

Appendix 1. Research Permit Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 95/UN48.78.1/DT/2024

9 Januari 2025

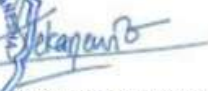
Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMPN 1 Payangan
di Payangan

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

Nama	: Ni Made Sintya Laksmi
NIM	: 2112021115
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: EXPLORING TEACHING STRATEGY PREFERENCES BETWEEN NOVICE AND EXPERIENCED ENGLISH TEACHERS IN SMP N 1 PAYANGAN

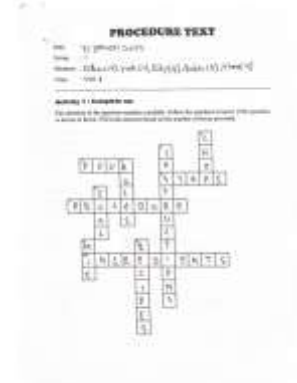
untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan ,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

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

Appendix 2. Research Dokumentation

No.	Date	Description	Photo
1.	Monday, January 20, 2025 (08.50-09.30)	Novice Teacher 1 st Observation (Procedure Text)	 (The teacher assists students in solving problems)  (Crossword puzzle)  (Crossword puzzle questions)
2.	Tuesday, January 21, 2025 (09.40-11.00)	Novice Teacher 2 nd Observation (How to do Presentation)	

			(Students make presentations)
3.	Monday, February 03, 2025 (08.50-09.30)	Novice Teacher 3 rd Observation (Asking ans Giving Comment)	 (The teacher facilitates students in asking questions)
4.	Tuesday, February 04, 2025 (09.40-11.00)	Novice Teacher 4 th Observation (WH- Questions (Past Tense))	 (Students present their work)
5.	Monday, January 20, 2025 (11.10-12.30)	Experienced Teacher 1 st Observation (Procedure Text)	 (The teacher explains learning activities)
6.	Tuesday, January 21, 2025 (08.50-09.30)	Experienced Teacher 2 nd Observation (How to do Presentation)	 (Students make presentations)

7.	Monday, February 03, 2025 (11.20-12.30)	Experienced Teacher 3 rd Observation (Asking ans Giving Comment)	 (Students conducts an investigation)
8.	Tuesday, February 04, 2025 (08.50-09.30)	Experienced Teacher 4 th Observation (WH- Questions (Past Tense))	 (Students share their knowledge)
9.	Monday, February 10, 2025. (08.30-09.50)	In-depth Interview with Experienced Teacher	 (Interview with Experienced Teacher)
10.	Monday, February 10, 2025. (10.00-11.15)	In-depth Interview with Novice Teacher	 (Interview with Novice Teacher)

Appendix 3. Teaching Strategy Checklist

STRATEGI MENGAJAR YANG PERNAH DITERAPKAN

Hari/Tanggal:.....

Kode Guru:.....

No	Indikator Strategi Mengajar	Checklist	Catatan
LEARNING STRATEGY TRAINING			
1	Strategi Metakognitif		
	Saya menyediakan kegiatan bagi siswa untuk merencanakan pembelajaran mereka, memantau kemajuan mereka, dan mengevaluasi hasil belajar mereka.		
	Saya menugaskan siswa untuk melihat ide-ide utama, berlatih bahasa (seperti pengucapan), dan memilih bagian teks yang akan menjadi fokus.		
	Saya menilai apa yang diketahui, kesesuaian dan ketepatan materi pembelajaran bahasa Inggris.		
	Saya mengevaluasi kesesuaian dan ketepatan dari apa yang telah dipelajari, dan menilai pemahaman siswa secara keseluruhan terhadap materi.		

	Saya membimbing siswa untuk mengendalikan pembelajaran mereka sendiri.		
	Saya membantu siswa dengan merencanakan dan menyesuaikan strategi pembelajaran ketika strategi tersebut tidak efektif.		
	Saya mengevaluasi materi yang telah dipelajari sebelumnya dan secara proaktif		
	Saya menentukan area mana yang memerlukan perhatian lebih lanjut.		
	Strategi Kognitif		
	Saya memberikan perhatian pada tugas yang belum dipahami siswa atau yang belum dapat mereka selesaikan saat itu.		
	Saya membantu siswa dalam memanipulasi bahasa target dengan menyediakan kegiatan seperti penalaran, analisis, dan penarikan kesimpulan.		
	Saya mengizinkan siswa untuk menggunakan kamus untuk membantu siswa meningkatkan kemampuan bahasa mereka.		
	Saya membantu siswa dengan memberikan petunjuk, mengingatkan mereka akan instruksi khusus, menunjukkan hal-hal yang terlewatkan, dan menawarkan ide tentang cara membuat sesuatu menjadi lebih baik.		

	Strategi Sosial/Afektif		
	Saya membantu siswa dalam mengelola sikap, nilai, emosi, dan motif mereka.		
	Saya mendukung siswa melalui pujian dan tawa sebagai cara bagi mereka untuk rileks dan menghargai apa yang telah mereka capai.		
	Saya membantu siswa dengan paparan terhadap lingkungan yang memungkinkan untuk berlatih.		
	Saya menugaskan siswa untuk berkolaborasi dengan teman sekelas atau penutur asli bahasa tersebut untuk meningkatkan kemampuan bahasa siswa.		
PROJECT BASED LEARNING			
2	Saya memberikan proyek yang nyata dan relevan dengan kehidupan, bukan hanya tugas akademis yang terisolasi.		
	Saya meminta siswa untuk memecahkan masalah yang kompleks, yang mencerminkan realitas multidisiplin di dunia.		
	Saya lebih berfokus pada proses pembelajaran, bukan hanya pada hasil akhir.		
	Saya mengajak siswa untuk memahami setiap langkah dalam proyek.		

	Saya mengarahkan siswa bekerja dalam kelompok yang melibatkan kolaborasi, komunikasi yang efektif, dan pengambilan keputusan bersama.		
	Saya mendorong siswa untuk menggunakan keterampilan berpikir kritis, analitis, dan evaluatif untuk memecahkan masalah.		
	Saya memberikan umpan balik yang membantu siswa untuk meningkatkan pekerjaan mereka.		
	Saya menggunakan proses dan produk akhir untuk menilai kemampuan siswa dalam menerapkan pengetahuan dan keterampilan secara praktis..		
	Saya memotivasi siswa untuk aktif dalam pengambilan keputusan terkait proyek, termasuk menentukan tujuan, metode, dan hasil yang diinginkan.		
	Saya menugaskan siswa untuk mempresentasikan proyek mereka kepada teman-teman sekelasnya.		
PROBLEM BASED LEARNING			
3.	Saya membagi siswa kedalam kelompok kecil		
	Saya memberikan sebuah permasalahan		
	Saya menjelaskan tujuan pembelajaran		
	Saya memotivasi siswa untuk terlibat dalam aktivitas pemecahan masalah dalam bahasa Inggris.		

	Saya membantu siswa mengorganisasikan tugas belajar yang berhubungan dengan masalah tersebut.		
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut.		
	Saya mendorong siswa untuk mencari penjelasan dan solusi dari masalah.		
	Saya membantu siswa dalam merencanakan dan menyiapkan laporan tertulis dan video yang sesuai.		
	Saya membantu siswa untuk berbagi tugas dengan temannya.		
	Saya membantu siswa untuk melakukan refleksi terhadap tugas-tugas pemecahan masalah yang mereka lakukan.		
	Saya membantu siswa untuk melakukan refleksi terhadap kegiatan pembelajaran pemecahan masalah.		
DISCOVERY LEARNING			
4.	Saya merangsang siswa untuk membangkitkan rasa ingin tahu tentang suatu materi.		
	Saya menstimulasi siswa berupa pertanyaan, pemberian gambar atau video, pengamatan situasi, dan membaca buku untuk mempersiapkan jawaban dari permasalahan yang akan diberikan.		
	Saya memberikan siswa kesempatan untuk dapat mengidentifikasi materi atau masalah untuk menghasilkan hipotesis		

	Saya memberikan siswa kesempatan untuk mengajukan pertanyaan terkait materi atau permasalahan yang sedang dibahas		
	Saya mengarahkan siswa untuk mengumpulkan berbagai data atau informasi yang relevan untuk mencari solusi		
	Saya mengarahkan siswa agar mengorganisasikan data atau informasi yang telah diperoleh sebelumnya untuk digunakan dalam menjawab permasalahan yang diberikan..		
	Saya dan siswa melakukan pengujian untuk membuktikan kebenaran hipotesis yang diperkuat dengan data yang telah diorganisasikan sebelumnya		
	Saya membimbing siswa untuk menarik kesimpulan dari permasalahan yang telah dipelajari dengan memperhatikan hasil data yang telah diverifikasi		
COMPUTER-ASSITED LANGUAGE LEARNING			
5.	Saya menggunakan alat bantu CALL untuk menyesuaikan konten dan pendekatan sesuai dengan kebutuhan siswa.		
	Saya memutar klip video untuk latihan menyimak, latihan membaca interaktif dengan pertanyaan pemahaman, dan rekaman audio untuk latihan pengucapan.		
	Saya membenamkan siswa dalam lingkungan virtual untuk pembelajaran bahasa yang kontekstual.		

	Saya membuat tur virtual atau simulasi di mana siswa dapat mempraktikkan keterampilan bahasa dalam skenario kehidupan nyata.		
	Saya memantau kemajuan dan memberikan umpan balik yang konstruktif.		
	Saya memastikan untuk mengevaluasi dan mempelajari lebih lanjut bagaimana menjadi mahir dalam menggunakan alat dan strategi CALL.		
COOPERATIVE LEARNING			
6.	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.		
	Saya memberikan tugas atau proyek secara kelompok.		
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.		
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling membelajarkan untuk memperdalam pemahaman terhadap materi.		
	Saya memastikan bahwa setiap siswa tetap bertanggung jawab atas pembelajarannya sendiri, dan keberhasilan kelompok tergantung pada kontribusi semua anggotanya.		
	Setelah tugas atau proyek selesai, saya memandu refleksi dan evaluasi kelompok.		
	Saya berganti peran dalam kelompok untuk memastikan bahwa setiap siswa		

	memiliki kesempatan untuk berpartisipasi.		
ACTIVE LEARNING			
7.	Saya meminta siswa untuk membuat kelompok kecil (terdiri dari 2-4 orang).		
	Saya memberikan tugas atau pertanyaan kepada siswa.		
	Saya memberikan kesempatan kepada siswa selama 15 detik hingga 3 menit untuk menyelesaikan tugas yang diberikan.		
	Saya memberikan siswa kesempatan untuk bertanya terkait tugas yang diberikan.		
	Saya mempersilakan perwakilan kelompok untuk menyampaikan jawaban dan meminta beberapa siswa untuk memberikan tanggapan jika jawabannya kurang lengkap.		
	Saya memberikan umpan balik yang menarik terhadap pembelajaran semua siswa.		
INTEGRATED LEARNING			
8.	Saya mendorong siswa untuk berpartisipasi aktif dalam proses pembelajaran (kelompok/individu).		
	Saya membimbing siswa untuk menggali, menemukan, dan mengembangkan konsep dan prinsip secara mandiri.		
	Saya membimbing siswa untuk melihat topik dari berbagai sudut pandang.		

	Saya membimbing siswa dalam menghubungkan pengetahuan sebelumnya dengan gagasan baru agar pembelajaran relevan dan dapat diterapkan pada situasi kehidupan nyata.		
	Saya memfasilitasi siswa dalam mengumpulkan data, memperoleh wawasan, serta mencapai tujuan pembelajaran melalui pengalaman.		
	Saya melibatkan siswa dalam proses perencanaan, pelaksanaan, dan peninjauan ulang kegiatan dengan berfokus pada gaya belajar yang mereka sukai (visual/auditori/praktik).		
	Saya menghubungkan ide-ide lintas mata pelajaran, mendorong pemikiran kritis dan keterampilan pemecahan masalah yang lebih luas.		
	Saya membantu siswa dalam menerapkan pembelajaran mereka dalam konteks dunia nyata dan praktis.		
FLIPPED LEARNING			
9.	Saya memberikan panduan tentang cara mengakses materi pembelajaran, menonton, dan berinteraksi dalam video pembelajaran.		
	Siswa ditugaskan untuk menonton video atau mengakses materi pembelajaran yang akan dibahas pada pertemuan berikutnya.		
	Selama proses pembelajaran berlangsung, siswa didorong untuk merumuskan pertanyaan-pertanyaan yang menarik berdasarkan materi yang akan dibahas di kelas.		

	Saya memberikan penugasan baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi peserta didik yang mengalami kesulitan.		
COMPETENCY BASED LEARNING			
10.	Saya mengaitkan konsep atau informasi yang telah diketahui siswa dengan konsep atau informasi baru yang belum diketahui siswa.		
	Siswa tidak hanya menerima informasi baru secara terpisah, tetapi saya membantu menghubungkannya dengan pengalaman atau pengetahuan yang telah dimiliki sebelumnya.		
	Siswa diberikan latihan-latihan yang realistis dan relevan ketika siswa menerapkan konsep-konsep dalam kegiatan belajar pemecahan masalah.		
	Saya menciptakan berbagai pengalaman belajar yang tidak hanya berfokus pada hafalan, tetapi berfokus pada pemahaman siswa.		
DIFFERENTIATED LEARNING			
11.	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual, auditori, dan kinestetik.		
	Saya memfasilitasi proses pembelajaran dengan memberikan tugas yang sesuai dengan bakat dan kebutuhan siswa: visual, auditori, dan kinestetik.		

	Saya memfasilitasi pembelajaran mandiri bagi siswa dengan gaya belajar yang lebih lambat, sementara pembelajar tingkat lanjut menerima materi tambahan pada tingkat yang lebih tinggi.		
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Appendix 4. Observation Sheet

Date:.....

Topic:.....

Time:.....

Grade:.....

Observee:.....

Observer:.....

No	Teaching Strategy Indicators	Observable	Note
LEARNING STRATEGY TRAINING			
1	Metacognitive strategies		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.		
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the		

	learners' overall understanding of the material.		
	Teachers help students take control of their learning.		
	Teacher helps students, plans and changes their learning strategies if they are not appropriate.		
	Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
	Cognitive strategies		
	Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
	Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
	Teacher allows student to use dictionaries to help students improve their language skills.		
	Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.		

