



APPENDICES

APPENDIX I

SCRIPT INTERVIEW (OBSERVATION)

List of Interview Questions of Teachers Need Analysis in Teaching Grade VIII
SMPN 1 Percuat Sei Tuan

Interviewee Identity

Name : Leli Marlina, S.S

Gender : Female

Instance : English teacher

Interview date : 10 April 2023

Table I.1 Script Interview Observation

No.	Questions	Answer
1	How many students did you teach in one class?	I teach 37 students.
2	What is your opinion about teaching a class with a large number of students?	In my opinion, teaching a class with a large number of students is difficult. It's because I have to manage the class and at the same time, I have to make students focus on the learning process.
3	So, what do you do to make students focus on the learning process?	I usually manage the class by dividing students into several groups
4	And in the English teaching process, what are the obstacles that you faced?	Not all students understand English, because one of the factors is that they are not familiar with pronunciation and grammar. Of the 37 students who followed the class, there were only 10% of students who paid attention. Remembering students' name is not easy, especially I also teach in several other classes

APPENDIX II

OBSERVATION SHEET (TEACHER 1)

Name of the teacher : Suradi S.Pd

Time of observation : September 11, 2023 / 08.00 – 09.30 AM

a. Table Observation Sheet

Table II.1 Table of Observation Sheet Teacher 1

No	Levels of Perspective	Criteria	Score	
			Yes	No
1.	Purpose	Teachers prepare lesson plans	✓	
		Developing communication skills (speaking, listening, reading, and writing in English)	✓	
2.	Vision	Creating an environment where every student feels motivated and confident to speak, listen, read, and write in English		✓
		Provide relevant and in-depth English language instruction to every student		✓
		Prioritizing the teaching of English while nurturing a sense of creativity, curiosity, and respect for the culture and diversity that exists in English.		
3.	Goals	Motivate every student to actively participate in English learning	✓	
		Measure student progress in English language proficiency and provide feedback to improve learning outcomes	✓	
4.	Area of Responsibility	Identify and address challenges that may arise in large classes, such as discipline issues or ability differences	✓	
		Setting clear classroom rules and apply consistent consequences	✓	
		Utilize teaching aids such as whiteboards, projectors, or relevant educational technology.	✓	

		Understand the needs, interests and learning styles of individual students in large classes	✓	
		Ensure individual or group work on large assignments or projects.	✓	
5.	Projects	Assign projects to students	✓	
6.	Actions	Conduct games so that students compete enthusiastically	✓	
		Utilize class time appropriately		✓

b. Observation Fieldnotes

On Monday 11 September 2023, the researcher had the opportunity to observe class VIII-7. There were 34 students in this class with the English teacher Mr S. The lesson started at 08.00 until 09.30. The teacher entered the class at 08.00, followed by the teacher greeting the students “good morning, how are you today?” then the students answered and then spontaneously asked the teacher again in English by saying “good morning, sir. We’re good, how about you?”, then the teacher asked “I’m really good”. Next, the teacher asked one of the students to lead the prayer. After praying together, the teacher checks the attendance list, “who is absent today?” then the students answered “Tidak ada, sir (in bahasa)” the teacher immediately asked the students “how say tidak ada in English ... hayo ...” some students responded with a smile and there were students who directly answered by saying “nothing, sir”. For the seating arrangement, the teacher uses regular rows to explain the Past tense before teaching the narrative text material. In the core teaching activities, the teacher uses the blackboard and textbook. The teacher told the students to pay attention when teaching the

material. Before explaining the topic, the teacher asked some questions related to the material by saying "Have you heard about Tenses before?" students answered "Yes, sir". The teacher asked "Can anyone explain?", and then one of the students answered, "Something that happened in the past sir". The teacher said "good, give a round of applause". Then the teacher explains more about Tenses in English and repeats it in Indonesian. In between the explanation, the teacher always asks the students about the topic that has been explained. The teacher asked "What is to be used in past tense?", and then some students answered enthusiastically "Was and Were, Sir". To pay attention during class, the teacher asked the students to make example sentences that describe events that happened in the past. In class, the teacher reviewed the material and told the students to repeat the material given by the teacher at home by giving homework. Finally, the teacher tells the students to learn about narrative text that will be learnt in the next meeting. Then the teacher closed the lesson by saying, "Thank you very much for your attention and see you at the next meeting, Assalamualaikum", students answered simultaneously "Thank you sir, walaikumussalam and goodbye."

