

# APPENDICES



## Appendix 1 Research Permission Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

### UNIVERSITAS PENDIDIKAN GANESHA

#### FAKULTAS BAHASA DAN SENI

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

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 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:

Nama	: 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. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.  
NIP. 198104192006042002

Tembusan:

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

## Appendix 2 Teaching Strategy Checking List by Male Teacher 1

### TEACHING STRATEGY CHECKLIST STRATEGI MENGAJAR YANG PERNAH DITERAPKAN

Hari/Tanggal: Selasa, 14 Januari 2025 Kode Guru: MT11

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



	Saya memberikan kegiatan-kegiatan pembelajaran yang fokus terhadap penalaran, analisis, dan menarik kesimpulan.	J	
	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.	✓	
	<b>Strategi Sosial/Afektif</b>		
	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.	✓	Sangat perlu untuk menumbuhkan keakraban dengan siswa (RDS)
	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>PROJECT BASED LEARNING</b>			
2	Saya memberikan proyek nyata yang berkaitan dengan kehidupan sehari-hari, bukan cuma tugas akademik biasa.		
	Saya meminta siswa untuk menyelesaikan masalah yang kompleks, mencerminkan kenyataan dunia yang melibatkan berbagai disiplin ilmu.		



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

#### PROBLEM BASED LEARNING

3	Saya menjelaskan tujuan pembelajaran	✓	
	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	✓	Sangat cocok dengan siswa
	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.		
<b>DISCOVERY LEARNING</b>			
4	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.		
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.		
	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.		
	Saya memberikan waktu kepada siswa untuk menjawab pertanyaan-pertanyaan pada lembar kerja baik secara individu maupun kelompok.		
	Saya memandu siswa untuk mempersiapkan presentasi.		
	Saya mengarahkan siswa untuk melakukan presentasi di depan kelas.		
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
5	Saya menggunakan alat bantu CALL untuk menyesuaikan konten dan pendekatan sesuai dengan kebutuhan siswa.	✓	
	Saya memutar klip video untuk latihan mendengarkan, latihan membaca interaktif dengan pertanyaan pemahaman, dan rekaman audio untuk latihan pengucapan.	✓	
	Saya melibatkan siswa dalam lingkungan virtual untuk pembelajaran bahasa yang kontekstual.	✓	

	Saya membuat tour virtual atau simulasi di mana siswa dapat melatih keterampilan bahasa dalam skenario kehidupan nyata.	✓	
	Saya memantau kemajuan dan memberikan umpan balik yang konstruktif.	✓	
	Saya memastikan untuk mengevaluasi dan mempelajari lebih lanjut bagaimana menjadi mahir dalam menggunakan alat dan metode CALL.	✓	
<b>COOPERATIVE LEARNING</b>			
6	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.	✓	Mampu Menugaskan Kolaborasi
	Saya memberikan tugas atau proyek untuk kelompok siswa.	✓	
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.	✓	
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling mengajar dan belajar, memperdalam pemahaman mereka terhadap materi.	✓	
	Saya memastikan bahwa setiap siswa tetap bertanggung jawab atas pembelajaran mereka sendiri, dan keberhasilan kelompok bergantung pada kontribusi semua anggotanya.	✓	
	Setelah tugas atau proyek selesai, saya memandu siswa untuk melakukan refleksi dan evaluasi secara berkelompok.	✓	
	Saya menukar peranan para siswa dalam kelompok untuk memastikan bahwa setiap siswa memiliki kesempatan untuk berpartisipasi.	✓	
<b>ACTIVE LEARNING</b>			
7	Saya meminta siswa untuk membuat kelompok berjumlah 2 sampai 14 orang.		
	Saya memberikan siswa pertanyaan yang berkaitan dengan konsep dan menghindari pertanyaan yang		



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

	mereka dalam konteks dunia nyata yang praktis.	✓	
<b>FLIPPED LEARNING</b>			
9	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.	✓	
	Saya mengarahkan siswa untuk menonton video terkait materi yang akan dibahas pada pertemuan berikutnya.	✓	
	Saya mendorong siswa untuk merumuskan pertanyaan-pertanyaan yang menarik untuk didiskusikan di dalam kelas.	✓	
	Saya memberikan tugas kepada siswa baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi siswa yang mengalami kesulitan.	✓	
<b>COMPETENCY BASED LEARNING</b>			
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.	✓	
<b>DIFFERENTIATED LEARNING</b>			
11	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual, auditori, dan kinestetik.	✓	memberikan tugas berupa "proyek" Aktif

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



### Appendix 3 Teaching Strategy Checking List by Male Teacher 2

#### TEACHING STRATEGY CHECKLIST STRATEGI MENGAJAR YANG PERNAH DITERAPKAN

Hari/Tanggal: Senin, 19 Januari 2021

Kode Guru: MT2

NO	INDIKATOR STRATEGI MENGAJAR	CHECK LIST	CATATAN
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Strategi Metakognitif</b>		
	Saya menyediakan kegiatan agar siswa belajar cara belajar.	✓	
	Saya memonitor kegiatan siswa untuk memastikan bahwa mereka mengerjakan sesuai instruksi.	✓	
	Saya mengevaluasi cara siswa dalam belajar.	✓	
	Saya menugaskan siswa untuk—bekerja dalam kelompok dan mengamati bagaimana mereka menyelesaikan tugas bersama.	✓	
	Saya mengamati strategi siswa dalam belajar.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan siswa menyelesaikan masalah	✓	
	Saya memperhatikan bagaimana siswa menyelesaikan tugasnya-	✓	
	Saya membantu siswa dalam proses belajar.	✓	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	✓	
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang perlu diperhatikan.	✓	
	<b>Strategi Kognitif</b>		
	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.	✓	
	<b>Strategi Sosial/Afektif</b>		
	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.	✓	Sering dilafkan dalam kelas
	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>PROJECT BASED LEARNING</b>			
2	Saya memberikan proyek nyata yang berkaitan dengan kehidupan sehari-hari, bukan cuma tugas akademik biasa.		Kurang warf dan kurang 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.		
	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.		
<b>PROBLEM BASED LEARNING</b>			
3	Saya menjelaskan tujuan pembelajaran	✓	
	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	✓	Cocok dan Sering dilakukan
	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.	✓	
<b>DISCOVERY LEARNING</b>			
4	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	✓	
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.	✓	
	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.	✓	
	Saya memberikan waktu kepada siswa untuk menjawab pertanyaan-pertanyaan pada lembar kerja baik secara individu maupun kelompok.	✓	
	Saya memandu siswa untuk mempersiapkan presentasi.	✓	
	Saya mengarahkan siswa untuk melakukan presentasi di depan kelas.	✓	
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
5	Saya menggunakan alat bantu CALL untuk menyesuaikan konten dan pendekatan sesuai dengan kebutuhan siswa.		Jarang
	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.		
<b>COOPERATIVE LEARNING</b>			
6	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.	✓	Paling sering dilakukan
	Saya memberikan tugas atau proyek untuk kelompok siswa.	✓	
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.	✓	
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling mengajar dan belajar, memperdalam pemahaman mereka terhadap materi.	✓	
	Saya memastikan bahwa setiap siswa tetap bertanggung jawab atas pembelajaran mereka sendiri, dan keberhasilan kelompok bergantung pada kontribusi semua anggotanya.	✓	
	Setelah tugas atau proyek selesai, saya memandu siswa untuk melakukan refleksi dan evaluasi secara berkelompok.	✓	
	Saya menukar peranan para siswa dalam kelompok untuk memastikan bahwa setiap siswa memiliki kesempatan untuk berpartisipasi.	✓	
<b>ACTIVE LEARNING</b>			
7	Saya meminta siswa untuk membuat kelompok berjumlah 2 sampai 14 orang.	✓	
	Saya memberikan siswa pertanyaan yang berkaitan dengan konsep dan menghindari pertanyaan yang	✓	

