

Appendix 1.

Permission Letter of Conducting Research in SDN 4 Pekutatan



SURAT KETERANGAN
NOMOR: 421.2/144/Pend/2023

Yang bertanda tangan di bawah ini:

Nama : I Wayan Suandana, S.Pd.
 NIP : 19631231 198404 1 053
 Pangkat/Gol : Pembina Tk. I/IVb
 Jabatan : Plt. Kepala Sekolah
 Tempat Tugas : SD Negeri 4 Pekutatan

Menerangkan dengan sebenarnya bahwa:

Nama : Ni Ketut Alit Juniari
 NIM : 1912021120
 Prodi : Pendidikan Bahasa Inggris
 Fakultas : Bahasa dan Seni
 Judul Skripsi : Analyzing Perceptions and Implementation of Primary School English Teachers with Non- English Educational Background on Pedagogical Content Knowledge in Jemberana Regency

Menerangkan bahwa memang benar mahasiswa tersebut telah melakukan pengambilan data di SD Negeri 4 Pekutatan mengenai penelitian Persepsi Guru dan Pengimplementasian Pengetahuan Konten Pedagogik pada tanggal 1 s/d 18 Maret 2023.

Demikian Surat Keterangan ini di buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Pekutatan, 4 April 2023
Plt. Kepala SD Negeri 4 Pekutatan



I Wayan Suandana, S.Pd.
NIP. 19631231 198404 1 053

Appendix 2.

Permission Letter of Conducting Research in SDN 3 Pulukan


PEMERINTAH KABUPATEN JEMBRANA
 DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA
 SATUAN PENDIDIKAN FORMAL
 SDN 3 PULUKAN
 Alamat: Jalan Selebes, Br. Pangkung Medahan, Desa Pulukan, Kecamatan Pekutatan (82262)
 Email: sdn3pulukan@gmail.com

SURAT KETERANGAN

Nomor: 421.2/17/SDN PLK/2023

Yang bertanda tangan di bawah ini:

- Nama : Gede Ariasa S.Pd
- Jabatan : Kepala Sekolah
- Instansi : SD Negeri 3 Pulukan
- Alamat : Br. Pangkung Medahan, Ds. Pulukan, Kec. Pekutatan, Kab. Jember

Dengan ini menerangkan bahwa:

- Nama : Ni Ketut Alit Juniari
- NIM : 1912021120
- Jurusan : Bahasa Asing
- Program Studi : Pendidikan Bahasa Inggris
- Fakultas : Bahasa dan Seni

Memang benar mahasiswa tersebut sudah melakukan pengambilan data di SD Negeri 3 Pulukan mengenai penelitian "Analyzing Perceptions and Implementation of Primary School English Teachers with Non- English Educational Background on Pedagogical Content Knowledge in Jember Regency" dalam Pembelajaran Bahasa Inggris kepada Pembelajaran Usia Dini pada tanggal 01 Maret s/d 18 Maret 2023.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pulukan, 4 April 2023

Kepala
SDN 3 Pulukan

Gede Ariasa, S.Pd

NIP : 19890623 201403 1 002

Appendix 4.

Expert Judgement from the First Judge for the Questionnaire

Expert Judge sheet

Instrument: Questionnaire

Expert Judge 1: Dr. I G A Lokita Purnamika Utami, Spd., 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	1. The teacher is able to analyze the learning objectives	a. The syllabus is arranged based on the learning objectives that have been analyzed in the curriculum	✓		

	(Ratminingsih, 2020)	in the curriculum to compile the syllabus	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 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 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 (Ratminingsih, 2020)	1. Making a lesson plan that corresponds with the learning objectives to be achieved	a. The lesson plan arranged is 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	✓		
		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	✓			

			3. Giving context/situation	a. English learning can be more useful by using topics 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	✓		
			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 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 (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 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.	✓		
			a. 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, Spd., M.Pd.

NIP. 198304022006042001

Appendix 5.

Expert Judgement from the Second Judge for the Questionnaire

Expert Judge form
Interview Questionnaire
Expert Judge 2 (G.A.P. Applied, S.N, M.N)

23/15
/5

No	Aspect	Dimension	Indicators	Question	Response		Comments		
					Relieved	Inconvinced			
1	Content Knowledge	Language Awareness (Andrews, 2011)	1. Realizing the importance of correcting grammar mistakes that occur in class	a. Grammar rules have to be done on separate things to be correct.	✓				
				b. The use of grammar in class is not as important as to be correct.	✓				
			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 corrected in class.	✓				
				b. Mispronunciation, spelling, and word choice are corrected by the student first.	✓				
				3. Using Speaking English fluently		a. Increase use of English in classroom because it can improve speaking fluency in-class	✓		
				b. Increase use of English in class improve so long as students understand the meaning of the words.		✓			
4. Writing in English on the board as a document without errors		a. Errors in English writing (grammar/vocabulary) need to be corrected to ensure clear communication and prevent misunderstandings.	✓						
b. English errors in writing (grammar/vocabulary) do not need to be corrected so long as the readers understand the meaning of the text.		✓							
2	Pedagogical Knowledge	Classroom Development (Kawachi & 2020)	1. The teacher is able to analyze the learning objectives in the curriculum to complete the syllabus.	a. The syllabus is arranged based on the learning objectives that have been analyzed in the curriculum.	✓		Positive Reaction		
				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 objectives in the curriculum.	✓				
			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.	✓				
				5. Learning through direct experience		a. The explicit and meaningful experiences that students experience are what the knowledge gained by students.	✓		
b. Direct learning activity can help students to understand the concept easily.		✓							
c. Students will quickly forget their understanding of the material that they have independently obtained.		✓							
6. Learning by discovery and exploration		a. The activities such as discovery and exploration help students improve their English skills.	✓						
b. The activities that only focus on the teacher's		✓							

		explanation on why degree student English skills			
1. Learning when they are motivated	a.	Students will learn actively when they feel interested and motivated in learning activities	✓		
	b.	Learning activities must be varied and vibrant considering the condition of students to stimulate their study time		✓	
2. Engaging in a fun learning activities	a.	Students are motivated longer if the classroom atmosphere is enjoyable	✓		

		3. Various learning activities will attract students' ability to learn	✓		
1. Learning by connecting with previous knowledge	a.	Good learning processes must be related to existing knowledge and close to students	✓		
	b.	The material presented by connecting with what they already know	✓		
2. Learning through the environment surroundings	a.	Students will easily understand the material if the material is related with the environment around the students	✓		
	b.	Students' knowledge in learning English is not effectively for use of object around them	✓		

Knowledge assessment plan (Knowledge 5, 2020)	1. Making a lesson plan that integrates with the learning objectives to be achieved	a.	The lesson plan is designed to support the learning objectives that are already achieved	✓	✓
		b.	Learning objectives have an effect on making lesson plans	✓	
	2. Designing effective learning activities	a.	Learning activities are not well if they are designed effectively	✓	
		b.	Learning activities are designed by adjusting the students' learning style	✓	
	3. Arranging student-centered activities	a.	The learning activities must be student-centered	✓	
		b.	The learning activities are fully held by the student	✓	

The use of learning strategies for young learners (Knowledge 5, 2020)	1. Building basic understanding in the learning activity	a.	The learning activities should include the use of words and vocabulary	✓	
		b.	The learning activities include pictures and audio-visual media	✓	
	2. Encouraging creative responses	a.	Students are not given the opportunity to express their ideas	✓	
		b.	The purpose of the learning activity is to encourage students to express their ideas and feelings	✓	
	3. Encouraging language use	a.	The teacher's language will be used to support the learning process	✓	

2. Testing to view whether lesson is achieved	1. They identify what measurement of learning is being used	a.	Students learn to understand the concept of English learning and how they can use it in their daily lives	✓	
		b.	The measurement is given to the students to see whether they understand the concept	✓	
	2. They understand	a.	English learning can be done with a very simple system	✓	
		b.	The students will understand the concept of English learning	✓	
	3. The learning activities are	a.	The learning activities are not well if they are designed effectively	✓	
		b.	Learning activities are designed by adjusting the students' learning style	✓	