APPENDIX III

OBSERVATION SHEET (TEACHER 2)

Name of the teacher : Leli Marlina S.S

Time of observation : September 12, 2023 / 08.00- 09.30 AM

a. Table Observation Sheet

Table III.1 Table of Observation Sheet Teacher 2

No	Levels of Perspective	Criteria	Score	
			Yes	No
1.	Purpose	Teachers prepare lesson plans	✓	
		Developing communication skills (speaking, listening, reading, and writing in English)	✓	
2.	Vision	Creating an environment where every student feels motivated and confident to speak, listen, read, and write in English	✓	
		Provide relevant and in-depth English language instruction to every student		✓
		Prioritizing the teaching of English while nurturing a sense of creativity, curiosity, and respect for the culture and diversity that exists in English.		
3.	Goals	Motivate every student to actively participate in English learning	✓	
		Measure student progress in English language proficiency and provide feedback to improve learning outcomes	✓	
4.	Area of Responsibility	Identify and address challenges that may arise in large classes, such as discipline issues or ability differences	✓	
		Setting clear classroom rules and apply consistent consequences	✓	
		Utilize teaching aids such as whiteboards, projectors, or relevant educational	✓	

		technology.		
		Understand the needs, interests and learning styles of individual students in large classes		✓
		Ensure individual or group work on large assignments or projects.	✓	
5.	Projects	Assign projects to students	✓	
6.	Actions	Conduct games so that students compete enthusiastically		
		Utilize class time appropriately		✓

b. Observation Fieldnotes

On Tuesday 13 September 2023, the researcher had the opportunity to observe class IX-6. There were 37 students in this class with the English teacher Mrs. LM. The lesson started at 08.00 until 09.00 WIB. The teacher entered the class at 08.15, at this meeting the class situation was quite crowded, when the teacher came to the class, the teacher was only silent making the students also silent. After the situation calmed down, the teacher greeted the students and introduced the researcher who was conducting observations at that time, “good morning, how are you today?” then the students answered and then spontaneously asked the teacher again in English by saying “good morning, ma’am. We’re good, how about you?”, then the teacher asked “I’m really good, thank you”. Next, the teacher asked one of the students to lead the class. After praying together, the teacher checks the students' attendance list. Instead of calling their names one by

one, the teacher only asks who is absent that day to save time. After that the teacher checks the condition of the class and the students' uniforms, the teacher uses Separate Table Seating Arrangement. And then the teacher starts the learning by inviting students to present the results of group work that the teacher has given in the next meeting, namely with the topic of descriptive text about bird species in front of the class. And then several groups of students came forward with cardboard posters containing pictures of birds and their explanations, Students present the results of the tasks given by the teacher in front of the class, it appears that students still use a lot of Indonesian when presenting but the teacher helps students to interpret words that students do not know into English. After the presentation is complete and all groups come forward, the teacher evaluates again from the results of the group presentation together with the students. In between the teaching and learning process, the teacher gave a sheet of coloured notepads to each student, then the teacher instructed the students to give their opinions about what kind of birds they like and how the students responded whether they were happy or not with the lesson that had been given. And after the time goes by, some students give the assignment that has been given by the teacher to be checked, when checking the results of the student's work the teacher corrects the student's work by giving appropriate suggestions. Because there are mistakes with students' answers that do not match the context with the instructions in the book. Learning time is almost over for this meeting, the teacher asks students who have not completed their assignments to collect them after the break in the teacher's room. And then the teacher motivates students so that students are more diligent

in learning. Finally the teacher said "before we end this lesson, let's give a round of applause for all of us and thank you for your participation today". Then the teacher closes the lesson by saying, "Thank you very much for your attention. Assalamu'alaikum and see you at the next meeting". students answered simultaneously "Thank you Ma'am Wa'alaikumussalam and see you soon".



APPENDIX IV

SEMI STRUCTURED INTERVIEW TEACHER 1

Identify of the Interviewee (Teacher 1)

Name : Suradi S.Pd
 Gender : Male
 Age : 58 years old
 Started Working Year : 1991
 Date of Interview : September 15, 2023
 Time of Interview : 8.50 – 9.08 WIB
 Average size of the class:
 - Less than 30 students
 - 30 until 50 students ✓
 - More than 50 students

Outline of Interview:

Table IV.1 Semi Structured Interview Teacher 1

No	Question	Answer
1	How would you define effective classroom management in the context of a large class?	If it is able to achieve the results of the learning objectives, if students can be taught to focus during class and learning can be understood by students.
2	What do you see as the main challenges in managing a large class?	The obstacle is because the ability of students is different, for example student A understands learning faster, student B is a bit slow to understand learning, especially in English. That's where we have to pay attention to students, the solution given in such a context is that I lead to differentiated learning which is part of the independent curriculum where students are divided into groups. Group A with students who are quick to respond, Group B with students who are less responsive and group C with students who are weak in receiving learning. So I feel that students feel cared for.
	How do you deal with	I have a class commitment that all students agree

	disruption or unwanted behavior from students in a large class?	to, for example when they are in class, and when explaining the material, they are not given permission to leave the class. That way students are responsible for their choices.
3	What are your strategies to motivate students in a large class to actively participate?	Previously, I asked them about the benefits of learning English. By asking them that, they understood that English is the intermediary language around the world.
4	What action do you give when the class condition is not conducive?	I usually do ice breaking when it looks like the class is not conducive where students are not enthusiastic about learning.
5	Do you feel that there are certain factors that contribute to the success of your classroom management in the context of a large class?	Of course, the factor of children's readiness to learn. Many students do not have breakfast before going to school. That affects students' focus on learning. So an important factor when managing a class is that I have to make sure students bring reading books, dictionaries and other equipment that must be confirmed so that students are ready to participate in learning.
6	Which are your main roles in managing the class	I usually motivate students by encouraging them to actively participate, ask questions, and have an interest in learning. I used video from YouTube, videos with English conversation to help students' pronunciation and motivate them to learn English.
7	Do you make a lesson plan before teaching?	Yes, definitely. At the beginning of each semester, I made a module. And it will be reported and checked by the principal.

