

Appendix 1. Teaching Strategy Checklist

STRATEGI MENGAJAR YANG PERNAH DITERAPKAN

Hari/Tanggal: **Kode Guru:**

NO	INDIKATOR STRATEGI MENGAJAR	CHECK LIST	CATATAN
LEARNING STRATEGY TRAINING			
1	Strategi Metakognitif		
	Saya menyediakan kegiatan agar siswa belajar cara belajar.		
	Saya memonitor kegiatan siswa untuk memastikan bahwa mereka mengerjakan sesuai instruksi.		
	Saya mengevaluasi cara siswa dalam belajar.		
	Saya menugaskan siswa untuk bekerja dalam kelompok dan mengamati bagaimana mereka menyelesaikan tugas bersama.		
	Saya mengamati strategi siswa dalam belajar.		
	Saya mengevaluasi kesesuaian dan ketepatan siswa dalam menyelesaikan masalah.		
	Saya memperhatikan bagaimana siswa menyelesaikan tugasnya.		
	Saya membantu siswa dalam proses belajar.		
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.		
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang		

	perlu diperhatikan.		
	Strategi Kognitif		
	Saya bertanya kepada siswa mengenai pemahaman siswa terhadap tugas yang diberikan.		
	Saya memberikan kegiatan-kegiatan pembelajaran yang fokus terhadap penalaran, analisis, dan menarik kesimpulan.		
	Saya mengizinkan siswa untuk membawa kamus sebagai alat bantu belajar.		
	Saya membantu siswa pada saat proses pembelajaran dengan memberikan petunjuk.		
	Saya membantu siswa dengan mengingatkan kembali dengan instruksi yang khusus jika siswa merasa kesusahan.		
	Saya membantu siswa dengan menawarkan ide jika siswa tidak bisa mengerjakan tugas.		
	Strategi Sosial/Afektif		
	Saya membantu siswa dalam mengelola sikap, nilai, emosi, dan motif siswa.		
	Saya memberikan pujian dan beberapa gurauan dengan tujuan siswa dapat merasa rileks dan menghargai apa yang telah mereka capai.		
	Guru membantu siswa beradaptasi terhadap lingkungan yang memungkinkan untuk berlatih berinteraksi dengan lingkungan yang memberikan kesempatan lebih untuk berlatih berbahasa.		
	Saya menugaskan siswa untuk berkolaborasi dengan teman sekelas atau penutur bahasa yang asli dengan tujuan meningkatkan kemampuan bahasa siswa.		
PROJECT BASED LEARNING			

2	Saya memberikan proyek nyata yang berkaitan dengan kehidupan sehari-hari, bukan cuma tugas akademik biasa.		
	Saya meminta siswa untuk menyelesaikan masalah yang kompleks, mencerminkan kenyataan dunia yang melibatkan berbagai disiplin ilmu.		
	Saya lebih fokus pada proses belajar daripada hanya melihat hasil akhirnya.		
	Saya mengajak siswa untuk memahami setiap langkah dalam proyek yang mereka kerjakan.		
	Siswa bekerja dalam kelompok yang melibatkan kolaborasi, komunikasi efektif, dan pengambilan keputusan bersama.		
	Saya mendorong siswa untuk menggunakan keterampilan berpikir kritis, analitis, dan evaluatif dalam menyelesaikan masalah.		
	Saya memberikan umpan balik yang membantu siswa meningkatkan hasil kerja mereka.		
	Saya menggunakan proses dan hasil akhir proyek untuk menilai kemampuan siswa dalam menerapkan pengetahuan dan keterampilan secara praktis.		
	Saya memotivasi siswa agar aktif dalam pengambilan keputusan yang berkaitan dengan proyek.		
	Saya meminta siswa untuk mempresentasikan proyek mereka kepada teman sekelasnya.		
PROBLEM BASED LEARNING			
3	Saya menjelaskan tujuan pembelajaran		
	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa		

	Inggris		
	Saya membantu siswa mengorganisasikan tugas-tugas belajar yang berhubungan dengan masalah tersebut		
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut		
	Saya mendorong siswa untuk mencari penjelasan dan solusi untuk masalah		
	Saya membantu siswa dalam merencanakan dan mempersiapkan laporan tertulis atau video mereka		
	Saya membantu siswa dalam berbagi pekerjaan mereka dengan yang lain		
	Saya membantu siswa untuk merefleksikan tugas-tugas pemecahan masalah mereka.		
	Saya membantu siswa untuk merefleksikan kegiatan pembelajaran pemecahan masalah.		
DISCOVERY LEARNING			
4	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.		
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.		
	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.		
	Saya memberikan waktu kepada siswa untuk menjawab pertanyaan-pertanyaan pada lembar kerja baik secara individu maupun kelompok.		
	Saya memandu siswa untuk mempersiapkan presentasi.		
	Saya mengarahkan siswa untuk melakukan		

	presentasi di depan kelas.		
COMPUTER-ASSISTED LANGUAGE LEARNING			
5	Saya menggunakan alat bantu CALL untuk menyesuaikan konten dan pendekatan sesuai dengan kebutuhan siswa.		
	Saya memutar klip video untuk latihan mendengarkan, latihan membaca interaktif dengan pertanyaan pemahaman, dan rekaman audio untuk latihan pengucapan.		
	Saya melibatkan siswa dalam lingkungan virtual untuk pembelajaran bahasa yang kontekstual.		
	Saya membuat tour virtual atau simulasi di mana siswa dapat melatih keterampilan bahasa dalam skenario kehidupan nyata.		
	Saya memantau kemajuan dan memberikan umpan balik yang konstruktif.		
	Saya memastikan untuk mengevaluasi dan mempelajari lebih lanjut bagaimana menjadi mahir dalam menggunakan alat dan metode CALL.		
COOPERATIVE LEARNING			
6	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.		
	Saya memberikan tugas atau proyek untuk kelompok siswa.		
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.		
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling mengajar dan belajar, memperdalam pemahaman mereka terhadap materi.		

	Saya memastikan bahwa setiap siswa tetap bertanggung jawab atas pembelajaran mereka sendiri, dan keberhasilan kelompok bergantung pada kontribusi semua anggotanya.		
	Setelah tugas atau proyek selesai, saya memandu siswa untuk melakukan refleksi dan evaluasi secara berkelompok.		
	Saya menukar peranan para siswa dalam kelompok untuk memastikan bahwa setiap siswa memiliki kesempatan untuk berpartisipasi.		
ACTIVE LEARNING			
7	Saya meminta siswa untuk membuat kelompok berjumlah 2 sampai 14 orang.		
	Saya memberikan siswa pertanyaan yang berkaitan dengan konsep dan menghindari pertanyaan yang kurang relevan.		
	Saya memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan mengembangkannya dengan baik selama 15 detik hingga 3 menit.		
	Saya memanggil beberapa siswa atau kelompok untuk membagikan jawaban mereka serta meminta siswa lainnya untuk memberikan tanggapan jika jawaban yang diberikan masih belum lengkap.		
	Saya memberikan umpan balik yang jelas tentang pembelajaran bagi seluruh siswa.		
INTEGRATED LEARNING			
8	Saya memprioritaskan siswa sebagai peserta aktif dalam proses pembelajaran. Siswa didorong untuk mengeksplorasi, menemukan, dan secara mandiri mengembangkan konsep dan prinsip.		

	Saya memandu siswa untuk melihat topik dari berbagai sudut pandang, menghubungkan pengetahuan sebelumnya dengan ide-ide baru untuk membuat pembelajaran menjadi relevan dan dapat diterapkan pada situasi kehidupan nyata.		
	Saya memfasilitasi siswa dalam mengumpulkan data, menarik kesimpulan, dan mencapai tujuan pembelajaran melalui pembelajaran berbasis pengalaman.		
	Saya melibatkan siswa dalam merencanakan, melakukan, dan meninjau kegiatan sambil berfokus pada gaya belajar yang mereka sukai - visual, auditori, atau praktik.		
	Saya menghubungkan ide-ide lintas mata pelajaran, mendorong pemikiran kritis dan keterampilan pemecahan masalah yang lebih luas.		
	Saya membantu siswa menerapkan pembelajaran mereka dalam konteks dunia nyata yang praktis.		
FLIPPED LEARNING			
9	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.		
	Saya mengarahkan siswa untuk menonton video terkait materi yang akan dibahas pada pertemuan berikutnya.		
	Saya mendorong siswa untuk merumuskan pertanyaan-pertanyaan yang menarik untuk didiskusikan di dalam kelas.		
	Saya memberikan tugas kepada siswa baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi		

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

Appendix 2. Observation Sheets

OBSERVATION SHEETS
ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date : **Topic:**

Time : **Grade:**

Observee: **Observer:**

No.	Teaching Strategy	Observable	Note
1	LEARNING STRATEGY TRAINING		
	Metacognitive strategies		
	Teachers provide activities to help students learn how to learn.		
	Teachers monitor students' activities to ensure they follow instructions.		
	Teachers evaluate how students learn.		
	Teachers assign students to group work and observe how they complete tasks together.		
	Teachers observe students' learning strategies.		
	Teachers evaluate the appropriateness and accuracy of students' problem-solving.		

Teachers pay attention to how students complete their tasks.		
Teachers assist students during the learning process.		
Teachers help students plan and modify learning strategies when the current ones are ineffective.		
Teachers evaluate previous materials and select content based on students' learning needs.		
Cognitive strategies		
Teachers ask students about their understanding of the assigned tasks.		
Teachers provide learning activities focused on reasoning, analysis, and drawing conclusions.		
Teachers allow students to use dictionaries as learning tools.		
Teachers assist students by giving directions during the learning process.		
Teachers remind students of specific instructions if they experience difficulties.		

	Teachers offer ideas when students are unable to complete tasks.		
	Social/Affective strategies		
	Teachers help students manage their attitudes, values, emotions, and motivation.		
	Teachers give praise and make jokes to help students feel relaxed and appreciated.		
	Teachers help students adapt to environments that support language interaction and practice.		
	Teachers assign students to collaborate with classmates or native speakers to improve language skills.		
2	PROJECT BASED LEARNING		
	Teachers assign real-life projects, not just typical academic tasks.		
	Teachers ask students to solve complex, real-world problems involving multiple disciplines.		
	Teachers focus more on the learning process than solely on the final product.		

	Teachers guide students to understand each step in their project work.		
	Students work in teams that require collaboration, effective communication, and joint decision-making.		
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.		
	Teachers provide constructive feedback to help students improve their project outcomes.		
	Teachers use both the process and final outcomes to assess students' practical application of knowledge and skills.		
	Teachers motivate students to take an active role in decision-making related to their projects.		
	Teachers ask students to present their projects to classmates.		
	PROBLEM BASED LEARNING		
3	Teachers explain the learning objectives.		

	Teachers motivate students to engage in problem-solving activities in English.		
	Teachers help students organize learning tasks related to the given problem.		
	Teachers encourage students to ask questions and gather relevant information.		
	Teachers guide students to explore explanations and solutions.		
	Teachers assist students in planning and preparing written or video reports.		
	Teachers help students share their work with others.		
	Teachers support students in reflecting on their problem-solving tasks.		
	Teachers help students reflect on the overall problem-based learning experience.		
	DISCOVERY LEARNING		
4	Teachers use relevant learning media such as images and videos.		

	Teachers engage students in discussions about the learning material.		
	Teachers direct students to complete worksheets individually or in groups.		
	Teachers provide time for students to answer worksheet questions individually or in groups.		
	Teachers guide students in preparing their presentations.		
	Teachers instruct students to present their work in front of the class.		
5	COMPUTER-ASSISTED LANGUAGE LEARNING		
	Teachers use CALL tools to customize content and approaches according to students' needs.		
	Teachers play video clips for listening practice, interactive reading with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers involve students in virtual environments for contextual language learning.		