	Affective strategies		
	Teachers assists students in managing their attitudes, values, emotions and motives.		
	Teachers supports students through praises and laughter as a way for them to relax and appreciate what they have achieved.		
	Teachers assists students with exposure to environments that allow for practice.		
	Teachers assigns students to collaborate with classmates or native speakers of the language to improve students' language skills.		
PROJECT BASED LEARNING			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that involves collaboration, effective communication and shared decision-		

	making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		
PROBLEM BASED LEARNING			
3.	Teacher divides students into small groups		
	Teacher gives problems		
	The teacher explains the objectives of the lesson		
	The teacher motivates students to engage in problem solving activities in English		
	The teacher helps students organize learning tasks related to the problem		
4	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems		

	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4.	Students are stimulated to arouse curiosity about a material.		
	Student stimulation can be in the form of questions, providing pictures or videos, observing situations, and reading books to prepare answers to problems that will be given.		
	Students are given the opportunity to be able to identify material or problems to generate hypotheses		
	Students are given the opportunity to ask questions related to the material or problems being discussed		
	Students collect various relevant data or information to find solutions		
	Students organize data or information that has been obtained previously to be used in answering the problems given.		
	Teachers and students conduct tests to prove the truth of hypotheses that are reinforced by previously organized data		
	Students are guided to draw conclusions from the problems that		

	have been studied by paying attention to the results of the verified data		
COMPUTER-ASSITED LANGUAGE LEARNING			
5.	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and strategy.		
COOPERATIVE LEARNING			
6.	Teacher divides the students into heterogeneous small groups.		
	Teacher assigns a group task or project.		
	Teacher directs students to discuss in groups about the material that has been learned.		
	Teacher facilitates students to exchange information and teach and		

	learn from each other, deepening their understanding of the material.		
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.		
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
ACTIVE LEARNING			
7.	The teacher asked the students to make a small groups (consisting of 2-4 members)		
	The teacher gives a task or questions to the students		
	The teacher gives the students a chance for 15 seconds to 3 minutes to complete the given task		
	Students are given the opportunity to ask questions related to the given task		
	The teacher invite group/ group representative to share responses and asks for some volunteers to respond if the answer are incomplete		
	The teacher provides interesting feedback on the learning of all students		
INTEGRATED LEARNING			

8.	Students are encouraged to actively participate in the learning process (group / individual)		
	Students are guided to explore, discover, and develop concepts and principles independently		
	The teacher guides students to look at the topic from various points of view		
	The teacher guides students in connecting prior knowledge with new ideas to make the learning relevant and applicable to real-life situations		
	The teacher facilitates students in collecting data, gaining insights, as well as achieving learning objectives through experience.		
	Students are involved in the process of planning, conducting and reviewing activities while focusing on their preferred learning style (visual/auditory/practice)		
	Teachers connect ideas across subjects, encouraging critical thinking and broader problem solving skills		
	Teachers assist students in applying their learning in practical, real-world contexts		
FLIPPED LEARNING			
9.	The teacher provides guidance on how to access learning materials, watch and interact in the learning video.		
	Students are assigned to watch the video or access the learning material that will be discussed at the next meeting		

	During the learning process, students are encouraged to formulate interesting questions based on the material to be discussed in class.		
	The teacher gives assignments both individually and in groups, and the teacher acts as a facilitator, providing support for learners who are having difficulties.		
COMPETENCY BASED LEARNING			
10.	Teachers link concepts or information that students already know with new concepts or information that students do not yet know.		
	Students do not just receive new information in isolation, but the teacher helps to connect it with the experience or knowledge we already have before.		
	Students are given realistic and relevant exercises when students apply concepts in their problem-solving learning activities.		
	Teachers create a variety of learning experiences that do not only focus on memorization, but focus on student understanding		
DIFFERENTIATED LEARNING			
11.	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory and kinesthetic.		
	The teacher facilitates the learning process by assigning tasks that suit		

	students' talents and needs: visual, auditory, and kinesthetic.		
	Teachers facilitate independent learning for students with slower learning styles, while advanced learners receive additional material at a higher level.		



Appendix 5. Interview guide

Topic	Main Question	Follow-up Questions
Strategies most often used by teachers	Why do you often use..... in your classroom?	1. What make you choose thisstrategy over other strategy? 2. How does this strategy help you in achieving your learning objectives? 3. In your opinion, what is the primary value this strategy provides to students? 4. Have you see an improvement in students' learning outcomes after 5. using this strategy?
Strategies that are rarely used by teachers	Why you rarely use..... in your classroom?	1. What are the main reasons you rarely use this strategy in your teaching? 2. Have you ever tried to use the strategy? If yes, what were the main obstacles you encountered when trying to use this strategy? (For example: time, resources or technology).

Appendix 6. Novice Teacher's Teaching Strategy Checklist

STRATEGI MENGAJAR YANG PERNAH DITERAPKAN

Hari/Tanggal: 20 - 01 - 2025 Kode Guru: Novice Teacher

No	Indikator Strategi Mengajar	Checklist	Catatan
LEARNING STRATEGY TRAINING			
1	Strategi Metakognitif		
	Saya menyediakan kegiatan bagi siswa untuk merencanakan pembelajaran mereka, memantau kemajuan mereka, dan mengevaluasi hasil belajar mereka.	✓	
	Saya menugaskan siswa untuk melihat ide-ide utama, berlatih bahasa (seperti pengucapan), dan memilih bagian teks yang akan menjadi fokus.	✓	
	Saya menilai apa yang diketahui, kesesuaian dan ketepatan materi pembelajaran bahasa Inggris.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan dari apa yang telah dipelajari, dan menilai pemahaman siswa secara keseluruhan terhadap materi.	✓	

	Saya membimbing siswa untuk mengendalikan pembelajaran mereka sendiri.	✓	
	Saya membantu siswa dengan merencanakan dan menyesuaikan strategi pembelajaran ketika strategi tersebut tidak efektif.	✓	
	Saya mengevaluasi materi yang telah dipelajari sebelumnya dan secara proaktif	✓	
	Saya menentukan area mana yang memerlukan perhatian lebih lanjut.	✓	
	Strategi Kognitif		
	Saya memberikan perhatian pada tugas yang belum dipahami siswa atau yang belum dapat mereka selesaikan saat itu.	✓	
	Saya membantu siswa dalam memanipulasi bahasa target dengan menyediakan kegiatan seperti penalaran, analisis, dan penarikan kesimpulan.		
	Saya mengizinkan siswa untuk menggunakan kamus untuk membantu siswa meningkatkan kemampuan bahasa mereka.	✓	
	Saya membantu siswa dengan memberikan petunjuk, mengingatkan mereka akan instruksi khusus, menunjukkan hal-hal yang terlewatkan, dan menawarkan ide tentang cara membuat sesuatu menjadi lebih baik.	✓	

	Strategi Sosial/Afektif		
	Saya membantu siswa dalam mengelola sikap, nilai, emosi, dan motif mereka.	✓	
	Saya mendukung siswa melalui pujian dan tawa sebagai cara bagi mereka untuk rileks dan menghargai apa yang telah mereka capai.	✓	
	Saya membantu siswa dengan paparan terhadap lingkungan yang memungkinkan untuk berlatih.	✓	
	Saya menugaskan siswa untuk berkolaborasi dengan teman sekelas atau penutur asli bahasa tersebut untuk meningkatkan kemampuan bahasa siswa.	✓	
PROJECT BASED LEARNING			
2	Saya memberikan proyek yang nyata dan relevan dengan kehidupan, bukan hanya tugas akademis yang terisolasi.	✓	
	Saya meminta siswa untuk memecahkan masalah yang kompleks, yang mencerminkan realitas multidisiplin di dunia.	✓	

	Saya lebih berfokus pada proses pembelajaran, bukan hanya pada hasil akhir.	✓	
	Saya mengajak siswa untuk memahami setiap langkah dalam proyek.	✓	
	Saya mengarahkan siswa bekerja dalam kelompok yang melibatkan kolaborasi, komunikasi yang efektif, dan pengambilan keputusan bersama.	✓	
	Saya mendorong siswa untuk menggunakan keterampilan berpikir kritis, analitis, dan evaluatif untuk memecahkan masalah.	✓	
	Saya memberikan umpan balik yang membantu siswa untuk meningkatkan pekerjaan mereka.	✓	
	Saya menggunakan proses dan produk akhir untuk menilai kemampuan siswa dalam menerapkan pengetahuan dan keterampilan secara praktis.	✓	
	Saya memotivasi siswa untuk aktif dalam pengambilan keputusan terkait proyek, termasuk menentukan tujuan, metode, dan hasil yang diinginkan.	✓	
	Saya menugaskan siswa untuk mempresentasikan proyek mereka kepada teman-teman sekelasnya.	✓	

PROBLEM BASED LEARNING		
3.	Saya membagi siswa kedalam kelompok kecil	✓
	Saya memberikan sebuah permasalahan	✓
	Saya menjelaskan tujuan pembelajaran	✓
	Saya memotivasi siswa untuk terlibat dalam aktivitas pemecahan masalah dalam bahasa Inggris.	✓
	Saya membantu siswa mengorganisasikan tugas belajar yang berhubungan dengan masalah tersebut.	✓
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut.	✓
	Saya mendorong siswa untuk mencari penjelasan dan solusi dari masalah.	✓
	Saya membantu siswa dalam merencanakan dan menyiapkan laporan tertulis dan video yang sesuai.	✓
	Saya membantu siswa untuk berbagi tugas dengan temannya.	✓
	Saya membantu siswa untuk melakukan refleksi terhadap tugas-tugas pemecahan masalah yang mereka lakukan.	✓
	Saya membantu siswa untuk melakukan refleksi terhadap kegiatan pembelajaran pemecahan masalah.	✓
DISCOVERY LEARNING		

Biasanya saya memberikan masalah berkaitan dengan lingkungan sekitar

Biasanya saya mengarahkan siswa untuk presentasi

4.	Saya merangsang siswa untuk membangkitkan rasa ingin tahu tentang suatu materi.	✓	Melalui pertanyaan yang merangsang
	Saya menstimulasi siswa berupa pertanyaan, pemberian gambar atau video, pengamatan situasi, dan membaca buku untuk mempersiapkan jawaban dari permasalahan yang akan diberikan.	✓	
	Saya memberikan siswa kesempatan untuk dapat mengidentifikasi materi atau masalah untuk menghasilkan hipotesis	✓	
	Saya memberikan siswa kesempatan untuk mengajukan pertanyaan terkait materi atau permasalahan yang sedang dibahas	✓	
	Saya mengarahkan siswa untuk mengumpulkan berbagai data atau informasi yang relevan untuk mencari solusi	✓	
	Saya mengarahkan siswa agar mengorganisasikan data atau informasi yang telah diperoleh sebelumnya untuk digunakan dalam menjawab permasalahan yang diberikan..	✓	
	Saya dan siswa melakukan pengujian untuk membuktikan kebenaran		

	hipotesis yang diperkuat dengan data yang telah diorganisasikan sebelumnya		
	Saya membimbing siswa untuk menarik kesimpulan dari permasalahan yang telah dipelajari dengan memperhatikan hasil data yang telah diverifikasi		
COMPUTER-ASSITED LANGUAGE LEARNING			
5.	Saya menggunakan alat bantu CALL untuk menyesuaikan konten dan pendekatan sesuai dengan kebutuhan siswa.		
	Saya memutar klip video untuk latihan menyimak, latihan membaca interaktif dengan pertanyaan pemahaman, dan rekaman audio untuk latihan pengucapan.		
	Saya membenamkan siswa dalam lingkungan virtual untuk pembelajaran bahasa yang kontekstual.		
	Saya membuat tur virtual atau simulasi di mana siswa dapat mempraktikkan keterampilan bahasa dalam skenario kehidupan nyata.		
	Saya memantau kemajuan dan memberikan umpan balik yang konstruktif.		

	Saya memastikan untuk mengevaluasi dan mempelajari lebih lanjut bagaimana menjadi mahir dalam menggunakan alat dan strategi CALL.		
COOPERATIVE LEARNING			
6.	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.	✓	
	Saya memberikan tugas atau proyek secara kelompok.	✓	
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.		
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling membelajarkan untuk memperdalam pemahaman terhadap materi.	✓	
	Saya memastikan bahwa setiap siswa tetap bertanggung jawab atas pembelajarannya sendiri, dan keberhasilan kelompok tergantung pada kontribusi semua anggotanya.	✓	
	Setelah tugas atau proyek selesai, saya memandu refleksi dan evaluasi kelompok.	✓	
	Saya berganti peran dalam kelompok untuk memastikan bahwa setiap siswa		

	memiliki kesempatan untuk berpartisipasi.		
ACTIVE LEARNING			
7.	Saya meminta siswa untuk membuat kelompok kecil (terdiri dari 2-4 orang).	✓	
	Saya memberikan tugas atau pertanyaan kepada siswa.	✓	
	Saya memberikan kesempatan kepada siswa selama 15 detik hingga 3 menit untuk menyelesaikan tugas yang diberikan.	✓	
	Saya memberikan siswa kesempatan untuk bertanya terkait tugas yang diberikan.	✓	
	Saya mempersilakan perwakilan kelompok untuk menyampaikan jawaban dan meminta beberapa siswa untuk memberikan tanggapan jika jawabannya kurang lengkap.	✓	
	Saya memberikan umpan balik yang menarik terhadap pembelajaran semua siswa.	✓	
INTEGRATED LEARNING			
8.	Saya mendorong siswa untuk berpartisipasi aktif dalam proses pembelajaran (kelompok/individu).	✓	

Saya membimbing siswa untuk menggali, menemukan, dan mengembangkan konsep dan prinsip secara mandiri.	✓	
Saya membimbing siswa untuk melihat topik dari berbagai sudut pandang.	✓	
Saya membimbing siswa dalam menghubungkan pengetahuan sebelumnya dengan gagasan baru agar pembelajaran relevan dan dapat diterapkan pada situasi kehidupan nyata.	✓	
Saya memfasilitasi siswa dalam mengumpulkan data, memperoleh wawasan, serta mencapai tujuan pembelajaran melalui pengalaman.	✓	
Saya melibatkan siswa dalam proses perencanaan, pelaksanaan, dan peninjauan ulang kegiatan dengan berfokus pada gaya belajar yang mereka sukai (visual/auditori/praktik).		
Saya menghubungkan ide-ide lintas mata pelajaran, mendorong pemikiran kritis dan keterampilan pemecahan masalah yang lebih luas.		
Saya membantu siswa dalam menerapkan pembelajaran mereka dalam konteks dunia nyata dan praktis.		

FLIPPED LEARNING		
9.	Saya memberikan panduan tentang cara mengakses materi pembelajaran, menonton, dan berinteraksi dalam video pembelajaran.	
	Siswa ditugaskan untuk menonton video atau mengakses materi pembelajaran yang akan dibahas pada pertemuan berikutnya.	
	Selama proses pembelajaran berlangsung, siswa didorong untuk merumuskan pertanyaan-pertanyaan yang menarik berdasarkan materi yang akan dibahas di kelas.	
	Saya memberikan penugasan baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi peserta didik yang mengalami kesulitan.	✓
COMPETENCY BASED LEARNING		
10.	Saya mengaitkan konsep atau informasi yang telah diketahui siswa dengan konsep atau informasi baru yang belum diketahui siswa.	✓
	Siswa tidak hanya menerima informasi baru secara terpisah, tetapi saya membantu menghubungkannya	

	dengan pengalaman atau pengetahuan yang telah dimiliki sebelumnya.		
	Siswa diberikan latihan-latihan yang realistis dan relevan ketika siswa menerapkan konsep-konsep dalam kegiatan belajar pemecahan masalah.	✓	
	Saya menciptakan berbagai pengalaman belajar yang tidak hanya berfokus pada hafalan, tetapi berfokus pada pemahaman siswa.		
DIFFERENTIATED LEARNING			
11.	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual, auditori, dan kinestetik.		
	Saya memfasilitasi proses pembelajaran dengan memberikan tugas yang sesuai dengan bakat dan kebutuhan siswa: visual, auditori, dan kinestetik.		
	Saya memfasilitasi pembelajaran mandiri bagi siswa dengan gaya belajar yang lebih lambat, sementara pembelajar tingkat lanjut menerima materi tambahan pada tingkat yang lebih tinggi.		

