APPENDICES

Appendix 1. Observation 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 : 72/UN48.7.1/DT/2024 7 Januari 2025

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMA Negeri 1 Sukawati
di Gianyar

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

Nama	: Agda Pinky Ikea Wulandari
NIM	: 2112021047
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025

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. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2. 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 : 66/UN48.78.1/DT/2024 7 Januari 2025

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 1 Sukawati

di Gianyar

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

Nama	:	Agda Pinky Ikea Wulandari
NIM	:	2112021047
Jurusan	:	Bahasa Asing
Program Studi	:	Pendidikan Bahasa Inggris
Jenjang	:	S1
Tahun Akademik	:	2024/2025
Judul	:	COMPARING TEACHING STRATEGY PREFERENCES BETWEEN NOVICE AND EXPERIENCE TEACHERS IN SMA N 1 SUKAWATI

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 3. Research Documentation

NO	DATE	DESCRIPTION	DOCUMENTATION
1	Tuesday, 18th February 2025	Interviewing Novice Teacher	
2	Monday, 17th February 2025	Interviewing Experienced Teacher	

Appendix 4. Novice Teacher's Teaching Strategies Checklist

STRATEGI MENGAJAR YANG PERNAH DITERAPKAN

Hari/Tanggal: Selasa, 18 Februari 2025 **Kode Guru:** Novice Teacher

NO	INDIKATOR STRATEGI MENGAJAR	CHECK LIST	CATATAN
	LEARNING STRATEGY TRAINING		
1	**Strategi Metakognitif**		
	Saya menyediakan kegiatan agar siswa belajar cara belajar.	✓	
	Saya memonitor kegiatan siswa untuk memastikan bahwa mereka mengerjakan sesuai instruksi.	✓	
	Saya mengevaluasi cara siswa dalam belajar.	✓	
	Saya menugaskan siswa untuk bekerja dalam kelompok dan mengamati bagaimana mereka menyelesaikan tugas bersama.	✓	
	Saya mengamati strategi siswa dalam belajar.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan siswa menyelesaikan masalah	✓	
	Saya memperhatikan bagaimana siswa menyelesaikan tugasnya.	✓	
	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.	✓	
	Saya 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			
	Saya menjelaskan tujuan pembelajaran	✓	
	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	✓	

3	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			
	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.	✓	
8	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			
	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.		
9	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			
	Saya menggunakan strategi mengaitkan ini ketika menghubungkan konsep baru dengan sesuatu yang sudah diketahui oleh siswa.		
10	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			
	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual,		

	auditori, dan kinestetik.		
11	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 5. Experienced Teacher's Teaching Strategies Checklist

STRATEGI MENGAJAR YANG PERNAH DITERAPKAN

Hari/Tanggal: Senin, 19 Februari 2018 **Kode Guru:** Experienced Teacher

NO	INDIKATOR STRATEGI MENGAJAR	CHECK LIST	CATATAN
	LEARNING STRATEGY TRAINING		
1	**Strategi Metakognitif**		
	Saya menyediakan kegiatan agar siswa belajar cara belajar.	✓	
	Saya memonitor kegiatan siswa untuk memastikan bahwa mereka mengerjakan sesuai instruksi.	✓	
	Saya mengevaluasi cara siswa dalam belajar.	✓	
	Saya menugaskan siswa untuk bekerja dalam kelompok dan mengamati bagaimana mereka menyelesaikan tugas bersama.		
	Saya mengamati strategi siswa dalam belajar.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan siswa menyelesaikan masalah	✓	
	Saya memperhatikan bagaimana siswa menyelesaikan tugasnya.	✓	
	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.	✓	
	Saya 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			
	Saya menjelaskan tujuan pembelajaran	✓	
	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	✓	

3	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			
	Saya memprioritaskan siswa sebagai peserta aktif dalam proses pembelajaran. Siswa didorong untuk mengeksplorasi, menemukan, dan secara mandiri mengembangkan konsep dan prinsip.	✓	

8	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			
	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual,		

	auditori, dan kinestetik.		
11	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 6. Novice Teacher's Observation Checklist (Meeting 1)

OBSERVATION CHECKLIST			
Observee: Novice Teacher			
Observator: Researcher			
Date of Observation: 30th January 2025			
1	**LEARNING STRATEGY TRAINING**		
	Metacognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers provide activities for students to learn how to learn.	✓	
	Teachers monitor students' activities to ensure that they are working according to instructions.	✓	
	Teachers evaluate how students learn.	✓	
	Teachers assign students to work in groups and observe how they complete tasks together.	✓	
	Teachers observe students' learning strategies.	✓	
	Teachers evaluate the appropriateness and accuracy of students' problem solving.		
	Teachers pay attention to how students complete their tasks.	✓	
	Teachers assist students in the learning process.	✓	

	Teachers help students if they want to plan and change their learning strategies if they are not suitable.		
	Teachers evaluate previous material and select material according to the needs of students that need attention.	✓	
	Cognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students about their understanding of the assignment.	✓	
	Teacher provides learning activities that focus on reasoning, analysis, and drawing conclusions.	✓	
	Teacher allows students to use dictionaries as learning tools.	✓	
	Teacher assists students during the learning process by providing guidance.	✓	
	Teacher assists students by reminding them of specific instructions if they are having difficulty.		
	Teacher assists students by offering ideas if they are unable to complete the assignment.		
	Social/Affective strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers help students manage their attitudes, values, emotions, and motivations.	✓	
	Teachers give praise and make jokes with the aim of helping students feel relaxed and	✓	

	appreciate what they have achieved.		
	Teachers help students adapt to an environment that allows them to practice interacting with others, providing more opportunities to practice language skills.		
	Teachers assign students to collaborate with classmates or native speakers with the aim of improving their language skills.		
2	**PROJECT BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers give real-life projects related to daily life, not just basic academic assignments.	✓	
	Teachers ask students to solve complex problems that reflect the real world and involve various disciplines.	✓	
	Teachers focus more on the learning process than just the final result.	✓	
	Teachers encourage students to understand each step of the project they are working on.	✓	
	Students work in groups that involve collaboration, effective communication, and collaborative decision-making.	✓	
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.	✓	
	Teachers provide feedback that helps students improve their work.	✓	
	Teachers use the process and final results of the project to assess students' ability to	✓	

	apply knowledge and skills in a practical way.		
	Teachers motivate students to be active in decision-making related to the project.	✓	
	Teachers ask students to present their projects to their classmates.	✓	
3	**PROBLEM BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher explains the learning objectives.	✓	
	Teacher motivates students to engage in problem-solving activities in English.	✓	
	Teacher helps students organize learning tasks related to the problem.	✓	
	Teacher encourages students to ask questions and gather information related to the problem.	✓	
	Teacher encourages students to find explanations and solutions to the problem.	✓	
	Teacher helps students plan and prepare their written reports or videos.	✓	
	Teacher helps students share their work with others.	✓	
	Teacher helps students reflect on their problem-solving tasks.		
	Teacher helps students reflect on their problem-solving learning activities.		
4	**DISCOVERY LEARNING**		
	Teaching Strategy	**Observable**	**Note**

	Teachers use learning media that are relevant to the material, such as pictures, videos, etc.	✓	
	Teachers hold discussions with students about the learning material.	✓	
	Teachers direct students to work on worksheets individually or in groups.		
	Teachers give students time to answer questions on the worksheets either individually or in groups.		
	Teachers guide students in preparing presentations.		
	Teachers direct students to make presentations in front of the class.		
5	**COMPUTER-ASSISTED LANGUAGE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use CALL tools to tailor content and approaches to students' needs.	✓	
	Teachers play video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers engage students in a virtual environment for contextual language learning.		
	Teachers create virtual tours or simulations where students can practice language skills in real-life situations.		
	Teachers monitor progress and provide constructive feedback.		

	Teachers ensure they evaluate and further develop their proficiency in using CALL tools and methods.	✓	
6	**COOPERATIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher divides students into small, heterogeneous groups.	✓	
	Teacher assigns tasks or projects to the student groups.	✓	
	Teacher directs students to discuss the material they have learned in their groups.	✓	
	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 assignment or project is completed, teacher guides the students to reflect and evaluate as a group.	✓	
	Teacher switch roles of students in the group to ensure that every student has a chance to participate.		
7	**ACTIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students to make groups of 2 to 14 people.		

	Teacher gives students questions related to the concept and avoids irrelevant questions.		
	Teacher gives students the opportunity to ask questions and develop them properly for 15 seconds to 3 minutes.		
	Teacher calls on some students or groups to share their answers and asks other students to provide feedback if the answers given are still unclear.		
	Teacher provides clear feedback on the learning process for all students.		
8	**INTEGRATED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers prioritize students as active participants in the learning process. Students are encouraged to explore, discover, and independently develop concepts and principles.	✓	
	Teachers guide students to view topics from various perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real-life situations.	✓	
	Teachers facilitate students in collecting data, drawing conclusions, and achieving learning objectives through experiential learning.	✓	
	Teachers involve students in planning, conducting, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or practical.		
	Teachers connect ideas across subjects, encouraging critical thinking and broader	✓	

	problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.		
9	**FLIPPED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers guide students on how to access, watch, and interact with educational videos.		
	Teachers direct students to watch videos related to the material that will be discussed in the next meeting.		
	Teachers encourage students to formulate interesting questions for discussion in class.		
	Teachers assign tasks to students individually and in groups, and I act as a facilitator, providing support to students who are experiencing difficulties.		
10	**COMPETENCY BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use this linking strategy when connecting new concepts to something students already know.		
	Teachers connect new information to students' previous experiences or knowledge about that information.		
	Teachers motivate students by providing realistic and relevant exercises in which students apply concepts in their problem-solving learning activities.		
11	**DIFFERENTIATED LEARNING**		

	Teaching Strategy	Observable	Note
	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory, and kinesthetic.		
	Teachers facilitate 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 are provided with additional material at a higher level.		