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



	mereka dalam konteks dunia nyata yang praktis.		
<b>FLIPPED LEARNING</b>			
9	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.		
	Saya mengarahkan siswa untuk menonton video terkait materi yang akan dibahas pada pertemuan berikutnya.		
	Saya mendorong siswa untuk merumuskan pertanyaan-pertanyaan yang menarik untuk didiskusikan di dalam kelas.		
	Saya memberikan tugas kepada siswa baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi siswa yang mengalami kesulitan.		
<b>COMPETENCY BASED LEARNING</b>			
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.		
<b>DIFFERENTIATED LEARNING</b>			
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.		

## Appendix 4 Teaching Strategy Checking List by Female Teacher 1

### TEACHING STRATEGY CHECKLIST STRATEGI MENGAJAR YANG PERNAH DITERAPKAN

Hari/Tanggal: Selasa, 14 Januari 2025 Kode Guru: .....FT1.....

NO	INDIKATOR STRATEGI MENGAJAR	CHECK LIST	CATATAN
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Strategi Metakognitif</b>		
	Saya menyediakan kegiatan agar siswa belajar cara belajar.	✓	
	Saya memonitor kegiatan siswa untuk memastikan bahwa mereka mengerjakan sesuai instruksi.	✓	
	Saya mengevaluasi cara siswa dalam belajar.	✓	
	Saya menugaskan siswa untuk—bekerja dalam kelompok dan mengamati bagaimana mereka menyelesaikan tugas bersama.	✓	
	Saya mengamati strategi siswa dalam belajar.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan siswa menyelesaikan masalah	✓	
	Saya memperhatikan bagaimana siswa menyelesaikan tugasnya-	✓	
	Saya membantu siswa dalam proses belajar.	✓	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	✓	
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang perlu diperhatikan.	✓	
	<b>Strategi Kognitif</b>		
	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.	✓	
	<b>Strategi Sosial/Afektif</b>		
	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.	✓	<i>Sangat penting dilakukan</i>
	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>PROJECT BASED LEARNING</b>			
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.	✓	
<b>PROBLEM BASED LEARNING</b>			
3	Saya menjelaskan tujuan pembelajaran		
	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	✓	
	Saya membantu siswa mengorganisasikan tugas-tugas belajar yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mencari penjelasan dan solusi untuk masalah	✓	

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

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

	mereka dalam konteks dunia nyata yang praktis.	✓	
<b>FLIPPED LEARNING</b>			
9	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.		<i>Belum pernah</i>
	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.		
<b>COMPETENCY BASED LEARNING</b>			
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.	✓	
<b>DIFFERENTIATED LEARNING</b>			
11	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual, auditori, dan kinestetik.		<i>Sulit diterapkan</i>



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

## Appendix 5 Teaching Strategy Checking List by Female Teacher 2

### TEACHING STRATEGY CHECKLIST STRATEGI MENGAJAR YANG PERNAH DITERAPKAN

Hari/Tanggal: 14 - 01 - 2025 Kode Guru: FT2

NO	INDIKATOR STRATEGI MENGAJAR	CHECK LIST	CATATAN
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Strategi Metakognitif</b>		
	Saya menyediakan kegiatan agar siswa belajar cara belajar.	✓	
	Saya memonitor kegiatan siswa untuk memastikan bahwa mereka mengerjakan sesuai instruksi.	✓	
	Saya mengevaluasi cara siswa dalam belajar.	✓	
	Saya menugaskan siswa untuk—bekerja dalam kelompok dan mengamati bagaimana mereka menyelesaikan tugas bersama.	✓	
	Saya mengamati strategi siswa dalam belajar.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan siswa menyelesaikan masalah	✓	
	Saya memperhatikan bagaimana siswa menyelesaikan tugasnya-	✓	
	Saya membantu siswa dalam proses belajar.	✓	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	✓	
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang perlu diperhatikan.	✓	
	<b>Strategi Kognitif</b>		
	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.	✓	
	<b>Strategi Sosial/Afektif</b>		
	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.	✓	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>PROJECT BASED LEARNING</b>			
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.	✓	Sangat diterapkan



	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.	✓	
<b>PROBLEM BASED LEARNING</b>			
3	Saya menjelaskan tujuan pembelajaran		
	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris		
	Saya membantu siswa mengorganisasikan tugas-tugas belajar yang berhubungan dengan masalah tersebut		
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut		
	Saya mendorong siswa untuk mencari penjelasan dan solusi untuk masalah		

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



	kurang relevan.		
	Saya memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan mengembangkannya dengan baik selama 15 detik hingga 3 menit.	✓	
	Saya memanggil beberapa siswa atau kelompok untuk membagikan jawaban mereka serta meminta siswa lainnya untuk memberikan tanggapan jika jawaban yang diberikan masih belum lengkap.	✓	
	Saya memberikan umpan balik yang jelas tentang pembelajaran bagi seluruh siswa.	✓	

