

## Appendix 1. Approval Letter



**PEMERINTAH PROVINSI BALI**  
**DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA**  
**SMA NEGERI 1 BLAHBATUH**

Alamat : Jalan Astina Jaya Blahbatuh, Kode Post : 80581, Telp : (0361) 952 392  
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### SURAT KETERANGAN

Nomor : 423.4 / 0054 / SMA

Yang bertandatangan di bawah ini saya :

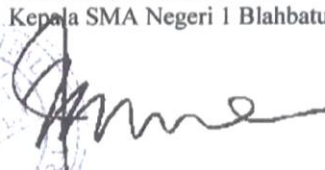
Nama : I Ketut Sulatra, S.Pd., M.Pd  
NIP. : 19700203 199702 1 004  
Jabatan : Kepala SMA Negeri 1 Blahbatuh  
Alamat : Jalan Astina Jaya Blahbatuh

Menerangkan dengan sebenarnya Mahasiswa di bawah ini :

Nama : Putu Mira Oktavianti Dewi  
NIM : 1712021008  
Jurusan : Bahasa Asing  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Tahun Akademik : 2020/2021

Memang benar mahasiswa tersebut diatas telah melakukan Penelitian untuk Skripsi di SMA Negeri 1 Blahbatuh dari tanggal 12 Oktober sampai dengan 9 Nopember 2020. Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Blahbatuh, 19 Januari 2021  
Kepala SMA Negeri 1 Blahbatuh

I Ketut Sulatra, S.Pd., M.Pd  
NIP. 19700203 199702 1 004



**Appendix 2. Blueprint of Questionnaire**

| <b>SDL Components by Tan (2014)</b>                      | <b>Indicators</b>  | <b>Items for Knowledge Aspect</b> | <b>Items for Implementation Aspect</b> | <b>Items for Impact Aspects</b> |
|--|--|-----------------------------------|--|---------------------------------|
| Developing students' ownership of learning               | a. Providing learners' autonomy in task design                             | 1,2                               | 1,2,3,4,5,6,7                          | 1                               |
|  | a. Involving students in identifying learning gaps                         | 10                                | 8,9                                    | 2                               |
|  | b. Facilitating students' investigative inquiry, goal setting and planning | 9,11                              | 10, 11                                 | 3,4                             |
| Developing students' self-management and self-monitoring | a. Providing scaffolds for students' self-monitoring                       | 6,8                               | 12,13,14,15                            | 5                               |
|  | b. Monitoring students' learning and provide just-in-time assistance       | 3                                 | 16,17,18,19,20,21,22,23                | 6                               |
| Provides opportunity for the students to                 | a. Engaging the students in reflection of learning                         | 7                                 | 24                                     | 7                               |

|                       |  |   |          |   |
|-----------------------|--|---|----------|---|
| extent their learning | b. Engaging the students' prior knowledge  | 5 | 25,26,27 | 8 |
|                       | c. Allowing the students to make connections of what they learn in and out of school | 4 | 28       | 9 |



**Appendix 2. Questionnaires (English)**

| NO | Statement (Content Knowledge)   | Criteria |   |   |   |   |
|----|---|----------|---|---|---|---|
|    |   | 1        | 2 | 3 | 4 | 5 |
| 1  | I understand what is meant by independent learning.   |          |   |   |   |   |
| 2  | I recognize the importance of applying independent learning in the 21st century to students.        |          |   |   |   |   |
| 3  | I know that independent learning can be done anywhere and anytime.                                  |          |   |   |   |   |
| 4  | I know that independent learning can make students learn contextually in daily life.                |          |   |   |   |   |
| 5  | I know that independent learning can lead students to form awareness for lifelong learning.         |          |   |   |   |   |
| 6  | I know that independent learning can allow students to monitor their own learning.                  |          |   |   |   |   |
| 7  | I know that independent learning can allow students to experience their own learning.               |          |   |   |   |   |
| 8  | I know that independent learning can teach students to manage their time well.                      |          |   |   |   |   |
| 9  | I know that independent learning can improve students' responsibility in learning                   |          |   |   |   |   |
| 10 | I know that independent learning can give a freedom for students to learn anything that they want   |          |   |   |   |   |
| 11 | I know that independent learning can improve the students 4C skills in the 21 <sup>st</sup> century |          |   |   |   |   |
|    | Total Score :   |          |   |   |   |   |
|    | Final Score   |          |   |   |   |   |

