Day 1 Date : 9 February 2022

Teacher 1 Topic : Models of inspiring behavior.

Observation Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| No | Observation Items | Yes | No |
| **A** | **Pre-Teaching** |  |  |
| 1 | The teacher greets the students. |  |  |
| 2 | The students respond to the greeting. |  |  |
| 3 | The teacher asks the students’ condition. |  |  |
| 4 | The students tell their condition to the teacher. |  |  |
| 5 | The teacher calls the roll. |  |  |
| 6 | The students tell who is absent. |  |  |
| 7 | The teacher outlines the materials. |  |  |
| 8 | The teacher explains the stimulation and the rules. |  |  |
| **B** | **Whilst-teaching** |  |  |
| 1 | The students are ready to learn the materials. |  |  |
| 2 | The teacher gives the materials. |  |  |
| 3 | The teacher use media songs. |  |  |
| 4 | The teacher use game based learning. |  |  |
| 5 | The teacher plays the songs twice. |  |  |
| 6 | The students do their worksheet. |  |  |
| 7 | The students do the game. |  |  |
| 8 | The students understand the rules of the game. |  |  |
| 9 | The students listen and follow the teachers’ action. |  |  |
| 10 | The students cooperate well during the learning. |  |  |
| 11 | The students excited during the learning. |  |  |
| 12 | The teacher checks the students understanding. |  |  |
| **C** | **Post-teaching** |  |  |
| 1 | The teacher and the students summarize the listening comprehension. |  |  |
| 2 | The teacher ask to the students is the song too fast beat or not. |  |  |
| 3 | The teacher gives an appreciation and motivation to the students. |  |  |
| 4 | The teacher tells the next topic and says good bye. |  |  |

Knowing by

English Teacher Researcher

(Mrs. Tasriqus Sholihah, S.Pd.) (Vallyria Mamta Aulia)

Day 2 Date : 10 February 2022

Teacher 2 Topic : Models of inspiring behavior.

Observation Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| No | Observation Items | Yes | No |
| **A** | **Pre-Teaching** |  |  |
| 1 | The teacher greets the students. |  |  |
| 2 | The students respond to the greeting. |  |  |
| 3 | The teacher asks the students’ condition. |  |  |
| 4 | The students tell their condition to the teacher. |  |  |
| 5 | The teacher calls the roll. |  |  |
| 6 | The students tell who is absent. |  |  |
| 7 | The teacher outlines the materials. |  |  |
| 8 | The teacher explains the stimulation and the rules. |  |  |
| **B** | **Whilst-teaching** |  |  |
| 1 | The students are ready to learn the materials. |  |  |
| 2 | The teacher gives the materials. |  |  |
| 3 | The teacher use media songs. |  |  |
| 4 | The teacher use game based learning. |  |  |
| 5 | The teacher plays the songs twice. |  |  |
| 6 | The students do their worksheet. |  |  |
| 7 | The students do the game. |  |  |
| 8 | The students understand the rules of the game. |  |  |
| 9 | The students listen and follow the teachers’ action. |  |  |
| 10 | The students cooperate well during the learning. |  |  |
| 11 | The students excited during the learning. |  |  |
| 12 | The teacher checks the students understanding. |  |  |
| **C** | **Post-teaching** |  |  |
| 1 | The teacher and the students summarize the listening comprehension. |  |  |
| 2 | The teacher ask to the students is the song too fast beat or not. |  |  |
| 3 | The teacher gives an appreciation and motivation to the students. |  |  |
| 4 | The teacher tells the next topic and says good bye. |  |  |

Knowing by

English Teacher Researcher

(Mrs. Maria Ulfa, S.S.) (Vallyria Mamta Aulia)