	Teachers create virtual tours or simulations for students to practice language skills in real-life scenarios.		
	Teachers monitor progress and provide constructive feedback.		
	Teachers continuously evaluate and seek to improve their skills in using CALL tools and methods.		
6	COOPERATIVE LEARNING		
	Teachers divide students into small, heterogeneous groups.		
	Teachers assign tasks or projects to student groups.		
	Teachers guide students to discuss the material in their groups.		
	Teachers facilitate information sharing and peer teaching to deepen understanding.		
	Teachers ensure that each student is accountable for their own learning and that group success depends on everyone's contribution.		
	After tasks or projects are completed, teachers guide students in group reflection and evaluation.		

	Teachers rotate student roles within groups to ensure equal participation.		
7	ACTIVE LEARNING		
	Teachers ask students to form groups of 2 to 14 members.		
	Teachers pose relevant concept-based questions to students.		
	Teachers give students time (15 seconds to 3 minutes) to formulate and develop their questions.		
	Teachers call on students or groups to share answers and invite others to respond if answers are incomplete.		
	Teachers provide clear feedback on students' learning progress.		
8	INTEGRATED LEARNING		
	Teachers prioritize students as active participants in the learning process, encouraging exploration, discovery, and independent development of concepts and principles.		
	Teachers guide students to view topics from multiple perspectives, connecting prior knowledge with		

	new ideas to make learning relevant and applicable to real life.		
	Teachers facilitate student engagement in collecting data, drawing conclusions, and achieving learning goals through experiential learning.		
	Teachers involve students in planning, performing, and reviewing activities while focusing on their preferred learning styles visual, auditory, or kinesthetic.		
	Teachers connect ideas across subjects to promote critical thinking and broader problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.		
	FLIPEd LEARNING		
9	Teachers guide students on how to access, watch, and interact with instructional videos.		
	Teachers instruct students to watch videos related to upcoming lesson topics.		

	Teachers encourage students to formulate interesting questions for in-class discussion.		
	Teachers assign tasks to individuals or groups and act as facilitators by supporting students who face difficulties.		
10	COPETENCY BASED LEARNING		
	Teachers use bridging strategies to connect new concepts with what students already know.		
	Teachers link new information to students' previous experiences or knowledge.		
	Teachers motivate students with realistic and relevant exercises where they apply concepts to problem-solving tasks.		
11	DIFFERENTIATED LEARNING		
	Teachers modify learning resources to align with students' interests and learning modalities based on diagnostic test results: visual, auditory, and kinesthetic.		
	Teachers facilitate learning by assigning tasks suited to students' talents and learning needs: visual, auditory, and kinesthetic.		

	Teachers support self-paced learning for slower learners, while advanced learners receive enriched content at a higher level.		
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Appendix 3. Interview Guide

INTERVIEW GUIDE

Observee:

Date:

Observer:

Time:

Strategies most often used by teachers:

Strategies that are rarely used by teachers:

Topic	Main Question	Follow-up Question
Strategies most often used by teachers	Why do you often use..... in your classroom?	1. What make you choose this strategy over other strategy? 2. How does this strategy help you achieve your learning objectives? 3. In your opinion, what is the primary value this strategy provides to students? 4. Have you see an improvement in students' learning outcomes after using this strategy? 5. Have you ever needed to adjust this strategy for different classroom contexts? If it is yes, what adjustments did you make?
Strategies that are rarely used by teachers	Why you rarely use..... in your classroom?	1. What are the main reasons you rarely use this strategy in your teaching?

		2. Does this strategy fit into your classroom context or curriculum? 3. Have you ever tried to use the strategy? If yes, what were the main obstacles you encountered when trying to use this strategy? (For example: time, resources or technology).
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Appendix 4. Research Permit Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

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

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 6440/UN48.78.1/DT/2024

18 December 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 1 Seririt

di Buleleng

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

Nama : Kintan Ayu Pramesti

NIM : 2112021104

Jurusan : Bahasa Asing

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Tahun Akademik : 2024/2025

Judul : Teaching Strategies Employed by Novice and Experienced English Teachers

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



a.n Dekan ,

Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi

NIP. 198104192006042002

Tembusan :

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

Appendix 5. Research Documentation

No	Date	Description	Photo
1.	Friday, 24 of January 2025 (13.00 – 14.20)	Novice Teacher 1 st Observation	
2.	Monday, 3 of February 2025 (13.00 – 14.20)	Novice Teacher 2 nd Observation	
3.	Wednesday, 5 of January 2025 (13.00 – 14.20)	Novice Teacher 3 rd Observation	

4.	Friday, 7 of February 2025 (13.00 – 14.20)	Novice Teacher 4 th Observation	
5.	Monday, 3 of February 2025 (10.30 – 12.40)	Experienced Teacher 1 st Observation	
6.	Monday, 10 of February 2025 (10.30 – 12.40)	Experienced Teacher 2 nd Observation	
7.	Tuesday, 18 of February 2025 (10.30 – 12.40)	Experienced Teacher 3 rd Observation	

8.	Monday, 24 of February 2025 (10.30 – 12.40)	Experienced Teacher 4 th Observation	
9.	Friday, 14 March 2025	In-depth Interview with Novice Teacher	
10.	Friday, 14 March 2025	In-depth Interview with Experienced Teacher	

Appendix 6. Novice Teacher's Teaching Strategy Checklist

STRATEGI MENGAJAR YANG PERNAH DITERAPKAN

Hari/Tanggal: Friday, 24 January 2025 Kode Guru: Novice Teacher

NO	INDIKATOR STRATEGI MENGAJAR	CHECK LIST	CATATAN
LEARNING STRATEGY TRAINING			
1	Strategi Metakognitif		
	Saya menyediakan kegiatan agar siswa belajar cara belajar.	✓	
	Saya memonitor kegiatan siswa untuk memastikan bahwa mereka mengerjakan sesuai instruksi.	✓	
	Saya mengevaluasi cara siswa dalam belajar.	✓	
	Saya menugaskan siswa untuk bekerja dalam kelompok dan mengamati bagaimana mereka menyelesaikan tugas bersama.	✓	
	Saya mengamati strategi siswa dalam belajar.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan siswa dalam menyelesaikan masalah.	✓	
	Saya memperhatikan bagaimana siswa menyelesaikan tugasnya.	✓	
	Saya membantu siswa dalam proses belajar.	✓	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	✓	
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang perlu diperhatikan.	✓	
	Strategi Kognitif		
	Saya bertanya kepada siswa mengenai pemahaman siswa terhadap tugas yang diberikan.	✓	
	Saya memberikan kegiatan-kegiatan pembelajaran yang fokus terhadap penalaran, analisis, dan menarik kesimpulan.	✓	
	Saya mengizinkan siswa untuk membawa kamus sebagai alat bantu belajar.	-	jumlah kamus di perpustakaan tidak mencakup seluruh siswa
	Saya membantu siswa pada saat proses pembelajaran dengan memberikan petunjuk.	✓	
	Saya membantu siswa dengan mengingatkan kembali dengan instruksi yang khusus jika siswa merasa kesusahan.	✓	

	Saya membantu siswa dengan menawarkan ide jika siswa tidak bisa mengerjakan tugas.	✓	
	Strategi Sosial/Afektif		
	Saya membantu siswa dalam mengelola sikap, nilai, emosi, dan motif siswa.	✓	
	Saya memberikan pujian dan beberapa gurauan dengan tujuan siswa dapat merasa rileks dan menghargai apa yang telah mereka capai.	✓	
	Guru membantu siswa beradaptasi terhadap lingkungan yang memungkinkan untuk berlatih berinteraksi dengan lingkungan yang memberikan kesempatan lebih untuk berlatih berbahasa.	-	
	Saya menugaskan siswa untuk berkolaborasi dengan teman sekelas atau penutur bahasa yang asli dengan tujuan meningkatkan kemampuan bahasa siswa.	✓	
PROJECT BASED LEARNING			
2	Saya memberikan proyek nyata yang berkaitan dengan kehidupan sehari-hari, bukan cuma tugas akademik biasa.	✓	
	Saya meminta siswa untuk menyelesaikan masalah yang kompleks, mencerminkan kenyataan dunia yang melibatkan berbagai disiplin ilmu.	✓	
	Saya lebih fokus pada proses belajar daripada hanya melihat hasil akhirnya.	✓	
	Saya mengajak siswa untuk memahami setiap langkah dalam proyek yang mereka kerjakan.	✓	
	Siswa bekerja dalam kelompok yang melibatkan kolaborasi, komunikasi efektif, dan pengambilan keputusan bersama.	✓	
	Saya mendorong siswa untuk menggunakan keterampilan berpikir kritis, analitis, dan evaluatif dalam menyelesaikan masalah.	✓	
	Saya memberikan umpan balik yang membantu siswa meningkatkan hasil kerja mereka.	✓	
	Saya menggunakan proses dan hasil akhir proyek untuk menilai kemampuan siswa dalam menerapkan pengetahuan dan keterampilan secara praktis.	✓	
	Saya memotivasi siswa agar aktif dalam pengambilan keputusan yang berkaitan dengan proyek.	✓	
	Saya meminta siswa untuk mempresentasikan proyek mereka kepada teman sekelasnya.	-	dipresentasikan dng video akhir agar menghemat waktu
PROBLEM BASED LEARNING			
3	Saya menjelaskan tujuan pembelajaran	✓	

	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	-	
	Saya membantu siswa mengorganisasikan tugas-tugas belajar yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mencari penjelasan dan solusi untuk masalah	✓	
	Saya membantu siswa dalam merencanakan dan mempersiapkan laporan tertulis atau video mereka	✓	
	Saya membantu siswa dalam berbagi pekerjaan mereka dengan yang lain	✓	
	Saya membantu siswa untuk merefleksikan tugas-tugas pemecahan masalah mereka.	✓	
	Saya membantu siswa untuk merefleksikan kegiatan pembelajaran pemecahan masalah.	✓	
DISCOVERY LEARNING			
4	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	-	
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.	✓	
	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.	✓	
	Saya memberikan waktu kepada siswa untuk menjawab pertanyaan-pertanyaan pada lembar kerja baik secara individu maupun kelompok.	✓	
	Saya memandu siswa untuk mempersiapkan presentasi.	✓	
	Saya mengarahkan siswa untuk melakukan presentasi di depan kelas.	✓	
COMPUTER-ASSISTED LANGUAGE LEARNING			
5	Saya menggunakan alat bantu CALL untuk menyesuaikan konten dan pendekatan sesuai dengan kebutuhan siswa.	-	
	Saya memutar klip video untuk latihan mendengarkan, latihan membaca interaktif dengan pertanyaan pemahaman, dan rekaman audio untuk latihan pengucapan.	-	belum tersedia sarana & fasilitas sekolah untuk mengembangkan media pembelajaran.
	Saya melibatkan siswa dalam lingkungan virtual untuk pembelajaran bahasa yang kontekstual.	✓	
	Saya membuat tour virtual atau simulasi di mana siswa dapat melatih keterampilan bahasa dalam skenario kehidupan nyata.	-	

	Saya memantau kemajuan dan memberikan umpan balik yang konstruktif.	✓	
	Saya memastikan untuk mengevaluasi dan mempelajari lebih lanjut bagaimana menjadi mahir dalam menggunakan alat dan metode CALL.	-	
COOPERATIVE LEARNING			
6	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.	✓	
	Saya memberikan tugas atau proyek untuk kelompok siswa.	✓	
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.	✓	
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling mengajar dan belajar, memperdalam pemahaman mereka terhadap materi.	✓	
	Saya memastikan bahwa setiap siswa tetap bertanggung jawab atas pembelajaran mereka sendiri, dan keberhasilan kelompok bergantung pada kontribusi semua anggotanya.	✓	
	Setelah tugas atau proyek selesai, saya memandu siswa untuk melakukan refleksi dan evaluasi secara berkelompok.	✓	
	Saya menukar peranan para siswa dalam kelompok untuk memastikan bahwa setiap siswa memiliki kesempatan untuk berpartisipasi.	✓	
ACTIVE LEARNING			
7	Saya meminta siswa untuk membuat kelompok berjumlah 2 sampai 14 orang.	✓	
	Saya memberikan siswa pertanyaan yang berkaitan dengan konsep dan menghindari pertanyaan yang kurang relevan.	✓	
	Saya memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan mengembangkannya dengan baik selama 15 detik hingga 3 menit.	-	
	Saya memanggil beberapa siswa atau kelompok untuk membagikan jawaban mereka serta meminta siswa lainnya untuk memberikan tanggapan jika jawaban yang diberikan masih belum lengkap.	✓	
	Saya memberikan umpan balik yang jelas tentang pembelajaran bagi seluruh siswa.	✓	
INTEGRATED LEARNING			

