

APPENDIX 1

LETTER OF ACCEPTANCE



1. Thesis Supervisor Approval Letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

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

NIP : 196407141988102001

and

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

NIP : 198812012015042003

confirm that we approve to guide the thesis submitted by:

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NIM : 1912021071

Class : 7A

Thesis title : "Teaching and Assessing Strategies in English Classes during The Online and Onsite Transition Period in SMA Negeri 1 Tabanan"

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

1st Prospective supervisor,



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

NIP. 196407141988102001

2nd Prospective supervisor



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

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2. Research permission from Ganesha University of Education



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9 Mei 2022

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 1 Tabanan
di Tabanan

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

Nama	: A. A. Bgs. Ngr. Diva Yuktatama
NIM	: 1912021071
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: TEACHING AND ASSESSING STRATEGIES IN ENGLISH CLASSES DURING THE ONLINE AND ONSITE TRANSITION PERIOD IN SMAN 1 TABANAN

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

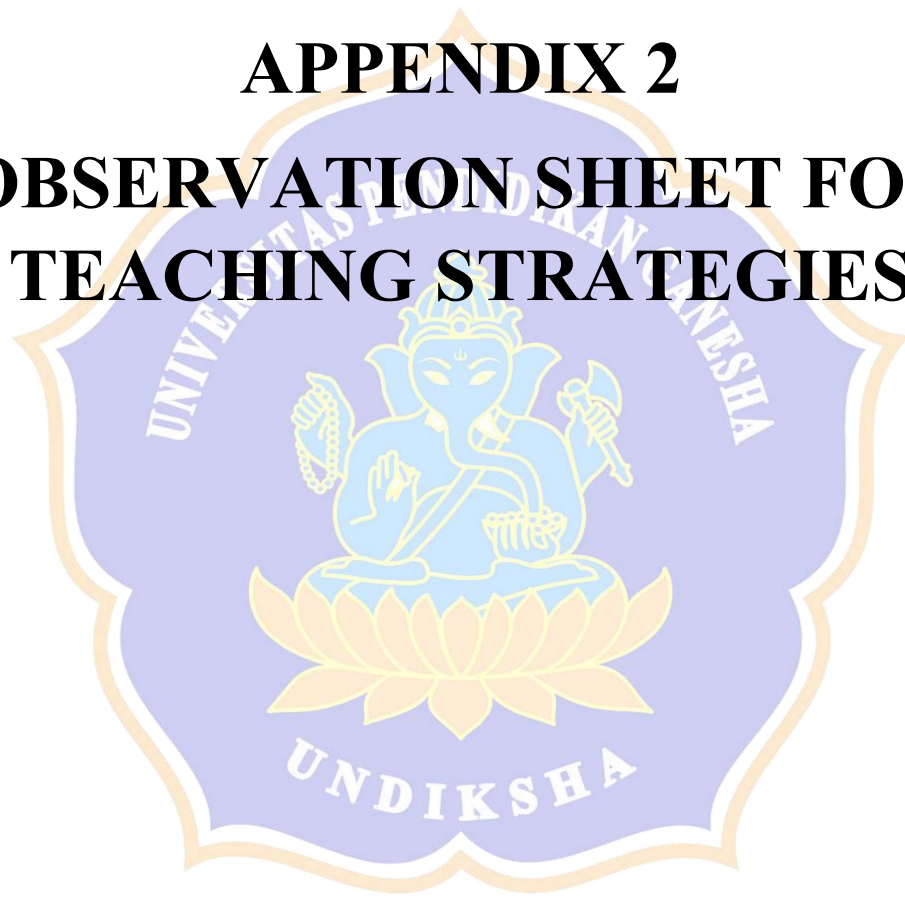
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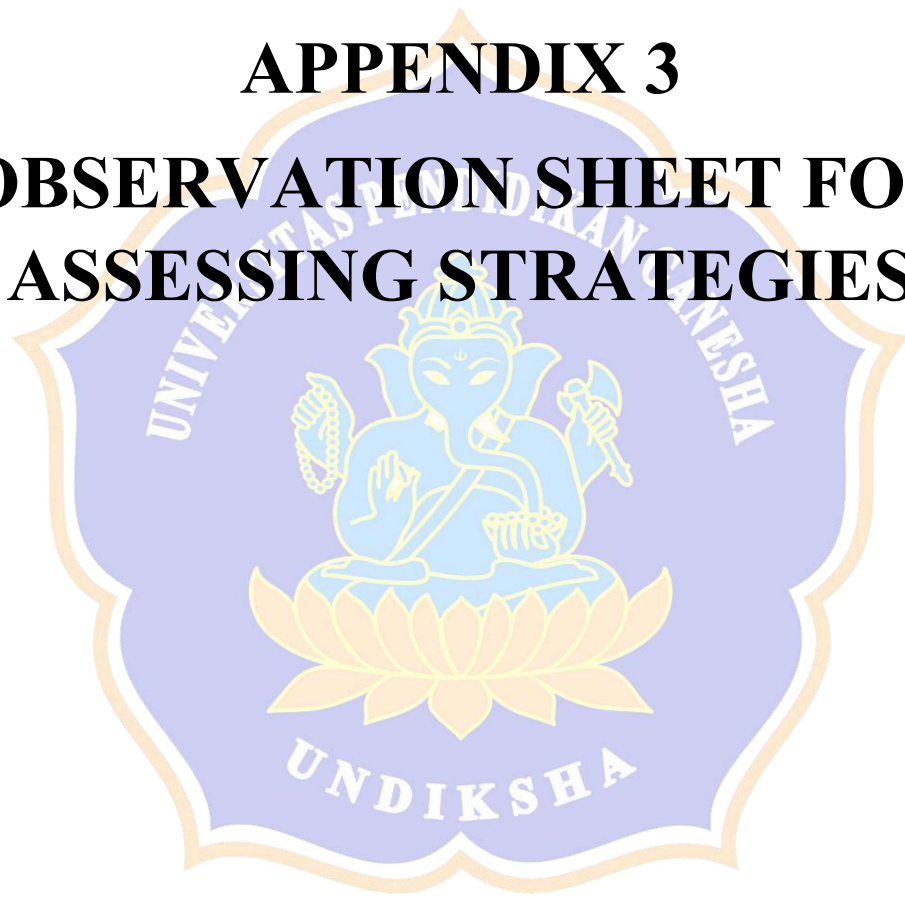
Tembusan:

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

APPENDIX 2
OBSERVATION SHEET FOR
TEACHING STRATEGIES



APPENDIX 3
OBSERVATION SHEET FOR
ASSESSING STRATEGIES



Appendix 3 Observation Sheet for Assessing Strategies

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

APPENDIX 4
INDICATOR OF ASSESSMENT
STRATEGIES



Appendix 4 Indicator of Assessment Strategies

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

APPENDIX 5

INTERVIEW GUIDE



Appendix 5 Interview Guide RQ 1 & RQ 2

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

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



APPENDIX 6
CLASSROOM OBSERVATION
RESULT FOR TEACHING
STRATEGIES



Appendix 6 Classroom Observation Result for Teaching Strategies

No	Class/ Date	Segment	Strategies	I2M3 Standard Check				
				I1	I2	M1	M2	M3
Teacher 1								
1	XI/ 06/10/2022	Pre- activity	<p>Quiz:</p> <p>The teacher gave a blind-test question of simple present tense in the application called Quizziz</p> <p>Reviewing:</p> <p>The teacher inquired about the subject matter that had been previously discussed in the previous meeting with the students.</p>	-	-	√	√	√
		Main activity	<p>Discussion:</p> <p>The teacher invited 8 students who were understand about the topic, and tried to explain to their friends.</p> <p>Cooperative:</p> <p>The teacher divided students into 8 groups consist one of the smartest students in the group. The function is to make the students more actively discussed about the topic that they didn't understand.</p> <p>Presenting:</p> <p>Students had a chance to explain the topic in front of the class to get a bonus point.</p>	-	√	-	√	√
		Post activity	<p>Post-test/Quiz:</p> <p>Teacher gave a post-test to assess the knowledge of</p>	-	√	-	√	√

