arrange the syllabus?
				b. Why is it necessary to use learning objectives related with the curriculum to arrange the syllabus?



			2. Being able to direct learning topics with learning objectives to be achieved	a. Do you think you are capable of directing learning topics in accordance with learning objectives?	
				b. What is the effect if the learning is developed according to the student's situation?	
			3. Aligning the relationship between one topic and the next topic contained in the curriculum	a. Do you think connecting one topic to another topic is important?	
				b. What should be considered when connecting one topic to another topic?	
			Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1. Trying something new.	a. Do you think giving students space to be able to try new things is important?
					b. What learning activities do you use to give students space to try something new?
	2. Building knowledge from working with objects or ideas.	a. What kind of learning activities outside the classroom that you give to the students?			
		b. Do you think giving students the opportunity to work with certain objects is important?			
		3. Learning through direct experience	a. Does it give any positive effect of giving material to students through experience?		



				b. What is the activity that can be used to give students a chance to learn through direct experience?
			4. Engaging in a fun learning activities	a. Do you think providing a fun classroom atmosphere is important?
				b. What kind of fun learning activity that you usually use in the classroom?
			5. Learning through the environment around them	a. Do you use any things around the students to support the learning process?
				b. What is the impact of learning through the environment around them?
			Knowledge about lesson plan (Ratminingsih, 2020)	1. Making a lesson plan that corresponds with the learning objectives to be achieved
		b. What is the impact of using a lesson plan that corresponds to the learning objective when teaching?		
	2. Designing effective learning activities	a. Do you think designing an effective learning activity while teaching is important?		

			b. What do you consider to design effective learning activities?
		3. Arranging student-centered activities	a. What is the impact of arranging student-centered activities? b. Are there any obstacles that are faced when arranging student-centered activities?
		4. Including media and technology in the learning activity	a. Do you think using media/technology in designing learning activities is important? Any examples b. What are the benefits when including media and technology in the learning activity?
	The use of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching by using visual tools	a. Do you think using visual tools during teaching activities is important? b. What are the benefits of using visual tools during teaching activities?
2. Teaching using media that can be explored			a. Do you think using media that can be explored by the students in learning activities is important? b. What kind of media can be explored by the students that you have experienced?
		3. Giving the context/situation	a. What is the benefit of giving context or situation in the learning process?



				b. Are there any obstacles in providing context or situation to the students?
		4. Doing a contextual activity		a. Do you think connecting learning topics with students' real life is important?
				b. What activities do you usually use to link learning topics with students' real life?
		5. Giving or applying a game in the learning process		a. What kind of game do you use in the learning process?
				b. Is there any difficulty that you faced while using games in the learning process?
		6. Creating a fun learning environment (by using a joke or song)		a. Do you think using jokes or songs to create a fun learning environment is important?
				b. What kind of joke or song do you give to your students? Are there some tips in choosing jokes or songs that are suitable for the students?
		7. Improving the four language skills by using appropriate learning media		a. What is the impact of using media in improving students' four language skills?
				b. Did you experience difficulties when designing or using the media to improve the four language skills?
		8. Using activities that can		a. What kind of activities that can develop students'

			develop student's social skill	social skills that you have experienced?
				b. Do you experience difficulties when designing an activity that can develop students' social skills?
	Knowledge about assessment (Ratminingsih, 2020)	1. Developing an assessment tool that fits the learning objectives		a. Do you think choosing an assessment tool that fits the learning objectives is important?
				b. How can you be sure that the assessment tool fits the learning objectives?
		2. Using techniques of assessment that according to the ability or type of learning outcomes to be assessed		a. What should be considered when deciding which assessment technique to use?
				b. Do you use more than one type of assessment technique?
		3. Creating an assessment instrument that fits with skill achievement criteria		a. What is usually used as a guide in developing assessment instruments?