#### INTEGRATED LEARNING

8	Saya memprioritaskan siswa sebagai peserta aktif dalam proses pembelajaran. Siswa didorong untuk mengeksplorasi, menemukan, dan secara mandiri mengembangkan konsep dan prinsip.		
	Saya memandu siswa untuk melihat topik dari berbagai sudut pandang, menghubungkan pengetahuan sebelumnya dengan ide-ide baru untuk membuat pembelajaran menjadi relevan dan dapat diterapkan pada situasi kehidupan nyata.		
	Saya memfasilitasi siswa dalam mengumpulkan data, menarik kesimpulan, dan mencapai tujuan pembelajaran melalui pembelajaran berbasis pengalaman.		
	Saya melibatkan siswa dalam merencanakan, melakukan, dan meninjau kegiatan sambil berfokus pada gaya belajar yang mereka sukai - visual, auditori, atau praktik.		
	Saya menghubungkan ide-ide lintas mata pelajaran, mendorong pemikiran kritis dan keterampilan pemecahan masalah yang lebih luas.		
	Saya membantu siswa menerapkan pembelajaran		

	mereka dalam konteks dunia nyata yang praktis.		
<b>FLIPPED LEARNING</b>			
9	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.	✓	
	Saya mengarahkan siswa untuk menonton video terkait materi yang akan dibahas pada pertemuan berikutnya.	✓	
	Saya mendorong siswa untuk merumuskan pertanyaan-pertanyaan yang menarik untuk didiskusikan di dalam kelas.	✓	
	Saya memberikan tugas kepada siswa baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi siswa yang mengalami kesulitan.	✓	
<b>COMPETENCY BASED LEARNING</b>			
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.	✓	
<b>DIFFERENTIATED LEARNING</b>			
11	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual, auditori, dan kinestetik.	✓	

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



## Appendix 6 Observation Checklist Male Teacher 1 Meeting 1

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.		
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.		

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.	√	
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.		
<b>Social/Affective strategies</b>		
Teachers assists students in managing their attitudes, values, emotions and motives.		
Teachers supports students through praises and laughs 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.		
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		



PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson	√	
	The teacher motivates students to engage in problem solving activities in English	√	
	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.	√	
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.		
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.	√	
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.	√	
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.		

	Teacher directs students to discuss in groups about the material that has been learned.		
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.		
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.		
	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 elicited feedback on all students' learning.		
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 7 Observation Checklist Male Teacher 1 Meeting 2

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.		
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.		

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.	√	
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.		
<b>Social/Affective strategies</b>		
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.		
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		



PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson	√	
	The teacher motivates students to engage in problem solving activities in English	√	
	The teacher helps students organize learning tasks related to the problem	√	
	The teacher encourages students to ask questions and gather information related to the problem	√	
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.	√	
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.	√	
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.	√	
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.		

	Teacher directs students to discuss in groups about the material that has been learned.		
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.		
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.	√	
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.		
	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 elicited feedback on all students' learning.		
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 8 Observation Checklist Male Teacher 1 Meeting 3

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.	√	
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.		

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.	√	
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.	√	
Teacher allows student to use dictionaries to help students improve their language skills.		
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.		
<b>Social/Affective strategies</b>		
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.		
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		



PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson	√	
	The teacher motivates students to engage in problem solving activities in English	√	
	The teacher helps students organize learning tasks related to the problem	√	
	The teacher encourages students to ask questions and gather information related to the problem	√	
	The teacher encourages students to search for explanations and solutions to problems	√	
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.	√	
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.	√	
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.	√	
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.		

	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	√	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.		
	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 elicited feedback on all students' learning.		
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 9 Observation Checklist Male Teacher 1 Meeting 4

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.	√	
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.		

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.	√	
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.	√	
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.	√	
<b>Social/Affective strategies</b>		
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.	√	
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		

PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson	√	
	The teacher motivates students to engage in problem solving activities in English	√	
	The teacher helps students organize learning tasks related to the problem	√	
	The teacher encourages students to ask questions and gather information related to the problem	√	
	The teacher encourages students to search for explanations and solutions to problems	√	
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.	√	
	The teacher helps students to reflect on the problem-solving learning activity.	√	
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.	√	
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.	√	
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.	√	
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.	√	

	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	√	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.		
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.		
	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 elicited feedback on all students' learning.		
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 10 Observation Checklist Male Teacher 2 Meeting 1

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.		
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.		



Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.	√	
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.		
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.	√	
<b>Social/Affective strategies</b>		
Teachers assists students in managing their attitudes, values, emotions and motives.	√	
Teachers supports students through praises and laughs 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.	√	
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		

PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson	√	
	The teacher motivates students to engage in problem solving activities in English	√	
	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem	√	
	The teacher encourages students to search for explanations and solutions to problems	√	
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.	√	
	The teacher helps students to reflect on the problem-solving learning activity.	√	
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.	√	
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.	√	
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.	√	
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.		



	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	√	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.		
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.	√	
	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 elicited feedback on all students' learning.	√	
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 11 Observation Checklist Male Teacher 2 Meeting 2

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.	√	
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.	√	

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.	√	
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.	√	
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.	√	
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.	√	
<b>Social/Affective strategies</b>		
Teachers assists students in managing their attitudes, values, emotions and motives.	√	
Teachers supports students through praises and laughs 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.	√	
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		

PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson	√	
	The teacher motivates students to engage in problem solving activities in English	√	
	The teacher helps students organize learning tasks related to the problem	√	
	The teacher encourages students to ask questions and gather information related to the problem	√	
	The teacher encourages students to search for explanations and solutions to problems	√	
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others	√	
	The teacher helps students to reflect on their problem-solving tasks.	√	
	The teacher helps students to reflect on the problem-solving learning activity.	√	
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.	√	
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.	√	
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.	√	

	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	√	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.	√	
	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 elicited feedback on all students' learning.	√	
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 12 Observation Checklist Male Teacher 2 Meeting 3

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.	√	
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.		