| No | Statement (Implementation)  | Criteria |   |   |   |   |
|----|---|----------|---|---|---|---|
|    |   | 1        | 2 | 3 | 4 | 5 |
| 1  | I give students a description of the learning topics that will be studied   |          |   |   |   |   |
| 2  | I involve students in determining things that will be studied related to the learning topics that have been given |          |   |   |   |   |
| 3  | I involve students in designing assignments or projects that related to the learning topics that have been given  |          |   |   |   |   |
| 4  | I involve students in determining the schedule of assignment submission   |          |   |   |   |   |
| 5  | I give students the freedom to decide how to present their assignments  |          |   |   |   |   |
| 6  | I give students the freedom to determine the source or material that will be used in doing the assignment given   |          |   |   |   |   |
| 7  | I facilitate students with basic instructions to finish the assignment  |          |   |   |   |   |
| 8  | I conduct a pre-test or observation before starting learning to find out students' abilities                      |          |   |   |   |   |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 9  | I ask students what they do not understand about the topic of learning  |  |  |  |  |  |
| 10 | I facilitate students with activities where they can determine their learning goals   |  |  |  |  |  |
| 11 | I facilitate students with activities where they can design methods and determine the resources, they will use in learning a learning topic |  |  |  |  |  |
| 12 | I use the Google classroom application or other applications to help students in the independent learning process                           |  |  |  |  |  |
| 13 | I provide learning resources that can stimulate student self-review   |  |  |  |  |  |
| 14 | I provide feedback based on the needs of students to improve their understanding  |  |  |  |  |  |
| 15 | I create learning activities that involve students to be more active  |  |  |  |  |  |
| 16 | I monitor the learning process and provide assistance when students need or have difficulty   |  |  |  |  |  |
| 17 | I correct students' misunderstanding but still appreciate students' answers   |  |  |  |  |  |
| 18 | I use platforms or portals to keep reviewing the learning process of students   |  |  |  |  |  |
| 19 | I use a suitable platform to review student progress during the learning process  |  |  |  |  |  |
| 20 | I have no problem monitoring student learning during home lessons   |  |  |  |  |  |



|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 21 | I observe students in the learning process from home in a timely manner.                              |  |  |  |  |  |
| 22 | I make the best use of my time in answering all the questions students have.                          |  |  |  |  |  |
| 23 | I assess the activeness of students in the learning process from home objectively.                    |  |  |  |  |  |
| 24 | I provide assessment aspects for students as material for self-reflection after the learning process. |  |  |  |  |  |
| 25 | I design activities by involve the knowledge that they get outside and inside the school.             |  |  |  |  |  |
| 26 | I gave questions that students often encounter in daily life.   |  |  |  |  |  |
| 27 | I stimulate students to relate new information to their previous understanding.                       |  |  |  |  |  |
| 28 | I provide games / quizzes related to student learning environment.                                    |  |  |  |  |  |
|    | Final Score   |  |  |  |  |  |

|   | Statement (Impact)  | Indicator |   |   |   |   |
|---|---|-----------|---|---|---|---|
|   |   | 1         | 2 | 3 | 4 | 5 |
| 1 | Students become more active in the learning process after I involved students in designing assignments. |           |   |   |   |   |
| 2 | Students become more motivated after they know what they have to learn.                                 |           |   |   |   |   |

|   |   |  |  |  |  |   |
|---|---|--|--|--|--|---|
| 3 | Students know what they have to learn after I facilitated them with activities where they can define learning goals or objectives.  |  |  |  |  |   |
| 4 | Students know the methods and resources they should use after I have facilitated them with activities where they can design their learning methods and resources.   |  |  |  |  |   |
| 5 | By providing learning resources that stimulate self-review, students are able to determine what they will learn.  |  |  |  |  |   |
| 6 | By using the platform as a media for independent learning, I am able to review the learning process flexibly.   |  |  |  |  | √ |
| 7 | By providing assessment aspects for students as material for self-reflection after the learning process, students can identify and correct deficiencies during the learning process.                            |  |  |  |  |   |
| 8 | By giving questions that students often encounter in daily life, students can relate the knowledge they have with new knowledge.  |  |  |  |  |   |
| 9 | By providing games / quizzes related to student learning environments, it can make students more creative in connecting the knowledge gained from school with knowledge that gained from their own environment. |  |  |  |  |   |
|   | Final Score   |  |  |  |  |   |