Appendix 7. Experienced Teacher's Teaching Strategy Checklist

STRATEGI MENGAJAR YANG PERNAH DITERAPKAN

Hari/Tanggal: *Senin / 22-01-2025* Kode Guru: *EXPERIENCED*

No	Indikator Strategi Mengajar	Checklist	Catatan
LEARNING STRATEGY TRAINING			
1	Strategi Metakognitif		
	Saya menyediakan kegiatan bagi siswa untuk merencanakan pembelajaran mereka, memantau kemajuan mereka, dan mengevaluasi hasil belajar mereka.	✓	
	Saya menugaskan siswa untuk melihat ide-ide utama, berlatih bahasa (seperti pengucapan), dan memilih bagian teks yang akan menjadi fokus.	✓	
	Saya menilai apa yang diketahui, kesesuaian dan ketepatan materi pembelajaran bahasa Inggris.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan dari apa yang telah dipelajari, dan menilai pemahaman siswa secara keseluruhan terhadap materi.	✓	

	Saya membimbing siswa untuk mengendalikan pembelajaran mereka sendiri.	✓	
	Saya membantu siswa dengan merencanakan dan menyesuaikan strategi pembelajaran ketika strategi tersebut tidak efektif.	✓	
	Saya mengevaluasi materi yang telah dipelajari sebelumnya dan secara proaktif	✓	
	Saya menentukan area mana yang memerlukan perhatian lebih lanjut.	✓	
	Strategi Kognitif		
	Saya memberikan perhatian pada tugas yang belum dipahami siswa atau yang belum dapat mereka selesaikan saat itu.	✓	
	Saya membantu siswa dalam memanipulasi bahasa target dengan menyediakan kegiatan seperti penalaran, analisis, dan penarikan kesimpulan.		
	Saya mengizinkan siswa untuk menggunakan kamus untuk membantu siswa meningkatkan kemampuan bahasa mereka.	✓	
	Saya membantu siswa dengan memberikan petunjuk, mengingatkan mereka akan instruksi khusus, menunjukkan hal-hal yang terlewatkan, dan menawarkan ide tentang cara membuat sesuatu menjadi lebih baik.	✓	

	Strategi Sosial/Afektif		
	Saya membantu siswa dalam mengelola sikap, nilai, emosi, dan motif mereka.	✓	
	Saya mendukung siswa melalui pujian dan tawa sebagai cara bagi mereka untuk rileks dan menghargai apa yang telah mereka capai.	✓	
	Saya membantu siswa dengan paparan terhadap lingkungan yang memungkinkan untuk berlatih.	✓	
	Saya menugaskan siswa untuk berkolaborasi dengan teman sekelas atau penutur asli bahasa tersebut untuk meningkatkan kemampuan bahasa siswa.	✓	
PROJECT BASED LEARNING			
2	Saya memberikan proyek yang nyata dan relevan dengan kehidupan, bukan hanya tugas akademis yang terisolasi.	✓	
	Saya meminta siswa untuk memecahkan masalah yang kompleks, yang mencerminkan realitas multidisiplin di dunia.	✓	

	Saya lebih berfokus pada proses pembelajaran, bukan hanya pada hasil akhir.	✓	
	Saya mengajak siswa untuk memahami setiap langkah dalam proyek.	✓	
	Saya mengarahkan siswa bekerja dalam kelompok yang melibatkan kolaborasi, komunikasi yang efektif, dan pengambilan keputusan bersama.	✓	
	Saya mendorong siswa untuk menggunakan keterampilan berpikir kritis, analitis, dan evaluatif untuk memecahkan masalah.	✓	
	Saya memberikan umpan balik yang membantu siswa untuk meningkatkan pekerjaan mereka.	✓	
	Saya menggunakan proses dan produk akhir untuk menilai kemampuan siswa dalam menerapkan pengetahuan dan keterampilan secara praktis..	✓	
	Saya memotivasi siswa untuk aktif dalam pengambilan keputusan terkait proyek, termasuk menentukan tujuan, metode, dan hasil yang diinginkan.	✓	
	Saya menugaskan siswa untuk mempresentasikan proyek mereka kepada teman-teman sekelasnya.	✓	

PROBLEM BASED LEARNING			
3.	Saya membagi siswa kedalam kelompok kecil	✓	
	Saya memberikan sebuah permasalahan	✓	
	Saya menjelaskan tujuan pembelajaran	✓	
	Saya memotivasi siswa untuk terlibat dalam aktivitas pemecahan masalah dalam bahasa Inggris.	✓	
	Saya membantu siswa mengorganisasikan tugas belajar yang berhubungan dengan masalah tersebut.	✓	
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut.	✓	
	Saya mendorong siswa untuk mencari penjelasan dan solusi dari masalah.	✓	
	Saya membantu siswa dalam merencanakan dan menyiapkan laporan tertulis dan video yang sesuai.	✓	
	Saya membantu siswa untuk berbagi tugas dengan temannya.	✓	
	Saya membantu siswa untuk melakukan refleksi terhadap tugas-tugas pemecahan masalah yang mereka lakukan.		
	Saya membantu siswa untuk melakukan refleksi terhadap kegiatan pembelajaran pemecahan masalah.		
DISCOVERY LEARNING			

4.	Saya merangsang siswa untuk membangkitkan rasa ingin tahu tentang suatu materi.	✓	
	Saya menstimulasi siswa berupa pertanyaan, pemberian gambar atau video, pengamatan situasi, dan membaca buku untuk mempersiapkan jawaban dari permasalahan yang akan diberikan.	✓	
	Saya memberikan siswa kesempatan untuk dapat mengidentifikasi materi atau masalah untuk menghasilkan hipotesis		
	Saya memberikan siswa kesempatan untuk mengajukan pertanyaan terkait materi atau permasalahan yang sedang dibahas	✓	
	Saya mengarahkan siswa untuk mengumpulkan berbagai data atau informasi yang relevan untuk mencari solusi		
	Saya mengarahkan siswa agar mengorganisasikan data atau informasi yang telah diperoleh sebelumnya untuk digunakan dalam menjawab permasalahan yang diberikan..	✓	
	Saya dan siswa melakukan pengujian untuk membuktikan kebenaran		

	hipotesis yang diperkuat dengan data yang telah diorganisasikan sebelumnya		
	Saya membimbing siswa untuk menarik kesimpulan dari permasalahan yang telah dipelajari dengan memperhatikan hasil data yang telah diverifikasi		
COMPUTER-ASSITED LANGUAGE LEARNING			
5.	Saya menggunakan alat bantu CALL untuk menyesuaikan konten dan pendekatan sesuai dengan kebutuhan siswa.	-	tidak pernah, karena keterbatasan teknologi di sekolah
	Saya memutar klip video untuk latihan menyimak, latihan membaca interaktif dengan pertanyaan pemahaman, dan rekaman audio untuk latihan pengucapan.	-	
	Saya membenamkan siswa dalam lingkungan virtual untuk pembelajaran bahasa yang kontekstual.	-	
	Saya membuat tur virtual atau simulasi di mana siswa dapat mempraktikkan keterampilan bahasa dalam skenario kehidupan nyata.	-	
	Saya memantau kemajuan dan memberikan umpan balik yang konstruktif.	-	

	Saya memastikan untuk mengevaluasi dan mempelajari lebih lanjut bagaimana menjadi mahir dalam menggunakan alat dan strategi CALL.	✓	
COOPERATIVE LEARNING			
6.	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.	✓	
	Saya memberikan tugas atau proyek secara kelompok.	✓	
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.	✓	
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling membelajarkan untuk memperdalam pemahaman terhadap materi.	✓	
	Saya memastikan bahwa setiap siswa tetap bertanggung jawab atas pembelajarannya sendiri, dan keberhasilan kelompok tergantung pada kontribusi semua anggotanya.	✓	
	Setelah tugas atau proyek selesai, saya memandu refleksi dan evaluasi kelompok.	✓	
	Saya berganti peran dalam kelompok untuk memastikan bahwa setiap siswa	✓	

	memiliki kesempatan untuk berpartisipasi.		
ACTIVE LEARNING			
7.	Saya meminta siswa untuk membuat kelompok kecil (terdiri dari 2-4 orang).	✓	
	Saya memberikan tugas atau pertanyaan kepada siswa.	✓	
	Saya memberikan kesempatan kepada siswa selama 15 detik hingga 3 menit untuk menyelesaikan tugas yang diberikan.	✓	
	Saya memberikan siswa kesempatan untuk bertanya terkait tugas yang diberikan.	✓	
	Saya mempersilakan perwakilan kelompok untuk menyampaikan jawaban dan meminta beberapa siswa untuk memberikan tanggapan jika jawabannya kurang lengkap.	✓	
	Saya memberikan umpan balik yang menarik terhadap pembelajaran semua siswa.	✓	
INTEGRATED LEARNING			
8.	Saya mendorong siswa untuk berpartisipasi aktif dalam proses pembelajaran (kelompok/individu).	✓	

Saya membimbing siswa untuk menggali, menemukan, dan mengembangkan konsep dan prinsip secara mandiri.	✓	
Saya membimbing siswa untuk melihat topik dari berbagai sudut pandang.	✓	
Saya membimbing siswa dalam menghubungkan pengetahuan sebelumnya dengan gagasan baru agar pembelajaran relevan dan dapat diterapkan pada situasi kehidupan nyata.	✓	
Saya memfasilitasi siswa dalam mengumpulkan data, memperoleh wawasan, serta mencapai tujuan pembelajaran melalui pengalaman.	✓	
Saya melibatkan siswa dalam proses perencanaan, pelaksanaan, dan peninjauan ulang kegiatan dengan berfokus pada gaya belajar yang mereka sukai (visual/auditori/praktik).	✓	
Saya menghubungkan ide-ide lintas mata pelajaran, mendorong pemikiran kritis dan keterampilan pemecahan masalah yang lebih luas.	✓	
Saya membantu siswa dalam menerapkan pembelajaran mereka dalam konteks dunia nyata dan praktis.	✓	

FLIPPED LEARNING		
9.	Saya memberikan panduan tentang cara mengakses materi pembelajaran, menonton, dan berinteraksi dalam video pembelajaran.	
	Siswa ditugaskan untuk menonton video atau mengakses materi pembelajaran yang akan dibahas pada pertemuan berikutnya.	
	Selama proses pembelajaran berlangsung, siswa didorong untuk merumuskan pertanyaan-pertanyaan yang menarik berdasarkan materi yang akan dibahas di kelas.	✓
	Saya memberikan penugasan baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi peserta didik yang mengalami kesulitan.	✓
COMPETENCY BASED LEARNING		
10.	Saya mengaitkan konsep atau informasi yang telah diketahui siswa dengan konsep atau informasi baru yang belum diketahui siswa.	✓
	Siswa tidak hanya menerima informasi baru secara terpisah, tetapi saya membantu menghubungkannya	✓

	dengan pengalaman atau pengetahuan yang telah dimiliki sebelumnya.		
	Siswa diberikan latihan-latihan yang realistis dan relevan ketika siswa menerapkan konsep-konsep dalam kegiatan belajar pemecahan masalah.	✓	
	Saya menciptakan berbagai pengalaman belajar yang tidak hanya berfokus pada hafalan, tetapi berfokus pada pemahaman siswa.	✓	
DIFFERENTIATED LEARNING			
11.	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual, auditori, dan kinestetik.	-	
	Saya memfasilitasi proses pembelajaran dengan memberikan tugas yang sesuai dengan bakat dan kebutuhan siswa: visual, auditori, dan kinestetik.	-	
	Saya memfasilitasi pembelajaran mandiri bagi siswa dengan gaya belajar yang lebih lambat, sementara pembelajar tingkat lanjut menerima materi tambahan pada tingkat yang lebih tinggi.	-	

Appendix 8. Novice Teacher's Observation Checklist (Meeting 1)

OBSERVATION SHEET

Date: *Jan 20, 2025* Topic: *Procedure Text*
 Time: *08:50 - 09:30* Grade: *8A*
 Observee: *Novice Teacher* Observer: *Researcher*

No	Teaching Strategy Indicators	Observable	Note
LEARNING STRATEGY TRAINING			
1	Metacognitive strategies		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.		
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the		

	learners' overall understanding of the material.		
	Teachers help students take control of their learning.		
	Teacher helps students, plans and changes their learning strategies if they are not appropriate.		
	Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
	Cognitive strategies		
	Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
	Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
	Teacher allows student to use dictionaries to help students improve their language skills.		
	Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.		

	Affective strategies		
	Teachers assists students in managing their attitudes, values, emotions and motives.		
	Teachers supports students through praises and laughter as a way for them to relax and appreciate what they have achieved.		
	Teachers assists students with exposure to environments that allow for practice.		
	Teachers assigns students to collaborate with classmates or native speakers of the language to improve students' language skills.		
PROJECT BASED LEARNING			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that		

	involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		
PROBLEM BASED LEARNING			
3.	Teacher divides students into small groups	/	4 #11 (5-6 students)
	Teacher gives problems	/	solve crossword puzzle
	The teacher explains the objectives of the lesson	✓	
	The teacher motivates students to engage in problem solving activities in English		

	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem	✓	
	The teacher encourages students to search for explanations and solutions to problems	✓	Teacher guide students to find the solution by opening the book
	The teacher assists students in planning and preparing for their written reports or videos	✓	WORK in LPPD
	The teacher assists students in sharing their work with others	✓	Present their work
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4.	Students are stimulated to arouse curiosity about a material.		
	Student stimulation can be in the form of questions, providing pictures or videos, observing situations, and reading books to prepare answers to problems that will be given.		

	Students are given the opportunity to be able to identify material or problems to generate hypotheses		
	Students are given the opportunity to ask questions related to the material or problems being discussed		
	Students collect various relevant data or information to find solutions		
	Students organize data or information that has been obtained previously to be used in answering the problems given.		
	Teachers and students conduct tests to prove the truth of hypotheses that are reinforced by previously organized data		
	Students are guided to draw conclusions from the problems that have been studied by paying attention to the results of the verified data		
COMPUTER-ASSITED LANGUAGE LEARNING			
5.	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		

	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and strategy.		
COOPERATIVE LEARNING			
6.	Teacher divides the students into heterogeneous small groups.		
	Teacher assigns a group task or project.		
	Teacher directs students to discuss in groups about the material that has been learned.		
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.		
	Teacher ensures that each student remains responsible for their own learning, and the success of the group		

	depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.		
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
ACTIVE LEARNING			
7.	The teacher asked the students to make a small groups (consisting of 2-4 members)		
	The teacher gives a task or questions to the students		
	The teacher gives the students a chance for 15 seconds to 3 minutes to complete the given task		
	Students are given the opportunity to ask questions related to the given task		
	The teacher invite group/ group representative to share responses and asks for some volunteers to respond if the answer are incomplete		
	The teacher provides interesting feedback on the learning of all students		
INTEGRATED LEARNING			

8.	Students are encouraged to actively participate in the learning process (group / individual)		
	Students are guided to explore, discover, and develop concepts and principles independently		
	The teacher guides students to look at the topic from various points of view		
	The teacher guides students in connecting prior knowledge with new ideas to make the learning relevant and applicable to real-life situations		
	The teacher facilitates students in collecting data, gaining insights, as well as achieving learning objectives through experience.		
	Students are involved in the process of planning, conducting and reviewing activities while focusing on their preferred learning style (visual/auditory/practice)		
	Teachers connect ideas across subjects, encouraging critical thinking and broader problem solving skills		
	Teachers assist students in applying their learning in practical, real-world contexts		
FLIPPED LEARNING			

9.	The teacher provides guidance on how to access learning materials, watch and interact in the learning video.		
	Students are assigned to watch the video or access the learning material that will be discussed at the next meeting		
	During the learning process, students are encouraged to formulate interesting questions based on the material to be discussed in class.		
	The teacher gives assignments both individually and in groups, and the teacher acts as a facilitator, providing support for learners who are having difficulties.		
COMPETENCY BASED LEARNING			
10.	Teachers link concepts or information that students already know with new concepts or information that students do not yet know.		
	Students do not just receive new information in isolation, but the teacher helps to connect it with the experience or knowledge we already have before.		
	Students are given realistic and relevant exercises when students apply		

	concepts in their problem-solving learning activities.		
	Teachers create a variety of learning experiences that do not only focus on memorization, but focus on student understanding		
DIFFERENTIATED LEARNING			
11.	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory and kinesthetic.		
	The teacher facilitates the learning process by assigning tasks that suit students' talents and needs: visual, auditory, and kinesthetic.		
	Teachers facilitate independent learning for students with slower learning styles, while advanced learners receive additional material at a higher level.		


 The logo for UNDIKSHA (Universitas Pendidikan Indonesia) is displayed at the bottom of the page. It features a blue banner with a yellow border, containing the word "UNDIKSHA" in white, bold, uppercase letters.