			<p>students via application called Quizzes.</p> <p>Exercise:</p> <p>In the end of the class, teacher provided a homework for their students related with the next topic that will be learned.</p>					
2	XI/ 07/10/2022	Pre-activity	<p>Quiz:</p> <p>The teacher gave a blind-test question of simple present tense in the application called Quizziz</p> <p>Reviewing:</p> <p>The teacher inquired about the subject matter that had been previously discussed in the previous meeting with the students.</p>	-	-	√	√	√
		Main activity	<p>Discussion:</p> <p>the teacher gave the opportunity for the students to have some discussion before the post-test given.</p> <p>Observation:</p> <p>The teacher observed the student's activity in the group discussion.</p> <p>Expository:</p> <p>The teacher explained about the misunderstanding knowledge by using</p>	-	√	-	√	√

			PowerPoint and learning videos.					
		Post activity	<p>Post-test/Quiz:</p> <p>Teacher gave a post-test to assess the knowledge of students via application called Quizzes.</p> <p>Exercise:</p> <p>In the end of the class, teacher provided a homework for their students related with the next topic that will be learned.</p>	-	√	-	√	√
3	XI / 10/10/2022	Pre-activity	<p>Quiz:</p> <p>The teacher gave a blind-test question of simple present tense in the application called Quizziz</p> <p>Reviewing:</p> <p>The teacher inquired about the subject matter that had been previously discussed in the previous meeting with the students.</p>	-	-	√	√	√
		Main activity	<p>Expository:</p> <p>The teacher explained about the misunderstanding knowledge by using PowerPoint and learning videos.</p> <p>Group work</p> <p>The teacher let the 8 smartest students to</p>	-	√	-	√	√

			<p>discuss the topic of simple present tense that their friend didn't understand. The result showed that all of students were very enthusiastic to ask their friends.</p> <p>Question and answer: the teacher asked about "for what situation that we will use a simple present tense?"</p>					
		Post activity	<p>Post-test/Quiz: Teacher gave a post-test to assess the knowledge of students via application called Quizzes.</p> <p>Exercise: In the end of the class, teacher provided a homework for their students related with the next topic that will be learned.</p> <p>Reflection: the teacher asks the students to provide a conclusion for the ongoing learning.</p>	-	√	-	√	√
4	XI / 11/10/2022	Pre-activity	<p>Quiz: The teacher gave a blind-test question of simple present tense in the application called Quizziz</p> <p>Reviewing:</p>	-	-	√	√	√

			The teacher inquired about the subject matter that had been previously discussed in the previous meeting with the students.					
	Main activity		<p>Expository:</p> <p>The teacher explained about the misunderstanding knowledge by using PowerPoint and learning videos.</p> <p>Discussion:</p> <p>Students gave their opinion about the function of personal letter, and the teacher give feedback.</p> <p>Think pair share:</p> <p>the teacher gave freedom for the students to choose a specific topic of personal letter that can be written with their partner. After finished, they need to present their own works</p> <p>Feedback:</p> <p>Teacher always gave feedback to their students if there were a miss understanding of the topic.</p>	-	√	-	√	√
	Post activity		<p>Post-test/Quiz:</p> <p>Teacher gave a post-test to assess the knowledge of students via application called Quizzes.</p>	-	√	-	√	√

			<p>Exercise:</p> <p>In the end of the class, teacher provided a homework for their students related with the next topic that will be learned.</p> <p>Reflection:</p> <p>the teacher asks the students to provide a conclusion for the ongoing learning.</p>					
Teacher 2								
1	XII/ 06/10/2022	Pre-activity	<p>Elicitation:</p> <p>The students were asked by the teacher about the topic to be discussed.</p> <p>Reviewing:</p> <p>The teacher inquired about the subject matter that had been previously discussed in the previous meeting with the students.</p>	√	√	√	√	√
		Main activity	<p>Cooperative:</p> <p>The teacher told the students to form a group containing 4 people. Then, instructing students to create a caption related to the topic in the textbook, but it must be motivating and inspiring</p> <p>Presenting and sharing:</p> <p>The teacher told the group to share their own creative idea to create an inspirational and motivating caption.</p>	-	-	√	√	-

			<p>Observation:</p> <p>The teacher observed all process during the presentation and sharing section occurred.</p> <p>Feedback:</p> <p>The teacher always gave feedback in the presentation</p>					
		Post activity	<p>Making summary:</p> <p>The teacher asked to make a conclusion of what have been teach in the meeting.</p>	-	√	-	√	-
2	XII/ 07/10/2022	Pre-activity	<p>Reviewing:</p> <p>The teacher inquired about the subject matter that had been previously discussed in the previous meeting with the students.</p>	√	-	-	-	-
		Main activity	<p>Group presentation:</p> <p>The teacher instructs the students to create a caption related to the topic in the textbook but must be motivational and inspirational.</p> <p>The teacher asked one student to be a leader of discussion, and all group have to present their work in front of the class.</p> <p>The discussion is carried out independently where one student opens the</p>	-	-	√	√	-

			<p>discussion session and asks each group about the caption they have created and gives explanations.</p> <p>The teacher will evaluate all groups through participation in speaking, relevance of topic and explanations given.</p>					
		Post activity	<p>Feedback: the teacher used feedback in the form of reflection paper.</p> <p>Making summary: The teacher asked to make a conclusion of what have been teach in the meeting.</p>	-	√	-	√	-
3	XII/ 10/10/2022	Pre-activity	<p>Elicitation: The students were asked by the teacher about the topic to be discussed.</p> <p>Reviewing: The teacher inquired about the subject matter that had been previously discussed in the previous meeting with the students.</p>	√	√	√	√	√
		Main activity	<p>Debate of Hot topic: the teacher asked the students to be as pro and contra team in the topic called “who is wrong? In the incident of Stadion Kanjuruhan”.</p>	-	-	√	√	-

			<p>The determined groups for debate, such as supporter groups, security groups, and others, must provide valid reasons why supporters are not the cause of the tragedy or vice versa using English language.</p> <p>The teacher evaluates the students by looking at the criteria that have been determined such as; relevance of topic, speaking skills and understanding of the topic presented.</p>					
		Post activity	<p>Feedback: the teacher used feedback in the form of reflection paper.</p> <p>Making summary: The teacher asked to make a conclusion of what have been teach in the meeting.</p>	-	√	-	√	-
4	XII/ 11/10/2022	Pre-activity	<p>Elicitation: The students were asked by the teacher about the topic to be discussed.</p> <p>Reviewing: The teacher inquired about the subject matter that had been previously discussed in the previous meeting with the students.</p>	√	√	√	√	√

		<p>Main activity</p> <p>Debate of Hot topic: the teacher asked the students to be as pro and contra team in the topic called “who is wrong? In the incident of Stadion Kanjuruhan”.</p> <p>The determined groups for debate, such as supporter groups, security groups, and others, must provide valid reasons why supporters are not the cause of the tragedy or vice versa using English language.</p> <p>The teacher evaluates the students by looking at the criteria that have been determined such as; relevance of topic, speaking skills and understanding of the topic presented.</p>	-	-	√	√	-
		<p>Post activity</p> <p>Project based homework: In the last section, the teacher gave a homework of making caption by using Canva with their own creativity, and should be original of their own creation. Then gathered in the flipped book.</p> <p>Making summary: The teacher asked to make a conclusion of what have been teach in the meeting.</p>	√	√	-	√	√
Teacher 3							

