APPENDICES

Appendix 1. Observation Checklist of The Technology Used in English Class

I. OBSERVATION CHECKLIST

The observation checklist was used to collect information or data related to the use of technology in English class. The information included how the teachers used each technology in the classroom activities, the topic being taught, the activities conducted during the implementation of technology, and how the assessment was conducted. In this case, this instrument was also used to facilitate taking notes of all data found about the use of technology during the teaching and learning process. The observation checklist used in the current study can be seen as follows:

Table 3.2 Instrument Checklist (*adapted from Permendikbud no 22 2016*)

No.	Segments	Description (Classroom Activities)	The Use of Technology		Notes
			Yes	No	
1.	Pre-Activities				
2.	Whilst Activities				
3.	Post Activities				
4.	Follow up Activities				
5.	Assessment				

					88

For other uses that have not been mentioned above, please fill in the following:

Appendix 1. Expert Judgement Sheet for Observation Checklist

EXPERT JUDGEMENT SHEET

Instrument : Observation Checklist
Judge   : Prof. Dra. Luh Putu Artini, M.A., Ph.D.

| Segments	Decisions		Suggestion
	Relevant	**Irrelevant**	
Pre-Activities	√		
Whilst Activities	√		
Post Activities	√		
Follow up Activities	√		
Assessment	√		

Singaraja, 16 Juli 2023
Judge,

Prof. Dra. Luh Putu Artini,
M.A., Ph.D.
NIP 196407141988102001
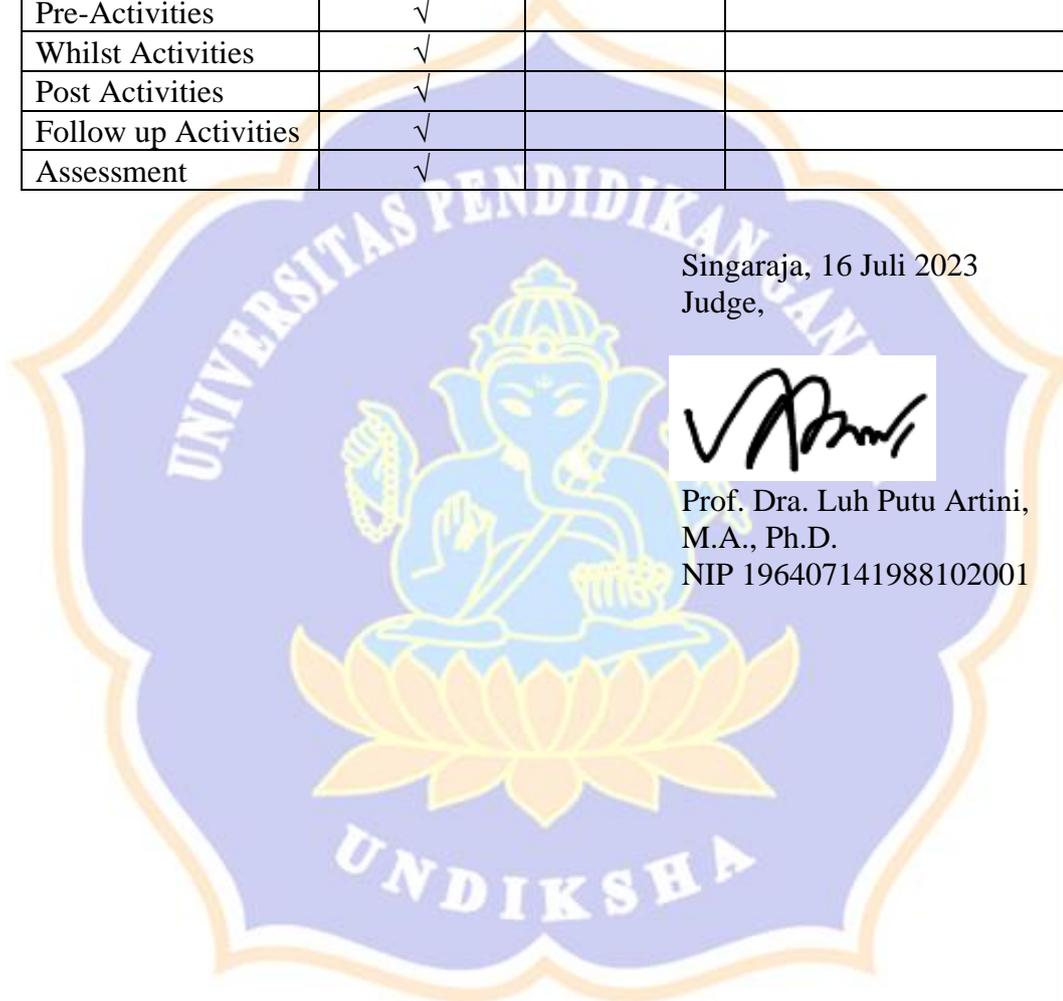
EXPERT JUDGEMENT SHEET

Instrument : Observation Checklist
Judge   : Prof. Dr. Ni Nyoman Padmadewi, M.A.

Segments	Decisions		Suggestion
	Relevant	**Irrelevant**	
Pre-Activities	√		
Whilst Activities	√		
Post Activities	√		
Follow up Activities	√		
Assessment	√		

Singaraja, 16 Juli 2023
Judge,

Prof. Dr. Ni Nyoman
Padmadewi, M.A.
NIP 196202021988032001

Appendix 3. Questionnaires on Teachers' Perception of Technology Integration

I. BLUEPRINT OF THE QUESTIONNAIRES

A questionnaire adapted based on the perception suggested by Robbins & Judge (2013) was used to measure how the teachers perceived the technology integration into English classes at ProEd Global School. The blueprint of the questionnaires can be seen as follows.