UNDIKSHA

Appendix 9. Novice Teacher's Observation Checklist (Meeting 2)

OBSERVATION SHEET

Date: Selasa, 21 Januari 2025

Topic: How to do presentation

Time: 09.40 - 11.00

Grade: 8 A

Observee: NOVICE

Observer: Researcher

No.	Teaching Strategy Indicators	Observable	Note
LEARNING STRATEGY TRAINING			
1	Metacognitive strategies		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.		
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the		

	learners' overall understanding of the material.		
	Teachers help students take control of their learning.		
	Teacher helps students, plans and changes their learning strategies if they are not appropriate.		
	Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
	Cognitive strategies		
	Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
	Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
	Teacher allows student to use dictionaries to help students improve their language skills.		
	Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.	✓	Giving clue regarding the solution through questions

	Affective strategies		
	Teachers assists students in managing their attitudes, values, emotions and motives.		
	Teachers supports students through praises and laughter as a way for them to relax and appreciate what they have achieved.	✓	Teacher give praises for students' work
	Teachers assists students with exposure to environments that allow for practice.		
	Teachers assigns students to collaborate with classmates or native speakers of the language to improve students' language skills.		
PROJECT BASED LEARNING			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that		

	involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		

PROBLEM BASED LEARNING

3.	Teacher divides students into small groups	✓	A kip (5-6 students)
	Teacher gives problems	✓	sea polluted by garbage
	The teacher explains the objectives of the lesson	✓	
	The teacher motivates students to engage in problem solving activities in English	✓	invite students to imagine marine life if the sea polluted by garbage

	The teacher helps students organize learning tasks related to the problem	✓	Each group asked to find the cause and solutions
	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems	✓	By giving questions "apa yg membuat laut kotor sampah?"
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others	✓	through presentation
	The teacher helps students to reflect on their problem-solving tasks.	✓	Invite students to keep the environment.
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4.	Students are stimulated to arouse curiosity about a material.		
	Student stimulation can be in the form of questions, providing pictures or videos, observing situations, and reading books to prepare answers to problems that will be given.		

	Students are given the opportunity to be able to identify material or problems to generate hypotheses		
	Students are given the opportunity to ask questions related to the material or problems being discussed		
	Students collect various relevant data or information to find solutions		
	Students organize data or information that has been obtained previously to be used in answering the problems given.		
	Teachers and students conduct tests to prove the truth of hypotheses that are reinforced by previously organized data		
	Students are guided to draw conclusions from the problems that have been studied by paying attention to the results of the verified data		
COMPUTER-ASSITED LANGUAGE LEARNING			
5.	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		

	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and strategy.		
COOPERATIVE LEARNING			
6.	Teacher divides the students into heterogeneous small groups.		
	Teacher assigns a group task or project.		
	Teacher directs students to discuss in groups about the material that has been learned.		
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.		
	Teacher ensures that each student remains responsible for their own learning, and the success of the group		

	depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.		
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
ACTIVE LEARNING			
7.	The teacher asked the students to make a small groups (consisting of 2-4 members)		
	The teacher gives a task or questions to the students		
	The teacher gives the students a chance for 15 seconds to 3 minutes to complete the given task		
	Students are given the opportunity to ask questions related to the given task		
	The teacher invite group/ group representative to share responses and asks for some volunteers to respond if the answer are incomplete		
	The teacher provides interesting feedback on the learning of all students		
INTEGRATED LEARNING			

8.	Students are encouraged to actively participate in the learning process (group / individual)		
	Students are guided to explore, discover, and develop concepts and principles independently		
	The teacher guides students to look at the topic from various points of view		
	The teacher guides students in connecting prior knowledge with new ideas to make the learning relevant and applicable to real-life situations		
	The teacher facilitates students in collecting data, gaining insights, as well as achieving learning objectives through experience.		
	Students are involved in the process of planning, conducting and reviewing activities while focusing on their preferred learning style (visual/auditory/practice)		
	Teachers connect ideas across subjects, encouraging critical thinking and broader problem solving skills		
	Teachers assist students in applying their learning in practical, real-world contexts		
FLIPPED LEARNING			

9.	The teacher provides guidance on how to access learning materials, watch and interact in the learning video.		
	Students are assigned to watch the video or access the learning material that will be discussed at the next meeting		
	During the learning process, students are encouraged to formulate interesting questions based on the material to be discussed in class.		
	The teacher gives assignments both individually and in groups, and the teacher acts as a facilitator, providing support for learners who are having difficulties.		
COMPETENCY BASED LEARNING			
10.	Teachers link concepts or information that students already know with new concepts or information that students do not yet know.		
	Students do not just receive new information in isolation, but the teacher helps to connect it with the experience or knowledge we already have before.		
	Students are given realistic and relevant exercises when students apply		

	concepts in their problem-solving learning activities.		
	Teachers create a variety of learning experiences that do not only focus on memorization, but focus on student understanding		
DIFFERENTIATED LEARNING			
11.	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory and kinesthetic.		
	The teacher facilitates the learning process by assigning tasks that suit students' talents and needs: visual, auditory, and kinesthetic.		
	Teachers facilitate independent learning for students with slower learning styles, while advanced learners receive additional material at a higher level.		



Appendix 10. Novice Teacher's Observation Checklist (Meeting 3)

OBSERVATION SHEET

Date: *Senin, 03 Februari 2025*

Topic: *Asking and Giving Comment*

Time: *08.50 - 09.00*

Grade: *8A*

Observee: *Novice*

Observer: *Researcher*

No	Teaching Strategy Indicators	Observable	Note
LEARNING STRATEGY TRAINING			
1	Metacognitive strategies		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.		
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the		

	learners' overall understanding of the material.		
	Teachers help students take control of their learning.		
	Teacher helps students, plans and changes their learning strategies if they are not appropriate.		
	Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
	Cognitive strategies		
	Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
	Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
	Teacher allows student to use dictionaries to help students improve their language skills.		
	Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.		

	Affective strategies		
	Teachers assists students in managing their attitudes, values, emotions and motives.		
	Teachers supports students through praises and laughter as a way for them to relax and appreciate what they have achieved.		
	Teachers assists students with exposure to environments that allow for practice.		
	Teachers assigns students to collaborate with classmates or native speakers of the language to improve students' language skills.		
PROJECT BASED LEARNING			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that		

	involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		
PROBLEM BASED LEARNING			
3.	Teacher divides students into small groups	✓	A klp (5-6 students)
	Teacher gives problems	✓	Air pollution, clogged sewers, degraded forest, clean water crisis
	The teacher explains the objectives of the lesson	✓	
	The teacher motivates students to engage in problem solving activities in English	✓	

	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem	✓	
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos	✓	<i>written reports</i>
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4.	Students are stimulated to arouse curiosity about a material.		
	Student stimulation can be in the form of questions, providing pictures or videos, observing situations, and reading books to prepare answers to problems that will be given.		

	Students are given the opportunity to be able to identify material or problems to generate hypotheses		
	Students are given the opportunity to ask questions related to the material or problems being discussed		
	Students collect various relevant data or information to find solutions		
	Students organize data or information that has been obtained previously to be used in answering the problems given.		
	Teachers and students conduct tests to prove the truth of hypotheses that are reinforced by previously organized data		
	Students are guided to draw conclusions from the problems that have been studied by paying attention to the results of the verified data		
COMPUTER-ASSITED LANGUAGE LEARNING			
5.	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		

	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and strategy.		
COOPERATIVE LEARNING			
6.	Teacher divides the students into heterogeneous small groups.		
	Teacher assigns a group task or project.		
	Teacher directs students to discuss in groups about the material that has been learned.		
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.		
	Teacher ensures that each student remains responsible for their own learning, and the success of the group		

	depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.		
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
ACTIVE LEARNING			
7.	The teacher asked the students to make a small groups (consisting of 2-4 members)		
	The teacher gives a task or questions to the students		
	The teacher gives the students a chance for 15 seconds to 3 minutes to complete the given task		
	Students are given the opportunity to ask questions related to the given task		
	The teacher invite group/ group representative to share responses and asks for some volunteers to respond if the answer are incomplete		
	The teacher provides interesting feedback on the learning of all students		
INTEGRATED LEARNING			

8.	Students are encouraged to actively participate in the learning process (group / individual)		
	Students are guided to explore, discover, and develop concepts and principles independently		
	The teacher guides students to look at the topic from various points of view		
	The teacher guides students in connecting prior knowledge with new ideas to make the learning relevant and applicable to real-life situations		
	The teacher facilitates students in collecting data, gaining insights, as well as achieving learning objectives through experience.		
	Students are involved in the process of planning, conducting and reviewing activities while focusing on their preferred learning style (visual/auditory/practice)		
	Teachers connect ideas across subjects, encouraging critical thinking and broader problem solving skills		
	Teachers assist students in applying their learning in practical, real-world contexts		
FLIPPED LEARNING			

9.	The teacher provides guidance on how to access learning materials, watch and interact in the learning video.		
	Students are assigned to watch the video or access the learning material that will be discussed at the next meeting		
	During the learning process, students are encouraged to formulate interesting questions based on the material to be discussed in class.		
	The teacher gives assignments both individually and in groups, and the teacher acts as a facilitator, providing support for learners who are having difficulties.		
COMPETENCY BASED LEARNING			
10.	Teachers link concepts or information that students already know with new concepts or information that students do not yet know.		
	Students do not just receive new information in isolation, but the teacher helps to connect it with the experience or knowledge we already have before.		
	Students are given realistic and relevant exercises when students apply		

	concepts in their problem-solving learning activities.		
	Teachers create a variety of learning experiences that do not only focus on memorization, but focus on student understanding		
DIFFERENTIATED LEARNING			
11.	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory and kinesthetic.		
	The teacher facilitates the learning process by assigning tasks that suit students' talents and needs: visual, auditory, and kinesthetic.		
	Teachers facilitate independent learning for students with slower learning styles, while advanced learners receive additional material at a higher level.		



Appendix 11. Novice Teacher's Observation Checklist (Meeting 4)

OBSERVATION SHEET

Date: *Selasa, 09-02-2025* Topic: *WH - Questions (past tense)*
 Time: *09:40 - 11:00* Grade: *8A*
 Observee: *Novice* Observer: *Researcher*

No	Teaching Strategy Indicators	Observable	Note
LEARNING STRATEGY TRAINING			
1	Metacognitive strategies		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.		
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the		

	learners' overall understanding of the material.		
	Teachers help students take control of their learning.		
	Teacher helps students, plans and changes their learning strategies if they are not appropriate.		
	Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
	Cognitive strategies		
	Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
	Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
	Teacher allows student to use dictionaries to help students improve their language skills.		
	Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.		

	Affective strategies		
	Teachers assists students in managing their attitudes, values, emotions and motives.		
	Teachers supports students through praises and laughter as a way for them to relax and appreciate what they have achieved.		
	Teachers assists students with exposure to environments that allow for practice.		
	Teachers assigns students to collaborate with classmates or native speakers of the language to improve students' language skills.		
PROJECT BASED LEARNING			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that		

	involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		
PROBLEM BASED LEARNING			
3.	Teacher divides students into small groups	✓	<i>in pair</i>
	Teacher gives problems	✓	<i>Maths problems</i>
	The teacher explains the objectives of the lesson	✓	
	The teacher motivates students to engage in problem solving activities in English	✓	

	The teacher helps students organize learning tasks related to the problem		
4	The teacher encourages students to ask questions and gather information related to the problem	✓	
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others	✓	<i>read the dialogue in front of the class</i>
	The teacher helps students to reflect on their problem-solving tasks.	✓	
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4.	Students are stimulated to arouse curiosity about a material.		
	Student stimulation can be in the form of questions, providing pictures or videos, observing situations, and reading books to prepare answers to problems that will be given.		

	Students are given the opportunity to be able to identify material or problems to generate hypotheses		
	Students are given the opportunity to ask questions related to the material or problems being discussed		
	Students collect various relevant data or information to find solutions		
	Students organize data or information that has been obtained previously to be used in answering the problems given.		
	Teachers and students conduct tests to prove the truth of hypotheses that are reinforced by previously organized data		
	Students are guided to draw conclusions from the problems that have been studied by paying attention to the results of the verified data		
COMPUTER-ASSITED LANGUAGE LEARNING			
5.	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		

	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and strategy.		
COOPERATIVE LEARNING			
6.	Teacher divides the students into heterogeneous small groups.		
	Teacher assigns a group task or project.		
	Teacher directs students to discuss in groups about the material that has been learned.		
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.		
	Teacher ensures that each student remains responsible for their own learning, and the success of the group		

	depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.		
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
ACTIVE LEARNING			
7.	The teacher asked the students to make a small groups (consisting of 2-4 members)		
	The teacher gives a task or questions to the students		
	The teacher gives the students a chance for 15 seconds to 3 minutes to complete the given task		
	Students are given the opportunity to ask questions related to the given task		
	The teacher invite group/ group representative to share responses and asks for some volunteers to respond if the answer are incomplete		
	The teacher provides interesting feedback on the learning of all students		
INTEGRATED LEARNING			

8.	Students are encouraged to actively participate in the learning process (group / individual)		
	Students are guided to explore, discover, and develop concepts and principles independently		
	The teacher guides students to look at the topic from various points of view		
	The teacher guides students in connecting prior knowledge with new ideas to make the learning relevant and applicable to real-life situations		
	The teacher facilitates students in collecting data, gaining insights, as well as achieving learning objectives through experience.		
	Students are involved in the process of planning, conducting and reviewing activities while focusing on their preferred learning style (visual/auditory/practice)		
	Teachers connect ideas across subjects, encouraging critical thinking and broader problem solving skills		
	Teachers assist students in applying their learning in practical, real-world contexts		
FLIPPED LEARNING			

9.	The teacher provides guidance on how to access learning materials, watch and interact in the learning video.		
	Students are assigned to watch the video or access the learning material that will be discussed at the next meeting		
	During the learning process, students are encouraged to formulate interesting questions based on the material to be discussed in class.		
	The teacher gives assignments both individually and in groups, and the teacher acts as a facilitator, providing support for learners who are having difficulties.		
COMPETENCY BASED LEARNING			
10.	Teachers link concepts or information that students already know with new concepts or information that students do not yet know.		
	Students do not just receive new information in isolation, but the teacher helps to connect it with the experience or knowledge we already have before.		
	Students are given realistic and relevant exercises when students apply		

	concepts in their problem-solving learning activities.		
	Teachers create a variety of learning experiences that do not only focus on memorization, but focus on student understanding		
DIFFERENTIATED LEARNING			
11.	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory and kinesthetic.		
	The teacher facilitates the learning process by assigning tasks that suit students' talents and needs: visual, auditory, and kinesthetic.		
	Teachers facilitate independent learning for students with slower learning styles, while advanced learners receive additional material at a higher level.		



Appendix 12. Experienced Teacher's Observation Checklist (Meeting 1)

OBSERVATION SHEET

Date: *Senin, 20 Januari 2025* Topic: *procedure text*
 Time: *11.10 - 12.30* Grade: *8D*
 Observee: *experienced* Observer: *researcher*

No	Teaching Strategy Indicators	Observable	Note
LEARNING STRATEGY TRAINING			
1	Metacognitive strategies		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.		
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the		

	learners' overall understanding of the material.		
	Teachers help students take control of their learning.		
	Teacher helps students, plans and changes their learning strategies if they are not appropriate.		
	Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
	Cognitive strategies		
	Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
	Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
	Teacher allows student to use dictionaries to help students improve their language skills.		
	Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.		

	Affective strategies		
	Teachers assists students in managing their attitudes, values, emotions and motives.		
	Teachers supports students through praises and laughter as a way for them to relax and appreciate what they have achieved.	✓	<i>Teacher give praise about students' work</i>
	Teachers assists students with exposure to environments that allow for practice.		
	Teachers assigns students to collaborate with classmates or native speakers of the language to improve students' language skills.		
PROJECT BASED LEARNING			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that		

	involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		
PROBLEM BASED LEARNING			
3.	Teacher divides students into small groups		
	Teacher gives problems		
	The teacher explains the objectives of the lesson		
	The teacher motivates students to engage in problem solving activities in English		

	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4.	Students are stimulated to arouse curiosity about a material.		
	Student stimulation can be in the form of questions, providing pictures or videos, observing situations, and reading books to prepare answers to problems that will be given.		