## Interview Guide

### Teacher 2

#### SD Negeri 2 Bangli

No	Aspect	Dimension	Indicators	Questions
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	a. Why is it important to revise the grammar errors in the class?
				b. Does it give any impact for your student?
2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	1. Being able to analyze the learning objectives in the curriculum to compile the syllabus	a. Do you think you are capable of analyzing the learning objectives in the curriculum to arrange the syllabus?
				b. Why is it necessary to use learning objectives related with the curriculum to arrange the syllabus?
			2. Being able to direct learning topics with learning objectives to be achieved	a. Do you think you are capable of directing learning topics in accordance with learning objectives?
				b. What is the effect if the learning is developed according to the student's situation?

		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	3. Aligning the relationship between one topic and the next topic contained in the curriculum	a. Do you think connecting one topic to another topic is important?
				b. What should be considered when connecting one topic to another topic?
			1. Trying something new.	a. Do you think giving students space to be able to try new things is important?
				b. What learning activities do you use to give students space to try something new?
			2. Building knowledge from working with objects or ideas.	a. What kind of learning activities outside the classroom that you give to the students?
				b. Do you think giving students the opportunity to work with certain objects is important?
			3. Learning through direct experience	a. Does it give any positive effect of giving material to students through experience?
				b. What is the activity that can be used to give students a chance to learn through direct experience?
				a. Do you think providing a fun classroom atmosphere is important?

		4. Engaging in a fun learning activities	b. What kind of fun learning activity that you usually use in the classroom?
		5. Learning by associating with previous knowledge.	a. Do you think learning by associating with previous knowledge/material is important?
			b. What is the impact relating to the previous knowledge?
		6. Learning through the environment around them	a. Do you use any things around the students to support the learning process?
			b. What is the impact of learning through the environment around them?
	Knowledge about lesson plan (Ratminingsih, 2020)	1. Making a lesson plan that corresponds with the learning objectives to be achieved	a. Do you think making a lesson plan that corresponds with the learning objectives to be achieved is important?
			b. What is the impact of using a lesson plan that corresponds to the learning objective when teaching?
		2. Designing effective learning activities	a. Do you think designing an effective learning activity while teaching is important?
			b. What do you consider to design effective learning activities?

		3. Arranging student-centered activities	a. What is the impact of arranging student-centered activities?
			b. Are there any obstacles that are faced when arranging student-centered activities?
		4. Including media and technology in the learning activity	a. Do you think using media/technology in designing learning activities is important? Any examples
			b. What are the benefits when including media and technology in the learning activity?
	The use of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching by using visual tools	a. Do you think using visual tools during teaching activities is important?
			b. What are the benefits of using visual tools during teaching activities?
		2. Teaching using media that can be explored	a. Do you think using media that can be explored by the students in learning activities is important?
	b. What kind of media can be explored by the students that you have experienced?		
		3. Doing a contextual activity	a. Do you think connecting learning topics with students' real life is important?



				b. What activities do you usually use to link learning topics with students' real life?
		4. Giving or applying a game in the learning process	a. What kind of game do you use in the learning process?	b. Is there any difficulty that you faced while using games in the learning process?
		5. Improving the four language skills by using appropriate learning media	a. What is the impact of using media in improving students' four language skills?	b. Did you experience difficulties when designing or using the media to improve the four language skills?
		6. Using activities that can encourage students' self-confidence in learning English	a. Do you think using activities that can encourage students' self-confidence in learning English is important?	b. What kind of activity do you use to encourage students' self-confidence in learning English?
		7. Using activities that can develop student's social skill	a. What kind of activities that can develop students' social skills that you have experienced?	

				b. Do you experience difficulties when designing an activity that can develop students' social skills?
	Knowledge about assessment (Ratminingsih, 2020)	1. Developing an assessment tool that fits the learning objectives	a. Do you think choosing an assessment tool that fits the learning objectives is important?	b. How can you be sure that the assessment tool fits the learning objectives?
		2. Using techniques of assessment that according to the ability or type of learning outcomes to be assessed	a. What should be considered when deciding which assessment technique to use?	b. Do you use more than one type of assessment technique?
			3. Creating an assessment instrument that fits with skill achievement criteria	a. What is usually used as a guide in developing assessment instruments?