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Appendix 7. Novice Teacher's Observation Checklist (Meeting 2)

OBSERVATION CHECKLIST			
Observee: Novice Teacher			
Observator: Researcher			
Date of Observation: 4th February 2025			
1	**LEARNING STRATEGY TRAINING**		
	Metacognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers provide activities for students to learn how to learn.	✓	
	Teachers monitor students' activities to ensure that they are working according to instructions.	✓	
	Teachers evaluate how students learn.	✓	
	Teachers assign students to work in groups and observe how they complete tasks together.	✓	
	Teachers observe students' learning strategies.	✓	
	Teachers evaluate the appropriateness and accuracy of students' problem solving.		
	Teachers pay attention to how students complete their tasks.	✓	
	Teachers assist students in the learning process.	✓	

	Teachers help students if they want to plan and change their learning strategies if they are not suitable.		
	Teachers evaluate previous material and select material according to the needs of students that need attention.	✓	
	Cognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students about their understanding of the assignment.	✓	
	Teacher provides learning activities that focus on reasoning, analysis, and drawing conclusions.	✓	
	Teacher allows students to use dictionaries as learning tools.	✓	
	Teacher assists students during the learning process by providing guidance.	✓	
	Teacher assists students by reminding them of specific instructions if they are having difficulty.	✓	
	Teacher assists students by offering ideas if they are unable to complete the assignment.	✓	
	Social/Affective strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers help students manage their attitudes, values, emotions, and motivations.	✓	
	Teachers give praise and make jokes with the aim of helping students feel relaxed and	✓	

	appreciate what they have achieved.		
	Teachers help students adapt to an environment that allows them to practice interacting with others, providing more opportunities to practice language skills.		
	Teachers assign students to collaborate with classmates or native speakers with the aim of improving their language skills.		
2	**PROJECT BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers give real-life projects related to daily life, not just basic academic assignments.	✓	
	Teachers ask students to solve complex problems that reflect the real world and involve various disciplines.		
	Teachers focus more on the learning process than just the final result.	✓	
	Teachers encourage students to understand each step of the project they are working on.	✓	
	Students work in groups that involve collaboration, effective communication, and collaborative decision-making.	✓	
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.		
	Teachers provide feedback that helps students improve their work.		
	Teachers use the process and final results of the project to assess students' ability to	✓	

	apply knowledge and skills in a practical way.		
	Teachers motivate students to be active in decision-making related to the project.	✓	
	Teachers ask students to present their projects to their classmates.	✓	
3	**PROBLEM BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher explains the learning objectives.	✓	
	Teacher motivates students to engage in problem-solving activities in English.		
	Teacher helps students organize learning tasks related to the problem.		
	Teacher encourages students to ask questions and gather information related to the problem.		
	Teacher encourages students to find explanations and solutions to the problem.		
	Teacher helps students plan and prepare their written reports or videos.		
	Teacher helps students share their work with others.		
	Teacher helps students reflect on their problem-solving tasks.		
	Teacher helps students reflect on their problem-solving learning activities.		
4	**DISCOVERY LEARNING**		
	Teaching Strategy	**Observable**	**Note**

	Teachers use learning media that are relevant to the material, such as pictures, videos, etc.		
	Teachers hold discussions with students about the learning material.		
	Teachers direct students to work on worksheets individually or in groups.		
	Teachers give students time to answer questions on the worksheets either individually or in groups.		
	Teachers guide students in preparing presentations.		
	Teachers direct students to make presentations in front of the class.		
5	**COMPUTER-ASSISTED LANGUAGE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use CALL tools to tailor content and approaches to students' needs.	✓	
	Teachers play video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers engage students in a virtual environment for contextual language learning.		
	Teachers create virtual tours or simulations where students can practice language skills in real-life situations.		
	Teachers monitor progress and provide constructive feedback.	✓	

	Teachers ensure they evaluate and further develop their proficiency in using CALL tools and methods.		
6	**COOPERATIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher divides students into small, heterogeneous groups.	✓	
	Teacher assigns tasks or projects to the student groups.	✓	
	Teacher directs students to discuss the material they have learned in their groups.	✓	
	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 assignment or project is completed, teacher guides the students to reflect and evaluate as a group.		
	Teacher switch roles of students in the group to ensure that every student has a chance to participate.		
7	**ACTIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students to make groups of 2 to 14 people.		

	Teacher gives students questions related to the concept and avoids irrelevant questions.		
	Teacher gives students the opportunity to ask questions and develop them properly for 15 seconds to 3 minutes.		
	Teacher calls on some students or groups to share their answers and asks other students to provide feedback if the answers given are still unclear.		
	Teacher provides clear feedback on the learning process for all students.		
8	**INTEGRATED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers prioritize students as active participants in the learning process. Students are encouraged to explore, discover, and independently develop concepts and principles.	✓	
	Teachers guide students to view topics from various perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real-life situations.		
	Teachers facilitate students in collecting data, drawing conclusions, and achieving learning objectives through experiential learning.		
	Teachers involve students in planning, conducting, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or practical.		
	Teachers connect ideas across subjects, encouraging critical thinking and broader		

	problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.		
9	**FLIPPED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers guide students on how to access, watch, and interact with educational videos.		
	Teachers direct students to watch videos related to the material that will be discussed in the next meeting.		
	Teachers encourage students to formulate interesting questions for discussion in class.		
	Teachers assign tasks to students individually and in groups, and I act as a facilitator, providing support to students who are experiencing difficulties.		
10	**COMPETENCY BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use this linking strategy when connecting new concepts to something students already know.		
	Teachers connect new information to students' previous experiences or knowledge about that information.		
	Teachers motivate students by providing realistic and relevant exercises in which students apply concepts in their problem-solving learning activities.		
11	**DIFFERENTIATED LEARNING**		

	Teaching Strategy	Observable	Note
	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory, and kinesthetic.		
	Teachers facilitate 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 are provided with additional material at a higher level.		

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Appendix 8. Novice Teacher's Observation Checklist (Meeting 3)

OBSERVATION CHECKLIST			
Observee: Novice Teacher			
Observator: Researcher			
Date of Observation: 6th February 2025			
1	**LEARNING STRATEGY TRAINING**		
	Metacognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers provide activities for students to learn how to learn.	✓	
	Teachers monitor students' activities to ensure that they are working according to instructions.	✓	
	Teachers evaluate how students learn.	✓	
	Teachers assign students to work in groups and observe how they complete tasks together.	✓	
	Teachers observe students' learning strategies.	✓	
	Teachers evaluate the appropriateness and accuracy of students' problem solving.	✓	
	Teachers pay attention to how students complete their tasks.	✓	
	Teachers assist students in the learning process.	✓	

	Teachers help students if they want to plan and change their learning strategies if they are not suitable.	✓	
	Teachers evaluate previous material and select material according to the needs of students that need attention.	✓	
	Cognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students about their understanding of the assignment.	✓	
	Teacher provides learning activities that focus on reasoning, analysis, and drawing conclusions.	✓	
	Teacher allows students to use dictionaries as learning tools.	✓	
	Teacher assists students during the learning process by providing guidance.	✓	
	Teacher assists students by reminding them of specific instructions if they are having difficulty.	✓	
	Teacher assists students by offering ideas if they are unable to complete the assignment.	✓	
	Social/Affective strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers help students manage their attitudes, values, emotions, and motivations.	✓	
	Teachers give praise and make jokes with the aim of helping students feel relaxed and	✓	

	appreciate what they have achieved.		
	Teachers help students adapt to an environment that allows them to practice interacting with others, providing more opportunities to practice language skills.		
	Teachers assign students to collaborate with classmates or native speakers with the aim of improving their language skills.		
2	**PROJECT BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers give real-life projects related to daily life, not just basic academic assignments.	✓	
	Teachers ask students to solve complex problems that reflect the real world and involve various disciplines.		
	Teachers focus more on the learning process than just the final result.	✓	
	Teachers encourage students to understand each step of the project they are working on.	✓	
	Students work in groups that involve collaboration, effective communication, and collaborative decision-making.		
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.	✓	
	Teachers provide feedback that helps students improve their work.	✓	
	Teachers use the process and final results of the project to assess students' ability to	✓	

	apply knowledge and skills in a practical way.		
	Teachers motivate students to be active in decision-making related to the project.		
	Teachers ask students to present their projects to their classmates.	✓	
3	**PROBLEM BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher explains the learning objectives.		
	Teacher motivates students to engage in problem-solving activities in English.		
	Teacher helps students organize learning tasks related to the problem.		
	Teacher encourages students to ask questions and gather information related to the problem.		
	Teacher encourages students to find explanations and solutions to the problem.		
	Teacher helps students plan and prepare their written reports or videos.	✓	
	Teacher helps students share their work with others.		
	Teacher helps students reflect on their problem-solving tasks.		
	Teacher helps students reflect on their problem-solving learning activities.		
4	**DISCOVERY LEARNING**		
	Teaching Strategy	**Observable**	**Note**

	Teachers use learning media that are relevant to the material, such as pictures, videos, etc.	✓	
	Teachers hold discussions with students about the learning material.		
	Teachers direct students to work on worksheets individually or in groups.	✓	
	Teachers give students time to answer questions on the worksheets either individually or in groups.		
	Teachers guide students in preparing presentations.		
	Teachers direct students to make presentations in front of the class.		
5	**COMPUTER-ASSISTED LANGUAGE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use CALL tools to tailor content and approaches to students' needs.	✓	
	Teachers play video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers engage students in a virtual environment for contextual language learning.		
	Teachers create virtual tours or simulations where students can practice language skills in real-life situations.		
	Teachers monitor progress and provide constructive feedback.	✓	

	Teachers ensure they evaluate and further develop their proficiency in using CALL tools and methods.		
6	**COOPERATIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher divides students into small, heterogeneous groups.	✓	
	Teacher assigns tasks or projects to the student groups.	✓	
	Teacher directs students to discuss the material they have learned in their groups.	✓	
	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 assignment or project is completed, teacher guides the students to reflect and evaluate as a group.		
	Teacher switch roles of students in the group to ensure that every student has a chance to participate.		
7	**ACTIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students to make groups of 2 to 14 people.		

	Teacher gives students questions related to the concept and avoids irrelevant questions.		
	Teacher gives students the opportunity to ask questions and develop them properly for 15 seconds to 3 minutes.		
	Teacher calls on some students or groups to share their answers and asks other students to provide feedback if the answers given are still unclear.		
	Teacher provides clear feedback on the learning process for all students.		
8	**INTEGRATED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers prioritize students as active participants in the learning process. Students are encouraged to explore, discover, and independently develop concepts and principles.	✓	
	Teachers guide students to view topics from various perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real-life situations.		
	Teachers facilitate students in collecting data, drawing conclusions, and achieving learning objectives through experiential learning.		
	Teachers involve students in planning, conducting, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or practical.		
	Teachers connect ideas across subjects, encouraging critical thinking and broader		

	problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.		
9	**FLIPPED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers guide students on how to access, watch, and interact with educational videos.		
	Teachers direct students to watch videos related to the material that will be discussed in the next meeting.		
	Teachers encourage students to formulate interesting questions for discussion in class.		
	Teachers assign tasks to students individually and in groups, and I act as a facilitator, providing support to students who are experiencing difficulties.		
10	**COMPETENCY BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use this linking strategy when connecting new concepts to something students already know.		
	Teachers connect new information to students' previous experiences or knowledge about that information.		
	Teachers motivate students by providing realistic and relevant exercises in which students apply concepts in their problem-solving learning activities.		
11	**DIFFERENTIATED LEARNING**		

	Teaching Strategy	Observable	Note
	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory, and kinesthetic.		
	Teachers facilitate 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 are provided with additional material at a higher level.		