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.	√	
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.	√	
<b>Social/Affective strategies</b>		
Teachers assists students in managing their attitudes, values, emotions and motives.	√	
Teachers supports students through praises and laughs 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.	√	
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		



PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson	√	
	The teacher motivates students to engage in problem solving activities in English	√	
	The teacher helps students organize learning tasks related to the problem	√	
	The teacher encourages students to ask questions and gather information related to the problem	√	
	The teacher encourages students to search for explanations and solutions to problems	√	
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others	√	
	The teacher helps students to reflect on their problem-solving tasks.	√	
	The teacher helps students to reflect on the problem-solving learning activity.	√	
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.		
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.	√	
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.	√	

	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	√	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.	√	
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.		
	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 elicited feedback on all students' learning.		
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 13 Observation Checklist Male Teacher 2 Meeting 4

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.	√	
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.		

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.	√	
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.	√	
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.	√	
<b>Social/Affective strategies</b>		
Teachers assists students in managing their attitudes, values, emotions and motives.	√	
Teachers supports students through praises and laughs 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.	√	
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.		
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.		
	Teachers focus more on the learning process rather than just the final result.		
	Students are invited to understand each step in the project.		
	Students work in groups that involves collaboration, effective communication and shared decision-making.		
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.		
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.		

PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson	√	
	The teacher motivates students to engage in problem solving activities in English	√	
	The teacher helps students organize learning tasks related to the problem	√	
	The teacher encourages students to ask questions and gather information related to the problem	√	
	The teacher encourages students to search for explanations and solutions to problems	√	
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.	√	
	The teacher helps students to reflect on the problem-solving learning activity.	√	
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.	√	
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.	√	
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.		

	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	√	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.	√	
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.	√	
	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 elicited feedback on all students' learning.		
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 14 Observation Checklist Female Teacher 1 Meeting 1

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.	√	
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.		

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.	√	
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.	√	
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.	√	
<b>Social/Affective strategies</b>		
Teachers assists students in managing their attitudes, values, emotions and motives.	√	
Teachers supports students through praises and laughs 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.	√	
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.	√	
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.	√	
	Teachers focus more on the learning process rather than just the final result.	√	
	Students are invited to understand each step in the project.	√	
	Students work in groups that involves collaboration, effective communication and shared decision-making.	√	
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.	√	
	Teacher gives feedback that helps students to improve their work.	√	
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.	√	
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.	√	
	Teacher assigned students to present their project to their classmates.	√	



PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson	√	
	The teacher motivates students to engage in problem solving activities in English		
	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.	√	
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.	√	

	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	√	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.	√	
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.	√	
	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 elicited feedback on all students' learning.		
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.	√	
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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

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**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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.	√	
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.		

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.	√	
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.	√	
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.	√	
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.	√	
<b>Social/Affective strategies</b>		
Teachers assists students in managing their attitudes, values, emotions and motives.	√	
Teachers supports students through praises and laughs 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.		
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.	√	
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.	√	
	Teachers focus more on the learning process rather than just the final result.	√	
	Students are invited to understand each step in the project.	√	
	Students work in groups that involves collaboration, effective communication and shared decision-making.	√	
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.	√	
	Teacher gives feedback that helps students to improve their work.	√	
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.	√	
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.	√	

PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson	√	
	The teacher motivates students to engage in problem solving activities in English		
	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.	√	
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.	√	

	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	√	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.	√	
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.	√	
	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 elicited feedback on all students' learning.	√	
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 16 Observation Checklist Female Teacher 1 Meeting 3

#### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.	√	
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.	√	
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.		

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.	√	
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.		
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.	√	
<b>Social/Affective strategies</b>		
Teachers assists students in managing their attitudes, values, emotions and motives.	√	
Teachers supports students through praises and laughs 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.	√	
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.	√	
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.	√	
	Teachers focus more on the learning process rather than just the final result.	√	
	Students are invited to understand each step in the project.	√	
	Students work in groups that involves collaboration, effective communication and shared decision-making.	√	
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.	√	
	Teacher gives feedback that helps students to improve their work.	√	
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.		
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.	√	

PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson	√	
	The teacher motivates students to engage in problem solving activities in English	√	
	The teacher helps students organize learning tasks related to the problem	√	
	The teacher encourages students to ask questions and gather information related to the problem	√	
	The teacher encourages students to search for explanations and solutions to problems	√	
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others	√	
	The teacher helps students to reflect on their problem-solving tasks.	√	
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.	√	
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.	√	



	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.		
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.	√	
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.	√	
	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 elicited feedback on all students' learning.	√	
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 17 Observation Checklist Female Teacher 1 Meeting 4

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.	√	
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.		



Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.	√	
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.	√	
<b>Social/Affective strategies</b>		
Teachers assists students in managing their attitudes, values, emotions and motives.		
Teachers supports students through praises and laughs 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.	√	
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.	√	
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.	√	
	Teachers focus more on the learning process rather than just the final result.	√	
	Students are invited to understand each step in the project.	√	
	Students work in groups that involves collaboration, effective communication and shared decision-making.	√	
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.	√	
	Teacher gives feedback that helps students to improve their work.	√	
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.	√	
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.		
	Teacher assigned students to present their project to their classmates.	√	

PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson	√	
	The teacher motivates students to engage in problem solving activities in English		
	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.		
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.	√	

	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	√	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.	√	
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.		
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.	√	
	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 elicited feedback on all students' learning.		
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 18 Observation Checklist Female Teacher 2 Meeting 1

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.	√	
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.	√	
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.		
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.		

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.	√	
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.	√	
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.	√	
<b>Social/Affective strategies</b>		
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.	√	
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.	√	
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.	√	
	Teachers focus more on the learning process rather than just the final result.	√	
	Students are invited to understand each step in the project.	√	
	Students work in groups that involves collaboration, effective communication and shared decision-making.	√	
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.		
	Teacher gives feedback that helps students to improve their work.	√	
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.	√	
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.	√	
	Teacher assigned students to present their project to their classmates.		

PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson		
	The teacher motivates students to engage in problem solving activities in English		
	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.		
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.	√	

	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	√	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.	√	
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.	√	
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.	√	
	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 elicited feedback on all students' learning.	√	
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 19 Observation Checklist Female Teacher 2 Meeting 2

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.	√	
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.	√	
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.	√	
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.		
	Teachers help students take control of their learning.		