1	XI/ 06/10/2022	Pre- activity	<p>Ice breaking: The teacher asked several students to sing a song, and explain the meaning of the song in front of the classroom.</p> <p>Reviewing: The teacher checked the students' homework, asked them if there were subject matter.</p>	√	√	√	√	√
		Main activity	<p>Expository: The teacher explained about the material called personal letter by using PowerPoint.</p> <p>Cooperative: The teacher divided students into groups consist of two 4-5 students. The teacher asked students in each group to make three questions about personal letter.</p> <p>Discussion: The teacher told the students to discuss about how to make a personal letter, starting from the structure, and language features.</p> <p>Observation: The teacher observed all process during the presentation and sharing section occurred.</p>	-	-	√	√	-

			<p>Presenting:</p> <p>The teacher told every student to present their personal letter, and give feedback of their speaking skill, and also the related content.</p> <p>Feedback:</p> <p>The teacher gave feedback on the student's performance.</p>					
		Post activity	<p>Making summary:</p> <p>The teacher asked to make a conclusion of what have been teach in the meeting.</p> <p>Review and appreciation:</p> <p>The teacher gives a review of the students work and also an appreciation.</p> <p>Exercise:</p> <p>The teacher gave a homework that related to the next topic, and end the class meeting.</p>	√	√	-	√	√
2	XI/ 07/10/2022	Pre-activity	<p>Ice breaking:</p> <p>The teacher asked several students to sing a song, and explain the meaning of the song in front of the classroom.</p> <p>Reviewing:</p> <p>The teacher checked the students' homework,</p>	√	√	√	√	√

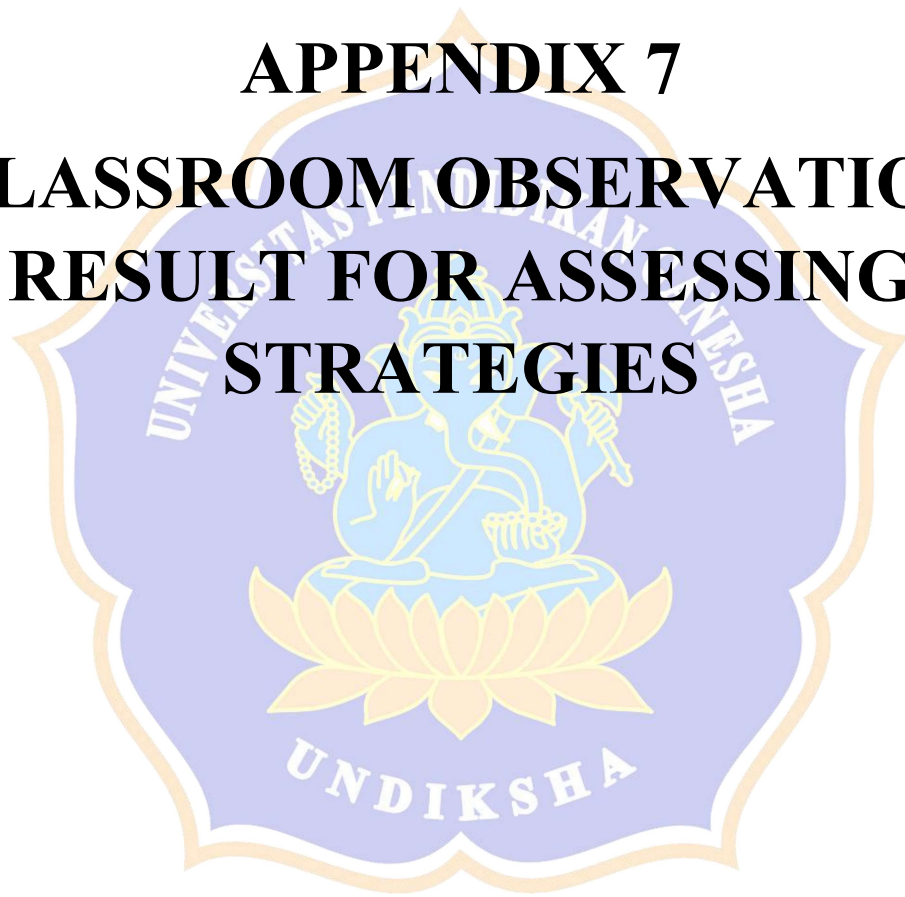
			asked them if there were subject matter.					
	Main activity	<p>Expository:</p> <p>The teacher explained about the material called personal letter by using PowerPoint.</p> <p>Cooperative:</p> <p>The teacher divided students into groups consist of two 4-5 students. The teacher asked students in each group to make three questions about personal letter.</p> <p>question and answer:</p> <p>The teacher gave instruction to create three questions about personal letter topic related with language feature, structure, social function, etc.</p> <p>Observation:</p> <p>The teacher observed all process during the presentation and sharing section occurred.</p>	-	-	√	√	-	
	Post activity	<p>Making summary:</p> <p>The teacher asked to make a conclusion of what have been teach in the meeting.</p> <p>Review and appreciation:</p>	√	√	-	√	√	

			<p>The teacher gives a review of the students work and also an appreciation.</p> <p>Exercise:</p> <p>The teacher gave a homework that related to the next topic, and end the class meeting.</p>					
3	XI / 10/10/2022	Pre-activity	<p>Ice breaking:</p> <p>The teacher asked several students to sing a song, and explain the meaning of the song in front of the classroom.</p> <p>Reviewing:</p> <p>The teacher checked the students' homework, asked them if there were subject matter.</p>	√	√	√	√	√
		Main activity	<p>question and answer:</p> <p>The teacher gave instruction to create three questions about personal letter topic related with language feature, structure, social function, etc.</p> <p>Presenting:</p> <p>The teacher told every student to present their personal letter, and give feedback of their speaking skill, and also the related content.</p> <p>Debates:</p> <p>The teacher gave an opportunity to each group</p>	√	√	-	√	√

			who disagree with the answer of the other group to debate of the correct answer					
		Post activity	<p>Making summary:</p> <p>The teacher asked to make a conclusion of what have been teach in the meeting.</p> <p>Review and appreciation:</p> <p>The teacher gives a review of the students work and also an appreciation.</p> <p>Exercise:</p> <p>The teacher gave a homework that related to the next topic, and end the class meeting.</p>	√	√	-	√	√
4	XI / 11/10/2022	Pre-activity	<p>Ice breaking:</p> <p>The teacher asked several students to sing a song, and explain the meaning of the song in front of the classroom.</p> <p>Reviewing:</p> <p>The teacher checked the students' homework, asked them if there were subject matter.</p>	√	√	√	√	√
		Main activity	<p>question and answer:</p> <p>The teacher gave instruction to create three questions about personal letter topic related with language feature, structure, social function, etc.</p>	√	√	-	√	√

		<p>Presenting:</p> <p>The teacher told every student to present their personal letter, and give feedback of their speaking skill, and also the related content.</p> <p>Debates:</p> <p>The teacher gave an opportunity to each group who disagree with the answer of the other group to debate of the correct answer</p> <p>Feedback:</p> <p>The teacher gave feedback on the student's performance.</p>						
	Post activity	<p>Making summary:</p> <p>The teacher asked to make a conclusion of what have been teach in the meeting.</p> <p>Review and appreciation:</p> <p>The teacher gives a review of the students work and also an appreciation.</p> <p>Exercise:</p> <p>The teacher gave a homework that related to the next topic, and end the class meeting.</p>	√	√	-	√	√	