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Appendix 9. Novice Teacher's Observation Checklist (Meeting 4)

OBSERVATION CHECKLIST			
Observee: Novice Teacher			
Observator: Researcher			
Date of Observation: 18th February 2025			
1	**LEARNING STRATEGY TRAINING**		
	Metacognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers provide activities for students to learn how to learn.	✓	
	Teachers monitor students' activities to ensure that they are working according to instructions.	✓	
	Teachers evaluate how students learn.	✓	
	Teachers assign students to work in groups and observe how they complete tasks together.	✓	
	Teachers observe students' learning strategies.	✓	
	Teachers evaluate the appropriateness and accuracy of students' problem solving.		
	Teachers pay attention to how students complete their tasks.	✓	
	Teachers assist students in the learning process.	✓	

	Teachers help students if they want to plan and change their learning strategies if they are not suitable.	✓	
	Teachers evaluate previous material and select material according to the needs of students that need attention.	✓	
	Cognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students about their understanding of the assignment.	✓	
	Teacher provides learning activities that focus on reasoning, analysis, and drawing conclusions.	✓	
	Teacher allows students to use dictionaries as learning tools.	✓	
	Teacher assists students during the learning process by providing guidance.		
	Teacher assists students by reminding them of specific instructions if they are having difficulty.	✓	
	Teacher assists students by offering ideas if they are unable to complete the assignment.	✓	
	Social/Affective strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers help students manage their attitudes, values, emotions, and motivations.	✓	
	Teachers give praise and make jokes with the aim of helping students feel relaxed and	✓	

	appreciate what they have achieved.		
	Teachers help students adapt to an environment that allows them to practice interacting with others, providing more opportunities to practice language skills.	✓	
	Teachers assign students to collaborate with classmates or native speakers with the aim of improving their language skills.		
2	**PROJECT BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers give real-life projects related to daily life, not just basic academic assignments.	✓	
	Teachers ask students to solve complex problems that reflect the real world and involve various disciplines.	✓	
	Teachers focus more on the learning process than just the final result.	✓	
	Teachers encourage students to understand each step of the project they are working on.	✓	
	Students work in groups that involve collaboration, effective communication, and collaborative decision-making.	✓	
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.	✓	
	Teachers provide feedback that helps students improve their work.	✓	
	Teachers use the process and final results of the project to assess students' ability to	✓	

	apply knowledge and skills in a practical way.		
	Teachers motivate students to be active in decision-making related to the project.	✓	
	Teachers ask students to present their projects to their classmates.	✓	
3	**PROBLEM BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher explains the learning objectives.	✓	
	Teacher motivates students to engage in problem-solving activities in English.		
	Teacher helps students organize learning tasks related to the problem.		
	Teacher encourages students to ask questions and gather information related to the problem.	✓	
	Teacher encourages students to find explanations and solutions to the problem.		
	Teacher helps students plan and prepare their written reports or videos.	✓	
	Teacher helps students share their work with others.		
	Teacher helps students reflect on their problem-solving tasks.		
	Teacher helps students reflect on their problem-solving learning activities.		
4	**DISCOVERY LEARNING**		
	Teaching Strategy	**Observable**	**Note**

	Teachers use learning media that are relevant to the material, such as pictures, videos, etc.	✓	
	Teachers hold discussions with students about the learning material.		
	Teachers direct students to work on worksheets individually or in groups.		
	Teachers give students time to answer questions on the worksheets either individually or in groups.		
	Teachers guide students in preparing presentations.		
	Teachers direct students to make presentations in front of the class.		
5	**COMPUTER-ASSISTED LANGUAGE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use CALL tools to tailor content and approaches to students' needs.	✓	
	Teachers play video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers engage students in a virtual environment for contextual language learning.	✓	
	Teachers create virtual tours or simulations where students can practice language skills in real-life situations.		
	Teachers monitor progress and provide constructive feedback.	✓	

	Teachers ensure they evaluate and further develop their proficiency in using CALL tools and methods.		
6	**COOPERATIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher divides students into small, heterogeneous groups.	✓	
	Teacher assigns tasks or projects to the student groups.	✓	
	Teacher directs students to discuss the material they have learned in their groups.	✓	
	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 assignment or project is completed, teacher guides the students to reflect and evaluate as a group.		
	Teacher switch roles of students in the group to ensure that every student has a chance to participate.		
7	**ACTIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students to make groups of 2 to 14 people.		

	Teacher gives students questions related to the concept and avoids irrelevant questions.		
	Teacher gives students the opportunity to ask questions and develop them properly for 15 seconds to 3 minutes.		
	Teacher calls on some students or groups to share their answers and asks other students to provide feedback if the answers given are still unclear.		
	Teacher provides clear feedback on the learning process for all students.		
8	**INTEGRATED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers prioritize students as active participants in the learning process. Students are encouraged to explore, discover, and independently develop concepts and principles.	✓	
	Teachers guide students to view topics from various perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real-life situations.		
	Teachers facilitate students in collecting data, drawing conclusions, and achieving learning objectives through experiential learning.		
	Teachers involve students in planning, conducting, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or practical.		
	Teachers connect ideas across subjects, encouraging critical thinking and broader		

	problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.		
9	**FLIPPED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers guide students on how to access, watch, and interact with educational videos.		
	Teachers direct students to watch videos related to the material that will be discussed in the next meeting.		
	Teachers encourage students to formulate interesting questions for discussion in class.		
	Teachers assign tasks to students individually and in groups, and I act as a facilitator, providing support to students who are experiencing difficulties.		
10	**COMPETENCY BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use this linking strategy when connecting new concepts to something students already know.		
	Teachers connect new information to students' previous experiences or knowledge about that information.		
	Teachers motivate students by providing realistic and relevant exercises in which students apply concepts in their problem-solving learning activities.		
11	**DIFFERENTIATED LEARNING**		

	Teaching Strategy	Observable	Note
	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory, and kinesthetic.		
	Teachers facilitate 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 are provided with additional material at a higher level.		

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Appendix 10. Experienced Teacher's Observation Checklist (Meeting 1)

OBSERVATION CHECKLIST			
Observee: Experienced Teacher			
Observator: Researcher			
Date of Observation: 3rd February 2025			
1	**LEARNING STRATEGY TRAINING**		
	Metacognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers provide activities for students to learn how to learn.	✓	
	Teachers monitor students' activities to ensure that they are working according to instructions.		
	Teachers evaluate how students learn.	✓	
	Teachers assign students to work in groups and observe how they complete tasks together.		
	Teachers observe students' learning strategies.	✓	
	Teachers evaluate the appropriateness and accuracy of students' problem solving.	✓	
	Teachers pay attention to how students complete their tasks.	✓	
	Teachers assist students in the learning process.	✓	

	Teachers help students if they want to plan and change their learning strategies if they are not suitable.		
	Teachers evaluate previous material and select material according to the needs of students that need attention.		
	Cognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students about their understanding of the assignment.		
	Teacher provides learning activities that focus on reasoning, analysis, and drawing conclusions.	✓	
	Teacher allows students to use dictionaries as learning tools.	✓	
	Teacher assists students during the learning process by providing guidance.	✓	
	Teacher assists students by reminding them of specific instructions if they are having difficulty.	✓	
	Teacher assists students by offering ideas if they are unable to complete the assignment.	✓	
	Social/Affective strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers help students manage their attitudes, values, emotions, and motivations.	✓	
	Teachers give praise and make jokes with the aim of helping students feel relaxed and	✓	

	appreciate what they have achieved.		
	Teachers help students adapt to an environment that allows them to practice interacting with others, providing more opportunities to practice language skills.	✓	
	Teachers assign students to collaborate with classmates or native speakers with the aim of improving their language skills.		
2	**PROJECT BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers give real-life projects related to daily life, not just basic academic assignments.		
	Teachers ask students to solve complex problems that reflect the real world and involve various disciplines.		
	Teachers focus more on the learning process than just the final result.	✓	
	Teachers encourage students to understand each step of the project they are working on.		
	Students work in groups that involve collaboration, effective communication, and collaborative decision-making.		
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.	✓	
	Teachers provide feedback that helps students improve their work.		
	Teachers use the process and final results of the project to assess students' ability to		

	apply knowledge and skills in a practical way.		
	Teachers motivate students to be active in decision-making related to the project.		
	Teachers ask students to present their projects to their classmates.		
3	**PROBLEM BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher explains the learning objectives.		
	Teacher motivates students to engage in problem-solving activities in English.	✓	
	Teacher helps students organize learning tasks related to the problem.		
	Teacher encourages students to ask questions and gather information related to the problem.	✓	
	Teacher encourages students to find explanations and solutions to the problem.		
	Teacher helps students plan and prepare their written reports or videos.		
	Teacher helps students share their work with others.		
	Teacher helps students reflect on their problem-solving tasks.		
	Teacher helps students reflect on their problem-solving learning activities.		
4	**DISCOVERY LEARNING**		
	Teaching Strategy	**Observable**	**Note**

	Teachers use learning media that are relevant to the material, such as pictures, videos, etc.	✓	
	Teachers hold discussions with students about the learning material.	✓	
	Teachers direct students to work on worksheets individually or in groups.	✓	
	Teachers give students time to answer questions on the worksheets either individually or in groups.	✓	
	Teachers guide students in preparing presentations.		
	Teachers direct students to make presentations in front of the class.		
5	**COMPUTER-ASSISTED LANGUAGE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use CALL tools to tailor content and approaches to students' needs.	✓	
	Teachers play video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers engage students in a virtual environment for contextual language learning.		
	Teachers create virtual tours or simulations where students can practice language skills in real-life situations.		
	Teachers monitor progress and provide constructive feedback.		

	Teachers ensure they evaluate and further develop their proficiency in using CALL tools and methods.		
6	**COOPERATIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher divides students into small, heterogeneous groups.		
	Teacher assigns tasks or projects to the student groups.		
	Teacher directs students to discuss the material they have learned in their groups.		
	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 assignment or project is completed, teacher guides the students to reflect and evaluate as a group.		
	Teacher switch roles of students in the group to ensure that every student has a chance to participate.		
7	**ACTIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students to make groups of 2 to 14 people.		

	Teacher gives students questions related to the concept and avoids irrelevant questions.	✓	
	Teacher gives students the opportunity to ask questions and develop them properly for 15 seconds to 3 minutes.		
	Teacher calls on some students or groups to share their answers and asks other students to provide feedback if the answers given are still unclear.	✓	
	Teacher provides clear feedback on the learning process for all students.		
8	**INTEGRATED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers prioritize students as active participants in the learning process. Students are encouraged to explore, discover, and independently develop concepts and principles.	✓	
	Teachers guide students to view topics from various perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real-life situations.	✓	
	Teachers facilitate students in collecting data, drawing conclusions, and achieving learning objectives through experiential learning.	✓	
	Teachers involve students in planning, conducting, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or practical.		
	Teachers connect ideas across subjects, encouraging critical thinking and broader		

	problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.	✓	
9	**FLIPPED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers guide students on how to access, watch, and interact with educational videos.		
	Teachers direct students to watch videos related to the material that will be discussed in the next meeting.		
	Teachers encourage students to formulate interesting questions for discussion in class.		
	Teachers assign tasks to students individually and in groups, and I act as a facilitator, providing support to students who are experiencing difficulties.		
10	**COMPETENCY BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use this linking strategy when connecting new concepts to something students already know.	✓	
	Teachers connect new information to students' previous experiences or knowledge about that information.	✓	
	Teachers motivate students by providing realistic and relevant exercises in which students apply concepts in their problem-solving learning activities.		
11	**DIFFERENTIATED LEARNING**		

	Teaching Strategy	Observable	Note
	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory, and kinesthetic.		
	Teachers facilitate 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 are provided with additional material at a higher level.	✓	

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Appendix 11. Experienced Teacher's Observation Checklist (Meeting 2)

OBSERVATION CHECKLIST			
Observee: Experienced Teacher			
Observator: Researcher			
Date of Observation: 4th February 2025			
1	**LEARNING STRATEGY TRAINING**		
	Metacognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers provide activities for students to learn how to learn.	✓	
	Teachers monitor students' activities to ensure that they are working according to instructions.		
	Teachers evaluate how students learn.	✓	
	Teachers assign students to work in groups and observe how they complete tasks together.		
	Teachers observe students' learning strategies.	✓	
	Teachers evaluate the appropriateness and accuracy of students' problem solving.	✓	
	Teachers pay attention to how students complete their tasks.		
	Teachers assist students in the learning process.	✓	