The learning activities are not well if they are designed effectively

4. Being assessed using	1. The students are given the opportunity to express their ideas	a.	The students are given the opportunity to express their ideas and feelings	✓	Positive class
		b.	The purpose of the learning activity is to encourage students to express their ideas and feelings	✓	
	2. They participate in the learning and learning	a.	The students are not given the opportunity to express their ideas	✓	
		b.	The purpose of the learning activity is to encourage students to express their ideas and feelings	✓	
	3. The students are given the opportunity to express their ideas	a.	The students are given the opportunity to express their ideas and feelings	✓	
		b.	The purpose of the learning activity is to encourage students to express their ideas and feelings	✓	

Expert Judgement from the Second Judge for the Questionnaire (Revision)

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 (classrooms/whiteboard) need to be considered to ensure clear communication and prevent misunderstandings.	✓					
	b. English errors in writing (classrooms / 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	1. The teacher is able to analyze the learning objectives	a. The syllabus is arranged based on the learning objectives that have been analyzed in the curriculum	✓		

	Ratnasingal B, 2020)	in the curriculum to complete the syllabus	2. Able to direct learning topics with learning objectives to be achieved	a. Learning objectives are determined independently to arrange the syllabus	✓		
				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.	✓		
	Knowledge about the characteristic a of young learners (Ratnasingal B, 2020)	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	✓			
			a. New things such as using technology as a learning media can help learning activities in classroom	✓			
2. Building knowledge from working with objects or ideas.	b. New things such as using technology as a learning media can reduce student focus when following the learning activities in classrooms	✓					
	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	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 unmotivated	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 accommodate 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 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 (Ratnningst h, 2020)	1. Making a lesson plan that corresponds with the learning objectives to be achieved	a. The lesson plan arranged is 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	✓		
		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	✓			
			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	✓	

			<p>2. Choosing a new learning environment (by using a poster or song)</p> <p>3. Improving the four language skills by using appropriate learning media</p> <p>4. Using activities that use "communicative competence" skill: confidence in learning English</p> <p>5. Using activities that can develop student's social skill</p>	<p>1. The students are given to play games</p> <p>2. The students are motivated by using appropriate learning media</p> <p>3. The students are motivated by using appropriate learning media</p> <p>4. The students are motivated by using appropriate learning media</p> <p>5. The students are motivated by using appropriate learning media</p>	✓	✓	✓	✓
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			<p>6. Choosing a new learning environment (by using a poster or song)</p> <p>7. Improving the four language skills by using appropriate learning media</p> <p>8. Using activities that use "communicative competence" skill: confidence in learning English</p> <p>9. Using activities that can develop student's social skill</p> <p>10. Developing an assessment tool that fits the learning objectives</p> <p>11. Using techniques of assessment that according to the ability or type of learning objectives to be assessed</p>	<p>1. Learning activities are made by involving parents or subjects around the students</p> <p>2. Learning activities are made according to the allocation of learning time (though students are no longer motivated by learning)</p> <p>3. Learning media are used in learning activities to provide their language skills</p> <p>4. There are many difficulties in use learning media to improve their language skills</p> <p>5. Students' self-confidence are encouraged by giving them activities that can make them positive in the form of the play</p> <p>6. The students are allowed to work with students who have any interests in English</p> <p>7. Study groups are created so that heterogeneous students so that they can help each other in learning</p> <p>8. The students are able to discuss freely they feel comfortable working in groups</p> <p>9. The assessment tool are chosen in order to provide a learning experience for students in accordance with the learning objectives</p> <p>10. Some educational tools are applied to all students</p> <p>11. Assessment techniques that are appropriate to the learning objectives can be used to know student learning achievement</p> <p>12. The assessment techniques chosen is</p>	✓	✓	✓	✓
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			<p>12. Choosing an assessment tool that fits the learning objectives</p> <p>13. Using techniques of assessment that according to the ability or type of learning objectives to be assessed</p>	<p>1. The assessment tool are chosen in order to provide a learning experience for students in accordance with the learning objectives</p> <p>2. Some educational tools are applied to all students</p> <p>3. Assessment techniques that are appropriate to the learning objectives can be used to know student learning achievement</p> <p>4. The assessment techniques chosen is</p>	✓	✓	✓	✓
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Handwritten Signature

C.A.P. Supriatni, S.Pd., N.Pd.
 NIP. 1962022004004

Appendix 6.

Expert Judgement from the First Judge for the Observation Sheet

First Judge's Staff
Instrument Observation Sheet
Expert Judge 1: Dr. F.G.A. Lakshya Purnaiah Chinnai, S.P.G., M. Ed.

No.	Aspect	Dimension	Indicator	Response		Comments
				Absent	Present	
1	Content Knowledge	Language Awareness (Students, 2011)	1. Content provides resources that connect to life	✓		
			2. Content promotes, guides or motivates students to connect to life	✓		
		Language Proficiency (Students, 2011)	3. Learners Engage Fluently	✓		
			4. They will engage with teacher in a relevant manner	✓		
2	Pedagogical Knowledge	Language Proficiency (Students, 2011)	1. Content is designed to develop objectives which are relevant to develop a culture	✓		
			2. Learning activities are designed to be relevant	✓		
			3. Learning activities are designed to be relevant	✓		

Knowledge about language (Students, 2011)	1. Understanding the relationship between the quality of language and the quality of the student's learning	✓		
	2. Understanding the relationship between the quality of language and the quality of the student's learning	✓		
	3. Understanding the relationship between the quality of language and the quality of the student's learning	✓		
	4. Understanding the relationship between the quality of language and the quality of the student's learning	✓		
	5. Understanding the relationship between the quality of language and the quality of the student's learning	✓		
	6. Understanding the relationship between the quality of language and the quality of the student's learning	✓		
	7. Understanding the relationship between the quality of language and the quality of the student's learning	✓		
	8. Understanding the relationship between the quality of language and the quality of the student's learning	✓		

Developmental Assessment (Students, 2011)	1. Content is designed to develop objectives which are relevant to develop a culture	✓		
	2. Learning activities are designed to be relevant	✓		
	3. Learning activities are designed to be relevant	✓		
	4. Learning activities are designed to be relevant	✓		

Developmental Assessment (Students, 2011)	1. Content is designed to develop objectives which are relevant to develop a culture	✓		
	2. Learning activities are designed to be relevant	✓		
	3. Learning activities are designed to be relevant	✓		
	4. Learning activities are designed to be relevant	✓		

1. Content is designed to develop objectives which are relevant to develop a culture	✓		
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First Expert
[Signature]
Dr. F.G.A. Lakshya Purnaiah Chinnai, S.P.G., M. Ed.
NCF, 1903482386642983

Appendix 7.

Expert Judgement from the Second Judge for the Observation Sheet

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 (Ratniningah, 2020)	2. Decoding 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 (Ratniningah, 2020)	1. Trying to teach using something new	✓		
		2. Teaching by connecting knowledge from working with objects or ideas	✓		
		3. Packing 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	✓		

Knowledge about lesson plan (Ratminingsih, 2020)	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	✓		
	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, etc.)		✓	
	3. Giving the contextualization 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 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 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	✓		

Second Expert

G.A.P. Supriant, S.Pd., M.Pd
NIP: 19900224201404

Appendix 8.

Expert Judgement from the First Judge for the Interview

Expert Judge sheet
Instrument: Interview Guide
Expert Judge 1 : Dr. I G A Lokita Purnanika 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 sentence?	✓		

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 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?	✓		
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?	✓		false
			b. Is it necessary to use learning objectives in accordance with the curriculum in making a syllabus?	✓		

Knowledge about the characteristics of young learners (Zed in Setiawan, 2018)	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>	✓		reverse
		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?	✓		
	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?	✓			

	3. Learn through direct experience	a. What is the effect of giving material to students through experience?	✓		reverse
		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.	a. Do your students still remember the previous knowledge/material?		✓
		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?	✓		

Do you think with previous knowledge 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. What are the benefits of designing an effective learning activity while teaching?			
		b. Are the students active in participating in learning activities that have been designed effectively?		✓	reuse
	3. Arrange 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	a. Is it important to use media/technology in	✓		

What do you consider to design effective learning activities.

