

# Appendices



## Appendix 1.

### Permission Letter of Conducting Research in SD Negeri 1 Banjarangkan



PEMERINTAH KABUPATEN KLUNGKUNG  
**DINAS PENDIDIKAN KEMUDAAN DAN OLAHRAGA  
KORWIL DISDIKORA KEC.BANJARANGKAN  
SEKOLAH DASAR NEGERI 1 BANJARANGKAN**

Alamat : Jl. Pepaya Dusun Selat, Desa Banjarangkan, Kec.Banjarangkan - Kode Pos : 80752

Telp. : (0366) 21479 - Terakreditasi : "A" - Email : [sdn1bra@gmail.com](mailto:sdn1bra@gmail.com)



#### SURAT KETERANGAN

NOMOR: 848/008 Bra.1/Disdikpora

Yang bertanda tangan di bawah ini:

Nama : I KETUT SUKADA, S.Pd.SD  
NIP : 19840514 200604 1 008  
Pangkat/Gol : Penata Tk.I, III/d  
Jabatan : Kepala Sekolah  
Tempat Tugas : SD Negeri 1 Banjarangkan

Menerangkan dengan sebenarnya bahwa:

Nama : DEWA AYU RATNA LILY PASTIKA  
NIM : 1912021137  
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 Klungkung Regency

Menerangkan bahwa memang benar Mahasiswa tersebut melakukan penelitian pada guru Bahasa Inggris SD Negeri 1 Banjarangkan pada tanggal 27 Pebruari 2023 – 6 Maret 2023. Demikian Surat Keterangan ini di buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Banjarangkan, 7 Maret 2023  
Kepala SD Negeri 1 Banjarangkan



**I KETUT SUKADA, S.Pd.SD**  
NIP. 19840514 200604 1 008

**Appendix 2.**

**Permission Letter of Conducting Research in SD Negeri 2 Tusan**





**PEMERINTAH KABUPATEN KLUNGKUNG  
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA  
KORWIL KECAMATAN BANJARANGKAN**

**SEKOLAH DASAR NEGERI 2 TUSAN**

Alamat : Jalan Semaagung, DesaTusan

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**SURAT KETERANGAN**

Nomor : 848/171.SDN 2 Tsn/ Disdikpora/2023

Yang bertanda tangan dibawah ini,

Nama : Ni Made Prasti, S.Pd.SD  
NIP. : 196412061992052001  
Pangkatt/Gol. : Pembina Utama Muda, IV/c  
Jabatan : Kepala Sekolah  
Tempat Tugas : SD Negeri 2 Tusan

Menerangkan dengan sebenarnya bahwa :

Nama : DEWA AYU RATNA LILY PASTIKA  
NIM : 1912021137  
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 Klungkung Regency.

Menerangkan bahwa memang benar Mahasiswa tersebut melakukan penelitian pada guru Bahasa Inggris SD Negeri 2 Tusan pada tanggal 2 - 9 Maret 2023.

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

Tusan, 10 Maret 2023  
Kepala SD Negeri 2 Tusan



Ni Made Prasti, S.Pd.SD  
NIP. 196412061992052001

### Appendix 3.

## Permission Letter of Conducting Research in SD Negeri 3 Banjarangkan



PEMERINTAH KABUPATEN KLUNGKUNG  
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA  
KORWIL DISDIKPORa KECAMATAN BANJARANGKAN  
SEKOLAH DASAR NEGERI 3 BANJARANGKAN  
Alamat jalan Pepaya No. 1 Banjarangkan



### SURAT KETERANGAN

NOMOR: 045.2/1895/3Bra/Disdikpora

Yang bertanda tangan di bawah ini:

Nama : NI WAYAN SRINATI,S.Pd  
NIP : 19670414 198904 2 001  
Pangkat/Gol : Pembina Utama Muda IV/c  
Jabatan : Kepala Sekolah  
Tempat Tugas : SD Negeri 3 Banjarangkan

Menerangkan dengan sebenarnya bahwa:

Nama : DEWA AYU RATNA LILY PASTIKA  
NIM : 1912021137  
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 Klungkung Regency

Menerangkan bahwa memang benar Mahasiswa tersebut melakukan penelitian pada guru Bahasa Inggris SD Negeri 3 Banjarangkan pada tanggal 1 Maret 2023 – 3 Maret 2023. Demikian Surat Keterangan ini di buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Banjarangkan, 4 Maret 2023  
Kepala SD Negeri 3 Banjarangkan