	Teachers help students if they want to plan and change their learning strategies if they are not suitable.		
	Teachers evaluate previous material and select material according to the needs of students that need attention.		
	Cognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students about their understanding of the assignment.	✓	
	Teacher provides learning activities that focus on reasoning, analysis, and drawing conclusions.	✓	
	Teacher allows students to use dictionaries as learning tools.	✓	
	Teacher assists students during the learning process by providing guidance.	✓	
	Teacher assists students by reminding them of specific instructions if they are having difficulty.	✓	
	Teacher assists students by offering ideas if they are unable to complete the assignment.	✓	
	Social/Affective strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers help students manage their attitudes, values, emotions, and motivations.	✓	
	Teachers give praise and make jokes with the aim of helping students feel relaxed and	✓	

	appreciate what they have achieved.		
	Teachers help students adapt to an environment that allows them to practice interacting with others, providing more opportunities to practice language skills.	✓	
	Teachers assign students to collaborate with classmates or native speakers with the aim of improving their language skills.		
2	**PROJECT BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers give real-life projects related to daily life, not just basic academic assignments.		
	Teachers ask students to solve complex problems that reflect the real world and involve various disciplines.	✓	
	Teachers focus more on the learning process than just the final result.	✓	
	Teachers encourage students to understand each step of the project they are working on.		
	Students work in groups that involve collaboration, effective communication, and collaborative decision-making.		
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.	✓	
	Teachers provide feedback that helps students improve their work.	✓	
	Teachers use the process and final results of the project to assess students' ability to		

	apply knowledge and skills in a practical way.		
	Teachers motivate students to be active in decision-making related to the project.	✓	
	Teachers ask students to present their projects to their classmates.		
3	**PROBLEM BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher explains the learning objectives.		
	Teacher motivates students to engage in problem-solving activities in English.	✓	
	Teacher helps students organize learning tasks related to the problem.		
	Teacher encourages students to ask questions and gather information related to the problem.	✓	
	Teacher encourages students to find explanations and solutions to the problem.	✓	
	Teacher helps students plan and prepare their written reports or videos.		
	Teacher helps students share their work with others.		
	Teacher helps students reflect on their problem-solving tasks.		
	Teacher helps students reflect on their problem-solving learning activities.		
4	**DISCOVERY LEARNING**		
	Teaching Strategy	**Observable**	**Note**

	Teachers use learning media that are relevant to the material, such as pictures, videos, etc.	✓	
	Teachers hold discussions with students about the learning material.	✓	
	Teachers direct students to work on worksheets individually or in groups.	✓	
	Teachers give students time to answer questions on the worksheets either individually or in groups.	✓	
	Teachers guide students in preparing presentations.		
	Teachers direct students to make presentations in front of the class.		
5	**COMPUTER-ASSISTED LANGUAGE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use CALL tools to tailor content and approaches to students' needs.	✓	
	Teachers play video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers engage students in a virtual environment for contextual language learning.		
	Teachers create virtual tours or simulations where students can practice language skills in real-life situations.		
	Teachers monitor progress and provide constructive feedback.	✓	

	Teachers ensure they evaluate and further develop their proficiency in using CALL tools and methods.		
6	**COOPERATIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher divides students into small, heterogeneous groups.		
	Teacher assigns tasks or projects to the student groups.		
	Teacher directs students to discuss the material they have learned in their groups.		
	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 assignment or project is completed, teacher guides the students to reflect and evaluate as a group.		
	Teacher switch roles of students in the group to ensure that every student has a chance to participate.		
7	**ACTIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students to make groups of 2 to 14 people.		

	Teacher gives students questions related to the concept and avoids irrelevant questions.	✓	
	Teacher gives students the opportunity to ask questions and develop them properly for 15 seconds to 3 minutes.		
	Teacher calls on some students or groups to share their answers and asks other students to provide feedback if the answers given are still unclear.	✓	
	Teacher provides clear feedback on the learning process for all students.	✓	
8	**INTEGRATED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers prioritize students as active participants in the learning process. Students are encouraged to explore, discover, and independently develop concepts and principles.	✓	
	Teachers guide students to view topics from various perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real-life situations.	✓	
	Teachers facilitate students in collecting data, drawing conclusions, and achieving learning objectives through experiential learning.	✓	
	Teachers involve students in planning, conducting, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or practical.		
	Teachers connect ideas across subjects, encouraging critical thinking and broader	✓	

	problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.	✓	
9	**FLIPPED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers guide students on how to access, watch, and interact with educational videos.		
	Teachers direct students to watch videos related to the material that will be discussed in the next meeting.		
	Teachers encourage students to formulate interesting questions for discussion in class.		
	Teachers assign tasks to students individually and in groups, and I act as a facilitator, providing support to students who are experiencing difficulties.		
10	**COMPETENCY BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use this linking strategy when connecting new concepts to something students already know.	✓	
	Teachers connect new information to students' previous experiences or knowledge about that information.	✓	
	Teachers motivate students by providing realistic and relevant exercises in which students apply concepts in their problem-solving learning activities.		
11	**DIFFERENTIATED LEARNING**		

	Teaching Strategy	Observable	Note
	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory, and kinesthetic.		
	Teachers facilitate 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 are provided with additional material at a higher level.	✓	

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Appendix 12. Experienced Teacher's Observation Checklist (Meeting 3)

OBSERVATION CHECKLIST			
Observee: Experienced Teacher			
Observator: Researcher			
Date of Observation: 10th February 2025			
1	**LEARNING STRATEGY TRAINING**		
	Metacognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers provide activities for students to learn how to learn.	✓	
	Teachers monitor students' activities to ensure that they are working according to instructions.	✓	
	Teachers evaluate how students learn.	✓	
	Teachers assign students to work in groups and observe how they complete tasks together.		
	Teachers observe students' learning strategies.	✓	
	Teachers evaluate the appropriateness and accuracy of students' problem solving.	✓	
	Teachers pay attention to how students complete their tasks.	✓	
	Teachers assist students in the learning process.	✓	

	Teachers help students if they want to plan and change their learning strategies if they are not suitable.		
	Teachers evaluate previous material and select material according to the needs of students that need attention.		
	Cognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students about their understanding of the assignment.	✓	
	Teacher provides learning activities that focus on reasoning, analysis, and drawing conclusions.	✓	
	Teacher allows students to use dictionaries as learning tools.	✓	
	Teacher assists students during the learning process by providing guidance.	✓	
	Teacher assists students by reminding them of specific instructions if they are having difficulty.	✓	
	Teacher assists students by offering ideas if they are unable to complete the assignment.	✓	
	Social/Affective strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers help students manage their attitudes, values, emotions, and motivations.	✓	
	Teachers give praise and make jokes with the aim of helping students feel relaxed and	✓	

	appreciate what they have achieved.		
	Teachers help students adapt to an environment that allows them to practice interacting with others, providing more opportunities to practice language skills.	✓	
	Teachers assign students to collaborate with classmates or native speakers with the aim of improving their language skills.		
2	**PROJECT BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers give real-life projects related to daily life, not just basic academic assignments.	✓	
	Teachers ask students to solve complex problems that reflect the real world and involve various disciplines.	✓	
	Teachers focus more on the learning process than just the final result.	✓	
	Teachers encourage students to understand each step of the project they are working on.		
	Students work in groups that involve collaboration, effective communication, and collaborative decision-making.		
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.	✓	
	Teachers provide feedback that helps students improve their work.	✓	
	Teachers use the process and final results of the project to assess students' ability to		

	apply knowledge and skills in a practical way.		
	Teachers motivate students to be active in decision-making related to the project.		
	Teachers ask students to present their projects to their classmates.		
3	**PROBLEM BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher explains the learning objectives.		
	Teacher motivates students to engage in problem-solving activities in English.	✓	
	Teacher helps students organize learning tasks related to the problem.		
	Teacher encourages students to ask questions and gather information related to the problem.	✓	
	Teacher encourages students to find explanations and solutions to the problem.	✓	
	Teacher helps students plan and prepare their written reports or videos.	✓	
	Teacher helps students share their work with others.		
	Teacher helps students reflect on their problem-solving tasks.	✓	
	Teacher helps students reflect on their problem-solving learning activities.	✓	
4	**DISCOVERY LEARNING**		
	Teaching Strategy	**Observable**	**Note**

	Teachers use learning media that are relevant to the material, such as pictures, videos, etc.	✓	
	Teachers hold discussions with students about the learning material.	✓	
	Teachers direct students to work on worksheets individually or in groups.	✓	
	Teachers give students time to answer questions on the worksheets either individually or in groups.	✓	
	Teachers guide students in preparing presentations.		
	Teachers direct students to make presentations in front of the class.		
5	**COMPUTER-ASSISTED LANGUAGE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use CALL tools to tailor content and approaches to students' needs.	✓	
	Teachers play video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.	✓	
	Teachers engage students in a virtual environment for contextual language learning.	✓	
	Teachers create virtual tours or simulations where students can practice language skills in real-life situations.		
	Teachers monitor progress and provide constructive feedback.	✓	

	Teachers ensure they evaluate and further develop their proficiency in using CALL tools and methods.	✓	
6	**COOPERATIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher divides students into small, heterogeneous groups.		
	Teacher assigns tasks or projects to the student groups.		
	Teacher directs students to discuss the material they have learned in their groups.		
	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 assignment or project is completed, teacher guides the students to reflect and evaluate as a group.		
	Teacher switch roles of students in the group to ensure that every student has a chance to participate.		
7	**ACTIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students to make groups of 2 to 14 people.		