8	Saya memprioritaskan siswa sebagai peserta aktif dalam proses pembelajaran. Siswa didorong untuk mengeksplorasi, menemukan, dan secara mandiri mengembangkan konsep dan prinsip.	✓	
	Saya memandu siswa untuk melihat topik dari berbagai sudut pandang, menghubungkan pengetahuan sebelumnya dengan ide-ide baru untuk membuat pembelajaran menjadi relevan dan dapat diterapkan pada situasi kehidupan nyata.	-	
	Saya memfasilitasi siswa dalam mengumpulkan data, menarik kesimpulan, dan mencapai tujuan pembelajaran melalui pembelajaran berbasis pengalaman.	-	
	Saya melibatkan siswa dalam merencanakan, melakukan, dan meninjau kegiatan sambil berfokus pada gaya belajar yang mereka sukai - visual, auditori, atau praktik.	✓	
	Saya menghubungkan ide-ide lintas mata pelajaran, mendorong pemikiran kritis dan keterampilan pemecahan masalah yang lebih luas.	-	
	Saya membantu siswa menerapkan pembelajaran mereka dalam konteks dunia nyata yang praktis.	✓	
FLIPPED LEARNING			
9	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.	-	
	Saya mengarahkan siswa untuk menonton video terkait materi yang akan dibahas pada pertemuan berikutnya.	-	
	Saya mendorong siswa untuk merumuskan pertanyaan-pertanyaan yang menarik untuk didiskusikan di dalam kelas.	-	
	Saya memberikan tugas kepada siswa baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi siswa yang mengalami kesulitan.	✓	
COMPETENCY BASED LEARNING			
10	Saya menggunakan strategi mengaitkan ini ketika menghubungkan konsep baru dengan sesuatu yang sudah diketahui oleh siswa.	✓	
	Saya menghubungkan informasi baru dengan pengalaman atau pengetahuan sebelumnya tentang informasi tersebut.	✓	
	Saya memotivasi siswa dengan memberikan latihan yang realistis dan relevan, di mana siswa menerapkan konsep dalam kegiatan pembelajaran pemecahan masalah mereka.	✓	

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

Appendix 7. Experienced Teacher's Teaching Strategy Checklist

STRATEGI MENGAJAR YANG PERNAH DITERAPKAN

Hari/Tanggal: *Monday, 3 Februari 2025* Kode Guru: *Experienced Teacher*

NO	INDIKATOR STRATEGI MENGAJAR	CHECK LIST	CATATAN
LEARNING STRATEGY TRAINING			
1	Strategi Metakognitif		
	Saya menyediakan kegiatan agar siswa belajar cara belajar.	✓	
	Saya memonitor kegiatan siswa untuk memastikan bahwa mereka mengerjakan sesuai instruksi.	✓	
	Saya mengevaluasi cara siswa dalam belajar.	✓	
	Saya menugaskan siswa untuk bekerja dalam kelompok dan mengamati bagaimana mereka menyelesaikan tugas bersama.	✓	
	Saya mengamati strategi siswa dalam belajar.	✓	
	Saya mengevaluasi kesesuaian dan ketepatan siswa dalam menyelesaikan masalah.	✓	
	Saya memperhatikan bagaimana siswa menyelesaikan tugasnya.	✓	
	Saya membantu siswa dalam proses belajar.	✓	
	Saya membantu siswa jika siswa ingin merencanakan dan mengubah strategi pembelajaran jika tidak sesuai.	✓	
	Saya mengevaluasi materi sebelumnya dan memilih materi sesuai kebutuhan siswa yang perlu diperhatikan.	✓	
	Strategi Kognitif		
	Saya bertanya kepada siswa mengenai pemahaman siswa terhadap tugas yang diberikan.	✓	
	Saya memberikan kegiatan-kegiatan pembelajaran yang fokus terhadap penalaran, analisis, dan menarik kesimpulan.	✓	
	Saya mengizinkan siswa untuk membawa kamus sebagai alat bantu belajar.	✓	
	Saya membantu siswa pada saat proses pembelajaran dengan memberikan petunjuk.	✓	
	Saya membantu siswa dengan mengingatkan kembali dengan instruksi yang khusus jika siswa merasa kesusahan.	✓	

	Saya membantu siswa dengan menawarkan ide jika siswa tidak bisa mengerjakan tugas.	✓	
	Strategi Sosial/Afektif		
	Saya membantu siswa dalam mengelola sikap, nilai, emosi, dan motif siswa.	✓	
	Saya memberikan pujian dan beberapa gurauan dengan tujuan siswa dapat merasa rileks dan menghargai apa yang telah mereka capai.	✓	
	Guru membantu siswa beradaptasi terhadap lingkungan yang memungkinkan untuk berlatih berinteraksi dengan lingkungan yang memberikan kesempatan lebih untuk berlatih berbahasa.	✓	
	Saya menugaskan siswa untuk berkolaborasi dengan teman sekelas atau penutur bahasa yang asli dengan tujuan meningkatkan kemampuan bahasa siswa.	✓	
PROJECT BASED LEARNING			
	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.	✓	
2	Saya mendorong siswa untuk menggunakan keterampilan berpikir kritis, analitis, dan evaluatif dalam menyelesaikan masalah.	✓	
	Saya memberikan umpan balik yang membantu siswa meningkatkan hasil kerja mereka.	✓	
	Saya menggunakan proses dan hasil akhir proyek untuk menilai kemampuan siswa dalam menerapkan pengetahuan dan keterampilan secara praktis.	✓	
	Saya memotivasi siswa agar aktif dalam pengambilan keputusan yang berkaitan dengan proyek.	✓	
	Saya meminta siswa untuk mempresentasikan proyek mereka kepada teman sekelasnya.	✓	
PROBLEM BASED LEARNING			
3	Saya menjelaskan tujuan pembelajaran	✓	

	Saya memotivasi siswa untuk terlibat dalam kegiatan pemecahan masalah dalam bahasa Inggris	✓	
	Saya membantu siswa mengorganisasikan tugas-tugas belajar yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mengajukan pertanyaan dan mengumpulkan informasi yang berhubungan dengan masalah tersebut	✓	
	Saya mendorong siswa untuk mencari penjelasan dan solusi untuk masalah	✓	
	Saya membantu siswa dalam merencanakan dan mempersiapkan laporan tertulis atau video mereka	✓	
	Saya membantu siswa dalam berbagi pekerjaan mereka dengan yang lain	✓	
	Saya membantu siswa untuk merefleksikan tugas-tugas pemecahan masalah mereka.	✓	
	Saya membantu siswa untuk merefleksikan kegiatan pembelajaran pemecahan masalah.	✓	
DISCOVERY LEARNING			
4	Saya menggunakan media pembelajaran yang relevan dengan materi, seperti gambar, video, dll.	✓	
	Saya mengadakan diskusi dengan siswa mengenai materi pembelajaran.	✓	
	Saya mengarahkan siswa untuk mengerjakan lembar kerja secara individu atau kelompok.	✓	
	Saya memberikan waktu kepada siswa untuk menjawab pertanyaan-pertanyaan pada lembar kerja baik secara individu maupun kelompok.	✓	
	Saya memandu siswa untuk mempersiapkan presentasi.	✓	
	Saya mengarahkan siswa untuk melakukan presentasi di depan kelas.	✓	
COMPUTER-ASSISTED LANGUAGE LEARNING			
5	Saya menggunakan alat bantu CALL untuk menyesuaikan konten dan pendekatan sesuai dengan kebutuhan siswa.	-	
	Saya memutar klip video untuk latihan mendengarkan, latihan membaca interaktif dengan pertanyaan pemahaman, dan rekaman audio untuk latihan pengucapan.	✓	
	Saya melibatkan siswa dalam lingkungan virtual untuk pembelajaran bahasa yang kontekstual.	✓	
	Saya membuat tour virtual atau simulasi di mana siswa dapat melatih keterampilan bahasa dalam skenario kehidupan nyata.	-	

	Saya memantau kemajuan dan memberikan umpan balik yang konstruktif.	✓	
	Saya memastikan untuk mengevaluasi dan mempelajari lebih lanjut bagaimana menjadi mahir dalam menggunakan alat dan metode CALL.	-	
COOPERATIVE LEARNING			
6	Saya membagi siswa ke dalam kelompok-kelompok kecil yang heterogen.	✓	
	Saya memberikan tugas atau proyek untuk kelompok siswa.	✓	
	Saya mengarahkan siswa untuk berdiskusi dalam kelompok tentang materi yang telah dipelajari.	✓	
	Saya memfasilitasi siswa untuk saling bertukar informasi dan saling mengajar dan belajar, memperdalam pemahaman mereka terhadap materi.	✓	
	Saya memastikan bahwa setiap siswa tetap bertanggung jawab atas pembelajaran mereka sendiri, dan keberhasilan kelompok bergantung pada kontribusi semua anggotanya.	✓	
	Setelah tugas atau proyek selesai, saya memandu siswa untuk melakukan refleksi dan evaluasi secara berkelompok.	✓	
	Saya menukar peranan para siswa dalam kelompok untuk memastikan bahwa setiap siswa memiliki kesempatan untuk berpartisipasi.	✓	
ACTIVE LEARNING			
7	Saya meminta siswa untuk membuat kelompok berjumlah 2 sampai 14 orang.	✓	
	Saya memberikan siswa pertanyaan yang berkaitan dengan konsep dan menghindari pertanyaan yang kurang relevan.	✓	
	Saya memberikan kesempatan kepada siswa untuk mengajukan pertanyaan dan mengembangkannya dengan baik selama 15 detik hingga 3 menit.	✓	
	Saya memanggil beberapa siswa atau kelompok untuk membagikan jawaban mereka serta meminta siswa lainnya untuk memberikan tanggapan jika jawaban yang diberikan masih belum lengkap.	✓	
	Saya memberikan umpan balik yang jelas tentang pembelajaran bagi seluruh siswa.	✓	
INTEGRATED LEARNING			

8	Saya memprioritaskan siswa sebagai peserta aktif dalam proses pembelajaran. Siswa didorong untuk mengeksplorasi, menemukan, dan secara mandiri mengembangkan konsep dan prinsip.	✓	
	Saya memandu siswa untuk melihat topik dari berbagai sudut pandang, menghubungkan pengetahuan sebelumnya dengan ide-ide baru untuk membuat pembelajaran menjadi relevan dan dapat diterapkan pada situasi kehidupan nyata.	✓	
	Saya memfasilitasi siswa dalam mengumpulkan data, menarik kesimpulan, dan mencapai tujuan pembelajaran melalui pembelajaran berbasis pengalaman.	✓	
	Saya melibatkan siswa dalam merencanakan, melakukan, dan meninjau kegiatan sambil berfokus pada gaya belajar yang mereka sukai - visual, auditori, atau praktik.	✓	
	Saya menghubungkan ide-ide lintas mata pelajaran, mendorong pemikiran kritis dan keterampilan pemecahan masalah yang lebih luas.	✓	
	Saya membantu siswa menerapkan pembelajaran mereka dalam konteks dunia nyata yang praktis.	✓	
FLIPPED LEARNING			
9	Saya memandu siswa tentang cara mengakses, menonton, dan berinteraksi dengan video pembelajaran.	✓	
	Saya mengarahkan siswa untuk menonton video terkait materi yang akan dibahas pada pertemuan berikutnya.	✓	
	Saya mendorong siswa untuk merumuskan pertanyaan-pertanyaan yang menarik untuk didiskusikan di dalam kelas.	✓	
	Saya memberikan tugas kepada siswa baik secara individu maupun kelompok, dan saya berperan sebagai fasilitator, memberikan dukungan bagi siswa yang mengalami kesulitan.	✓	
COMPETENCY BASED LEARNING			
10	Saya menggunakan strategi mengaitkan ini ketika menghubungkan konsep baru dengan sesuatu yang sudah diketahui oleh siswa.	✓	
	Saya menghubungkan informasi baru dengan pengalaman atau pengetahuan sebelumnya tentang informasi tersebut.	✓	
	Saya memotivasi siswa dengan memberikan latihan yang realistis dan relevan, di mana siswa menerapkan konsep dalam kegiatan pembelajaran pemecahan masalah mereka.	✓	