	Students are given the opportunity to be able to identify material or problems to generate hypotheses		
	Students are given the opportunity to ask questions related to the material or problems being discussed		
	Students collect various relevant data or information to find solutions		
	Students organize data or information that has been obtained previously to be used in answering the problems given.		
	Teachers and students conduct tests to prove the truth of hypotheses that are reinforced by previously organized data		
	Students are guided to draw conclusions from the problems that have been studied by paying attention to the results of the verified data		
COMPUTER-ASSITED LANGUAGE LEARNING			
5.	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		

	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and strategy.		
COOPERATIVE LEARNING			
6.	Teacher divides the students into heterogeneous small groups.	✓	5 klp (4-5 students)
	Teacher assigns a group task or project.	✓	making procedure text
	Teacher directs students to discuss in groups about the material that has been learned.	✓	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	✓	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group		

	depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.	✓	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
ACTIVE LEARNING			
7.	The teacher asked the students to make a small groups (consisting of 2-4 members)		
	The teacher gives a task or questions to the students		
	The teacher gives the students a chance for 15 seconds to 3 minutes to complete the given task		
	Students are given the opportunity to ask questions related to the given task		
	The teacher invite group/ group representative to share responses and asks for some volunteers to respond if the answer are incomplete		
	The teacher provides interesting feedback on the learning of all students		
INTEGRATED LEARNING			

8.	Students are encouraged to actively participate in the learning process (group / individual)		
	Students are guided to explore, discover, and develop concepts and principles independently		
	The teacher guides students to look at the topic from various points of view		
	The teacher guides students in connecting prior knowledge with new ideas to make the learning relevant and applicable to real-life situations		
	The teacher facilitates students in collecting data, gaining insights, as well as achieving learning objectives through experience.		
	Students are involved in the process of planning, conducting and reviewing activities while focusing on their preferred learning style (visual/auditory/practice)		
	Teachers connect ideas across subjects, encouraging critical thinking and broader problem solving skills		
	Teachers assist students in applying their learning in practical, real-world contexts		
FLIPPED LEARNING			

9.	The teacher provides guidance on how to access learning materials, watch and interact in the learning video.		
	Students are assigned to watch the video or access the learning material that will be discussed at the next meeting		
	During the learning process, students are encouraged to formulate interesting questions based on the material to be discussed in class.		
	The teacher gives assignments both individually and in groups, and the teacher acts as a facilitator, providing support for learners who are having difficulties.		
COMPETENCY BASED LEARNING			
10.	Teachers link concepts or information that students already know with new concepts or information that students do not yet know.		
	Students do not just receive new information in isolation, but the teacher helps to connect it with the experience or knowledge we already have before.		
	Students are given realistic and relevant exercises when students apply		

	concepts in their problem-solving learning activities.		
	Teachers create a variety of learning experiences that do not only focus on memorization, but focus on student understanding		
DIFFERENTIATED LEARNING			
11.	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory and kinesthetic.		
	The teacher facilitates the learning process by assigning tasks that suit students' talents and needs: visual, auditory, and kinesthetic.		
	Teachers facilitate independent learning for students with slower learning styles, while advanced learners receive additional material at a higher level.		



Appendix 13. Experienced Teacher's Observation Checklist (Meeting 2)

OBSERVATION SHEET

Date: *Selasa, 21 Januari 2021* Topic: *How to do presentation*
 Time: *08.50 - 09.30* Grade: *8D*
 Observee: *Experienced* Observer: *Researcher*

No	Teaching Strategy Indicators	Observable	Note
LEARNING STRATEGY TRAINING			
1	Metacognitive strategies		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.		
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the		

	learners' overall understanding of the material.		
	Teachers help students take control of their learning.		
	Teacher helps students, plans and changes their learning strategies if they are not appropriate.		
	Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
	Cognitive strategies		
	Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
	Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
	Teacher allows student to use dictionaries to help students improve their language skills.		
	Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.		

	Affective strategies		
	Teachers assists students in managing their attitudes, values, emotions and motives.		
	Teachers supports students through praises and laughter as a way for them to relax and appreciate what they have achieved.		
	Teachers assists students with exposure to environments that allow for practice.		
	Teachers assigns students to collaborate with classmates or native speakers of the language to improve students' language skills.		
PROJECT BASED LEARNING			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that		

	involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		
PROBLEM BASED LEARNING			
3.	Teacher divides students into small groups		
	Teacher gives problems		
	The teacher explains the objectives of the lesson		
	The teacher motivates students to engage in problem solving activities in English		

	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4.	Students are stimulated to arouse curiosity about a material.		
	Student stimulation can be in the form of questions, providing pictures or videos, observing situations, and reading books to prepare answers to problems that will be given.		

	Students are given the opportunity to be able to identify material or problems to generate hypotheses		
	Students are given the opportunity to ask questions related to the material or problems being discussed		
	Students collect various relevant data or information to find solutions		
	Students organize data or information that has been obtained previously to be used in answering the problems given.		
	Teachers and students conduct tests to prove the truth of hypotheses that are reinforced by previously organized data		
	Students are guided to draw conclusions from the problems that have been studied by paying attention to the results of the verified data		
COMPUTER-ASSITED LANGUAGE LEARNING			
5.	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		

	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and strategy.		
COOPERATIVE LEARNING			
6.	Teacher divides the students into heterogeneous small groups.	✓	5-6 students
	Teacher assigns a group task or project.	✓	Doing investigation and presentation
	Teacher directs students to discuss in groups about the material that has been learned.		.
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.		
	Teacher ensures that each student remains responsible for their own learning, and the success of the group	✓	ensure all students get opportunity to present

	depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.	✓	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
ACTIVE LEARNING			
7.	The teacher asked the students to make a small groups (consisting of 2-4 members)		
	The teacher gives a task or questions to the students		
	The teacher gives the students a chance for 15 seconds to 3 minutes to complete the given task		
	Students are given the opportunity to ask questions related to the given task		
	The teacher invite group/ group representative to share responses and asks for some volunteers to respond if the answer are incomplete		
	The teacher provides interesting feedback on the learning of all students		
INTEGRATED LEARNING			

8.	Students are encouraged to actively participate in the learning process (group / individual)		
	Students are guided to explore, discover, and develop concepts and principles independently		
	The teacher guides students to look at the topic from various points of view		
	The teacher guides students in connecting prior knowledge with new ideas to make the learning relevant and applicable to real-life situations		
	The teacher facilitates students in collecting data, gaining insights, as well as achieving learning objectives through experience.		
	Students are involved in the process of planning, conducting and reviewing activities while focusing on their preferred learning style (visual/auditory/practice)		
	Teachers connect ideas across subjects, encouraging critical thinking and broader problem solving skills		
	Teachers assist students in applying their learning in practical, real-world contexts		
FLIPPED LEARNING			

9.	The teacher provides guidance on how to access learning materials, watch and interact in the learning video.		
	Students are assigned to watch the video or access the learning material that will be discussed at the next meeting		
	During the learning process, students are encouraged to formulate interesting questions based on the material to be discussed in class.		
	The teacher gives assignments both individually and in groups, and the teacher acts as a facilitator, providing support for learners who are having difficulties.		
COMPETENCY BASED LEARNING			
10.	Teachers link concepts or information that students already know with new concepts or information that students do not yet know.		
	Students do not just receive new information in isolation, but the teacher helps to connect it with the experience or knowledge we already have before.		
	Students are given realistic and relevant exercises when students apply		

	concepts in their problem-solving learning activities.		
	Teachers create a variety of learning experiences that do not only focus on memorization, but focus on student understanding		
DIFFERENTIATED LEARNING			
11.	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory and kinesthetic.		
	The teacher facilitates the learning process by assigning tasks that suit students' talents and needs: visual, auditory, and kinesthetic.		
	Teachers facilitate independent learning for students with slower learning styles, while advanced learners receive additional material at a higher level.		



Appendix 14. Experienced Teacher's Observation Checklist (Meeting 3)

OBSERVATION SHEET

Date: *Senin, 03 Februari 2025* Topic: *Asking and Giving comment*
 Time: *11.20 - 12.30* Grade: *8 D*
 Observee: *experienced* Observer: *Researcher*

No	Teaching Strategy Indicators	Observable	Note
LEARNING STRATEGY TRAINING			
1	Metacognitive strategies		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.		
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the		

	learners' overall understanding of the material.		
	Teachers help students take control of their learning.		
	Teacher helps students, plans and changes their learning strategies if they are not appropriate.		
	Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
	Cognitive strategies		
	Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.	✓	Teacher give attention about students' questions when teacher monitor the students
	Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
	Teacher allows student to use dictionaries to help students improve their language skills.		
	Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.		

	Affective strategies		
	Teachers assists students in managing their attitudes, values, emotions and motives.		
	Teachers supports students through praises and laughter as a way for them to relax and appreciate what they have achieved.	✓	Teacher give praise to the students
	Teachers assists students with exposure to environments that allow for practice.		
	Teachers assigns students to collaborate with classmates or native speakers of the language to improve students' language skills.		
PROJECT BASED LEARNING			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that		

	involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		
PROBLEM BASED LEARNING			
3.	Teacher divides students into small groups		
	Teacher gives problems		
	The teacher explains the objectives of the lesson		
	The teacher motivates students to engage in problem solving activities in English		

	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4.	Students are stimulated to arouse curiosity about a material.		
	Student stimulation can be in the form of questions, providing pictures or videos, observing situations, and reading books to prepare answers to problems that will be given.		

	Students are given the opportunity to be able to identify material or problems to generate hypotheses		
	Students are given the opportunity to ask questions related to the material or problems being discussed		
	Students collect various relevant data or information to find solutions		
	Students organize data or information that has been obtained previously to be used in answering the problems given.		
	Teachers and students conduct tests to prove the truth of hypotheses that are reinforced by previously organized data		
	Students are guided to draw conclusions from the problems that have been studied by paying attention to the results of the verified data		
COMPUTER-ASSITED LANGUAGE LEARNING			
5.	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		

	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and strategy.		
COOPERATIVE LEARNING			
6.	Teacher divides the students into heterogeneous small groups.	✓	5 klp (5-6 students)
	Teacher assigns a group task or project.	✓	Doing investigation and making dialogue
	Teacher directs students to discuss in groups about the material that has been learned.	✓	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	✓	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group		

	depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.	✓	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
ACTIVE LEARNING			
7.	The teacher asked the students to make a small groups (consisting of 2-4 members)		
	The teacher gives a task or questions to the students		
	The teacher gives the students a chance for 15 seconds to 3 minutes to complete the given task		
	Students are given the opportunity to ask questions related to the given task		
	The teacher invite group/ group representative to share responses and asks for some volunteers to respond if the answer are incomplete		
	The teacher provides interesting feedback on the learning of all students		
INTEGRATED LEARNING			

8.	Students are encouraged to actively participate in the learning process (group / individual)		
	Students are guided to explore, discover, and develop concepts and principles independently		
	The teacher guides students to look at the topic from various points of view		
	The teacher guides students in connecting prior knowledge with new ideas to make the learning relevant and applicable to real-life situations		
	The teacher facilitates students in collecting data, gaining insights, as well as achieving learning objectives through experience.		
	Students are involved in the process of planning, conducting and reviewing activities while focusing on their preferred learning style (visual/auditory/practice)		
	Teachers connect ideas across subjects, encouraging critical thinking and broader problem solving skills		
	Teachers assist students in applying their learning in practical, real-world contexts		
FLIPPED LEARNING			

9.	The teacher provides guidance on how to access learning materials, watch and interact in the learning video.		
	Students are assigned to watch the video or access the learning material that will be discussed at the next meeting		
	During the learning process, students are encouraged to formulate interesting questions based on the material to be discussed in class.		
	The teacher gives assignments both individually and in groups, and the teacher acts as a facilitator, providing support for learners who are having difficulties.		
COMPETENCY BASED LEARNING			
10.	Teachers link concepts or information that students already know with new concepts or information that students do not yet know.		
	Students do not just receive new information in isolation, but the teacher helps to connect it with the experience or knowledge we already have before.		
	Students are given realistic and relevant exercises when students apply		

	concepts in their problem-solving learning activities.		
	Teachers create a variety of learning experiences that do not only focus on memorization, but focus on student understanding		
DIFFERENTIATED LEARNING			
11.	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory and kinesthetic.		
	The teacher facilitates the learning process by assigning tasks that suit students' talents and needs: visual, auditory, and kinesthetic.		
	Teachers facilitate independent learning for students with slower learning styles, while advanced learners receive additional material at a higher level.		



Appendix 15. Experienced Teacher's Observation Checklist (Meeting 4)

OBSERVATION SHEET

Date: *Selajo, 04 Februari 2025* Topic: *WH - Questions (Past Tense)*

Time: *08.50 - 09.30* Grade: *8 D*

Observee: *experienced teacher* Observer: *researcher*

No	Teaching Strategy Indicators	Observable	Note
LEARNING STRATEGY TRAINING			
1	Metacognitive strategies		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.		
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the		

	learners' overall understanding of the material.		
	Teachers help students take control of their learning.		
	Teacher helps students, plans and changes their learning strategies if they are not appropriate.		
	Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
	Cognitive strategies		
	Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
	Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
	Teacher allows student to use dictionaries to help students improve their language skills.		
	Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.		

	Affective strategies		
	Teachers assists students in managing their attitudes, values, emotions and motives.		
	Teachers supports students through praises and laughter as a way for them to relax and appreciate what they have achieved.		
	Teachers assists students with exposure to environments that allow for practice.		
	Teachers assigns students to collaborate with classmates or native speakers of the language to improve students' language skills.		
PROJECT BASED LEARNING			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that		

	involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		
PROBLEM BASED LEARNING			
3.	Teacher divides students into small groups		
	Teacher gives problems		
	The teacher explains the objectives of the lesson		
	The teacher motivates students to engage in problem solving activities in English		

	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4.	Students are stimulated to arouse curiosity about a material.		
	Student stimulation can be in the form of questions, providing pictures or videos, observing situations, and reading books to prepare answers to problems that will be given.		