Table 3.3 Blueprint for Questionnaire

Perception by Robbins & Judge (2013)	Indicator of Perception	Instruments Develop	Items
Perceiver	2. Effective learning through technology integration.	Positive attitude toward the use of technology in the class	8, 11, 14
Target (object in the study)	6. Implementation of technology to make it easier to practice English skills and minimize inconvenience.	Students are attracted to the use of technology in English class	3, 6
	7. The technology is easy to use as a learning medium	Optimized English class with the use of technology	10, 15
Situation (The interaction between the perceiver and the target)	8. Learning quality Involved in Interaction Environment.	Positive situations during the teaching and learning process through the use of technology	1, 5, 7, 9, 12
	9. Saving time and cost.	English classes with technology in its practices save time and cost-efficiently	4, 13, 14

QUESTIONNAIRE

TEACHERS' PERCEPTIONS OF THE TECHNOLOGY INTEGRATION TO PROMOTE BILINGUALS

A. Questionnaire Items

No	Statement	Teachers' Perceptions				
		SA	A	N	D	SD
1	The use of technology helped my students understand the content better, especially in reading class.					
2	Twinkl is effective for pre-activities, especially for bilingual students.					
3	The use of technology motivated my students to learn better in their classes.					
4	During the process, technology assisted me to create and conduct an appropriate assessment for the students					
5	Utilizing technology helped my students enrich their English vocabulary					
6	Utilizing technology during the teaching and learning process driven my English class more enjoyable.					
7	The use of technology could enhance my students' speaking skills, especially their pronunciation					
8	The technology could increase my students' engagement during the teaching and learning process.					
9	The technology could improve my students' writing performances.					
10	All technologies used as learning media were easy to be applied in English class.					
11	Technology made my students enthusiastic in following my direction and instruction during the teaching and learning process.					
12	The use of audio and pictures offered by some platforms helped my students accomplish their learning goals					
13	The assessment process was easier, more effective, and more efficient through technology integration in English class					
14	Technology helped me integrate different activities into language learning					
15	Using technology in learning English helps students to acquire the target language					

Note:
SA : Strongly Agree
A   : Agree
N   : Neutral
D   : Disagree
SD : Strongly Disagree

Appendix 4. Expert Judgement Sheet for Questionnaire

EXPERT JUDGEMENT SHEET

Instrument : Questionnaires
Judge   : Prof. Dra. Luh Putu Artini, M.A., Ph.D.

Items	Decisions		Suggestion
	Relevant	**Irrelevant**	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		

Singaraja, 16 Juli 2023
Judge,

Prof. Dra. Luh Putu Artini,
M.A., Ph.D.
NIP 196407141988102001

EXPERT JUDGEMENT SHEET

Instrument : Questionnaires
Judge   : Prof. Dr. Ni Nyoman Padmadewi, M.A.

Items	Decisions		Suggestion
	Relevant	**Irrelevant**	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		

Singaraja, 16 Juli 2023
Judge,

Prof. Dr. Ni Nyoman
Padmadewi, M.A.
NIP 196202021988032001

Appendix 5. Interview Guide on Teachers' Perception of Technology Integration

I. BLUEPRINT OF THE INTERVIEW GUIDE

An interview guide was used to confirm and verify data collected through survey and observation. This interview guide was used to interview English teachers regarding the use of technology in English classes at ProEd Global School. The interview was conducted to get more detailed information related to the teachers' perceptions of technology-assisted to promote bilinguals.

Table 3.4 Blueprint for Interview Guide

Perception by Robbins & Judge (2013)	Indicator of Perception	Instruments Develop	Items
Perceiver	2. Effective learning through technology integration.	Positive attitude toward the use of technology in the class	8, 11, 14
Target (object in the study)	6. Implementation of technology to make it easier to practice English skills and minimize inconvenience.	Students are attracted to the use of technology in English class	3, 6
	7. The technology is easy to use as a learning medium	Optimized English class with the use of technology	10, 15
Situation (The interaction between the perceiver and the target)	8. Learning quality Involved in Interaction Environment.	Positive situations during the teaching and learning process through the use of technology	1, 5, 7, 9, 12
	9. Saving time and cost.	English classes with technology in its practices save time and	4, 13, 14

		cost-efficiently	

INTERVIEW GUIDE

A. List of Questions for Interview

1. What kinds of technology can help students understand the content better? Why do you think so?

2. Do you agree that Twinkl is suitable for bilingual students in their pre-activities? Can you explain more about the reasons?

3. Based on your opinion, how can technology motivate students during class activities?

4. What kinds of assessments did you conduct? How did the technology help you in conducting it?

5. Do you believe that technology can help the students' vocabulary mastery? Can you explain more about it?

6. Is it true that technology could make the class more enjoyable? How does it happen?

7. Do you agree that technology integration could enhance your students' speaking skills? What area of speaking is improved and how does it happen?

8. Could technology engage your students during classroom activities? How did the class run because of technology integration?

9. Do you agree that technology could improve students' writing skills? If yes, can you elaborate on your answer, such as how can it happen and what area of writing is improved?

10. Could you operate all technology used as learning media during the teaching and learning process? Are they easy to use?

11. Do you feel that the students are more enthusiastic due to technology integration? Please elaborate on your answer.

12. Do the audio and pictures help the students in their learning? Why do you think so?

13. Do you think technology can be easier, more effective, and more efficient in the assessment process? Can you elaborate on your answer?

14. Do you agree that technology helps you integrate different activities into your English class? What are the activities you conduct using technology in the class?

15. Does technology help the students acquire the target language? How does it happen?

Appendix 6. Expert Judgement Sheet for Interview Guide

EXPERT JUDGEMENT SHEET

Instrument : Interview Guide
Judge   : Prof. Dra. Luh Putu Artini, M.A., Ph.D.

Items	Decisions		Suggestion
	Relevant	**Irrelevant**	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		

Singaraja, 16 Juli 2023
Judge,

Prof. Dra. Luh Putu Artini,
M.A., Ph.D.
NIP 196407141988102001

EXPERT JUDGEMENT SHEET

Instrument : Interview Guide
Judge : Prof. Dr. Ni Nyoman Padmadewi, M.A.

| Items	Decisions		Suggestion
	Relevant	**Irrelevant**	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		