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

Do you use more than one type of assessment?

					b. What is the impact on students when students know the result of the assessment?	✓	reuse
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is arranging activities important? How?

First Expert

[Signature]

Dr. I G A Lokita Purnamita Utami, S.Pd., M.Pd
NIP: 198304022006042001

Expert Judgement from the First Judge for the Interview (Revision)

Expert Judge sheet
Instrument: Interview Guide
Expert Judge: Dr. S. S. A. Lakshmi Purvianantha Umami, S.Pd., M. Pd.

No	Aspect	Discussion	Indicators	Questions	Response		Comments
					Relevant	Irrelevant	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Highlighting the importance of correcting grammar mistakes that occur in class	a. Why is it important to correct the grammar errors in the class?	<input checked="" type="checkbox"/>		
				b. Does it give any impact on your students?	<input checked="" type="checkbox"/>		
			3. Highlighting the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	a. Why is it important to correct the mispronunciation, incorrect spelling, or word choice in the classroom?	<input checked="" type="checkbox"/>		
				b. Does it affect any impact on the each spelling or pronunciation in the next semester?	<input checked="" type="checkbox"/>		
		Language Proficiency (Andrews, 2001)	1. Using speaking English fluently	a. Do you think using English fluently in class is important?	<input checked="" type="checkbox"/>		
			2. Writing in English on the board on a document without errors	a. What is the advantage and disadvantage of using English fluently in the classroom? b. Do you think writing on the whiteboard without any errors is important? c. What is the advantage and disadvantage of writing on the whiteboard without any errors?	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		
2	Pedagogical Knowledge	Knowledge about Curriculum Development (Munawar, 2004)	1. Being able to evaluate 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 analyze learning objectives related to the curriculum to arrange the syllabus?	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		



	Knowledge about the characteristics of young learners (Munawar, 2004)	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?	<input checked="" type="checkbox"/>		
			b. What is the effect if the learning is developed according to the student's situation?	<input checked="" type="checkbox"/>		
		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?	<input checked="" type="checkbox"/>		
			b. What should be considered when connecting one topic to another topic?	<input checked="" type="checkbox"/>		
		1. Trying something new	a. Do you think giving students space to be able to try new things is important?	<input checked="" type="checkbox"/>		
			b. What learning activities do you use to give students space to try something new?	<input checked="" type="checkbox"/>		
		2. Building knowledge from working with objects in class	a. What kind of learning activities outside the classroom that you give to the students?	<input checked="" type="checkbox"/>		
			b. Do you think giving students the opportunity to work with certain objects is important?	<input checked="" type="checkbox"/>		
		3. Learning through direct experience	a. Does it give any positive effect of giving material to students through experience?	<input checked="" type="checkbox"/>		
			b. What is the activity that can be used to give students a chance to learn through direct experience?	<input checked="" type="checkbox"/>		
		4. Learning by listening and repeating	a. Do you think carrying out listening activities and repeating sentences / sentences in learning activities is effective?	<input checked="" type="checkbox"/>		
			b. What is the impact of holding learning	<input checked="" type="checkbox"/>		

Knowledge about the characteristics of young learners (Barrington, 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 items.	a. What kind of learning activities inside 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. 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	✓		



The use of learning strategies for young learners (Barrington, 2020)	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?	✓		
	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 content or situation in the learning process?	✓		
		b. Are there any obstacles in providing content or situation to the students?	✓		
	6. 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?	✓		
8. Doing activities that are	a. What kind of motivating and interesting activity that	✓			

			motivating and interesting	you usually do while teaching?			
				b. Are they more understood 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?	✓		
				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 students' 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 (Rahmawati, 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 techniques 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 Lukita Paramika Utami, S.Pd., M.Pd
NIP. 198310022006042001

Appendix 9.

Expert Judgement from the Second Judge for the Interview

Expert Judgement
Methodology: Interview
King's College London

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44	Q45	Q46	Q47	Q48	Q49	Q50	Q51	Q52	Q53	Q54	Q55	Q56	Q57	Q58	Q59	Q60	Q61	Q62	Q63	Q64	Q65	Q66	Q67	Q68	Q69	Q70	Q71	Q72	Q73	Q74	Q75	Q76	Q77	Q78	Q79	Q80	Q81	Q82	Q83	Q84	Q85	Q86	Q87	Q88	Q89	Q90	Q91	Q92	Q93	Q94	Q95	Q96	Q97	Q98	Q99	Q100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

UNIVERSITY OF BIRMINGHAM

Appendix 10.

Questionnaire Result from Teacher 1

No	Pernyataan	Respons					Keterangan
		5	4	3	2	1	
1	Kesalahan grammar yang terjadi di kelas merupakan hal yang penting untuk diperbaiki	✓					
2	Penggunaan tata bahasa di kelas bukanlah hal yang penting untuk diperbaiki					✓	
3	Kesalahan pengucapan, ejaan, dan pemilihan kata merupakan hal yang penting untuk diperhatikan dan diperbaiki					✓	
4	Kesalahan pengucapan, ejaan, dan pemilihan kata dapat diperbaiki sendiri oleh siswa			✓			
5	Penggunaan bahasa Inggris yang intensif penting karena dapat meningkatkan kelancaran berbicara di kelas		✓				
6	Penggunaan bahasa Inggris yang intensif bukan hal yang penting selama siswa memahami arti dari setiap ucapan				✓		
7	Kesalahan dalam penulisan bahasa Inggris (dokumen/papan tulis) perlu diperhatikan untuk memastikan komunikasi yang jelas dan mencegah kesalahpahaman		✓				
8	Kesalahan bahasa Inggris dalam penulisan (dokumen/papan tulis) tidak perlu diperhatikan selama pembaca memahami arti teks tersebut	✗				✓	
9	Silabus disusun berdasarkan tujuan pembelajaran yang telah dianalisis dalam kurikulum	✓					
10	Tujuan pembelajaran ditentukan secara mandiri untuk menyusun silabus		✓				
11	Topik pembelajaran diarahkan sesuai dengan tujuan pembelajaran yang ingin dicapai		✓				
12	Topik pembelajaran dikembangkan berdasarkan situasi di dalam kelas		✓				
13	Kegiatan dibuat dengan menghubungkan topik yang		✓				

	diajarkan sebelumnya dengan topik yang sedang dibahas						
14	Kegiatan yang disusun fokus membahas suatu topik satu per satu	✓					
15	Hal-hal baru seperti pemanfaatan teknologi sebagai media pembelajaran dapat membantu kegiatan pembelajaran di kelas	✓					
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 siswa dapat membangun pengetahuan baru	✓					
18	Objek dan lingkungan sekitar yang dijelajahi siswa tidak mempengaruhi pengetahuan yang diperoleh siswa			✓			
19	Kegiatan pembelajaran secara langsung dapat membantu siswa untuk memahami konsep dengan mudah.	✓					
20	Siswa akan cepat lupa pemahamannya terhadap materi yang telah diperolehnya secara mandiri				✓		
21	Kegiatan seperti mendengarkan dan mengulang dapat membantu siswa meningkatkan kemampuan bahasa Inggris mereka	✓					
22	Kegiatan yang hanya mendengarkan penjelasan guru dapat membantu meningkatkan kemampuan bahasa Inggris siswa			✓			
23	Siswa akan belajar secara optimal ketika mereka merasa tertarik dan termotivasi dalam kegiatan pembelajaran	✓					
24	Kegiatan pembelajaran harus dilakukan tanpa mempertimbangkan kondisi siswa untuk memaksimalkan waktu belajar				✓		
25	Siswa dapat berkonsentrasi lebih lama jika suasana kelas menyenangkan	✓					