	Students are given the opportunity to be able to identify material or problems to generate hypotheses		
	Students are given the opportunity to ask questions related to the material or problems being discussed		
	Students collect various relevant data or information to find solutions		
	Students organize data or information that has been obtained previously to be used in answering the problems given.		
	Teachers and students conduct tests to prove the truth of hypotheses that are reinforced by previously organized data		
	Students are guided to draw conclusions from the problems that have been studied by paying attention to the results of the verified data		
COMPUTER-ASSITED LANGUAGE LEARNING			
5.	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		

	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and strategy.		
COOPERATIVE LEARNING			
6.	Teacher divides the students into heterogeneous small groups.	✓	skip (5-6 students)
	Teacher assigns a group task or project.	✓	investigation and make wh. questions
	Teacher directs students to discuss in groups about the material that has been learned.	✓	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	✓	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group		

	depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.		
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
ACTIVE LEARNING			
7.	The teacher asked the students to make a small groups (consisting of 2-4 members)		
	The teacher gives a task or questions to the students		
	The teacher gives the students a chance for 15 seconds to 3 minutes to complete the given task		
	Students are given the opportunity to ask questions related to the given task		
	The teacher invite group/ group representative to share responses and asks for some volunteers to respond if the answer are incomplete		
	The teacher provides interesting feedback on the learning of all students		
INTEGRATED LEARNING			

8.	Students are encouraged to actively participate in the learning process (group / individual)		
	Students are guided to explore, discover, and develop concepts and principles independently		
	The teacher guides students to look at the topic from various points of view		
	The teacher guides students in connecting prior knowledge with new ideas to make the learning relevant and applicable to real-life situations		
	The teacher facilitates students in collecting data, gaining insights, as well as achieving learning objectives through experience.		
	Students are involved in the process of planning, conducting and reviewing activities while focusing on their preferred learning style (visual/auditory/practice)		
	Teachers connect ideas across subjects, encouraging critical thinking and broader problem solving skills		
	Teachers assist students in applying their learning in practical, real-world contexts		
FLIPPED LEARNING			

9.	The teacher provides guidance on how to access learning materials, watch and interact in the learning video.		
	Students are assigned to watch the video or access the learning material that will be discussed at the next meeting		
	During the learning process, students are encouraged to formulate interesting questions based on the material to be discussed in class.		
	The teacher gives assignments both individually and in groups, and the teacher acts as a facilitator, providing support for learners who are having difficulties.		
COMPETENCY BASED LEARNING			
10.	Teachers link concepts or information that students already know with new concepts or information that students do not yet know.		
	Students do not just receive new information in isolation, but the teacher helps to connect it with the experience or knowledge we already have before.		
	Students are given realistic and relevant exercises when students apply		

	concepts in their problem-solving learning activities.		
	Teachers create a variety of learning experiences that do not only focus on memorization, but focus on student understanding		
DIFFERENTIATED LEARNING			
11.	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory and kinesthetic.		
	The teacher facilitates the learning process by assigning tasks that suit students' talents and needs: visual, auditory, and kinesthetic.		
	Teachers facilitate independent learning for students with slower learning styles, while advanced learners receive additional material at a higher level.		



Appendix 16. Novice Teacher's Anecdotal Record (Meeting 1)

20-01-2025 → Novice Teacher

08:50 - 09:30

Topic : procedure text

08:50

1. Teacher tells students about the material today
2. Teacher tells the learning objectives
3. Teacher tells students to observe the material will be discuss (hand washing procedure picture)
4. Teacher explains the picture
5. Teacher explains the definition , structure and language features in procedure text
6. 09.00
7. Teacher tells the learning activity
8. students divided into group (4 group → 5-6 students / group)
9. Students working in group to solve the crossword puzzle related to procedure text
10. students make it in LKPD
11. Teacher guide students to open the book in order to solve the problem

nice

BECAUSE OF YOU LIFE IS WONDERFUL

12. Teacher facilitated students in asking questions
13. Students actively cooperate in solving the task
14. One group is asked to share their work
15. Teacher evaluate and discusses the crossword

09-30

16. Teacher summarize the material
17. Teacher asks students if they have any questions about the material



Appendix 17. Novice Teacher's Anecdotal Record (Meeting 2)

BECAUSE OF YOU LIFE IS WONDERFUL

21 January 2025 → Novice Teacher

09.40 - 11.00

Meeting 2 → VIII A

Topic : How to do presentation

09.41

1. Teacher tell the material and the learning objective
2. Teacher tells the students the steps in making a presentation by giving example

09.54

3. Teacher tells the students to look at the picture (picture of a turtle's body filled with plastic waste)
4. Teacher invites students to imagine how the marine biota lives when the sea is filled with garbage
5. Teacher explains learning activity
6. There are 4 groups (5-6 students/group)
7. Teacher tells the groups to find cause and solutions of the sea pollution by garbage then present it.

BECAUSE OF YOU LIFE IS WONDERFUL

7. Teacher ensures all students can contribute to this activity by requiring all group members to come up with at least 1 cause and 1 solution to the topic. so during the presentation all members get a chance to speak
8. Teacher give a question to triggering students "apa yg membuat laut tercemar sampah"
9. students answer enthusiastically.
10. students are given time to work on assignment
11. All group present their work

10.55

12. Teacher gives positive feedback and praises the students' work
13. Teacher emphasize again on what needs to be considered in making presentations
14. Teacher invites students to keep the environment
15. Teacher facilitated students in asking questions.



Appendix 18. Novice Teacher's Anecdotal Record (Meeting 3)

BECAUSE OF YOU LIFE IS WONDERFUL

03 - 02 - 2025 → Novice Teacher

08.50 - 09.30

meeting 3

Topic : Asking and Giving comment

08.50

1. Teacher start the class by asking questions to connect the material to be learned
2. students answer enthusiastically
3. Teacher tells about the material
4. Teacher gives examples about the use of asking and giving comment.

08.57

1. Teacher explains the learning activity and the learning objective
2. There are 4 group (5-6 students)
3. all representatives of group draw a lottery containing a theme to be used in dialogue
4. Teacher instructs the group create a dialogue with those theme. the dialogue contains expression of asking and giving comment

nice

BECAUSE OF YOU LIFE IS WONDERFUL

5. Theme : pollution, clogged sewers, deforested forest and clean water crisis
6. Teacher instructs all of the group member get a chance to have dialog.
7. Teacher guides students to find causes and solutions according to their theme, the causes and effect / solution can be used as dialog in expressing asking and giving comment
8. making dialog on an attachment paper
9. students are given time to work
10. Teacher goes around the groups to monitor the students' learning process and assist them
11. Teacher asks if there are any obstacles in each group
12. one group performs their dialog
13. All groups are asked to collect their work on teacher's desk

nice

BECAUSE OF YOU LIFE IS WONDERFUL

09.30

1. Teacher reiterates the phrases that can be used in conveying the expression of asking and giving comments.
2. Teacher facilitates students if they have any questions.

Appendix 19. Novice Teacher's Anecdotal Record (Meeting 4)

BECAUSE OF YOU LIFE IS WONDERFUL

09-02-2025 → Novice teacher

09.40 - 11.00

meeting 4

Topic: WH-Questions (Past tense)

09.40

1. Teacher tells the material and the purpose of the learning
2. Briefly explain how to use SWIH by teacher
3. Students observe the picture in the book (flood picture)
4. Teacher tells students to make WH-Questions based on the picture, orally.
5. Students give an example of a questions
6. Teacher validates the students' answer

09.55

1. Teacher explains the activities that students will do during the learning process

nice

BECAUSE OF YOU LIFE IS WONDERFUL

2. students are divided into pairs with their seatmate
3. students create a dialog containing SWIH in past tense including the answers with the theme of natural disaster (students are free to choose the topic of the natural disaster)
4. students make in the note book
5. Teacher guide students to find cause and solutions of the natural disasters chosen to be used as material in making WH- questions in past tense.
6. Each student is required to get a chance to make questions
7. students are given time to create a dialog
8. Teacher goes around to monitor students' progress while facilitating students to ask questions related to the things that have not been understood based on the selected problems

nice

BECAUSE OF YOU LIFE IS WONDERFUL

1. All students are asked to take turns reading their dialog in front of the class

10-57

1. Teacher invites students to reflect on the activities that have been carried out and asks about the obstacles that students experience.

Appendix 20. Experienced Teacher's Anecdotal Record (Meeting 1)

BECAUSE OF YOU LIFE IS WONDERFUL

20-01-2025 → Experienced Teacher

11.10-12.30

Meeting 1

Topic: procedure text

11.10

1. Teacher introduce students to the material
2. There are 5 groups (5-6 students)
3. Teacher briefly explains the definition, generic structure and language feature of procedure text

11.25

1. Teacher tells students to share their knowledge with each other
2. Teacher gives 10 minutes
3. Teacher facilitates asking questions if there are things that are not understood
4. Each group is asked to create a procedure text with a complete structure
5. All group members are required to participate in creating the text
6. 15 minutes to create.



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11.52

1. Teacher instructs students to exchange the text they have created with other groups
2. Teacher tells students to analyze and investigate the structure, goal, and language features from the text created by the exchanged group
3. 10 minutes to do it

12.05

1. All groups are asked to read out the results of the analysis that has been made
2. The group that made are given the opportunity to comment / argue regarding the analysis.
3. Teacher evaluate students' work

12.30

1. Teacher gives feedback and praises on students' work

Appendix 21. Experienced Teacher's Anecdotal Record (Meeting 2)

BECAUSE OF YOU LIFE IS WONDERFUL

21-01-2025 → Experienced teacher

08.50 - 09.30

meeting 2

Topic: How to do presentation

08.50

1. Teacher tells and introduce the material
2. teacher gives triggering questions related to the material to be learned
3. Students actively answer
4. Teacher validate students' answer and gives briefly explanation about the stages in doing presentation

08.57

1. There are 5 groups (5-6 students / group)
2. Teacher directs students to discuss the material with friends
3. Teacher tells the learning activities
4. Students are asked to make presentation procedures that have been explained.

nice

BECAUSE OF YOU LIFE IS WONDERFUL

5. Each group is given the freedom to choose the topic to be presented (topic : how to maintain health / how to protect the environment)
6. Teacher emphasizes the main purpose of this lesson is how to make a good presentation
7. teacher tells all group members get the opportunity to speak.
8. All groups are asked to present the results of the discussion in turn
9. Groups that are not presenting are asked to analyze whether the presentation method of the performing group is correct or not ,as well as analyze what is missing and what is already there from the performing group
10. Teacher guide to evaluate

09.30

1. Teacher asks group that have not had the opportunity to present the result of the discussion at the next meeting.



Appendix 22. Experienced Teacher's Anecdotal Record (Meeting 3)

BECAUSE OF YOU LIFE IS WONDERFUL

03-02-2025 → Experienced teacher

11-20-12-30 → VIII D

Meeting 3

Topic : Asking and giving comment

11-20

1. Teacher instructs students to continue the presentation (only 1 group)
2. Teacher instructs other groups to analyze the presentation by the performing group
3. Teacher evaluate the presentation because
4. the performing group did not do a closing presentation
4. Teacher give feedback to the presenting group

11-26

1. Teacher gives triggering questions to connect the material
2. Students answer enthusiastically
3. Teacher tells the material
4. Teacher gives example about asking and giving comments



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5. Teacher explains how to give comments both on social media / real life
6. Teacher explains the activities
7. Teacher divides students into groups
8. There are 5 groups (5-6 students/group)
9. Teacher directs students to discuss the material with friends
10. Each group are asked to make as many asking comment expressions as possible with a free theme, because the main focus in this learning is how students express asking and giving comment correctly
11. 10 minutes to work
12. Teacher goes around the group to monitor student performance and facilitate students to ask questions if there are obstacles

11.50

1. The expression of asking comment that has been made is then exchanged with the next group, so that



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Students will work on the expression of giving comment based on the questions that have been made by other group

2. Teacher also instructs students to investigate the questions if there are mistakes
3. 15 minutes to work

12.05

1. Teacher asks all groups in turn to read out the asking comment phrases they have got and the giving comment phrases they have answered based on the questions given
2. Teacher tells the presenting group to read out the revision of the asking comment they got if there are any mistakes
3. Teacher invites students who are not presenting to listen carefully and analyze whether the giving comment phrases presented match the context of the asking comment they have answered

12.30

1. Teacher praises all group that have presented

nice

Appendix 23. Experienced Teacher's Anecdotal Record (Meeting 4)

09-02-2025 → Experienced

08.50 - 09.30

meeting 4

Topic: WH-Questions

08.50

1. Teacher tells the material
2. Teacher recall the part of WH-Questions
3. Teacher briefly explain how to use WH-Questions in past tense
4. Teacher gives an oral example of WH-Questions in past tense
5. Teacher asks students to look at the examples in the book

09.00

1. Teacher tells the activity
2. There are 5 groups (5-6 students /group)
3. Students ask to look at the picture in the book (Flood picture)
4. All group are asked to investigate the picture and make questions

nice

BECAUSE OF YOU LIFE IS WONDERFUL

that contain WH- Questions in past tense based on their investigation

5. Each group is asked to make as many WH- Questions in the past tense as possible as well and also the answer to be presented in front of the class

6. teacher gives students time to work

7. teacher goes around the group to monitor student performance

8. teacher also tells students to provide explanations to group mates who do not understand the material

09.19

1. All groups are asked to present the work

09.30

1. Teacher reiterates how to use WH- Questions in past tense.



Appendix 24. Transkript Interview of Novice Teacher

No.	Questions from Researcher	Answers from Novice Teacher (NT)
1.	Apakah anda pernah meng gunakan strategi CALL?	Saya belum pernah mencoba strategi ini. Fasilitas sekolah tidak memadai untuk menerapkan strategi ini
2.	Apakah anda pernah mencoba menerapkan CALL?	Sejauh ini belum pernah mencoba
3.	Selain terkendala fasilitas apakah ada hal lain yang menjadi kendala dalam penerapan CALL?	Fasilitas yang ada di sekolah sangat terbatas. Tidak semua kelas dilengkapi dengan proyektor waktu juga akan termakan lumayan banyak jika menggunakan proyektor ... termasuk juga wi-fi, terkadang sinyalnya tidak sampai di beberapa kelas apalagi kelas yang ada di pojokan sehingga terkendala dalam jaringan internet disini memang ada lab computer, tapi sangat sulit membuat siswa agar mau fokus terhadap proses pembelajaran, mereka pasti akan kedisctract dengan game-game yang ada di computer ataupun mengakses hal-hal yang tidak berkaitan dengan proses pembelajaran, karena saya tidak bias mengawasi proses pembelajaran secara intens jika dilab.
4.	Aktivitas seperti apa yang anda gunakan dalam memulai proses pembelajaran?	Sebetulnya tidak ada strategi khusus yang saya gunakan diawal pembelajaran. Biasanya saya menyapa siswa, memeriksa absen, terkadang juga saya menanyakan kabar siswa
5.	Selama pengamatan saya melihat anda menggunakan strategi problem based learning, apakah pengamatan saya tepat?	Memang benar saya selalu menggunakan strategi problem based learning selama mengajar