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Judge,

Prof. Dr. Ni Nyoman
Padmadewi, M.A.
NIP
196202021988032001

Appendix 7. Documentation of Learning Process
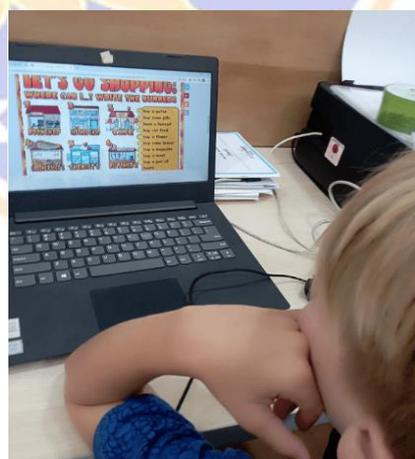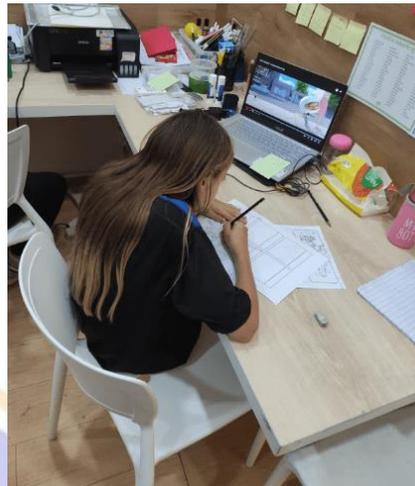
Appendix 8. Observation Checklist Result

Day 1 – 2A (May 2nd, 2023)

No.	Segments	Description (Classroom Activities)	The Use of Technology Yes	No	Notes
1.	Pre-Activities	The teacher checked the students' attendance.	✓		Laptop, Google Sheets
		The teacher reviewed the last topic and connect with today's topic through PPT from Twinkl and used the TV to display.	✓		PPT, Twinkl, TV, Laptop
2.	Whilst Activities	The students given 10 words by the teacher and did question and answer about poem through class discussion.	✓		PPT, Twinkl, Laptop, TV
		The students make poem and wrote it on their book used their own words.	✓		TV, PPT, Laptop
		The student read their poem in pair.		✓	
3.	Post Activities	The teacher asked students to reflect on the learning process.		✓	
4.	Follow up Activities	The teacher gave assignments to monitor the student's learning progress and understanding of the topic.		✓	
5.	Assessment	The teacher checked the spelling and grammar and give feedback to students.		✓	
For other uses that have not been mentioned above, please fill in the following: Subject: English (45 minutes)					

Day 1 – 2B (May 2ⁿᵈ, 2023)

No.	Segments	Description (Classroom Activities)	The Use of Technology		Notes
			Yes	No	
1.	Pre-Activities	The teacher checked the students' attendance.	✓		Laptop, Google Sheets
		The teacher reviewed the last topic and connect with today's topic through PPT from Twinkl and used the TV to display.	✓		PPT, Twinkl, TV, Laptop
2.	Whilst Activities	The students given 10 words by the teacher and did question and answer about poem through class discussion.	✓		PPT, Twinkl, Laptop, TV
		The students make poem and wrote it on their book used their own words.	✓		TV, PPT, Laptop
		The student read their poem in pair.		✓	
3.	Post Activities	The teacher asked students to reflect on the learning process.		✓	
4.	Follow up Activities	The teacher gave assignments to monitor the student's learning progress and understanding of the topic.		✓	
5.	Assessment	The teacher checked the spelling and grammar and give feedback to students.		✓	
For other uses that have not been mentioned above, please fill in the following: Subject: English (45 minutes)					

Day 1 – ESL (May 3rd, 2023)

No.	Segments	Description (Classroom Activities)	The Use of Technology Yes	No	Notes
1.	Pre-Activities	The teacher reviewed the last topic and connect with today's topic through PPT from Twinkl and used the laptop.	✓		PPT, Twinkl, Laptop
2.	Whilst Activities	The teacher showed an interactive PPT with pictures and a word. The student had to read the word and find the right picture based on the word. There is also the audio of the word so the student can hear the pronunciation. The teacher then continued with another word.	✓		PPT, Twinkl, Laptop
		The student wrote the words on the worksheet. And try to make a sentence from those words.		✓	
		The student read their sentence.		✓	
3.	Post Activities	The teacher asked students to reflect on the learning process.		✓	
4.	Follow up Activities	The teacher gave a game by using Twinkl as a media	✓		Laptop, TV, Twinkl
		The teacher gave assignments to monitor the student's learning progress and understanding of the topic.		✓	
5.	Assessment	The teacher checked the spelling and grammar and give feedback to students.		✓	

For other uses that have not been mentioned above, please fill in the following:

Subject: ESL (45 minutes)
In ESL Class the student learned with 1:1 teacher

Day 2 – 2A (May 10th, 2023)

No.	Segments	Description (Classroom Activities)	The Use of Technology Yes	No	Notes
1.	Pre-Activities	The teacher checked the students' attendance.	✓		Laptop, Google Sheets
		The teacher used PPT from Twinkl as media to connect the students' prior knowledge with what will be learned.	✓		PPT, Twinkl, TV, Laptop
2.	Whilst Activities	The students were divided into two groups. One group read Raz-Plus on the TV, while the other group read the book in the reading corner. The teacher used Class Dojo to divided the students equally and fairly.	✓		Class Dojo
		The students each group consists of 7. The first group read the story in Raz-Plus in turn per-sentence or per-one page. Then, after 20 minutes the teacher switched with the second group.	✓		Laptop, TV, Raz-Plus
3.	Post Activities	The teacher asked students to reflect on the learning process.		✓	
4.	Follow up Activities	The teacher gave assignments to monitor the student's learning progress and understanding of the topic.		✓	
5.	Assessment	The teacher checked the students' understanding about the story through class discussion.		✓	
For other uses that have not been mentioned above, please fill in the following: Subject: English (45 minutes)					

Day 2 – 2B (May 10th, 2023)

No.	Segments	Description (Classroom Activities)	The Use of Technology		Notes
			Yes	No	
1.	Pre-Activities	The teacher checked the students' attendance.	✓		Laptop, Google Sheets
		The teacher used PPT from Twinkl as media to connect the students' prior knowledge with what will be learned.	✓		PPT, Twinkl, TV, Laptop
2.	Whilst Activities	The students were divided into two groups. One group read Raz-Plus on the TV, while the other group read the book in the reading corner. The teacher used Class Dojo to divided the students equally and fairly.	✓		Class Dojo
		The students each group consists of 7. The first group read the story in Raz-Plus in turn per-sentence or per-one page. Then, after 20 minutes the teacher switched with the second group.	✓		Laptop, TV, Raz-Plus
3.	Post Activities	The teacher asked students to reflect on the learning process.		✓	
4.	Follow up Activities	The teacher gave assignments to monitor the student's learning progress and understanding of the topic.		✓	
5.	Assessment	The teacher checked the students' understanding about the story through class discussion.		✓	
For other uses that have not been mentioned above, please fill in the following: Subject: English (45 minutes)					

