



### KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

#### UNIVERSITAS PENDIDIKAN GANESHA

#### FAKULTAS BAHASA DAN SENI

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Nomor: 2845/UN48.7.1/DT/2024 13 Mei 2024

Perihal: Permohonan Izin Penelitian

Yth. Kepala SMAN 1 Tejakula

di Tejakula

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

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 : Luh Lingga Dewi

 NIM
 : 2112021044

 Jurusan
 : Bahasa Asing

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Tahun Akademik : 2023/2024

Judul : English Teacher' Strategy Preference in English Classes in SMAN

1 Tejakula: Gender Based Study

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,

Dr. Ny Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd. NIP. 198104192006042002

#### Tembusan:

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

Hari/Tanggal: Schsa. A. Linuan 2025 Kode Guru: .	MTI
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NO	INDIKATOR STRATEGI MENGAJAR	CHECK LIST	CATATAN
LEA	RNING STRATEGY TRAINING	A.4 L. 11.4	
1	Strategi Metakognitif		
	Saya menyediakan kegiatan agar siswa belajar carabelajar.	1	
	Saya memonitor kegiatan siswa untuk memastikan bahwa mereka mengerjakan sesuai instruksi.	V	- 3000
	Saya mengevaluasi cara siswa dalam belajar.	V	
	Saya menugaskan siswa untuk—bekerja dalam kelompok dan mengamati bagaimana mereka menyelesaikan tugas bersama.	V	ki sala
	Saya mengamati strategi siswa dalam belajar.	V .	
	Saya mengevaluasi kesesuaian dan ketepatan siswa menyelesaikan masalah	V	
	Saya memperhatikan bagaimana siswa menyelesaikan tugasnya-	✓ <b>.</b>	
	Saya membantu siswa dalam proses belajar.	V	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	V	
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang perlu diperhatikan.	1	
	Strategi Kognitif		
	Saya bertanya kepada siswa mengenai pemahaman siswa terhadap tugas yang diberikan.	<b>V</b>	

	Saya memberikan kegiatan-kegiatan pembelajaran yang fokus terhadap penalaran, analisis, dan menarik kesimpulan.	J	
	Saya mengizinkan siswa untuk membawa kamus sebagai alat bantu belajar.	V	
A 1	Saya membantu siswa pada saat proses pembelajaran dengan memberikan petunjuk.	V	
	Saya membantu siswa dengan mengingatkan kembali dengan instruksi yang khusus jika siswa merasa kesusahan.	<b>V</b>	
	Saya membantu siswa dengan menawarkan ide jika siswa tidak bisa mengerjakan tugas.	V	
	Strategi Sosial/Afektif		
	Saya membantu siswa dalam mengelola sikap, nilai, emosi, dan motif siswa.	<b>√</b>	
	Saya memberikan pujian dan beberapa gurauan dengan tujuan siswa dapat merasa rileks dan menghargai apa yang telah mereka capai.	V	Saugat pera cuhik. Neenacubil keakraban denga Sisna (108)
	Guru membantu siswa beradaptasi terhadap lingkungan yang memungkinkan untuk berlatih berinteraksi dengan lingkungan yang memberikan kesempatan lebih untuk berlatih berbahasa.	J	
	Saya menugaskan siswa untuk berkolaborasi dengan teman sekelas atau penutur bahasa yang asli dengan tujuan meningkatkan kemampuan bahasa siswa.	<b>√</b>	
PRC	JECT 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.		
OBLEM BASED LEARNING		
Saya menjelaskan tujuan pembelajaran	1	
Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	<b>V</b>	Souges Co Bengan fis
Saya membantu siswa mengorganisasikan tugas- tugas belajar yang berhubungan dengan masalah tersebut	V	
Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut	<b>√</b>	
Saya mendorong siswa untuk mencari penjelasan dan solusi untuk masalah	<b>V</b>	

	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.		
DIS	COVERY LEARNING		
	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	2	
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.		150 4
	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.		
4	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.		
CON	MPUTER-ASSISTED LANGUAGE LEARNING		70.00
	Saya menggunakan alat bantu CALL untuk menyesuaikan konten dan pendekatan sesuai dengan kebutuhan siswa.	J	
5	Saya memutar klip video untuk latihan mendengarkan, latihan membaca interaktif dengan pertanyaan pemahaman, dan rekaman audio untuk latihan pengucapan.	J	
	Saya melibatkan siswa dalam lingkungan virtual untuk pembelajaran bahasa yang kontekstual.	1	

	Saya membuat tour virtual atau simulasi di mana siswa dapat melatih keterampilan bahasa dalam skenario kehidupan nyata.	J	
	Saya memantau kemajuan dan memberikan umpan balik yang konstruktif.	V	
	Saya memastikan untuk mengevaluasi dan mempelajari lebih lanjut bagaimana menjadi mahir dalam menggunakan alat dan metode CALL.	V	
COC	PPERATIVE LEARNING		
	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.	J	Kolaborasi
	Saya memberikan tugas atau proyek untuk kelompok siswa.	V	
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.	J	
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling mengajar dan belajar, memperdalam pemahaman mereka terhadap materi.	V	
6	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.	<b>\</b>	
	Saya menukar peranan para siswa dalam kelompok untuk memastikan bahwa setiap siswa memiliki kesempatan untuk berpartisipasi.	J	
ACT	IVE LEARNING		
	Saya meminta siswa untuk membuat kelompok berjumlah 2 sampai 14 orang.		
7	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.		
INTI	EGRATED LEARNING		
	Saya memprioritaskan siswa sebagai peserta aktif dalam proses pembelajaran. Siswa didorong untuk mengeksplorasi, menemukan, dan secara mandiri mengembangkan konsep dan prinsip.	J	
	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.	V	
8	Saya memfasilitasi siswa dalam mengumpulkan data, menarik kesimpulan, dan mencapai tujuan pembelajaran melalui pembelajaran berbasis pengalaman.	J	
	Saya melibatkan siswa dalam merencanakan, melakukan, dan meninjau kegiatan sambil berfokus pada gaya belajar yang mereka sukai - visual, auditori, atau praktik.	J	
	Saya menghubungkan ide-ide lintas mata pelajaran, mendorong pemikiran kritis dan keterampilan pemecahan masalah yang lebih luas.	1	
	Saya membantu siswa menerapkan pembelajaran	J	

	mereka dalam konteks dunia nyata yang praktis.	1		
FLI	PPED LEARNING			
	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.	J		
	Saya mengarahkan siswa untuk menonton video terkait materi yang akan dibahas pada pertemuan berikutnya.	J		
9	Saya mendorong siswa untuk merumuskan pertanyaan-pertanyaan yang menarik untuk didiskusikan di dalam kelas.	J		
	Saya memberikan tugas kepada siswa baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi siswa yang mengalami kesulitan.	1		
CO	MPETENCY BASED LEARNING			
	Saya menggunakan strategi mengaitkan ini ketika menghubungkan konsep baru dengan sesuatu yang sudah diketahui oleh siswa.	<b>V</b>		
10	Saya menghubungkan informasi baru dengan pengalaman atau pengetahuan sebelumnya tentang informasi tersebut.	<b>V</b>		
	Saya memotivasi siswa dengan memberikan latihan yang realistis dan relevan, di mana siswa menerapkan konsep dalam kegiatan pembelajaran pemecahan masalah mereka.	$\sqrt{}$		
DIF	DIFFERENTIATED LEARNING			
	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa	/	Berupan "project" Ass	

Saya memfasilitasi proses pembelajaran dengan memberikan tugas yang sesuai dengan bakat dan kebutuhan siswa: visual, auditori, dan kinestetik.	J	
Saya memfasilitasi pembelajaran mandiri bagi siswa dengan gaya belajar yang lebih lambat, sementara pembelajar tingkat lanjut menerima materi tambahan pada tingkat yang lebih tinggi.	<b>/</b>	

Hari/Tanggal: Lelan . 19 Januari 2025. Kode G	Guru: MT2
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NO	INDIKATOR STRATEGI MENGAJAR	CHECK LIST	CATATAN
LEA	RNING STRATEGY TRAINING	,	
	Strategi Metakognitif	1	
	Saya menyediakan kegiatan agar siswa belajar cara belajar.	/	
	Saya memonitor kegiatan siswa untuk memastikan bahwa mereka mengerjakan sesuai instruksi.	V	
	Saya mengevaluasi cara siswa dalam belajar.	V	
	Saya menugaskan siswa untuk—bekerja dalam kelompok dan mengamati bagaimana mereka menyelesaikan tugas bersama.	J	
	Saya mengamati strategi siswa dalam belajar.	J	
	Saya mengevaluasi kesesuaian dan ketepatan siswa menyelesaikan masalah	<b>√</b>	
1	Saya memperhatikan bagaimana siswa menyelesaikan tugasnya-	<b>/</b>	
	Saya membantu siswa dalam proses belajar.	<b>✓</b>	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	J	
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang perlu diperhatikan.	V	Dings well
	Strategi Kognitif		
	Saya bertanya kepada siswa mengenai pemahaman siswa terhadap tugas yang diberikan.	1	

	Saya memberikan kegiatan-kegiatan pembelajaran yang fokus terhadap penalaran, analisis, dan menarik kesimpulan.	1	
	Saya mengizinkan siswa untuk membawa kamus sebagai alat bantu belajar.	<b>√</b>	
	Saya membantu siswa pada saat proses pembelajaran dengan memberikan petunjuk.	<b>V</b>	
	Saya membantu siswa dengan mengingatkan kembali dengan instruksi yang khusus jika siswa merasa kesusahan.	V	N. C.
	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.	<b>√</b>	Sering dilatura dalam kelas
	Guru membantu siswa beradaptasi terhadap lingkungan yang memungkinkan untuk berlatih berinteraksi dengan lingkungan yang memberikan kesempatan lebih untuk berlatih berbahasa.	V	
	Saya menugaskan siswa untuk berkolaborasi dengan teman sekelas atau penutur bahasa yang asli dengan tujuan meningkatkan kemampuan bahasa siswa.	J	
PRO	JECT BASED LEARNING		
2	Saya memberikan proyek nyata yang berkaitan dengan kehidupan sehari-hari, bukan cuma tugas akademik biasa.		Kurang wath dan turang cocok
	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.	-1, -1	
	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.	1/3	
PRC	DBLEM BASED LEARNING	No.	
	Saya menjelaskan tujuan pembelajaran	1	
3	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	<b>√</b>	Cocok dan Sering dilakutan
	Saya membantu siswa mengorganisasikan tugas- tugas belajar yang berhubungan dengan masalah tersebut	J	
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut	<b>\</b>	
	Saya mendorong siswa untuk mencari penjelasan dan solusi untuk masalah	✓	

	Saya membantu siswa dalam merencanakan dan	J	
	mempersiapkan laporan tertulis atau video mereka Saya membantu siswa dalam berbagi pekerjaan mereka dengan yang lain	<b>√</b>	
	Saya membantu siswa untuk merefleksikan tugas- tugas pemecahan masalah mereka.	<b>√</b>	
	Saya membantu siswa untuk merefleksikan kegiatan pembelajaran pemecahan masalah.	<b>√</b>	
DIS	COVERY LEARNING		
	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	J	
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.	V	
	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.	J	
4	Saya memberikan waktu kepada siswa untuk menjawab pertanyaan-pertanyaan pada lembar kerja baik secara individu maupun kelompok.	<b>√</b>	
	Saya memandu siswa untuk mempersiapkan presentasi.	1	
	Saya mengarahkan siswa untuk melakukan presentasi di depan kelas.	/	
COI	MPUTER-ASSISTED LANGUAGE LEARNING	T EN	
	Saya menggunakan alat bantu CALL untuk menyesuaikan konten dan pendekatan sesuai dengan kebutuhan siswa.		Jarang
5	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.	i je	
coo	PERATIVE LEARNING		
	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.	J	Paling sering dilatotan
	Saya memberikan tugas atau proyek untuk kelompok siswa.	/	
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.	<b>√</b>	
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling mengajar dan belajar, memperdalam pemahaman mereka terhadap materi.	$\checkmark$	
6	Saya memastikan bahwa setiap siswa tetap bertanggung jawab atas pembelajaran mereka sendiri, dan keberhasilan kelompok bergantung pada kontribusi semua anggotanya.	<b>\</b>	
	Setelah tugas atau proyek selesai, saya memandu siswa untuk melakukan refleksi dan evaluasi secara berkelompok.	J	
	Saya menukar peranan para siswa dalam kelompok untuk memastikan bahwa setiap siswa memiliki kesempatan untuk berpartisipasi.	$\checkmark$	
ACT	TIVE LEARNING		
7	Saya meminta siswa untuk membuat kelompok berjumlah 2 sampai 14 orang.	J	
7	Saya memberikan siswa pertanyaan yang berkaitan dengan konsep dan menghindari pertanyaan yang	1	

	kurang relevan.	/	
	Saya memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan mengembangkannya dengan baik selama 15 detik hingga 3 menit.	1	
	Saya memanggil beberapa siswa atau kelompok untuk membagikan jawaban mereka serta meminta siswa lainnya untuk memberikan tanggapan jika jawaban yang diberikan masih belum lengkap.	<b>V</b>	
	Saya memberikan umpan balik yang jelas tentang pembelajaran bagi seluruh siswa.	1	
NTE	GRATED 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.		The state of the s
	Saya membantu siswa menerapkan pembelajaran		

	mereka dalam konteks dunia nyata yang praktis.	
FLIE	PPED 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.	
CON	MPETENCY 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.	
DIF	FERENTIATED LEARNING	
11	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual, auditori, dan kinestetik.	Tidak pernah

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.	

Hari/Tanggal: Selasa . 14 Januari 2025	Kode Guru: FT1
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NO	INDIKATOR STRATEGI MENGAJAR	CHECK LIST	CATATAN
LEA	RNING STRATEGY TRAINING	7	
	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.	1	
	Saya menugaskan siswa untuk—bekerja dalam kelompok dan mengamati bagaimana mereka menyelesaikan tugas bersama.	<b>/</b>	
	Saya mengamati strategi siswa dalam belajar.	J	14-11-1
	Saya mengevaluasi kesesuaian dan ketepatan siswa menyelesaikan masalah	J	
	Saya memperhatikan bagaimana siswa menyelesaikan tugasnya-	/	
	Saya membantu siswa dalam proses belajar.	J	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	V	
	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.	1	

	Saya memberikan kegiatan-kegiatan pembelajaran yang fokus terhadap penalaran, analisis, dan menarik kesimpulan.	J	
	Saya mengizinkan siswa untuk membawa kamus sebagai alat bantu belajar.	J	
	Saya membantu siswa pada saat proses pembelajaran dengan memberikan petunjuk.	V	
	Saya membantu siswa dengan mengingatkan kembali dengan instruksi yang khusus jika siswa merasa kesusahan.	J	
	Saya membantu siswa dengan menawarkan ide jika siswa tidak bisa mengerjakan tugas.	<b>√</b>	
	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.	✓	Singet ponting
	Guru membantu siswa beradaptasi terhadap lingkungan yang memungkinkan untuk berlatih berinteraksi dengan lingkungan yang memberikan kesempatan lebih untuk berlatih berbahasa.	V	
	Saya menugaskan siswa untuk berkolaborasi dengan teman sekelas atau penutur bahasa yang asli dengan tujuan meningkatkan kemampuan bahasa siswa.	4	
PRO	JECT BASED LEARNING		
•	Saya memberikan proyek nyata yang berkaitan dengan kehidupan sehari-hari, bukan cuma tugas akademik biasa.	J	
2	Saya meminta siswa untuk menyelesaikan masalah yang kompleks, mencerminkan kenyataan dunia yang melibatkan berbagai disiplin ilmu.	J	

	Saya lebih fokus pada proses belajar daripada hanya	T	
	melihat hasil akhirnya.	J	
	Saya mengajak siswa untuk memahami setiap langkah dalam proyek yang mereka kerjakan.	J	
	Siswa bekerja dalam kelompok yang melibatkan kolaborasi, komunikasi efektif, dan pengambilan keputusan bersama.	V	
	Saya mendorong siswa untuk menggunakan keterampilan berpikir kritis, analitis, dan evaluatif dalam menyelesaikan masalah.	V	
	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.	<b>√</b>	
	Saya memotivasi siswa agar aktif dalam pengambilan keputusan yang berkaitan dengan proyek.	/	
	Saya meminta siswa untuk mempresentasikan proyek mereka kepada teman sekelasnya.	J	
PRO	BLEM BASED LEARNING		
	Saya menjelaskan tujuan pembelajaran		
3	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	1	
	Saya membantu siswa mengorganisasikan tugas- tugas belajar yang berhubungan dengan masalah tersebut	1	
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut	1	
	Saya mendorong siswa untuk mencari penjelasan dan solusi untuk masalah	1	

	Saya membantu siswa dalam merencanakan dan mempersiapkan laporan tertulis atau video mereka	1	
	Saya membantu siswa dalam berbagi pekerjaan mereka dengan yang lain	J	
	Saya membantu siswa untuk merefleksikan tugastugas pemecahan masalah mereka.	/	
	Saya membantu siswa untuk merefleksikan kegiatan pembelajaran pemecahan masalah.	<b>✓</b>	
DISC	COVERY LEARNING		
	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	1	
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.	<b>√</b>	
	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.	<b>√</b>	
4	Saya memberikan waktu kepada siswa untuk menjawab pertanyaan-pertanyaan pada lembar kerja baik secara individu maupun kelompok.	V	
	Saya memandu siswa untuk mempersiapkan presentasi.	1	
	Saya mengarahkan siswa untuk melakukan presentasi di depan kelas.	1	
CON	MPUTER-ASSISTED LANGUAGE LEARNING		
	Saya menggunakan alat bantu CALL untuk menyesuaikan konten dan pendekatan sesuai dengan kebutuhan siswa.		Assissor gary Memorales
5	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.		
coo	PERATIVE LEARNING		
	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.	J	
	Saya memberikan tugas atau proyek untuk kelompok siswa.	j	
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.	1	
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling mengajar dan belajar, memperdalam pemahaman mereka terhadap materi.	<b>V</b>	
6	Saya memastikan bahwa setiap siswa tetap bertanggung jawab atas pembelajaran mereka sendiri, dan keberhasilan kelompok bergantung pada kontribusi semua anggotanya.	1	
	Setelah tugas atau proyek selesai, saya memandu siswa untuk melakukan refleksi dan evaluasi secara berkelompok.	J	
	Saya menukar peranan para siswa dalam kelompok untuk memastikan bahwa setiap siswa memiliki kesempatan untuk berpartisipasi.	1	
ACT	IVE LEARNING		
	Saya meminta siswa untuk membuat kelompok berjumlah 2 sampai 14 orang.	1	
7	Saya memberikan siswa pertanyaan yang berkaitan dengan konsep dan menghindari pertanyaan yang	<b>√</b>	

	kurang relevan.	1	
	Saya memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan mengembangkannya dengan baik selama 15 detik hingga 3 menit.	<b>J</b>	
	Saya memanggil beberapa siswa atau kelompok untuk membagikan jawaban mereka serta meminta siswa lainnya untuk memberikan tanggapan jika jawaban yang diberikan masih belum lengkap.	J	
	Saya memberikan umpan balik yang jelas tentang pembelajaran bagi seluruh siswa.	J	
NTE	EGRATED LEARNING		
	Saya memprioritaskan siswa sebagai peserta aktif dalam proses pembelajaran. Siswa didorong untuk mengeksplorasi, menemukan, dan secara mandiri mengembangkan konsep dan prinsip.	J	
	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.	V	
8	Saya memfasilitasi siswa dalam mengumpulkan data, menarik kesimpulan, dan mencapai tujuan pembelajaran melalui pembelajaran berbasis pengalaman.	<b>√</b>	
	Saya melibatkan siswa dalam merencanakan, melakukan, dan meninjau kegiatan sambil berfokus pada gaya belajar yang mereka sukai - visual, auditori, atau praktik.	1	
	Saya menghubungkan ide-ide lintas mata pelajaran, mendorong pemikiran kritis dan keterampilan pemecahan masalah yang lebih luas.	1	
	Saya membantu siswa menerapkan pembelajaran	/	

FLII	PPED LEARNING		
	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.		Boum
	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.	1 24	
	Saya memberikan tugas kepada siswa baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi siswa yang mengalami kesulitan.		
CON	MPETENCY BASED LEARNING		
	Saya menggunakan strategi mengaitkan ini ketika menghubungkan konsep baru dengan sesuatu yang sudah diketahui oleh siswa.	J	
10	Saya menghubungkan informasi baru dengan pengalaman atau pengetahuan sebelumnya tentang informasi tersebut.	1	
	Saya memotivasi siswa dengan memberikan latihan yang realistis dan relevan, di mana siswa menerapkan konsep dalam kegiatan pembelajaran pemecahan masalah mereka.	1	
DIFF	FERENTIATED LEARNING		
11	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual, auditori, dan kinestetik.		sulit diterap-

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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.	