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

Appendix 8. Novice Teacher's Observation Sheets

Meeting 1

OBSERVATION SHEETS

ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date : Friday, 24 January 2025 Topic: Time & Clock
 Time : 80 Minutes (13.00-14.20) Grade: 7
 Observee: Novice Teacher Observer: Kontan Ayu Pramesti

No.	Teaching Strategy	Observable	Note
LEARNING STRATEGY TRAINING			
Metacognitive strategies			
1	Teachers provide activities to help students learn how to learn.	✓	
	Teachers monitor students' activities to ensure they follow instructions.	✓	
	Teachers evaluate how students learn.		
	Teachers assign students to group work and observe how they complete tasks together.		
	Teachers observe students' learning strategies.		
	Teachers evaluate the appropriateness and accuracy of students' problem-solving.		
	Teachers pay attention to how students complete their tasks.		
	Teachers assist students during the learning process.	✓	
	Teachers help students plan and modify learning strategies when the current ones are ineffective.	✓	

Teachers evaluate previous materials and select content based on students' learning needs.	✓	
Cognitive strategies		
Teachers ask students about their understanding of the assigned tasks.	✓	
Teachers provide learning activities focused on reasoning, analysis, and drawing conclusions.	✓	
Teachers allow students to use dictionaries as learning tools.		
Teachers assist students by giving directions during the learning process.	✓	
Teachers remind students of specific instructions if they experience difficulties.	✓	
Teachers offer ideas when students are unable to complete tasks.	✓	
Social/Affective strategies		
Teachers help students manage their attitudes, values, emotions, and motivation.	✓	
Teachers give praise and make jokes to help students feel relaxed and appreciated.	✓	
Teachers help students adapt to environments that support language interaction and practice.	✓	
Teachers assign students to collaborate with classmates or native speakers to improve language skills.	✓	
2	PROJECT BASED LEARNING	

	Teachers assign real-life projects, not just typical academic tasks.		
	Teachers ask students to solve complex, real-world problems involving multiple disciplines.		
	Teachers focus more on the learning process than solely on the final product.		
	Teachers guide students to understand each step in their project work.		
	Students work in teams that require collaboration, effective communication, and joint decision-making.		
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.		
	Teachers provide constructive feedback to help students improve their project outcomes.		
	Teachers use both the process and final outcomes to assess students' practical application of knowledge and skills.		
	Teachers motivate students to take an active role in decision-making related to their projects.		
	Teachers ask students to present their projects to classmates.		
	PROBLEM BASED LEARNING		
3	Teachers explain the learning objectives.		
	Teachers motivate students to engage in problem-solving activities in English.		

	Teachers use CALL tools to customize content and approaches according to students' needs.		
	Teachers play video clips for listening practice, interactive reading with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers involve students in virtual environments for contextual language learning.		
	Teachers create virtual tours or simulations for students to practice language skills in real-life scenarios.		
	Teachers monitor progress and provide constructive feedback.		
	Teachers continuously evaluate and seek to improve their skills in using CALL tools and methods.		
6	COOPERATIVE LEARNING		
	Teachers divide students into small, heterogeneous groups.		
	Teachers assign tasks or projects to student groups.		
	Teachers guide students to discuss the material in their groups.	✓	
	Teachers facilitate information sharing and peer teaching to deepen understanding.	✓	
	Teachers ensure that each student is accountable for their own learning and that group success depends on everyone's contribution.		

	After tasks or projects are completed, teachers guide students in group reflection and evaluation.		
	Teachers rotate student roles within groups to ensure equal participation.		
	ACTIVE LEARNING		
	Teachers ask students to form groups of 2 to 14 members.		
7	Teachers pose relevant concept-based questions to students.	✓	What time is it?
	Teachers give students time (15 seconds to 3 minutes) to formulate and develop their questions.		
	Teachers call on students or groups to share answers and invite others to respond if answers are incomplete.	✓	
	Teachers provide clear feedback on students' learning progress.	✓	
	INTEGRATED LEARNING		
	Teachers prioritize students as active participants in the learning process, encouraging exploration, discovery, and independent development of concepts and principles.	✓	
8	Teachers guide students to view topics from multiple perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real life.	✓	
	Teachers facilitate student engagement in collecting data, drawing conclusions, and achieving learning goals through experiential learning.		

	Teachers involve students in planning, performing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or kinesthetic.	✓	
	Teachers connect ideas across subjects to promote critical thinking and broader problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.	✓	
9	FLIPED LEARNING		
	Teachers guide students on how to access, watch, and interact with instructional videos.		
	Teachers instruct students to watch videos related to upcoming lesson topics.		
	Teachers encourage students to formulate interesting questions for in-class discussion.		
	Teachers assign tasks to individuals or groups and act as facilitators by supporting students who face difficulties.		
10	COPETENCY BASED LEARNING		
	Teachers use bridging strategies to connect new concepts with what students already know.	✓	
	Teachers link new information to students' previous experiences or knowledge.		
11	Teachers motivate students with realistic and relevant exercises where they apply concepts to problem-solving tasks.	✓	
	DIFFERENTIATED LEARNING		

Teachers modify learning resources to align with students' interests and learning modalities based on diagnostic test results: visual, auditory, and kinesthetic.		
Teachers facilitate learning by assigning tasks suited to students' talents and learning needs: visual, auditory, and kinesthetic.		
Teachers support self-paced learning for slower learners, while advanced learners receive enriched content at a higher level.	✓	

Meeting 2

OBSERVATION SHEETS
ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date : Monday 3 February 2025 Topic : Time & Clock
Time : 80 minutes (8.00-14.20) Grade : 7
Observee : Novice Teacher Observer : Kintan Ayu Prameshi

No.	Teaching Strategy	Observable	Note
1	LEARNING STRATEGY TRAINING		
	Metacognitive strategies		
	Teachers provide activities to help students learn how to learn.	✓	
	Teachers monitor students' activities to ensure they follow instructions.	✓	
	Teachers evaluate how students learn.		
	Teachers assign students to group work and observe how they complete tasks together.		
	Teachers observe students' learning strategies.		
	Teachers evaluate the appropriateness and accuracy of students' problem-solving.		
	Teachers pay attention to how students complete their tasks.		
	Teachers assist students during the learning process.	✓	
	Teachers help students plan and modify learning strategies when the current ones are ineffective.		

Teachers evaluate previous materials and select content based on students' learning needs.	✓	
Cognitive strategies		
Teachers ask students about their understanding of the assigned tasks.	✓	
Teachers provide learning activities focused on reasoning, analysis, and drawing conclusions.	✓	
Teachers allow students to use dictionaries as learning tools.		
Teachers assist students by giving directions during the learning process.	✓	
Teachers remind students of specific instructions if they experience difficulties.	✓	
Teachers offer ideas when students are unable to complete tasks.	✓	
Social/Affective strategies		
Teachers help students manage their attitudes, values, emotions, and motivation.	✓	
Teachers give praise and make jokes to help students feel relaxed and appreciated.	✓	
Teachers help students adapt to environments that support language interaction and practice.	✓	
Teachers assign students to collaborate with classmates or native speakers to improve language skills.	✓	
2	PROJECT BASED LEARNING	

	Teachers assign real-life projects, not just typical academic tasks.	✓	
	Teachers ask students to solve complex, real-world problems involving multiple disciplines.		
	Teachers focus more on the learning process than solely on the final product.		
	Teachers guide students to understand each step in their project work.	✓	
	Students work in teams that require collaboration, effective communication, and joint decision-making.		
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.		
	Teachers provide constructive feedback to help students improve their project outcomes.		
	Teachers use both the process and final outcomes to assess students' practical application of knowledge and skills.	✓	
	Teachers motivate students to take an active role in decision-making related to their projects.		
	Teachers ask students to present their projects to classmates.		
	PROBLEM BASED LEARNING		
3	Teachers explain the learning objectives.		
	Teachers motivate students to engage in problem-solving activities in English.		

	Teachers help students organize learning tasks related to the given problem.		
	Teachers encourage students to ask questions and gather relevant information.		
	Teachers guide students to explore explanations and solutions.		
	Teachers assist students in planning and preparing written or video reports.		
	Teachers help students share their work with others.		
	Teachers support students in reflecting on their problem-solving tasks.		
	Teachers help students reflect on the overall problem-based learning experience.		
4	DISCOVERY LEARNING		
	Teachers use relevant learning media such as images and videos.	✓	
	Teachers engage students in discussions about the learning material.	✓	
	Teachers direct students to complete worksheets individually or in groups.	✓	
	Teachers provide time for students to answer worksheet questions individually or in groups.	✓	
	Teachers guide students in preparing their presentations.	✓	
	Teachers instruct students to present their work in front of the class.	✓	
5	COMPUTER-ASSISTED LANGUAGE LEARNING		

	Teachers use CALL tools to customize content and approaches according to students' needs.		
	Teachers play video clips for listening practice, interactive reading with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers involve students in virtual environments for contextual language learning.		
	Teachers create virtual tours or simulations for students to practice language skills in real-life scenarios.		
	Teachers monitor progress and provide constructive feedback.		
	Teachers continuously evaluate and seek to improve their skills in using CALL tools and methods.		
COOPERATIVE LEARNING			
6	Teachers divide students into small, heterogeneous groups.		
	Teachers assign tasks or projects to student groups.	✓	
	Teachers guide students to discuss the material in their groups.	✓	
	Teachers facilitate information sharing and peer teaching to deepen understanding.	✓	
	Teachers ensure that each student is accountable for their own learning and that group success depends on everyone's contribution.	✓	

	After tasks or projects are completed, teachers guide students in group reflection and evaluation.		
	Teachers rotate student roles within groups to ensure equal participation.		
	ACTIVE LEARNING		
	Teachers ask students to form groups of 2 to 14 members.		
7	Teachers pose relevant concept-based questions to students.	✓	
	Teachers give students time (15 seconds to 3 minutes) to formulate and develop their questions.		
	Teachers call on students or groups to share answers and invite others to respond if answers are incomplete.	✓	
	Teachers provide clear feedback on students' learning progress.	✓	
	INTEGRATED LEARNING		
	Teachers prioritize students as active participants in the learning process, encouraging exploration, discovery, and independent development of concepts and principles.	✓	
8	Teachers guide students to view topics from multiple perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real life.	✓	
	Teachers facilitate student engagement in collecting data, drawing conclusions, and achieving learning goals through experiential learning.		