APPENDIX 7
CLASSROOM OBSERVATION
RESULT FOR ASSESSING
STRATEGIES



Appendix 7 Classroom observation result for assessing strategies

No	Class/Topic	Segment	Assessing strategies	Assessment approach		
				as	of	for
Teacher 1						
1	XI/ Personal letter	Pre-activity	<p>Reviewing: The teacher asked the students to explain about the previously conducted lesson. Then, checking students' homework</p> <p>Quiz: The teacher gave a blind-test question of simple present tense in the application called Quizziz.</p>		√	
		Whilst activity	<p>Observation: The teacher assessed their students during the discussion or presenting process occurred. The teacher gave an opportunity for the students to presenting the topic in front of the class about simple present tense function. The other students may give their opinion or review of the students who presenting in front of the class.</p> <p>Task:</p>	√	√	

			The teacher instructs students to create a personal letter using the internet as a reference.			
		Post activity	<p>posttest: the teacher gives a post-test to the students using Quizizz. The students can directly see their own ad peer result in the Quizizz. Finally, the teacher evaluates the results from Quizizz and provides more detailed explanations about the use of tenses.</p> <p>Reflection: the teacher asks the students to provide a conclusion for the ongoing learning</p>			✓
2	XI/ Personal letter	Pre-activity	<p>Reviewing: The teacher asked the students to explain about the previously conducted lesson. Then, checking students' homework</p> <p>Quiz: The teacher gave a blind-test question of simple present</p>		√	

			tense in the application called Quizizz			
		Whilst activity	<p>Observation:</p> <p>The teacher assessed their students during the discussion or presenting process occurred. The teacher gave an opportunity for the students to presenting the topic in front of the class about simple present tense function. The other students may give their opinion or review of the students who presenting in front of the class.</p> <p>Task:</p> <p>The teacher instructs students to create a personal letter using the internet as a reference.</p>	✓	✓	
		Post activity	<p>posttest:</p> <p>the teacher gives a post-test to the students using Quizizz. The students can directly see their own ad peer result in the Quizizz. Finally, the teacher evaluates the results from</p>			✓

			<p>Quizizz and provides more detailed explanations about the use of tenses.</p> <p>Reflection: the teacher asks the students to provide a conclusion for the ongoing learning</p>			
3	XI/ Personal letter	Pre-activity	<p>Reviewing: The teacher asked the students to explain about the previously conducted lesson. Then, checking students' homework</p> <p>Quiz: The teacher gave a blind-test question of simple present tense in the application called Quizizz</p>		√	
		Whilst activity	<p>Observation: The teacher assessed their students during the discussion or presenting process occurred. The teacher gave an opportunity for the students to presenting the topic in front of the class about simple present tense function. The other students may give their</p>	√	√	

			<p>opinion or review of the students who presenting in front of the class.</p> <p>Task: The teacher instructs students to create a personal letter using the internet as a reference.</p>			
		Post activity	<p>posttest: the teacher gives a post-test to the students using Quizizz. The students can directly see their own ad peer result in the Quizizz. Finally, the teacher evaluates the results from Quizizz and provides more detailed explanations about the use of tenses.</p> <p>Reflection: the teacher asks the students to provide a conclusion for the ongoing learning</p>			✓
4	XI/ Personal letter	Pre-activity	<p>Reviewing: The teacher asked the students to explain about the previously conducted lesson.</p>		✓	

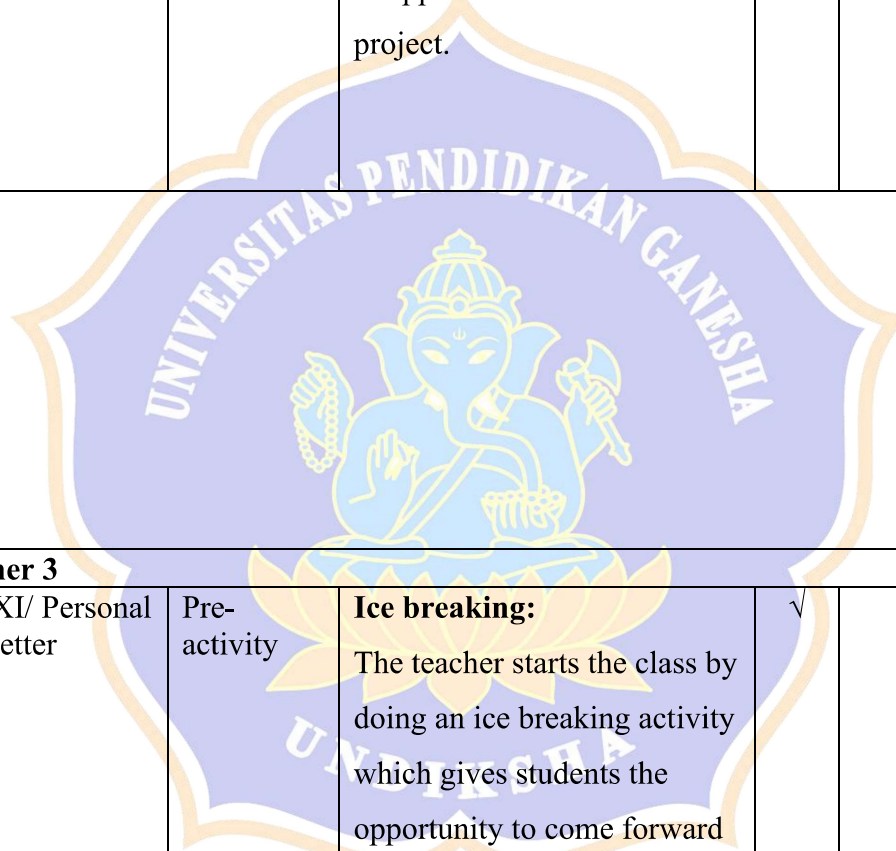
			<p>Then, checking students' homework</p> <p>Quiz:</p> <p>The teacher gave a blind-test question of simple present tense in the application called Quizziz</p>			
	Whilst activity	<p>Observation:</p> <p>The teacher assessed their students during the discussion or presenting process occurred. The teacher gave an opportunity for the students to presenting the topic in front of the class about simple present tense function. The other students may give their opinion or review of the students who presenting in front of the class.</p> <p>Task:</p> <p>The teacher instructs students to create a personal letter using the internet as a reference.</p>		✓	✓	
	Post activity	<p>posttest:</p> <p>the teacher gives a post-test to the students using Quizziz.</p>				✓

			<p>The students can directly see their own and peer result in the Quizizz. Finally, the teacher evaluates the results from Quizizz and provides more detailed explanations about the use of tenses.</p> <p>Reflection: the teacher asks the students to provide a conclusion for the ongoing learning</p>			
Teacher 2						
1	XII/ Caption text	Pre-activity	<p>Reviewing: Reflection on understanding of previous material and understanding of material to be studied.</p>		√	
		Whilst activity	<p>Observation of Group Discussion: The teacher asks the students to form groups of four. Then, the teacher instructs the students to create a caption related to the topic in the textbook but must be motivational and inspirational in the group discussion.</p>		√	
		Post activity	<p>Reflection: Recording or take a note the students who are able to give</p>		√	

			conclusions about the learning that has been provided.			
2	XII/ Caption text	Pre-activity	Reviewing: Reflection on understanding of previous material and understanding of material to be studied.		√	
		Whilst activity	Observation of Group Discussion: The teacher asks the students to form groups of four. Then, the teacher instructs the students to create a caption related to the topic in the textbook but must be motivational and inspirational in the group discussion.		√	
		Post activity	Reflection: Recording or take a note the students who are able to give conclusions about the learning that has been provided.		√	
3	XII/ Caption Text	Pre-activity	Reviewing: Reflection on understanding of previous material and understanding of material to be studied.		√	
		Whilst activity	Debate Assessment: The teacher asks the students to prepare themselves with their group about a hot topic "who is the wrong party in the Kanjuruhan stadium incident?". The teacher also	√	√	

			instructs other group to assess their friend performance in the debate.			
		Post activity	Reflection: Recording or take a note the students who are able to give conclusions about the learning that has been provided.		√	
4	XII/ Caption text	Pre-activity	Reviewing: Reflection on understanding of previous material and understanding of material to be studied.		√	
		Whilst activity	Debate Assessment: The teacher asks the students to prepare themselves with their group about a hot topic "who is the wrong party in the Kanjuruhan stadium incident?". The teacher also instructs other group to assess their friend performance in the debate.	√	√	
		Post activity	Reflection: Recording or take a note the students who are able to give conclusions about the learning that has been provided. Self-assessment:		√	