  
**NI WAYAN SRINATI,S.Pd**  
NIP:19670414 198904 2 001

## 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, S.Pd., M. Pd.

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



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

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

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





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

		2. Build knowledge from working with objects or ideas.	a. Exploring objects and circumstances in the surrounding environment can build new knowledge for each student	✓		
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			b. Objects and the surrounding environment cannot form new knowledge if explored by students	✓		
		3. Learn through direct experience	a. Students more easily understand the concept through direct learning activities	✓		
			b. Students will quickly forget their understanding of the material that they have independently obtained	✓		
		4. Learn by listening and repeating.	a. Listening and repeating activities can help students improve their English skills	✓		



			b. In learn English, listening and repeating activities cannot improve student's English skills	✓		
		5. Learn when they are motivated	a. students will learn optimally when students feel interested and motivated in learning activities	✓		
			b. Learning activities must be carried out without considering the condition of students to maximize study time	✓		

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

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

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



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

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

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

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

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





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

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



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

		that has been achieved	b. Provide feedback only to students who got low score	✓		
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First Expert



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

NIP: 198304022006042001

## Appendix 5.

### Expert Judgement from the Second Judge for the Questionnaire

23/23  
/2

Expert Judge sheet

Instrument: Questionnaire

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

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



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

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

			contained in the curriculum	b. The activities are 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	✓				

				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 <sup>is in</sup> 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 <sup>dis</sup> arranged based on the learning objectives that must be achieved	✓	✓	
				b. Learning objectives have no effect on making lesson plans	✓		
			2. Designing effective learning activities	a. Learning activities can run well if they are designed effectively	✓		
				b. Learning activities can be designed by adjusting the situations that occur in class	✓		
			3. Arranging student-centered activities	a. The learning activities must be student-centered	✓		
				b. The learning activities are fully held by the teacher	✓		

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





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

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



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



			6. Stimulating active student participation	directly, so that students can actively participate			
				b. The learning activities are designed only for <del>make</del> <sup>making</sup> students focus on doing assignments in the book		✓	
			7. Giving or applying a game in the learning process	a. The game that <del>giving or applying</del> <sup>given or applied</sup> 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. I give students involve property or objects around in learning activities		✓	
				b. I keep following the allocation for learning even though the student is		✓	

				no longer motivated in learning			
		9. Improving the four language skills by using appropriate learning media	a.	Learning media <sup>are</sup> that 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 <sup>are</sup> encouraged by giving them activities that can make them perform in the front of the class		✓	
			b.	I let other students mock the student who does any mistakes in English		✓	

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

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

				false) to provide reports on students' learning progress			
			5. Providing an evaluation of the assessment that has been achieved	a. Feedback is provided to know student achievement during learning	✓		
				b. Feedback <del>is</del> only provided to students who got low score		✓	

Second Expert



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

NIP. 19900224201404

## Appendix 6.

### Expert Judgement from the First Expert for the Observation Sheet

Expert Judge sheet

Instrument: Observation Sheets

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

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



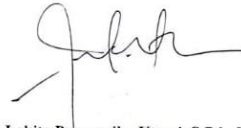
Knowledge about lesson plan (Zid in Setiawan, 2018)	1. Make a lesson plan that corresponds with the learning objectives to be achieved	✓		
	2. Designing effective learning activities	✓		
	3. Teach with student-centered activities	✓		
	4. Teaching with media and technology in the learning activity	✓		
The use of learning strategies for young learners (Zid in Setiawan, 2018)	1. Teach using visual media that students can observe such as videos and pictures	✓		
	2. Teach using media that can be explored	✓		
	3. Giving the context/situation to the students	✓		
	4. Doing a contextual activity	✓		
	5. Doing activities that are motivating and interesting	✓		
	6. Stimulate students' active participation	✓		
	7. Giving or apply a game, in the learning process	✓		

	8. Creating a fun learning environment (by using a joke or song)	✓		
	9. Use learning media that can improve the four language skills	✓		
	10. Use activities that can encourage students' self-confidence in learning English	✓		
	11. Use activities that can develop student's social skill	✓		
Knowledge about assessment (Zid in Setiawan, 2018)	1. Develop an assessment tool that fits with the learning objectives	✓		
	2. Use techniques of assessment that according to the ability or type of learning outcomes to be assessed	✓		
	3. Creating an assessment instrument that fits with skill achievement criteria	✓		

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

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



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

NIP: 198304022006042001



## Appendix 7.

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

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

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

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

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



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

NIP: 19900224201404



## Appendix 8.

### Expert Judgement from the First Expert for the Interview Guide

Expert Judge sheet

Instrument: Interview Guide

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

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



	Language Proficiency (Andrews, 2001)	1. Use <del>to</del> 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 <del>to</del> English on the board/ <del>on</del> a document without errors	a. Is it important to write on the whiteboard without any errors?	✓		
			b. What is the advantage and disadvantage of writing on the whiteboard without any errors?	✓		
2	Pedagogical Knowledge	1. The teacher is able to analyze the learning objectives in the curriculum to compile the syllabus	a. Is it important to examine <i>Do you think you are capable of</i> the curriculum to determine learning objectives?	✓		reverse
			b. Is it necessary to use learning objectives in accordance with the curriculum in making a syllabus?	✓		

	Knowledge about the characteristics of young learners (Zid 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. <del>What</del> is the effect of giving material to students through experience?	✓		reuse
	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?	✓		

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

		b. What is the impact of using a lesson plan that corresponds to the learning objective when teaching?	✓		
	2. Designing effective learning activities	a. What are the benefits of designing an effective learning activity while teaching?			
	<i>What do you consider to design effective learning activities?</i>	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	✓		



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





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



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



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



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

Do you use more than one type of assessment?

is arranging assessment activities important? How?