Day 2 – ESL (May 9th, 2023)

No.	Segments	Description (Classroom Activities)	The Use of Technology		Notes
			Yes	No	
1.	Pre-Activities	The teacher reviewed the last topic and connect with today's topic through PPT from Twinkl and used the laptop.	✓		PPT, Twinkl, Laptop
2.	Whilst Activities	The teacher showed a PPT with pictures and a word. The student had to read the word and find the right picture based on the word. There is also the audio of the word so the student can hear the pronunciation. The teacher then continued with another word.	✓		PPT, Twinkl, Laptop
		The teacher provided interactive worksheet from Live Worksheet as a media.	✓		Laptop, Live Worksheet
		The student listened to the audio, then answer the question by drag the picture or draw a line.	✓		Laptop, Live Worksheet
3.	Post Activities	The teacher asked students to reflect on the learning process.		✓	
4.	Follow up Activities	The teacher gave assignments to monitor the student's learning progress and understanding of the topic.		✓	
5.	Assessment	The teacher checked the student's work and give feedback to students.		✓	

For other uses that have not been mentioned above, please fill in the following:

Subject: ESL (45 minutes)
In ESL Class the student learned with 1:1 teacher

Day 3 – 2A (May 15th, 2023)

No.	Segments	Description (Classroom Activities)	The Use of Technology Yes	No	Notes
1.	Pre-Activities	Brainstorming through video, song and dance.	✔		TV, YouTube
		The teacher used PPT from Twinkl as media to connect the students' prior knowledge with what will be learned.	✔		TV, Laptop, PPT, Twinkl
2.	Whilst Activities	Students watched and listened a video about the topic being taught through YouTube on the TV	✔		TV, YouTube
		Students typed on the Chromebook through Google Docs about the information that they got from the video.	✔		Chromebook, Google Docs
3.	Post Activities	The teacher asked students to reflect on the learning process.		✔	
4.	Follow up Activities	The teacher gave assignments to monitor the student's learning progress and understanding of the topic.		✔	
5.	Assessment	The teacher checked the spelling and grammar through teachers' laptop and give feedback to students.	✔		Laptop, Google Docs

For other uses that have not been mentioned above, please fill in the following:

Subject: English (45 minutes)

Day 3 – 2B (May 15th, 2023)

No.	Segments	Description (Classroom Activities)	The Use of Technology		Notes
			Yes	No	
1.	Pre-Activities	Brainstorming through video, song and dance.	✓		TV, YouTube
		The teacher used PPT from Twinkl as media to connect the students' prior knowledge with what will be learned.	✓		TV, Laptop, PPT, Twinkl
2.	Whilst Activities	Students watched and listened a video about the topic being taught through YouTube on the TV	✓		TV, YouTube
		Students typed on the Chromebook through Google Docs about the information that they got from the video.	✓		Chromebook, Google Docs
3.	Post Activities	The teacher asked students to reflect on the learning process.		✓	
4.	Follow up Activities	The teacher gave assignments to monitor the student's learning progress and understanding of the topic.		✓	
5.	Assessment	The teacher checked the spelling and grammar through teachers' laptop and give feedback to students.	✓		Laptop, Google Docs

For other uses that have not been mentioned above, please fill in the following:

Subject: English (45 minutes)

Day 3 – ESL (May 16th, 2023)

No.	Segments	Description (Classroom Activities)	The Use of Technology		Notes
			Yes	No	
1.	Pre-Activities	The teacher reviewed the last topic and connect with today's topic through PPT from Twinkl and used the laptop.	✓		PPT, Twinkl, Laptop
2.	Whilst Activities	The student watched and listened to a video from YouTube.	✓		Laptop, YouTube
		The student then drawn the picture and re-wrote the story based on the video by using their own words.	✓		Laptop, YouTube
3.	Post Activities	The teacher asked students to reflect on the learning process.		✓	
4.	Follow up Activities	The teacher gave an interactive game from Twinkl	✓		Laptop, Twinkl
		The teacher gave assignments to monitor the student's learning progress and understanding of the topic.		✓	
5.	Assessment	The teacher checked the student's work and give feedback to students.		✓	

For other uses that have not been mentioned above, please fill in the following:

Subject: ESL (45 minutes)
In ESL Class the student learned with 1:1 teacher

Appendix 9. Questionnaire Results on Teachers' Perception (Technology Integration to Promote Bilingual)

Name	Teaching Subject	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15
Dio Aditya	English	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA
Fitri Adji Rarasati	English	A	N	A	A	A	A	A	A	A	A	A	A	A	A	N
Ria Megawati	ESL	A	N	A	N	N	A	A	A	A	N	A	N	A	A	N
Brandon Alexander	ESL	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	A
Natasja Van Heusden	ESL	A	A	A	A	A	A	A	A	A	A	A	A	A	A	N

Note:

SA : Strongly Agree
A : Agree
N : Neutral
D : Disagree
SD : Strongly Disagree

Appendix 10. Interview Guide Results on Teachers' Perception (Technology Integration to Promote Bilingual)

Item/Name	Dio Aditya (English)	Fitri Adji Rarasati (English)	Ria Megawati (ESL)	Natasja Van Heusden (ESL)	Brandon Alexander (ESL)
1. What kinds of technology can help students understand the content better? Why do you think so?	Mostly I use Twinkl as a teaching resource in my class. Twinkl provides various interactive learning sources which can help both teachers and students to learn. Students can easily to undertand the content better because Twinkl provides videos, audios, pictures, and numerous games. Moreover, in my class, I also use Raz-Plus to improve students' reading and listening skills. Because Raz-Plus provides various story that the students can read and also listen to the story. Then, I also use YouTube,	In my lesson I usually use Twinkl, Youtube, and interactive PPT. Because by integrating these tools and resources into my teaching practices, I aim to address different learning styles, engage students through multimedia content, and provide additional support for language comprehension. The combination of visual, auditory and interactive elements enhances students' understanding, retention, and overall language proficiency. Besides, I also use Raz-Plus to help my students in reading. Because Raz-	I moslty use Twinkl and YouTube in my teaching. There are two kinds of technology that can help students understand the content better such as interactive learning platforms and multimedia resources. Technology can be a powerful tool for learning because it offers various advantages. It provides interactive and engaging experiences that cater to individual needs, promotes active participation and critical thinking.	I use Twinkl, YouTube, and Live Worksheet in my teaching. Because these media are provide various learning activities which make my students easy to understand the content being taught. Sometimes, I also use Raz-Plus to support their reading and listening skills.	I have found Twinkl and Live Worksheet to be invaluable tools in enhancing student comprehension and facilitating a more interactive and streamlined learning experience. The integration of these technologies has proven to be highly advantageous in delivering educational materials, enabling me to access a diverse array of resources for teaching purposes. Their utilization has significantly contributed to fostering engagement and facilitating a smoother learning process for students.