			<p>the teacher told the students to self-assess with using google forms provided by the teacher,</p> <p>create a project-based learning:</p> <p>asking students to create a project-based learning called "Flipped Book." As their final project.</p>			
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Teacher 3						
1	XI/ Personal letter	Pre-activity	<p>Ice breaking:</p> <p>The teacher starts the class by doing an ice breaking activity which gives students the opportunity to come forward and sing a song in English.</p> <p>The students were given permission to review the students who perform in front of the class.</p>	√		

		Whilst activity	<p>Group Discussion</p> <p>Evaluation:</p> <p>The teacher instructs the students to conduct a group discussion consisting of 4-5 people. Then, the teacher gives instructions to find 5 questions to be posed to other groups, and the questions must be about the topic of personal letter.</p> <p>Observation:</p> <p>The teacher gives the opportunity for all students to ask about what is not understood in the material, and evaluates the students who actively ask and give answers using English.</p>		√	
		Post activity	<p>reflection:</p> <p>Giving students the opportunity to summarize today's lesson.</p> <p>Homework:</p> <p>The teacher asks students to continue creating a personal letter as homework.</p>		√	

2	XI/ Personal letter	Pre-activity	<p>Ice breaking:</p> <p>The teacher starts the class by doing an ice breaking activity which gives students the opportunity to come forward and sing a song in English.</p> <p>The students were given permission to review the students who perform in front of the class.</p>	√		
		Whilst activity	<p>Group Discussion</p> <p>Evaluation:</p> <p>The teacher instructs the students to conduct a group discussion consisting of 4-5 people. Then, the teacher gives instructions to find 5 questions to be posed to other groups, and the questions must be about the topic of personal letter.</p> <p>Observation:</p> <p>The teacher gives the opportunity for all students to ask about what is not understood in the material, and evaluates the students who actively ask and give</p>	√		

			answers using English.			
		Post activity	<p>reflection:</p> <p>Giving students the opportunity to summarize today's lesson.</p> <p>Homework:</p> <p>The teacher asks students to continue creating a personal letter as homework.</p>		√	
3	XI/ Personal letter	Pre-activity	<p>Ice breaking:</p> <p>The teacher starts the class by doing an ice breaking activity which gives students the opportunity to come forward and sing a song in English.</p> <p>The students were given permission to review the students who perform in front of the class.</p>	√		
		Whilst activity	<p>Group Discussion Evaluation:</p> <p>The teacher instructs the students to conduct a group discussion consisting of 4-5 people. Then, the teacher gives instructions to find 5 questions to be posed to other groups, and the questions</p>		√	

			<p>must be about the topic of personal letter.</p> <p>Observation:</p> <p>The teacher gives the opportunity for all students to ask about what is not understood in the material, and evaluates the students who actively ask and give answers using English.</p>			
		Post activity	<p>reflection:</p> <p>Giving students the opportunity to summarize today's lesson.</p> <p>Homework:</p> <p>The teacher asks students to continue creating a personal letter as homework.</p>	√		
4	XI/ Personal letter	Pre-activity	<p>Ice breaking:</p> <p>The teacher starts the class by doing an ice breaking activity which gives students the opportunity to come forward and sing a song in English.</p> <p>The students were given permission to review the students who perform in front of the class.</p>	√		

		Whilst activity	<p>Group Discussion</p> <p>Evaluation:</p> <p>The teacher instructs the students to conduct a group discussion consisting of 4-5 people. Then, the teacher gives instructions to find 5 questions to be posed to other groups, and the questions must be about the topic of personal letter.</p> <p>Observation:</p> <p>The teacher gives the opportunity for all students to ask about what is not understood in the material, and evaluates the students who actively ask and give answers using English.</p>		√	
		Post activity	<p>reflection:</p> <p>Giving students the opportunity to summarize today's lesson.</p> <p>Homework:</p> <p>The teacher asks students to continue creating a personal letter as homework.</p>		√	

APPENDIX 8

INTERVIEW TRANSCRIPT



Appendix 8 Interview Transcript

	Question
Teacher 1	
P	Apakah anda menyiapkan rencana pembelajaran untuk setiap pertemuan di kelas?
J	Kalo RPP saya punya dik
P	Strategi seperti apa yang anda gunakan untuk mengawali kelas?
J	Saat memulai kelas saya biasanya menanyakan mengenai apa saja yang telah dipelajari di pertemuan sebelumnya, dan menanyakan mengenai pembelajaran yang akan diberikan saat ini. Saya sendiri lebih sering menggunakan teknologi seperti quizizz untuk mengawali kelas. Disini saya ingin melatih kemampuan dasar siswa mengenai pengetahuan yang telah dipahami pada topik suatu pertemuan. Menurut ibu, aplikasi quizizz dapat membuat siswa menjadi terpacu untuk memperoleh nilai terbesar di kelas”.
P	Strategi seperti apa yang anda gunakan saat pembelajaran berlangsung?
J	disaat pembelajarannya atau main activity saya biasanya tu jelasin dulu materinya, biasanya juga menggunakan media PowerPoint, dan video pembelajaran. Setelah itu langsung ke strategy yang ingin saya gunakan, bisa berupa post-test menggunakan media quizizz ataupun diskusi antara siswa
P	Apakah anda menggunakan metode pembelajaran Interaktif di kelas, seperti debat, diskusi, tanya jawab saat pembelajaran berlangsung?
J	agar seluruh siswa dapat terlibat di dalam pembelajaran. Saya biasanya tu mengadakan tes di setiap pertemuannya baik itu berupa blind test sebagai warm up maupun post-test sebagai main activitynya. Kalo cara yang lain ada juga seperti diskusi ataupun tanya jawab antar guru maupun siswa saya
P	Strategi seperti apa yang anda gunakan agar siswa mampu menciptakan inovasi dan berpikir kreatif?
J	untuk meningkatkan kualitas siswa Mrs. di kelas, biasanya Mrs akan memberikan feedback, maupun discussion. Pada saat memberikan feedback, ini biasanya terjadi setelah siswa melakukan suatu performance di kelas, dan feedback yang Mrs. berikan akan langsung ke skill yang perlu mereka improve seperti speaking, reading, dan lain-lain. Lalu diskusi juga apabila memang diperlukan tergantung situasi saja
P	Apakah anda menggunakan metode pembelajaran Menyenangkan, seperti menerapkan kuis atau game saat pembelajaran?
J	Iya seperti Qiuizziz.
P	Strategi seperti apa yang anda gunakan untuk menumbuhkan pemikiran kritis pada siswa?
J	Question and answer lebih sering miss gunakan untuk mendorong pemikiran kritis siswa.
U	Strategi apa yang anda gunakan untuk mendorong siswa dalam mencapai tujuan pembelajaran?

