

# APPENDIX

**Attachment:**

**First Informant's**

**Teacher's Name : Herlyna Paila Danguwole, S. Pd, Gr**

**Class : XII IIS II**

**OBSERVATION SHEET**

**TEACHERS' STRATEGIES IN TEACHING ENGLISH OF ENGLISH**

**TEACHERS AT SMA 1 TAEBENU**

| No | Learning Strategies    | Instructional Process                                                                                                                                                                                                                         | Yes | No |
|----|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1  | Cooperative Learning   | The teacher divides students into several groups and gives collaboratively tasks. Students discuss, share ideas, and work together to solve problems or complete the assignments, while the teacher guides and monitors the learning process. | ✓   |    |
| 2  | Problem-Based Learning | The teacher presents a real-life problem related to the lesson. Students analyze the problem, discuss possible solutions, collect information, and present their                                                                              | ✓   |    |

|   |                        |                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |
|---|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
|   |                        | findings, while the teachers act as facilitators.                                                                                                                                                                                                                                                                                                                                                      |   |   |
| 3 | Project-Based Learning | The teacher assigns a project and explains the objectives, procedures, and deadlines. Students work individually or in groups to create a presentation, and the teacher provides guidance throughout.                                                                                                                                                                                                  | ✓ |   |
| 4 | Expository Learning    | The teachers present the material through lectures, examples, and demonstrations. Students listen attentively, take notes, and complete exercises to reinforce their understanding. The teachers present the material through lectures, examples, and demonstrations. Students listen attentively, take notes, and complete exercises to reinforce their understanding. ir understanding of the lesson |   | ✓ |
| 5 | Contextual Learning    | The teacher connects the lesson material to students real-life experiences. Students are encouraged to relate concepts to daily activities, discuss example, and apply their understanding in practical situations.                                                                                                                                                                                    | ✓ |   |
| 6 | Effective Learning     | The teacher focuses on developing students' attitudes, values, and                                                                                                                                                                                                                                                                                                                                     | ✓ |   |

|   |                  |                                                                                                                                                                                                                              |  |   |
|---|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|
|   |                  | character through advice, motivation, role modelling, and reflection activities. Students are encouraged to show positive behavior and attitudes during the learning process.                                                |  |   |
| 7 | Inquiry Learning | The teacher provides questions, topics, or problems for investigation. Students explore information independently, conduct observations or discussions, and draw conclusions, while the teacher guides the inquiry process." |  | ✓ |

## **INTERVIEW SHEET**

### **TEACHERS' STRATEGIES IN TEACHING ENGLISH OF ENGLISH TEACHERS AT SMA 1 TAEBENU**

#### **A. Cooperative Learning Strategy**

1. How often do you use the Cooperative Learning Strategy in teaching English?
  - Often. Because when discussing texts, students are divided into groups. For example, in narrative texts, there's a plot. So the teacher divides into groups so they can present and practice it.
2. In your opinion, is this strategy effective in help students learn from each other?. Why?
  - Effective. Because students in agroups are required to exchange ideas with their peers in the gropus. This way, each student's ego is restrained in order to reach a final agreement on the assigned text.
3. What are the challenges in using this method in your classroom?
  - The challenges faced are a noisy classroom and the mismatches in knowledge level among students.

#### **B. Problem-Based Learning Strategy**

4. How often do you use the Problem- Based Learning Strategy in teaching English?
  - I often use this strategy, because it can measure student's ability levels.
5. In your opinion, this strategy is suitable to be aplied to students?
  - It's very suitable. Because in this learning, the teacher gives a problem then the students come in to solve it.

#### **C. Project-Based Learning Strategy**

6. Does using this strategy help students understand what they are learning?

- This strategy helps students become more active and helps them understand the material being taught. While students are creating projects, they are also learning to understand the material.

D. Contextual Learning Strategy

7. In your opinion, why is it important to relate lesson material to students in real life?
  - Important. Because it is easier to understand and we can relate the material to everyday life.
8. Is there a visible increase in learning outcomes after this strategy is implemented?
  - There is an improvement, seen from students being more able to socialize with other students, and an attitude of mutual cooperation can be shown.

E. Affective Learning Strategy

9. How to give advice without seeming pushy or preachy?
  - The initiative I usually use is to call on students individually. So, they don't feel like they are in a large group. This way, the students does not feel awkward when given advice or direction that isn't controlling, and they don't feel embarrassed.
10. Are there any changes in attitudes, values or character after implementing this strategy?
  - The changes in attitude, values, and character after implementing this strategy, are that students start to attend school diligently, students are active in learning, and students find it easy to socialize with classmates.