Hari/Tanggal: 14 - 01 - 2025 Kode Guru:	FT2
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NO	INDIKATOR STRATEGI MENGAJAR	CHECK	CATATAN
EAL	RNING STRATEGY TRAINING		
	Strategi Metakognitif		
	Saya menyediakan kegiatan agar siswa belajar cara belajar.	1	
	Saya memonitor kegiatan siswa untuk memastikan bahwa mereka mengerjakan sesuai instruksi.	7	
	Saya mengevaluasi cara siswa dalam belajar.	J	
	Saya menugaskan siswa untuk—bekerja dalam kelompok dan mengamati bagaimana mereka menyelesaikan tugas bersama.	,	
	Saya mengamati strategi siswa dalam belajar.	1	
	Saya mengevaluasi kesesuaian dan ketepatan siswa menyelesaikan masalah	1	
	Saya memperhatikan bagaimana siswa menyelesaikan tugasnya-	1	
	Saya membantu siswa dalam proses belajar.	<b>√</b>	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	J	
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang perlu diperhatikan.	J	
	Strategi Kognitif		
	Saya bertanya kepada siswa mengenai pemahaman siswa terhadap tugas yang diberikan.	J	

	Saya memberikan kegiatan-kegiatan pembelajaran yang fokus terhadap penalaran, analisis, dan menarik kesimpulan.	1	
	Saya mengizinkan siswa untuk membawa kamus sebagai alat bantu belajar.	V	
	Saya membantu siswa pada saat proses pembelajaran dengan memberikan petunjuk.	<b>v</b>	
	Saya membantu siswa dengan mengingatkan kembali dengan instruksi yang khusus jika siswa merasa kesusahan.	V	
	Saya membantu siswa dengan menawarkan ide jika siswa tidak bisa mengerjakan tugas.	V	
	Strategi Sosial/Afektif		
	Saya membantu siswa dalam mengelola sikap, nilai, emosi, dan motif siswa.	J	
	Saya memberikan pujian dan beberapa gurauan dengan tujuan siswa dapat merasa rileks dan menghargai apa yang telah mereka capai.	J	Sering
	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.	<b>√</b>	
PRO	JECT BASED LEARNING	254125	
	Saya memberikan proyek nyata yang berkaitan dengan kehidupan sehari-hari, bukan cuma tugas akademik biasa.	ſ	
2	Saya meminta siswa untuk menyelesaikan masalah yang kompleks, mencerminkan kenyataan dunia yang melibatkan berbagai disiplin ilmu.	J	Suit ditempkon

	Saya lebih fokus pada proses belajar daripada hanya melihat hasil akhirnya.	J	
	Saya mengajak siswa untuk memahami setiap langkah dalam proyek yang mereka kerjakan.	J	
	Siswa bekerja dalam kelompok yang melibatkan kolaborasi, komunikasi efektif, dan pengambilan keputusan bersama.	J	
	Saya mendorong siswa untuk menggunakan keterampilan berpikir kritis, analitis, dan evaluatif dalam menyelesaikan masalah.	<b>√</b>	1,121
	Saya memberikan umpan balik yang membantu siswa meningkatkan hasil kerja mereka.	J	
	Saya menggunakan proses dan hasil akhir proyek untuk menilai kemampuan siswa dalam menerapkan pengetahuan dan keterampilan secara praktis.	1	
	Saya memotivasi siswa agar aktif dalam pengambilan keputusan yang berkaitan dengan proyek.	J	
	Saya meminta siswa untuk mempresentasikan proyek mereka kepada teman sekelasnya.	J	
RO	BLEM BASED LEARNING		
	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		

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The state of the s		
mereka dengan yang lain		
Saya membantu siswa untuk merefleksikan tugas-		
tugas pemecahan masalah mereka.		
Saya membantu siswa untuk merefleksikan kegiatan		
pembelajaran pemecahan masalah.		
COVERY LEARNING		
Saya menggunakan media pembelajaran yang	1	
		+
materi pembelajaran.	$\checkmark$	
Saya mengarahkan siswa untuk mengerjakan	1	
lembar kerja secara individu atau kelompok.	V	
Saya memberikan waktu kepada siswa untuk		
menjawab pertanyaan-pertanyaan pada lembar kerja	1	
baik secara individu maupun kelompok.		
Saya memandu siswa untuk mempersiapkan	1	
presentasi.	1	
Saya mengarahkan siswa untuk melakukan	1	
	1	
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mendengarkan, latihan membaca interaktif dengan		
pertanyaan pemahaman, dan rekaman audio untuk		
latihan pengucapan.		
Saya melibatkan siswa dalam lingkungan virtual		
untuk pembelajaran bahasa yang kontekstual.		
	tugas pemecahan masalah mereka.  Saya membantu siswa untuk merefleksikan kegiatan pembelajaran pemecahan masalah.  COVERY LEARNING  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.  IPUTER-ASSISTED LANGUAGE LEARNING  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	mempersiapkan laporan tertulis atau video mereka Saya membantu siswa dalam berbagi pekerjaan mereka dengan yang lain Saya membantu siswa untuk merefleksikan tugastugas pemecahan masalah mereka. Saya membantu siswa untuk merefleksikan kegiatan pembelajaran pemecahan masalah.  COVERY LEARNING 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.  IPUTER-ASSISTED LANGUAGE LEARNING 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

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	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.		
COC	OPERATIVE LEARNING		6 - 14 -
	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.	1	
	Saya memberikan tugas atau proyek untuk kelompok siswa.	/	
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.	1	
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling mengajar dan belajar, memperdalam pemahaman mereka terhadap materi.	1	
6	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.	1	
	Saya menukar peranan para siswa dalam kelompok untuk memastikan bahwa setiap siswa memiliki kesempatan untuk berpartisipasi.	1	
ACT	IVE LEARNING		
7	Saya meminta siswa untuk membuat kelompok berjumlah 2 sampai 14 orang.	1	
7	Saya memberikan siswa pertanyaan yang berkaitan dengan konsep dan menghindari pertanyaan yang	/	

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	Saya memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan mengembangkannya dengan baik selama 15 detik hingga 3 menit.	1
	Saya memanggil beberapa siswa atau kelompok untuk membagikan jawaban mereka serta meminta siswa lainnya untuk memberikan tanggapan jika jawaban yang diberikan masih belum lengkap.	J
	Saya memberikan umpan balik yang jelas tentang pembelajaran bagi seluruh siswa.	1
INT	EGRATED 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.		
FLI	PPED LEARNING		
	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.	1	
	Saya mengarahkan siswa untuk menonton video terkait materi yang akan dibahas pada pertemuan berikutnya.	J	
9	Saya mendorong siswa untuk merumuskan pertanyaan-pertanyaan yang menarik untuk didiskusikan di dalam kelas.	V	
	Saya memberikan tugas kepada siswa baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi siswa yang mengalami kesulitan.	/	
CON	MPETENCY BASED LEARNING		SCHOOL STATE
	Saya menggunakan strategi mengaitkan ini ketika menghubungkan konsep baru dengan sesuatu yang sudah diketahui oleh siswa.	<b>√</b>	
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.	J	
DIFF	FERENTIATED LEARNING		
11	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual, auditori, dan kinestetik.	<b>√</b>	

Saya memfasilitasi proses pembelajaran dengan memberikan tugas yang sesuai dengan bakat dan kebutuhan siswa: visual, auditori, dan kinestetik.	J
Saya memfasilitasi pembelajaran mandiri bagi siswa dengan gaya belajar yang lebih lambat, sementara pembelajar tingkat lanjut menerima materi tambahan pada tingkat yang lebih tinggi.	J

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### **Appendix 6 Observation Checklist Male Teacher 1 Meeting 1**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Tuesday, January 7, 2025 Topic: Showing Contrast

Time: 07.30-09.00 AM Grade: XII 1

Observee: MT1 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note	
LEARNING STRATEGY TRAINING				
1	Metacognitive strategies			
	Teacher provides students with			
	activities to plan their learning,	2/60 =		
	monitoring their progress, and			
	evaluating their learning outcomes.			
	The teacher assigns students to look at			
	the main ideas, practice language (such	TYYYYY Y		
	as pronunciation), and pre-select the			
	parts of the text to focus on.			
	Teacher assesses what is known, the	(SB)		
	appropriateness and correctness of	The second second		
	English learning materials.			
	Teachers evaluate the appropriateness			
	and accuracy of what has been learned,			
	and measure the learners' overall	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
	understanding of the material.			
	Teachers help students take control of			
	their learning.			

Teacher helps students plan and change	
their learning strategies if they are not	
appropriate.	
Teacher evaluates previously covered	
content and chooses ahead of time what	
needs attention.	
Cognitive strategies	
Teacher gives attention to the task that	
the students have not understood or that	
they have not been able to complete at	
the time.	
Teacher assists students in manipulating	
the target language by providing	DIR
activities such as reasoning, analysis,	N.C.
and drawing conclusions.	
Teacher allows student to use	1/20 2
dictionaries to help students improve	$\sqrt{}$
their language skills.	
Teachers help students by giving hints,	THEFT
reminding them of special instructions,	
pointing out things they have missed,	
and offering ideas on how to make	
things better.	ABS
Social/Affective strategies	
Teachers assists students in managing	
their attitudes, values, emotions and	
motives.	
Teachers supports students through	
praises and laughers as a way for them	
to relax and appreciate what they have	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
achieved.	
Teachers assists students with exposure	
to environments that allow for practice.	

	Teachers assigns students to collaborate		
	with classmates or native speakers of		
	the language to improve students'		
	language skills.		
	PROJECT BASEI	D LEARNING	
	Teachers assigns projects that are real		
	and relevant to life, not just isolated		
	academic tasks.		
	Teachers asks students to solve		
	complex problems, reflecting the		
	multidisciplinary reality of the world.		
	Teachers focus more on the learning	DI	
	process rather than just the final result.	WILLAW.	
	Students are invited to understand each	L T	
	step in the project.		
	Students work in groups that involves	(198) F	<u> </u>
	collaboration, effective communication		
	and shared decision-making.		
2	Students are encouraged to use critical,		
	analytical and evaluative thinking skills		
	to solve problems.		
	Teacher gives feedback that helps	SHA	No.
	students to improve their work.	3.5	<i>Y</i>
	Teachers use process and final product	No. of the last of	
	to assess students' ability to apply		
	knowledge and skills practically.		
	Teacher motivates students to be active		
	in project-related decision-making,		
	including determining goals, methods		
	and desired outcomes.		
	Teacher assigned students to present		
	their project to their classmates.		
	Teacher assigned students to present		

	PROBLEM BASE	ED LEARNING	
	The teacher explains the objectives of	1	
	the lesson	V	
	The teacher motivates students to		
	engage in problem solving activities in	$\sqrt{}$	
	English		
	The teacher helps students organize		
3	learning tasks related to the problem		
3	The teacher encourages students to ask		
	questions and gather information		
	related to the problem		
	The teacher encourages students to	IDIE.	
	search for explanations and solutions to	AND	
	problems	Do The	
	The teacher assists students in planning		x 77
	and preparing for their written reports		
	or videos \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\	2/1/2	
	The teacher assists students in sharing		
	their work with others		
	The teacher helps students to reflect on	<b>V</b>	
	their problem-solving tasks.		
	The teacher helps students to reflect on	SHA	
	the problem-solving learning activity.		
	DISCOVERY	LEARNING	
	Teacher uses learning media that is		
	relevant to the material, such as	$\sqrt{}$	
	pictures, videos, etc.		
4	Teacher holds a discussion with		
7	students regarding the learning		
	material.		
	Teacher directs students to work on the	V	
	worksheets individually or in groups.	,	

	Teacher gives students time to answer
	questions on the worksheet either
	individually or in groups.
	Teacher guides the students to prepare
	for a presentation
	Teacher directs students to do a
	presentation in front of the class.
	COMPUTER-ASSISTED LANGUAGE LEARNING
	Teachers uses CALL tools to tailor the
	content and approach according to √
	students' needs.
	Teacher plays video clips for listening
	practice, interactive reading exercises
	with comprehension questions, and
	audio recordings for pronunciation
	practice.
	Teachers immerses students in a virtual
5	environment for contextual language
	learning.
	Teachers creates virtual tours or
	simulations where students can practice
	language skills in real-life scenarios.
	Teachers monitors progress and provide
	constructive feedback.
	Teachers ensures to evaluate and learn
	more how to be proficient in using
	CALL tools and methods.
	COOPERATIVE LEARNING
	Teacher divides the students into
6	heterogeneous small groups.
	Teacher assigns a group task or project.

	Teacher directs students to discuss in		
	groups about the material that has been		
	learned.		
	Teacher facilitates students to exchange		
	information and teach and learn from		
	each other, deepening their		
	understanding of the material.		
	Teacher ensures that each student		
	remains responsible for their own		
	learning, and the success of the group		
	depends on the contributions of all its		
	members.		
	After the task or project is completed,	DIR.	
	the teacher guides group reflection and	1	
	evaluation.		
	The teacher switches roles within the	1/20 2	4 //
	group to ensure that every student has		2 1
	the opportunity to participate.	$\mathcal{I}_{L_2}$	
	ACTIVE LE	ARNING	
	The teacher asked the students to make		
	a small group of 2-14 members.		
	The teacher gives questions related to	-44	
	the concept to students and avoids	SHA	7
	trivial questions.	No. of the last of	
7	The teacher gives the students to pose		
/	the question and make reasonable		
	progress for 15 second until 3 minutes.		
	The teacher calls several individuals or		
	groups to share their responses and asks		
	some of the volunteers to response if		
	the answer is not complete.		

	The teacher gives elicit feedback on all
	students' learning.
	INTEGRATED LEARNING
	Teachers prioritize students as active
	participants in their learning process.
	Students are encouraged to explore,
	discover, and independently develop
	concepts and principles.
	The teacher guides students to view
	topics from different angles, connecting
	prior knowledge with new ideas to
	make learning relevant and applicable
	to real life situations.
	Teachers facilitate students in gathering
	data, drawing insights, and achieving
8	learning goals through experiential
	learning.
	The teacher involves students in
	planning, doing, and reviewing
	activities while focusing on their
	preferred learning styles—visual,
	auditory, or hands-on.
	Teachers connect ideas across subjects,
	encouraging critical thinking and
	broader problem-solving skills.
	Teachers help students apply their
	learning in practical, real-world
	contexts.
	FLIPPED LEARNING
	Teacher guides learners on how to
9	access, watch, and interact with the
	learning video.

	Teacher directs learners to watch the	
	video related to the material that will be	
	covered in the next meeting.	
	Teacher encourages learners to	
	formulate interesting questions for class	
	discussion.	
	Teacher assigns tasks both individually	
	and in groups, and the teacher acts as a	
	facilitator, providing support for those	
	who encounter difficulties.	
	COMPETENCY BA	CED I EADNING
	The teacher uses this relating strategy	SED LEARINING
	(1) (2.7) (1)	IDIA:
	when relates a new concept to	A C
	something the students already know	
	about.	
	The teacher connects new information	
10	with previous experience or knowledge	
	of new information.	
	Teachers can motivate learners by	
	providing realistic and relevant	
	exercises, with learners applying	
	concepts in their problem-solving	AR
	learning activities.	. 0 .
	DIFFERENTIATI	ED LEARNING
	Educators modify resources to align	
	with students' interests and learning	
	modalities based on diagnostic testing	
11	outcomes: visual, auditory, and	
	kinesthetics.	
	Educators facilitate the learning process	
	by assigning tasks that align with	
<u> </u>	l	

	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



### **Appendix 7 Observation Checklist Male Teacher 1 Meeting 2**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Tuesday, January 14, 2025 Topic: Showing Contrast

Time: 07.30-09.00 AM Grade: XII 1

Observee: MT1 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note
	LEARNING STRAT	TEGY TRAINING	
	Metacognitive strategies	6	
	Teacher provides students with		No.
	activities to plan their learning,	2/60 =	
	monitoring their progress, and		
	evaluating their learning outcomes.		
	The teacher assigns students to look at		
	the main ideas, practice language (such	TYYYYY	
	as pronunciation), and pre-select the		
1	parts of the text to focus on.		
1	Teacher assesses what is known, the	(SB)	
	appropriateness and correctness of		
	English learning materials.		
	Teachers evaluate the appropriateness		
	and accuracy of what has been learned,		
	and measure the learners' overall	'	
	understanding of the material.		
	Teachers help students take control of		
	their learning.		

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what		
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that		
they have not been able to complete at		
the time.		
Teacher assists students in manipulating		
the target language by providing	DIP,	
activities such as reasoning, analysis,	NO	
and drawing conclusions.	A The	
Teacher allows student to use	172	3 1/
dictionaries to help students improve	$\sqrt{}$	
their language skills.		
Teachers help students by giving hints,	ALLIES Y	
reminding them of special instructions,	YVYY	
pointing out things they have missed,	4	
and offering ideas on how to make		
things better.	SHA	
Social/Affective strategies		
Teachers assists students in managing		
their attitudes, values, emotions and	$\checkmark$	
motives.		
Teachers supports students through		
praises and laughers as a way for them	2	
to relax and appreciate what they have	V	
achieved.		
Teachers assists students with exposure		
to environments that allow for practice.		

	Teachers assigns students to collaborate		
	with classmates or native speakers of		
	the language to improve students'		
	language skills.		
	PROJECT BASEI	D LEARNING	
	Teachers assigns projects that are real		
	and relevant to life, not just isolated		
	academic tasks.		
	Teachers asks students to solve		
	complex problems, reflecting the		
	multidisciplinary reality of the world.		
	Teachers focus more on the learning	DI	
	process rather than just the final result.	WILLAW.	
	Students are invited to understand each	L T	
	step in the project.		
	Students work in groups that involves	(196) F	<u> </u>
	collaboration, effective communication		
	and shared decision-making.		
2	Students are encouraged to use critical,		
	analytical and evaluative thinking skills		
	to solve problems.		
	Teacher gives feedback that helps	SHA	No.
	students to improve their work.	3.5	<i>Y</i>
	Teachers use process and final product	No. of the last of	
	to assess students' ability to apply		
	knowledge and skills practically.		
	Teacher motivates students to be active		
	in project-related decision-making,		
	including determining goals, methods		
	and desired outcomes.		
	Teacher assigned students to present		
	their project to their classmates.		
	Teacher assigned students to present		

	PROBLEM BASE	ED LEARNING	
	The teacher explains the objectives of		
	the lesson	V	
	The teacher motivates students to		
	engage in problem solving activities in	$\sqrt{}$	
	English		
	The teacher helps students organize	V	
2	learning tasks related to the problem	V	
3	The teacher encourages students to ask		
	questions and gather information	V	
	related to the problem		
	The teacher encourages students to	ID:	
	search for explanations and solutions to	MAN	
	problems	D. The	
	The teacher assists students in planning		377
	and preparing for their written reports	14 M	
	or videos Signature of the signature of		
	The teacher assists students in sharing	(viii)	
	their work with others		
	The teacher helps students to reflect on	1111	
	their problem-solving tasks.		
	The teacher helps students to reflect on	SHA	
	the problem-solving learning activity.		
	DISCOVERY	LEARNING	
	Teacher uses learning media that is		
	relevant to the material, such as	$\sqrt{}$	
	pictures, videos, etc.		
4	Teacher holds a discussion with		
7	students regarding the learning	$\sqrt{}$	
	material.		
	Teacher directs students to work on the		
	worksheets individually or in groups.		

	Teacher gives students time to answer		
	questions on the worksheet either		
	individually or in groups.		
	Teacher guides the students to prepare		
	for a presentation		
	Teacher directs students to do a	1	
	presentation in front of the class.	V	
	COMPUTER-ASSISTED LAN	NGUAGE LEAI	RNING
	Teachers uses CALL tools to tailor the		
	content and approach according to		
	students' needs.		
	Teacher plays video clips for listening		
	practice, interactive reading exercises	MAN	
	with comprehension questions, and	· Gar	
	audio recordings for pronunciation		
	practice.	(98) F	2 /
	Teachers immerses students in a virtual		
5	environment for contextual language		
	learning.		
	Teachers creates virtual tours or	11/	
	simulations where students can practice	77	
	language skills in real-life scenarios.	A A	
	Teachers monitors progress and provide		
	constructive feedback.	The state of the s	
	Teachers ensures to evaluate and learn		
	more how to be proficient in using		
	CALL tools and methods.		
	COOPERATIVE L	EARNING	
	Teacher divides the students into	1	
6	heterogeneous small groups.	V	
	Teacher assigns a group task or project.		
	<u> </u>		

	Teacher directs students to discuss in		
	groups about the material that has been		
	learned.		
	Teacher facilitates students to exchange		
	information and teach and learn from		
	each other, deepening their		
	understanding of the material.		
	Teacher ensures that each student		
	remains responsible for their own		
	learning, and the success of the group	$\checkmark$	
	depends on the contributions of all its		
	members.		
	After the task or project is completed,	DIR.	
	the teacher guides group reflection and	1	
	evaluation.	3	
	The teacher switches roles within the	17.d) 2	3 1/
	group to ensure that every student has		
	the opportunity to participate.	200	
	ACTIVE LE	CARNING	
	The teacher asked the students to make	7777	
	a small group of 2-14 members.		
	The teacher gives questions related to	- a b	
	the concept to students and avoids	SHA	7
	trivial questions.	Dr. Committee	
7	The teacher gives the students to pose		
/	the question and make reasonable		
	progress for 15 second until 3 minutes.		
	The teacher calls several individuals or		
	groups to share their responses and asks		
	some of the volunteers to response if		
	the answer is not complete.		