J	Seluruh strategi yang sudah miss berikan tentunya sudah saya gunakan untuk mencapai tujuan pembelajaran.
P	Apakah anda masih menggunakan e-learning selama pembelajaran?
J	Terkadang iya.
P	Media pembelajaran seperti apa yang anda gunakan saat mengajar?
J	Teknologi yang saya gunakan untuk menunjang pembelajaran contohnya miss pernah menggunakan powerpoint, youtube video, quizziz, dan sumber-sumber dari google
P	Apakah pembelajaran berlangsung dengan menggunakan Bahasa Inggris?
J	Untuk kelas yang Mrs. ajar, penggunaan Bahasa Inggris lebih sering saya maupun siswa gunakan pada saat melakukan persentasi, dan juga diskusi. Ini juga dilakukan lebih sering pada main activity saja
P	Kegiatan seperti apa yang anda rancang untuk mengakhiri kelas?
J	pada saat mengakhiri pembelajaran saya akan menyuruh siswa untuk membuat sebuah kesimpulan, atau apabila sempat mungkin post-test atau quiz agar me refresh pemahaman mereka. Selain itu memberikan Pekerjaan Rumah
P	Apakah ada strategi tertentu yang anda terapkan dalam menilai siswa di kelas bahasa Inggris pada masa transisi ini?
J	Strategi menilai itu seperti quiz, dengan ulangan, post-test, feedback lalu keaktifans siswa.
P	Apakah anda menggunakan media atau teknologi tertentu dalam menilai siswa di masa transisi?
J	Iya saya menggunakan media teknologi untuk menilai siswa, contohnya melalu Quizziz.
P	Dalam menilai siswa di masa transisi, apakah anda menggunakan alat ukur tertentu untuk tetap menjaga objektivitas penilaian?
J	Ibu, punya rubrik untuk melakukan penilaian di masa transisi saat ini.
P	Bagaimana dampak terhadap siswa dari strategi asesmen yang diterapkan pada masa transisi?
J	Dampaknya terlihat peningkatan interaksi siswa, dimana pada saat assessment di online tentunya siswa jarang untuk berinteraksi secara langsung, namun sekarang sudah terlihat peningkatan yang signifikan.
P	Apakah anda memberikan penilaian berdasarkan assessment as learning, for learning, dan of learning?
J	Ya sudah di sesuaikan.
P	Apakah pada setiap pertemuan anda memberikan penilaian? (As/for)
J	Strategy assessment for learning bisa dimulai dari keaktifan siswa maupun menggunakan penilaian melalui media seperti quizziz yang berupa game, maupun ulangan haria. Terus kalau yang as learning ngga terlalu sering saya pake. Mungkin setelah ulangan atau quiz saya memberikan self-assessment
P	Dalam melaksanakan penilaian mata pelajaran bahasa Inggris (as/for) pada aspek kognitif, psikomotor, dan afektif, instrumen apa yang biasa anda gunakan?

J	... untuk instrument menilai kalau kognitif tentunya tes tulis, kemudian untuk psikomotor itu kan keterampilan melalui keaktifan. Kemudian ada juga penilaian speaking. Untuk psikomotor ada juga penilaian produk...
P	Sebelum memberikan test (assessment of/for) apakah anda memberikan kisi-kisi kepada siswa?
J	iya, saya kasi kisi-kisi, agar mereka tau blueprint kita apa aja sih. Misal materinya tentang narrative jadi di kasi tau secara lisan, tidak tertulis. Itu saya lakukan berulang-ulang setiap sebelum ulangan...
P	Apa kendala yang Bapak/Ibu alami dalam merancang strategi pembelajaran?
J	kendala yang saya alami di dalam merancang pembelajaran maupun penilaian adalah kemampuan siswa yang berbeda-beda. Jadi ada yang mungkin kinestetik, ada yang visual, terus ada yang audio. Itu yang membuat saya agak susah untuk merancang strategy pembelajaran. Jadi kemampuannya akan berbeda-beda. Karena hal yang perlu saya perhatikan adalah pemerataan pengetahuan untuk siswa, agar semuanya paham
P	Apa kendala yang Bapak/Ibu alami dalam mengimplementasikan strategi pembelajaran pada masa transisi online learning ke onsite learning?
J	Masalah terbesarnya ya dari siswa juga tentunya menghadapi beberapa permasalahan, seperti speaking nya yang kurang, kayak kurang jelas pronunciation nya. Nah selain itu siswa juga terlihat kesulitan untuk berinteraksi Bersama temannya dikarenakan sekolah online dulu. Jadi ya mereka memang sedang beradaptasi dengan lingkungan transisi sekarang
P	Apakah siswa mengalami kendala dalam mengikuti proses penyesuaian strategi pembelajaran pada masa transisi online learning ke onsite learning?
J	Seperti yang sudah dijelaskan pada saat pertama masuk periode transisi siswa memiliki kendala seperti speaking nya yang kurang, kayak kurang jelas pronunciation nya. Nah selain itu siswa juga terlihat kesulitan untuk berinteraksi Bersama temannya dikarenakan sekolah online dulu.
P	Apakah solusi yang Bapak/Ibu terapkan untuk menanggulangi kendala selama proses pembelajaran?
J	Tentunya merancang strategi yang innovative dan kreatif.
P	Apakah kendala yang Bapak/Ibu hadapi dalam merancang strategi menilai pada masa transisi online learning ke onsite learning?
J	Tidak ada
P	Apakah kendala yang Bapak/Ibu hadapi ketika memilih aktivitas sebagai kriteria penilaian?
J	Tidak ada
P	Apakah kendala yang Bapak/Ibu hadapi pada saat mengimplementasikan strategi menilai pada masa transisi online learning ke onsite learning?
J	Tidak ada
P	Apakah kendala yang Bapak/Ibu hadapi ketika mengelola hasil nilai yang sudah didapatkan dari hasil test/aktivitas yang dilakukan?
J	Tidak ada
Teacher 2	

P	Apakah anda menyiapkan rencana pembelajaran untuk setiap pertemuan di kelas?
J	Miss jarang menyiapkan RPP tapi lebih ke spontanitas saja, namun sebelum pertemuan sudah miss rancang akan seperti apa nantinya kelas yang saya ajar.
P	Strategi seperti apa yang anda gunakan untuk mengawali kelas?
J	Untuk memulai kegiatan mengajar di kelas biasanya Mrs. akan bertanya mengenai topic apa yang sudah di pelajari sebelumnya, dan mengetes pemahaman siswa mengenai topic yang akan dibahas
P	Strategi seperti apa yang anda gunakan saat pembelajaran berlangsung?
J	kalo Mrs. biasanya bakal make diskusi untuk mengajar key concept. Tapi disini Mrs. akan lebih memfokuskan agar siswalah yang mandiri untuk memulai sesi diskusi berupa tanya jawab agar terlihat seperti berdebat. Mrs. akan bertindak sebagai pemberi arahan agar topic tidak melenceng dari yang sudah ditentukan. Lebih jelasnya Mrs. akan menunjuk salah satu perwakilan siswa untuk membuka sesi diskusi di depan kelas. Seluruh proses diskusi menggunakan Bahasa Inggris, dan sedikit Bahasa Indonesia apabila kurang paham
P	Apakah anda menggunakan metode pembelajaran Interaktif di kelas, seperti debat, diskusi, tanya jawab saat pembelajaran berlangsung?
J	karena saya suka dengan debat, jadi saya akan menggunakan debat ataupun group discussion di kelas yang saya ajar. Kalaupun, ada murid yang tidak mengikuti pembelajaran saya biasanya akan menunjuk murid tersebut untuk menyampaikan pendapatnya mengenai topic yang sedang dibahas. Jadi semuanya, bisa tetap terkontrol dan kondusif
P	Strategi seperti apa yang anda gunakan agar siswa mampu menciptakan inovasi dan berpikir kreatif?
J	Menggunakan project-based learning dapat meningkatkan inovasi dan kreativitas siswa.
P	Apakah anda menggunakan metode pembelajaran Menyenangkan, seperti menerapkan kuis atau game saat pembelajaran?
J	Jarang miss menggunakan game dan kuis.
P	Strategi seperti apa yang anda gunakan untuk menumbuhkan pemikiran kritis pada siswa?
J	Debate adalah strategi yang paling sering saya gunakan untuk meningkatkan pemikiran kritis siswa.
U	Strategi apa yang anda gunakan untuk mendorong siswa dalam mencapai tujuan pembelajaran?
J	strategi yang Mrs. berikan untuk meningkatkan kualitas siswa yaitu dengan memberikan feedback, dan juga review dari hasil kerja siswa. Selain itu Mrs. juga melatih kepercayaan diri siswa untuk menggunakan Bahasa Inggris seperti melakukan persentasi, dan debate. Seperti yang sudah Agung lihat bahwa siswa saya terlihat confident untuk menggunakan Bahasa Inggris di setiap pertemuannya