6.	Sejak kapan anda mulai menerapkan strategi ini? (problem based learning)	Saya sering menerapkannya sejak pertamakali mengajar
7.	Apakah ada alasan khusus terkait pemilihan strategi problem based learning?	Saya merasa strategi ini mencakup aktivitas yang kompleks. Dengan belajar bersama kelompok dapat melatih kemampuan berkomunikasi dan berkolaborasi, dengan memberikan kegiatan pemecahan masalah siswa dapat melatih kreatifitas dan proses berpikir kritis sekaligus.
8.	Bagaimana pandangan anda terhadap efektifitas strategi ini ?	Saya melihat adanya peningkatan partisipasi siswa melalui kegiatan pemecahan masalah. Apalagi pada saat membahas permasalahan yang ada disekitar mereka, mereka menjadi lebih responsive dalam menyampaikan pendapat.....
9.	Apakah ada alasan khusus kenapa anda memilih menggunakan permasalahan dunia nyata yang ada di sekitar siswa?	Saya ingin melatih siswa tentang bagaimana cara menghandle situasi dan merespons masalah yang dihadapi secara realistis.
10.	Bagaimana cara anda mengorganisasikan permasalahan agar sesuai dengan materi pembelajaran?	Saya biasanya melihat tujuan pembelajaran di hari itu. Kemudian saya memikirkan permasalahan apa yang bias saya gunakan dalam mengajar agar tidak ada ketimpangan dengan materi pembelajaran. Misalnya jika materi tentang asking and giving comment, tujuan pembelajarannya adalah agar siswa dapat bertanya dan memberikan komentar. Saya biasa mengorganisasikannya dengan dengan masalah yang ada di lingkungan sekitar. Misalnya saya meminta siswa untuk membuat dialog yang berisi asking and giving comment berdasarkan scenario kerusakan lingkungan, dimana sebab

		dan solusi dari permasalahan tersebut dapat dijadikan acuan, sehingga siswa dapat belajar memecahkan masalah dan mencapai tujuan pembelajaran berdasarkan materi tersebut.
11.	Apakah anda pernah menerapkan strategi metakognitif?	Mungkin di masa depan, saya akan menggunakan strategi ini, karena kalau sekarang waktunya tidak cukup dan materi kuliah di semester ini juga cenderung berat dan banyak.
12.	Apakah anda pernah menerapkan strategi cognitive?	Saya sering menggunakan strategi ini di kelas, misalnya pada saat saya memberikan instuksi untuk menganalisis gambar, memberikan clue-clue untuk membantu mereka menyelesaikan tugas.
13.	Apakah anda pernah menerapkan strategi affektif?	Saya sering memberikan pujian diakhir proses pembelajaran
14.	Apakah anda pernah menerapkan strategi proyek based learning?	Saya pernah menggunakan strategi ini untuk membuat poster. Namun, tidak semua siswa mau berpartisipasi hanya 1 atau 2 siswa yang mengerjakannya.
15.	Apakah anda pernah menggunakan strategi discovery learning?	Kalau penggunaan discovery learning saya jarang, karena memerlukan waktu belajar yang lebih lama untuk siswa dalam menemukan suatu konsep.
16.	Apakah anda pernah menggunakan strategi cooperative learning?	Saya suka belajar berkelompok akan tetapi saya lebih sering mengarahkan siswa dalam menyelesaikan suatu permasalahan secara berkelompok.
17.	Apakah anda pernah menerapkan strategi active learning?	Saya pernah beberap kali menggunakan strategi tersebut, akan tetapi tidak semua siswa mau berpartisipasi.
18.	Apakah anda pernah menggunakan strategi integrated learning?	Saya sangat jarang menggunakan strategi ini karena takutnya siswa menjadi tidak fokus terhadap inti materi.
19.	Apakah anda pernah menggunakan strategi flipped learning?	Saya pernah menggunakannya pada awal mengajar, akan tetapi saya rasa ini kurang efektif di kelas saya karena

		siswa tidak benar-benar mau belajar terkait materi yang akan dibahas pada pertemuan selanjutnya.
20.	Apakah anda pernah menerapkan strategi competency based learning?	Beberapakali saya pernah menerapkannya untuk menanamkan kompetensi 4C (critical thinking, creative, communicative, collaboration) pada siswa, akan tetapi penerapannya kurang maksimal karena kondisi dan keterbatasan waktu belajar
21.	Apakah anda pernah menerapkan strategi differentiated learning?	Saya jarang menerapkannya karena takutnya timbul rasa rendah diri terhadap siswa yang memiliki kemampuan rendah.
22.	Apakah anda memiliki aktivitas khusus dalam menutup pembelajaran?	Saya tidak memiliki strategi khusus dalam menutup proses pembelajaran. Terkadang saya memberikan feedback atau evaluasi di akhir proses pembelajaran, terkadang memberikan penekanan terkait materi yang sudah dipelajari dan terkadang menyampaikan pesan pesan khusus kepada siswa.

Appendix 25. Transkript Interview of Experienced Teacher

No.	Questions from Researcher	Answers from Experienced Teacher (ET)
1.	Apakah anda pernah menerapkan CALL?	Belum pernah, karena sangat sulit menerapkan strategi berbasis teknologi karena keterbatasan fasilitas, seeperti jaringan internet yang tidak selalu bagus, sertakurangnya proyektor di setiap kelas.
2.	Apakah anda pernah mencoba menerapkannya?	Untuk saat ini masih belum pernah karena fasilitas terbatas.
3.	Apakah sekolah memiliki e-learning yang dapat diakses darimana saja?	Untuk saat ini belum, karena belum ada yang mengembangkannya disini.
4.	Apakah anda pernah menerapkan strategi differentiated learning?	Saya belum pernah menerapkan pembelajaran berdiferensiasi karena pengetahuan siswa berbeda-beda, ada yang sangat pintar dan ada yang biasa saja, sehingga jika saya menerapkan strategi ini dengan memberikan tugas yang berbeda beda antar siswa berdasarkan kemampuannya. Maka proses pembelajaran memerlukan durasi yang lebih lama dan materi tidak dapat terkejar oleh semua siswa. Jadi saya memilih untuk menggunakan cara belajar yang sama terhadap semua siswa dalam satu kelas. Mungkin dimasa depan saya akan mencoba menerapkannya dengan persiapan yang lebih matang dan terstruktur.
5.	Bagaimana cara anda membuka aktivitas pembelajaran?	Aktivitas diawal bermacam-macam tergantung situasi dan kondisi kelas saat itu. Terkadang saya menanyakan kondisi siswa, atau langsung menjelaskan materi yang akan dipelajari, namun saya tidak menjelaskan dengan panjang untuk

		menghindari pembelajaran pasif. Biasanya saya menjelaskan inti-inti materi saja dan nanti saya akan memberikan ruang bagi siswa untuk saling bertukar pengetahuan.
6.	Apakah anda pernah menggunakan strategi cooperative learning?	Ya saya sering menggunakannya
7.	Hasil observasi juga menunjukkan bahwa anda menggunakan strategi ini. Apa yang melatar belakangi anda menggunakan strategi ini? (cooperative learning)	Memang benar saya selalu menerapkan cooperative learning di kelas yang saya ajar. Karena dari pengamatan di kelas-kelas yang saya ajar siswanya cenderung suka diskusi sama temenya, ada yang tidak dimengerti mereka langsung nanya sama teman sebelahnya, kalau teman sebelahnya juga tidak mengerti baru mereka tanya ke saya. Sehingga menurut pandangan saya, siswa lebih suka belajar bersama temannya, oleh karena itu saya memilih menggunakan cooperative learning untuk memfasilitasi siswa dalam proses pembelajaran berdasarkan kesukaan dan kenyamanan siswa dalam belajar. Jika strategi mengajar yang dipilih sesuai dengan karakter siswa, maka proses pembelajaran akan menjadi lebih efektif. Selain itu, saya mengusahakan agar dalam setiap kelompok terdapat siswa yang lebih pintar untuk mempermudah dalam diskusi ataupun bertukar pemahaman.
8.	Apakah ada suatu project yang dihasilkan oleh siswa ketika belajar secara berkelompok?	Saya tidak menuntut siswa untuk menghasilkan suatu project, saya hanya ingin meningkatkan minat belajar siswa melalui temennya dan saling bertukar pemahaman.
9.	Bagaimana cara anda menerapkan strategi ini? (cooperative learning)	Saya biasanya mengajar sesuai dengan materi di buku, namun dalam penerapannya saya seringkali memberikan kasus ataupun topik yang

		berkaitan dengan materi pembelajaran untuk diinvestigasi lebih lanjut dalam kelompok. Analisa atau investigasi ini saya harapkan dapat melatih proses berpikir kritis siswa dan menuntun siswa untuk dapat mengembangkan ide sesuai dengan pemahaman mereka, sehingga selama proses pembelajaran siswa dapat belajar lebih aktif dan reflektif, tidak hanya semata-mata mendengarkan suatu penjelasan.
10.	Selama proses pembelajaran saya melihat anda sering memberikan batasan-batasan waktu untuk siswa, apakah ada tujuan khusus?	Tidak ada tujuan khusus dalam pemberian batasan waktu dalam menyelesaikan tugas-tugas. Ini saya lakukan hanya untuk mendorong siswa agar dapat berkolaborasi dengan teman sekelompok. Terkadang jika kita memberikan aktivitas pembelajaran secara berkelompok, hanya segelintir siswa yang mengerjakannya. Untuk menghindari ketimpangan itu, saya seringkali memberikan batasan waktu dalam menyelesaikan tugas kelompok agar semua anggota kelompok memiliki rasa saling ketergantungan dan melatih rasa tanggung jawab siswa. Pembatasan waktu ini juga saya sesuaikan dengan level materi.
12.	Bagaimana cara anda memeriksa atau mengetahui pemahaman siswa melalui strategi ini? (cooperative learning?)	Saya biasanya memantau aktifitas siswa, melihat bagaimana cara mereka berdiskusi dan menyampaikan pendapat.
12.	Bagaimana menurut anda efektivitas dari penerapan strategi ini di kelas? (cooperative learning)	Di kelas yang saya ajar strategi ini efektif dalam meningkatkan kolaborasi dan partisipasi siswa, sehingga pembelajaran tidak pasif.
13.	Apakah di kelas lain anda juga menggunakan strategi ini	Ya, saya juga menerapkannya di kelas-kelas lain yang saya ajar.
14.	Apakah anda pernah	Saya jarang menggunakan strategi ini,

	menerapkan strategi metakognitif?	karena memerlukan persiapan yang matang.
15.	Apakah anda pernah menerapkan strategi cognitive?	Strategi ini sering saya terapkan di kelas dengan cara memberikan perhatian terhadap materi atau aktivitas yang belum dipahami siswa, seperti menjelaskan secara detail terkait materi yang belum dipahami siswa.
16.	Apakah anda pernah menerapkan strategi affective?	Saya selalu berusaha untuk memberikan afirmasi positif dan pujian kepada siswa untuk menghargai proses belajar siswa.
17.	Apakah anda pernah menerapkan strategi project based learning?	Saya pernah menggunakan strategi ini pada materi poster. Tapi untuk materi lain saya sangat jarang menggunakan strategi ini, karena dalam strategi ini menuntut siswa untuk menghasilkan suatu produk, yang mana tidak semua siswa memiliki sumber daya yang memadai dalam membuat produk.
18.	Apakah anda pernah menerapkan strategi problem based learning?	Saya sering menggunakan strategi ini untuk melatih proses berpikir kritis siswa.
19.	Apakah anda pernah menerapkan strategi discovery learning?	Saya jarang menggunakan strategi ini karena siswa masih belum terlalu mandiri untuk menemukan suatu konsep dan masih perlu bimbingan.
20.	Apakah anda sering menerapkan strategi active learning?	Saya jarang menerapkan strategi ini karena keterbatasan waktu.
21.	Apakah anda sering menerapkan strategi integrated learning?	Saya jarang menggunakan strategi ini karena membutuhkan persiapan dan perencanaan yang terstruktur dalam menghubungkan materi dengan matapelajaran lain.
22.	Apakah anda sering menerapkan strategi flipped learning?	Saya jarang menggunakan strategi ini karena tidak semua siswa pada saat dirumah mau mempelajari materi yang akan dibahas pada pertemuan yang akan datang.

23.	Apakah anda sering menerapkan strategi competency based learning?	Saya jarang menerapkan strategi ini karena perlu persiapan untuk menyesuaikan materi pembelajaran dengan kompetensi yang ingin dicapai.
24.	Apakah anda memiliki aktivitas khusus dalam menutup proses pembelajaran?	Biasanya saya menutup kelas dengan memastikan pemahaman siswa terkait materi yang dipelajari.



Appendix 26. Instrument's Validation Sheet by Experts

LEMBAR VALIDASI OLEH AHLI
INSTRUMEN *TEACHING STRATEGY CHECKLIST* DAN
LEMBAR OBSERVASI STRATEGI MENGAJAR
UNIVERSITAS PENDIDIKAN GANESHA

Petunjuk:

1. Isilah identitas validator.
2. Berdasarkan pendapat Bapak/Ibu, berilah tanda ✓ pada kolom kolom yang tersedia untuk setiap butir indikator sesuai dengan relevansinya.
3. Jika ada, berikan komentar / saran pada kolom yang telah disediakan.

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

NIDN : 0014076401

Instansi : Universitas Pendidikan Ganesha

NO	INDIKATOR STRATEGI	RELEVAN	TIDAK RELEVAN
LEARNING STRATEGY TRAINING			
1	Strategi Metakognitif		
	Saya menyediakan Rencana Pelaksanaan Pembelajaran (RPP) mengenai aktivitas siswa.	✓	
	Saya memonitor kemampuan siswa.	✓	
	Saya mengevaluasi hasil belajar siswa.	✓	
	Saya mengugaskan siswa untuk melihat ide-ide utama, melatih bahasa (seperti pengucapan), dan memilih bagian teks yang akan difokuskan.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan dari apa yang telah dipelajari, dan mengukur pemahaman siswa secara keseluruhan terhadap materi.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan siswa dari apa yang sudah siswa pelajar	✓	
	Saya mengukur pemahaman siswa secara keseluruhan terhadap materi.	✓	
	Saya membantu siswa dalam proses belajar.	✓	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	✓	
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang perlu diperhatikan.	✓	
	Strategi Kognitif		
	Saya bertanya kepada siswa mengenai pemahaman siswa terhadap tugas yang diberikan.	✓	

	Saya memberikan kegiatan-kegiatan pembelajaran yang fokus terhadap penalaran, analisis, dan menarik kesimpulan.	✓	
	Saya mengizinkan siswa untuk membawa kamus sebagai alat bantu belajar.	✓	
	Saya membantu siswa pada saat proses pembelajaran dengan memberikan petunjuk.	✓	
	Saya membantu siswa dengan mengingatkan kembali dengan instruksi yang khusus jika siswa merasa kesusahan.	✓	
	Saya membantu siswa dengan menawarkan ide jika siswa tidak bisa mengerjakan tugas.	✓	
	Strategi Sosial/Afektif		
	Saya membantu siswa dalam mengelola sikap, nilai, emosi, dan motif siswa.	✓	
	Saya memberikan pujian dan beberapa gurauan dengan tujuan siswa dapat merasa rileks dan menghargai apa yang telah mereka capai.	✓	
	Guru membantu siswa beradaptasi terhadap lingkungan yang memungkinkan untuk berlatih berinteraksi dengan lingkungan yang memberikan kesempatan lebih untuk berlatih berbahasa.	✓	
	Saya menugaskan siswa untuk berkolaborasi dengan teman sekelas atau penutur bahasa yang asli dengan tujuan meningkatkan kemampuan bahasa siswa.	✓	
	PROJECT BASED LEARNING		
2	Saya memberikan proyek nyata yang berkaitan dengan kehidupan sehari-hari, bukan cuma tugas akademik biasa.	✓	
	Saya meminta siswa untuk menyelesaikan masalah yang kompleks, mencerminkan kenyataan dunia yang melibatkan berbagai disiplin ilmu.	✓	
	Saya lebih fokus pada proses belajar daripada hanya melihat hasil akhirnya.	✓	
	Saya mengajak siswa untuk memahami setiap langkah dalam proyek yang mereka kerjakan.	✓	
	Siswa bekerja dalam kelompok yang melibatkan kolaborasi, komunikasi efektif, dan pengambilan keputusan bersama.	✓	
	Saya mendorong siswa untuk menggunakan keterampilan berpikir kritis, analitis, dan evaluatif dalam menyelesaikan masalah.	✓	
	Saya memberikan umpan balik yang membantu siswa meningkatkan hasil kerja mereka.	✓	

	Saya menggunakan proses dan hasil akhir proyek untuk menilai kemampuan siswa dalam menerapkan pengetahuan dan keterampilan secara praktis.	✓	
	Saya memotivasi siswa agar aktif dalam pengambilan keputusan yang berkaitan dengan proyek.	✓	
	Saya meminta siswa untuk mempresentasikan proyek mereka kepada teman sekelasnya.	✓	
PROBLEM BASED LEARNING			
3	Saya menjelaskan tujuan pembelajaran	✓	
	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	✓	
	Saya membantu siswa mengorganisasikan tugas-tugas belajar yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mencari penjelasan dan solusi untuk masalah	✓	
	Saya membantu siswa dalam merencanakan dan mempersiapkan laporan tertulis atau video mereka	✓	
	Saya membantu siswa dalam berbagi pekerjaan mereka dengan yang lain	✓	
	Saya membantu siswa untuk merefleksikan tugas-tugas pemecahan masalah mereka.	✓	
	Saya membantu siswa untuk merefleksikan kegiatan pembelajaran pemecahan masalah.	✓	
DISCOVERY LEARNING			
4	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	✓	
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.	✓	
	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.	✓	
	Saya memberikan waktu kepada siswa untuk menjawab pertanyaan-pertanyaan pada lembar kerja baik secara individu maupun kelompok.	✓	
	Saya memandu siswa untuk mempersiapkan presentasi.	✓	
	Saya mengarahkan siswa untuk melakukan presentasi di depan kelas.	✓	
COMPUTER-ASSISTED LANGUAGE LEARNING			