	The teacher gives elicit feedback on all	
	students' learning.	
	INTEGRATED	LEARNING
	Teachers prioritize students as active	
	participants in their learning process.	
	Students are encouraged to explore,	$\checkmark$
	discover, and independently develop	
	concepts and principles.	
	The teacher guides students to view	
	topics from different angles, connecting	
	prior knowledge with new ideas to	
	make learning relevant and applicable	IDD:
	to real life situations.	DIMAN
	Teachers facilitate students in gathering	L E
	data, drawing insights, and achieving	
8	learning goals through experiential	
	learning.	5/1/2
	The teacher involves students in	mite)
	planning, doing, and reviewing	
	activities while focusing on their	
	preferred learning styles—visual,	
	auditory, or hands-on.	- A P
	Teachers connect ideas across subjects,	. 0
	encouraging critical thinking and	
	broader problem-solving skills.	
	Teachers help students apply their	
	learning in practical, real-world	
	contexts.	
	FLIPPED LI	EARNING
	Teacher guides learners on how to	
9	access, watch, and interact with the	$\downarrow$
	learning video.	

video related to the material that will be covered in the next meeting.  Teacher encourages learners to formulate interesting questions for class discussion.  Teacher assigns tasks both individually and in groups, and the teacher acts as a facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to something the students already know	
Teacher encourages learners to formulate interesting questions for class discussion.  Teacher assigns tasks both individually and in groups, and the teacher acts as a facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
formulate interesting questions for class discussion.  Teacher assigns tasks both individually and in groups, and the teacher acts as a facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
discussion.  Teacher assigns tasks both individually and in groups, and the teacher acts as a facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
Teacher assigns tasks both individually and in groups, and the teacher acts as a facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
and in groups, and the teacher acts as a facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
The teacher uses this relating strategy when relates a new concept to	
The teacher uses this relating strategy when relates a new concept to	
when relates a new concept to	
V	
about.	
The teacher connects new information	
with previous experience or knowledge	
of new information.	
Teachers can motivate learners by	
providing realistic and relevant	
exercises, with learners applying	
concepts in their problem-solving	
learning activities.	
DIFFERENTIATED LEARNING	
Educators modify resources to align	
with students' interests and learning	
modalities based on diagnostic testing	
11 outcomes: visual, auditory, and kinesthetics.	
Educators facilitate the learning process	
by assigning tasks that align with	
by assigning tasks that aligh with	

	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



### **Appendix 8 Observation Checklist Male Teacher 1 Meeting 3**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Tuesday, January 21, 2025 Topic: Procedure Text

Time: 07.30 – 09.00 AM Grade: XII 1

Observee: MT 1 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note
	LEARNING STRAT	TEGY TRAINING	
	Metacognitive strategies	(C)	
	Teacher provides students with		No.
	activities to plan their learning,	2/60 =	
	monitoring their progress, and		
	evaluating their learning outcomes.		
	The teacher assigns students to look at		
	the main ideas, practice language (such	TYYYY	
	as pronunciation), and pre-select the		
1	parts of the text to focus on.		
1	Teacher assesses what is known, the	SP	
	appropriateness and correctness of	V	
	English learning materials.		
	Teachers evaluate the appropriateness		
	and accuracy of what has been learned,		
	and measure the learners' overall	V	
	understanding of the material.		
	Teachers help students take control of		
	their learning.		

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what		
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that	ı	
they have not been able to complete at	V	
the time.		
Teacher assists students in manipulating		
the target language by providing	IDIE.	
activities such as reasoning, analysis,	$\sqrt{}$	
and drawing conclusions.	L ST	
Teacher allows student to use		
dictionaries to help students improve	ALGO E	3
their language skills.		
Teachers help students by giving hints,	THE	
reminding them of special instructions,		
pointing out things they have missed,		
and offering ideas on how to make		
things better.	SBF	
Social/Affective strategies		
Teachers assists students in managing		
their attitudes, values, emotions and		
motives.		
Teachers supports students through		
praises and laughers as a way for them		
to relax and appreciate what they have	V	
achieved.		
Teachers assists students with exposure		
to environments that allow for practice.		
•		

	Teachers assigns students to collaborate		
	with classmates or native speakers of		
	the language to improve students'		
	language skills.		
	PROJECT BASEI	D LEARNING	
	Teachers assigns projects that are real		
	and relevant to life, not just isolated		
	academic tasks.		
	Teachers asks students to solve		
	complex problems, reflecting the		
	multidisciplinary reality of the world.		
	Teachers focus more on the learning	DI	
	process rather than just the final result.	WILLAW.	
	Students are invited to understand each	L T	
	step in the project.		
	Students work in groups that involves	(196) F	<u> </u>
	collaboration, effective communication		
	and shared decision-making.		
2	Students are encouraged to use critical,		
	analytical and evaluative thinking skills		
	to solve problems.		
	Teacher gives feedback that helps	SHA	No.
	students to improve their work.	3.5	<i>Y</i>
	Teachers use process and final product	No. of the last of	
	to assess students' ability to apply		
	knowledge and skills practically.		
	Teacher motivates students to be active		
	in project-related decision-making,		
	including determining goals, methods		
	and desired outcomes.		
	Teacher assigned students to present		
	their project to their classmates.		
	Teacher assigned students to present		

	PROBLEM BASE	ED LEARNING	
	The teacher explains the objectives of	3/	
	the lesson	V	
	The teacher motivates students to		
	engage in problem solving activities in	$\sqrt{}$	
	English		
	The teacher helps students organize	$\sqrt{}$	
3	learning tasks related to the problem		
3	The teacher encourages students to ask		
	questions and gather information	V	
	related to the problem		
	The teacher encourages students to	IDT:	
	search for explanations and solutions to	1	
	problems	De Ta	
	The teacher assists students in planning		<b>1</b>
	and preparing for their written reports	LAN F	
	or videos Signature of the signature of	5/1/6	
	The teacher assists students in sharing	(vain)	
	their work with others		
	The teacher helps students to reflect on	1111	
	their problem-solving tasks.		
	The teacher helps students to reflect on	SHA	
	the problem-solving learning activity.		
	DISCOVERY	LEARNING	
	Teacher uses learning media that is		
	relevant to the material, such as	$\sqrt{}$	
	pictures, videos, etc.		
4	Teacher holds a discussion with		
-	students regarding the learning		
	material.		
	Teacher directs students to work on the	√	
	worksheets individually or in groups.	<b>,</b>	

	Teacher gives students time to answer	
	questions on the worksheet either	
	individually or in groups.	
	Teacher guides the students to prepare	V
	for a presentation	V
	Teacher directs students to do a	V
	presentation in front of the class.	V
	COMPUTER-ASSISTED L	ANGUAGE LEARNING
	Teachers uses CALL tools to tailor the	
	content and approach according to	V
	students' needs.	
	Teacher plays video clips for listening	The
	practice, interactive reading exercises	WIKAN.
	with comprehension questions, and	$\checkmark$
	audio recordings for pronunciation	
	practice.	
	Teachers immerses students in a virtual	50/4
5	environment for contextual language	miley)
	learning.	
	Teachers creates virtual tours or	
	simulations where students can practice	
	language skills in real-life scenarios.	AR
	Teachers monitors progress and provide	
	constructive feedback.	
	Teachers ensures to evaluate and learn	
	more how to be proficient in using	
	CALL tools and methods.	
	COOPERATIVI	E LEARNING
	Teacher divides the students into	
6	heterogeneous small groups.	<b>√</b>
	Teacher assigns a group task or project.	
	I	

	Teacher directs students to discuss in	
	groups about the material that has been	√
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	V
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR
	the teacher guides group reflection and	1
	evaluation.	
	The teacher switches roles within the	7/a0 24
	group to ensure that every student has	
	the opportunity to participate.	The 1
	ACTIVE LE	CARNING
	The teacher asked the students to make	
	a small group of 2-14 members.	
	The teacher gives questions related to	- T D
	the concept to students and avoids	SHA
	trivial questions.	A CONTRACTOR OF THE PARTY OF TH
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	
	some of the volunteers to response if	
	the answer is not complete.	

:	students' learning.	
L		
		I E ADNING
Ι,	INTEGRATED	LEARNING
	Teachers prioritize students as active	
	participants in their learning process.	,
	Students are encouraged to explore,	V
	discover, and independently develop	
(	concepts and principles.	
,	The teacher guides students to view	
1	topics from different angles, connecting	
	prior knowledge with new ideas to	
1	make learning relevant and applicable	IDZ
1	to real life situations.	
,	Teachers facilitate students in gathering	E
	data, drawing insights, and achieving	
8	learning goals through experiential	
1	learning.	
,	The teacher involves students in	
]	planning, doing, and reviewing	
:	activities while focusing on their	
]	preferred learning styles—visual,	
:	auditory, or hands-on.	
,	Teachers connect ideas across subjects,	SH
	encouraging critical thinking and	
1	broader problem-solving skills.	
,	Teachers help students apply their	
	learning in practical, real-world	
	contexts.	
	EL LEBER A	ZA DNIDIG
1.	FLIPPED LE	CARNING
	Teacher guides learners on how to	
	access, watch, and interact with the	
	learning video.	

	Teacher directs learners to watch the	
	video related to the material that will be	
	covered in the next meeting.	
	Teacher encourages learners to	
	formulate interesting questions for class	
	discussion.	
	Teacher assigns tasks both individually	
	and in groups, and the teacher acts as a	
	facilitator, providing support for those	
	who encounter difficulties.	
	COMPETENCY BA	SED I FARNING
	The teacher uses this relating strategy	SED LEARINING
	when relates a new concept to	$DI_{K_{I}}$
	something the students already know	$\vee$
	about.	
	The teacher connects new information	7.0
10	with previous experience or knowledge of new information.	
	Teachers can motivate learners by	(IIIS)
		70000
	providing realistic and relevant	
	exercises, with learners applying	
	concepts in their problem-solving	SHA
	learning activities.	
	DIFFERENTIATI	ED LEARNING
	Educators modify resources to align	
	with students' interests and learning	
	modalities based on diagnostic testing	
11	outcomes: visual, auditory, and	
11	kinesthetics.	
	Educators facilitate the learning process	
	by assigning tasks that align with	

	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



### **Appendix 9 Observation Checklist Male Teacher 1 Meeting 4**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Tuesday, February 4, 2025 Topic: Procedure Text

Time: 07.30 – 09.00 AM Grade: XII 1

Observee: MT 1 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note
	LEARNING STRAT	TEGY TRAINING	
	Metacognitive strategies	(C)	
	Teacher provides students with		No.
	activities to plan their learning,	2/60 =	
	monitoring their progress, and		
	evaluating their learning outcomes.		
	The teacher assigns students to look at		
	the main ideas, practice language (such	TYYYYY Y	
	as pronunciation), and pre-select the		
1	parts of the text to focus on.		
1	Teacher assesses what is known, the	(8)	
	appropriateness and correctness of	1	
	English learning materials.		
	Teachers evaluate the appropriateness		
	and accuracy of what has been learned,	\	
	and measure the learners' overall	V	
	understanding of the material.		
	Teachers help students take control of		
	their learning.		

Teacher helps students plan and change	1
their learning strategies if they are not	
appropriate.	
Teacher evaluates previously covered	
content and chooses ahead of time what	
needs attention.	
Cognitive strategies	
Teacher gives attention to the task that	
the students have not understood or that	
they have not been able to complete at	V
the time.	
Teacher assists students in manipulating	
the target language by providing	IDIR.
activities such as reasoning, analysis,	ANC
and drawing conclusions.	
Teacher allows student to use	77 d 2 1
dictionaries to help students improve	
their language skills.	
Teachers help students by giving hints,	ALLES AND
reminding them of special instructions,	MY 1
pointing out things they have missed,	<b>V</b>
and offering ideas on how to make	
things better.	SHA
Social/Affective strategies	
Teachers assists students in managing	
their attitudes, values, emotions and	
motives.	
Teachers supports students through	
praises and laughers as a way for them	
to relax and appreciate what they have	V
achieved.	
Teachers assists students with exposure	
to environments that allow for practice.	

	Teachers assigns students to collaborate	
	with classmates or native speakers of	√
	the language to improve students'	
	language skills.	
	PROJECT BASE	D LEARNING
	Teachers assigns projects that are real	
	and relevant to life, not just isolated	
	academic tasks.	
	Teachers asks students to solve	
	complex problems, reflecting the	
	multidisciplinary reality of the world.	
	Teachers focus more on the learning	The state of the s
	process rather than just the final result.	WIKAN .
	Students are invited to understand each	
	step in the project.	
	Students work in groups that involves	
	collaboration, effective communication	
	and shared decision-making.	
2	Students are encouraged to use critical,	
	analytical and evaluative thinking skills	101999
	to solve problems.	
	Teacher gives feedback that helps	- 10
	students to improve their work.	SHA
	Teachers use process and final product	
	to assess students' ability to apply	
	knowledge and skills practically.	
	Teacher motivates students to be active	
	in project-related decision-making,	
	including determining goals, methods	
	and desired outcomes.	
	Teacher assigned students to present	
	their project to their classmates.	
<u> </u>		

PROBLEM BASED LEARNING			
	The teacher explains the objectives of	ED LEARINING	
	the lesson	$\sqrt{}$	
	The teacher motivates students to		
	engage in problem solving activities in	$\sqrt{}$	
	English		
	The teacher helps students organize	٦	
3	learning tasks related to the problem	V	
	The teacher encourages students to ask		
	questions and gather information	$\checkmark$	
	related to the problem		
	The teacher encourages students to	IDIA	
	search for explanations and solutions to	$\sqrt{}$	
	problems	L CEL	
	The teacher assists students in planning		
	and preparing for their written reports		
	or videos or videos	514	
	The teacher assists students in sharing	mile)	
	their work with others		
	The teacher helps students to reflect on		
	their problem-solving tasks.		
	The teacher helps students to reflect on	V	
	the problem-solving learning activity.		
	DISCOVERY	LEARNING	
	Teacher uses learning media that is		
	relevant to the material, such as	$\sqrt{}$	
	pictures, videos, etc.		
4	Teacher holds a discussion with		
4	students regarding the learning	$\sqrt{}$	
	material.		
	Teacher directs students to work on the		
	worksheets individually or in groups.		
-	•		

	Teacher gives students time to answer	
	questions on the worksheet either	
	individually or in groups.	
	Teacher guides the students to prepare	
	for a presentation	
	Teacher directs students to do a	V
	presentation in front of the class.	V
	COMPUTER-ASSISTED LA	ANGUAGE LEARNING
	Teachers uses CALL tools to tailor the	
	content and approach according to	√
	students' needs.	
	Teacher plays video clips for listening	Dis
	practice, interactive reading exercises	WIKAN
	with comprehension questions, and	4
	audio recordings for pronunciation	
	practice.	
	Teachers immerses students in a virtual	
5	environment for contextual language	mile)
	learning.	
	Teachers creates virtual tours or	1911
	simulations where students can practice	
	language skills in real-life scenarios.	ARS
	Teachers monitors progress and provide	V
	constructive feedback.	
	Teachers ensures to evaluate and learn	
	more how to be proficient in using	
	CALL tools and methods.	
	COOPERATIVE	LEARNING
	Teacher divides the students into	V
6	heterogeneous small groups.	Y
	Teacher assigns a group task or project.	√
	·	,

	Teacher directs students to discuss in	
	groups about the material that has been	$\vee$
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	V
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR
	the teacher guides group reflection and	A C
	evaluation.	
	The teacher switches roles within the	7/a 24
	group to ensure that every student has	
	the opportunity to participate.	21 h
	ACTIVE LE	ARNING
	The teacher asked the students to make	
	a small group of 2-14 members.	
	The teacher gives questions related to	- A D
	the concept to students and avoids	SHA
	trivial questions.	The second second
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	
	some of the volunteers to response if	
	the answer is not complete.	

	The teacher gives elicit feedback on all
	students' learning.
	INTEGRATED LEARNING
	Teachers prioritize students as active
	participants in their learning process.
	Students are encouraged to explore,
	discover, and independently develop
	concepts and principles.
	The teacher guides students to view
	topics from different angles, connecting
	prior knowledge with new ideas to
	make learning relevant and applicable
	to real life situations.
	Teachers facilitate students in gathering
	data, drawing insights, and achieving
8	learning goals through experiential
	learning.
	The teacher involves students in
	planning, doing, and reviewing
	activities while focusing on their
	preferred learning styles—visual,
	auditory, or hands-on.
	Teachers connect ideas across subjects,
	encouraging critical thinking and
	broader problem-solving skills.
	Teachers help students apply their
	learning in practical, real-world
	contexts.
	FLIPPED LEARNING
	Teacher guides learners on how to
9	access, watch, and interact with the
	learning video.

	Teacher directs learners to watch the	
	video related to the material that will be	
	covered in the next meeting.	
	Teacher encourages learners to	
	formulate interesting questions for class	
	discussion.	
	Teacher assigns tasks both individually	
	and in groups, and the teacher acts as a	
	facilitator, providing support for those	
	who encounter difficulties.	
	COMPETENCY BA	SED I FARNING
	The teacher uses this relating strategy	SED LEARINING
	when relates a new concept to	$DI_{K_{I}}$
	something the students already know	$\vee$
	about.	
	The teacher connects new information	7.0
10	with previous experience or knowledge of new information.	
	Teachers can motivate learners by	(IIIS)
		70000
	providing realistic and relevant	
	exercises, with learners applying	
	concepts in their problem-solving	SHA
	learning activities.	
	DIFFERENTIATI	ED LEARNING
	Educators modify resources to align	
	with students' interests and learning	
	modalities based on diagnostic testing	
11	outcomes: visual, auditory, and	
11	kinesthetics.	
	Educators facilitate the learning process	
	by assigning tasks that align with	

Ī	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



#### **Appendix 10 Observation Checklist Male Teacher 2 Meeting 1**

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Tuesday, January 7, 2025 Topic: Offering Service/Helps

Time: 11.30 AM- 01.30 PM Grade: XII 4

Observee: MT 2 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note			
	LEARNING STRATEGY TRAINING					
	Metacognitive strategies					
	Teacher provides students with	/(d) F	4 //			
	activities to plan their learning,					
	monitoring their progress, and					
	evaluating their learning outcomes.					
	The teacher assigns students to look at	YYYY	1			
	the main ideas, practice language (such					
	as pronunciation), and pre-select the					
1	parts of the text to focus on.	SH				
1	Teacher assesses what is known, the					
	appropriateness and correctness of					
	English learning materials.					
	Teachers evaluate the appropriateness					
	and accuracy of what has been learned,					
	and measure the learners' overall	<b>√</b>				
	understanding of the material.					
	Teachers help students take control of					
	their learning.					

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what		
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that		
they have not been able to complete at	V	
the time.		
Teacher assists students in manipulating		
the target language by providing	DIR.	
activities such as reasoning, analysis,	No	
and drawing conclusions.	A THE	
Teacher allows student to use	172	
dictionaries to help students improve		
their language skills.		
Teachers help students by giving hints,	ALLIES Y	
reminding them of special instructions,	YVYY	
pointing out things they have missed,	$\sqrt{}$	
and offering ideas on how to make		
things better.	SHA	
Social/Affective strategies		
Teachers assists students in managing		
their attitudes, values, emotions and	$\checkmark$	
motives.		
Teachers supports students through		
praises and laughers as a way for them	2	
to relax and appreciate what they have	V	
achieved.		
Teachers assists students with exposure	V	
to environments that allow for practice.	V	

	Teachers assigns students to collaborate	
	with classmates or native speakers of	√
	the language to improve students'	
	language skills.	
	PROJECT BASE	D LEARNING
	Teachers assigns projects that are real	
	and relevant to life, not just isolated	
	academic tasks.	
	Teachers asks students to solve	
	complex problems, reflecting the	
	multidisciplinary reality of the world.	
	Teachers focus more on the learning	The state of the s
	process rather than just the final result.	WIKAN .
	Students are invited to understand each	
	step in the project.	
	Students work in groups that involves	
	collaboration, effective communication	
	and shared decision-making.	
2	Students are encouraged to use critical,	
	analytical and evaluative thinking skills	101999
	to solve problems.	
	Teacher gives feedback that helps	- 10
	students to improve their work.	SHA
	Teachers use process and final product	
	to assess students' ability to apply	
	knowledge and skills practically.	
	Teacher motivates students to be active	
	in project-related decision-making,	
	including determining goals, methods	
	and desired outcomes.	
	Teacher assigned students to present	
	their project to their classmates.	
<u> </u>		

	PROBLEM BASE	ED LEARNING	
	The teacher explains the objectives of	,	
	the lesson	V	
	The teacher motivates students to		
	engage in problem solving activities in	$\sqrt{}$	
	English		
	The teacher helps students organize		
3	learning tasks related to the problem		
3	The teacher encourages students to ask		
	questions and gather information	V	
	related to the problem		
	The teacher encourages students to	IDI »	
	search for explanations and solutions to	1	
	problems	D. The	
	The teacher assists students in planning		X 77
	and preparing for their written reports		
	or videos Signature Signat	5/1/2	
	The teacher assists students in sharing	(vain)	
	their work with others		
	The teacher helps students to reflect on	1	1
	their problem-solving tasks.		
	The teacher helps students to reflect on	V 1	1
	the problem-solving learning activity.		
	DISCOVERY	LEARNING	
	Teacher uses learning media that is		
	relevant to the material, such as	$\checkmark$	
	pictures, videos, etc.		
4	Teacher holds a discussion with		
4	students regarding the learning	$\sqrt{}$	
	material.		
	Teacher directs students to work on the		
	worksheets individually or in groups.		