8	Do you give worksheets to students during the teaching and learning process?	Yes, in teaching I always give assignments to students.
9	Have you ever given project assignments to students?	Of course, I have given a project assignment when learning procedure text. I instructed the students to create a video recording with the topic about how to use and how to make.
10	Is there anything else you would like to share about classroom management in large classes?	Of course, in managing a class of 35 students, I must be able to divide my attention to students. Give special attention to students who have different ability backgrounds so that all students feel cared for.

APPENDIX V

SEMI STRUCTURED INTERVIEW TEACHER 2

Identify of the Interviewee (Teacher 2)

Name : Leli Marlina S.S
 Gender : Female
 Age : 46 years old
 Started Working Year : 2002
 Date of Interview : September 12, 2023
 Time of Interview : 7.30 – 7.45 WIB

Average size of the class:

- Less than 30 students
- 30 until 50 students ✓
- More than 50 students

Outline of Interview:

Table V.1 Semi Structured Interview Teacher 2

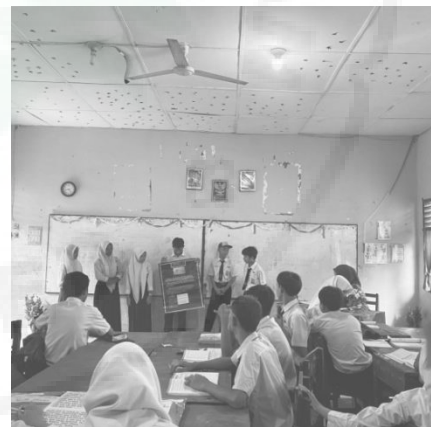
No	Question	Answer
1	How would you define effective classroom management in the context of a large class?	I usually manage the class by dividing students into several groups, by identifying which students are easy to manage, difficult to manage so that the learning provided can be received by students.
2	What do you see as the main challenges in managing a large class?	Providing individualized instruction and attention to students can be a challenge when dealing with large classes. In addition, the various characters of students and the different abilities of students, then there are also many factors, such as the lack of student interest in learning English so that many students are poor in conversation and the lack of vocabulary known by the students causes the teacher have to be extra in managing the class.
3.	How do you deal with disruption or unwanted behavior from students in	Deal with disruption or unwanted behavior from students by providing positive feedback and encouraging student collaboration and

	a large class?	participation to create a comfortable learning environment.
4.	What are your strategies to motivate students in a large class to actively participate?	Teachers try to apply student centered, using problem solving in learning which makes them try to give feedback. As well as making worksheets that are interesting and that are easily understood by students.
5.	What action do you give when the class condition is not conducive?	I attract their attention by making interesting learning media, I was made student worksheets interesting and show videos related to learning so that they are not bored by receiving learning only from books.
6.	Do you feel that there are certain factors that contribute to the success of your classroom management in the context of a large class?	Of course, there are many factors that make classroom management successful, including collaboration and consultation with colleagues. Exchanging ideas on how to make learning interesting, evaluating the learning that has been given to get optimal results in teaching.
7.	Do you make a lesson plan before teaching?	Of course, it is now called the Teaching Module because this school has implemented the Kurikulum Merdeka Belajar. The teaching modules are provided by the government but I was developed them independently.
8.	Do you give worksheets to students during the teaching and learning process?	Of, course.
9.	Which are your main roles in managing the class	I apply in the classroom that the teacher as a role model, an example when communicating in English well in class. When the teacher shows a

		good way of speaking and listening, students will be emulated.
10.	Is there anything else you would like to share about classroom management in large classes?	In teaching students with approximately 35 people who are not familiar with the English language. The first step that can be done is to shape the character of students. Motivate students not to be afraid to make mistakes when speaking or writing English. Mistakes are a natural part of the learning process.

Appendix VI

DOCUMENTATION



THE
Character Building
UNIVERSITY

BIOGRAPHY

Adinda Tasya was born in Tanjung Medan, Rokan Hilir, Riau on October 16th 2001. She is Indonesian. She is the second child of Mr. Ariyanto S.Pd. and Mrs. Ujiana S.Pd. She has 1 brother named dr. Arung Al Maulana. Her formal education was started in SD Negeri 021 from 2007- 2013. She continued to SMP Negeri 5 Bagan Sinembah from 2013-2016. Then she went to senior high school level in SMA Negeri 2 Bagan Sinembah from 2016-2019. After finishing the senior high school level, she studied on English Education Program at Universitas Negeri Medan and got her Sarjana Pendidikan in 2023.