	because YouTube provides videos related to language learning, such as pronunciation guides, vocabulary, and listening comprehension exercises.	Kids provides many stories with different level of reading.			
2. Do you agree that Twinkl is suitable for bilingual students in their pre-activities? Can you explain more about the reasons?	Yes. Twinkl provides a lot of learning materials which can help the students to meet the target language. Twinkl also supports with interactive games, videos, flashcards, PPT, and numorous of worksheets which teachers can use to support their children in learning languages.	Yes, because twinkl provides games, worksheet, and suitable level for the whole students. Numerous interactive games and PPT are also include in this platform. The students can more enganged in class activities and easy to undertand the topic being taught.	Yes, I do. Twinkl is an educational platform that offers a wide range of teaching resources, including pre-activities, worksheets, and lesson plans for various subjects and grade levels. Twinkl can be a valuable resource for many students, including bilingual students, because it provides language support, cultural relevance, visual and interactive elements, differentiation and adaptability, as	Yes, I do. I've been use Twinkl for 2 years and it is really helpfull. Twinkl is an ideal platform for students, especially bilingual learners, due to its extensive range of educational resources available in multiple languages, fostering a comprehensive and inclusive learning experience. Twinkl provides various worksheets, games, PPT, and videos to help students in learning language.	Yes, I do. The utilization of captivating and insightful sources has proven to be a highly effective means of guiding students towards achieving their learning objectives. Moreover, the incorporation of gamification activities within these resources not only enhances students' enjoyment of the learning process but also facilitates their comprehension and retention of key concepts, making it easier for them to grasp and achieve their goals.

			well as teacher guidance and support.		
3. Based on your opinion, how can technology motivate students during class activities?	In my opinion, different technology can motivates the students to be more engaged in the classroom because it can build students' curiuosity their curiousity on what they will learn using the technology.	In my opinion, by using technology I can access many platforms which provides interactive learning materials or activities which can make my students interested to learn.	In my opinion, technology can provide interactive and engaging activities that capture students' attention and make learning more enjoyable. Interactive platforms, quizzes, simulations, and multimedia content can create a sense of excitement and challenge, motivating students to actively participate and stay engaged.	In my opinion, technology has the potential to enhance student engagement, foster curiosity, and create a stimulating learning environment. Technology enables collaborative learning opportunities, facilitating communication and collaboration among students.	1. Engagement through interactive content: Technology allows for the creation and utilization of interactive content, such as educational games, simulations, and virtual reality experiences. These engaging and immersive activities capture students' attention, making the learning process more enjoyable and motivating. 2. Gamification elements: Incorporating gamification elements, such as point systems, badges, leaderboards, and challenges, into educational technology can create a sense of competition, achievement, and fun. By introducing

					game-like elements, technology can transform learning into an enjoyable and motivating experience. 3. Collaboration and communication opportunities: Technology facilitates collaborative learning by providing platforms for students to connect, communicate, and collaborate with their peers. Through discussion forums, online group projects, and real-time collaboration tools, students can work together, share ideas, and support each other's learning, fostering a sense of community and motivation.
4. What kinds of assessments did you conduct? How did the	Weekly reports and portfolios.	Formative assessments through feedback and portfolios.	There are several types of assessment which can be conducted by the help of technology for	Project and instant feedback.	I usually use Online Quizzes and Tests: Technology allows for the creation and administration

technology help you in conducting it?			example in speaking and writing. The students can do collaborative writing project using google slides about a specific topic. This task allows students to practice organizing their thoughts, delivering information, and using visual aids effectively.		of online quizzes and tests, which can be automatically graded, providing immediate feedback to students. These assessments can cover various question types, including multiple choice, fill-in-the-blank, and matching, and can be designed to assess knowledge, comprehension, application, and higher-order thinking skills. We can have Immediate feedback and progress tracking: Technology allows for quick and timely feedback on students' performance. Instant feedback helps students understand their strengths and areas for improvement, enabling them

					to track their progress and take ownership of their learning. The ability to see their progress in real-time serves as a motivational factor and encourages students to strive for continuous improvement.
5. Do you believe that technology can help the students' vocabulary mastery? Can you explain more about it?	Yes, I do. Through technology I can get many platforms which provides interactive games, activities, and flashcards with interesting pictures which can improve the students' vocabulary.	Yes, I believe that technology can significantly help students in mastering vocabulary. Technology offers various tools and resources specifically designed to enhance vocabulary development. For instance, educational apps, online dictionaries, and vocabulary-building websites provide interactive exercises, quizzes, and games that make learning vocabulary more engaging and enjoyable.	Yes, I do believe it. I can use several platforms, such as Twinkl and YouTube which provides vocabulary building excercise and games, contextual word learning, digital flashcards, word games, videos and puzzles.	Yes, I do. Technology provides an array of resources, interactive activities, multimedia features, and personalized approaches that can greatly support students in mastering vocabulary. By leveraging these technological tools, students can enhance their vocabulary skills in a more engaging, personalized, and effective manner.	Yes, technology can indeed play a significant role in helping students enhance their vocabulary mastery. Here are a few ways in which technology can contribute to vocabulary development. I use Vocabulary-Building Apps and Websites: There are numerous educational apps and websites specifically designed to help students expand their vocabulary. These resources often offer

					interactive activities, word games, flashcards, and quizzes to engage students in an enjoyable and immersive learning experience. Such platforms can introduce new words, reinforce their usage, and provide opportunities for practice and reinforcement. I also use Digital Reading Platforms: Technology enables students to access a wide range of digital reading materials, including e-books, articles, and online texts. These platforms often provide features like built-in dictionaries and word highlighting, allowing students to instantly explore the meanings of unfamiliar words within the context of