	T1	
	Teacher gives students time to answer	
	questions on the worksheet either	$\sqrt{}$
	individually or in groups.	
	Teacher guides the students to prepare	V
	for a presentation	V
	Teacher directs students to do a	
	presentation in front of the class.	V
	COMPUTER-ASSISTED L	ANGUAGE LEARNING
	Teachers uses CALL tools to tailor the	
	content and approach according to	V
	students' needs.	
	Teacher plays video clips for listening	IDIA
	practice, interactive reading exercises	DIMAN
	with comprehension questions, and	C. C.
	audio recordings for pronunciation	
	practice.	
	Teachers immerses students in a virtual	200
5	environment for contextual language	mile)
	learning.	
	Teachers creates virtual tours or	1911
	simulations where students can practice	
	language skills in real-life scenarios.	- A P
	Teachers monitors progress and provide	
	constructive feedback.	V
	Teachers ensures to evaluate and learn	
	more how to be proficient in using	
	CALL tools and methods.	
	COOPERATIVI	E LEARNING
	Teacher divides the students into	
6	heterogeneous small groups.	N
	Teacher assigns a group task or project.	
		- '

	Teacher directs students to discuss in	
	groups about the material that has been	$\checkmark$
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	V
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR
	the teacher guides group reflection and	A C
	evaluation.	
	The teacher switches roles within the	7/a 24
	group to ensure that every student has	
	the opportunity to participate.	$\mathfrak{A}_{\mathcal{A}_{\alpha}}$
	ACTIVE LE	ARNING
	The teacher asked the students to make	
	a small group of 2-14 members.	
	The teacher gives questions related to	- 4 6
	the concept to students and avoids	
	trivial questions.	The second second
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	$\downarrow$
	some of the volunteers to response if	
	the answer is not complete.	
	ı	ı l

INTEGRATED LEARNING  Teachers prioritize students as active participants in their learning process. Students are encouraged to explore, discover, and independently develop concepts and principles.  The teacher guides students to view topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving  learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the learning video.		The teacher gives elicit feedback on all	-1
Teachers prioritize students as active participants in their learning process.  Students are encouraged to explore, discover, and independently develop concepts and principles.  The teacher guides students to view topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving  8 learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING		students' learning.	<b>√</b>
Teachers prioritize students as active participants in their learning process.  Students are encouraged to explore, discover, and independently develop concepts and principles.  The teacher guides students to view topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving  learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING		DITECTATED	L E A DNUNC
participants in their learning process.  Students are encouraged to explore, discover, and independently develop concepts and principles.  The teacher guides students to view topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING			LEARNING
Students are encouraged to explore, discover, and independently develop concepts and principles.  The teacher guides students to view topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to			
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The teacher guides students to view topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to			
topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the			
prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to			
make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING		topics from different angles, connecting	
to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING		prior knowledge with new ideas to	
Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		make learning relevant and applicable	DIE
data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		to real life situations.	A N
8 learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		Teachers facilitate students in gathering	A SEE
learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		data, drawing insights, and achieving	
The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the	8	learning goals through experiential	
planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		learning.	5 14
activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		The teacher involves students in	(iiii)
preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		planning, doing, and reviewing	
auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		activities while focusing on their	
Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		preferred learning styles—visual,	
encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		auditory, or hands-on.	- A P
broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		Teachers connect ideas across subjects,	. 0
Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		encouraging critical thinking and	
learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		broader problem-solving skills.	
FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		Teachers help students apply their	
FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		learning in practical, real-world	
Teacher guides learners on how to access, watch, and interact with the		contexts.	
9 access, watch, and interact with the		FLIPPED LI	EARNING
		Teacher guides learners on how to	
learning video.	9	access, watch, and interact with the	
		learning video.	

	Teacher directs learners to watch the	
	video related to the material that will be	
	covered in the next meeting.	
	Teacher encourages learners to	
	formulate interesting questions for class	
	discussion.	
	Teacher assigns tasks both individually	
	and in groups, and the teacher acts as a	
	facilitator, providing support for those	
	who encounter difficulties.	
	COMPETENCY BA	CED I EADNING
	The teacher uses this relating strategy	SED LEARNING
	(1) (2.7) (1)	IDIA:
	when relates a new concept to	A C
	something the students already know	
	about.	
	The teacher connects new information	
10	with previous experience or knowledge	
	of new information.	
	Teachers can motivate learners by	
	providing realistic and relevant	
	exercises, with learners applying	
	concepts in their problem-solving	AR
	learning activities.	. 0 .
	DIFFERENTIATI	ED LEARNING
	Educators modify resources to align	
	with students' interests and learning	
	modalities based on diagnostic testing	
11	outcomes: visual, auditory, and	
	kinesthetics.	
	Educators facilitate the learning process	
	by assigning tasks that align with	
<u> </u>	l	

	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



## **Appendix 11 Observation Checklist Male Teacher 2 Meeting 2**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Tuesday, January 14, 2025 Topic: Offering Service/Helps

Time: 11.30 AM- 01.00 PM Grade: XII 4

Observee: MT 2 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note		
	LEARNING STRATEGY TRAINING				
	Metacognitive strategies	C.			
	Teacher provides students with				
	activities to plan their learning,	2/60 =			
	monitoring their progress, and				
	evaluating their learning outcomes.				
	The teacher assigns students to look at				
	the main ideas, practice language (such	TYYYY			
	as pronunciation), and pre-select the				
1	parts of the text to focus on.				
1	Teacher assesses what is known, the	SP			
	appropriateness and correctness of	V			
	English learning materials.				
	Teachers evaluate the appropriateness				
	and accuracy of what has been learned,				
	and measure the learners' overall	N			
	understanding of the material.				
	Teachers help students take control of	V			
	their learning.	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \			

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what	$\checkmark$	
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that	ı	
they have not been able to complete at	V	
the time.		
Teacher assists students in manipulating		
the target language by providing	DIE.	
activities such as reasoning, analysis,	ANO	
and drawing conclusions.	A THE	
Teacher allows student to use	1720	3 77
dictionaries to help students improve	1	
their language skills.	26	
Teachers help students by giving hints,	(IIII)	
reminding them of special instructions,		
pointing out things they have missed,	$\sqrt{}$	
and offering ideas on how to make		
things better.	SHA	
Social/Affective strategies		
Teachers assists students in managing		
their attitudes, values, emotions and	$\sqrt{}$	
motives.		
Teachers supports students through		
praises and laughers as a way for them	. 1	
to relax and appreciate what they have	V	
achieved.		
Teachers assists students with exposure	2/	
to environments that allow for practice.	V	
-	٧	

	Teachers assigns students to collaborate	
	with classmates or native speakers of	√
	the language to improve students'	
	language skills.	
	PROJECT BASE	D LEARNING
	Teachers assigns projects that are real	
	and relevant to life, not just isolated	
	academic tasks.	
	Teachers asks students to solve	
	complex problems, reflecting the	
	multidisciplinary reality of the world.	
	Teachers focus more on the learning	The state of the s
	process rather than just the final result.	WIKAN .
	Students are invited to understand each	
	step in the project.	
	Students work in groups that involves	
	collaboration, effective communication	
	and shared decision-making.	
2	Students are encouraged to use critical,	
	analytical and evaluative thinking skills	101999
	to solve problems.	
	Teacher gives feedback that helps	- 10
	students to improve their work.	SHA
	Teachers use process and final product	
	to assess students' ability to apply	
	knowledge and skills practically.	
	Teacher motivates students to be active	
	in project-related decision-making,	
	including determining goals, methods	
	and desired outcomes.	
	Teacher assigned students to present	
	their project to their classmates.	
<u> </u>		

	PROBLEM BASE	ED LEARNING
	The teacher explains the objectives of the lesson	√
	The teacher motivates students to engage in problem solving activities in English	√
2	The teacher helps students organize learning tasks related to the problem	<b>√</b>
3	The teacher encourages students to ask questions and gather information related to the problem	V
	The teacher encourages students to search for explanations and solutions to problems	DIKANCA.
	The teacher assists students in planning and preparing for their written reports or videos	TO THE TOTAL PROPERTY OF THE PARTY OF THE PA
	The teacher assists students in sharing their work with others	
	The teacher helps students to reflect on their problem-solving tasks.	<b>√</b>
	The teacher helps students to reflect on the problem-solving learning activity.	<b>√</b>
	DISCOVERY	LEARNING
	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	<b>√</b>
4	Teacher holds a discussion with students regarding the learning material.	<b>√</b>
	Teacher directs students to work on the worksheets individually or in groups.	

	Teacher gives students time to answer	
	questions on the worksheet either	
	individually or in groups.	
	Teacher guides the students to prepare	$\sqrt{}$
	for a presentation	<b>V</b>
	Teacher directs students to do a	V
	presentation in front of the class.	V
	COMPUTER-ASSISTED L	ANGUAGE LEARNING
	Teachers uses CALL tools to tailor the	
	content and approach according to	$\checkmark$
	students' needs.	
	Teacher plays video clips for listening	IDr
	practice, interactive reading exercises	III AN
	with comprehension questions, and	G. C.
	audio recordings for pronunciation	
	practice.	
	Teachers immerses students in a virtual	2/19
5	environment for contextual language	mile)
	learning.	
	Teachers creates virtual tours or	
	simulations where students can practice	
	language skills in real-life scenarios.	- A A
	Teachers monitors progress and provide	
	constructive feedback.	
	Teachers ensures to evaluate and learn	
	more how to be proficient in using	
	CALL tools and methods.	
	COOPERATIVE	LEARNING
	Teacher divides the students into	٦
6	heterogeneous small groups.	V
	Teacher assigns a group task or project.	$\sqrt{}$
		l

	Teacher directs students to discuss in	
	groups about the material that has been	$\checkmark$
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	V
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR
	the teacher guides group reflection and	1
	evaluation.	
	The teacher switches roles within the	1/a 2
	group to ensure that every student has	
	the opportunity to participate.	$\mathfrak{I}_{\Lambda_d}$
	ACTIVE LE	CARNING
	The teacher asked the students to make	
	a small group of 2-14 members.	
	The teacher gives questions related to	- 4 5
	the concept to students and avoids	
	trivial questions.	
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	7
	some of the volunteers to response if	
	the answer is not complete.	
		<u> </u>

INTEGRATED LEARNING  Teachers prioritize students as active participants in their learning process. Students are encouraged to explore, discover, and independently develop concepts and principles.  The teacher guides students to view topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving  learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the learning video.		The teacher gives elicit feedback on all	-1
Teachers prioritize students as active participants in their learning process.  Students are encouraged to explore, discover, and independently develop concepts and principles.  The teacher guides students to view topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving  8 learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING		students' learning.	<b>√</b>
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The teacher guides students to view topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to			
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to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING		prior knowledge with new ideas to	
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data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		to real life situations.	A N
8 learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		Teachers facilitate students in gathering	A SEE
learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		data, drawing insights, and achieving	
The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the	8	learning goals through experiential	
planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		learning.	5 14
activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		The teacher involves students in	(iiii)
preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		planning, doing, and reviewing	
auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		activities while focusing on their	
Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		preferred learning styles—visual,	
encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		auditory, or hands-on.	- A P
broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		Teachers connect ideas across subjects,	. 0
Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		encouraging critical thinking and	
learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		broader problem-solving skills.	
FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		Teachers help students apply their	
FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		learning in practical, real-world	
Teacher guides learners on how to access, watch, and interact with the		contexts.	
9 access, watch, and interact with the		FLIPPED LI	EARNING
		Teacher guides learners on how to	
learning video.	9	access, watch, and interact with the	
		learning video.	

	Teacher directs learners to watch the	
	video related to the material that will be	
	covered in the next meeting.	
	Teacher encourages learners to	
	formulate interesting questions for class	
	discussion.	
	Teacher assigns tasks both individually	
	and in groups, and the teacher acts as a	
	facilitator, providing support for those	
	who encounter difficulties.	
	COMPETENCY BA	SED I FARNING
	The teacher uses this relating strategy	SED LEARINING
	when relates a new concept to	$DI_{K_{I}}$
	something the students already know	$\vee$
	about.	
	The teacher connects new information	7.0
10	with previous experience or knowledge of new information.	
	Teachers can motivate learners by	(IIIS)
		70000
	providing realistic and relevant	
	exercises, with learners applying	
	concepts in their problem-solving	SHA
	learning activities.	
	DIFFERENTIATI	ED LEARNING
	Educators modify resources to align	
	with students' interests and learning	
	modalities based on diagnostic testing	
11	outcomes: visual, auditory, and	
11	kinesthetics.	
	Educators facilitate the learning process	
	by assigning tasks that align with	

	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



## **Appendix 12 Observation Checklist Male Teacher 2 Meeting 3**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Tuesday, January 21, 2025 Topic: Job Application Letter

Time: 11.30 AM-01.00 PM Grade: XII 4

Observee: MT 2 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note
	LEARNING STRAT	TEGY TRAINING	
	Metacognitive strategies	(6)	
	Teacher provides students with		
	activities to plan their learning,	2/60 =	
	monitoring their progress, and		
	evaluating their learning outcomes.		
	The teacher assigns students to look at		
	the main ideas, practice language (such	TYYYYY I	
	as pronunciation), and pre-select the		
1	parts of the text to focus on.		
1	Teacher assesses what is known, the	(8)	
	appropriateness and correctness of	1	
	English learning materials.		
	Teachers evaluate the appropriateness		
	and accuracy of what has been learned,	\ \ \	
	and measure the learners' overall	V	
	understanding of the material.		
	Teachers help students take control of		
	their learning.		

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what		
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that		
they have not been able to complete at		
the time.		
Teacher assists students in manipulating		
the target language by providing	DIP.	
activities such as reasoning, analysis,	No	
and drawing conclusions.	De The	
Teacher allows student to use	1720	3 77
dictionaries to help students improve	$\sqrt{}$	
their language skills.		
Teachers help students by giving hints,	Weilli	
reminding them of special instructions,	YVY)	
pointing out things they have missed,	$\sqrt{}$	
and offering ideas on how to make		
things better.	SHA	
Social/Affective strategies		
Teachers assists students in managing		
their attitudes, values, emotions and	$\checkmark$	
motives.		
Teachers supports students through		
praises and laughers as a way for them		
to relax and appreciate what they have	V	
achieved.		
Teachers assists students with exposure		
to environments that allow for practice.		
		<u> </u>

	Teachers assigns students to collaborate		
	with classmates or native speakers of	√	
	the language to improve students'		
	language skills.		
	PROJECT BASED LEARNING		
	Teachers assigns projects that are real		
	and relevant to life, not just isolated		
	academic tasks.		
	Teachers asks students to solve		
	complex problems, reflecting the		
	multidisciplinary reality of the world.		
	Teachers focus more on the learning	The state of the s	
	process rather than just the final result.	WIKAN .	
	Students are invited to understand each		
	step in the project.		
	Students work in groups that involves		
	collaboration, effective communication		
	and shared decision-making.		
2	Students are encouraged to use critical,		
	analytical and evaluative thinking skills	101999	
	to solve problems.		
	Teacher gives feedback that helps	- 10	
	students to improve their work.	SHA	
	Teachers use process and final product		
	to assess students' ability to apply		
	knowledge and skills practically.		
	Teacher motivates students to be active		
	in project-related decision-making,		
	including determining goals, methods		
	and desired outcomes.		
	Teacher assigned students to present		
	their project to their classmates.		
<u> </u>			

	PROBLEM BASE	ED LEARNING
	The teacher explains the objectives of the lesson	√
	The teacher motivates students to engage in problem solving activities in English	√
2	The teacher helps students organize learning tasks related to the problem	<b>√</b>
3	The teacher encourages students to ask questions and gather information related to the problem	V
	The teacher encourages students to search for explanations and solutions to problems	DIKANCA.
	The teacher assists students in planning and preparing for their written reports or videos	TO THE TOTAL PROPERTY OF THE PARTY OF THE PA
	The teacher assists students in sharing their work with others	
	The teacher helps students to reflect on their problem-solving tasks.	<b>√</b>
	The teacher helps students to reflect on the problem-solving learning activity.	<b>√</b>
	DISCOVERY	LEARNING
	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	<b>√</b>
4	Teacher holds a discussion with students regarding the learning material.	<b>√</b>
	Teacher directs students to work on the worksheets individually or in groups.	

	Teacher gives students time to answer	
	questions on the worksheet either	$\sqrt{}$
	individually or in groups.	
	Teacher guides the students to prepare	V
	for a presentation	V
	Teacher directs students to do a	
	presentation in front of the class.	
	COMPUTER-ASSISTED L	ANGUAGE LEARNING
	Teachers uses CALL tools to tailor the	
	content and approach according to	V
	students' needs.	
	Teacher plays video clips for listening	I Drive
	practice, interactive reading exercises	WIKAN.
	with comprehension questions, and	(4)
	audio recordings for pronunciation	
	practice.	
	Teachers immerses students in a virtual	2 M
5	environment for contextual language	mile)
	learning.	
	Teachers creates virtual tours or	1992
	simulations where students can practice	
	language skills in real-life scenarios.	- A P
	Teachers monitors progress and provide	
	constructive feedback.	
	Teachers ensures to evaluate and learn	
	more how to be proficient in using	
	CALL tools and methods.	
	COOPERATIVE	E LEARNING
	Teacher divides the students into	
6	heterogeneous small groups.	V
	Teacher assigns a group task or project.	V
	1	

	Teacher directs students to discuss in	
	groups about the material that has been	$\checkmark$
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	V
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	$\checkmark$
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR
	the teacher guides group reflection and	1
	evaluation.	
	The teacher switches roles within the	1/20 2
	group to ensure that every student has	
	the opportunity to participate.	$\mathfrak{I}_{\Lambda_d}$
	ACTIVE LE	CARNING
	The teacher asked the students to make	
	a small group of 2-14 members.	
	The teacher gives questions related to	- T D
	the concept to students and avoids	SHA
	trivial questions.	A CONTRACTOR OF THE PARTY OF TH
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	
	some of the volunteers to response if	
	the answer is not complete.	

	The teacher gives elicit feedback on all
	students' learning.
	INTEGRATED LEARNING
	Teachers prioritize students as active
	participants in their learning process.
	Students are encouraged to explore,
	discover, and independently develop
	concepts and principles.
	The teacher guides students to view
	topics from different angles, connecting
	prior knowledge with new ideas to
	make learning relevant and applicable
	to real life situations.
	Teachers facilitate students in gathering
	data, drawing insights, and achieving
8	learning goals through experiential
	learning.
	The teacher involves students in
	planning, doing, and reviewing
	activities while focusing on their
	preferred learning styles—visual,
	auditory, or hands-on.
	Teachers connect ideas across subjects,
	encouraging critical thinking and
	broader problem-solving skills.
	Teachers help students apply their
	learning in practical, real-world
	contexts.
	FLIPPED LEARNING
	Teacher guides learners on how to
9	access, watch, and interact with the
	learning video.

	Teacher directs learners to watch the	
	video related to the material that will be	
	covered in the next meeting.	
	Teacher encourages learners to	
	formulate interesting questions for class	
	discussion.	
	Teacher assigns tasks both individually	
	and in groups, and the teacher acts as a	
	facilitator, providing support for those	
	who encounter difficulties.	
	COMPETENCY BA	CED I EADNING
	The teacher uses this relating strategy	SED LEARNING
	(1) (2.7) (1)	IDIA:
	when relates a new concept to	A C
	something the students already know	
	about.	
	The teacher connects new information	
10	with previous experience or knowledge	
	of new information.	
	Teachers can motivate learners by	
	providing realistic and relevant	
	exercises, with learners applying	
	concepts in their problem-solving	AR
	learning activities.	. 0 .
	DIFFERENTIATI	ED LEARNING
	Educators modify resources to align	
	with students' interests and learning	
	modalities based on diagnostic testing	
11	outcomes: visual, auditory, and	
	kinesthetics.	
	Educators facilitate the learning process	
	by assigning tasks that align with	
<u> </u>	l	

	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



## **Appendix 13 Observation Checklist Male Teacher 2 Meeting 4**

## OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Tuesday, February 4, 2025 Topic: Job Application Letter

Time: 11.30 AM – 01.00 PM Grade: XII 4

Observee: MT 2 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note
	LEARNING STRAT	TEGY TRAINING	
	Metacognitive strategies	6	
	Teacher provides students with		No. of the last of
	activities to plan their learning,	2/60 =	
	monitoring their progress, and		
	evaluating their learning outcomes.		
	The teacher assigns students to look at		
	the main ideas, practice language (such		
	as pronunciation), and pre-select the		
1	parts of the text to focus on.		
1	Teacher assesses what is known, the	SP	
	appropriateness and correctness of	1	
	English learning materials.		
	Teachers evaluate the appropriateness		
	and accuracy of what has been learned,		
	and measure the learners' overall	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
	understanding of the material.		
	Teachers help students take control of		
	their learning.		