	Teachers involve students in planning, performing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or kinesthetic.	✓	
	Teachers connect ideas across subjects to promote critical thinking and broader problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.	✓	
FLIPED LEARNING			
9	Teachers guide students on how to access, watch, and interact with instructional videos.		
	Teachers instruct students to watch videos related to upcoming lesson topics.		
	Teachers encourage students to formulate interesting questions for in-class discussion.		
	Teachers assign tasks to individuals or groups and act as facilitators by supporting students who face difficulties.		
COPETENCY BASED LEARNING			
10	Teachers use bridging strategies to connect new concepts with what students already know.	✓	
	Teachers link new information to students' previous experiences or knowledge.		
	Teachers motivate students with realistic and relevant exercises where they apply concepts to problem-solving tasks.	✓	
11	DIFFERENTIATED LEARNING		

Teachers modify learning resources to align with students' interests and learning modalities based on diagnostic test results: visual, auditory, and kinesthetic.		
Teachers facilitate learning by assigning tasks suited to students' talents and learning needs: visual, auditory, and kinesthetic.		
Teachers support self-paced learning for slower learners, while advanced learners receive enriched content at a higher level.	✓	

Meeting 3**OBSERVATION SHEETS
ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES****Date : Wednesday, 5 February 2025** **Topic: Advertising****Time : 80 minutes (13:00 to 14:20)** **Grade: 7****Observee: Novice Teacher** **Observer: Kintan Ayu Pramesti**

No.	Teaching Strategy	Observable	Note
1	LEARNING STRATEGY TRAINING		
	Metacognitive strategies		
	Teachers provide activities to help students learn how to learn.	✓	
	Teachers monitor students' activities to ensure they follow instructions.	✓	
	Teachers evaluate how students learn.		
	Teachers assign students to group work and observe how they complete tasks together.		
	Teachers observe students' learning strategies.		
	Teachers evaluate the appropriateness and accuracy of students' problem-solving.		

Teachers pay attention to how students complete their tasks.		
Teachers assist students during the learning process.	✓	
Teachers help students plan and modify learning strategies when the current ones are ineffective.		
Teachers evaluate previous materials and select content based on students' learning needs.	✓	
Cognitive strategies		
Teachers ask students about their understanding of the assigned tasks.	✓	
Teachers provide learning activities focused on reasoning, analysis, and drawing conclusions.	✓	
Teachers allow students to use dictionaries as learning tools.		
Teachers assist students by giving directions during the learning process.	✓	
Teachers remind students of specific instructions if they experience difficulties.		

	Teachers offer ideas when students are unable to complete tasks.	✓	
	Social/Affective strategies		
	Teachers help students manage their attitudes, values, emotions, and motivation.	✓	
	Teachers give praise and make jokes to help students feel relaxed and appreciated.		
	Teachers help students adapt to environments that support language interaction and practice.	✓	
	Teachers assign students to collaborate with classmates or native speakers to improve language skills.		
2	PROJECT BASED LEARNING		
	Teachers assign real-life projects, not just typical academic tasks.		
	Teachers ask students to solve complex, real-world problems involving multiple disciplines.		
	Teachers focus more on the learning process than solely on the final product.		

	Teachers guide students to understand each step in their project work.		
	Students work in teams that require collaboration, effective communication, and joint decision-making.		
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.		
	Teachers provide constructive feedback to help students improve their project outcomes.		
	Teachers use both the process and final outcomes to assess students' practical application of knowledge and skills.		
	Teachers motivate students to take an active role in decision-making related to their projects.		
	Teachers ask students to present their projects to classmates.		
	PROBLEM BASED LEARNING		
3	Teachers explain the learning objectives.		

	Teachers motivate students to engage in problem-solving activities in English.		
	Teachers help students organize learning tasks related to the given problem.		
	Teachers encourage students to ask questions and gather relevant information.		
	Teachers guide students to explore explanations and solutions.		
	Teachers assist students in planning and preparing written or video reports.		
	Teachers help students share their work with others.		
	Teachers support students in reflecting on their problem-solving tasks.		
	Teachers help students reflect on the overall problem-based learning experience.		
	DISCOVERY LEARNING		
4	Teachers use relevant learning media such as images and videos.	✓	

	Teachers engage students in discussions about the learning material.	✓	
	Teachers direct students to complete worksheets individually or in groups.	✓	
	Teachers provide time for students to answer worksheet questions individually or in groups.		
	Teachers guide students in preparing their presentations.		
	Teachers instruct students to present their work in front of the class.		
5	COMPUTER-ASSISTED LANGUAGE LEARNING		
	Teachers use CALL tools to customize content and approaches according to students' needs.		
	Teachers play video clips for listening practice, interactive reading with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers involve students in virtual environments for contextual language learning.		

	Teachers create virtual tours or simulations for students to practice language skills in real-life scenarios.		
	Teachers monitor progress and provide constructive feedback.		
	Teachers continuously evaluate and seek to improve their skills in using CALL tools and methods.		
	COOPERATIVE LEARNING		
	Teachers divide students into small, heterogeneous groups.		
	Teachers assign tasks or projects to student groups.		
	Teachers guide students to discuss the material in their groups.	✓	
6	Teachers facilitate information sharing and peer teaching to deepen understanding.	✓	
	Teachers ensure that each student is accountable for their own learning and that group success depends on everyone's contribution.		

	After tasks or projects are completed, teachers guide students in group reflection and evaluation.		
	Teachers rotate student roles within groups to ensure equal participation.		
	ACTIVE LEARNING		
	Teachers ask students to form groups of 2 to 14 members.		
7	Teachers pose relevant concept-based questions to students.	✓	
	Teachers give students time (15 seconds to 3 minutes) to formulate and develop their questions.		
	Teachers call on students or groups to share answers and invite others to respond if answers are incomplete.	✓	
	Teachers provide clear feedback on students' learning progress.	✓	
	INTEGRATED LEARNING		
8	Teachers prioritize students as active participants in the learning process, encouraging exploration, discovery, and independent	✓	

	development of concepts and principles.		
	Teachers guide students to view topics from multiple perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real life.	✓	
	Teachers facilitate student engagement in collecting data, drawing conclusions, and achieving learning goals through experiential learning.	✓	
	Teachers involve students in planning, performing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or kinesthetic.		
	Teachers connect ideas across subjects to promote critical thinking and broader problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.	✓	
9	FLIPED LEARNING		

	Teachers guide students on how to access, watch, and interact with instructional videos.		
	Teachers instruct students to watch videos related to upcoming lesson topics.		
	Teachers encourage students to formulate interesting questions for in-class discussion.		
	Teachers assign tasks to individuals or groups and act as facilitators by supporting students who face difficulties.		
	COPETENCY BASED LEARNING		
	Teachers use bridging strategies to connect new concepts with what students already know.		
10	Teachers link new information to students' previous experiences or knowledge.		
	Teachers motivate students with realistic and relevant exercises where they apply concepts to problem-solving tasks.	✓	
11	DIFFERENTIATED LEARNING		

Teachers modify learning resources to align with students' interests and learning modalities based on diagnostic test results: visual, auditory, and kinesthetic.		
Teachers facilitate learning by assigning tasks suited to students' talents and learning needs: visual, auditory, and kinesthetic.		
Teachers support self-paced learning for slower learners, while advanced learners receive enriched content at a higher level.	✓	

Meeting 4**OBSERVATION SHEETS
ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES****Date : Friday, 7 February 2025****Topic: Advertising****Time : 80 minutes (13:00 to 14:20)****Grade: 7****Observee: Novice Teacher****Observer: Kintan Ayu Pramesti**

No.	Teaching Strategy	Observable	Note
1	LEARNING STRATEGY TRAINING		
	Metacognitive strategies		
	Teachers provide activities to help students learn how to learn.	✓	
	Teachers monitor students' activities to ensure they follow instructions.	✓	
	Teachers evaluate how students learn.		
	Teachers assign students to group work and observe how they complete tasks together.		
	Teachers observe students' learning strategies.		
	Teachers evaluate the appropriateness and accuracy of students' problem-solving.		

Teachers pay attention to how students complete their tasks.		
Teachers assist students during the learning process.	✓	
Teachers help students plan and modify learning strategies when the current ones are ineffective.		
Teachers evaluate previous materials and select content based on students' learning needs.	✓	
Cognitive strategies		
Teachers ask students about their understanding of the assigned tasks.	✓	
Teachers provide learning activities focused on reasoning, analysis, and drawing conclusions.	✓	
Teachers allow students to use dictionaries as learning tools.		
Teachers assist students by giving directions during the learning process.	✓	
Teachers remind students of specific instructions if they experience difficulties.	✓	

2	Teachers offer ideas when students are unable to complete tasks.	✓	
	Social/Affective strategies		
	Teachers help students manage their attitudes, values, emotions, and motivation.	✓	
	Teachers give praise and make jokes to help students feel relaxed and appreciated.	✓	
	Teachers help students adapt to environments that support language interaction and practice.	✓	
	Teachers assign students to collaborate with classmates or native speakers to improve language skills.	✓	
	PROJECT BASED LEARNING		
	Teachers assign real-life projects, not just typical academic tasks.	✓	
	Teachers ask students to solve complex, real-world problems involving multiple disciplines.		
	Teachers focus more on the learning process than solely on the final product.	✓	

	Teachers guide students to understand each step in their project work.	✓	
	Students work in teams that require collaboration, effective communication, and joint decision-making.	✓	
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.		
	Teachers provide constructive feedback to help students improve their project outcomes.	✓	
	Teachers use both the process and final outcomes to assess students' practical application of knowledge and skills.		
	Teachers motivate students to take an active role in decision-making related to their projects.	✓	
	Teachers ask students to present their projects to classmates.		
	PROBLEM BASED LEARNING		
3	Teachers explain the learning objectives.	✓	

	Teachers motivate students to engage in problem-solving activities in English.	✓	
	Teachers help students organize learning tasks related to the given problem.		
	Teachers encourage students to ask questions and gather relevant information.		
	Teachers guide students to explore explanations and solutions.	✓	
	Teachers assist students in planning and preparing written or video reports.		
	Teachers help students share their work with others.		
	Teachers support students in reflecting on their problem-solving tasks.	✓	
	Teachers help students reflect on the overall problem-based learning experience.		
	DISCOVERY LEARNING		
4	Teachers use relevant learning media such as images and videos.	✓	

	Teachers engage students in discussions about the learning material.	✓	
	Teachers direct students to complete worksheets individually or in groups.	✓	
	Teachers provide time for students to answer worksheet questions individually or in groups.		
	Teachers guide students in preparing their presentations.		
	Teachers instruct students to present their work in front of the class.		
5	COMPUTER-ASSISTED LANGUAGE LEARNING		
	Teachers use CALL tools to customize content and approaches according to students' needs.	✓	Hp digunakan untuk mencari iklan di internet secara langsung
	Teachers play video clips for listening practice, interactive reading with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers involve students in virtual environments for contextual language learning.	✓	

	Teachers create virtual tours or simulations for students to practice language skills in real-life scenarios.		
	Teachers monitor progress and provide constructive feedback.		
	Teachers continuously evaluate and seek to improve their skills in using CALL tools and methods.		
	COOPERATIVE LEARNING		
	Teachers divide students into small, heterogeneous groups.	✓	
	Teachers assign tasks or projects to student groups.	✓	
	Teachers guide students to discuss the material in their groups.	✓	
6	Teachers facilitate information sharing and peer teaching to deepen understanding.	✓	
	Teachers ensure that each student is accountable for their own learning and that group success depends on everyone's contribution.		