## Interview Guide

**Teacher 3**

**SD Negeri 1 Baturiti**

No	Aspect	Dimension	Indicators	Questions
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	a. Why is it important to revise the grammar errors in the class?
				b. Does it give any impact for your student?
		Language Proficiency (Andrews, 2001)	1. Writing in English on the board/on a document without errors	a. Do you think writing on the whiteboard without any errors is important?
				a. What is the advantage and disadvantage of writing on the whiteboard without any errors?
2	Pedagogical Knowledge	Knowledge about Curriculum Development (Ratminingsih, 2020)	1. Being able to analyze the learning objectives in the curriculum to compile the syllabus	a. Do you think you are capable of analyzing the learning objectives in the curriculum to arrange the syllabus?
				b. Why is it necessary to use learning objectives related with the curriculum to arrange the syllabus?

		Knowledge about the characteristics of young learners (Ratminingsih, 2020)	2. Being able to direct learning topics with learning objectives to be achieved	a. Do you think you are capable of directing learning topics in accordance with learning objectives?
				b. What is the effect if the learning is developed according to the student's situation?
			3. Aligning the relationship between one topic and the next topic contained in the curriculum	a. Do you think connecting one topic to another topic is important?
				b. What should be considered when connecting one topic to another topic?
			1. Trying something new.	a. Do you think giving students space to be able to try new things is important?
				b. What learning activities do you use to give students space to try something new?
		2. Building knowledge from working with objects or ideas.	a. What kind of learning activities outside the classroom that you give to the students?	
			b. Do you think giving students the opportunity to work with certain objects is important?	
		3. Learning through direct experience	a. Does it give any positive effect of giving material to students through experience?	

				b. What is the activity that can be used to give students a chance to learn through direct experience?
			4. Engaging in a fun learning activities	a. Do you think providing a fun classroom atmosphere is important? b. What kind of fun learning activity that you usually use in the classroom?
			5. Learning through the environment around them	a. Do you use any things around the students to support the learning process? b. What is the impact of learning through the environment around them?
		Knowledge about lesson plan (Ratminingsih, 2020)	1. Making a lesson plan that corresponds with the learning objectives to be achieved	a. Do you think making a lesson plan that corresponds with the learning objectives to be achieved is important? b. What is the impact of using a lesson plan that corresponds to the learning objective when teaching?
			2. Designing effective learning activities	a. Do you think designing an effective learning activity while teaching is important?

				b. What do you consider to design effective learning activities?
			3. Arranging student-centered activities	a. What is the impact of arranging student-centered activities? b. Are there any obstacles that are faced when arranging student-centered activities?
		The use of learning strategies for young learners (Ratminingsih, 2020)	1. Teaching by using visual tools	a. Do you think using visual tools during teaching activities is important? b. What are the benefits of using visual tools during teaching activities?
			2. Teaching using media that can be explored	a. Do you think using media that can be explored by the students in learning activities is important? b. What kind of media can be explored by the students that you have experienced?
			3. Giving the context/situation	a. What is the benefit of giving context or situation in the learning process? b. Are there any obstacles in providing context or situation to the students?
			4. Doing a contextual activity	a. Do you think connecting learning topics with students' real life is important?

				b. What activities do you usually use to link learning topics with students' real life?
			5. Giving or applying a game in the learning process	a. What kind of game do you use in the learning process? b. Is there any difficulty that you faced while using games in the learning process?
			6. Improving the four language skills by using appropriate learning media	a. What is the impact of using media in improving students' four language skills? b. Did you experience difficulties when designing or using the media to improve the four language skills?
		Knowledge about assessment (Ratminingsih, 2020)	1. Developing an assessment tool that fits the learning objectives	a. Do you think choosing an assessment tool that fits the learning objectives is important? b. How can you be sure that the assessment tool fits the learning objectives?
			2. Using techniques of assessment that according to the ability or type of learning outcomes to be assessed	a. What should be considered when deciding which assessment technique to use? b. Do you use more than one type of assessment technique?
			3. Creating an assessment instrument that fits with skill achievement criteria	a. What is usually used as a guide in developing assessment instruments?

- Link of Videos' Observation

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- Link of Teachers' Interview

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