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what		
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that	I	
they have not been able to complete at	V	
the time.		
Teacher assists students in manipulating		
the target language by providing	IDIE.	
activities such as reasoning, analysis,	AN	
and drawing conclusions.	De The	
Teacher allows student to use	72	2 7
dictionaries to help students improve	7	
their language skills.		
Teachers help students by giving hints,	(Veill)	
reminding them of special instructions,		
pointing out things they have missed,	$\sqrt{}$	7)
and offering ideas on how to make		
things better.	SHA	
Social/Affective st <mark>rategies</mark>		
Teachers assists students in managing		
their attitudes, values, emotions and	$\checkmark$	
motives.		
Teachers supports students through		
praises and laughers as a way for them	1	
to relax and appreciate what they have	V	
achieved.		
Teachers assists students with exposure		
to environments that allow for practice.		
_		

	Teachers assigns students to collaborate	
	with classmates or native speakers of	√
	the language to improve students'	
	language skills.	
	PROJECT BASE	D LEARNING
	Teachers assigns projects that are real	
	and relevant to life, not just isolated	
	academic tasks.	
	Teachers asks students to solve	
	complex problems, reflecting the	
	multidisciplinary reality of the world.	
	Teachers focus more on the learning	The state of the s
	process rather than just the final result.	WIKAN .
	Students are invited to understand each	
	step in the project.	
	Students work in groups that involves	
	collaboration, effective communication	
	and shared decision-making.	
2	Students are encouraged to use critical,	
	analytical and evaluative thinking skills	101999
	to solve problems.	
	Teacher gives feedback that helps	- 10
	students to improve their work.	SHA
	Teachers use process and final product	
	to assess students' ability to apply	
	knowledge and skills practically.	
	Teacher motivates students to be active	
	in project-related decision-making,	
	including determining goals, methods	
	and desired outcomes.	
	Teacher assigned students to present	
	their project to their classmates.	
<u> </u>		

	PROBLEM BASE	'D I FARNINC
	The teacher explains the objectives of	ED LEARINING
	the lesson	$\sqrt{}$
	The teacher motivates students to	
	engage in problem solving activities in	$\sqrt{}$
	English	
	The teacher helps students organize	٦
3	learning tasks related to the problem	V
	The teacher encourages students to ask	
	questions and gather information	$\checkmark$
	related to the problem	
	The teacher encourages students to	IDIA
	search for explanations and solutions to	
	problems	L CEL
	The teacher assists students in planning	
	and preparing for their written reports	
	or videos or videos	514
	The teacher assists students in sharing	mile)
	their work with others	
	The teacher helps students to reflect on	
	their problem-solving tasks.	
	The teacher helps students to reflect on	V
	the problem-solving learning activity.	
	DISCOVERY	LEARNING
	Teacher uses learning media that is	
	relevant to the material, such as	$\sqrt{}$
	pictures, videos, etc.	
4	Teacher holds a discussion with	
4	students regarding the learning	$\sqrt{}$
	material.	
	Teacher directs students to work on the	
	worksheets individually or in groups.	
-	•	

questions on the worksheet either individually or in groups.  Teacher guides the students to prepare for a presentation  Teacher directs students to do a presentation in front of the class.  COMPUTER-ASSISTED LANGUAGE LEARNING  Teachers uses CALL tools to tailor the content and approach according to students' needs.  Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.  Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life secnarios.  Teachers monitors progress and provide		Teacher gives students time to answer	
Teacher guides the students to prepare for a presentation  Teacher directs students to do a presentation in front of the class.  COMPUTER-ASSISTED LANGUAGE LEARNING  Teachers uses CALL tools to tailor the content and approach according to students' needs.  Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.  Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		questions on the worksheet either	$\sqrt{}$
for a presentation  Teacher directs students to do a presentation in front of the class.  COMPUTER-ASSISTED LANGUAGE LEARNING  Teachers uses CALL tools to tailor the content and approach according to students' needs.  Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.  Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		individually or in groups.	
for a presentation  Teacher directs students to do a presentation in front of the class.  COMPUTER-ASSISTED LANGUAGE LEARNING  Teachers uses CALL tools to tailor the content and approach according to students' needs.  Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.  Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		Teacher guides the students to prepare	2
Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  COMPUTER-ASSISTED LANGUAGE LEARNING  Teachers uses CALL tools to tailor the content and approach according to students' needs.  Teachers listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.  Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		for a presentation	V
COMPUTER-ASSISTED LANGUAGE LEARNING  Teachers uses CALL tools to tailor the content and approach according to students' needs.  Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.  Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		Teacher directs students to do a	
Teachers uses CALL tools to tailor the content and approach according to students' needs.  Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.  Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		presentation in front of the class.	V
content and approach according to students' needs.  Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.  Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		COMPUTER-ASSISTED L	ANGUAGE LEARNING
students' needs.  Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.  Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		Teachers uses CALL tools to tailor the	
Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.  Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		content and approach according to	$\sqrt{}$
practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.  Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		students' needs.	
with comprehension questions, and audio recordings for pronunciation practice.  Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		Teacher plays video clips for listening	IDZ
audio recordings for pronunciation practice.  Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		practice, interactive reading exercises	DIMAN
Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		with comprehension questions, and	A GE
Teachers immerses students in a virtual environment for contextual language learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		audio recordings for pronunciation	
fearning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		practice.	
learning.  Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		Teachers immerses students in a virtual	200
Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide	5	environment for contextual language	mile)
simulations where students can practice language skills in real-life scenarios.  Teachers monitors progress and provide		learning.	
language skills in real-life scenarios.  Teachers monitors progress and provide		Teachers creates virtual tours or	
Teachers monitors progress and provide		simulations where students can practice	
		language skills in real-life scenarios.	CHA
		Teachers monitors progress and provide	
constructive feedback.		constructive feedback.	
Teachers ensures to evaluate and learn		Teachers ensures to evaluate and learn	
more how to be proficient in using		more how to be proficient in using	
CALL tools and methods.		CALL tools and methods.	
COOPERATIVE LEARNING		COOPERATIVE	E LEARNING
Teacher divides the students into		Teacher divides the students into	N N
6 heterogeneous small groups.	6	heterogeneous small groups.	V
Teacher assigns a group task or project.		Teacher assigns a group task or project.	

	Teacher directs students to discuss in	
	groups about the material that has been	$\vee$
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	V
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	$\checkmark$
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR
	the teacher guides group reflection and	$\sqrt{}$
	evaluation.	
	The teacher switches roles within the	7/20 P
	group to ensure that every student has	
	the opportunity to participate.	21 h
	ACTIVE LE	EARNING
	The teacher asked the students to make	
	a small group of 2-14 members.	
	The teacher gives questions related to	- T D
	the concept to students and avoids	
	trivial questions.	and the second second
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	
	some of the volunteers to response if	
	the answer is not complete.	

:	students' learning.	
L		
		I E ADNING
Ι,	INTEGRATED	LEARNING
	Teachers prioritize students as active	
	participants in their learning process.	,
	Students are encouraged to explore,	V
	discover, and independently develop	
(	concepts and principles.	
,	The teacher guides students to view	
1	topics from different angles, connecting	
	prior knowledge with new ideas to	
1	make learning relevant and applicable	IDZ
1	to real life situations.	
,	Teachers facilitate students in gathering	E
	data, drawing insights, and achieving	
8	learning goals through experiential	
1	learning.	
,	The teacher involves students in	
]	planning, doing, and reviewing	
:	activities while focusing on their	
]	preferred learning styles—visual,	
:	auditory, or hands-on.	
,	Teachers connect ideas across subjects,	SH
	encouraging critical thinking and	
1	broader problem-solving skills.	
,	Teachers help students apply their	
	learning in practical, real-world	
	contexts.	
	EL LEBER A	EA DAIDIG
1.	FLIPPED LE	CARNING
	Teacher guides learners on how to	
	access, watch, and interact with the	
	learning video.	

	Teacher directs learners to watch the	
	video related to the material that will be	
	covered in the next meeting.	
	Teacher encourages learners to	
	formulate interesting questions for class	
	discussion.	
	Teacher assigns tasks both individually	
	and in groups, and the teacher acts as a	
	facilitator, providing support for those	
	who encounter difficulties.	
	COMPETENCY BA	SED I FARNING
	The teacher uses this relating strategy	SED LEARINING
	when relates a new concept to	$DI_{K_{I}}$
	something the students already know	$\vee$
	about.	
	The teacher connects new information	7.0
10	with previous experience or knowledge of new information.	
	Teachers can motivate learners by	(IIIS)
		70000
	providing realistic and relevant	
	exercises, with learners applying	
	concepts in their problem-solving	SHA
	learning activities.	
	DIFFERENTIATI	ED LEARNING
	Educators modify resources to align	
	with students' interests and learning	
	modalities based on diagnostic testing	
11	outcomes: visual, auditory, and	
11	kinesthetics.	
	Educators facilitate the learning process	
	by assigning tasks that align with	

Ī	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



## **Appendix 14 Observation Checklist Female Teacher 1 Meeting 1**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Wednesday, January 8, 2025 Topic: Analytical Exposition

Time: 10.45 AM- 01.00 PM Grade: XI 4

Observee: FT 1 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note
	LEARNING STRAT	TEGY TRAINING	
	Metacognitive strategies	(%)	
	Teacher provides students with		
	activities to plan their learning,	2/60 =	
	monitoring their progress, and		
	evaluating their learning outcomes.		
	The teacher assigns students to look at		
	the main ideas, practice language (such	TYYY	
	as pronunciation), and pre-select the		
1	parts of the text to focus on.		
1	Teacher assesses what is known, the	SP	
	appropriateness and correctness of	V	
	English learning materials.		
	Teachers evaluate the appropriateness		
	and accuracy of what has been learned,		
	and measure the learners' overall	V	
	understanding of the material.		
	Teachers help students take control of		
	their learning.		

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what		
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that	ı	
they have not been able to complete at	V	
the time.		
Teacher assists students in manipulating		
the target language by providing	IDIR.	
activities such as reasoning, analysis,	ANO	
and drawing conclusions.	A The	
Teacher allows student to use	72	2 77
dictionaries to help students improve	7	
their language skills.	2/2	
Teachers help students by giving hints,	THEY!	
reminding them of special instructions,	WYY)	
pointing out things they have missed,	$\sqrt{}$	
and offering ideas on how to make		
things better.	SHA	ger .
Social/Affective strategies		
Teachers assists students in managing		
their attitudes, values, emotions and	$\checkmark$	
motives.		
Teachers supports students through		
praises and laughers as a way for them	.1	
to relax and appreciate what they have	V	
achieved.		
Teachers assists students with exposure	-1	
to environments that allow for practice.	V	

	Teachers assigns students to collaborate	
	with classmates or native speakers of	√
	the language to improve students'	
	language skills.	
	PROJECT BASE	D LEARNING
	Teachers assigns projects that are real	
	and relevant to life, not just isolated	√
	academic tasks.	
	Teachers asks students to solve	
	complex problems, reflecting the	<b>√</b>
	multidisciplinary reality of the world.	
	Teachers focus more on the learning	V
	process rather than just the final result.	N AN
	Students are invited to understand each	
	step in the project.	N
	Students work in groups that involves	2/ silv 1 = 1
	collaboration, effective communication	$\sqrt{}$
	and shared decision-making.	
2	Students are encouraged to use critical,	
	analytical and evaluative thinking skills	$\sqrt{}$
	to solve problems.	
	Teacher gives feedback that helps	1-1
	students to improve their work.	√
	Teachers use process and final product	
	to assess students' ability to apply	$\checkmark$
	knowledge and skills practically.	
	Teacher motivates students to be active	
	in project-related decision-making,	
	including determining goals, methods	N
	and desired outcomes.	
	Teacher assigned students to present	,
	their project to their classmates.	$\sqrt{}$

	PROBLEM BASE	ED LEARNING	
	The teacher explains the objectives of	-1	
	the lesson	V	
	The teacher motivates students to		
	engage in problem solving activities in		
	English		
	The teacher helps students organize		
2	learning tasks related to the problem		
3	The teacher encourages students to ask		
	questions and gather information		
	related to the problem		
	The teacher encourages students to	Inte	
	search for explanations and solutions to	MAN	
	problems	D. The	
	The teacher assists students in planning		N 77
	and preparing for their written reports	6499 E	3
	or videos		
	The teacher assists students in sharing	(93m)	
	their work with others		
	The teacher helps students to reflect on	11111	
	their problem-solving tasks.		
	The teacher helps students to reflect on	SHA	
	the problem-solving learning activity.		
	DISCOVERY	LEARNING	
	Teacher uses learning media that is		
	relevant to the material, such as	√	
	pictures, videos, etc.		
4	Teacher holds a discussion with		
	students regarding the learning	√	
	material.		
	Teacher directs students to work on the		
	worksheets individually or in groups.		

	Teacher gives students time to answer	
	questions on the worksheet either	V
	individually or in groups.	
	Teacher guides the students to prepare	$\downarrow$
	for a presentation	·
	Teacher directs students to do a	V
	presentation in front of the class.	V
	COMPUTER-ASSISTED L	ANGUAGE LEARNING
	Teachers uses CALL tools to tailor the	
	content and approach according to	
	students' needs.	
	Teacher plays video clips for listening	IDIA
	practice, interactive reading exercises	DIKAN
	with comprehension questions, and	( S. )
	audio recordings for pronunciation	
	practice.	
	Teachers immerses students in a virtual	200
5	environment for contextual language	mile)
	learning.	
	Teachers creates virtual tours or	13/2/2/
	simulations where students can practice	
	language skills in real-life scenarios.	- T D
	Teachers monitors progress and provide	
	constructive feedback.	The state of the s
	Teachers ensures to evaluate and learn	
	more how to be proficient in using	
	CALL tools and methods.	
	COOPERATIVI	E LEARNING
	Teacher divides the students into	
6	heterogeneous small groups.	V
	Teacher assigns a group task or project.	$\sqrt{}$

	Teacher directs students to discuss in	
	groups about the material that has been	$\checkmark$
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	V
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	$\checkmark$
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR
	the teacher guides group reflection and	V
	evaluation.	
	The teacher switches roles within the	7/a 2
	group to ensure that every student has	
	the opportunity to participate.	$\mathfrak{A}_{\mathcal{A}_{\alpha}}$
	ACTIVE LE	ARNING
	The teacher asked the students to make	
	a small group of 2-14 members.	
	The teacher gives questions related to	- 4 6
	the concept to students and avoids	
	trivial questions.	The second secon
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	$\downarrow$
	some of the volunteers to response if	v
	the answer is not complete.	
	ı	ı l

INTEGRATED LEARNING  Teachers prioritize students as active participants in their learning process.  Students are encouraged to explore, discover, and independently develop concepts and principles.  The teacher guides students to view topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the learning video.		The teacher gives elicit feedback on all	
Teachers prioritize students as active participants in their learning process.  Students are encouraged to explore, discover, and independently develop concepts and principles.  The teacher guides students to view topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to		students' learning.	
Teachers prioritize students as active participants in their learning process.  Students are encouraged to explore, discover, and independently develop concepts and principles.  The teacher guides students to view topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to		DITTE OF A TEN	LEADNING
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FLIPPED LEARNING  Teacher guides learners on how to  access, watch, and interact with the		learning in practical, real-world	
Teacher guides learners on how to 9 access, watch, and interact with the		contexts.	
Teacher guides learners on how to 9 access, watch, and interact with the		I	
9 access, watch, and interact with the		T	EARNING
learning video.	9		
		learning video.	

	Teacher directs learners to watch the	
	video related to the material that will be	
	covered in the next meeting.	
	Teacher encourages learners to	
	formulate interesting questions for class	
	discussion.	
	Teacher assigns tasks both individually	
	and in groups, and the teacher acts as a	
	facilitator, providing support for those	
	who encounter difficulties.	
	COMPETENCY BA	SED I FADNING
	The teacher uses this relating strategy	SED LEARINING
	when relates a new concept to	
	something the students already know	N
	about.	
	The teacher connects new information	77.0 32
10	with previous experience or knowledge of new information.	
		(misy)
	Teachers can motivate learners by	70000
	providing realistic and relevant	
	exercises, with learners applying	
	concepts in their problem-solving	SHA
	learning activities.	
	DIFFERENTIATI	ED LEARNING
	Educators modify resources to align	
	with students' interests and learning	
	modalities based on diagnostic testing	
11	outcomes: visual, auditory, and	
	kinesthetics.	
	Educators facilitate the learning process	
	by assigning tasks that align with	

	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



## **Appendix 15 Observation Checklist Female Teacher 1 Meeting 2**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Wednesday, January 15, 2025 Topic: Analytical Exposition

Time: 10.45 AM-01.00 PM Grade: XI 4

Observee: FT 1 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note
	LEARNING STRAT	TEGY TRAINING	
	Metacognitive strategies	6	
	Teacher provides students with		No. of the last of
	activities to plan their learning,	2/60 =	
	monitoring their progress, and		
	evaluating their learning outcomes.		
	The teacher assigns students to look at		
	the main ideas, practice language (such		
	as pronunciation), and pre-select the		
1	parts of the text to focus on.		
1	Teacher assesses what is known, the	SP	
	appropriateness and correctness of	1	
	English learning materials.		
	Teachers evaluate the appropriateness		
	and accuracy of what has been learned,		
	and measure the learners' overall	V	
	understanding of the material.		
	Teachers help students take control of		
	their learning.		

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what	$\checkmark$	
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that	J	
they have not been able to complete at	V	
the time.		
Teacher assists students in manipulating		
the target language by providing	DIP.	
activities such as reasoning, analysis,	NO	
and drawing conclusions.	Dr. The	
Teacher allows student to use	1720 0	3 7/
dictionaries to help students improve	1	
their language skills.		
Teachers help students by giving hints,	THEY !	
reminding them of special instructions,	YVYY	
pointing out things they have missed,	1	
and offering ideas on how to make		
things better.	SHA	
Social/Affective strategies		
Teachers assists students in managing		
their attitudes, values, emotions and	$\checkmark$	
motives.		
Teachers supports students through		
praises and laughers as a way for them		
to relax and appreciate what they have	٧	
achieved.		
Teachers assists students with exposure		
to environments that allow for practice.		
	<u> </u>	<u> </u>

	Teachers assigns students to collaborate	
	with classmates or native speakers of	
	the language to improve students'	
	language skills.	
	inigaage skiis.	
	PROJECT BASE	D LEARNING
	Teachers assigns projects that are real	
	and relevant to life, not just isolated	$\sqrt{}$
	academic tasks.	
	Teachers asks students to solve	
	complex problems, reflecting the	$\checkmark$
	multidisciplinary reality of the world.	
	Teachers focus more on the learning	
	process rather than just the final result.	N A A
	Students are invited to understand each	A. E.
	step in the project.	N N
	Students work in groups that involves	
	collaboration, effective communication	
	and shared decision-making.	
2	Students are encouraged to use critical,	
	analytical and evaluative thinking skills	$\sqrt{}$
	to solve problems.	
	Teacher gives feedback that helps	1.3 1
	students to improve their work.	√.
	Teachers use process and final product	
	to assess students' ability to apply	$\vee$
	knowledge and skills practically.	
	Teacher motivates students to be active	
	in project-related decision-making,	
	including determining goals, methods	
	and desired outcomes.	
	Teacher assigned students to present	
	their project to their classmates.	

	PROBLEM BASE	ED LEARNING	
	The teacher explains the objectives of	-1	
	the lesson	V	
	The teacher motivates students to		
	engage in problem solving activities in		
	English		
	The teacher helps students organize		
2	learning tasks related to the problem		
3	The teacher encourages students to ask		
	questions and gather information		
	related to the problem		
	The teacher encourages students to	Inte	
	search for explanations and solutions to	MAN	
	problems	D. The	
	The teacher assists students in planning		N 77
	and preparing for their written reports	6499 E	3
	or videos		
	The teacher assists students in sharing	(93m)	
	their work with others		
	The teacher helps students to reflect on	11111	
	their problem-solving tasks.		
	The teacher helps students to reflect on	SHA	
	the problem-solving learning activity.		
	DISCOVERY	LEARNING	
	Teacher uses learning media that is		
	relevant to the material, such as	√	
	pictures, videos, etc.		
4	Teacher holds a discussion with		
	students regarding the learning	√	
	material.		
	Teacher directs students to work on the		
	worksheets individually or in groups.		

	Teacher gives students time to answer	
	questions on the worksheet either	
	individually or in groups.	
	Teacher guides the students to prepare	$$
	for a presentation	
	Teacher directs students to do a	V
	presentation in front of the class.	v
	COMPUTER-ASSISTED L	ANGUAGE LEARNING
	Teachers uses CALL tools to tailor the	
	content and approach according to	
	students' needs.	
	Teacher plays video clips for listening	IDIA
	practice, interactive reading exercises	DIKAN
	with comprehension questions, and	C. C.
	audio recordings for pronunciation	
	practice.	
	Teachers immerses students in a virtual	2/1/2
5	environment for contextual language	mile)
	learning.	
	Teachers creates virtual tours or	19122
	simulations where students can practice	
	language skills in real-life scenarios.	- T P
	Teachers monitors progress and provide	. 6.
	constructive feedback.	No. of the last of
	Teachers ensures to evaluate and learn	
	more how to be proficient in using	
	CALL tools and methods.	
	COOPERATIVI	E LEARNING
	Teacher divides the students into	
6	heterogeneous small groups.	V
	Teacher assigns a group task or project.	√

	Teacher directs students to discuss in	
	groups about the material that has been	$\checkmark$
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	V
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	$\checkmark$
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR
	the teacher guides group reflection and	V
	evaluation.	
	The teacher switches roles within the	7/a 2
	group to ensure that every student has	
	the opportunity to participate.	$\mathfrak{A}_{\mathcal{A}_{\alpha}}$
	ACTIVE LE	ARNING
	The teacher asked the students to make	
	a small group of 2-14 members.	
	The teacher gives questions related to	- 4 6
	the concept to students and avoids	
	trivial questions.	The second secon
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	$\downarrow$
	some of the volunteers to response if	v
	the answer is not complete.	
	ı	ı l

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Teachers help students apply their learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		encouraging critical thinking and	
learning in practical, real-world contexts.  FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		broader problem-solving skills.	
FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		Teachers help students apply their	
FLIPPED LEARNING  Teacher guides learners on how to access, watch, and interact with the		learning in practical, real-world	
Teacher guides learners on how to access, watch, and interact with the		contexts.	
9 access, watch, and interact with the		FLIPPED LI	EARNING
		Teacher guides learners on how to	
learning video.	9	access, watch, and interact with the	
		learning video.	