	Teacher gives students questions related to the concept and avoids irrelevant questions.	✓	
	Teacher gives students the opportunity to ask questions and develop them properly for 15 seconds to 3 minutes.		
	Teacher calls on some students or groups to share their answers and asks other students to provide feedback if the answers given are still unclear.	✓	
	Teacher provides clear feedback on the learning process for all students.	✓	
8	**INTEGRATED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers prioritize students as active participants in the learning process. Students are encouraged to explore, discover, and independently develop concepts and principles.	✓	
	Teachers guide students to view topics from various perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real-life situations.	✓	
	Teachers facilitate students in collecting data, drawing conclusions, and achieving learning objectives through experiential learning.	✓	
	Teachers involve students in planning, conducting, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or practical.		
	Teachers connect ideas across subjects, encouraging critical thinking and broader	✓	

	problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.	✓	
9	**FLIPPED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers guide students on how to access, watch, and interact with educational videos.		
	Teachers direct students to watch videos related to the material that will be discussed in the next meeting.		
	Teachers encourage students to formulate interesting questions for discussion in class.		
	Teachers assign tasks to students individually and in groups, and I act as a facilitator, providing support to students who are experiencing difficulties.		
10	**COMPETENCY BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use this linking strategy when connecting new concepts to something students already know.	✓	
	Teachers connect new information to students' previous experiences or knowledge about that information.	✓	
	Teachers motivate students by providing realistic and relevant exercises in which students apply concepts in their problem-solving learning activities.		
11	**DIFFERENTIATED LEARNING**		

	Teaching Strategy	Observable	Note
	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory, and kinesthetic.		
	Teachers facilitate 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 are provided with additional material at a higher level.	✓	

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Appendix 13. Experienced Teacher's Observation Checklist (Meeting 4)

OBSERVATION CHECKLIST			
Observee: Experienced Teacher			
Observator: Researcher			
Date of Observation: 17th February 2025			
1	**LEARNING STRATEGY TRAINING**		
	Metacognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers provide activities for students to learn how to learn.	✓	
	Teachers monitor students' activities to ensure that they are working according to instructions.	✓	
	Teachers evaluate how students learn.	✓	
	Teachers assign students to work in groups and observe how they complete tasks together.		
	Teachers observe students' learning strategies.	✓	
	Teachers evaluate the appropriateness and accuracy of students' problem solving.		
	Teachers pay attention to how students complete their tasks.	✓	
	Teachers assist students in the learning process.	✓	

	Teachers help students if they want to plan and change their learning strategies if they are not suitable.		
	Teachers evaluate previous material and select material according to the needs of students that need attention.		
	Cognitive strategies		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students about their understanding of the assignment.	✓	
	Teacher provides learning activities that focus on reasoning, analysis, and drawing conclusions.	✓	
	Teacher allows students to use dictionaries as learning tools.	✓	
	Teacher assists students during the learning process by providing guidance.	✓	
	Teacher assists students by reminding them of specific instructions if they are having difficulty.	✓	
	Teacher assists students by offering ideas if they are unable to complete the assignment.	✓	
	Social/Affective strategies		
	Teaching Strategy	**Observable**	**Note**
	Teachers help students manage their attitudes, values, emotions, and motivations.	✓	
	Teachers give praise and make jokes with the aim of helping students feel relaxed and	✓	

	appreciate what they have achieved.		
	Teachers help students adapt to an environment that allows them to practice interacting with others, providing more opportunities to practice language skills.	✓	
	Teachers assign students to collaborate with classmates or native speakers with the aim of improving their language skills.		
2	**PROJECT BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers give real-life projects related to daily life, not just basic academic assignments.	✓	
	Teachers ask students to solve complex problems that reflect the real world and involve various disciplines.		
	Teachers focus more on the learning process than just the final result.	✓	
	Teachers encourage students to understand each step of the project they are working on.		
	Students work in groups that involve collaboration, effective communication, and collaborative decision-making.		
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.	✓	
	Teachers provide feedback that helps students improve their work.	✓	
	Teachers use the process and final results of the project to assess students' ability to		

	apply knowledge and skills in a practical way.		
	Teachers motivate students to be active in decision-making related to the project.		
	Teachers ask students to present their projects to their classmates.		
3	**PROBLEM BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher explains the learning objectives.		
	Teacher motivates students to engage in problem-solving activities in English.	✓	
	Teacher helps students organize learning tasks related to the problem.		
	Teacher encourages students to ask questions and gather information related to the problem.	✓	
	Teacher encourages students to find explanations and solutions to the problem.	✓	
	Teacher helps students plan and prepare their written reports or videos.	✓	
	Teacher helps students share their work with others.		
	Teacher helps students reflect on their problem-solving tasks.	✓	
	Teacher helps students reflect on their problem-solving learning activities.	✓	
4	**DISCOVERY LEARNING**		
	Teaching Strategy	**Observable**	**Note**

	Teachers use learning media that are relevant to the material, such as pictures, videos, etc.	✓	
	Teachers hold discussions with students about the learning material.	✓	
	Teachers direct students to work on worksheets individually or in groups.	✓	
	Teachers give students time to answer questions on the worksheets either individually or in groups.	✓	
	Teachers guide students in preparing presentations.	✓	
	Teachers direct students to make presentations in front of the class.	✓	
5	**COMPUTER-ASSISTED LANGUAGE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use CALL tools to tailor content and approaches to students' needs.	✓	
	Teachers play video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers engage students in a virtual environment for contextual language learning.		
	Teachers create virtual tours or simulations where students can practice language skills in real-life situations.		
	Teachers monitor progress and provide constructive feedback.	✓	

	Teachers ensure they evaluate and further develop their proficiency in using CALL tools and methods.		
6	**COOPERATIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher divides students into small, heterogeneous groups.		
	Teacher assigns tasks or projects to the student groups.		
	Teacher directs students to discuss the material they have learned in their groups.		
	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 assignment or project is completed, teacher guides the students to reflect and evaluate as a group.		
	Teacher switch roles of students in the group to ensure that every student has a chance to participate.		
7	**ACTIVE LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teacher asks students to make groups of 2 to 14 people.		

	Teacher gives students questions related to the concept and avoids irrelevant questions.	✓	
	Teacher gives students the opportunity to ask questions and develop them properly for 15 seconds to 3 minutes.		
	Teacher calls on some students or groups to share their answers and asks other students to provide feedback if the answers given are still unclear.	✓	
	Teacher provides clear feedback on the learning process for all students.	✓	
8	**INTEGRATED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers prioritize students as active participants in the learning process. Students are encouraged to explore, discover, and independently develop concepts and principles.	✓	
	Teachers guide students to view topics from various perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real-life situations.	✓	
	Teachers facilitate students in collecting data, drawing conclusions, and achieving learning objectives through experiential learning.	✓	
	Teachers involve students in planning, conducting, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or practical.	✓	
	Teachers connect ideas across subjects, encouraging critical thinking and broader	✓	

	problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.	✓	
9	**FLIPPED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers guide students on how to access, watch, and interact with educational videos.		
	Teachers direct students to watch videos related to the material that will be discussed in the next meeting.		
	Teachers encourage students to formulate interesting questions for discussion in class.		
	Teachers assign tasks to students individually and in groups, and I act as a facilitator, providing support to students who are experiencing difficulties.		
10	**COMPETENCY BASED LEARNING**		
	Teaching Strategy	**Observable**	**Note**
	Teachers use this linking strategy when connecting new concepts to something students already know.	✓	
	Teachers connect new information to students' previous experiences or knowledge about that information.	✓	
	Teachers motivate students by providing realistic and relevant exercises in which students apply concepts in their problem-solving learning activities.		
11	**DIFFERENTIATED LEARNING**		

	Teaching Strategy	Observable	Note
	Teachers modify resources to align with students' interests and learning modalities based on diagnostic testing results: visual, auditory, and kinesthetic.		
	Teachers facilitate 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 are provided with additional material at a higher level.	✓	

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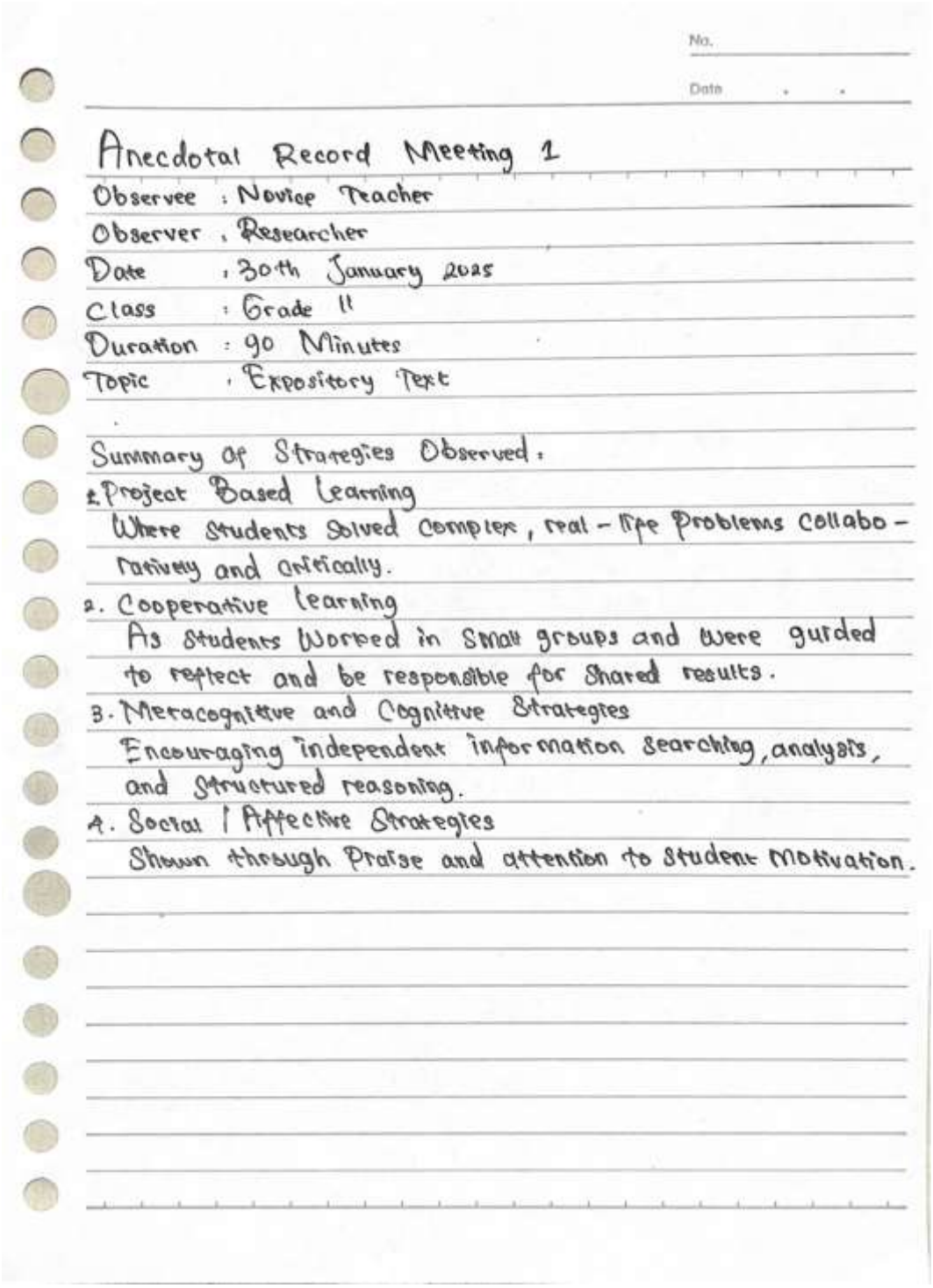
Appendix 14. Novice Teacher's Anecdotal Record (Meeting 1)



No.

Date . .