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.		
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.	√	
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.	√	
<b>Social/Affective strategies</b>		
Teachers assists students in managing their attitudes, values, emotions and motives.	√	
Teachers supports students through praises and laughs 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.	√	
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.	√	
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.	√	
	Teachers focus more on the learning process rather than just the final result.	√	
	Students are invited to understand each step in the project.	√	
	Students work in groups that involves collaboration, effective communication and shared decision-making.	√	
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.	√	
	Teacher gives feedback that helps students to improve their work.	√	
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.	√	
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.	√	
	Teacher assigned students to present their project to their classmates.	√	



PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson		
	The teacher motivates students to engage in problem solving activities in English		
	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.	√	
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.	√	

	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	√	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.		
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.	√	
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.	√	
	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 elicited feedback on all students' learning.		
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.	√	
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.	√	
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.	√	
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.	√	
	Teachers help students take control of their learning.		

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.	√	
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.	√	
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.		
<b>Social/Affective strategies</b>		
Teachers assists students in managing their attitudes, values, emotions and motives.	√	
Teachers supports students through praises and laughs 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.	√	
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.	√	
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.	√	
	Teachers focus more on the learning process rather than just the final result.	√	
	Students are invited to understand each step in the project.	√	
	Students work in groups that involves collaboration, effective communication and shared decision-making.	√	
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.	√	
	Teacher gives feedback that helps students to improve their work.	√	
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.	√	
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.	√	
	Teacher assigned students to present their project to their classmates.	√	

PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson		
	The teacher motivates students to engage in problem solving activities in English		
	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.		
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.	√	

	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.	√	
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.	√	
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.	√	
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.	√	
	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 elicited feedback on all students' learning.		
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.	√	
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 21 Observation Checklist Female Teacher 2 Meeting 4

### OBSERVATION SHEETS ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

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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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Metacognitive strategies</b>		
	Teacher provides students with activities to plan their learning, monitoring their progress, and evaluating their learning outcomes.		
	The teacher assigns students to look at the main ideas, practice language (such as pronunciation), and pre-select the parts of the text to focus on.		
	Teacher assesses what is known, the appropriateness and correctness of English learning materials.	√	
	Teachers evaluate the appropriateness and accuracy of what has been learned, and measure the learners' overall understanding of the material.		
	Teachers help students take control of their learning.		

Teacher helps students plan and change their learning strategies if they are not appropriate.		
Teacher evaluates previously covered content and chooses ahead of time what needs attention.		
<b>Cognitive strategies</b>		
Teacher gives attention to the task that the students have not understood or that they have not been able to complete at the time.	√	
Teacher assists students in manipulating the target language by providing activities such as reasoning, analysis, and drawing conclusions.		
Teacher allows student to use dictionaries to help students improve their language skills.	√	
Teachers help students by giving hints, reminding them of special instructions, pointing out things they have missed, and offering ideas on how to make things better.	√	
<b>Social/Affective strategies</b>		
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.	√	
<b>PROJECT BASED LEARNING</b>			
2	Teachers assigns projects that are real and relevant to life, not just isolated academic tasks.	√	
	Teachers asks students to solve complex problems, reflecting the multidisciplinary reality of the world.	√	
	Teachers focus more on the learning process rather than just the final result.	√	
	Students are invited to understand each step in the project.	√	
	Students work in groups that involves collaboration, effective communication and shared decision-making.	√	
	Students are encouraged to use critical, analytical and evaluative thinking skills to solve problems.	√	
	Teacher gives feedback that helps students to improve their work.	√	
	Teachers use process and final product to assess students' ability to apply knowledge and skills practically.	√	
	Teacher motivates students to be active in project-related decision-making, including determining goals, methods and desired outcomes.	√	
	Teacher assigned students to present their project to their classmates.	√	

PROBLEM BASED LEARNING			
3	The teacher explains the objectives of the lesson		
	The teacher motivates students to engage in problem solving activities in English		
	The teacher helps students organize learning tasks related to the problem		
	The teacher encourages students to ask questions and gather information related to the problem		
	The teacher encourages students to search for explanations and solutions to problems		
	The teacher assists students in planning and preparing for their written reports or videos		
	The teacher assists students in sharing their work with others		
	The teacher helps students to reflect on their problem-solving tasks.		
	The teacher helps students to reflect on the problem-solving learning activity.		
DISCOVERY LEARNING			
4	Teacher uses learning media that is relevant to the material, such as pictures, videos, etc.	√	
	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 presentation in front of the class.	√	
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			
<b>5</b>	Teachers uses CALL tools to tailor the content and approach according to students' needs.		
	Teacher plays video clips for listening practice, interactive reading exercises with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers immerses students in a virtual environment for contextual language learning.		
	Teachers creates virtual tours or simulations where students can practice language skills in real-life scenarios.		
	Teachers monitors progress and provide constructive feedback.		
	Teachers ensures to evaluate and learn more how to be proficient in using CALL tools and methods.		
<b>COOPERATIVE LEARNING</b>			
<b>6</b>	Teacher divides the students into heterogeneous small groups.	√	
	Teacher assigns a group task or project.	√	



	Teacher directs students to discuss in groups about the material that has been learned.	√	
	Teacher facilitates students to exchange information and teach and learn from each other, deepening their understanding of the material.		
	Teacher ensures that each student remains responsible for their own learning, and the success of the group depends on the contributions of all its members.	√	
	After the task or project is completed, the teacher guides group reflection and evaluation.	√	
	The teacher switches roles within the group to ensure that every student has the opportunity to participate.	√	
<b>ACTIVE LEARNING</b>			
7	The teacher asked the students to make a small group of 2-14 members.		
	The teacher gives questions related to the concept to students and avoids trivial questions.	√	
	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 elicited feedback on all students' learning.	√	
<b>INTEGRATED LEARNING</b>			
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 in practical, real-world contexts.		
<b>FLIPPED LEARNING</b>			
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.		
<b>COMPETENCY BASED LEARNING</b>			
10	The teacher uses this relating strategy when relates a new concept to something the students already know 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.		
<b>DIFFERENTIATED LEARNING</b>			
11	Educators modify resources to align with students' interests and learning modalities based on diagnostic testing 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 22 Interview Guide

### INTERVIEW GUIDE ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date: .....

Time: .....

Interviewee: .....

Interviewer: .....

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Teacher Most Preferred Teaching Strategy: .....

Teacher Less Preferred Teaching Strategy: .....