	Teacher directs learners to watch the	
	video related to the material that will be	
	covered in the next meeting.	
	Teacher encourages learners to	
	formulate interesting questions for class	
	discussion.	
	Teacher assigns tasks both individually	
	and in groups, and the teacher acts as a	
	facilitator, providing support for those	
	who encounter difficulties.	
	COMPETENCY BA	SED I FARNING
	The teacher uses this relating strategy	SED LEARINING
	when relates a new concept to	$DI_{K_{I}}$
	something the students already know	$\sqrt{}$
	about.	
	The teacher connects new information	7.0
10	with previous experience or knowledge of new information.	
	Teachers can motivate learners by	(IIIS)
		70000
	providing realistic and relevant	
	exercises, with learners applying	
	concepts in their problem-solving	SHA
	learning activities.	
	DIFFERENTIATI	ED LEARNING
	Educators modify resources to align	
	with students' interests and learning	
	modalities based on diagnostic testing	
11	outcomes: visual, auditory, and	
11	kinesthetics.	
	Educators facilitate the learning process	
	by assigning tasks that align with	

	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



## **Appendix 16 Observation Checklist Female Teacher 1 Meeting 3**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Wednesday, January 22, 2025 Topic: Hortatory Exposition

Time: 10.45 AM-01.00 PM Grade: XI 4

Observee: FT 1 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note
	LEARNING STRAT	TEGY TRAINING	
	Metacognitive strategies	(C)	
	Teacher provides students with		No. of the last of
	activities to plan their learning,	/m #	
	monitoring their progress, and		
	evaluating their learning outcomes.		
	The teacher assigns students to look at		
	the main ideas, practice language (such		
	as pronunciation), and pre-select the	V	
1	parts of the text to focus on.		
1	Teacher assesses what is known, the	SP	
	appropriateness and correctness of	1	
	English learning materials.		
	Teachers evaluate the appropriateness		
	and accuracy of what has been learned,		
	and measure the learners' overall	V	
	understanding of the material.		
	Teachers help students take control of		
	their learning.		

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what		
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that		
they have not been able to complete at		
the time.		
Teacher assists students in manipulating		
the target language by providing	DIE,	
activities such as reasoning, analysis,	No	
and drawing conclusions.	De The	
Teacher allows student to use	1720 3	3 77
dictionaries to help students improve		
their language skills.	$\mathcal{I}_{\mathcal{A}_{\mathcal{A}}}$	
Teachers help students by giving hints,	Allies	9/
reminding them of special instructions,	YYYY	
pointing out things they have missed,	1	
and offering ideas on how to make		
things better.	SHA	
Social/Affective strategies		
Teachers assists students in managing		
their attitudes, values, emotions and	$\checkmark$	
motives.		
Teachers supports students through		
praises and laughers as a way for them	-1	
to relax and appreciate what they have		
achieved.		
Teachers assists students with exposure		
to environments that allow for practice.		
	1	

	Teachers assigns students to collaborate	
	with classmates or native speakers of	$\sqrt{}$
	the language to improve students'	
	language skills.	
	PROJECT BASE	D LEARNING
	Teachers assigns projects that are real	
	and relevant to life, not just isolated	$\checkmark$
	academic tasks.	
	Teachers asks students to solve	
	complex problems, reflecting the	√
	multidisciplinary reality of the world.	
	Teachers focus more on the learning	
	process rather than just the final result.	N. S. A. W.
	Students are invited to understand each	
	step in the project.	N .
	Students work in groups that involves	(L) (S) 1 = 1
	collaboration, effective communication	
	and shared decision-making.	
2	Students are encouraged to use critical,	
	analytical and evaluative thinking skills	$\sqrt{}$
	to solve problems.	
	Teacher gives feedback that helps	
	students to improve their work.	<b>√</b>
	Teachers use process and final product	
	to assess students' ability to apply	
	knowledge and skills practically.	
	Teacher motivates students to be active	
	in project-related decision-making,	
	including determining goals, methods	
	and desired outcomes.	
	Teacher assigned students to present	
	their project to their classmates.	$\sqrt{}$

	PROBLEM BASE	ED LEARNING
	The teacher explains the objectives of the lesson	√
	The teacher motivates students to engage in problem solving activities in English	√
3	The teacher helps students organize learning tasks related to the problem	<b>√</b>
3	The teacher encourages students to ask questions and gather information related to the problem	V
	The teacher encourages students to search for explanations and solutions to problems	DIRANGE
	The teacher assists students in planning and preparing for their written reports or videos	
	The teacher assists students in sharing their work with others	
	The teacher helps students to reflect on their problem-solving tasks.	<b>√</b>
	The teacher helps students to reflect on the problem-solving learning activity.	SHA
	DISCOVERY	LEARNING
	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	<b>√</b>
4	Teacher holds a discussion with students regarding the learning material.	√
	Teacher directs students to work on the worksheets individually or in groups.	

	Teacher gives students time to answer	
	questions on the worksheet either	
	individually or in groups.	
	Teacher guides the students to prepare	$$
	for a presentation	
	Teacher directs students to do a	V
	presentation in front of the class.	v
	COMPUTER-ASSISTED L	ANGUAGE LEARNING
	Teachers uses CALL tools to tailor the	
	content and approach according to	
	students' needs.	
	Teacher plays video clips for listening	IDIA
	practice, interactive reading exercises	DIKAN
	with comprehension questions, and	C. C.
	audio recordings for pronunciation	
	practice.	
	Teachers immerses students in a virtual	2/1/2
5	environment for contextual language	mile)
	learning.	
	Teachers creates virtual tours or	19122
	simulations where students can practice	
	language skills in real-life scenarios.	- T P
	Teachers monitors progress and provide	. 6.
	constructive feedback.	No. of the last of
	Teachers ensures to evaluate and learn	
	more how to be proficient in using	
	CALL tools and methods.	
	COOPERATIVI	E LEARNING
	Teacher divides the students into	
6	heterogeneous small groups.	V
	Teacher assigns a group task or project.	√

	Teacher directs students to discuss in	
	groups about the material that has been	$\checkmark$
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	$\checkmark$
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR.
	the teacher guides group reflection and	V
	evaluation.	
	The teacher switches roles within the	7/ca 24
	group to ensure that every student has	
	the opportunity to participate.	$\mathfrak{A}_{\mathcal{N}_{\mathcal{S}}}$
	ACTIVE LE	ARNING
	The teacher asked the students to make	1000
	a small group of 2-14 members.	
	The teacher gives questions related to	- A P
	the concept to students and avoids	CVS TO BE
	trivial questions.	The second second
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	$\downarrow$
	some of the volunteers to response if	
	the answer is not complete.	
<u></u>		l l

	The teacher gives elicit feedback on all students' learning.	√
	INTEGRATED	LEARNING
8	Teachers prioritize students as active participants in their learning process. Students are encouraged to explore, discover, and independently develop concepts and principles.  The teacher guides students to view topics from different angles, connecting prior knowledge with new ideas to make learning relevant and applicable to real life situations.  Teachers facilitate students in gathering data, drawing insights, and achieving learning goals through experiential learning.  The teacher involves students in planning, doing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or hands-on.  Teachers connect ideas across subjects, encouraging critical thinking and broader problem-solving skills.  Teachers help students apply their	LEARNING
	learning in practical, real-world	
	contexts.	
	FLIPPED LE	EARNING
9	Teacher guides learners on how to access, watch, and interact with the learning video.	

	Teacher directs learners to watch the	
	video related to the material that will be	
	covered in the next meeting.	
	Teacher encourages learners to	
	formulate interesting questions for class	
	discussion.	
	Teacher assigns tasks both individually	
	and in groups, and the teacher acts as a	
	facilitator, providing support for those	
	who encounter difficulties.	
	COMPETENCY BA	SED I FARNING
	The teacher uses this relating strategy	SED LEARINING
	when relates a new concept to	$DI_{K_{I}}$
	something the students already know	$\vee$
	about.	
	The teacher connects new information	7.0
10	with previous experience or knowledge of new information.	
	Teachers can motivate learners by	(IIIS)
		70000
	providing realistic and relevant	
	exercises, with learners applying	
	concepts in their problem-solving	SHA
	learning activities.	
	DIFFERENTIATI	ED LEARNING
	Educators modify resources to align	
	with students' interests and learning	
	modalities based on diagnostic testing	
11	outcomes: visual, auditory, and	
11	kinesthetics.	
	Educators facilitate the learning process	
	by assigning tasks that align with	

	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



## **Appendix 17 Observation Checklist Female Teacher 1 Meeting 4**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Wednesday, February 5, 2025 Topic: Hortatory Exposition

Time: 10.45 AM – 01.00 PM Grade: XI 4

Observee: FT 1 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note
	LEARNING STRAT	TEGY TRAINING	
	Metacognitive strategies	6	
	Teacher provides students with		No. of the last of
	activities to plan their learning,	2/60 =	
	monitoring their progress, and		
	evaluating their learning outcomes.		
	The teacher assigns students to look at		
	the main ideas, practice language (such		
	as pronunciation), and pre-select the		
1	parts of the text to focus on.		
1	Teacher assesses what is known, the	SP	
	appropriateness and correctness of	1	
	English learning materials.		
	Teachers evaluate the appropriateness		
	and accuracy of what has been learned,		
	and measure the learners' overall	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
	understanding of the material.		
	Teachers help students take control of		
	their learning.		

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what		
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that		
they have not been able to complete at		
the time.		
Teacher assists students in manipulating		
the target language by providing	DIR	
activities such as reasoning, analysis,	No	
and drawing conclusions.		
Teacher allows student to use	1720	
dictionaries to help students improve	1	
their language skills.		
Teachers help students by giving hints,	MINOS/	
reminding them of special instructions,	YVYY	
pointing out things they have missed,	$\sqrt{}$	
and offering ideas on how to make		
things better.	SHA	
Social/Affective strategies		
Teachers assists students in managing		
their attitudes, values, emotions and		
motives.		
Teachers supports students through		
praises and laughers as a way for them		
to relax and appreciate what they have	V	
achieved.		
Teachers assists students with exposure		
to environments that allow for practice.		

	Teachers assigns students to collaborate	
	with classmates or native speakers of	,
	the language to improve students'	V
	language skills.	
	PROJECT BASE	D LEARNING
	Teachers assigns projects that are real	
	and relevant to life, not just isolated	$\checkmark$
	academic tasks.	
	Teachers asks students to solve	
	complex problems, reflecting the	$\checkmark$
	multidisciplinary reality of the world.	
	Teachers focus more on the learning	Inte
	process rather than just the final result.	
	Students are invited to understand each	
	step in the project.	N .
	Students work in groups that involves	
	collaboration, effective communication	$\sqrt{}$
	and shared decision-making.	
2	Students are encouraged to use critical,	
	analytical and evaluative thinking skills	$\sqrt{}$
	to solve problems.	
	Teacher gives feedback that helps	<b>√</b>
	students to improve their work.	V
	Teachers use process and final product	
	to assess students' ability to apply	$\checkmark$
	knowledge and skills practically.	
	Teacher motivates students to be active	
	in project-related decision-making,	
	including determining goals, methods	
	and desired outcomes.	
	Teacher assigned students to present	√ ·
	their project to their classmates.	
1	1	ı

	PROBLEM BASE	ED LEARNING	
	The teacher explains the objectives of	-1	
	the lesson	V	
	The teacher motivates students to		
	engage in problem solving activities in		
	English		
	The teacher helps students organize		
2	learning tasks related to the problem		
3	The teacher encourages students to ask		
	questions and gather information		
	related to the problem		
	The teacher encourages students to	Inte	
	search for explanations and solutions to	MAN	
	problems	D. The	
	The teacher assists students in planning		N 77
	and preparing for their written reports	6499 E	3
	or videos		
	The teacher assists students in sharing	(93m)	
	their work with others		
	The teacher helps students to reflect on	11111	
	their problem-solving tasks.		
	The teacher helps students to reflect on	SHA	
	the problem-solving learning activity.		
	DISCOVERY	LEARNING	
	Teacher uses learning media that is		
	relevant to the material, such as	√	
	pictures, videos, etc.		
4	Teacher holds a discussion with		
	students regarding the learning	√	
	material.		
	Teacher directs students to work on the		
	worksheets individually or in groups.		

	Teacher gives students time to answer	
	questions on the worksheet either	
	individually or in groups.	
	Teacher guides the students to prepare	$\sqrt{}$
	for a presentation	V
	Teacher directs students to do a	
	presentation in front of the class.	
	COMPUTER-ASSISTED L	ANGUAGE LEARNING
	Teachers uses CALL tools to tailor the	
	content and approach according to	
	students' needs.	
	Teacher plays video clips for listening	
	practice, interactive reading exercises	IDIKAN
	with comprehension questions, and	( S
	audio recordings for pronunciation	
	practice.	K90 13
	Teachers immerses students in a virtual	2/4
5	environment for contextual language	mite)
	learning.	
	Teachers creates virtual tours or	
	simulations where students can practice	
	language skills in real-life scenarios.	ONA
	Teachers monitors progress and provide	
	constructive feedback.	
	Teachers ensures to evaluate and learn	
	more how to be proficient in using	
	CALL tools and methods.	
	COOPERATIVE	ELEARNING
	Teacher divides the students into	
6	heterogeneous small groups.	V
	Teacher assigns a group task or project.	<b>√</b>
		<u>.                                    </u>

	Teacher directs students to discuss in	
	groups about the material that has been	$\vee$
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	V
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	$\checkmark$
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR
	the teacher guides group reflection and	$\sqrt{}$
	evaluation.	
	The teacher switches roles within the	7/20 P
	group to ensure that every student has	
	the opportunity to participate.	21 h
	ACTIVE LE	EARNING
	The teacher asked the students to make	
	a small group of 2-14 members.	
	The teacher gives questions related to	- T D
	the concept to students and avoids	
	trivial questions.	and the second second
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	
	some of the volunteers to response if	
	the answer is not complete.	

:	students' learning.	
L		
		I E ADNING
Ι,	INTEGRATED	LEARNING
	Teachers prioritize students as active	
	participants in their learning process.	,
	Students are encouraged to explore,	V
	discover, and independently develop	
(	concepts and principles.	
,	The teacher guides students to view	
1	topics from different angles, connecting	
	prior knowledge with new ideas to	
1	make learning relevant and applicable	IDZ
1	to real life situations.	
,	Teachers facilitate students in gathering	E
	data, drawing insights, and achieving	
8	learning goals through experiential	
1	learning.	
,	The teacher involves students in	
]	planning, doing, and reviewing	
:	activities while focusing on their	
]	preferred learning styles—visual,	
:	auditory, or hands-on.	
,	Teachers connect ideas across subjects,	SH
	encouraging critical thinking and	
1	broader problem-solving skills.	
,	Teachers help students apply their	
	learning in practical, real-world	
	contexts.	
	EL LEBER A	ZA DNIDIG
1.	FLIPPED LE	CARNING
	Teacher guides learners on how to	
	access, watch, and interact with the	
	learning video.	

video related to the material that will be covered in the next meeting.  Teacher encourages learners to formulate interesting questions for class discussion.  Teacher assigns tasks both individually and in groups, and the teacher acts as a facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to something the students already know	
Teacher encourages learners to formulate interesting questions for class discussion.  Teacher assigns tasks both individually and in groups, and the teacher acts as a facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
formulate interesting questions for class discussion.  Teacher assigns tasks both individually and in groups, and the teacher acts as a facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
discussion.  Teacher assigns tasks both individually and in groups, and the teacher acts as a facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
Teacher assigns tasks both individually and in groups, and the teacher acts as a facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
and in groups, and the teacher acts as a facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
facilitator, providing support for those who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
who encounter difficulties.  COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
COMPETENCY BASED LEARNING  The teacher uses this relating strategy when relates a new concept to	
The teacher uses this relating strategy when relates a new concept to	
The teacher uses this relating strategy when relates a new concept to	
when relates a new concept to	
V	
about.	
The teacher connects new information	
with previous experience or knowledge	
of new information.	
Teachers can motivate learners by	
providing realistic and relevant	
exercises, with learners applying	
concepts in their problem-solving	
learning activities.	
DIFFERENTIATED LEARNING	
Educators modify resources to align	
with students' interests and learning	
modalities based on diagnostic testing	
11 outcomes: visual, auditory, and kinesthetics.	
Educators facilitate the learning process	
by assigning tasks that align with	
by assigning tasks that aligh with	

Ī	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



## **Appendix 18 Observation Checklist Female Teacher 2 Meeting 1**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Wednesday, January 8, 2025 Topic: Congratulations and Compliment

Time: 07.30-09.45 AM Grade: X2

Observee: FT 2 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note
	LEARNING STRAT	TEGY TRAINING	
	Metacognitive strategies	6	
	Teacher provides students with		No.
	activities to plan their learning,	2/60 =	
	monitoring their progress, and		
	evaluating their learning outcomes.		
	The teacher assigns students to look at		M.
	the main ideas, practice language (such		
	as pronunciation), and pre-select the	V	
1	parts of the text to focus on.		
1	Teacher assesses what is known, the	SP	
	appropriateness and correctness of		
	English learning materials.		
	Teachers evaluate the appropriateness		
	and accuracy of what has been learned,		
	and measure the learners' overall	V	
	understanding of the material.		
	Teachers help students take control of		
	their learning.		

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what		
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that	I	
they have not been able to complete at	V	
the time.		
Teacher assists students in manipulating		
the target language by providing	IDIE.	
activities such as reasoning, analysis,	AN	
and drawing conclusions.	De The	
Teacher allows student to use	72	2 7
dictionaries to help students improve	7	
their language skills.		
Teachers help students by giving hints,	(Veill)	
reminding them of special instructions,		
pointing out things they have missed,	$\sqrt{}$	7)
and offering ideas on how to make		
things better.	SHA	
Social/Affective st <mark>rategies</mark>		
Teachers assists students in managing		
their attitudes, values, emotions and	$\checkmark$	
motives.		
Teachers supports students through		
praises and laughers as a way for them	1	
to relax and appreciate what they have	V	
achieved.		
Teachers assists students with exposure		
to environments that allow for practice.		
_		

	Teachers assigns students to collaborate	
	with classmates or native speakers of	$\checkmark$
	the language to improve students'	
	language skills.	
	PROJECT BASE	D LEARNING
	Teachers assigns projects that are real	
	and relevant to life, not just isolated	√
	academic tasks.	
	Teachers asks students to solve	
	complex problems, reflecting the	V
	multidisciplinary reality of the world.	
	Teachers focus more on the learning	TV / S
	process rather than just the final result.	WINAN.
	Students are invited to understand each	
	step in the project.	
	Students work in groups that involves	
	collaboration, effective communication	$\checkmark$
	and shared decision-making.	
2	Students are encouraged to use critical,	
	analytical and evaluative thinking skills	303932
	to solve problems.	
	Teacher gives feedback that helps	1 3 4
	students to improve their work.	<b>√</b>
	Teachers use process and final product	
	to assess students' ability to apply	$\checkmark$
	knowledge and skills practically.	
	Teacher motivates students to be active	
	in project-related decision-making,	
	including determining goals, methods	
	and desired outcomes.	
	Teacher assigned students to present	
	their project to their classmates.	
<u> </u>		

	PROBLEM BASE	ED LEARNING	
	The teacher explains the objectives of		
	the lesson		
	The teacher motivates students to		
	engage in problem solving activities in		
	English		
	The teacher helps students organize		
3	learning tasks related to the problem		
3	The teacher encourages students to ask		
	questions and gather information		
	related to the problem		
	The teacher encourages students to	In.	
	search for explanations and solutions to	AN	
	problems	D. The	
	The teacher assists students in planning		77
	and preparing for their written reports		
	or videos Videos	51/4	
	The teacher assists students in sharing	(vain)	
	their work with others		
	The teacher helps students to reflect on	11112	))
	their problem-solving tasks.		
	The teacher helps students to reflect on	SHA	
	the problem-solving learning activity.		
	DISCOVERY	LEARNING	
	Teacher uses learning media that is		
	relevant to the material, such as	$\sqrt{}$	
	pictures, videos, etc.		
4	Teacher holds a discussion with		
7	students regarding the learning	$\sqrt{}$	
	material.		
-	Teacher directs students to work on the		
	worksheets individually or in groups.		

	Teacher gives students time to answer	
	questions on the worksheet either	
	individually or in groups.	
	Teacher guides the students to prepare	
	for a presentation	
	Teacher directs students to do a	
	presentation in front of the class.	
	COMPUTER-ASSISTED LANGU	UAGE LEARNING
	Teachers uses CALL tools to tailor the	
	content and approach according to	
	students' needs.	
	Teacher plays video clips for listening	
	practice, interactive reading exercises	CANC
	with comprehension questions, and	4
	audio recordings for pronunciation	
	practice.	
	Teachers immerses students in a virtual	<i>[2]</i>
5	environment for contextual language	
	learning.	
	Teachers creates virtual tours or	
	simulations where students can practice	
	language skills in real-life scenarios.	s b
	Teachers monitors progress and provide	
	constructive feedback.	
	Teachers ensures to evaluate and learn	
	more how to be proficient in using	
	CALL tools and methods.	
	COOPERATIVE LEA	RNING
	Teacher divides the students into	
6	heterogeneous small groups. $\sqrt{}$	
	Teacher assigns a group task or project.   √	
<u> </u>	1	I

	Teacher directs students to discuss in	
	groups about the material that has been	$\checkmark$
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	V
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	$\checkmark$
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR
	the teacher guides group reflection and	$\sqrt{}$
	evaluation.	
	The teacher switches roles within the	7/a 24
	group to ensure that every student has	
	the opportunity to participate.	$\mathfrak{A}_{\mathcal{A}_{\alpha}}$
	ACTIVE LE	CARNING
	The teacher asked the students to make	
	a small group of 2-14 members.	
	The teacher gives questions related to	- A P
	the concept to students and avoids	
	trivial questions.	The second second
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	$\downarrow$
	some of the volunteers to response if	v
	the answer is not complete.	
	ı	l

	The teacher gives elicit feedback on all		
	students' learning.		
	INTEGRATED LE	ARNING	
	Teachers prioritize students as active		
	participants in their learning process.		
	Students are encouraged to explore,		
	discover, and independently develop		
	concepts and principles.		
	The teacher guides students to view		
	topics from different angles, connecting		
	prior knowledge with new ideas to		
	make learning relevant and applicable		
	to real life situations.	MAN	
	Teachers facilitate students in gathering	£2.	
	data, drawing insights, and achieving		
8	learning goals through experiential		
	learning.		
	The teacher involves students in		
	planning, doing, and reviewing		
	activities while focusing on their		
	preferred learning styles—visual,		
	auditory, or hands-on.	4 b	
	Teachers connect ideas across subjects,		
	encouraging critical thinking and	The state of the s	
	broader problem-solving skills.		
	Teachers help students apply their		
	learning in practical, real-world		
	contexts.		
	FLIPPED LEAR	NING	
	Teacher guides learners on how to		
9	access, watch, and interact with the $\sqrt{}$		
	learning video.		