	After tasks or projects are completed, teachers guide students in group reflection and evaluation.		
	Teachers rotate student roles within groups to ensure equal participation.		
7	ACTIVE LEARNING		
	Teachers ask students to form groups of 2 to 14 members.		
	Teachers pose relevant concept-based questions to students.	✓	
	Teachers give students time (15 seconds to 3 minutes) to formulate and develop their questions.	✓	Siswa diberi waktu mencatat dan menggarisbawahi kosakata yang belum dimengerti
	Teachers call on students or groups to share answers and invite others to respond if answers are incomplete.		
	Teachers provide clear feedback on students' learning progress.	✓	
8	INTEGRATED LEARNING		
	Teachers prioritize students as active participants in the learning process, encouraging exploration,	✓	

	discovery, and independent development of concepts and principles.		
	Teachers guide students to view topics from multiple perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real life.	✓	
	Teachers facilitate student engagement in collecting data, drawing conclusions, and achieving learning goals through experiential learning.	✓	
	Teachers involve students in planning, performing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or kinesthetic.		
	Teachers connect ideas across subjects to promote critical thinking and broader problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.	✓	
9	FLIPED LEARNING		

	Teachers guide students on how to access, watch, and interact with instructional videos.		
	Teachers instruct students to watch videos related to upcoming lesson topics.	✓	
	Teachers encourage students to formulate interesting questions for in-class discussion.		
	Teachers assign tasks to individuals or groups and act as facilitators by supporting students who face difficulties.	✓	
	COPETENCY BASED LEARNING		
	Teachers use bridging strategies to connect new concepts with what students already know.	✓	Dari definisi dalam bahasa Indonesia ke bahasa Inggris, menjelaskan secara bertahap
10	Teachers link new information to students' previous experiences or knowledge.		
	Teachers motivate students with realistic and relevant exercises where they apply concepts to problem-solving tasks.	✓	Tugas menggambar iklan dari internet dan menjawab soal evaluasi
11	DIFFERENTIATED LEARNING		

Teachers modify learning resources to align with students' interests and learning modalities based on diagnostic test results: visual, auditory, and kinesthetic.		
Teachers facilitate learning by assigning tasks suited to students' talents and learning needs: visual, auditory, and kinesthetic.		
Teachers support self-paced learning for slower learners, while advanced learners receive enriched content at a higher level.	✓	

Appendix 9. Experienced Teacher's Observation Sheets

Meeting 1

OBSERVATION SHEETS

ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date : Monday, 3 February 2025 Topic : Recount Text
 Time : 130 Minutes (10.30-12.40) Grade : 9
 Observee : Experienced Teacher Observer : Kintan Ayu Pramesti

No.	Teaching Strategy	Observable	Note
1	LEARNING STRATEGY TRAINING		
	Metacognitive strategies		
	Teachers provide activities to help students learn how to learn.	✓	
	Teachers monitor students' activities to ensure they follow instructions.	✓	
	Teachers evaluate how students learn.	✓	
	Teachers assign students to group work and observe how they complete tasks together.		
	Teachers observe students' learning strategies.	✓	
	Teachers evaluate the appropriateness and accuracy of students' problem-solving.	✓	
	Teachers pay attention to how students complete their tasks.	✓	
	Teachers assist students during the learning process.	✓	
	Teachers help students plan and modify learning strategies when the current ones are ineffective.	✓	

Teachers evaluate previous materials and select content based on students' learning needs.	✓	
Cognitive strategies		
Teachers ask students about their understanding of the assigned tasks.	✓	
Teachers provide learning activities focused on reasoning, analysis, and drawing conclusions.	✓	
Teachers allow students to use dictionaries as learning tools.		
Teachers assist students by giving directions during the learning process.	✓	
Teachers remind students of specific instructions if they experience difficulties.	✓	
Teachers offer ideas when students are unable to complete tasks.	✓	
Social/Affective strategies		
Teachers help students manage their attitudes, values, emotions, and motivation.	✓	
Teachers give praise and make jokes to help students feel relaxed and appreciated.	✓	
Teachers help students adapt to environments that support language interaction and practice.	✓	
Teachers assign students to collaborate with classmates or native speakers to improve language skills.	✓	
2	PROJECT BASED LEARNING	

	Teachers assign real-life projects, not just typical academic tasks.	✓	
	Teachers ask students to solve complex, real-world problems involving multiple disciplines.		
	Teachers focus more on the learning process than solely on the final product.		
	Teachers guide students to understand each step in their project work.	✓	
	Students work in teams that require collaboration, effective communication, and joint decision-making.	✓	
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.		
	Teachers provide constructive feedback to help students improve their project outcomes.	✓	
	Teachers use both the process and final outcomes to assess students' practical application of knowledge and skills.		
	Teachers motivate students to take an active role in decision-making related to their projects.		
3	Teachers ask students to present their projects to classmates.		
	PROBLEM BASED LEARNING		
	Teachers explain the learning objectives.	✓	
	Teachers motivate students to engage in problem-solving activities in English.	✓	

	Teachers help students organize learning tasks related to the given problem.		
	Teachers encourage students to ask questions and gather relevant information.		
	Teachers guide students to explore explanations and solutions.		
	Teachers assist students in planning and preparing written or video reports.		
	Teachers help students share their work with others.		
	Teachers support students in reflecting on their problem-solving tasks.		
	Teachers help students reflect on the overall problem-based learning experience.		
DISCOVERY LEARNING			
4	Teachers use relevant learning media such as images and videos.		
	Teachers engage students in discussions about the learning material.	✓	
	Teachers direct students to complete worksheets individually or in groups.	✓	
	Teachers provide time for students to answer worksheet questions individually or in groups.		
	Teachers guide students in preparing their presentations.	✓	
	Teachers instruct students to present their work in front of the class.	✓	
5	COMPUTER-ASSISTED LANGUAGE LEARNING		

	Teachers use CALL tools to customize content and approaches according to students' needs.		
	Teachers play video clips for listening practice, interactive reading with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers involve students in virtual environments for contextual language learning.		
	Teachers create virtual tours or simulations for students to practice language skills in real-life scenarios.		
	Teachers monitor progress and provide constructive feedback.		
	Teachers continuously evaluate and seek to improve their skills in using CALL tools and methods.		
6	COOPERATIVE LEARNING		
	Teachers divide students into small, heterogeneous groups.	✓	
	Teachers assign tasks or projects to student groups.	✓	
	Teachers guide students to discuss the material in their groups.		
	Teachers facilitate information sharing and peer teaching to deepen understanding.	✓	
	Teachers ensure that each student is accountable for their own learning and that group success depends on everyone's contribution.		

	After tasks or projects are completed, teachers guide students in group reflection and evaluation.		
	Teachers rotate student roles within groups to ensure equal participation.	✓	
	ACTIVE LEARNING		
	Teachers ask students to form groups of 2 to 14 members.		
7	Teachers pose relevant concept-based questions to students.	✓	
	Teachers give students time (15 seconds to 3 minutes) to formulate and develop their questions.		
	Teachers call on students or groups to share answers and invite others to respond if answers are incomplete.	✓	
	Teachers provide clear feedback on students' learning progress.	✓	
	INTEGRATED LEARNING		
	Teachers prioritize students as active participants in the learning process, encouraging exploration, discovery, and independent development of concepts and principles.	✓	
8	Teachers guide students to view topics from multiple perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real life.	✓	
	Teachers facilitate student engagement in collecting data, drawing conclusions, and achieving learning goals through experiential learning.		

	Teachers involve students in planning, performing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or kinesthetic.	✓	
	Teachers connect ideas across subjects to promote critical thinking and broader problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.	✓	
FLIPED LEARNING			
9	Teachers guide students on how to access, watch, and interact with instructional videos.		
	Teachers instruct students to watch videos related to upcoming lesson topics.		
	Teachers encourage students to formulate interesting questions for in-class discussion.		
	Teachers assign tasks to individuals or groups and act as facilitators by supporting students who face difficulties.		
COPETENCY BASED LEARNING			
10	Teachers use bridging strategies to connect new concepts with what students already know.		
	Teachers link new information to students' previous experiences or knowledge.	✓	
	Teachers motivate students with realistic and relevant exercises where they apply concepts to problem-solving tasks.	✓	
11	DIFFERENTIATED LEARNING		

Teachers modify learning resources to align with students' interests and learning modalities based on diagnostic test results: visual, auditory, and kinesthetic.		
Teachers facilitate learning by assigning tasks suited to students' talents and learning needs: visual, auditory, and kinesthetic.		
Teachers support self-paced learning for slower learners, while advanced learners receive enriched content at a higher level.	✓	

Meeting 2

OBSERVATION SHEETS

ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES

Date : Monday, 10 February 2025 Topic: Recount Text
 Time : 130 minutes (10.30 - 12.40) Grade: 9
 Observee: Experienced Teacher Observer: Kintan Ayu Pramesti

No.	Teaching Strategy	Observable	Note
1	LEARNING STRATEGY TRAINING		
	Metacognitive strategies		
	Teachers provide activities to help students learn how to learn.	✓	
	Teachers monitor students' activities to ensure they follow instructions.	✓	
	Teachers evaluate how students learn.	✓	
	Teachers assign students to group work and observe how they complete tasks together.		
	Teachers observe students' learning strategies.		
	Teachers evaluate the appropriateness and accuracy of students' problem-solving.		
	Teachers pay attention to how students complete their tasks.		
	Teachers assist students during the learning process.	✓	
	Teachers help students plan and modify learning strategies when the current ones are ineffective.		

Teachers evaluate previous materials and select content based on students' learning needs.	✓	
Cognitive strategies		
Teachers ask students about their understanding of the assigned tasks.	✓	
Teachers provide learning activities focused on reasoning, analysis, and drawing conclusions.	✓	
Teachers allow students to use dictionaries as learning tools.		
Teachers assist students by giving directions during the learning process.	✓	
Teachers remind students of specific instructions if they experience difficulties.	✓	
Teachers offer ideas when students are unable to complete tasks.	✓	
Social/Affective strategies		
Teachers help students manage their attitudes, values, emotions, and motivation.	✓	
Teachers give praise and make jokes to help students feel relaxed and appreciated.	✓	
Teachers help students adapt to environments that support language interaction and practice.	✓	
Teachers assign students to collaborate with classmates or native speakers to improve language skills.	✓	
2	PROJECT BASED LEARNING	

	Teachers assign real-life projects, not just typical academic tasks.		
	Teachers ask students to solve complex, real-world problems involving multiple disciplines.		
	Teachers focus more on the learning process than solely on the final product.		
	Teachers guide students to understand each step in their project work.		
	Students work in teams that require collaboration, effective communication, and joint decision-making.		
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.		
	Teachers provide constructive feedback to help students improve their project outcomes.		
	Teachers use both the process and final outcomes to assess students' practical application of knowledge and skills.		
	Teachers motivate students to take an active role in decision-making related to their projects.		
	Teachers ask students to present their projects to classmates.		
	PROBLEM BASED LEARNING		
3	Teachers explain the learning objectives.	✓	
	Teachers motivate students to engage in problem-solving activities in English.		

	Teachers help students organize learning tasks related to the given problem.		
	Teachers encourage students to ask questions and gather relevant information.		
	Teachers guide students to explore explanations and solutions.	✓	
	Teachers assist students in planning and preparing written or video reports.		
	Teachers help students share their work with others.		
	Teachers support students in reflecting on their problem-solving tasks.	✓	
	Teachers help students reflect on the overall problem-based learning experience.		
	DISCOVERY LEARNING		
	Teachers use relevant learning media such as images and videos.		
	Teachers engage students in discussions about the learning material.	✓	
	Teachers direct students to complete worksheets individually or in groups.	✓	
4	Teachers provide time for students to answer worksheet questions individually or in groups.		
	Teachers guide students in preparing their presentations.		
	Teachers instruct students to present their work in front of the class.	✓	
5	COMPUTER-ASSISTED LANGUAGE LEARNING		

	Teachers use CALL tools to customize content and approaches according to students' needs.		
	Teachers play video clips for listening practice, interactive reading with comprehension questions, and audio recordings for pronunciation practice.		
	Teachers involve students in virtual environments for contextual language learning.		
	Teachers create virtual tours or simulations for students to practice language skills in real-life scenarios.		
	Teachers monitor progress and provide constructive feedback.		
	Teachers continuously evaluate and seek to improve their skills in using CALL tools and methods.		
6	COOPERATIVE LEARNING		
	Teachers divide students into small, heterogeneous groups.		
	Teachers assign tasks or projects to student groups.	✓	
	Teachers guide students to discuss the material in their groups.		
	Teachers facilitate information sharing and peer teaching to deepen understanding.	✓	
	Teachers ensure that each student is accountable for their own learning and that group success depends on everyone's contribution.		