Topic	Main Question	Follow-up Questions
Most Preferred Teaching Strategy	Why do you often use the strategy of ... in your classroom?	<ol style="list-style-type: none"><li>1. What makes this strategy effective in your teaching context?</li><li>2. How does this strategy influence student engagement and participation?</li><li>3. Can you share a specific experience that led you to prefer this strategy over others?</li></ol>
Less Preferred Teaching Strategy	Why have you never used the strategy of ... in your classroom?	<ol style="list-style-type: none"><li>1. What are the main reasons you do not employ this strategy in your teaching?</li><li>2. Do you feel that this strategy is unsuitable for your students' needs? If so, why?</li><li>3. Have you encountered any negative experiences or challenges that deter you from using this strategy?</li></ol>



## Appendix 23 Anecdotal Record Male Teacher 1

Anecdotal Record		Date
<u>Male Teacher 1.</u>		
Meeting 1. → * Showing Contrast *		
(07-01-2025)	<ul style="list-style-type: none"><li>- Pre activities (Introduce, pray, greeting)</li><li>- Whilst activities (PPT, Show video, divide students, discussion, presentation, feedback, appreciation)</li><li>- Post activities (conclusion, describe next meeting, pray, greeting)</li></ul>	
Meeting 2 → * Showing Contrast *		
(14-01-2025)	<ul style="list-style-type: none"><li>- Pre activities (Greeting, pray, absence, triggering question, remaining, learning objectives)</li><li>- Whilst activities (PPT, divide students, explanation, presentation, review, inter-student assessment)</li><li>- Post activities (conclusion, reflexion, describe next meeting, pray, greeting)</li></ul>	

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

(greeting, pray, absence, remainder, triggering questions, learning objectives)

## - Whilst activities

(divide students, continue the task, MTI go around, presentation, appreciation &amp; feedback)

## - Post activities

(feedback from students, MTI give homework, pray, closing greeting)

## Appendix 24 Anecdotal Record Male Teacher 2

Date

### Male Teacher 2

Meeting 1 → \* Offering Service (Helps \*  
(07-01-2025) - Pre activities  
(greetings, pray, absence, triggering questions,  
learning objectives, divide students)  
- Whilst activities  
(show a video, make a resume, exploration,  
discussion, presentation)  
- Post activities  
(feedback from students, homework,  
pray, closing greetings)

Meeting 2 → \* Offering Service / Helps \*  
(14-01-2025) - Pre activities  
(greetings, pray, absence, relate the  
material to experience, triggering questions,  
learning objectives)  
- Whilst activities  
(show a video, make resume, MT2 describe  
about material, discussion)  
- Post activities  
(home work, pray, closing)



Male Teacher 2

Meeting 3 → \* Job Application Letter \*  
(21-01-2025) - Pre activities

(greetings, pray, absence, relate the material to experience, triggering questions, learning objectives)

- Whilst activities

(MT2 give example, divide students, discussion, presentation, MT2 describe the material)

- Post activities

(MT2 describe next meeting, pray, closing)

Meeting 4 → \* Job Application Letter \*  
(04-02-2025) - Pre activities

(greetings, pray, absence, reminder the previous meeting, triggering questions, learning objectives)

- Whilst activities

(student make a group, discussion, presentation, feedback)

- Post activities

(describe next meeting, pray, closing)

## Appendix 25 Anecdotal Record Female Teacher 1

Date

### Female Teacher 1

Meeting 1 → \* Analytical Exposition \*

(08-01-2025) - 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

(feedback from FT & students, pray, closing)

Meeting 2 → \* Analytical Exposition \*

- Pre Activities

(greetings, pray, absence, triggering questions, learning objectives)

- Whilst Activities

(FT 1 give a text, students make summary, presentation & feedback)

- Post Activities

(feedback for overall, pray, closing)



Date

## Female Teacher 1

Meeting 3 → \* (Hortatory Exposition)  
(22-01-2025) - Pre Activities

(greetings, pray, absence, triggering questions, learning objectives)

- Whilst Activities

(divide students, watch a video, analyze, presentation & feedback)

- Post Activities

(overall feedback, describe next meeting, pray, closing)

Meeting 4 → \* (Hortatory Exposition)

- Pre Activities

(greetings, pray, absence, triggering questions, learning objectives)

- Whilst Activities

(divide students, discussion, presentation & feedback, project assignment)

- Post Activities

(overall feedback, describe next meeting, pray, closing)

## Appendix 26 Anecdotal Record Female Teacher 2

Date

### Female Teacher 2

Meeting 3 → \* Narrative Text \*

(22-01-2025) - Pre Activities

(greetings, pray, absence, triggering question, learning objectives)

- Whilst Activities

(FT 2 give a picture, divide students, discussions & make narrative text, presentation, appreciation & feedback)

- Post Activities

(conclusion, describe next meeting, 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 & closing)

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

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

NIDN : 0014076401

Instansi : Universitas Pendidikan Ganesha

NO	INDIKATOR STRATEGI	RELEVAN	TIDAK RELEVAN
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Strategi Metakognitif</b>		
	Saya menyediakan Rencana Pelaksanaan Pembelajaran (RPP) mengenai aktivitas siswa.	✓	
	Saya memonitor kemampuan siswa.	✓	
	Saya mengevaluasi hasil belajar siswa.	✓	
	Saya menugaskan siswa untuk melihat ide-ide utama, melatih bahasa (seperti pengucapan), dan memilih bagian teks yang akan difokuskan.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan dari apa yang telah dipelajari, dan mengukur pemahaman siswa secara keseluruhan terhadap materi.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan siswa dari apa yang sudah siswa pelajar	✓	
	Saya mengukur pemahaman siswa secara keseluruhan terhadap materi.	✓	
	Saya membantu siswa dalam proses belajar.	✓	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	✓	
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang perlu diperhatikan.	✓	
	<b>Strategi Kognitif</b>		
	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.	✓	
	<b>Strategi Sosial/Afektif</b>		
	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.	✓	
<b>PROJECT BASED LEARNING</b>			
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.	✓	
<b>PROBLEM BASED LEARNING</b>			
3	Saya menjelaskan tujuan pembelajaran	✓	
	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	✓	
	Saya membantu siswa mengorganisasikan tugas-tugas belajar yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mencari penjelasan dan solusi untuk masalah	✓	
	Saya membantu siswa dalam merencanakan dan mempersiapkan laporan tertulis atau video mereka	✓	
	Saya membantu siswa dalam berbagi pekerjaan mereka dengan yang lain	✓	
	Saya membantu siswa untuk merefleksikan tugas-tugas pemecahan masalah mereka.	✓	
	Saya membantu siswa untuk merefleksikan kegiatan pembelajaran pemecahan masalah.	✓	
<b>DISCOVERY LEARNING</b>			
4	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	✓	
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.	✓	
	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.	✓	
	Saya memberikan waktu kepada siswa untuk menjawab pertanyaan-pertanyaan pada lembar kerja baik secara individu maupun kelompok.	✓	
	Saya memandu siswa untuk mempersiapkan presentasi.	✓	
	Saya mengarahkan siswa untuk melakukan presentasi di depan kelas.	✓	
<b>COMPUTER-ASSISTED LANGUAGE LEARNING</b>			