	Teacher directs learners to watch the	
	video related to the material that will be	$\sqrt{}$
	covered in the next meeting.	
	Teacher encourages learners to	
	formulate interesting questions for class	
	discussion.	
	Teacher assigns tasks both individually	
	and in groups, and the teacher acts as a	
	facilitator, providing support for those	
	who encounter difficulties.	
	COMPETENCY BA	SED LEARNING
	The teacher uses this relating strategy	TD:
	when relates a new concept to	WIKAN -
	something the students already know	V
	about.	
	The teacher connects new information	
10	with previous experience or knowledge	$\checkmark$
10	of new information.	mile)
	Teachers can motivate learners by	
	providing realistic and relevant	1992
	exercises, with learners applying	
	concepts in their problem-solving	SHA
	learning activities.	SI
	DIFFERENTIATI	ED LEARNING
	Educators modify resources to align	
	with students' interests and learning	
	modalities based on diagnostic testing	
11	outcomes: visual, auditory, and	
	kinesthetics.	
	Educators facilitate the learning process	
	by assigning tasks that align with	$\sqrt{}$

	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



### **Appendix 19 Observation Checklist Female Teacher 2 Meeting 2**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Wednesday, January 15, 2025 Topic: Narrative Text

Time: 07.30-09.45 Grade: X2

Observee: FT 2 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note
	LEARNING STRAT	TEGY TRAINING	
	Metacognitive strategies	(8)	
	Teacher provides students with		No. of the last of
	activities to plan their learning,	2/60 =	
	monitoring their progress, and		
	evaluating their learning outcomes.		
	The teacher assigns students to look at		
	the main ideas, practice language (such		
	as pronunciation), and pre-select the	V	
1	parts of the text to focus on.		
1	Teacher assesses what is known, the	SP	
	appropriateness and correctness of	V	
	English learning materials.		
	Teachers evaluate the appropriateness		
	and accuracy of what has been learned,		
	and measure the learners' overall		
	understanding of the material.		
	Teachers help students take control of		
	their learning.		

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what		
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that		
they have not been able to complete at		
the time.		
Teacher assists students in manipulating		
the target language by providing	DIP.	
activities such as reasoning, analysis,	No	
and drawing conclusions.	De The	
Teacher allows student to use	1720	3 77
dictionaries to help students improve	$\sqrt{}$	
their language skills.		
Teachers help students by giving hints,	Weilli	
reminding them of special instructions,	YVY)	
pointing out things they have missed,	$\sqrt{}$	
and offering ideas on how to make		
things better.	SHA	
Social/Affective strategies		
Teachers assists students in managing		
their attitudes, values, emotions and	$\checkmark$	
motives.		
Teachers supports students through		
praises and laughers as a way for them		
to relax and appreciate what they have	V	
achieved.		
Teachers assists students with exposure		
to environments that allow for practice.		
		<u> </u>

	Teachers assigns students to collaborate	
	with classmates or native speakers of	$\checkmark$
	the language to improve students'	
	language skills.	
	PROJECT BASE	D LEARNING
	Teachers assigns projects that are real	
	and relevant to life, not just isolated	√
	academic tasks.	
	Teachers asks students to solve	
	complex problems, reflecting the	<b>√</b>
	multidisciplinary reality of the world.	
	Teachers focus more on the learning	V
	process rather than just the final result.	TV AN
	Students are invited to understand each	
	step in the project.	N
	Students work in groups that involves	2/ silv 1 = 1
	collaboration, effective communication	$\sqrt{}$
	and shared decision-making.	
2	Students are encouraged to use critical,	
	analytical and evaluative thinking skills	$\sqrt{}$
	to solve problems.	
	Teacher gives feedback that helps	1-1
	students to improve their work.	<b>√</b>
	Teachers use process and final product	
	to assess students' ability to apply	$\checkmark$
	knowledge and skills practically.	
	Teacher motivates students to be active	
	in project-related decision-making,	
	including determining goals, methods	N
	and desired outcomes.	
	Teacher assigned students to present	,
	their project to their classmates.	$\sqrt{}$

	PROBLEM BASE	ED LEARNING	
	The teacher explains the objectives of		
	the lesson		
	The teacher motivates students to		
	engage in problem solving activities in		
	English		
	The teacher helps students organize		
3	learning tasks related to the problem		
3	The teacher encourages students to ask		
	questions and gather information		
	related to the problem		
	The teacher encourages students to	In.	
	search for explanations and solutions to	AN	
	problems	D. The	
	The teacher assists students in planning		77
	and preparing for their written reports		
	or videos Videos	51/4	
	The teacher assists students in sharing	(vain)	
	their work with others		
	The teacher helps students to reflect on	11112	))
	their problem-solving tasks.		
	The teacher helps students to reflect on	SHA	
	the problem-solving learning activity.		
	DISCOVERY	LEARNING	
	Teacher uses learning media that is		
	relevant to the material, such as	$\sqrt{}$	
	pictures, videos, etc.		
4	Teacher holds a discussion with		
7	students regarding the learning	$\sqrt{}$	
	material.		
-	Teacher directs students to work on the		
	worksheets individually or in groups.		

	Teacher gives students time to answer	
	questions on the worksheet either	
	individually or in groups.	
	Teacher guides the students to prepare	$$
	for a presentation	
	Teacher directs students to do a	V
	presentation in front of the class.	v
	COMPUTER-ASSISTED L	ANGUAGE LEARNING
	Teachers uses CALL tools to tailor the	
	content and approach according to	
	students' needs.	
	Teacher plays video clips for listening	IDIA
	practice, interactive reading exercises	DIKAN
	with comprehension questions, and	C. C.
	audio recordings for pronunciation	
	practice.	
	Teachers immerses students in a virtual	2/1/2
5	environment for contextual language	mile)
	learning.	
	Teachers creates virtual tours or	19122
	simulations where students can practice	
	language skills in real-life scenarios.	- T P
	Teachers monitors progress and provide	. 6.
	constructive feedback.	The second second
	Teachers ensures to evaluate and learn	
	more how to be proficient in using	
	CALL tools and methods.	
	COOPERATIVI	E LEARNING
	Teacher divides the students into	
6	heterogeneous small groups.	V
	Teacher assigns a group task or project.	√

	Teacher directs students to discuss in	
	groups about the material that has been	$\vee$
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	V
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR
	the teacher guides group reflection and	$\sqrt{}$
	evaluation.	
	The teacher switches roles within the	7/20 PL
	group to ensure that every student has	$\sqrt{}$
	the opportunity to participate.	J. 1.
	ACTIVE LE	CARNING
	The teacher asked the students to make	
	a small group of 2-14 members.	
	The teacher gives questions related to	- 4 6
	the concept to students and avoids	
	trivial questions.	
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	
	some of the volunteers to response if	
	the answer is not complete.	
		·

	The teacher gives elicit feedback on all		
	students' learning.		
	INTEGRATED I	LEARNING	
	Teachers prioritize students as active		
	participants in their learning process.		
	Students are encouraged to explore,		
	discover, and independently develop		
	concepts and principles.		
	The teacher guides students to view		
	topics from different angles, connecting		
	prior knowledge with new ideas to		
	make learning relevant and applicable	0.7	
	to real life situations.	DIKAN.	
	Teachers facilitate students in gathering	-	
	data, drawing insights, and achieving		
8	learning goals through experiential		
	learning.		
	The teacher involves students in	nite /	
	planning, doing, and reviewing		
	activities while focusing on their		
	preferred learning styles—visual,		
	auditory, or hands-on.	- a b	7
	Teachers connect ideas across subjects,		
	encouraging critical thinking and	· · ·	
	broader problem-solving skills.		
	Teachers help students apply their		
	learning in practical, real-world		
	contexts.		
	FLIPPED LEA	ARNING	
	Teacher guides learners on how to		
9	access, watch, and interact with the	$\checkmark$	
	learning video.		

	Teacher directs learners to watch the	
	video related to the material that will be	$\checkmark$
	covered in the next meeting.	
	Teacher encourages learners to	
	formulate interesting questions for class	
	discussion.	
	Teacher assigns tasks both individually	
	and in groups, and the teacher acts as a	
	facilitator, providing support for those	
	who encounter difficulties.	
	COMPETENCY BA	SED LEARNING
	The teacher uses this relating strategy	Inc
	when relates a new concept to	WIRAN TO THE REAL PROPERTY.
	something the students already know	N G
	about.	
	The teacher connects new information	A 500 12 /
10	with previous experience or knowledge	$\overline{}$
10	of new information.	
	Teachers can motivate learners by	
	providing realistic and relevant	1992
	exercises, with learners applying	$\sqrt{}$
	concepts in their problem-solving	SHA
	learning activities.	SI
	DIFFERENTIATI	ED LEARNING
	Educators modify resources to align	
	with students' interests and learning	
	modalities based on diagnostic testing	
11	outcomes: visual, auditory, and	
	kinesthetics.	
	Educators facilitate the learning process	
	by assigning tasks that align with	

	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



### **Appendix 20 Observation Checklist Female Teacher 2 Meeting 3**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Wednesday, January 22, 2025 Topic: Narrative Text

Time: 07.30-09.45 AM Grade: X2

Observee: FT 2 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note
	LEARNING STRAT	TEGY TRAINING	
	Metacognitive strategies	(C)	
	Teacher provides students with		and the second
	activities to plan their learning,	2/60 =	
	monitoring their progress, and		
	evaluating their learning outcomes.		
	The teacher assigns students to look at		
	the main ideas, practice language (such	TYYYYY Y	
	as pronunciation), and pre-select the		
1	parts of the text to focus on.		
1	Teacher assesses what is known, the	SP	
	appropriateness and correctness of	V	
	English learning materials.		
	Teachers evaluate the appropriateness		
	and accuracy of what has been learned,		
	and measure the learners' overall	N	
	understanding of the material.		
	Teachers help students take control of		
	their learning.		

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what		
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that		
they have not been able to complete at	V	
the time.		
Teacher assists students in manipulating		
the target language by providing	DIR,	
activities such as reasoning, analysis,	NO	
and drawing conclusions.	A The	
Teacher allows student to use	1720	3 7/
dictionaries to help students improve	$\sqrt{}$	
their language skills.		
Teachers help students by giving hints,	ALLIES Y	
reminding them of special instructions,	YVYY	
pointing out things they have missed,	4	
and offering ideas on how to make		
things better.	SHA	
Social/Affective strategies		
Teachers assists students in managing		
their attitudes, values, emotions and	$\checkmark$	
motives.		
Teachers supports students through		
praises and laughers as a way for them	2	
to relax and appreciate what they have	V	
achieved.		
Teachers assists students with exposure		
to environments that allow for practice.		

	Teachers assigns students to collaborate	
	with classmates or native speakers of	√
	the language to improve students'	
	language skills.	
	PROJECT BASE	D LEARNING
	Teachers assigns projects that are real	
	and relevant to life, not just isolated	$\downarrow$
	academic tasks.	
	Teachers asks students to solve	
	complex problems, reflecting the	V
	multidisciplinary reality of the world.	
	Teachers focus more on the learning	V
	process rather than just the final result.	TV AN
	Students are invited to understand each	
	step in the project.	N
	Students work in groups that involves	2/ silv 1 = 1
	collaboration, effective communication	$\sqrt{}$
	and shared decision-making.	
2	Students are encouraged to use critical,	
	analytical and evaluative thinking skills	$\sqrt{}$
	to solve problems.	
	Teacher gives feedback that helps	1-1
	students to improve their work.	<b>√</b>
	Teachers use process and final product	
	to assess students' ability to apply	$\checkmark$
	knowledge and skills practically.	
	Teacher motivates students to be active	
	in project-related decision-making,	
	including determining goals, methods	N
	and desired outcomes.	
	Teacher assigned students to present	,
	their project to their classmates.	$\sqrt{}$

	PROBLEM BASE	ED LEARNING	
	The teacher explains the objectives of		
	the lesson		
	The teacher motivates students to		
	engage in problem solving activities in		
	English		
	The teacher helps students organize		
3	learning tasks related to the problem		
3	The teacher encourages students to ask		
	questions and gather information		
	related to the problem		
	The teacher encourages students to	In.	
	search for explanations and solutions to	AN	
	problems	D. The	
	The teacher assists students in planning		77
	and preparing for their written reports		
	or videos Videos	51/4	
	The teacher assists students in sharing	(vain)	
	their work with others		
	The teacher helps students to reflect on	11112	))
	their problem-solving tasks.		
	The teacher helps students to reflect on	SHA	
	the problem-solving learning activity.		
	DISCOVERY	LEARNING	
	Teacher uses learning media that is		
	relevant to the material, such as	$\sqrt{}$	
	pictures, videos, etc.		
4	Teacher holds a discussion with		
7	students regarding the learning	$\sqrt{}$	
	material.		
	Teacher directs students to work on the		
	worksheets individually or in groups.		

	Teacher gives students time to answer	
	questions on the worksheet either	
	individually or in groups.	
	Teacher guides the students to prepare	
	for a presentation	
	Teacher directs students to do a	
	presentation in front of the class.	
	COMPUTER-ASSISTED LANGU	UAGE LEARNING
	Teachers uses CALL tools to tailor the	
	content and approach according to	
	students' needs.	
	Teacher plays video clips for listening	
	practice, interactive reading exercises	CANC
	with comprehension questions, and	4
	audio recordings for pronunciation	
	practice.	
	Teachers immerses students in a virtual	<i>[2]</i>
5	environment for contextual language	
	learning.	
	Teachers creates virtual tours or	
	simulations where students can practice	
	language skills in real-life scenarios.	s b
	Teachers monitors progress and provide	
	constructive feedback.	
	Teachers ensures to evaluate and learn	
	more how to be proficient in using	
	CALL tools and methods.	
	COOPERATIVE LEA	RNING
	Teacher divides the students into	
6	heterogeneous small groups. $\sqrt{}$	
	Teacher assigns a group task or project.   √	
<u> </u>	1	I

	Teacher directs students to discuss in	
	groups about the material that has been	$\checkmark$
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	V
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	$\checkmark$
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR
	the teacher guides group reflection and	1
	evaluation.	
	The teacher switches roles within the	1/20 2
	group to ensure that every student has	
	the opportunity to participate.	$\mathfrak{I}_{\Lambda_d}$
	ACTIVE LE	EARNING
	The teacher asked the students to make	
	a small group of 2-14 members.	
	The teacher gives questions related to	- T D
	the concept to students and avoids	TAP I
	trivial questions.	and the second second
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	
	some of the volunteers to response if	
	the answer is not complete.	

	The teacher gives elicit feedback on all		
	students' learning.		
	INTEGRATED I	LEARNING	
	Teachers prioritize students as active		
	participants in their learning process.		
	Students are encouraged to explore,		
	discover, and independently develop		
	concepts and principles.		
	The teacher guides students to view		
	topics from different angles, connecting		
	prior knowledge with new ideas to		
	make learning relevant and applicable	0.7	
	to real life situations.	DIKAN.	
	Teachers facilitate students in gathering	-	
	data, drawing insights, and achieving		
8	learning goals through experiential		
	learning.		
	The teacher involves students in	nite /	
	planning, doing, and reviewing		
	activities while focusing on their		
	preferred learning styles—visual,		
	auditory, or hands-on.	- a b	7
	Teachers connect ideas across subjects,		
	encouraging critical thinking and	· · · · · · · · · · · · · · · · · · ·	
	broader problem-solving skills.		
	Teachers help students apply their		
	learning in practical, real-world		
	contexts.		
	FLIPPED LEA	ARNING	
	Teacher guides learners on how to		
9	access, watch, and interact with the	$\checkmark$	
	learning video.		

	Teacher directs learners to watch the	
	video related to the material that will be	
	covered in the next meeting.	
	Teacher encourages learners to	
	formulate interesting questions for class	
	discussion.	
	Teacher assigns tasks both individually	
	and in groups, and the teacher acts as a	
	facilitator, providing support for those	V
	who encounter difficulties.	
	COMPETENCY BA	SED LEARNING
	The teacher uses this relating strategy	
	when relates a new concept to	III KAN
	something the students already know	N
	about.	
	The teacher connects new information	
	with previous experience or knowledge	
10	of new information.	
	Teachers can motivate learners by	
	providing realistic and relevant	
	exercises, with learners applying	
	concepts in their problem-solving	- 1 b
	learning activities.	Sh
	DIFFERENTIATI	ED LEARNING
	Educators modify resources to align	
	with students' interests and learning	
	modalities based on diagnostic testing	
11	outcomes: visual, auditory, and	
11	kinesthetics.	
	Educators facilitate the learning process	
	by assigning tasks that align with	
	- J Starting triang triang trianger (1.14)	

	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



### **Appendix 21 Observation Checklist Female Teacher 2 Meeting 4**

# OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: Wednesday, February 5, 2025 Topic: Narrative Text

Time: 07.30-09.45 AM Grade: X2

Observee: FT 2 Observer: Lingga

NO	TEACHING STRATEGY INDICATORS	OBSERVABLE	Note
	LEARNING STRAT	TEGY TRAINING	
	Metacognitive strategies		
	Teacher provides students with		
	activities to plan their learning,	2/60 =	
	monitoring their progress, and		
	evaluating their learning outcomes.		
	The teacher assigns students to look at		
	the main ideas, practice language (such	TYYYYY Y	
	as pronunciation), and pre-select the		
1	parts of the text to focus on.		
1	Teacher assesses what is known, the	(SB)	
	appropriateness and correctness of	V	
	English learning materials.		
	Teachers evaluate the appropriateness		
	and accuracy of what has been learned,		
	and measure the learners' overall		
	understanding of the material.		
	Teachers help students take control of		
	their learning.		

Teacher helps students plan and change		
their learning strategies if they are not		
appropriate.		
Teacher evaluates previously covered		
content and chooses ahead of time what		
needs attention.		
Cognitive strategies		
Teacher gives attention to the task that		
the students have not understood or that	1	
they have not been able to complete at	V	
the time.	The second second	
Teacher assists students in manipulating		
the target language by providing	DIP.	
activities such as reasoning, analysis,	NO	
and drawing conclusions.	A THE	
Teacher allows student to use	1720 0	3 7/
dictionaries to help students improve	V	
their language skills.		
Teachers help students by giving hints,	(Miles)	
reminding them of special instructions,	YVY	
pointing out things they have missed,	$\sqrt{}$	
and offering ideas on how to make		
things better.	SHA	
Social/Affective strategies		
Teachers assists students in managing		
their attitudes, values, emotions and	$\checkmark$	
motives.		
Teachers supports students through		
praises and laughers as a way for them		
to relax and appreciate what they have	V	
achieved.		
Teachers assists students with exposure		
to environments that allow for practice.		

	Teachers assigns students to collaborate	
	with classmates or native speakers of	√
	the language to improve students'	
	language skills.	
PROJECT BASED LEARNING		
	Teachers assigns projects that are real	
	and relevant to life, not just isolated	$\downarrow$
	academic tasks.	
	Teachers asks students to solve	
	complex problems, reflecting the	V
	multidisciplinary reality of the world.	
	Teachers focus more on the learning	V
	process rather than just the final result.	TV AN
	Students are invited to understand each	
	step in the project.	N
	Students work in groups that involves	2/ silv 1 = 1
	collaboration, effective communication	$\sqrt{}$
	and shared decision-making.	
2	Students are encouraged to use critical,	
	analytical and evaluative thinking skills	$\sqrt{}$
	to solve problems.	
	Teacher gives feedback that helps	1-1
	students to improve their work.	<b>√</b>
	Teachers use process and final product	
	to assess students' ability to apply	$\checkmark$
	knowledge and skills practically.	
	Teacher motivates students to be active	
	in project-related decision-making,	
	including determining goals, methods	N
	and desired outcomes.	
	Teacher assigned students to present	,
	their project to their classmates.	$\sqrt{}$

	PROBLEM BASE	ED LEARNING	
	The teacher explains the objectives of		
	the lesson		
	The teacher motivates students to		
	engage in problem solving activities in		
	English		
	The teacher helps students organize		
3	learning tasks related to the problem		
3	The teacher encourages students to ask		
	questions and gather information		
	related to the problem		
	The teacher encourages students to	In.	
	search for explanations and solutions to	AN	
	problems	D. The	
	The teacher assists students in planning		77
	and preparing for their written reports		
	or videos Videos	51/4	
	The teacher assists students in sharing	(vain)	
	their work with others		
	The teacher helps students to reflect on	11112	))
	their problem-solving tasks.		
	The teacher helps students to reflect on	SHA	
	the problem-solving learning activity.		
	DISCOVERY	LEARNING	
	Teacher uses learning media that is		
	relevant to the material, such as	$\sqrt{}$	
	pictures, videos, etc.		
4	Teacher holds a discussion with		
7	students regarding the learning	$\sqrt{}$	
	material.		
	Teacher directs students to work on the		
	worksheets individually or in groups.		