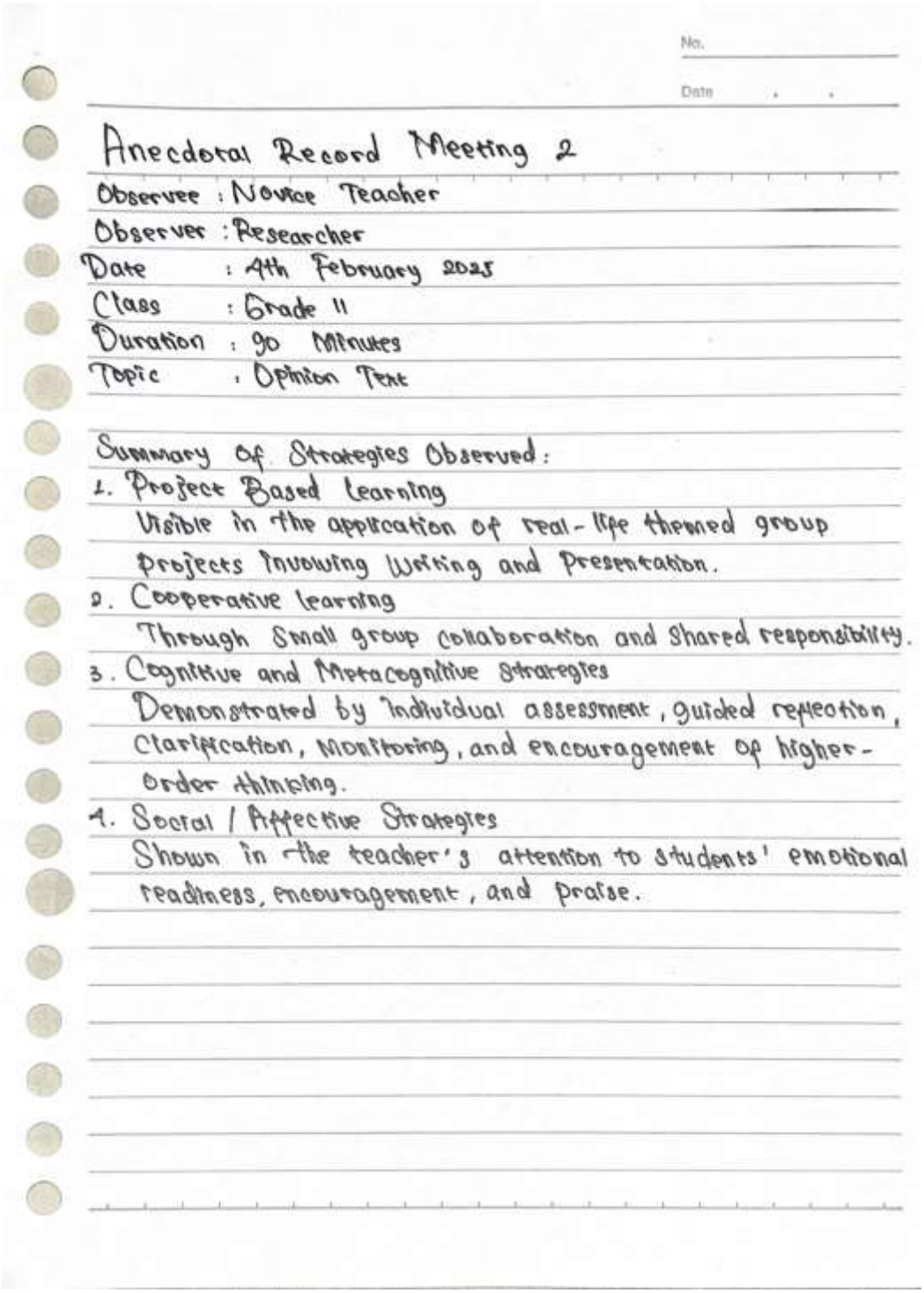
Anecdotal Record Meeting 1

Observee : Novice Teacher
Observer : Researcher
Date : 30th January 2025
Class : Grade 11
Duration : 90 Minutes
Topic : Expository Text

Summary of Strategies Observed:

1. Project Based Learning
   Where students solved complex, real-life problems collaboratively and critically.
2. Cooperative learning
   As students worked in small groups and were guided to reflect and be responsible for shared results.
3. Meracognitive and Cognitive Strategies
   Encouraging independent information searching, analysis, and structured reasoning.
4. Social / Affective Strategies
   Shown through praise and attention to student motivation.

Appendix 15. Novice Teacher's Anecdotal Record (Meeting 2)



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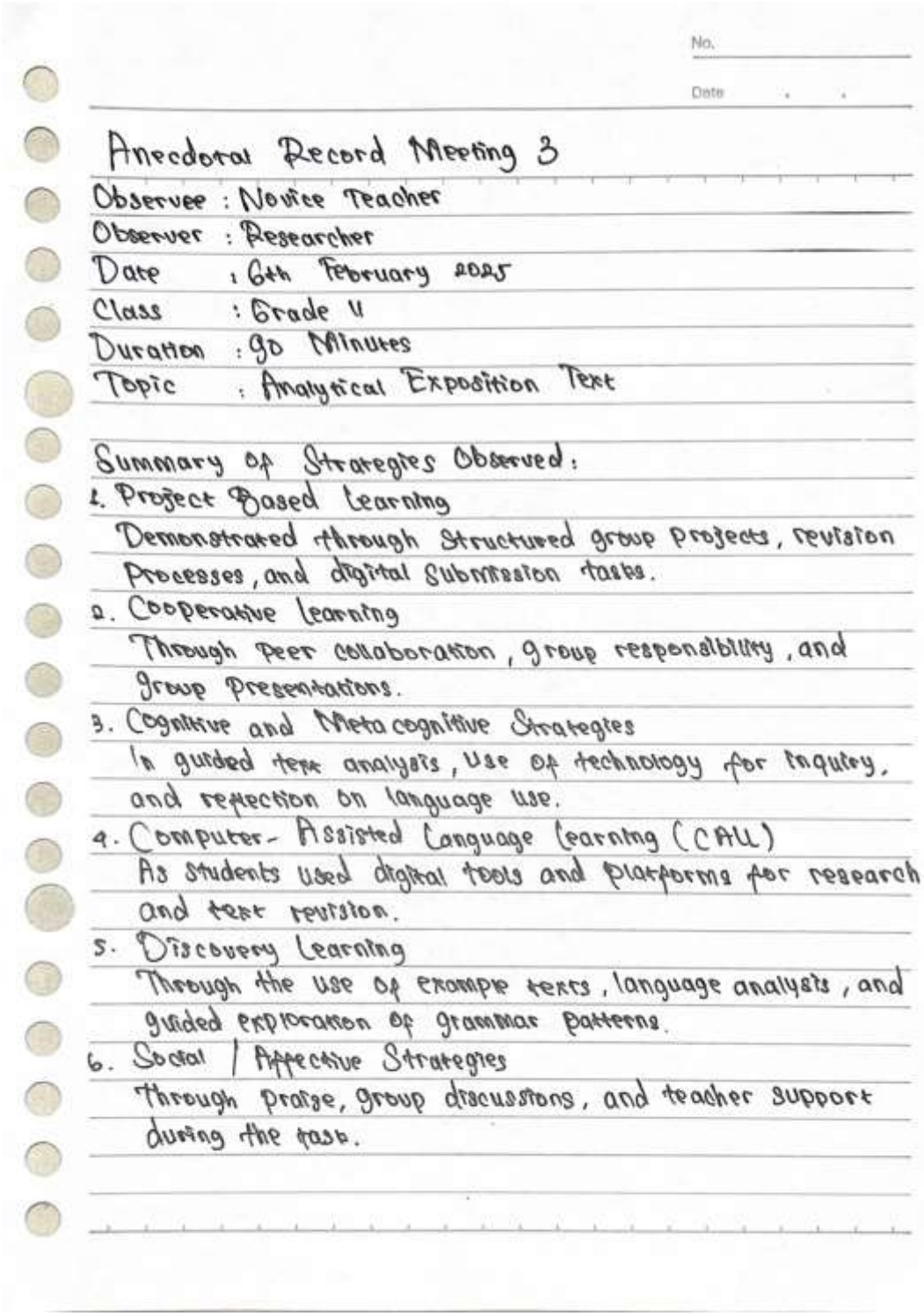
Anecdotal Record Meeting 2

Observee : Novice Teacher
Observer : Researcher
Date : 4th February 2025
Class : Grade 11
Duration : 90 Minutes
Topic : Opinion Text

Summary of Strategies Observed:

1. Project Based Learning
   Visible in the application of real-life themed group projects involving writing and presentation.
2. Cooperative learning
   Through small group collaboration and shared responsibility.
3. Cognitive and Metacognitive Strategies
   Demonstrated by individual assessment, guided reflection, clarification, monitoring, and encouragement of higher-order thinking.
4. Social / Affective Strategies
   Shown in the teacher's attention to students' emotional readiness, encouragement, and praise.

Appendix 16. Novice Teacher's Anecdotal Record (Meeting 3)



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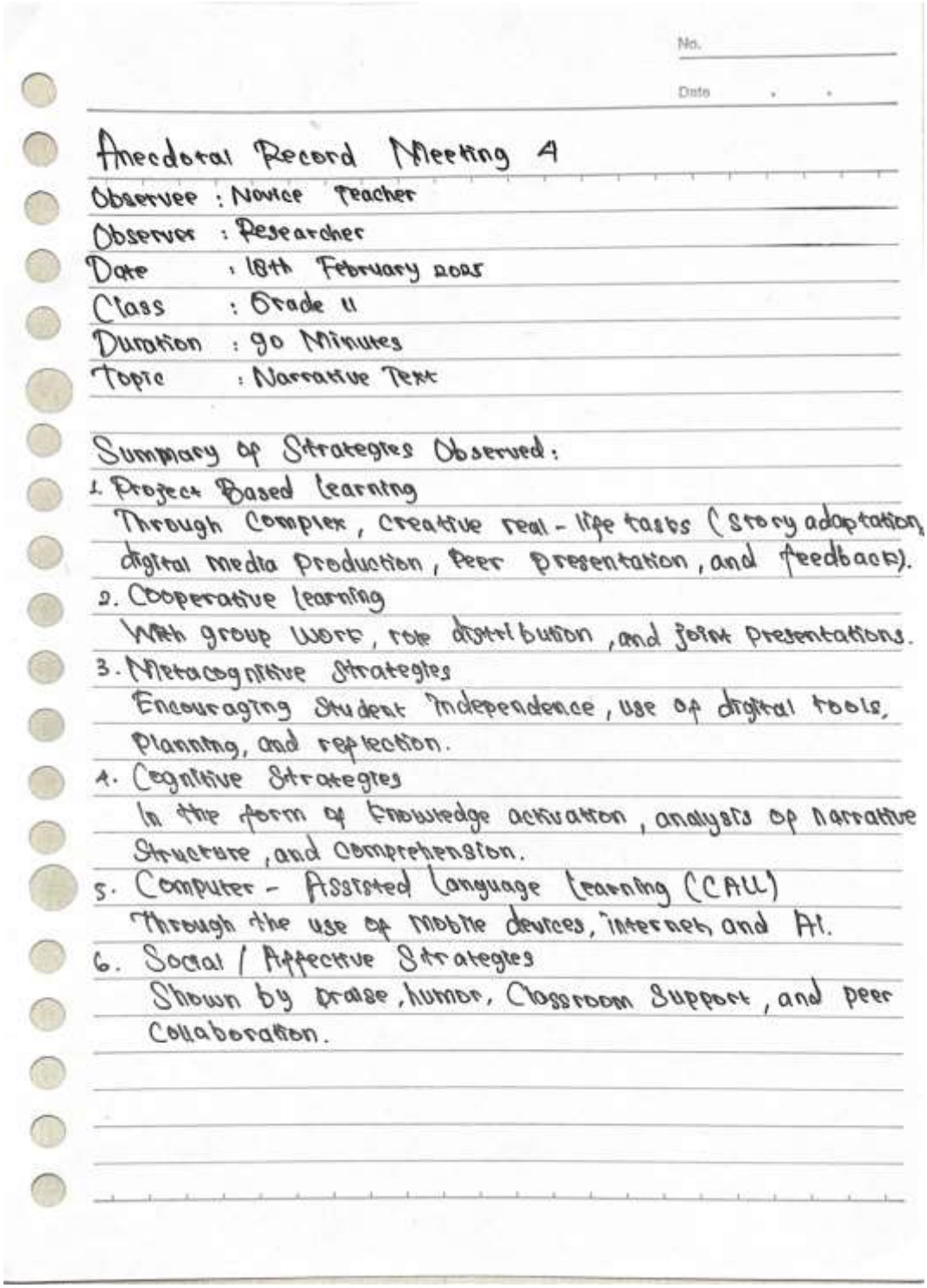
Anecdotal Record Meeting 3

Observee : Novice Teacher
Observer : Researcher
Date : 6th February 2025
Class : Grade 11
Duration : 90 Minutes
Topic : Analytical Exposition Text

Summary of Strategies Observed:

1. Project Based Learning
   Demonstrated through structured group projects, revision processes, and digital submission tasks.
2. Cooperative Learning
   Through peer collaboration, group responsibility, and group presentations.
3. Cognitive and Metacognitive Strategies
   In guided text analysis, use of technology for inquiry, and reflection on language use.
4. Computer-Assisted Language Learning (CALL)
   As students used digital tools and platforms for research and text revision.
5. Discovery Learning
   Through the use of example texts, language analysis, and guided exploration of grammar patterns.
6. Social / Affective Strategies
   Through praise, group discussions, and teacher support during the task.