					their reading. This contextual understanding aids in vocabulary acquisition.
6. Is it true that technology could make the class more enjoyable? How does it happen?	Yes. The use of the technology can make the learning proccess become more enjoyable and fun. Children become more enganged in class activities.	Yes, the use of technology provides the use audio visual to interact the students. The use of video, game, and animation can interact the students.	It is true that technology can make the class more enjoyable for students because it provides interactive and engaging activities, personalization and differentiation, multi-sensory learning, collaboration and social learning, immediate feedback and progress tracking, as well as real world relevance.	Yes. Technology could make my class more enjoyable and enganged. This happened because I can find many interactive resources through technology which make my students happy to learn and easy to understand the topic being taught. Children likes animated video and creative games.	Yes, technology has the potential to make the class more enjoyable for students because it can contribute to enhanced classroom experience. I usually use Gamification and Rewards: Technology can incorporate gamification elements, such as point systems, badges, leaderboards, and challenges, into the learning process. By introducing game-like elements, technology adds an element of fun and competition, motivating students to actively participate, achieve goals, and earn rewards. This gamified

					approach fosters a sense of enjoyment and achievement. By leveraging technology in these ways, educators can create a more interactive, dynamic, and enjoyable learning environment. However, it's important to strike a balance between technology use and other instructional approaches to ensure a well-rounded and holistic learning experience.
7. Do you agree that technology integration could enhance your students' speaking skills? What area of speaking is improved and how does it happen?	Yes, I agree that technology integration can enhance students' speaking skills. Technology offers various tools and platforms that provide opportunities for students to practice and develop their speaking abilities. Technology can provide students with	Yes, technology integration can enhance students' speaking skills. It improves areas such as pronunciation, fluency, vocabulary, grammar, presentation, and listening comprehension. This is achieved through interactive language	Yes, technology integration can enhance students' speaking skills. By integrating technology into speaking practice, students can engage in interactive and meaningful activities that promote oral fluency, improve pronunciation, develop	Yes, technology integration can enhance my students' speaking skills since it alows them to practice in various ways from many interactive platforms. They can improve their vocabulary as well as their speaking skills.	Yes, technology integration can indeed enhance students' speaking skills. It offers various opportunities for improvement in different areas of speaking. As my teaching experiences, I could see some improvement are such as: 1. Vocabulary and Language

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audio and visual resources to practice pronunciation. Technology also provides access to vast online resources, including language learning websites and interactive exercises. Students can use these resources to expand their vocabulary.	learning platforms and online resources that provide practice, feedback, and exposure to authentic language use.	conversational skills, and enhance overall communication competence. It provides a supportive and immersive learning environment where students can practice speaking in a variety of contexts, receive feedback, and continually refine their speaking abilities.		Use: Technology offers language learning apps, online language exchange platforms, and interactive language activities that provide opportunities for students to engage in meaningful conversations and expand their vocabulary. Through discussions, debates, and interactive exercises, students can practice using new vocabulary, idiomatic expressions, and grammatical structures in a communicative context, thereby enhancing their language proficiency. 2. Authentic Listening and Speaking Practice: Technology provides access to authentic audio and video

					resources, such as podcasts, videos, and online interviews. Students can engage with these materials, listen to native speakers, and imitate their pronunciation, intonation, and language use. This exposure to authentic spoken language enhances listening comprehension and helps students develop more natural and fluent speaking skills.
8. Could technology engage your students during classroom activities? How did the class run because of technology integration?	Yes. Students are more active in the class discussions. And through the pictures and some animation videos, the students are easier to grasp the concept.	Yes, integrating technology into the classroom can enhance teaching and learning experiences in several ways such as collaborative learning, increased student engagement in class discussions, and enhance communication.	Yes, technology can engage students during classroom activities and significantly impact the dynamics of the class. When technology is integrated effectively, it can create an interactive and participatory learning environment. When technology integration is	Yes, technology can engage students during classroom activities by providing interactive learning materials, facilitating collaborative learning, personalizing instructions, and connecting learning to the real world. When technology is effectively	Yes, technology integration can significantly engage students during classroom activities. When technology is effectively integrated into the classroom, it can transform the learning experience and positively impact student engagement. Technology enables the use

			thoughtfully planned and implemented, it can transform the class into an engaging and interactive learning environment. It promotes active participation, collaboration, leading to increased student engagement, motivation, and overall enjoyment of the learning process.	integrated, it enhances student engagement, improves access to information and resources, fosters communication and collaboration.	of interactive and multimedia content such as educational videos, simulations, virtual reality experiences, and digital presentations. These engaging resources capture students' attention, make learning more dynamic and immersive, and stimulate their curiosity and interest.
9. Do you agree that technology could improve students' writing skills? If yes, can you elaborate on your answer, such as how can it happen and what area of writing is improved?	Yes, I do agree. By making the learning experience fun and interactive, technology can encourage students to actively participate and develop a positive attitude towards writing. By using such assistance, children can improve their spelling and grammar skills, enhancing the overall quality and accuracy of their	Yes, I do agree. Technology can improve children's writing skills. It offers engaging platforms, spelling and grammar assistance, word processing tools, access to information, collaboration opportunities, and digital portfolios. These resources can enhance areas such as creativity, spelling and grammar, collaboration, and motivation, leading to	Yes, technology can improve students' writing skills in several ways. By integrating technology into writing instruction, students can benefit from tools and resources that support different aspects of the writing process. Technology assists students in developing effective writing strategies, enhancing grammar and	Yes, I do agree that technology can improve children's writing skills especially the spelling, grammar, and overall writing competence.	Technology enables students to incorporate multimedia elements into their writing. They can add images, videos, hyperlinks, and interactive elements to their digital compositions. This integration of multimedia not only enhances the visual appeal of their writing but also allows students to communicate their ideas more effectively and creatively.