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

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



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.	✓	
<b>DIFFERENTIATED LEARNING</b>			
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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Strategi Metakognitif</b>		
	Saya menyediakan Rencana Pelaksanaan Pembelajaran (RPP) mengenai aktivitas siswa.	✓	
	Saya memonitor kemampuan siswa.	✓	
	Saya mengevaluasi hasil belajar siswa.	✓	
	Saya menugaskan siswa untuk melihat ide-ide utama, melatih bahasa (seperti pengucapan), dan memilih bagian teks yang akan difokuskan.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan dari apa yang telah dipelajari, dan mengukur pemahaman siswa secara keseluruhan terhadap materi.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan siswa dari apa yang sudah siswa pelajar	✓	
	Saya mengukur pemahaman siswa secara keseluruhan terhadap materi.	✓	
	Saya membantu siswa dalam proses belajar.	✓	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	✓	
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang perlu diperhatikan.	✓	
	<b>Strategi Kognitif</b>		

	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.	✓	
	<b>Strategi Sosial/Afektif</b>		
	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.	✓	
<b>PROJECT BASED LEARNING</b>			
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.	✓	
<b>PROBLEM BASED LEARNING</b>			
3	Saya menjelaskan tujuan pembelajaran	✓	
	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	✓	
	Saya membantu siswa mengorganisasikan tugas-tugas belajar yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mencari penjelasan dan solusi untuk masalah	✓	
	Saya membantu siswa dalam merencanakan dan mempersiapkan laporan tertulis atau video mereka	✓	
	Saya membantu siswa dalam berbagi pekerjaan mereka dengan yang lain	✓	
	Saya membantu siswa untuk merefleksikan tugas-tugas pemecahan masalah mereka.	✓	
	Saya membantu siswa untuk merefleksikan kegiatan pembelajaran pemecahan masalah.	✓	
<b>DISCOVERY LEARNING</b>			
4	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	✓	
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.	✓	
	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.	✓	
	Saya memberikan waktu kepada siswa untuk menjawab pertanyaan-pertanyaan pada lembar kerja baik secara individu maupun kelompok.	✓	
	Saya memandu siswa untuk mempersiapkan presentasi.	✓	
	Saya mengarahkan siswa untuk melakukan presentasi di depan kelas.	✓	

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

	mengembangkannya dengan baik selama 15 detik hingga 3 menit.		
	Saya memanggil beberapa siswa atau kelompok untuk membagikan jawaban mereka serta meminta siswa lainnya untuk memberikan tanggapan jika jawaban yang diberikan masih belum lengkap.	✓	
	Saya memberikan umpan balik yang jelas tentang pembelajaran bagi seluruh siswa.	✓	
<b>INTEGRATED LEARNING</b>			
8	Saya memprioritaskan siswa sebagai peserta aktif dalam proses pembelajaran. Siswa didorong untuk mengeksplorasi, menemukan, dan secara mandiri mengembangkan konsep dan prinsip.	✓	
	Saya memandu siswa untuk melihat topik dari berbagai sudut pandang, menghubungkan pengetahuan sebelumnya dengan ide-ide baru untuk membuat pembelajaran menjadi relevan dan dapat diterapkan pada situasi kehidupan nyata.	✓	
	Saya memfasilitasi siswa dalam mengumpulkan data, menarik kesimpulan, dan mencapai tujuan pembelajaran melalui pembelajaran berbasis pengalaman.	✓	
	Saya melibatkan siswa dalam merencanakan, melakukan, dan meninjau kegiatan sambil berfokus pada gaya belajar yang mereka sukai - visual, auditori, atau praktik.	✓	
	Saya menghubungkan ide-ide lintas mata pelajaran, mendorong pemikiran kritis dan keterampilan pemecahan masalah yang lebih luas.	✓	
	Saya membantu siswa menerapkan pembelajaran mereka dalam konteks dunia nyata yang praktis.	✓	
<b>FLIPPED LEARNING</b>			
9	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.	✓	
	Saya mengarahkan siswa untuk menonton video terkait materi yang akan dibahas pada pertemuan berikutnya.	✓	
	Saya mendorong siswa untuk merumuskan pertanyaan-pertanyaan yang menarik untuk didiskusikan di dalam kelas.	✓	
	Saya memberikan tugas kepada siswa baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi siswa yang mengalami kesulitan.	✓	
<b>COMPETENCY BASED LEARNING</b>			

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.	✓	
<b>DIFFERENTIATED LEARNING</b>			
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
<b>LEARNING STRATEGY TRAINING</b>			
1	<b>Strategi Metakognitif</b>		
	Saya menyediakan Rencana Pelaksanaan Pembelajaran (RPP) mengenai aktivitas siswa.	✓	
	Saya memonitor kemampuan siswa.	✓	
	Saya mengevaluasi hasil belajar siswa.	✓	
	Saya menugaskan siswa untuk melihat ide-ide utama, melatih bahasa (seperti pengucapan), dan memilih bagian teks yang akan difokuskan.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan dari apa yang telah dipelajari, dan mengukur pemahaman siswa secara keseluruhan terhadap materi.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan siswa dari apa yang sudah siswa pelajar	✓	
	Saya mengukur pemahaman siswa secara keseluruhan terhadap materi.	✓	
	Saya membantu siswa dalam proses belajar.	✓	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	✓	
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang perlu diperhatikan.	✓	
	<b>Strategi Kognitif</b>		