Appendix 17. Novice Teacher's Anecdotal Record (Meeting 4)



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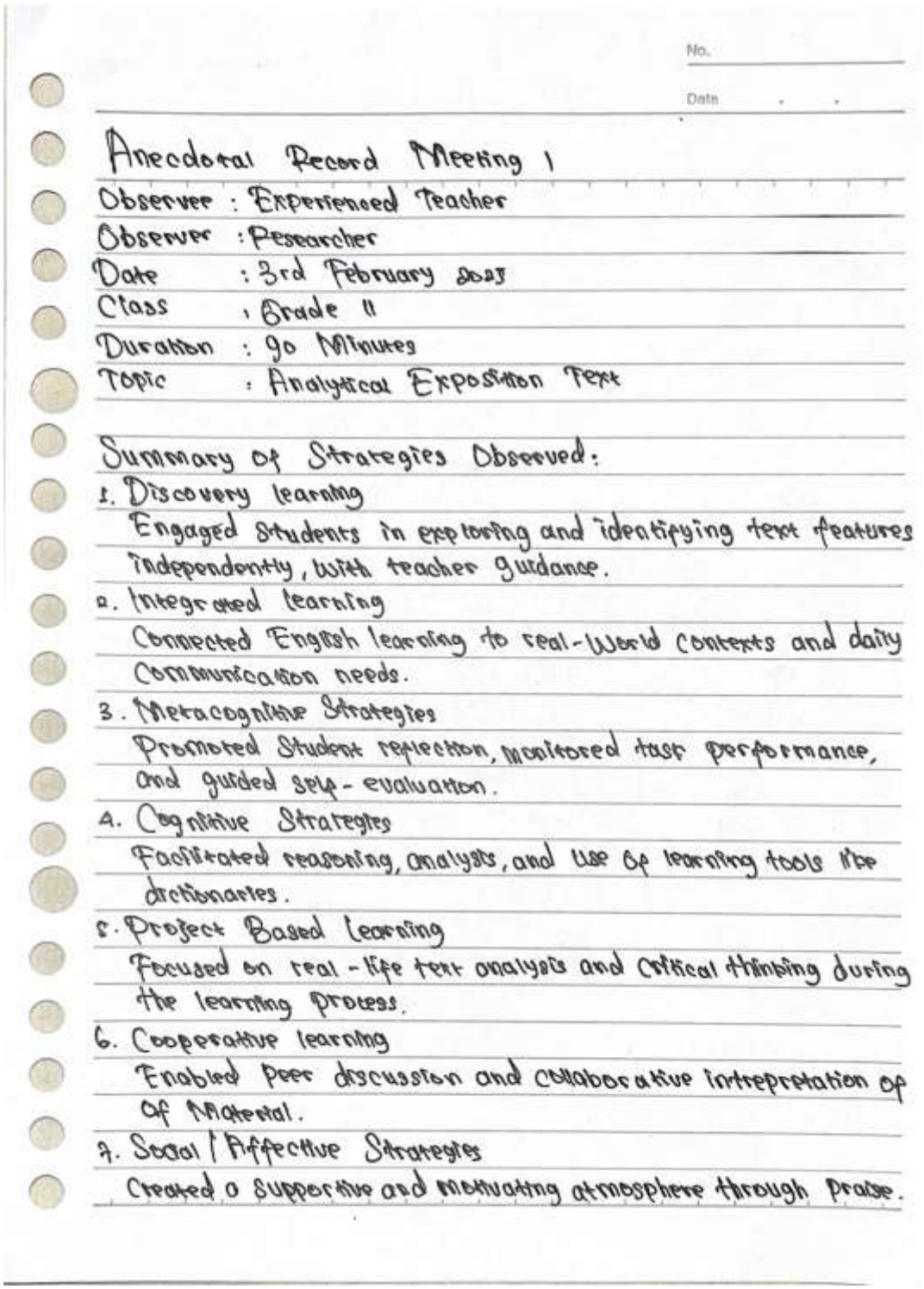
Anecdotal Record Meeting 4

Observee : Novice Teacher
Observer : Researcher
Date : 18th February 2025
Class : Grade 11
Duration : 90 Minutes
Topic : Narrative Text

Summary of Strategies Observed:

1. Project Based Learning
   Through Complex, Creative real-life tasks (Story adaptation, digital media production, Peer presentation, and feedback).
2. Cooperative learning
   With group work, role distribution, and joint presentations.
3. Metacognitive Strategies
   Encouraging Student Independence, use of digital tools, planning, and reflection.
4. Cognitive Strategies
   In the form of knowledge activation, analysis of narrative structure, and comprehension.
5. Computer-Assisted Language Learning (CALL)
   Through the use of mobile devices, internet, and AI.
6. Social / Affective Strategies
   Shown by praise, humor, Classroom Support, and peer collaboration.

Appendix 18. Experienced Teacher's Anecdotal Record (Meeting 1)



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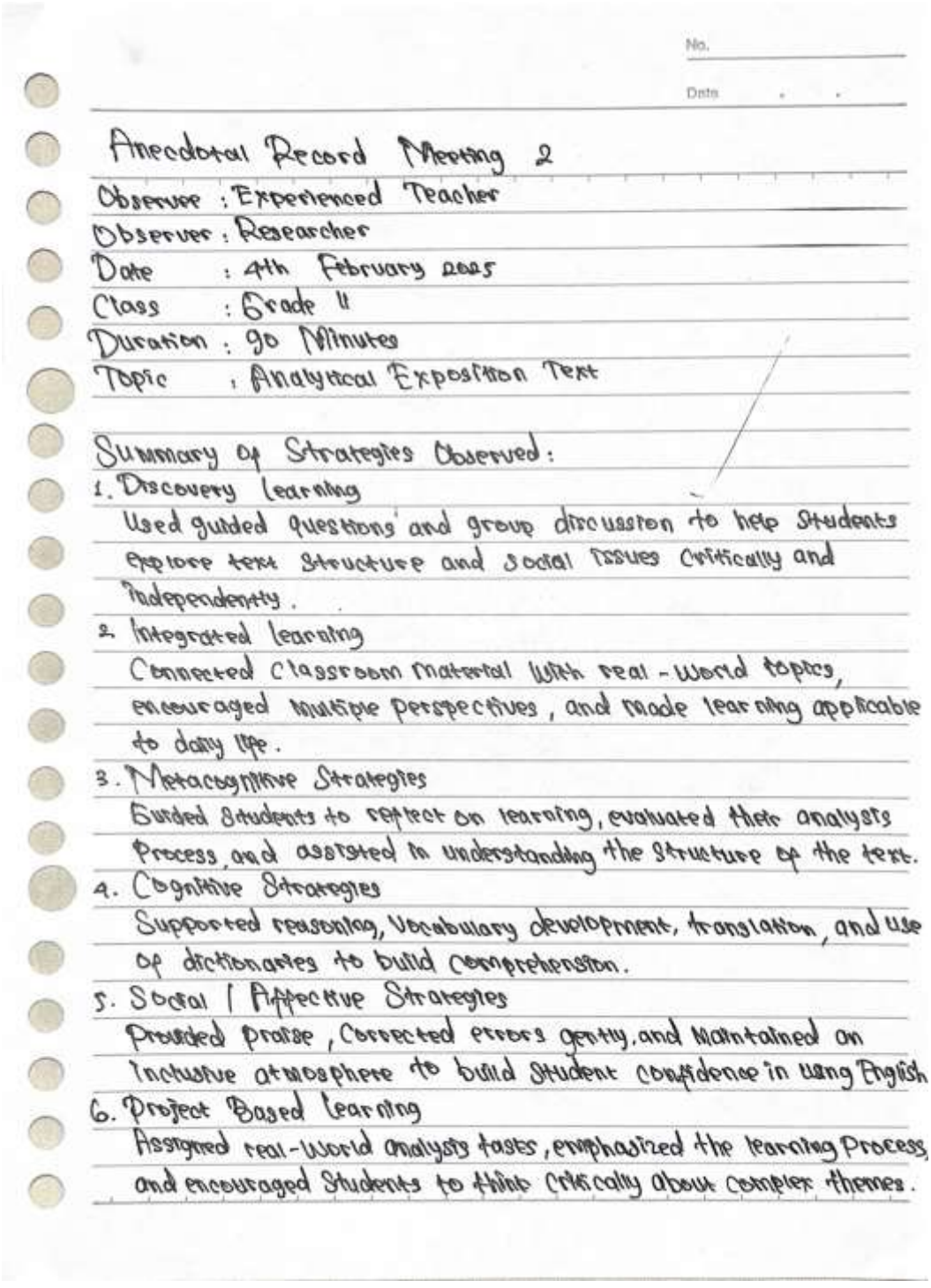
Anecdotal Record Meeting 1

Observee : Experienced Teacher
Observer : Researcher
Date : 3rd February 2025
Class : Grade 11
Duration : 90 Minutes
Topic : Analytical Exposition Text

Summary of Strategies Observed:

1. Discovery learning
   Engaged students in exploring and identifying text features independently, with teacher guidance.
2. Integrated learning
   Connected English learning to real-world contexts and daily communication needs.
3. Metacognitive Strategies
   Promoted student reflection, monitored task performance, and guided self-evaluation.
4. Cognitive Strategies
   Facilitated reasoning, analysis, and use of learning tools like dictionaries.
5. Project Based Learning
   Focused on real-life text analysis and critical thinking during the learning process.
6. Cooperative learning
   Enabled peer discussion and collaborative interpretation of of Material.
7. Social / Affective Strategies
   Created a supportive and motivating atmosphere through praise.