26	Berbagai kegiatan pembelajaran akan mengganggu kemampuan siswa untuk fokus			✓		
27	Materi pelajaran yang baik harus berkaitan dengan sesuatu yang familiar dan dekat dengan siswa	✓				
28	Materi yang diberikan haruslah sesuatu yang hanya diketahui oleh guru				✓	
29	Siswa akan mudah memahami materi jika materi tersebut sesuai dengan lingkungan sekitar siswa	✓				
30	Pengetahuan siswa dalam belajar bahasa Inggris tidak terpengaruh oleh penggunaan benda-benda di sekitarnya			✓		
31	RPP disusun berdasarkan tujuan pembelajaran yang harus dicapai	✓				
32	Tujuan pembelajaran tidak berpengaruh terhadap pembuatan RPP			✓		
33	Kegiatan pembelajaran dapat berjalan dengan baik jika dirancang secara efektif	✓				
34	Kegiatan pembelajaran dapat dirancang dengan menyesuaikan situasi yang terjadi di kelas	✓				
35	Kegiatan pembelajaran harus berpusat pada siswa	✓				
36	Kegiatan pembelajaran sepenuhnya dikendalikan oleh guru				✓	
37	Kegiatan pembelajaran harus mencakup penggunaan media dan teknologi	✓				
38	Aktivitas pembelajaran yang melibatkan penggunaan media dan teknologi tidak berpengaruh terhadap aktivitas pembelajaran				✓	
39	Media visual yang menarik dan bervariasi dapat digunakan untuk menarik perhatian siswa	✓				
40	Powerpoint yang digunakan hanya berisi materi yang ingin disampaikan tanpa dipadukan dengan animasi atau gambar yang menarik			✓		
41	Kemampuan berbahasa siswa dapat ditingkatkan dengan	✓				

	menggunakan berbagai media pembelajaran yang memberikan ruang bagi siswa untuk bereksplorasi					
42	Banyak kesulitan yang dihadapi ketika mengembangkan kegiatan pembelajaran dengan menggunakan media visual yang dapat dieksplorasi oleh siswa			✓		
43	Pembelajaran bahasa Inggris dapat lebih bermakna jika topik pembelajaran dikaitkan dengan kehidupan sehari-hari siswa	✓				
44	Siswa diminta untuk menghafalkan rumus atau aturan grammar sesuai dengan materi yang sedang dibahas			✓		
45	Kegiatan pembelajaran yang dilakukan berkaitan dengan kejadian nyata yang dialami siswa		✓			
46	Siswa diminta untuk menulis di buku dan menyebutkan kembali kosa kata yang telah diberikan oleh guru			✓		
47	Siswa diajak untuk melakukan aktivitas yang disukainya seperti bergerak, menyanyi, atau bermain agar siswa tertarik untuk belajar		✓			
48	Siswa diminta untuk mencatat dan menghafal materi yang disampaikan			✓		
49	Kegiatan pembelajaran dirancang untuk memberikan ruang bagi siswa untuk bereksplorasi secara langsung, sehingga siswa dapat berpartisipasi secara aktif		✓			
50	Kegiatan pembelajaran dirancang hanya untuk membuat siswa fokus mengerjakan tugas yang ada di buku		✓			
51	Permainan yang diberikan atau diterapkan di dalam kelas dapat menciptakan lingkungan belajar yang menyenangkan		✓			

52	Terdapat banyak kesulitan dalam mengelola kelas ketika siswa diberikan permainan			✓			
53	Siswa dapat melibatkan properti atau benda-benda sekitar dalam kegiatan pembelajaran	✓					
54	Alokasi waktu merupakan patokan dalam melaksanakan pembelajaran meskipun siswa tidak lagi termotivasi, pembelajaran tetap dilanjutkan selama masih ada sisa waktu	✓					
55	Media pembelajaran digunakan untuk melatih kemampuan berbahasa siswa dalam proses pembelajaran	✓					
56	Banyak kesulitan yang dihadapi dalam menggunakan media pembelajaran, untuk meningkatkan kemampuan berbahasa mereka			✓			
57	Rasa percaya diri siswa didorong dengan memberikan kegiatan yang dapat membuat mereka tampil di depan kelas	✓					
58	Siswa yang mengejek temannya ketika tampil di depan kelas tidak diberikan teguran					✓	
59	Kelompok belajar dibentuk dari siswa yang heterogen sehingga dapat saling membantu dalam belajar	✓					
60	Siswa diperbolehkan memilih teman yang mereka rasa nyaman untuk belajar dalam kelompok	✓					
61	Alat penilaian dipilih agar dapat memberikan pengalaman belajar bagi siswa sesuai dengan tujuan pembelajaran	✓					
62	Alat penilaian yang sama diterapkan untuk semua materi				✓		
63	Teknik penilaian yang sesuai dengan tujuan pembelajaran dapat digunakan untuk mengetahui prestasi belajar siswa.	✓					
64	Teknik penilaian yang dipilih disesuaikan dengan situasi di kelas	✓					

65	Instrumen asesmen yang digunakan dapat menggambarkan keterampilan yang telah dicapai siswa		✓				
66	Satu metode instrumen diterapkan untuk mencapai semua keterampilan		✓				
67	Kegiatan asesmen dirancang untuk memberikan akses penuh kepada siswa untuk dapat mengetahui kemampuannya		✓				
68	Kegiatan asesmen dirancang dengan cara tradisional (pilihan ganda/benar atau salah) untuk memberikan laporan kemajuan belajar siswa				✓		

Appendix 11.

Questionnaire Result from Teacher 2

No	Pernyataan	Respons					Keterangan
		5	4	3	2	1	
1	Kesalahan grammar yang terjadi di kelas merupakan hal yang penting untuk diperbaiki	✓					
2	Penggunaan tata bahasa di kelas bukanlah hal yang penting untuk diperbaiki					✓	
3	Kesalahan pengucapan, ejaan, dan pemilihan kata merupakan hal yang penting untuk diperhatikan dan diperbaiki	✓					
4	Kesalahan pengucapan, ejaan, dan pemilihan kata dapat diperbaiki sendiri oleh siswa		✓				
5	Penggunaan bahasa Inggris yang intensif penting karena dapat meningkatkan kelancaran berbicara di kelas		✓				
6	Penggunaan bahasa Inggris yang intensif bukan hal yang penting selama siswa memahami arti dari setiap ucapan				✓		
7	Kesalahan dalam penulisan bahasa Inggris (dokumen/papan tulis) perlu diperhatikan untuk memastikan komunikasi yang jelas dan mencegah kesalahpahaman	✓					
8	Kesalahan bahasa Inggris dalam penulisan (dokumen/papan tulis) tidak perlu diperhatikan selama pembaca memahami arti teks tersebut					✓	
9	Silabus disusun berdasarkan tujuan pembelajaran yang telah dianalisis dalam kurikulum	✓					
10	Tujuan pembelajaran ditentukan secara mandiri untuk menyusun silabus		✓				
11	Topik pembelajaran diarahkan sesuai dengan tujuan pembelajaran yang ingin dicapai	✓					
12	Topik pembelajaran dikembangkan berdasarkan situasi di dalam kelas		✓				
13	Kegiatan dibuat dengan menghubungkan topik yang	✓					

	diajarkan sebelumnya dengan topik yang sedang dibahas		✓				
14	Kegiatan yang disusun fokus membahas suatu topik satu per satu		✓				
15	Hal-hal baru seperti pemanfaatan teknologi sebagai media pembelajaran dapat membantu kegiatan pembelajaran di kelas	✓					
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 siswa dapat membangun pengetahuan baru	✓					
18	Objek dan lingkungan sekitar yang dijelajahi siswa tidak mempengaruhi pengetahuan yang diperoleh siswa					✓	
19	Kegiatan pembelajaran secara langsung dapat membantu siswa untuk memahami konsep dengan mudah.	✓					
20	Siswa akan cepat lupa pemahamannya terhadap materi yang telah diperolehnya secara mandiri					✓	
21	Kegiatan seperti mendengarkan dan mengulang dapat membantu siswa meningkatkan kemampuan bahasa Inggris mereka	✓					
22	Kegiatan yang hanya mendengarkan penjelasan guru dapat membantu meningkatkan kemampuan bahasa Inggris siswa					✓	
23	Siswa akan belajar secara optimal ketika mereka merasa tertarik dan termotivasi dalam kegiatan pembelajaran	✓					
24	Kegiatan pembelajaran harus dilakukan tanpa mempertimbangkan kondisi siswa untuk memaksimalkan waktu belajar					✓	
25	Siswa dapat berkonsentrasi lebih lama jika suasana kelas menyenangkan	✓					