P	Apakah anda masih menggunakan e-learning selama pembelajaran?
J	Miss tidak menggunakan e-learning
P	Media pembelajaran seperti apa yang anda gunakan saat mengajar?
J	Mrs, ngga terlalu banyak menggunakan teknologi sebagai media pembelajaran. Tapi karena pandemic jadi Mrs. tau dan menggunakan beberapa teknologi seperti Whatsaap group, Canva, gambar dari google, google form dan apabila memungkinkan PowerPoint.
P	Apakah pembelajaran berlangsung dengan menggunakan Bahasa Inggris?
J	penggunaan Bahasa Inggris di kelas saya tentu digunakan dari awal sampai akhir pembelajaran. Namun, tidak selalu Bahasa Inggris, bisa juga menggunakan Bahasa Indonesia apabila siswa kurang paham dan pada saat itu saya akan membantu memberikan alternative kata yang tepat untuk mereka. Nah jadi main activity seperti debat, persentasi, dan tanya jawab tetap menggunakan Bahasa Inggris
P	Kegiatan seperti apa yang anda rancang untuk mengakhiri kelas?
J	Di akhir pembelajaran saya biasanya memberikan kesempatan bagi siswa untuk menyimpulkan apa saja yang telah siswa pelajari. Lalu, saya juga memberikan tugas, dan biasanya kalo tugas akhir itu bisa berupa project membuat flipped book untuk membuat sebuah caption karena topiknya yaitu caption.
P	Apakah ada strategi tertentu yang anda terapkan dalam menilai siswa di kelas bahasa Inggris pada masa transisi ini?
J	Strategi yang saya gunakan untuk menilai adalah variasi teknologi dan manual, contoh saya menggunakan google form seperti menggunakan soal multiple choice yang disesuaikan dengan KD atau kompetensi dasar dari topic yang sesuai. Adalagi contohnya tugas akhir yaitu berupa flipped book. Intinya saya menggunakan both teknologi dan juga non teknologi
P	Apakah anda menggunakan media atau teknologi tertentu dalam menilai siswa di masa transisi?
J	Saya pernah menggunakan beberapa teknologi seperti google form, power point, dan lain-lainnya.
P	Dalam menilai siswa di masa transisi, apakah anda menggunakan alat ukur tertentu untuk tetap menjaga objektivitas penilaian?
J	kalo instrument penilaian itu tentunya punya rubrik yang saya gunakan untuk mengevaluasi kinerja atau hasil belajar dari siswa tersebut. Nah misalnya pada topic debat, itu memiliki beberapa hal yang perlu di nilai seperti speaking siswa, keterkaitan topic yang dibawa, dan ketepatan argument mereka. Jadi di setiap topic, rubrik yang itu berikan tentunya berbeda- beda disesuaikan dengan kebutuhan kompetensi dasar
P	Bagaimana dampak terhadap siswa dari strategi asesmen yang diterapkan pada masa transisi?
J	Terlihat siswa lebih aktif dibandingkan dengan pada saat online learning, selain itu saya juga lebih mudah menilai sikap siswa.
P	Apakah anda memberikan penilaian berdasarkan assessment as learning, for

	learning, dan of learning?
J	Ya, saya sudah pernah melakukan ketiganya baik itu assessment as, for, dan of learning. Untuk yang as learning saya jarang sih melakukannya tapi mungkin ke depan saya akan lakukan itu. Tapi assessment for learning sudah saya berikan di dalam kelas yang saya ajar
P	Apakah pada setiap pertemuan anda memberikan penilaian? (As/for)
J	Saya rasa sudah saya lakukan pada setiap pertemuan.
P	Dalam melaksanakan penilaian mata pelajaran bahasa Inggris (as/for) pada aspek kognitif, psikomotor, dan afektif, instrumen apa yang biasa anda gunakan?
J	kalo instrument penilaian ibu tentunya punya rubrik yang saya gunakan untuk mengevaluasi kinerja atau hasil belajar dari siswa tersebut. Nah misalnya pada topic debat, ibu memiliki beberapa hal yang perlu di nilai seperti speaking siswa, keterkaitan topic yang dibawa, dan ketepatan argument mereka. Jadi di setiap topic, rubrik yang ibu berikan tentunya berbeda- beda disesuaikan dengan kebutuhan kompetensi dasar
P	Sebelum memberikan test (assessment of/for) apakah anda memberikan kisi-kisi kepada siswa?
J	Saya tidak memberikan kisi-kisi secara administrative namun secara langsung saja bilang minggu depan kita akan ulangan di materi ini, jadi tidak memberika kisi-kisi yang administrative
P	Apa kendala yang Bapak/Ibu alami dalam merancang strategi pembelajaran?
J	saya merasa belum menemukan kendala di dalam merancang strategi pembelajaran maupun menilai. Namun ada beberapa hal yang memang perlu dipertimbangkan seperti kemampuan siswa, lalu pemerataan materi yang diberikan agar semua murid dapat ikut aktif belajar
P	Apa kendala yang Bapak/Ibu alami dalam mengimplementasikan strategi pembelajaran pada masa transisi online learning ke onsite learning?
J	Belum menemukan masalah yang terlalu berpengaruh di dalam pembelajaran, cumin terlihat cuek saat pertama kali mengikuti masa transisi.
P	Apakah siswa mengalami kendala dalam mengikuti proses penyesuaian strategi pembelajaran pada masa transisi online learning ke onsite learning?
J	kalo untuk siswa terlihat jelas perubahan sikap yang sebelum online atau pembelajaran normal dengan pembelajaran transisi saat ini. Ada beberapa murid yang memang terlihat cuek, dan tidak tertarik untuk belajar, namun seiring waktu mereka terlihat perubahan sikapnya untuk mengikuti pembelajaran saya
P	Apa solusi yang Bapak/Ibu terapkan untuk menanggulangi kendala selama proses pembelajaran?
J	Ya solusinya dengan menerapkan pembelajaran yang interaktif, dan bersidat motivative.
P	Apakah kendala yang Bapak/Ibu hadapi dalam merancang strategi menilai pada masa transisi online learning ke onsite learning?
J	Tidak ada