First Expert



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

NIP: 198304022006042001

## Appendix 9.

### Expert Judgement from the Second Expert for the Interview Guide

Expert Judge sheet

Instrument: Interview Guide

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

23/23  
/2

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



				pronunciation in the next utterance?			
		Language Proficiency (Andrews, 2001)	1. Using/speaking English Fluently	a. Do you think using English fluently in class is important?	✓		
				b. What is the advantage and disadvantage of using English fluently in the classroom?	✓		
			2. Writing in English on the board/on a document without errors	a. Do you think writing on the whiteboard without any errors is important?	✓		
				a. What is the advantage and disadvantage of writing on the whiteboard without any errors?	✓		
2	Pedagogical Knowledge	Knowledge about Curriculum	1. Being able to analyze the learning objectives	a. Do you think you are capable of analyzing the learning objectives in the	✓		

		Development (Ratminingsih, 2020)	in the curriculum to compile the syllabus	curriculum to arrange the syllabus?			
				b. Why is it necessary to use learning objectives related with the curriculum to arrange the syllabus?	✓		
			2. Being able to direct learning topics with learning objectives to be achieved	a. Do you think you are capable of directing learning topics in accordance with learning objectives?	✓		
				b. What is the effect if the learning is developed according to the student's situation?	✓		
			3. Aligning the relationship between one topic and the next topic contained	a. Do you think connecting one topic to another topic is important?	✓		

			in the curriculum	b. What should be considered when connecting one topic to another topic?	✓		
	Knowledge about the characteristics of young learners (Ratminingsih, 2020)	1. Trying something new.		a. Do you think giving students space to be able to try new things is important?	✓		
			b. What learning activities do you use to give students space to try something new?	✓			
		2. Building knowledge from working with objects or ideas.	a. What kind of learning activities outside the classroom that you give to the students?	✓			
			b. Do you think giving students the opportunity to work with certain objects is important?	✓			

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

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

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



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



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

			3. Giving the context/situation	a. What is the benefit of giving context or situation in the learning process?	✓		
				b. Are there any obstacles in providing context or situation to the students?	✓		
			4. Doing a contextual activity	a. Do you think connecting learning topics with students' real life is important?	✓		
				b. What activities do you usually use to link learning topics with students' real life?	✓		
			5. Doing activities that are motivating and interesting	a. What kind of motivating and interesting activity that you usually do while teaching?	✓		
				b. Are they more interested and excited in learning	✓		

				when you provide motivating and interesting activities?			
			6. Stimulating active student participation	a. Do you think stimulating students to participate actively is important?	✓		
				b. What do you usually do to stimulate students to participate actively?	✓		
			7. Giving or applying a game in the learning 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. Do you think using jokes or songs to create a fun	✓		

			a joke or song)	learning environment is important?			
				b. What kind of joke or song do you give to your students? Are there some tips in choosing jokes or songs that are suitable for the students?	✓		
			9. Improving the four language skills by using appropriate learning media	a. What is the impact of using media in improving students' four language skills?	✓		
				b. Did you experience difficulties when designing or using the media to improve the four language skills?	✓		

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

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

			4. Arranging assessment activities make a positive contribution to the students	a. What feedback is given to students after assessing learning outcomes?	✓		
				b. Is arranging assessment activities make a positive contribution to the students?	✓		

Second Expert



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

NIP: 19900224201404

## **Appendix 10.**

### **Questionnaire Result from the Teachers**

The result can be accessed from:

<https://docs.google.com/spreadsheets/d/1LZO6uuZ6iRYIepMUIRRvL9lvlhjulLV29E6qKDsRjUY/edit?resourcekey#gid=2058072244>

## **Appendix 11.**

### **Observation Result from the Teachers**

The result can be accessed from:

<https://docs.google.com/document/d/1Yy8FABtkIgd7HGXMBwnsUVNgVUIQC6zm/edit?usp=sharing&oid=1094920224238598212&rtpof=true&sd=true>

## **Appendix 12.**

### **Documentation**



Observation at Teacher 1



Observation at Teacher 2



Observation at Teacher 3