26	Berbagai kegiatan pembelajaran akan mengganggu kemampuan siswa untuk fokus					✓	
27	Materi pelajaran yang baik harus berkaitan dengan sesuatu yang familiar dan dekat dengan siswa	✓					
28	Materi yang diberikan haruslah sesuatu yang hanya diketahui oleh guru					✓	
29	Siswa akan mudah memahami materi jika materi tersebut sesuai dengan lingkungan sekitar siswa	✓					
30	Pengetahuan siswa dalam belajar bahasa Inggris tidak terpengaruh oleh penggunaan benda-benda di sekitarnya				✓		
31	RPP disusun berdasarkan tujuan pembelajaran yang harus dicapai	✓					
32	Tujuan pembelajaran tidak berpengaruh terhadap pembuatan RPP					✓	
33	Kegiatan pembelajaran dapat berjalan dengan baik jika dirancang secara efektif	✓					
34	Kegiatan pembelajaran dapat dirancang dengan menyesuaikan situasi yang terjadi di kelas	✓					
35	Kegiatan pembelajaran harus berpusat pada siswa	✓					
36	Kegiatan pembelajaran sepenuhnya dikendalikan oleh guru					✓	
37	Kegiatan pembelajaran harus mencakup penggunaan media dan teknologi	✓					
38	Aktivitas pembelajaran yang melibatkan penggunaan media dan teknologi tidak berpengaruh terhadap aktivitas pembelajaran					✓	
39	Media visual yang menarik dan bervariasi dapat digunakan untuk menarik perhatian siswa	✓					
40	Powerpoint yang digunakan hanya berisi materi yang ingin disampaikan tanpa dipadukan dengan animasi atau gambar yang menarik					✓	
41	Kemampuan berbahasa siswa dapat ditingkatkan dengan	✓					

52	Terdapat banyak kesulitan dalam mengelola kelas ketika siswa diberikan permainan					✓	
53	Siswa dapat melibatkan properti atau benda-benda sekitar dalam kegiatan pembelajaran	✓					
54	Alokasi waktu merupakan patokan dalam melaksanakan pembelajaran meskipun siswa tidak lagi termotivasi, pembelajaran tetap dilanjutkan selama masih ada sisa waktu					✓	
55	Media pembelajaran digunakan untuk melatih kemampuan berbahasa siswa dalam proses pembelajaran	✓					
56	Banyak kesulitan yang dihadapi dalam menggunakan media pembelajaran, untuk meningkatkan kemampuan berbahasa mereka					✓	
57	Rasa percaya diri siswa didorong dengan memberikan kegiatan yang dapat membuat mereka tampil di depan kelas	✓					
58	Siswa yang mengejek temannya ketika tampil di depan kelas tidak diberikan teguran					✓	
59	Kelompok belajar dibentuk dari siswa yang heterogen sehingga dapat saling membantu dalam belajar	✓					
60	Siswa diperbolehkan memilih teman yang mereka rasa nyaman untuk belajar dalam kelompok	✓					
61	Alat penilaian dipilih agar dapat memberikan pengalaman belajar bagi siswa sesuai dengan tujuan pembelajaran	✓					
62	Alat penilaian yang sama diterapkan untuk semua materi					✓	
63	Teknik penilaian yang sesuai dengan tujuan pembelajaran dapat digunakan untuk mengetahui prestasi belajar siswa.	✓					
64	Teknik penilaian yang dipilih disesuaikan dengan situasi di kelas	✓					

52	Terdapat banyak kesulitan dalam mengelola kelas ketika siswa diberikan permainan					✓	
53	Siswa dapat melibatkan properti atau benda-benda sekitar dalam kegiatan pembelajaran	✓					
54	Alokasi waktu merupakan patokan dalam melaksanakan pembelajaran meskipun siswa tidak lagi termotivasi, pembelajaran tetap dilanjutkan selama masih ada sisa waktu					✓	
55	Media pembelajaran digunakan untuk melatih kemampuan berbahasa siswa dalam proses pembelajaran	✓					
56	Banyak kesulitan yang dihadapi dalam menggunakan media pembelajaran, untuk meningkatkan kemampuan berbahasa mereka					✓	
57	Rasa percaya diri siswa didorong dengan memberikan kegiatan yang dapat membuat mereka tampil di depan kelas	✓					
58	Siswa yang mengejek temannya ketika tampil di depan kelas tidak diberikan teguran					✓	
59	Kelompok belajar dibentuk dari siswa yang heterogen sehingga dapat saling membantu dalam belajar	✓					
60	Siswa diperbolehkan memilih teman yang mereka rasa nyaman untuk belajar dalam kelompok	✓					
61	Alat penilaian dipilih agar dapat memberikan pengalaman belajar bagi siswa sesuai dengan tujuan pembelajaran	✓					
62	Alat penilaian yang sama diterapkan untuk semua materi					✓	
63	Teknik penilaian yang sesuai dengan tujuan pembelajaran dapat digunakan untuk mengetahui prestasi belajar siswa.	✓					
64	Teknik penilaian yang dipilih disesuaikan dengan situasi di kelas	✓					

65	Instrumen asesmen yang digunakan dapat menggambarkan keterampilan yang telah dicapai siswa	✓					
66	Satu metode instrumen diterapkan untuk mencapai semua keterampilan					✓	
67	Kegiatan asesmen dirancang untuk memberikan akses penuh kepada siswa untuk dapat mengetahui kemampuannya	✓					
68	Kegiatan asesmen dirancang dengan cara tradisional (pilihan ganda/benar atau salah) untuk memberikan laporan kemajuan belajar siswa					✓	

No	Pernyataan	Respons					Keterangan
		5	4	3	2	1	
1	Kesalahan grammar yang terjadi di kelas merupakan hal yang penting untuk diperbaiki	✓					
2	Penggunaan tata bahasa di kelas bukanlah hal yang penting untuk diperbaiki					✓	
3	Kesalahan pengucapan, ejaan, dan pemilihan kata merupakan hal yang penting untuk diperhatikan dan diperbaiki	✓					
4	Kesalahan pengucapan, ejaan, dan pemilihan kata dapat diperbaiki sendiri oleh siswa					✓	
5	Penggunaan bahasa Inggris yang intensif penting karena dapat meningkatkan kelancaran berbicara di kelas			✓			
6	Penggunaan bahasa Inggris yang intensif bukan hal yang penting selama siswa memahami arti dari setiap ucapan			✓			
7	Kesalahan dalam penulisan bahasa Inggris (dokumen/papan tulis) perlu diperhatikan untuk memastikan komunikasi yang jelas dan mencegah kesalahpahaman	✓					
8	Kesalahan bahasa Inggris dalam penulisan (dokumen/papan tulis) tidak perlu diperhatikan selama pembaca memahami arti teks tersebut					✓	
9	Silabus disusun berdasarkan tujuan pembelajaran yang telah dianalisis dalam kurikulum	✓					
10	Tujuan pembelajaran ditentukan secara mandiri untuk menyusun silabus	✓					
11	Topik pembelajaran diarahkan sesuai dengan tujuan pembelajaran yang ingin dicapai	✓					
12	Topik pembelajaran dikembangkan berdasarkan situasi di dalam kelas	✓					
13	Kegiatan dibuat dengan menghubungkan topik yang				✓		

	diajarkan sebelumnya dengan topik yang sedang dibahas					
14	Kegiatan yang disusun fokus membahas suatu topik satu per satu	✓				
15	Hal-hal baru seperti pemanfaatan teknologi sebagai media pembelajaran dapat membantu kegiatan pembelajaran di kelas	✓				
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 siswa dapat membangun pengetahuan baru	✓				
18	Objek dan lingkungan sekitar yang dijelajahi siswa tidak mempengaruhi pengetahuan yang diperoleh siswa	✓			✓	
19	Kegiatan pembelajaran secara langsung dapat membantu siswa untuk memahami konsep dengan mudah.	✓				
20	Siswa akan cepat lupa pemahamannya terhadap materi yang telah diperolehnya secara mandiri				✓	
21	Kegiatan seperti mendengarkan dan mengulang dapat membantu siswa meningkatkan kemampuan bahasa Inggris mereka	✓				
22	Kegiatan yang hanya mendengarkan penjelasan guru dapat membantu meningkatkan kemampuan bahasa Inggris siswa				✓	
23	Siswa akan belajar secara optimal ketika mereka merasa tertarik dan termotivasi dalam kegiatan pembelajaran	✓				
24	Kegiatan pembelajaran harus dilakukan tanpa mempertimbangkan kondisi siswa untuk memaksimalkan waktu belajar				✓	
25	Siswa dapat berkonsentrasi lebih lama jika suasana kelas menyenangkan	✓				