	writing.	overall improvement in children's writing abilities.	language skills, expanding vocabulary, collaborating with peers, and receiving timely feedback. As a result, students' writing skills can improve in terms of grammar accuracy, vocabulary usage, and overall writing competence.		Technology also provides various tools and applications that support the writing process. Word processors, online writing platforms, and writing software offer features like spell-check, grammar-check, and auto-suggestions that help students refine their writing mechanics. These tools also allow for easy editing, revising, and reorganizing of content, promoting effective organization and structure in students' writing.
10. Could you operate all technology used as learning media during the teaching and learning process? Are they	Yes, it is easy to use.	Sure, it is easy to use.	Not all of them. There are several platforms that need subscriptions. Some of them are easy to use and free.	Yes, it is easy to use.	Yes, I am able to integrate technology into my teaching practices. Technology tools are not only user-friendly but also offer valuable assistance. However, I

easy to use?					place great importance on organizing and scheduling the use of various technologies. I ensure that I connect these tools to the materials that will be delivered to my students, aligning technology integration with the curriculum and learning objectives.
11. Do you feel that the students are more enthusiastic due to technology integration? Please elaborate on your answer.	Yes. The students become more active and enganged in class activities by using many interactive games, PPT, stories, and videos.	Yes, students can increase their enthusiasm to learn by using the platforms and features such as games and videos which can make their learning more enjoyable.	Yes, technology integration in the classroom has the potential to increase student enthusiasm and engagement. Students become happy to learn through enganged activities such as interactive games, PPT, and videos.	Yes, I do. Students are enjoy and enganged in class activities. Students curiousity are build through numerous interactive platforms that I use in my teaching.	Totally agree, Technology provides students with easy access to a vast array of information and resources beyond the traditional classroom setting. Online research tools, digital libraries, educational websites, and multimedia content expose students to diverse perspectives, new knowledge, and stimulating resources. This access to a wealth of information fuels curiosity

					and enthusiasm for exploring and learning. They will be more enthusiastic to follow, ask some questions and deliver his own ideas.
12. Do the audio and pictures help the students in their learning? Why do you think so?	Yes. Because through audio helps students to know and pronounce the word correctly. While the pictures help student to memorize the vocabulary.	Yes, audio and pictures can greatly assist students in their learning process. Because it can enhancing comprehension. Audio and visual aids provide additional sensory input, which can help students better understand and absorb information. Moreover, through audio and visual aids can capture students' attention, stimulate curiosity, and create an immersive learning environment.	Yes, they do. Incorporating audio and pictures into teaching materials and instructional strategies provides students with additional sensory cues, supports different learning styles, enhances comprehension, improves retention, promotes engagement, and facilitates language learning. By leveraging these multimedia elements effectively, educators can create a more dynamic and inclusive learning environment that caters to students' diverse needs	Yes, audio and pictures can help students in their learning by enhancing comprehension, engaging multiple senses, accommodating diverse learning styles, supporting complex concepts, and fostering engagement and interest.	Audio and pictures can enhance students' comprehension by providing additional context, clarification, and visual aids. Audio can include explanations, narrations, or descriptions that help students understand complex concepts or visualize abstract ideas. Pictures, illustrations, diagrams, and infographics can provide visual representations, allowing students to visualize relationships, patterns, and connections. This visual support reinforces

			and enhances their learning outcomes.		understanding and makes learning more accessible and meaningful. The use of audio and pictures also can benefit students with diverse learning needs, including those with visual impairments, hearing impairments, or learning disabilities. Audio captions, transcripts, and audio descriptions ensure that content is accessible to all students. Pictures can be used to convey information in a visual format, making it easier for students with reading difficulties or language barriers to comprehend and engage with the material.
13. Do you think technology can be easier, more	Yes, I believe technology has the potential to make the assessment process for	Yes, I do. Because I do need to spend more time to make learning materials and	Yes, I do think so. Technology simplifies the administration of assessments, provides	Yes, technology make my time become more efficient in preparing the	Yes, technology can indeed make the assessment process easier, more effective,

effective, and more efficient in the assessment process? Can you elaborate on your answer?	children easier, more effective, and more efficient. With the right tools and applications, technology can provide a range of benefits in assessing children's progress and abilities.	interactive learning activities as well as the assessment since I can find it in some platforms that I usually use.	immediate feedback to students, allows for customization and differentiation, and offers enhanced assessment formats. These benefits make the assessment process easier, more effective, and more efficient, ultimately supporting teachers in gaining valuable insights into students' progress and promoting student learning and growth.	interactive learning materials and the assessment for the students.	and more efficient because technology allows for automated assessment processes, where online platforms and tools can automatically score multiple-choice questions, fill-in-the-blank exercises, or matching activities. This automation saves time for educators, eliminates human error in scoring, and provides students with instant feedback on their performance. Immediate feedback helps students identify areas of strength and weakness, enabling them to make timely adjustments and improvements.
14. Do you agree that technology helps you integrate different	Yes. I do agree. Mostly, I integrate technology in my reading class, the	Yes, I do agree. Technology is really helpful in my teaching. I integrate some platforms	Yes, technology can help integrate different activities into an English	Yes, I do agree. I integrate some platforms in my teaching such as Live Worksheet,	The teachers can incorporate language learning apps that offer interactive

activities into your English class? What are the activities you conduct using technology in the class?	students will read a story from Raz-Plus based on their level. They will read it in turn. After that, the students will check the right pronunciation by listening through the audio. Next, I use Twinkl in spelling activities. The students will listen to the audio then they will write the word from the audio or type it. There are also various interactive games that I use to improve their vocabulary. I also use Twinkl in Guided Reading lesson.	which make my students engaged in every activities such as Twinkl in spelling, writing and reading activities, Raz-Plus and YouTube in reading and listening activities.	class, providing a wide range of options to engage students and enhance their language learning experience. Some activities that can be conducted using technology in my English class are PPT, digital storytelling, online quizzes and games from Twinkl and YouTube. By integrating technology, I can create a more dynamic and interactive learning environment, cater to different learning styles, enhance student engagement, and provide opportunities for creativity, collaboration, and authentic language use.	Twinkl and YouTube in reading, speaking, listening, and writing activities.	exercises, vocabulary drills, grammar practice, and pronunciation exercises. These apps provide engaging activities for students to practice language skills independently or in small groups. Sometimes, I apply virtual reality (VR) or online platforms. I can take students on virtual field trips to different locations, learning directions, public places around the city, historical sites, or cultural landmarks. This activity provides an immersive experience, expands students' cultural understanding, and fosters language development through descriptive writing or oral presentations.