P	Apa kendala yang Bapak/Ibu hadapi ketika memilih aktivitas sebagai kriteria penilaian?
J	Tidak ada
P	Apa kendala yang Bapak/Ibu hadapi pada saat mengimplementasikan strategi menilai pada masa transisi online learning ke onsite learning?
J	Tidak ada
P	Apa kendala yang Bapak/Ibu hadapi ketika mengelola hasil nilai yang sudah didapatkan dari hasil test/aktivitas yang dilakukan?
J	Tidak ada
Teacher 3	
P	Apakah anda menyiapkan rencana pembelajaran untuk setiap pertemuan di kelas?
J	Saya tidak memiliki strategi khusus namun spontanitas saja.
P	Strategi seperti apa yang anda gunakan untuk mengawali kelas?
J	Pada saat memulai pembelajaran kelas, miss seperti biasa akan mengecek kehadiran siswa, dan menyuruh siswa untuk memimpin doa menggunakan Bahasa inggris. Setelah itu miss menyuruh 1-2 siswa untuk menyanyikan sebuah lagu berbahasa inggris lalu memberi tau makna dari lagu tersebut, hal ini bertujuan untuk memotivasi siswa agar terpacu untuk belajar
P	Strategi seperti apa yang anda gunakan saat pembelajaran berlangsung?
J	Mrs. lebih suka menggunakan diskusi group. lalu tergantung topicnya, miss mungkin akan menggunakan metode tanya jawab kepada group yang dimana group tersebut akan saling melempar pertanyaan kepada group lain dan group yang memperoleh poin terbesar karena berhasil menjawab pertanyaan temannya akan memperoleh reward. Selain itu miss juga biasanya memberikan beberapa tugas seperti membuat sebuah personal letter, dan lain-lainnya
P	Apakah anda menggunakan metode pembelajaran Interaktif di kelas, seperti debat, diskusi, tanya jawab saat pembelajaran berlangsung?
J	untuk membuat seluruh siswa menjadi ikut terlibat, saya menggunakan pendekatan awal yang menyenangkan untuk memulai kelas saya seperti menyanyikan lagu di setiap pertemuan. Diskusi, debat, tanya jawab sudah saya lakukan untuk membuat siswa berinteraksi satu sama lain.
P	Strategi seperti apa yang anda gunakan agar siswa mampu menciptakan inovasi dan berpikir kreatif?
J	Question and answer, ataupun project diskusi.
P	Apakah anda menggunakan metode pembelajaran Menyenangkan, seperti menerapkan kuis atau game saat pembelajaran?
J	Iya saya menggunakan singing pada awal pembelajaran untuk membuat suasana lebih enjoy.
P	Strategi seperti apa yang anda gunakan untuk menumbuhkan pemikiran kritis pada siswa?
J	Question and answer, ataupun project diskusi.

U	Strategi apa yang anda gunakan untuk mendorong siswa dalam mencapai tujuan pembelajaran?
J	strategi yang Mrs. berikan untuk meningkatkan kualitas siswa yaitu dengan memberikan feedback, dan juga review dari hasil kerja siswa. Selain itu Mrs. juga melatih kepercayaan diri siswa untuk menggunakan Bahasa Inggris seperti melakukan persentasi, dan debate. Seperti yang sudah Agung lihat bahwa siswa saya terlihat confident untuk menggunakan Bahasa Inggris di setiap pertemuannya
P	Apakah anda masih menggunakan e-learning selama pembelajaran?
J	Tidak.
P	Media pembelajaran seperti apa yang anda gunakan saat mengajar?
J	saya lebih berpatokan menggunakan buku untuk mengajar. Namun kalo teknologi modern yang pernah saya pakai di periode transisi ini seperti youtube, dan google saya pernah menggunakannya
P	Apakah pembelajaran berlangsung dengan menggunakan Bahasa Inggris?
J	Penggunaan Bahasa Inggris seperti biasa akan dilakukan pada saat doa mengawali pembelajaran. Lalu bernyanyi lagu Bahasa Inggris seperti karaoke, dan memberikan penjelasan mengenai lagu tersebut menggunakan Bahasa Inggris. Selain itu mungkin pada saat persentasi, tanya jawab, maupun diskusi
P	Kegiatan seperti apa yang anda rancang untuk mengakhiri kelas?
J	Karena di awal saya memulai dengan doa maka di akhir pembelajaran juga berdoa. Lalu saya memberikan apresiasi bagi siswa yang telah aktif mengikuti kelas baik itu bertanya maupun menjawab. Terakhir, kalau diperlukan saya memberikan tugas berupa pekerjaan rumah
P	Apakah ada strategi tertentu yang anda terapkan dalam menilai siswa di kelas bahasa Inggris pada masa transisi ini?
J	tidak ada strategi yang specific namun miss juga menggunakan penilaian melalui media seperti contohnya itu pernah menggunakan google classroom, youtube, dan lain-lain
P	Apakah anda menggunakan media atau teknologi tertentu dalam menilai siswa di masa transisi?
J	google classroom, youtube, dan lain-lain
P	Dalam menilai siswa di masa transisi, apakah anda menggunakan alat ukur tertentu untuk tetap menjaga objektivitas penilaian?
J	Tidak
P	Bagaimana dampak terhadap siswa dari strategi asesmen yang diterapkan pada masa transisi?
J	Dapat dilihat peningkatan dari beberapa aspek seperti speaking, reading, dan lain-lain
P	Apakah anda memberikan penilaian berdasarkan assessment as learning, for learning, dan of learning?
J	Ya, saya sudah pernah melakukan ketiganya baik itu assessment as, for, dan of learning. Untuk yang as learning saya jarang sih melakukannya tapi



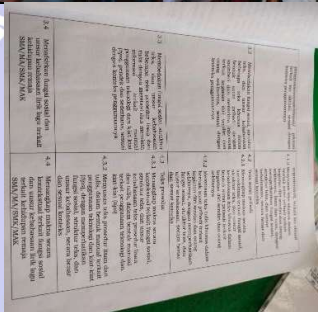


	mungkin ke depan saya akan lakukan itu. Tapi
P	Apakah pada setiap pertemuan anda memberikan penilaian? (As/for)
J	Iya.
P	Dalam melaksanakan penilaian mata pelajaran bahasa Inggris (as/for) pada aspek kognitif, psikomotor, dan afektif, instrumen apa yang biasa anda gunakan?
J	ada saya memiliki rubrik sebagai standar atau kriteria penilain objektif saya. Bisa dimulai dari speaking, reading
P	Sebelum memberikan test (assessment of/for) apakah anda memberikan kisi-kisi kepada siswa?
J	di setiap sebelum ulangan saya memberikan kisi-kisi
P	Apa kendala yang Bapak/Ibu alami dalam merancang strategi pembelajaran?
J	saya merasa belum menemukan kendala di dalam merancang strategi pembelajaran maupun menilai. Namun ada beberapa hal yang memang perlu dipertimbangkan seperti kemampuan siswa, lalu pemerataan materi yang diberikan agar semua murid dapat ikut aktif belajar
P	Apa kendala yang Bapak/Ibu alami dalam mengimplementasikan strategi pembelajaran pada masa transisi online learning ke onsite learning?
J	Tidak ada
P	Apakah siswa mengalami kendala dalam mengikuti proses penyesuaian strategi pembelajaran pada masa transisi online learning ke onsite learning?
J	siswa-siswa di kelas 11 saya tidak terlihat mengalami kendala di saat mengikuti proses pembelajaran, namun malah terlihat antusias
P	Apa solusi yang Bapak/Ibu terapkan untuk menanggulangi kendala selama proses pembelajaran?
J	Dengan menggunakan strategi yang menyenangkan dan menantang.
P	Apa kendala yang Bapak/Ibu hadapi dalam merancang strategi menilai pada masa transisi online learning ke onsite learning?
J	Tidak ada
P	Apa kendala yang Bapak/Ibu hadapi ketika memilih aktivitas sebagai kriteria penilaian?
J	Tidak ada
P	Apa kendala yang Bapak/Ibu hadapi pada saat mengimplementasikan strategi menilai pada masa transisi online learning ke onsite learning?
J	Tidak ada
P	Apa kendala yang Bapak/Ibu hadapi ketika mengelola hasil nilai yang sudah didapatkan dari hasil test/aktivitas yang dilakukan?
J	Tidak ada



APPENDIX 9 DOCUMENTATION



Appendix 9 Documentation

No	Picture	Description
1	 	Ice breaking teacher 3, Quiz teacher 1, and Debate teacher 2
2		Lesson plan
3		Asking and answer between teacher and student (Teacher 30)
4		Lecturing (Teacher 1 teacher 2 and Teacher 2)

5		Interview
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