	Teacher gives students time to answer				
	questions on the worksheet either				
	individually or in groups.				
	Teacher guides the students to prepare	$$			
	for a presentation				
	Teacher directs students to do a	V			
	presentation in front of the class.	v			
	COMPUTER-ASSISTED LANGUAGE LEARNING				
	Teachers uses CALL tools to tailor the				
	content and approach according to				
	students' needs.				
	Teacher plays video clips for listening	IDIA			
	practice, interactive reading exercises	DIKAN			
	with comprehension questions, and	C. C.			
	audio recordings for pronunciation				
	practice.				
	Teachers immerses students in a virtual	2/1/2			
5	environment for contextual language	mile)			
	learning.				
	Teachers creates virtual tours or	19122			
	simulations where students can practice				
	language skills in real-life scenarios.	- T P			
	Teachers monitors progress and provide	. 6.			
	constructive feedback.	The second second			
	Teachers ensures to evaluate and learn				
	more how to be proficient in using				
	CALL tools and methods.				
	COOPERATIVI	E LEARNING			
	Teacher divides the students into				
6	heterogeneous small groups.	V			
	Teacher assigns a group task or project.	√			

	Teacher directs students to discuss in	
	groups about the material that has been	$\checkmark$
	learned.	
	Teacher facilitates students to exchange	
	information and teach and learn from	
	each other, deepening their	
	understanding of the material.	
	Teacher ensures that each student	
	remains responsible for their own	
	learning, and the success of the group	$\checkmark$
	depends on the contributions of all its	
	members.	
	After the task or project is completed,	DIR.
	the teacher guides group reflection and	1
	evaluation.	
	The teacher switches roles within the	77.D 32
	group to ensure that every student has	$\checkmark$
	the opportunity to participate.	
	ACTIVE LE	ARNING
	The teacher asked the students to make	
	a small group of 2-14 members.	
	The teacher gives questions related to	-46
	the concept to students and avoids	
	trivial questions.	and the second second
7	The teacher gives the students to pose	
/	the question and make reasonable	
	progress for 15 second until 3 minutes.	
	The teacher calls several individuals or	
	groups to share their responses and asks	
	some of the volunteers to response if	
	the answer is not complete.	
	•	

	The teacher gives elicit feedback on all
	students' learning.
	INTEGRATED LEARNING
	Teachers prioritize students as active
	participants in their learning process.
	Students are encouraged to explore,
	discover, and independently develop
	concepts and principles.
	The teacher guides students to view
	topics from different angles, connecting
	prior knowledge with new ideas to
	make learning relevant and applicable
	to real life situations.
	Teachers facilitate students in gathering
	data, drawing insights, and achieving
8	learning goals through experiential
	learning.
	The teacher involves students in
	planning, doing, and reviewing
	activities while focusing on their
	preferred learning styles—visual,
	auditory, or hands-on.
	Teachers connect ideas across subjects,
	encouraging critical thinking and
	broader problem-solving skills.
	Teachers help students apply their
	learning in practical, real-world
	contexts.
	FLIPPED LEARNING
	Teacher guides learners on how to
9	access, watch, and interact with the
	learning video.

	Teacher directs learners to watch the		
	video related to the material that will be		
	covered in the next meeting.		
	Teacher encourages learners to		
	formulate interesting questions for class		
	discussion.		
	Teacher assigns tasks both individually		
	and in groups, and the teacher acts as a		
	facilitator, providing support for those		
	who encounter difficulties.		
	COMPETENCY BA	SED LEARNING	
	The teacher uses this relating strategy	IDV	
	when relates a new concept to	DIAN.	
	something the students already know	N Company	
	about.		
	The teacher connects new information	2/ GD E = 1	
	with previous experience or knowledge		
10	of new information.		
	Teachers can motivate learners by		
	providing realistic and relevant	11192	
	exercises, with learners applying		
	concepts in their problem-solving		
	learning activities.	SH	
	DIECEDENTIATED I E A DNING		
	DIFFERENTIATED LEARNING		
	Educators modify resources to align		
	with students' interests and learning		
	modalities based on diagnostic testing	$\sqrt{}$	
11	outcomes: visual, auditory, and		
	kinesthetics.		
	Educators facilitate the learning process		
	by assigning tasks that align with		

Ī	students' talents and needs: visual,	
	auditory, and kinaesthetic.	
	Educators facilitate autonomous	
	learning for pupils with slower learning	
	styles, while advanced learners receive	
	supplementary materials at an elevated	
	level.	



## INTERVIEW GUIDE ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date:			
Time:			
Interviewee:			
Interviewer:			
Teacher Most Pro	eferred Teaching Strategy:		
Teacher Less Pre	ferred Teaching Strategy: .		
Topic	Main Question	Follow-up Questions	
Most Preferred	Why do you often use the	What makes this strategy effective in	

Topic	Main Question	Follow-up Questions
Most Preferred Teaching Strategy	Why do you often use the strategy of in your classroom?	What makes this strategy effective in your teaching context?     How does this strategy influence student engagement and participation?     Can you share a specific experience that led you to prefer this strategy over others?
Less Preferred Teaching Strategy	Why have you never used the strategy of in your classroom?	What are the main reasons you do not employ this strategy in your teaching?     Do you feel that this strategy is unsuitable for your students' needs? If so, why?     Have you encountered any negative experiences or challenges that deter you from using this strategy?

Anecdotal Record Date
2
Male Teacher 1.
Meeting 17 & Showing Contrast & (07-01-2025) - Pre activities Untroduce, pray, greeting
(07-01-2025) - Pre activitier (Introduce, pray, greeting) - Whilst activities
(PPT, Show video, divide students,
discussion, presentation, feedback,
apreciation)
- Post activities
L conclusion, describe next meeting,
pray, gearling)
Meeting 2 7 * Showing Contrast *
(14-01-2025) - Pre activities
( Greeting, pray, absence, triggering
question, remaining, learning objectives
- Whilst activities
( PPT, divide students, exploration,
presentation, review, inter-student
assesment
- Post activities
(conclusion, reflexion, describe next meeting, pray, greeting)

Male Teacher 1.
Meeting 3> * Procedure Text *
(21-01-2025) - Pre activities
(Greeting, pray, absence, remainder
about the lesson, triggering questions
learning objectives)
- Whilst activities
(Show a video, give a problem, divide Students, presentation)
- Post activities
(describe next meeting, pray, greeting
Meeting 4 -> * Procedure Text *
- Pre activities
I greeting, pray, abrence remainder triage
(greeting, pray, abrence, remainder, trigge questions, learning objectives)
- Whilst activities.
Colivide students, continue the task, M
go around, presentation, apreciation &
Peedback)
- Post activities
(peedback from students, MTI give nomework, pray, closing greating)
(KIKY)

Date
Male Teacher 2
Meeting 1 -> * Offering Service (Helps *
(07-01-2025) - Pre activities
Lgreetings, pray, absence, triggeing question
learning objective, divide students)
- Whilst activities
(Show a video, marce a resume, exploration
discussion, presentation)
- Post activities
( Fredback from Students, homework,
pray, closing greefings)
Meeting 2 -> * Offering Service / Helps *  (M-01-202r) - Pre activities
( greetings, pray, absence, relate the
material to experience, triggering questions
learning objectiver)
- Whilef activities
(Show a video, make resume, MT2 describe
about material, discussion)
- Post activities
(home work, pray, closing)
Croine wite, play, ability
(KIKY)

Male Teacher 2
Meeting 3 —7 * Job Application Letter * (21-01-2025) - Pre activities
(greetings, pray, absence, relate the
marerial to experience, irriggening
material to experience, triggering  questions, learning objectives)  - Whilst activities
MT 2 give a much divide chidenty
(MT2 give example, divide students discussion, presentation, MT2 describe
the material) - Post activities
(MT2 describe next meeting, pray,
. 01.
Closing)
Meeting 4 -> * Job Application Letter * (04-02-2021) - Pre activities
(04-02-2021) - Pre activities
(greetings, pray, absence, reminder the
previous meeting, triggering questions,
learning objectiver)
- Whilst activities
(student make a group, discussion, presentation
feedback)
- Post activities
(deacribe next meeting, pray, closing)

	Date
Female	Teacher 1
Meeting	1 -7 & Analytical Exposition *
[OB - OI -	1 —7 * Analytical Exposition * 2025) — Pre Activities
	(greetings, pray, absence, ice breaking
	triggering questions, learning objectives - Whilst Activities
	(watch a video, discussion, make a group
	project assignment, presentation, feedback
	- Post Activities
	( peedback from MI & students, pray,
	closing)
reeting	2 -> * Analytical Exposition *
0	- Pre Activities
	(greetings, pray, absence, triggering questions, learning objectives) - Whilst Activities
	questions, learning objectives)
	- Whilst Achinher
	LFT I give a text, students make summary
	presentation & feedback)
	- Post Activities
No. of Contract of	(feedback por overall, pray, closing)
	<u> </u>

	Date
Female	Teacher 1
Meeting	3 -> * Hortatory Exposition)
(22-01-	3 → * Hortatory Exposition) 2025) - Pre Activities
	(greetings, pray, absence, triggering questions, learning objectives)
	- Whilst Activities
	(divide students, watch a video, analyz
	presentation & feedback)
	- Post Activities
	( overall feeback, describe nex meeting,
	pray, closing)
	1
Meeting	4 -> * Itortatory Exposition)
J	- Pre Activities
	(greetings, pray, absence, triggering questions
	learning objectivet)
	- Whilst Activities
	(divide students, discussion, presentation &
	peedback, project assigment)
	- Post Activities
	(overall feedback, describe next meeting,
	pray, closing)
(KIKY)	

Date	
Female Teacher 2	
Meeting 3 -> * Narrative Text *	
(22-01-2025) - Pre Activities	
(greetings, pray, absence, trigg question, learning objectives)	ering
- Whilst Activities	
(FT2 give a picture, divide stu	dents
discussions & make anarative tex	
presentation, apreciation & fee	
- Post Activities	
(conclusion, describe next meets	ing,
pray & closing)	
Meeting 4 → * Narrative Text *	
- Pre Activities	
( greetings, pray, absence, triggering	questions
learning objectives)	
- Whilst Activities	
(FT2 give a video, divide students,	, discussion
presentation)	
- Post Activities	
(conclusion, pray & dosing)	
(KIKY)	

# **Appendix 27 Validation Sheet**

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

- Petunjuk:
  1. Isilah identitas validator.
  - Berdasarkan pendapat Bapak/Ibu, berilah tanda ✓ pada kolom kolom yang tersedia untuk setiap butir indikator sesuai dengan relevansinya.
     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 TH	RAINING	
	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.	~	
1	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 LEAR	NING
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	.,

	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 LEAR	NING
	Saya menjelaskan tujuan pembelajaran	<b>✓</b>
	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 LEARNIN	/G
	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	~
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.	~
1	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.	~
4	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.	<b>~</b>
	COMPUTER-ASSISTED LANGUAGE	JE LEARNING

	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		
5	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 LEARNI	NG	
	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.		
5	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		
	Saya meminta siswa untuk membuat kelompok berjumlah 2 sampai 14 orang.	~	
7			
	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.		
	~	
	~	
•	ING	
	ING	
	~	
C I		
1 0	~	
dan dapat diterapkan pada situasi kehidupan		
nyata.		
Saya memfasilitasi siswa dalam mengumpulkan		
	•	
3 0	~	
	•	
	~	
	~	
	C	
	G	1
	•	
1		
	•	
*		
	~	
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.	0	
COMPETENCY BASED LEA	ARNING	
VATER	VL28	1.00
A THE RESIDENCE OF THE PARTY OF		
	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 LEARN  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  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.	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.  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.  Saya mendorong siswa untuk merumuskan pertanyaan-pertanyaan yang menarik untuk didiskusikan di dalam kelas.  Saya memberikan dukungan bagi

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 LEAR	NING	
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 : Dewa Ayu Eka Agustini, S.Pd., M.S.

NIDN: 0014088108

Instansi: Universitas Pendidikan Ganesha

NO	INDIKATOR STRATEGI	RELEVAN	TIDAK RELEVAN
	LEARNING STRATEGY TE	RAINING	
	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.	~	
1	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		

	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 LEAR	NING	
	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.	•	
2	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	,	

	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 LEARN	NING	
	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 LEARNIN	G	
	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	~	
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.	~	
ı.	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.	~	
4	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 LANGUAG	E LEARNING
	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.	•
5	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 LEARNI	NG
	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.	~
6	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling mengajar dan belajar, memperdalam pemahaman mereka terhadap materi.	~
U	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	
	Saya meminta siswa untuk membuat kelompok berjumlah 2 sampai 14 orang.	~
7	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 LEARNIN	NG	
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		
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.	•	

	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 LEAR	NING	
	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.	~	

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.)

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  3. Jika ada, berikan komentar / saran pada kolom yang telah disediakan.

Nama : Dewa Ayu Eka Agustini, S.Pd., M.S.

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	LEARNING STRATEGY TE	RAINING	
	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.	~	
1	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 mendorong siswa untuk mengg keterampilan berpikir kritis, analitis, dalam menyelesaikan masalah.		
Siswa bekerja dalam kelompok yang kolaborasi, komunikasi efektif, dan p keputusan bersama.	engambilan 🗸	
Saya mengajak siswa untuk memaha langkah dalam proyek yang mereka k	kerjakan.	
Saya lebih fokus pada proses belajar hanya melihat hasil akhirnya.	•	
masalah yang kompleks, mencerminl kenyataan dunia yang melibatkan ber disiplin ilmu.		
akademik biasa. Saya meminta siswa untuk menyeles		
Saya memberikan proyek nyata yang dengan kehidupan sehari-hari, bukan	berkaitan	
	SED LEARNING	
bahasa siswa.		
asli dengan tujuan meningkatkan ken		
Saya menugaskan siswa untuk berko dengan teman sekelas atau penutur b		
kesempatan lebih untuk berlatih berb		
berinteraksi dengan lingkungan yang		
lingkungan yang memungkinkan unt		
Guru membantu siswa beradaptasi te		
menghargai apa yang telah mereka ca	•	
dengan tujuan siswa dapat merasa ril	eks dan	
Saya memberikan pujian dan beberap	oa gurauan	
Saya membantu siswa dalam mengel nilai, emosi, dan motif siswa.	ola sikap,	
Strategi Sosial/Afektif		
Saya membantu siswa dengan menav jika siswa tidak bisa mengerjakan tug		
merasa kesusahan.		
Saya membantu siswa dengan mengi kembali dengan instruksi yang khusu		
pembelajaran dengan memberikan pe	etunjuk.	
Saya membantu siswa pada saat pros	es _	
Saya mengizinkan siswa untuk meml sebagai alat bantu belajar.	bawa kamus	
Saya memberikan kegiatan-kegiatan yang fokus terhadap penalaran, anali menarik kesimpulan.		
pemahaman siswa terhadap tugas yar		

	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 LEARN	ING	
	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 tugastugas pemecahan masalah mereka.	~	
	Saya membantu siswa untuk merefleksikan kegiatan pembelajaran pemecahan masalah.	•	
	DISCOVERY LEARNIN	G	
	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	•	
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.	•	
4	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.	•	

	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	
5	untuk pembelajaran bahasa yang kontekstual.	~
3	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 LEARN	ING
	Saya membagi siswa ke dalam kelompok-	944
	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	•
6	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	
	Saya meminta siswa untuk membuat kelompok	
	berjumlah 2 sampai 14 orang.	~
	Saya memberikan siswa pertanyaan yang	
	berkaitan dengan konsep dan menghindari	~
7		200
7	pertanyaan yang kurang relevan.	
7	pertanyaan yang kurang relevan. Saya memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan	

	Saya memanggil beberapa siswa atau kelompok				
	untuk membagikan jawaban mereka serta	000			
	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 LEARNIN	NG			
	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				
8	data, menarik kesimpulan, dan mencapai tujuan				
0	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	<b>~</b>			
	keterampilan pemecahan masalah yang lebih luas.				
	Saya membantu siswa menerapkan pembelajaran				
	mereka dalam konteks dunia nyata yang praktis.				
	FLIPPED LEARNING	1			
	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.	DAMAG			
	COMPETENCY BASED LEA	KNING			
		1			

0	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 LEAR	NING	
	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.	~	

	Komen	tar / Saran :
	Guna	akan Kalimat yang tidak membingungkan
į		
	Kesimp	oulan:
		Dapat digunakan
	<u>(b)</u> с.	Dapat digunakan dengan revisi Tidak dapat digunakan

Singaraja, 9 November 2024

Validator

(... Dewa Ayu Eka Agustini, S.Pd., M.S....)

# **Appendix 28 Documentations**

N	Subjec	Date	Activity	Photos
0	t		Descriptio	
			n	
1	Male	Tuesday,	Observatio	
	Teache	7 <sup>th</sup> January	n Meeting	
	r 1	2025	1	I E II
		(07.30		
		AM-09.45		
		AM)		
				Mag or
		Tuesday,	Observatio	
		14 <sup>th</sup>	n Meeting	
		January	2	
		2025		
		(07.30	LIAN	Mary Comp
		AM-09.45		
		AM)		
		Tuesday,	Observatio	
		21 <sup>th</sup>	n Meeting	# 1 · · · · · · · · · · · · · · · · · ·
	1.7	January	3	
	The same of	2025		
	1	(07.30		Recamatan Tejakula, Bali, Indonesia V984+vv6, Jl. Tejakula - Tanyar, Tejakula, Kec.
	1	AM-09.45		Tejakula, Kabupaten Buleleng, Bali 81173, Indonesia Lat -8.133937° Long 115.356576°
		AM)		
		Tuesday,	Observatio	
		4 <sup>th</sup>	n Meeting	
		February	4	A PART OF THE PART
		2025		
		(07.30		E as Mac Lines
		AM-09.45		Or 5 Kali Pearmera
		AM)		

		Tuesday, 4 <sup>th</sup> February 2025	Interview	TOTA SIND SHORT
2	Male Teache r 2	Tuesday, 7 <sup>th</sup> January 2025 (11.30 AM-01.00 PM)	Observatio n Meeting 1	
	1	Tuesday, 14 <sup>th</sup> January 2025 (11.30 AM-01.00 PM)	Observation Meeting 2	
		Tuesday, 21 <sup>th</sup> January 2025 (11.30 AM-01.00 PM)	Observation Meeting 3	GPS Map Camera  Kecamatan Tojakula, Bali, Indonesia
		Tuesday, 4 <sup>th</sup> February 2025 (11.30 AM-01.00 PM)	Observation Meeting 4	GPS Map C Kecamatan Tejakula, Bali, Indonesia

	Tuesday, 4 <sup>th</sup> February 2025	Interview	STATE OF STA
Female Teache r 1	Wednesday, 8 <sup>th</sup> January 2025 (10.45 AM-01.00 PM) Wednesday , 15 <sup>th</sup> January 2025 (10.45 AM-01.00 PM) Wednesday , 22 <sup>th</sup> January 2025 (10.45 AM-01.00 PM) Wednesday , 5 <sup>th</sup> February 2025 (10.45 AM-01.00 PM)	Observation Meeting  Observation Meeting  Observation Meeting  Observation Meeting  Meeting  Observation Meeting  4	Kecamatan Tejakula, Bali, Indonesia  Recamatan Tejakula, Bali, Indonesia

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		Tuesday, 4 <sup>th</sup> February 2025	Interview	THIT STATE
4	Female	Wednesday	Observatio	
	Teache	, 8 <sup>th</sup>	n Meeting	
	r 2	January	1	
		2025		
		(07.30 AM-09.45		
		AM-09.43 AM)		
		Alvi)		
			SEEVE	
		Wednesday	Observatio	
		, 15 <sup>th</sup>	n Meeting	
		January	2	A DE A
	1	2025		
		(07.30	Market S	So. B. Park In
		AM-09.45		
	1	AM)	كالم	
	7	Wednesday	Observatio	*
		, 22 <sup>th</sup>	n Meeting	
	,	January	3	
		2025	7	
		(07.30	VDIE	
		AM-09.45		
		AM)		
		Wednesday	Observatio	
		, 5 <sup>th</sup>	n Meeting	
		February	4	
		2025		
		(07.30		
		AM-09.45		
		AM)		and
	1	<u>l</u>	ı	

	Tuesday, 4 <sup>th</sup> February 2025	Interview	
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### RIWAYAT HIDUP

Luh Lingga Dewi lahir di Tejakula pada tanggal 04 Februari 2003. Penulis lahir dari pasangan suami istri Bapak Nyoman Budiarsa dan Ibu Nyoman Sumerdewi. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Desa Tejakula, Kecamatan Tejakula, Kabupaten Buleleng, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 1 Tejakula dan lulus pada tahun 2015. Kemudian penulis melanjutkan di SMP Negeri 1 Tejakula dan lulus pada tahun 2018. Pada tahun 2021, penulis lulus dari SMA Negeri 1 Tejakula jurusan Bahasa dan melanjutkan ke jenjang pendidikan S1 Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Selanjutnya, mulai tahun 2021 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa aktif. Pada semester akhir tahun 2025 penulis telah menyelesaikan skripsi yang berjudul "Teaching Strategy Preferences of Male and Female English Teachers at SMAN 1 Tejakula".