	After tasks or projects are completed, teachers guide students in group reflection and evaluation.		
	Teachers rotate student roles within groups to ensure equal participation.		
	ACTIVE LEARNING		
	Teachers ask students to form groups of 2 to 14 members.		
7	Teachers pose relevant concept-based questions to students.	✓	
	Teachers give students time (15 seconds to 3 minutes) to formulate and develop their questions.		
	Teachers call on students or groups to share answers and invite others to respond if answers are incomplete.	✓	
	Teachers provide clear feedback on students' learning progress.	✓	
	INTEGRATED LEARNING		
	Teachers prioritize students as active participants in the learning process, encouraging exploration, discovery, and independent development of concepts and principles.	✓	
8	Teachers guide students to view topics from multiple perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real life.	✓	
	Teachers facilitate student engagement in collecting data, drawing conclusions, and achieving learning goals through experiential learning.		

	Teachers involve students in planning, performing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or kinesthetic.		
	Teachers connect ideas across subjects to promote critical thinking and broader problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.	✓	
9	FLIPED LEARNING		
	Teachers guide students on how to access, watch, and interact with instructional videos.		
	Teachers instruct students to watch videos related to upcoming lesson topics.		
	Teachers encourage students to formulate interesting questions for in-class discussion.		
	Teachers assign tasks to individuals or groups and act as facilitators by supporting students who face difficulties.		
10	COPETENCY BASED LEARNING		
	Teachers use bridging strategies to connect new concepts with what students already know.		
	Teachers link new information to students' previous experiences or knowledge.	✓	
11	Teachers motivate students with realistic and relevant exercises where they apply concepts to problem-solving tasks.	✓	
	DIFFERENTIATED LEARNING		

	Teachers involve students in planning, performing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or kinesthetic.		
	Teachers connect ideas across subjects to promote critical thinking and broader problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.	✓	
9	FLIPED LEARNING		
	Teachers guide students on how to access, watch, and interact with instructional videos.		
	Teachers instruct students to watch videos related to upcoming lesson topics.		
	Teachers encourage students to formulate interesting questions for in-class discussion.		
	Teachers assign tasks to individuals or groups and act as facilitators by supporting students who face difficulties.		
10	COPETENCY BASED LEARNING		
	Teachers use bridging strategies to connect new concepts with what students already know.		
	Teachers link new information to students' previous experiences or knowledge.	✓	
11	Teachers motivate students with realistic and relevant exercises where they apply concepts to problem-solving tasks.	✓	
	DIFFERENTIATED LEARNING		

Teachers modify learning resources to align with students' interests and learning modalities based on diagnostic test results: visual, auditory, and kinesthetic.		
Teachers facilitate learning by assigning tasks suited to students' talents and learning needs: visual, auditory, and kinesthetic.		
Teachers support self-paced learning for slower learners, while advanced learners receive enriched content at a higher level.	✓	

Meeting 3**OBSERVATION SHEETS
ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES****Date : Tuesday, 18 February 2025****Topic: Positive, Negative, and Interrogative****Sentences****Time : 130 minutes (09:00 to 11:10)****Grade: 9****Observee: Experienced Teacher****Observer: Kintan Ayu Pramesti**

No.	Teaching Strategy	Observable	Note
1	LEARNING STRATEGY TRAINING		
	Metacognitive strategies		
	Teachers provide activities to help students learn how to learn.	✓	
	Teachers monitor students' activities to ensure they follow instructions.	✓	
	Teachers evaluate how students learn.	✓	
	Teachers assign students to group work and observe how they complete tasks together.		
	Teachers observe students' learning strategies.		

Teachers evaluate the appropriateness and accuracy of students' problem-solving.		
Teachers pay attention to how students complete their tasks.		
Teachers assist students during the learning process.	✓	
Teachers help students plan and modify learning strategies when the current ones are ineffective.		
Teachers evaluate previous materials and select content based on students' learning needs.	✓	
Cognitive strategies		
Teachers ask students about their understanding of the assigned tasks.	✓	
Teachers provide learning activities focused on reasoning, analysis, and drawing conclusions.	✓	
Teachers allow students to use dictionaries as learning tools.		
Teachers assist students by giving directions during the learning process.	✓	

	Teachers remind students of specific instructions if they experience difficulties.		
	Teachers offer ideas when students are unable to complete tasks.	✓	
	Social/Affective strategies		
	Teachers help students manage their attitudes, values, emotions, and motivation.	✓	
	Teachers give praise and make jokes to help students feel relaxed and appreciated.	✓	
	Teachers help students adapt to environments that support language interaction and practice.	✓	
	Teachers assign students to collaborate with classmates or native speakers to improve language skills.	✓	
2	PROJECT BASED LEARNING		
	Teachers assign real-life projects, not just typical academic tasks.	✓	
	Teachers ask students to solve complex, real-world problems involving multiple disciplines.		

	Teachers focus more on the learning process than solely on the final product.	✓	
	Teachers guide students to understand each step in their project work.	✓	
	Students work in teams that require collaboration, effective communication, and joint decision-making.	✓	
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.	✓	
	Teachers provide constructive feedback to help students improve their project outcomes.	✓	
	Teachers use both the process and final outcomes to assess students' practical application of knowledge and skills.		
	Teachers motivate students to take an active role in decision-making related to their projects.		
	Teachers ask students to present their projects to classmates.	✓	
3	PROBLEM BASED LEARNING		

	Teachers explain the learning objectives.	✓	
	Teachers motivate students to engage in problem-solving activities in English.	✓	
	Teachers help students organize learning tasks related to the given problem.	✓	
	Teachers encourage students to ask questions and gather relevant information.		
	Teachers guide students to explore explanations and solutions.	✓	
	Teachers assist students in planning and preparing written or video reports.		
	Teachers help students share their work with others.		
	Teachers support students in reflecting on their problem-solving tasks.		
	Teachers help students reflect on the overall problem-based learning experience.	✓	
4	DISCOVERY LEARNING		

	Teachers use relevant learning media such as images and videos.	✓	
	Teachers engage students in discussions about the learning material.	✓	
	Teachers direct students to complete worksheets individually or in groups.	✓	
	Teachers provide time for students to answer worksheet questions individually or in groups.		
	Teachers guide students in preparing their presentations.	✓	
	Teachers instruct students to present their work in front of the class.	✓	
5	COMPUTER-ASSISTED LANGUAGE LEARNING		
	Teachers use CALL tools to customize content and approaches according to students' needs.		
	Teachers play video clips for listening practice, interactive reading with comprehension questions, and audio recordings for pronunciation practice.		

	Teachers involve students in virtual environments for contextual language learning.		
	Teachers create virtual tours or simulations for students to practice language skills in real-life scenarios.		
	Teachers monitor progress and provide constructive feedback.		
	Teachers continuously evaluate and seek to improve their skills in using CALL tools and methods.		
6	COOPERATIVE LEARNING		
	Teachers divide students into small, heterogeneous groups.	✓	
	Teachers assign tasks or projects to student groups.	✓	
	Teachers guide students to discuss the material in their groups.	✓	
	Teachers facilitate information sharing and peer teaching to deepen understanding.	✓	
	Teachers ensure that each student is accountable for their own learning and that group success	✓	

	depends on everyone's contribution.		
	After tasks or projects are completed, teachers guide students in group reflection and evaluation.		
	Teachers rotate student roles within groups to ensure equal participation.	✓	
	ACTIVE LEARNING		
	Teachers ask students to form groups of 2 to 14 members.		
7	Teachers pose relevant concept-based questions to students.	✓	
	Teachers give students time (15 seconds to 3 minutes) to formulate and develop their questions.	✓	
	Teachers call on students or groups to share answers and invite others to respond if answers are incomplete.	✓	
	Teachers provide clear feedback on students' learning progress.	✓	
	INTEGRATED LEARNING		
8	Teachers prioritize students as active participants in the learning process, encouraging exploration,	✓	

	Teachers guide students on how to access, watch, and interact with instructional videos.		
	Teachers instruct students to watch videos related to upcoming lesson topics.		
	Teachers encourage students to formulate interesting questions for in-class discussion.		
	Teachers assign tasks to individuals or groups and act as facilitators by supporting students who face difficulties.		
	COPETENCY BASED LEARNING		
	Teachers use bridging strategies to connect new concepts with what students already know.	✓	
10	Teachers link new information to students' previous experiences or knowledge.		
	Teachers motivate students with realistic and relevant exercises where they apply concepts to problem-solving tasks.	✓	
11	DIFFERENTIATED LEARNING		

Teachers modify learning resources to align with students' interests and learning modalities based on diagnostic test results: visual, auditory, and kinesthetic.		
Teachers facilitate learning by assigning tasks suited to students' talents and learning needs: visual, auditory, and kinesthetic.		
Teachers support self-paced learning for slower learners, while advanced learners receive enriched content at a higher level.	✓	

Meeting 4**OBSERVATION SHEETS
ON ENGLISH TEACHERS TEACHING STRATEGY PREFERENCES****Date : Monday, 24 February 2025****Topic: Positive, Negative, and Interrogative****Sentences****Time : 130 minutes (09:00 to 11:10)****Grade: 9****Observee: Experienced Teacher****Observer: Kintan Ayu Pramesti**

No.	Teaching Strategy	Observable	Note
1	LEARNING STRATEGY TRAINING		
	Metacognitive strategies		
	Teachers provide activities to help students learn how to learn.	✓	
	Teachers monitor students' activities to ensure they follow instructions.	✓	
	Teachers evaluate how students learn.	✓	
	Teachers assign students to group work and observe how they complete tasks together.		
	Teachers observe students' learning strategies.		

Teachers evaluate the appropriateness and accuracy of students' problem-solving.		
Teachers pay attention to how students complete their tasks.		
Teachers assist students during the learning process.	✓	
Teachers help students plan and modify learning strategies when the current ones are ineffective.	✓	
Teachers evaluate previous materials and select content based on students' learning needs.	✓	
Cognitive strategies		
Teachers ask students about their understanding of the assigned tasks.	✓	
Teachers provide learning activities focused on reasoning, analysis, and drawing conclusions.	✓	
Teachers allow students to use dictionaries as learning tools.		
Teachers assist students by giving directions during the learning process.	✓	

	Teachers remind students of specific instructions if they experience difficulties.	✓	
	Teachers offer ideas when students are unable to complete tasks.	✓	
	Social/Affective strategies		
	Teachers help students manage their attitudes, values, emotions, and motivation.	✓	
	Teachers give praise and make jokes to help students feel relaxed and appreciated.	✓	
	Teachers help students adapt to environments that support language interaction and practice.	✓	
	Teachers assign students to collaborate with classmates or native speakers to improve language skills.	✓	
2	PROJECT BASED LEARNING		
	Teachers assign real-life projects, not just typical academic tasks.	✓	
	Teachers ask students to solve complex, real-world problems involving multiple disciplines.		

	Teachers focus more on the learning process than solely on the final product.		
	Teachers guide students to understand each step in their project work.	✓	
	Students work in teams that require collaboration, effective communication, and joint decision-making.		
	Teachers encourage students to use critical, analytical, and evaluative thinking skills to solve problems.		
	Teachers provide constructive feedback to help students improve their project outcomes.	✓	
	Teachers use both the process and final outcomes to assess students' practical application of knowledge and skills.		
	Teachers motivate students to take an active role in decision-making related to their projects.		
	Teachers ask students to present their projects to classmates.		
3	PROBLEM BASED LEARNING		

	Teachers explain the learning objectives.	✓	
	Teachers motivate students to engage in problem-solving activities in English.	✓	
	Teachers help students organize learning tasks related to the given problem.	✓	
	Teachers encourage students to ask questions and gather relevant information.		
	Teachers guide students to explore explanations and solutions.	✓	
	Teachers assist students in planning and preparing written or video reports.		
	Teachers help students share their work with others.		
	Teachers support students in reflecting on their problem-solving tasks.		
	Teachers help students reflect on the overall problem-based learning experience.	✓	
4	DISCOVERY LEARNING		

	Teachers use relevant learning media such as images and videos.	✓	
	Teachers engage students in discussions about the learning material.	✓	
	Teachers direct students to complete worksheets individually or in groups.	✓	
	Teachers provide time for students to answer worksheet questions individually or in groups.		
	Teachers guide students in preparing their presentations.	✓	
	Teachers instruct students to present their work in front of the class.	✓	
5	COMPUTER-ASSISTED LANGUAGE LEARNING		
	Teachers use CALL tools to customize content and approaches according to students' needs.		
	Teachers play video clips for listening practice, interactive reading with comprehension questions, and audio recordings for pronunciation practice.		