26	Berbagai kegiatan pembelajaran akan mengganggu kemampuan siswa untuk fokus					✓	
27	Materi pelajaran yang baik harus berkaitan dengan sesuatu yang familiar dan dekat dengan siswa	✓					
28	Materi yang diberikan haruslah sesuatu yang hanya diketahui oleh guru					✓	
29	Siswa akan mudah memahami materi jika materi tersebut sesuai dengan lingkungan sekitar siswa	✓					
30	Pengetahuan siswa dalam belajar bahasa Inggris tidak terpengaruh oleh penggunaan benda-benda di sekitarnya	✓					
31	RPP disusun berdasarkan tujuan pembelajaran yang harus dicapai	✓					
32	Tujuan pembelajaran tidak berpengaruh terhadap pembuatan RPP					✓	
33	Kegiatan pembelajaran dapat berjalan dengan baik jika dirancang secara efektif	✓					
34	Kegiatan pembelajaran dapat dirancang dengan menyesuaikan situasi yang terjadi di kelas	✓					
35	Kegiatan pembelajaran harus berpusat pada siswa	✓					
36	Kegiatan pembelajaran sepenuhnya dikendalikan oleh guru			✓			
37	Kegiatan pembelajaran harus mencakup penggunaan media dan teknologi	✓					
38	Aktivitas pembelajaran yang melibatkan penggunaan media dan teknologi tidak berpengaruh terhadap aktivitas pembelajaran					✓	
39	Media visual yang menarik dan bervariasi dapat digunakan untuk menarik perhatian siswa	✓					
40	Powerpoint yang digunakan hanya berisi materi yang ingin disampaikan tanpa dipadukan dengan animasi atau gambar yang menarik					✓	
41	Kemampuan berbahasa siswa dapat ditingkatkan dengan	✓					

	menggunakan berbagai media pembelajaran yang memberikan ruang bagi siswa untuk bereksplorasi						
42	Banyak kesulitan yang dihadapi ketika mengembangkan kegiatan pembelajaran dengan menggunakan media visual yang dapat dieksplorasi oleh siswa	✓					
43	Pembelajaran bahasa Inggris dapat lebih bermakna jika topik pembelajaran dikaitkan dengan kehidupan sehari-hari siswa	✓					
44	Siswa diminta untuk menghafalkan rumus atau aturan grammar sesuai dengan materi yang sedang dibahas	✓					
45	Kegiatan pembelajaran yang dilakukan berkaitan dengan kejadian nyata yang dialami siswa	✓					
46	Siswa diminta untuk menulis di buku dan menyebutkan kembali kosa kata yang telah diberikan oleh guru	✓					
47	Siswa diajak untuk melakukan aktivitas yang disukainya seperti bergerak, menyanyi, atau bermain agar siswa tertarik untuk belajar	✓					
48	Siswa diminta untuk mencatat dan menghafal materi yang disampaikan			✓			
49	Kegiatan pembelajaran dirancang untuk memberikan ruang bagi siswa untuk bereksplorasi secara langsung, sehingga siswa dapat berpartisipasi secara aktif	✓					
50	Kegiatan pembelajaran dirancang hanya untuk membuat siswa fokus mengerjakan tugas yang ada di buku	✓					
51	Permainan yang diberikan atau diterapkan di dalam kelas dapat menciptakan lingkungan belajar yang menyenangkan	✓					

52	Terdapat banyak kesulitan dalam mengelola kelas ketika siswa diberikan permainan					✓	
53	Siswa dapat melibatkan properti atau benda-benda sekitar dalam kegiatan pembelajaran	✓					
54	Alokasi waktu merupakan patokan dalam melaksanakan pembelajaran meskipun siswa tidak lagi termotivasi, pembelajaran tetap dilanjutkan selama masih ada sisa waktu	✓					
55	Media pembelajaran digunakan untuk melatih kemampuan berbahasa siswa dalam proses pembelajaran	✓					
56	Banyak kesulitan yang dihadapi dalam menggunakan media pembelajaran, untuk meningkatkan kemampuan berbahasa mereka					✓	
57	Rasa percaya diri siswa didorong dengan memberikan kegiatan yang dapat membuat mereka tampil di depan kelas	✓					
58	Siswa yang mengejek temannya ketika tampil di depan kelas tidak diberikan teguran					✓	
59	Kelompok belajar dibentuk dari siswa yang heterogen sehingga dapat saling membantu dalam belajar	✓					
60	Siswa diperbolehkan memilih teman yang mereka rasa nyaman untuk belajar dalam kelompok			✓			
61	Alat penilaian dipilih agar dapat memberikan pengalaman belajar bagi siswa sesuai dengan tujuan pembelajaran	✓					
62	Alat penilaian yang sama diterapkan untuk semua materi					✓	
63	Teknik penilaian yang sesuai dengan tujuan pembelajaran dapat digunakan untuk mengetahui prestasi belajar siswa.	✓					
64	Teknik penilaian yang dipilih disesuaikan dengan situasi di kelas	✓					

65	Instrumen asesmen yang digunakan dapat menggambarkan keterampilan yang telah dicapai siswa	✓					
66	Satu metode instrumen diterapkan untuk mencapai semua keterampilan					✓	
67	Kegiatan asesmen dirancang untuk memberikan akses penuh kepada siswa untuk dapat mengetahui kemampuannya	✓					
68	Kegiatan asesmen dirancang dengan cara tradisional (pilihan ganda/benar atau salah) untuk memberikan laporan kemajuan belajar siswa				✓		

Appendix 11.

Observation Result from Teacher 1

Nama Guru: Teacher 1

Sekolah: SDN 4 Pekutatan

Instrument: Observation Sheets

No	Aspect	Dimension	Indicators	Frekuensi pada		Total
				Observasi 1	Observasi 2	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	-	2	2
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	1	2	3
		Language Proficiency (Andrews, 2001)	1. Using/speaking English Fluently	2	3	5
			2. Writing in English on the board/on a document without errors	2	4	6
2	Pedagogical Knowledge	Knowledge about Curriculum	1. Conducting an analysis of learning objectives in the curriculum to develop a syllabus	-	2	2

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

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



		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	2	4
			2. Teaching using media that can be explored	1	2	3
			3. Giving the context/situation to the students	1	4	5
			4. Doing a contextual activity	3	2	5
			5. Doing activities that are motivating and interesting	3	3	6
			6. Stimulating students' active participation	2	2	4
			7. Giving or apply a game in the learning process	2	2	4
			8. Creating a fun learning environment (by using a joke or song)	2	6	8

			9. Using learning media that can improve the four language skills	4	5	9
			10. Using activities that can encourage students' self-confidence in learning English	2	4	6
			11. Using activities that can develop student's social skill	2	3	5
		Knowledge about assessment (Ratningsih, 2020)	1. Developing an assessment tool that fits with the learning objectives	-	3	3
			2. Using techniques of assessment that according to the ability or type of learning outcomes to be assessed	2	2	4
			3. Creating an assessment instrument that fits with skill achievement criteria	2	4	6



			4. Using assessment activities that can make a positive contribution to student achievement	2	2	4
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Appendix 12.