Appendix 19. Experienced Teacher's Anecdotal Record (Meeting 2)



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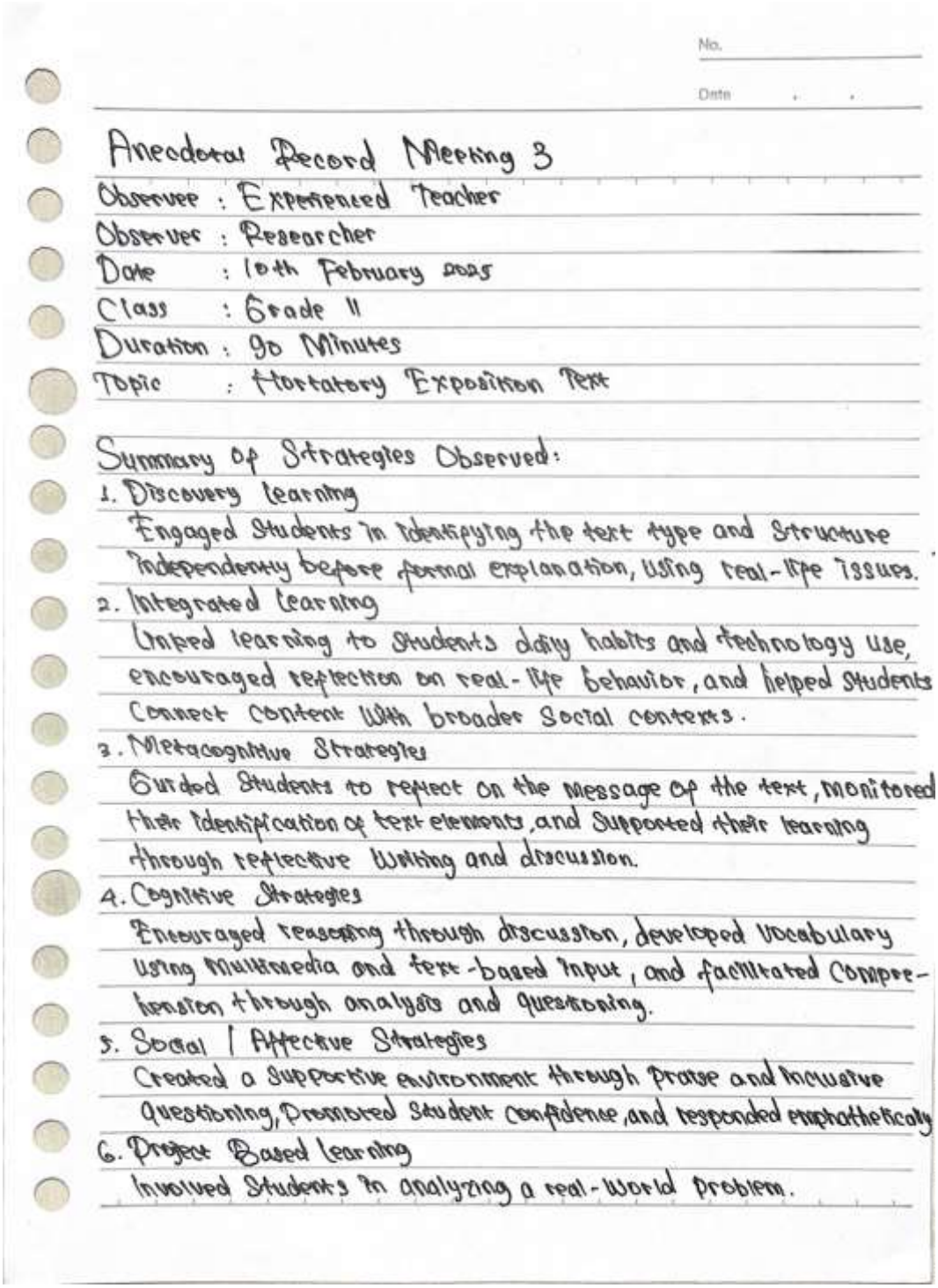
Anecdotal Record Meeting 2

Observee : Experienced Teacher
Observer : Researcher
Date : 4th February 2025
Class : Grade 11
Duration : 90 Minutes
Topic : Analytical Exposition Text

Summary of Strategies Observed :

1. Discovery Learning
   Used guided questions and group discussion to help students explore text structure and social issues critically and independently.
2. Integrated learning
   Connected classroom material with real-world topics, encouraged multiple perspectives, and made learning applicable to daily life.
3. Metacognitive Strategies
   Guided students to reflect on learning, evaluated their analysis process, and assisted in understanding the structure of the text.
4. Cognitive Strategies
   Supported reasoning, vocabulary development, translation, and use of dictionaries to build comprehension.
5. Social / Affective Strategies
   Provided praise, corrected errors gently, and maintained an inclusive atmosphere to build student confidence in using English.
6. Project Based Learning
   Assigned real-world analysis tasks, emphasized the learning process, and encouraged students to think critically about complex themes.

Appendix 20. Experienced Teacher's Anecdotal Record (Meeting 3)



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Date . .

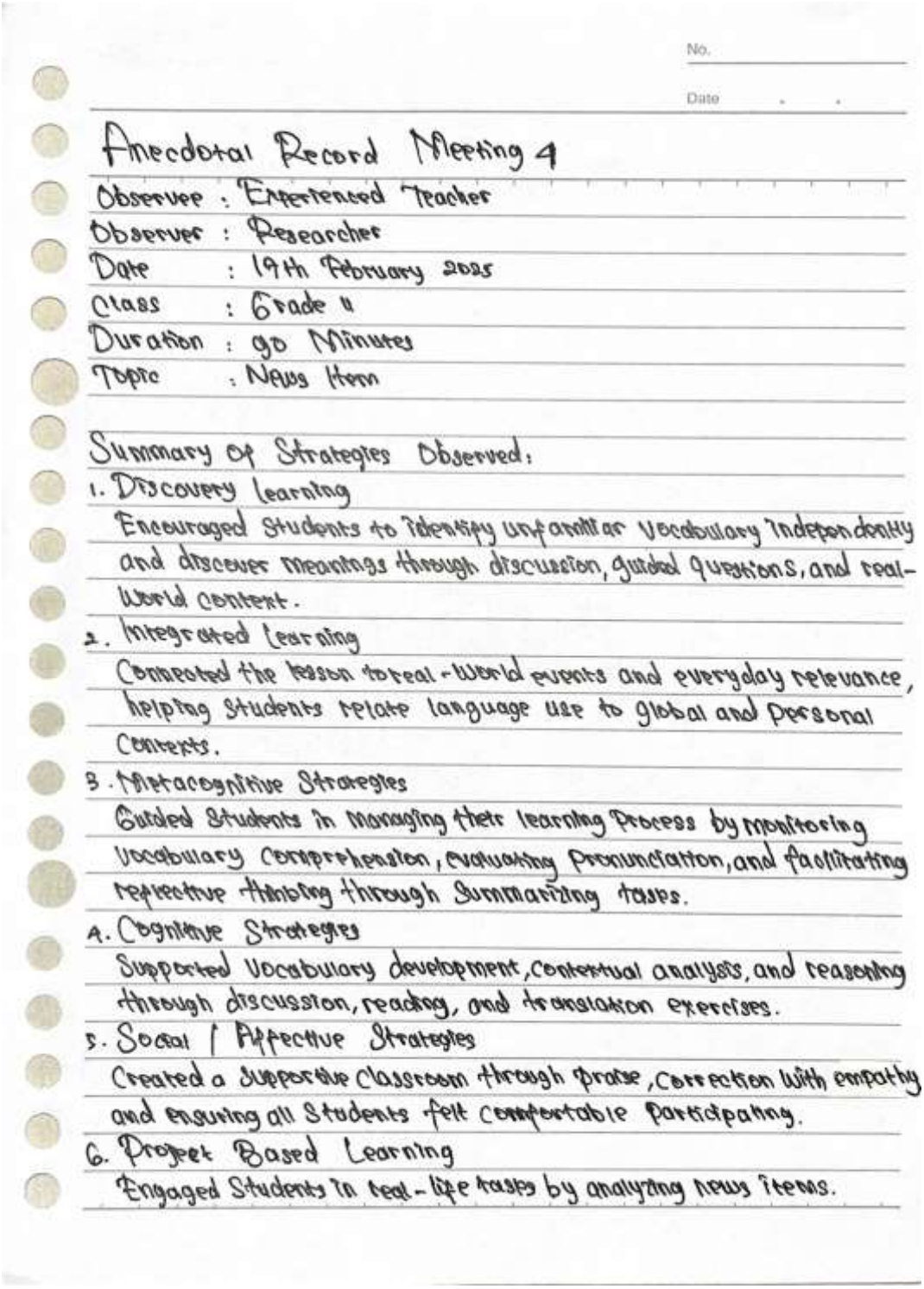
Anecdotal Record Meeting 3

Observee : Experienced Teacher
Observer : Researcher
Date : 10th February 2025
Class : Grade 11
Duration : 90 Minutes
Topic : Hortatory Exposition Text

Summary of Strategies Observed:

1. Discovery Learning
   Engaged students in identifying the text type and structure independently before formal explanation, using real-life issues.
2. Integrated Learning
   Linked learning to students daily habits and technology use, encouraged reflection on real-life behavior, and helped students connect content with broader social contexts.
3. Metacognitive Strategies
   Guided students to reflect on the message of the text, monitored their identification of text elements, and supported their learning through reflective writing and discussion.
4. Cognitive Strategies
   Encouraged reasoning through discussion, developed vocabulary using multimedia and text-based input, and facilitated comprehension through analysis and questioning.
5. Social / Affective Strategies
   Created a supportive environment through praise and inclusive questioning, promoted student confidence, and responded empathetically.
6. Project Based Learning
   Involved students in analyzing a real-world problem.

Appendix 21. Experienced Teacher's Anecdotal Record (Meeting 4)



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Anecdotal Record Meeting 4

Observee : Experienced Teacher
Observer : Researcher
Date : 19th February 2025
Class : Grade 11
Duration : 90 Minutes
Topic : News Item

Summary of Strategies Observed:

1. Discovery Learning
   Encouraged students to identify unfamiliar vocabulary independently and discover meanings through discussion, guided questions, and real-world content.
2. Integrated Learning
   Connected the lesson to real-world events and everyday relevance, helping students relate language use to global and personal contexts.
3. Metacognitive Strategies
   Guided students in managing their learning process by monitoring vocabulary comprehension, evaluating pronunciation, and facilitating reflective thinking through summarizing tasks.
4. Cognitive Strategies
   Supported vocabulary development, contextual analysis, and reasoning through discussion, reading, and translation exercises.
5. Social / Affective Strategies
   Created a supportive classroom through praise, correction with empathy and ensuring all students felt comfortable participating.
6. Project Based Learning
   Engaged students in real-life tasks by analyzing news items.

Appendix 22. Instrument's Validation Sheet By Experts

LEMBAR VALIDASI OLEH AHLI

INSTRUMEN *TEACHING STRATEGY CHECKLIST* DAN

LEMBAR OBSERVASI STRATEGI MENGAJAR

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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 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 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

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, Spd., 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) mengenai 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 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 :

Pastikan setiap pernyataan jelas dan benar.

Kesimpulan:

a. Dapat digunakan
(b) Dapat digunakan dengan revisi
c. Tidak dapat digunakan

Singaraja, 11 November 2024

Validator

(Dr. Ni Luh Putu Eka Sulistia Dewi, Spd., M.Pd.)