	Teachers involve students in virtual environments for contextual language learning.		
	Teachers create virtual tours or simulations for students to practice language skills in real-life scenarios.		
	Teachers monitor progress and provide constructive feedback.		
	Teachers continuously evaluate and seek to improve their skills in using CALL tools and methods.		
6	COOPERATIVE LEARNING		
	Teachers divide students into small, heterogeneous groups.		
	Teachers assign tasks or projects to student groups.	✓	
	Teachers guide students to discuss the material in their groups.	✓	
	Teachers facilitate information sharing and peer teaching to deepen understanding.		
	Teachers ensure that each student is accountable for their own learning and that group success	✓	

	depends on everyone's contribution.		
	After tasks or projects are completed, teachers guide students in group reflection and evaluation.		
	Teachers rotate student roles within groups to ensure equal participation.		
	ACTIVE LEARNING		
	Teachers ask students to form groups of 2 to 14 members.		
7	Teachers pose relevant concept-based questions to students.	✓	
	Teachers give students time (15 seconds to 3 minutes) to formulate and develop their questions.		
	Teachers call on students or groups to share answers and invite others to respond if answers are incomplete.	✓	
	Teachers provide clear feedback on students' learning progress.	✓	
	INTEGRATED LEARNING		
8	Teachers prioritize students as active participants in the learning process, encouraging exploration,	✓	

	discovery, and independent development of concepts and principles.		
	Teachers guide students to view topics from multiple perspectives, connecting prior knowledge with new ideas to make learning relevant and applicable to real life.	✓	
	Teachers facilitate student engagement in collecting data, drawing conclusions, and achieving learning goals through experiential learning.	✓	
	Teachers involve students in planning, performing, and reviewing activities while focusing on their preferred learning styles—visual, auditory, or kinesthetic.		
	Teachers connect ideas across subjects to promote critical thinking and broader problem-solving skills.		
	Teachers help students apply their learning in practical, real-world contexts.	✓	
9	FLIPED LEARNING		

	Teachers guide students on how to access, watch, and interact with instructional videos.		
	Teachers instruct students to watch videos related to upcoming lesson topics.		
	Teachers encourage students to formulate interesting questions for in-class discussion.		
	Teachers assign tasks to individuals or groups and act as facilitators by supporting students who face difficulties.		
	COPETENCY BASED LEARNING		
	Teachers use bridging strategies to connect new concepts with what students already know.		
10	Teachers link new information to students' previous experiences or knowledge.	✓	
	Teachers motivate students with realistic and relevant exercises where they apply concepts to problem-solving tasks.	✓	
11	DIFFERENTIATED LEARNING		

Teachers modify learning resources to align with students' interests and learning modalities based on diagnostic test results: visual, auditory, and kinesthetic.		
Teachers facilitate learning by assigning tasks suited to students' talents and learning needs: visual, auditory, and kinesthetic.		
Teachers support self-paced learning for slower learners, while advanced learners receive enriched content at a higher level.	✓	

Appendix 10. Novice Teacher's Anecdotal Records

Novice Teacher	
☐	Day (Date : Friday 24 Januari 2023
☐	Time : 13.00 - 14.20
☐	Class : 7
☐	
☐	The teacher opened the lesson with greetings and joint
☐	prayer. Ice breaking was conducted using a time
☐	based clapping game : clap 1 = morning, clap 2 = afternoon,
☐	clap 3 = evening, no clap = night. The teacher initiated
☐	a number guessing game in english. Student were asked
☐	directly to assess their prior understanding of numbers.
☐	The teacher clarified vocabulary for student who were
☐	unfamiliar with certain words. The teacher allowed
☐	a short break, student were permitted to buy drinks
☐	or candy. The teacher delivered explanations both
☐	orally and visually on differences between american
☐	and british style. Explanation of am & pm. Student
☐	draw a clock and answer the question "What time is it?"
☐	The teacher provided time for student to take note
☐	the material.
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Novice Teacher

[illegible]

Day/ Date : Wednesday 15 February 2025

Time : 13.00 - 14.20

Class : 7

The teacher began the lesson with greetings and prayer. The teacher asked "Apakah ada yang tau apa yang dimaksud dengan advertising?" Teacher wrote definition of advertising, purpose and examples on the whiteboard in Indonesian. Student were asked to identify information from product packaging eg product name, expiration date, content, etc. This task individual, but collaboration. Teacher had previously instructed student to bring their own product wrappers. The teacher allowed student to change seats to discussion. All student work was collected at their teacher desk.

No. _____

Date : _____

Novice Teacher

☐	Day / Date : Friday , 7 February 2025
☐	Time : 13.00 - 14.20
☐	Class : 7.
☐	
☐	Class began with greeting and prayer. Teacher initiated
☐	a fun games to engage student. Review of previous
☐	material like definition of advertising, exemplar, etc.
☐	Teacher write the definition of advertising on the
☐	white board in English. Student were instructed to under-
☐	line unfamiliar words in the definition. Teacher explain
☐	each word step by step. Student were given permission
☐	to bring and use mobile phone to search for advertisement
☐	Before class ended, teacher distributed loose-leaf paper
☐	as a summative assessment - Student were instructed to answer
☐	several questions.
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Appendix 11. Experienced Teacher's Anecdotal Records

Experienced Teacher	
☐	Day / Date : Monday , 3 February 2025
☐	Time : 10.30 - 12.40
☐	Class : 9
☐	
☐	Teacher opened the lesson with greetings , prayer , moral
☐	message and character values aligned with Profil Pelajar
☐	Pancasila . Teacher review prior understanding of recount
☐	text like definition , text structure , language features . Student
☐	continued working on previously assigned recount writing
☐	task . Several student present their writing in front of
☐	the class . Student were divided into groups to work
☐	gap - filling dialogue exercises from the course book .
☐	Each group write their answer on sticky note , which
☐	were then posted on to HVS paper . A group representat
☐	ve posted the final product on the whiteboard .
☐	Other groups were invited to review and correct the
☐	posted answer . The lesson ended with reflection session .
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No. _____

Date : _____

Experienced Teacher

☐	Day / Date : Monday , 10 February 2021
☐	Time : 10.30 - 12.40
☐	Class : 9
☐	
☐	Teacher opened with greetings , prayer , classroom cleanliness ,
☐	and values aligned with Profil Pelajar Pancasila . Teacher
☐	conducted Q & A session like about definition of recount text ,
☐	purpose , language features , etc . Student were asked to
☐	complete a task based on a recount text titled " At the
☐	beach " with time 20 minutes . Top 10 fastest student
☐	posted their answer on the whiteboard . Student engaged
☐	in collaborative writing of Verb 1 to Verb 2 with meanings .
☐	Teacher explained the use of have / had & was / were in
☐	past structures . Student were assigned to find a minimum
☐	of 30 verb 1 to Verb 2 with meaning as individual
☐	homework . The session concluded with group reflection
☐	by the teacher .
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No. _____

Date : _____

Experienced Teacher

☐	Day/Date : Tuesday, 18 February 2025
☐	Time : 09-50-11.10
☐	Grade : 9
☐	
☐	Lesson began with greetings, prayer, attendance checking
☐	Teacher explained the sentences structure (pattern) of
☐	positive, negative, and interrogative form in simple past
☐	tense. Teacher wrote 2 sentences in whiteboard, student
☐	were instructed to write their answer on sticky note and
☐	paste them below each sentence. Student was divided
☐	into large group, each group created examples of positive
☐	negative and interrogative sentences on plano paper using
☐	colorful markers. The task was presented and explained
☐	by group member in front of the class. The lesson
☐	ended with reflection session and prayer.
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No. _____

Date : _____

Experienced Teacher

☐	Day / Date : Monday, 24 February 2025
☐	Time : 09.00 - 11.10
☐	Class : 9
☐	
☐	Teacher began learning by asking student to create
☐	3 sentences type : positive, negative, interrogative. Several
☐	student were asked to read aloud their sentences while
☐	standing at their desks. Teacher provide positive reinforce
☐	ment like clapping, good, very good (verbal praise).
☐	Teacher introduced further explanation on using she/he
☐	and was/were in past tense. Student were tasked with
☐	making 2 example sentences using was/were. Student
☐	were show a picture stimulus and asked to write a
☐	positive, negative, and interrogative sentences with 5
☐	minutes to complete the task. Sentences were written
☐	on sticky note and posted under the image on the
☐	Whiteboard. Student also copied the sentences in their
☐	books. At the end the session, student received a recent
☐	text. They were to underline all verb 2 verb and provide
☐	their Indonesian meaning as homework. Closed with
☐	reflection → prayer.
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Appendix 12. Instrument's Validation Sheet by Experts

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

Petunjuk:

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

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

NIDN : 0014076401

Instansi : Universitas Pendidikan Ganesha

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

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

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

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

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

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

Komentar / Saran :

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

.....

.....

Kesimpulan:

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

Singaraja, 8 November 2024.....

Validator



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

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

Petunjuk:

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

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

NIDN : 0019048101

Instansi : Universitas Pendidikan Ganesha

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

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

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

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

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

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

Komentar / Saran :

Pastikan setiap pernyataan jelas dan benar.

Kesimpulan:

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

Singaraja, 11 November 2024

Validator



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

RIWAYAT HIDUP

Kintan Ayu Pramesti lahir di Banyuwangi pada tanggal 14 Desember 2002, yang merupakan putri pertama dari pasangan suami istri Sriyanto Tri Atmojo dan Emi Setiyowati. Penulis berkewarganegaraan Indonesia dan memeluk agama Islam. Penulis saat ini berdomisili di Desa Bulurejo RT 06 RW 01 Dusun Bulurejo Kecamatan Purwoharjo Kabupaten Banyuwangi. Penulis menempuh pendidikan formal pertama di SD Negeri 1 Purwoharjo dan lulus pada tahun 2015. Selanjutnya, penulis melanjutkan pendidikan ke tingkat Sekolah Menengah Pertama di SMP Negeri 2 Purwoharjo dan menyelesaikannya pada tahun 2018. Kemudian, pendidikan menengah atas ditempuh di SMA Negeri 1 Purwoharjo dengan mengambil jurusan MIPA (Matematika dan IPA), dan berhasil lulus pada tahun 2021. Setelah menyelesaikan pendidikan menengah, penulis melanjutkan studi ke jenjang perguruan tinggi di Universitas Pendidikan Ganesha dengan program studi S1 Pendidikan Bahasa Inggris. Selama menempuh pendidikan di perguruan tinggi, penulis aktif mengikuti berbagai kegiatan akademik maupun non-akademik yang mendukung pengembangan diri dan keterampilan penulis. Pada bulan Juli tahun 2025, penulis berhasil menyelesaikan tugas akhir sebagai salah satu syarat untuk memperoleh gelar sarjana dengan judul skripsi “Teaching Strategy Employed by Novice and Experienced English Teacher in SMP 1 Seririt”. Penulis berharap ilmu dan pengalaman yang diperoleh selama masa studi dapat bermanfaat bagi diri sendiri, masyarakat, serta dunia pendidikan pada umumnya.