	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.	✓	
	<b>Strategi Sosial/Afektif</b>		
	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.	✓	
	<b>PROJECT BASED LEARNING</b>		
	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 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.	✓	
<b>PROBLEM BASED LEARNING</b>			
3	Saya menjelaskan tujuan pembelajaran	✓	
	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	✓	
	Saya membantu siswa mengorganisasikan tugas-tugas belajar yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mencari penjelasan dan solusi untuk masalah	✓	
	Saya membantu siswa dalam merencanakan dan mempersiapkan laporan tertulis atau video mereka	✓	
	Saya membantu siswa dalam berbagi pekerjaan mereka dengan yang lain	✓	
	Saya membantu siswa untuk merefleksikan tugas-tugas pemecahan masalah mereka.	✓	
	Saya membantu siswa untuk merefleksikan kegiatan pembelajaran pemecahan masalah.	✓	
<b>DISCOVERY LEARNING</b>			
4	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	✓	
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.	✓	
	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.	✓	
	Saya memberikan waktu kepada siswa untuk menjawab pertanyaan-pertanyaan pada lembar kerja baik secara individu maupun kelompok.	✓	
	Saya memandu siswa untuk mempersiapkan presentasi.	✓	
	Saya mengarahkan siswa untuk melakukan presentasi di depan kelas.	✓	

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

	mengembangkannya dengan baik selama 15 detik hingga 3 menit.		
	Saya memanggil beberapa siswa atau kelompok untuk membagikan jawaban mereka serta meminta siswa lainnya untuk memberikan tanggapan jika jawaban yang diberikan masih belum lengkap.	✓	
	Saya memberikan umpan balik yang jelas tentang pembelajaran bagi seluruh siswa.	✓	
<b>INTEGRATED LEARNING</b>			
8	Saya memprioritaskan siswa sebagai peserta aktif dalam proses pembelajaran. Siswa didorong untuk mengeksplorasi, menemukan, dan secara mandiri mengembangkan konsep dan prinsip.	✓	
	Saya memandu siswa untuk melihat topik dari berbagai sudut pandang, menghubungkan pengetahuan sebelumnya dengan ide-ide baru untuk membuat pembelajaran menjadi relevan dan dapat diterapkan pada situasi kehidupan nyata.	✓	
	Saya memfasilitasi siswa dalam mengumpulkan data, menarik kesimpulan, dan mencapai tujuan pembelajaran melalui pembelajaran berbasis pengalaman.	✓	
	Saya melibatkan siswa dalam merencanakan, melakukan, dan meninjau kegiatan sambil berfokus pada gaya belajar yang mereka sukai - visual, auditori, atau praktik.	✓	
	Saya menghubungkan ide-ide lintas mata pelajaran, mendorong pemikiran kritis dan keterampilan pemecahan masalah yang lebih luas.	✓	
	Saya membantu siswa menerapkan pembelajaran mereka dalam konteks dunia nyata yang praktis.	✓	
<b>FLIPPED LEARNING</b>			
9	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.	✓	
	Saya mengarahkan siswa untuk menonton video terkait materi yang akan dibahas pada pertemuan berikutnya.	✓	
	Saya mendorong siswa untuk merumuskan pertanyaan-pertanyaan yang menarik untuk didiskusikan di dalam kelas.	✓	
	Saya memberikan tugas kepada siswa baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi siswa yang mengalami kesulitan.	✓	
<b>COMPETENCY BASED LEARNING</b>			

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.	✓	
<b>DIFFERENTIATED LEARNING</b>			
11	Saya memodifikasi sumber daya agar selaras dengan minat dan modalitas pembelajaran siswa berdasarkan hasil pengujian diagnostik: visual, auditori, dan kinestetik.	✓	
	Saya memfasilitasi proses pembelajaran dengan memberikan tugas yang sesuai dengan bakat dan kebutuhan siswa: visual, auditori, dan kinestetik.	✓	
	Saya memfasilitasi pembelajaran mandiri bagi siswa dengan gaya belajar yang lebih lambat, sementara pembelajar tingkat lanjut menerima materi tambahan pada tingkat yang lebih tinggi.	✓	

Komentar / Saran :

**Gunakan Kalimat yang tidak membingungkan**

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.....

.....

.....

Kesimpulan:

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

Singaraja, 9 November 2024 .....





Validator








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



## Appendix 28 Documentations

No	Subject	Date	Activity Description	Photos
1	Male Teacher 1	Tuesday, 7 <sup>th</sup> January 2025 (07.30 AM-09.45 AM)	Observation Meeting 1	
		Tuesday, 14 <sup>th</sup> January 2025 (07.30 AM-09.45 AM)	Observation Meeting 2	
		Tuesday, 21 <sup>th</sup> January 2025 (07.30 AM-09.45 AM)	Observation Meeting 3	
		Tuesday, 4 <sup>th</sup> February 2025 (07.30 AM-09.45 AM)	Observation Meeting 4	

		Tuesday, 4 <sup>th</sup> February 2025	Interview	
2	Male Teacher 2	Tuesday, 7 <sup>th</sup> January 2025 (11.30 AM-01.00 PM)	Observation Meeting 1	
		Tuesday, 14 <sup>th</sup> January 2025 (11.30 AM-01.00 PM)	Observation Meeting 2	
		Tuesday, 21 <sup>st</sup> January 2025 (11.30 AM-01.00 PM)	Observation Meeting 3	
		Tuesday, 4 <sup>th</sup> February 2025 (11.30 AM-01.00 PM)	Observation Meeting 4	

		Tuesday, 4 <sup>th</sup> February 2025	Interview	
3	Female Teacher 1	Wednesday , 8 <sup>th</sup> January 2025 (10.45 AM-01.00 PM)	Observation Meeting 1	
		Wednesday , 15 <sup>th</sup> January 2025 (10.45 AM-01.00 PM)	Observation Meeting 2	
		Wednesday , 22 <sup>th</sup> January 2025 (10.45 AM-01.00 PM)	Observation Meeting 3	
		Wednesday , 5 <sup>th</sup> February 2025 (10.45 AM-01.00 PM)	Observation Meeting 4	



		Tuesday, 4 <sup>th</sup> February 2025	Interview	
4	Female Teacher 2	Wednesday , 8 <sup>th</sup> January 2025 (07.30 AM-09.45 AM)	Observation Meeting 1	
		Wednesday , 15 <sup>th</sup> January 2025 (07.30 AM-09.45 AM)	Observation Meeting 2	
		Wednesday , 22 <sup>th</sup> January 2025 (07.30 AM-09.45 AM)	Observation Meeting 3	
		Wednesday , 5 <sup>th</sup> February 2025 (07.30 AM-09.45 AM)	Observation Meeting 4	

		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”.