Observation Result from Teacher 2

Nama Guru: Teacher 2

Sekolah: SDN 3 Pulukan

Instrument: Observation Sheets

No	Aspect	Dimension	Indicators	Frekuensi pada		Total
				Observasi 1	Observasi 2	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	-	1	1
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	-	2	2
		Language Proficiency (Andrews, 2001)	1. Using/speaking English Fluently	1	2	3
			2. Writing in English on the board/on a document without errors	-	4	4
2	Pedagogical Knowledge	Knowledge about Curriculum	1. Conducting an analysis of learning objectives in the curriculum to develop a syllabus	1	1	2

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

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



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

			9. Using learning media that can improve the four language skills	1	3	4
			10. Using activities that can encourage students' self-confidence in learning English	2	2	4
			11. Using activities that can develop student's social skill	-	2	2
		Knowledge about assessment (Ramminingsih, 2020)	1. Developing an assessment tool that fits with the learning objectives	2	5	7
			2. Using techniques of assessment that according to the ability or type of learning outcomes to be assessed	2	3	5
			3. Creating an assessment instrument that fits with skill achievement criteria	2	6	8



			4. Using assessment activities that can make a positive contribution to student achievement	1	4	5
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Appendix 13.

Observation Result from Teacher 3

Nama Guru: Teacher 3

Sekolah: SDN Panyangan

Expert Judge sheet
Instrument: Observation Sheets

No	Aspect	Dimension	Indicators	Frekuensi pada		Total
				Observasi 1	Observasi 2	
1	Content Knowledge	Language Awareness (Andrews, 2001)	1. Realizing the importance of correcting grammar mistakes that occur in class	-	1	1
			2. Realizing the importance of correcting pronunciation, spelling or word choice mistakes that occur in class	-	1	1
		Language Proficiency (Andrews, 2001)	1. Using/spoken English Fluently	1	2	3
			2. Writing in English on the board/on a document without errors	1	3	4
2	Pedagogical Knowledge	Knowledge about Curriculum	1. Conducting an analysis of learning objectives in the curriculum to develop a syllabus	-	1	1

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

			6. Doing fun learning activities by inviting students to move their bodies (physical movement)	1	2	3
			7. Teaching by associating with previous knowledge.	-	1	1
			8. Inviting students to learn through the environment around them	1	3	4
		Knowledge about lesson plan (Ratminingsih, 2020)	1. Making a lesson plan that corresponds with the learning objectives to be achieved.	4	8	12
			2. Designing effective learning activities	2	3	5
			3. Teaching with student-centered activities	2	4	6
			4. Teaching with media and technology in the learning activity	3	3	6



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

			9. Using learning media that can improve the four language skills	-	3	3
			10. Using activities that can encourage students' self-confidence in learning English	1	2	3
			11. Using activities that can develop student's social skill	-	3	3
		Knowledge about assessment (Ratumaningih, 2020)	1. Developing an assessment tool that fits with the learning objectives	-	2	2
			2. Using techniques of assessment that according to the ability or type of learning outcomes to be assessed	1	2	3
			3. Creating an assessment instrument that fits with skill achievement criteria	1	3	4



			4. Using assessment activities that can make a positive contribution to student achievement	-	2	2
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Appendix 14.

Submission of letter with Primary English Teachers with non- English Educational Background in Jembrana Regency.



Teacher 1: SDN 4 Pekutatan



Teacher 2: SDN 3 Pulukan



Teacher 3: SDN Pangyangan

Appendix 15.

Observation in the classroom with Primary English Teachers with non- English Educational Background in Jembrana Regency



Observtion Teacher 1



Observation Teacher 2



Observation Teacher 3



Appendix 15.

Excerpt Interview with Primary English Teachers with non- English Educational Background in Jembrana Regency

Excerpt The Implementation of Language Awareness

R : *Mengapa penting untuk merevisi kesalahan tata bahasa di dalam kelas?*

Why is it important to revise the grammar errors in the class?

T1: *“Revisi kesalahan tata bahasa penting di dalam kelas karena beberapa alasan. Pertama-tama, keterampilan tata bahasa yang baik sangat penting untuk komunikasi yang efektif. Baik itu dalam menulis esai, laporan, atau surel, penggunaan tata bahasa yang benar membantu memastikan bahwa pesan mereka jelas dan mudah dipahami. Jika siswa sering melakukan kesalahan tata bahasa dalam tulisan mereka, hal tersebut dapat mengganggu pesan yang ingin mereka sampaikan.”*

“Revision of grammar errors is important in the classroom for several reasons. First and foremost, good grammar skills are essential for effective communication. Whether students are writing essays, reports, or emails, the use of correct grammar helps to ensure that their message is clear and easy to understand. If students have frequent grammar errors in their writing, it can distract from the message they are trying to convey.”

Excerpt The Implementation of Language Proficiency

R : *Apakah menurut ibu penting menggunakan bahasa Inggris dengan lancar di dalam kelas?*

Do you think using English fluently in class is important?

T3: *“Menggunakan bahasa Inggris dengan lancar di dalam kelas juga membantu meningkatkan kemampuan bahasa Inggris siswa. Jika guru berbicara bahasa Inggris dengan lancar, siswa dapat belajar dari penggunaan bahasa guru dan meniru penggunaan bahasa mereka. Hal ini juga membantu siswa berlatih kemampuan bahasa Inggris mereka sendiri dengan berpartisipasi dalam diskusi dan kegiatan di kelas.”*

“Using English fluently in the classroom also helps to improve the students' English language skills. If the teacher speaks English

fluently, the students can learn from the teacher's language use and model their own language use on the teacher's. It also helps students to practice their own English language skills by participating in classroom discussions and activities.”

Therefore, Teacher 2 also said that:

R : *Apakah menurut bapak penting menulis di papan tulis tanpa ada kesalahan?*

Do you think writing on the whiteboard without any errors is important?

T2: *“Menulis dalam bahasa Inggris tanpa kesalahan sangat penting dalam lingkungan kelas karena hal ini memastikan bahwa siswa menerima informasi yang akurat dan jelas. Ketika guru menulis di papan tulis atau dokumen tanpa kesalahan, hal tersebut membantu siswa memahami materi dengan lebih baik, dan juga meningkatkan kemampuan bahasa Inggris mereka dengan memberikan contoh yang benar dalam penggunaan bahasa.”*

“Writing in English without errors is crucial in a classroom setting because it ensures that the students receive accurate and clear information. When the teacher writes on the board or a document without errors, it helps the students understand the material better, and it also improves their English language skills by providing them with correct models of the language.”

Excerpt the Implementation of Knowledge about Curriculum Development

R : *Mengapa perlu digunakan tujuan pembelajaran terkait dengan kurikulum ke menyusun silabus?*

Why is it necessary to use learning objectives related with the curriculum to arrange the syllabus?

T2: *“Menggunakan tujuan pembelajaran untuk menyusun silabus memberikan kejelasan kepada siswa tentang apa yang diharapkan untuk dipelajari dan apa yang akan dinilai. Hal ini memungkinkan siswa untuk lebih terlibat dalam pembelajaran mereka karena mereka memahami apa yang sedang mereka kerjakan dan bagaimana mereka dapat berhasil dalam kursus. Selain itu, ini memberikan jalur yang jelas untuk penilaian karena kemajuan siswa dapat diukur terhadap tujuan pembelajaran “*

“Using learning objectives to arrange the syllabus provides clarity to students about what they are expected to learn and what they will be assessed on. This allows students to be more engaged in

their learning as they understand what they are working towards and how they can succeed in the course. Additionally, it provides a clear pathway for assessment as students' progress can be measured against the learning objectives.”

Therefore, Teacher 1 also said that:

R : *Mengapa perlu digunakan tujuan pembelajaran terkait dengan kurikulum ke menyusun silabus?*

Why is it necessary to use learning objectives related with the curriculum to arrange the syllabus?

T1: *Karena tujuan pembelajaran adalah pernyataan yang menggambarkan apa yang seharusnya diketahui dan dapat dilakukan oleh siswa sebagai hasil dari pengalaman pembelajaran tertentu. Tujuan ini memberikan arah yang jelas bagi proses pembelajaran dan membantu guru dan siswa untuk fokus pada hal yang penting. Ketika tujuan pembelajaran terkait dengan kurikulum, mereka memastikan bahwa pengalaman pembelajaran sejalan dengan tujuan dan sasaran keseluruhan dari pembelajaran tersebut.*

“Because learning objectives are statements that describe what students should know and be able to do as a result of a particular learning experience. These objectives provide a clear direction for the learning process and help teachers and students to focus on what is important. When learning objectives are related to the curriculum, they ensure that the learning experience aligns with the overall goals and objectives of the course.”