**Attachment:**

**Second Informant's**

**Teacher's Name : Army S. Hall, S. Pd**

**Class : XII F**

**OBSERVATION SHEET**

**TEACHERS' STRATEGIES IN TEACHING ENGLISH OF ENGLISH  
TEACHERS AT SMA 1 TAEBENU**

| <b>No</b> | <b>Learning Strategies</b> | <b>Instructional Process</b>                                                                                                                                                                                                                  | <b>Yes</b> | <b>No</b> |
|-----------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| 1         | Cooperative Learning       | The teacher divides students into several groups and gives collaboratively tasks. Students discuss, share ideas, and work together to solve problems or complete the assignments, while the teacher guides and monitors the learning process. | ✓          |           |
| 2         | Problem-Based Learning     | The teacher presents a real-life problem related to the lesson. Students analyze the problem, discuss possible solutions, collect information, and present their findings, while the teachers act as facilitators.                            | ✓          |           |
| 3         | Project-Based              | The teacher assigns a project and                                                                                                                                                                                                             | ✓          |           |

|   |                     |                                                                                                                                                                                                                                                                                                                                                                                                        |   |  |
|---|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|
|   | Learning            | explains the objectives, procedures, and deadlines. Students work individually or in groups to create a presentation, and the teacher provides guidance throughout.                                                                                                                                                                                                                                    |   |  |
| 4 | Expository Learning | The teachers present the material through lectures, examples, and demonstrations. Students listen attentively, take notes, and complete exercises to reinforce their understanding. The teachers present the material through lectures, examples, and demonstrations. Students listen attentively, take notes, and complete exercises to reinforce their understanding. ir understanding of the lesson | ✓ |  |
| 5 | Contextual Learning | The teacher connects the lesson material to students real-life experiences. Students are encouraged to relate concepts to daily activities, discuss example, and apply their understanding in practical situations.                                                                                                                                                                                    | ✓ |  |
| 6 | Effective Learning  | The teacher focuses on developing students' attitudes, values, and character through advice, motivation, role modelling, and reflection activities. Students are encouraged to                                                                                                                                                                                                                         | ✓ |  |

|   |                  |                                                                                                                                                                                                                              |   |  |
|---|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|
|   |                  | show positive behavior and attitudes during the learning process.                                                                                                                                                            |   |  |
| 7 | Inquiry Learning | The teacher provides questions, topics, or problems for investigation. Students explore information independently, conduct observations or discussions, and draw conclusions, while the teacher guides the inquiry process." | ✓ |  |

## **INTERVIEW SHEET**

### **TEACHERS' STRATEGIES IN TEACHING ENGLISH OF ENGLISH TEACHERS AT SMA 1 TAEBENU**

#### **A. Cooperative Learning Strategy**

1. How often do you use the Cooperative Learning Strategy in teaching English?
  - Often I use this strategy according to the teaching materials that can form students into groups.
2. In your opinion, is this strategy effective in help students learn from each other?. Why?
  - Not very effective. The teacher divides students into groups and if the teacher doesn't pay attention to the students, the class will be noisy.
3. What are the challenges in using this method in your classroom?
  - The challenges in using this strategy are that the class is noisy, students are not focused, and students talk more in groups.

#### **B. Problem-Based Learning Strategy**

4. In your opinion, this strategy can encourage students development in language?
  - Very helpful for students in solving problems.
5. In your opinion, this strategy is suitable to be applied to students?
  - This strategy is very applicable, because students can exchange experiences and can discuss what difficulties each students faces.

### C. Project-Based Learning Strategy

6. Does using this strategy help students understand what they are learning?

- This strategy helps students understand what they're learning. For example, students might create a project about social media ethics, with a poster or make a video and upload. So they can see both positive and negative comments.

### D. Expository Learning Strategy

7. What is the purpose using strategies in learning?

- The purpose of using this strategy is when students do not understand the material being taught, this strategy can help.

8. In your opinion, this strategy is suitable to be applied to students?

- Not really, it depends on the students concentration when paying attention to the teacher when delivering the material.

### E. Contextual Learning Strategy

9. In your opinion, why is it important to relate lesson material to students in real life?

- It is very important, because students understand material more quickly when it is related to their real life experiences.

10. Is there a visible increase in learning outcomes after this strategy is implemented?

- There is an increase in learning outcomes after implementing this strategy because when using real life examples to convey the material students can understand.

#### F. Affective Learning Strategy

11. How to give advice without seeming pushy or preachy?

- The teacher gives advice by giving an example, when a student does something, what is the impact on the student and now if they learn English what are the benefits for the future.

12. Are there any changes in attitudes, values or character after implementing this strategy?

- The changes are not that much, because it depends on each student's character.

#### G. Inquiry Learning Strategy

13. Does strategy increase students' curiosity and critical thinking skills?

- Teacher gives the students an assignment. The teacher only provides an overview of the assignment, and the students are asked to find and create it on their own.

14. What are the most common obstacles that arise when implementing this strategy? How do you solve them?

- The difficulties are, for example, in making a poster, when students use Canva, the difficulty is the internet package and when drawing, the difficulty is with students who cannot draw.