5	Saya menggunakan alat bantu CALL untuk menyesuaikan konten dan pendekatan sesuai dengan kebutuhan siswa.	✓	
	Saya memutar klip video untuk latihan mendengarkan, latihan membaca interaktif dengan pertanyaan pemahaman, dan rekaman audio untuk latihan pengucapan.	✓	
	Saya melibatkan siswa dalam lingkungan virtual untuk pembelajaran bahasa yang kontekstual.	✓	
	Saya membuat tour virtual atau simulasi di mana siswa dapat melatih keterampilan bahasa dalam skenario kehidupan nyata.	✓	
	Saya memantau kemajuan dan memberikan umpan balik yang konstruktif.	✓	
	Saya memastikan untuk mengevaluasi dan mempelajari lebih lanjut bagaimana menjadi mahir dalam menggunakan alat dan metode CALL.	✓	
COOPERATIVE LEARNING			
6	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.	✓	
	Saya memberikan tugas atau proyek untuk kelompok siswa.	✓	
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.	✓	
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling mengajar dan belajar, memperdalam pemahaman mereka terhadap materi.	✓	
	Saya memastikan bahwa setiap siswa tetap bertanggung jawab atas pembelajaran mereka sendiri, dan keberhasilan kelompok bergantung pada kontribusi semua anggotanya.	✓	
	Setelah tugas atau proyek selesai, saya memandu siswa untuk melakukan refleksi dan evaluasi secara berkelompok.	✓	
	Saya menukar peranan para siswa dalam kelompok untuk memastikan bahwa setiap siswa memiliki kesempatan untuk berpartisipasi.	✓	
ACTIVE LEARNING			
7	Saya meminta siswa untuk membuat kelompok berjumlah 2 sampai 14 orang.	✓	
	Saya memberikan siswa pertanyaan yang berkaitan dengan konsep dan menghindari pertanyaan yang kurang relevan.	✓	
	Saya memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan mengembangkannya dengan baik selama 15 detik.	✓	

	hingga 3 menit.		
	Saya memanggil beberapa siswa atau kelompok untuk membagikan jawaban mereka serta meminta siswa lainnya untuk memberikan tanggapan jika jawaban yang diberikan masih belum lengkap.	✓	
	Saya memberikan umpan balik yang jelas tentang pembelajaran bagi seluruh siswa.	✓	
INTEGRATED LEARNING			
8	Saya memprioritaskan siswa sebagai peserta aktif dalam proses pembelajaran. Siswa didorong untuk mengeksplorasi, menemukan, dan secara mandiri mengembangkan konsep dan prinsip.	✓	
	Saya memandu siswa untuk melihat topik dari berbagai sudut pandang, menghubungkan pengetahuan sebelumnya dengan ide-ide baru untuk membuat pembelajaran menjadi relevan dan dapat diterapkan pada situasi kehidupan nyata.	✓	
	Saya memfasilitasi siswa dalam mengumpulkan data, menarik kesimpulan, dan mencapai tujuan pembelajaran melalui pembelajaran berbasis pengalaman.	✓	
	Saya melibatkan siswa dalam merencanakan, melakukan, dan meninjau kegiatan sambil berfokus pada gaya belajar yang mereka sukai - visual, auditori, atau praktik.	✓	
	Saya menghubungkan ide-ide lintas mata pelajaran, mendorong pemikiran kritis dan keterampilan pemecahan masalah yang lebih luas.	✓	
	Saya membantu siswa menerapkan pembelajaran mereka dalam konteks dunia nyata yang praktis.	✓	
FLIPPED LEARNING			
9	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.	✓	
	Saya mengarahkan siswa untuk menonton video terkait materi yang akan dibahas pada pertemuan berikutnya.	✓	
	Saya mendorong siswa untuk merumuskan pertanyaan-pertanyaan yang menarik untuk didiskusikan di dalam kelas.	✓	
	Saya memberikan tugas kepada siswa baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi siswa yang mengalami kesulitan.	✓	
COMPETENCY BASED LEARNING			

10	Saya menggunakan strategi mengaitkan ini ketika menghubungkan konsep baru dengan sesuatu yang sudah diketahui oleh siswa.	✓	
	Saya menghubungkan informasi baru dengan pengalaman atau pengetahuan sebelumnya tentang informasi tersebut.	✓	
	Saya memotivasi siswa dengan memberikan latihan yang realistis dan relevan, di mana siswa menerapkan konsep dalam kegiatan pembelajaran pemecahan masalah mereka.	✓	
DIFFERENTIATED LEARNING			
11	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual, auditori, dan kinestetik.	✓	
	Saya memfasilitasi proses pembelajaran dengan memberikan tugas yang sesuai dengan bakat dan kebutuhan siswa: visual, auditori, dan kinestetik.	✓	
	Saya memfasilitasi pembelajaran mandiri bagi siswa dengan gaya belajar yang lebih lambat, sementara pembelajar tingkat lanjut menerima materi tambahan pada tingkat yang lebih tinggi.	✓	

Komentar / Saran :

Perjelas beberapa pernyataan sehingga mudah dimengerti oleh responden.....

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Kesimpulan:

- a. Dapat digunakan
- ☒ b. Dapat digunakan dengan revisi
- c. Tidak dapat digunakan

Singaraja, 8 November 2024.....

Validator



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

LEMBAR VALIDASI OLEH AHLI
INSTRUMEN *TEACHING STRATEGY CHECKLIST* DAN
LEMBAR OBSERVASI STRATEGI MENGAJAR
UNIVERSITAS PENDIDIKAN GANESHA

Petunjuk:

1. Isilah identitas validator.
2. Berdasarkan pendapat Bapak/Ibu, berilah tanda ✓ setiap butir pernyataan sesuai pada kriteria penilaian.
3. Jika ada, berikan komentar / saran pada kolom yang telah disediakan.

Nama : Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.

NIDN : 0019048101

Instansi : Universitas Pendidikan Ganesha

NO	INDIKATOR STRATEGI	RELEVAN	TIDAK RELEVAN
LEARNING STRATEGY TRAINING			
1	Strategi Metakognitif		
	Saya menyediakan Rencana Pelaksanaan Pembelajaran (RPP) mengenal aktivitas siswa.	✓	
	Saya memonitor kemampuan siswa.	✓	
	Saya mengevaluasi hasil belajar siswa.	✓	
	Saya menugaskan siswa untuk melihat ide-ide utama, melatih bahasa (seperti pengucapan), dan memilih bagian teks yang akan difokuskan.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan dari apa yang telah dipelajari, dan mengukur pemahaman siswa secara keseluruhan terhadap materi.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan siswa dari apa yang sudah siswa pelajari	✓	
	Saya mengukur pemahaman siswa secara keseluruhan terhadap materi.	✓	
	Saya membantu siswa dalam proses belajar.	✓	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	✓	
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang perlu diperhatikan.	✓	
	Strategi Kognitif		

	Saya memberikan kegiatan-kegiatan pembelajaran yang fokus terhadap penalaran, analisis, dan menarik kesimpulan.	✓	
	Saya mengizinkan siswa untuk membawa kamus sebagai alat bantu belajar.	✓	
	Saya membantu siswa pada saat proses pembelajaran dengan memberikan petunjuk.	✓	
	Saya membantu siswa dengan mengingatkan kembali dengan instruksi yang khusus jika siswa merasa kesusahan.	✓	
	Saya membantu siswa dengan menawarkan ide jika siswa tidak bisa mengerjakan tugas.	✓	
	Strategi Sosial/Afektif		
	Saya membantu siswa dalam mengelola sikap, nilai, emosi, dan motif siswa.	✓	
	Saya memberikan pujian dan beberapa gurauan dengan tujuan siswa dapat merasa rileks dan menghargai apa yang telah mereka capai.	✓	
	Guru membantu siswa beradaptasi terhadap lingkungan yang memungkinkan untuk berlatih berinteraksi dengan lingkungan yang memberikan kesempatan lebih untuk berlatih berbahasa.	✓	
	Saya menugaskan siswa untuk berkolaborasi dengan teman sekelas atau penutur bahasa yang asli dengan tujuan meningkatkan kemampuan bahasa siswa.	✓	
	PROJECT BASED LEARNING		
2	Saya memberikan proyek nyata yang berkaitan dengan kehidupan sehari-hari, bukan cuma tugas akademik biasa.	✓	
	Saya meminta siswa untuk menyelesaikan masalah yang kompleks, mencerminkan kenyataan dunia yang melibatkan berbagai disiplin ilmu.	✓	
	Saya lebih fokus pada proses belajar daripada hanya melihat hasil akhirnya.	✓	
	Saya mengajak siswa untuk memahami setiap langkah dalam proyek yang mereka kerjakan.	✓	
	Siswa bekerja dalam kelompok yang melibatkan kolaborasi, komunikasi efektif, dan pengambilan keputusan bersama.	✓	
	Saya mendorong siswa untuk menggunakan keterampilan berpikir kritis, analitis, dan evaluatif dalam menyelesaikan masalah.	✓	
	Saya memberikan umpan balik yang membantu siswa meningkatkan hasil kerja mereka.	✓	

	Saya menggunakan proses dan hasil akhir proyek untuk menilai kemampuan siswa dalam menerapkan pengetahuan dan keterampilan secara praktis.	✓	
	Saya memotivasi siswa agar aktif dalam pengambilan keputusan yang berkaitan dengan proyek.	✓	
	Saya meminta siswa untuk mempresentasikan proyek mereka kepada teman sekelasnya.	✓	
PROBLEM BASED LEARNING			
3	Saya menjelaskan tujuan pembelajaran	✓	
	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	✓	
	Saya membantu siswa mengorganisasikan tugas-tugas belajar yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mencari penjelasan dan solusi untuk masalah	✓	
	Saya membantu siswa dalam merencanakan dan mempersiapkan laporan tertulis atau video mereka	✓	
	Saya membantu siswa dalam berbagi pekerjaan mereka dengan yang lain	✓	
	Saya membantu siswa untuk merefleksikan tugas-tugas pemecahan masalah mereka.	✓	
	Saya membantu siswa untuk merefleksikan kegiatan pembelajaran pemecahan masalah.	✓	
DISCOVERY LEARNING			
4	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	✓	
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.	✓	
	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.	✓	
	Saya memberikan waktu kepada siswa untuk menjawab pertanyaan-pertanyaan pada lembar kerja baik secara individu maupun kelompok.	✓	
	Saya memandu siswa untuk mempersiapkan presentasi.	✓	
	Saya mengarahkan siswa untuk melakukan presentasi di depan kelas.	✓	
COMPUTER-ASSISTED LANGUAGE LEARNING			

5	Saya menggunakan alat bantu CALL untuk menyesuaikan konten dan pendekatan sesuai dengan kebutuhan siswa.	✓	
	Saya memutar klip video untuk latihan mendengarkan, latihan membaca interaktif dengan pertanyaan pemahaman, dan rekaman audio untuk latihan pengucapan.	✓	
	Saya melibatkan siswa dalam lingkungan virtual untuk pembelajaran bahasa yang kontekstual.	✓	
	Saya membuat tour virtual atau simulasi di mana siswa dapat melatih keterampilan bahasa dalam skenario kehidupan nyata.	✓	
	Saya memantau kemajuan dan memberikan umpan balik yang konstruktif.	✓	
	Saya memastikan untuk mengevaluasi dan mempelajari lebih lanjut bagaimana menjadi mahir dalam menggunakan alat dan metode CALL.	✓	
COOPERATIVE LEARNING			
6	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.	✓	
	Saya memberikan tugas atau proyek untuk kelompok siswa.	✓	
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.	✓	
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling mengajar dan belajar, memperdalam pemahaman mereka terhadap materi.	✓	
	Saya memastikan bahwa setiap siswa tetap bertanggung jawab atas pembelajaran mereka sendiri, dan keberhasilan kelompok bergantung pada kontribusi semua anggotanya.	✓	
	Setelah tugas atau proyek selesai, saya memandu siswa untuk melakukan refleksi dan evaluasi secara berkelompok.	✓	
7	Saya memutar peran para siswa dalam kelompok untuk memastikan bahwa setiap siswa memiliki kesempatan untuk berpartisipasi.	✓	
	ACTIVE LEARNING		
	Saya meminta siswa untuk membuat kelompok berjumlah 2 sampai 14 orang.	✓	
	Saya memberikan siswa pertanyaan yang berkaitan dengan konsep dan menghindari pertanyaan yang kurang relevan.	✓	
	Saya memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan mengembangkannya dengan baik selama 15 detik	✓	

	hingga 3 menit.		
	Saya memanggil beberapa siswa atau kelompok untuk membagikan jawaban mereka serta meminta siswa lainnya untuk memberikan tanggapan jika jawaban yang diberikan masih belum lengkap.	✓	
	Saya memberikan umpan balik yang jelas tentang pembelajaran bagi seluruh siswa.	✓	
INTEGRATED LEARNING			
8	Saya memprioritaskan siswa sebagai peserta aktif dalam proses pembelajaran. Siswa didorong untuk mengeksplorasi, menemukan, dan secara mandiri mengembangkan konsep dan prinsip.	✓	
	Saya memandu siswa untuk melihat topik dari berbagai sudut pandang, menghubungkan pengetahuan sebelumnya dengan ide-ide baru untuk membuat pembelajaran menjadi relevan dan dapat diterapkan pada situasi kehidupan nyata.	✓	
	Saya memfasilitasi siswa dalam mengumpulkan data, menarik kesimpulan, dan mencapai tujuan pembelajaran melalui pembelajaran berbasis pengalaman.	✓	
	Saya melibatkan siswa dalam merencanakan, melakukan, dan meninjau kegiatan sambil berfokus pada gaya belajar yang mereka sukai - visual, auditori, atau praktik.	✓	
	Saya menghubungkan ide-ide lintas mata pelajaran, mendorong pemikiran kritis dan keterampilan pemecahan masalah yang lebih luas.	✓	
	Saya membantu siswa menerapkan pembelajaran mereka dalam konteks dunia nyata yang praktis.	✓	
FLIPPED LEARNING			
9	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.	✓	
	Saya mengarahkan siswa untuk menonton video terkait materi yang akan dibahas pada pertemuan berikutnya.	✓	
	Saya mendorong siswa untuk merumuskan pertanyaan-pertanyaan yang menarik untuk didiskusikan di dalam kelas.	✓	
	Saya memberikan tugas kepada siswa baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi siswa yang mengalami kesulitan.	✓	
COMPETENCY BASED LEARNING			

10	Saya menggunakan strategi mengaitkan ini ketika menghubungkan konsep baru dengan sesuatu yang sudah diketahui oleh siswa.	✓	
	Saya menghubungkan informasi baru dengan pengalaman atau pengetahuan sebelumnya tentang informasi tersebut.	✓	
	Saya memotivasi siswa dengan memberikan latihan yang realistik dan relevan, di mana siswa menerapkan konsep dalam kegiatan pembelajaran pemecahan masalah mereka.	✓	
DIFFERENTIATED LEARNING			
11	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual, auditori, dan kinestetik.	✓	
	Saya memfasilitasi proses pembelajaran dengan memberikan tugas yang sesuai dengan bakat dan kebutuhan siswa: visual, auditori, dan kinestetik.	✓	
	Saya memfasilitasi pembelajaran mandiri bagi siswa dengan gaya belajar yang lebih lambat, sementara pembelajar tingkat lanjut menerima materi tambahan pada tingkat yang lebih tinggi.	✓	

Komentar / Saran :

Gunakan kalimat yang mudah dipahami

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Kesimpulan:

- a. Dapat digunakan
- ☒ b. Dapat digunakan dengan revisi
- c. Tidak dapat digunakan

Singaraja, 9 November 2024

Validator



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.