Excerpt the Implementation of Knowledge About the Characteristics of Young Learners

R : *Apakah menurut Ibu memberi ruang siswa untuk dapat mencoba hal baru adalah penting?*

Do you think giving students space to be able to try new things is important?

T1: *“Banyak pendidik percaya bahwa memberikan kesempatan kepada siswa untuk mencoba hal-hal baru sangat penting untuk perkembangan dan kesuksesan mereka. Membiarkan siswa, ruang untuk mengeksplorasi dan bereksperimen dapat membantu menumbuhkan kreativitas, inovasi, dan keterampilan pemecahan masalah. Ketika siswa didorong untuk mencoba hal-hal baru,*

mereka lebih cenderung mengambil risiko dan mengembangkan mindset berkembang.”

“Many educators believe that giving students the opportunity to try new things is critical to their development and success. Allowing students, the space to explore and experiment can help foster creativity, innovation, and problem-solving skills. When students are encouraged to try new things, they are more likely to take risks and develop a growth mindset.”

Therefore, Teacher 3 also said that:

R : *Apakah menurut Ibu memberi siswa kesempatan untuk bekerja dengan objek tertentu penting?*

Do you think giving students the opportunity to work with certain objects is important?

T3: *“Saya percaya bahwa memberi siswa kesempatan untuk bekerja dengan objek tertentu penting untuk perkembangan dan pembelajaran mereka. Misalnya, memberi siswa manipulatif, seperti balok atau teka-teki, dapat membantu mengembangkan keterampilan motorik halus, penalaran spasial, dan kemampuan memecahkan masalah mereka.”*

“I believe that providing students with opportunities to work with certain objects is important for their development and learning. For example, providing students with manipulatives, such as blocks or puzzles, can help develop their fine motor skills, spatial reasoning, and problem-solving abilities.”

Excerpt the Implementation of Knowledge About Lesson Plan

R : *Apakah Ibu berpikir membuat rencana pelajaran sesuai dengan tujuan pembelajaran yang akan dilakukan dicapai adalah penting?*

Do you think making a lesson plan that corresponds with the learning objectives to be achieved is important?

T3: *“Saya percaya bahwa membuat rencana pelajaran yang sesuai dengan tujuan pembelajaran sangat penting untuk pengajaran dan pembelajaran yang efektif. RPP membantu guru mengatur kegiatan instruksional mereka dan memberikan peta jalan yang jelas untuk mencapai tujuan pembelajaran tertentu. Ketika rencana pelajaran diselaraskan dengan tujuan pembelajaran, itu memastikan bahwa kegiatan belajar mengajar terfokus dan terarah”*

“I believe that creating a lesson plan that corresponds with the learning objectives is crucial for effective teaching and learning. Lesson plans help teachers organize their instructional activities and provide a clear roadmap for achieving specific learning objectives. When a lesson plan is aligned with learning objectives, it ensures that the teaching and learning activities are focused and purposeful.

Therefore, Teacher 2 also said that:

R : *Apakah bapak berpikir membuat rencana pelajaran sesuai dengan tujuan pembelajaran yang akan dilakukan dicapai adalah penting?*

Do you think making a lesson plan that corresponds with the learning objectives to be achieved is important?

T2: *“Membuat RPP yang sesuai dengan tujuan pembelajaran yang ingin dicapai penting untuk proses belajar mengajar yang efektif. Ini membantu guru mengatur kegiatan instruksional mereka, fokus pada tujuan pembelajaran tertentu, dan menilai kemajuan siswa”*

“Creating a lesson plan that corresponds with the learning objectives to be achieved is important for effective teaching and learning. It helps teachers organize their instructional activities, focus on specific learning objectives, and assess student progress.”

Excerpt The Implementation of The Use of Learning Strategies for Young Learners

R : *Apakah Ibu berpikir menggunakan media yang bisa dieksplorasi oleh siswa dalam kegiatan pembelajaran adalah penting?*

Do you think using media that can be explored by the students in learning activities is important?

T1: *“Ya, menurut saya sangat penting menggunakan media yang dapat dieksplorasi oleh siswa dalam kegiatan pembelajaran. Di dunia sekarang ini, siswa dikelilingi oleh berbagai bentuk media, seperti internet, media sosial, dan video game. Dengan memasukkan media-media tersebut ke dalam pembelajaran mereka, kita dapat menciptakan pengalaman belajar yang lebih menarik dan interaktif bagi mereka”*

“Yes, I definitely think it is important to use media that can be explored by students in learning activities. In today's world, students are surrounded by various forms of media, such as the

internet, social media, and video games. By incorporating these media into their learning, we can create a more engaging and interactive learning experience for them.”

Therefore, Teacher 2 also said that:

R : *Apakah bapak berpikir menggunakan media yang bisa dieksplorasi oleh siswa dalam kegiatan pembelajaran adalah penting?*

Do you think using media that can be explored by the students in learning activities is important?

T2: *“Itu bisa membuat belajar lebih menarik dan menyenangkan bagi mereka. Ketika siswa terlibat dan tertarik dengan apa yang mereka pelajari, mereka lebih mungkin untuk menyimpan informasi dan termotivasi untuk belajar lebih banyak. Menggunakan media juga dapat membantu siswa mengembangkan keterampilan berpikir kritis saat mereka menganalisis dan menginterpretasikan informasi yang disajikan melalui media yang berbeda. Selain itu, dapat memberikan kesempatan untuk kolaborasi dan komunikasi antar siswa saat mereka mengeksplorasi dan belajar bersama.”*

“It can make learning more interesting and fun for them. When students are engaged and interested in what they are learning, they are more likely to retain the information and be motivated to learn more. Using media can also help students develop critical thinking skills as they analyse and interpret information presented through different media. In addition, it can provide opportunities for collaboration and communication among students as they explore and learn together.”

Excerpt The Implementation of Knowledge About Assessment

R : *Apakah bagi Ibu memilih alat penilaian yang cocok dengan tujuan pembelajaran adalah penting?*

Do you think choosing an assessment tool that fits the learning objectives is important?

T1: *“Memilih alat penilaian yang sesuai dengan tujuan pembelajaran sangat penting untuk memastikan bahwa kita secara akurat mengukur apa yang telah dipelajari siswa. Jika alat penilaian tidak selaras dengan tujuan pembelajaran, kita mungkin tidak mendapatkan gambaran akurat tentang apa yang diketahui dan dapat dilakukan siswa. Misalnya, jika tujuan*

pembelajaran adalah agar siswa mendemonstrasikan pemahaman mereka tentang konsep yang kompleks, tes pilihan ganda mungkin bukan alat penilaian yang paling tepat. Dalam hal ini, penilaian berbasis proyek atau kinerja yang memungkinkan siswa menerapkan pengetahuan dan keterampilan mereka dalam konteks dunia nyata mungkin lebih efektif.”

“Choosing an assessment tool that fits the learning objectives is essential for ensuring that we are accurately measuring what students have learned. If the assessment tool does not align with the learning objectives, we may not get an accurate picture of what students know and can do. For example, if the learning objective is for students to demonstrate their understanding of a complex concept, a multiple-choice test may not be the most appropriate assessment tool. In this case, a project or performance-based assessment that allows students to apply their knowledge and skills in a real-world context may be more effective.”



RIWAYAT HIDUP



Ni Ketut Alit Juniari lahir di Br. Jasan pada tanggal 19 Juni 2000. Penulis lahir dari pasangan I Wayan Manggeh dan Ni Luh Sueni. Penulis berkebangsaan Indonesia dan beragama Hindu. Penulis beralamat di Br. Jasan, Sebatu, Tegallalang, Gianyar, Bali. Penulis menempuh Pendidikan Sekolah Dasar di SD N 1 Sebatu, Menempuh Sekolah menengah Pertama di SMP N 2 Tegallalang dan Menempuh Sekolah Menengah

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