15. Does technology help the students acquire the target language? How does it happen?	Yes, technology can help students acquire the target language by providing access to authentic resources, facilitating interactive and immersive learning experiences, enabling communication and collaboration opportunities, offering adaptive and personalized learning, providing immediate feedback and self-assessment, and promoting mobile learning and flexibility.	Yes, It does. Technology helps students in aquire the target language. Through the interactive platforms the students are easy to understand because it provides audios, videos, picture, interactive worksheet and games which make them enjoy to learn.	Yes, technology can help students acquire the target language. Students can have access to interactive language practice, authentic resources, language learning apps, multimedia support, collaboration opportunities, personalized learning experiences, immediate feedback, and assessment. These features create a dynamic and immersive language learning environment, supporting students in acquiring the target language more effectively and engagingly. However, it's important to note that technology is most effective when combined with effective pedagogy, teacher	Yes, technology helps students acquire the target language by providing interactive learning resources, authentic language materials, immediate feedback, opportunities for communication and collaboration, and gamification elements that enhance motivation and engagement in language learning.	Yes, technology can indeed help students acquire the target language in several ways. Technology allows students to listen to and practice speaking with a wide range of multimedia content. They can watch videos, listen to podcasts, or engage in virtual conversations with native speakers. Multimedia content provides exposure to different accents, intonation patterns, and contextualized language use, improving listening comprehension and spoken fluency. There are some numerous interactive language learning apps and software available that engage students in interactive

			guidance, and meaningful language use in authentic contexts.		exercises, language drills, and immersive activities. These tools offer instant feedback, adaptive learning paths, and personalized instruction, enabling students to practice and reinforce language skills at their own pace.

Appendix 11. The Result of Teachers' Perceptions of Technology Integration to Promote Bilingual on SPSS

```
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Frequencies

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	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		4.40	4.00	4.40	4.20	4.20	4.40	4.40	4.40	4.40	4.20	4.40	4.20	4.40	4.40	3.60
Std. Deviation		.548	1.000	.548	.837	.837	.548	.548	.548	.548	.837	.548	.837	.548	.548	.894
Minimum		4	3	4	3	3	4	4	4	4	3	4	3	4	4	3
Maximum		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

Frequency Table

X1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	60.0	60.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	2	40.0	40.0	40.0
	Agree	1	20.0	20.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	60.0	60.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	1	20.0	20.0	20.0
	Agree	2	40.0	40.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	1	20.0	20.0	20.0
	Agree	2	40.0	40.0	60.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	60.0	60.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	60.0	60.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	60.0	60.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	60.0	60.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	1	20.0	20.0	20.0
	Agree	2	40.0	40.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	60.0	60.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	1	20.0	20.0	20.0
	Agree	2	40.0	40.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	60.0	60.0	60.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	60.0	60.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

X15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	3	60.0	60.0	60.0
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	Strongly Agree	1	20.0	20.0	100.0
	Total	5	100.0	100.0	
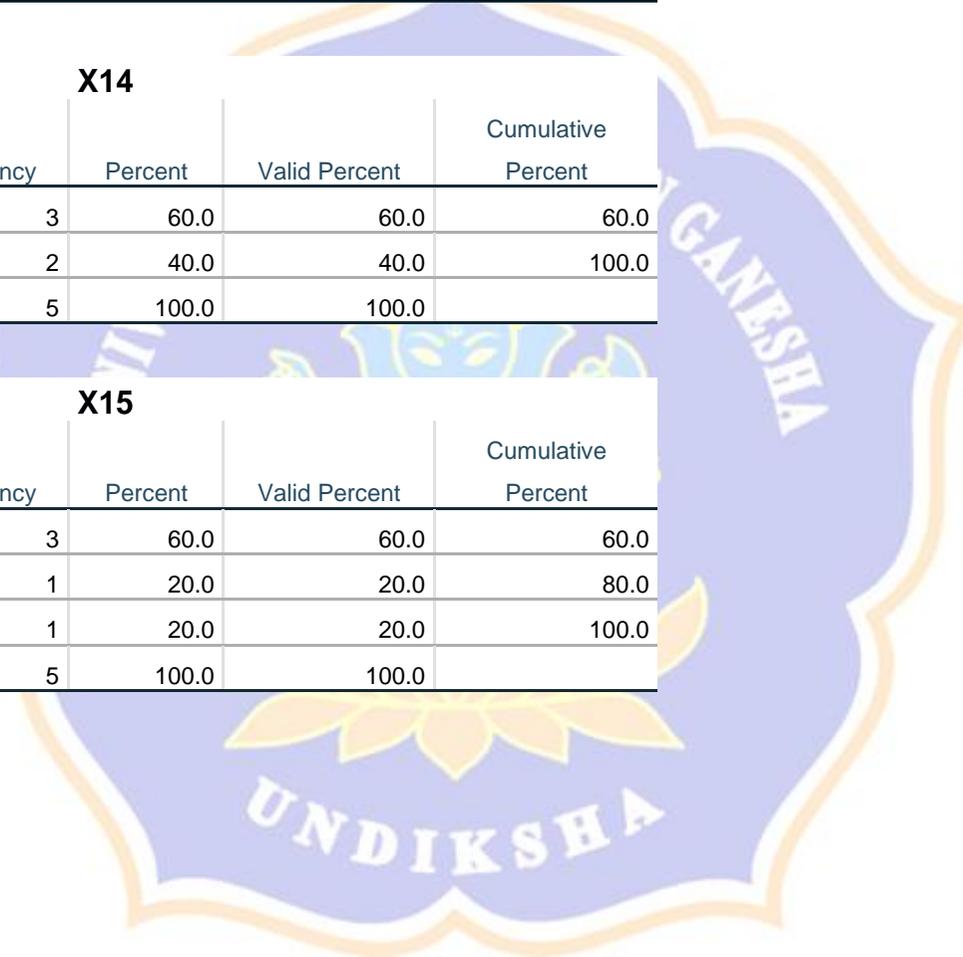
Correlations

Notes

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Correlations

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	TOTAL
X1	Pearson Correlation	1	.913*	1.000**	.873	.873	1.000**	1.000**	1.000**	1.000**	.873	1.000**	.873	1.000**	1.000**	.919*	.981**
	Sig. (2-tailed)		.030	.000	.053	.053	.000	.000	.000	.000	.053	.000	.053	.000	.000	.028	.003
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
X2	Pearson Correlation	.913*	1	.913*	.896*	.896*	.913*	.913*	.913*	.913*	.896*	.913*	.896*	.913*	.913*	.839	.947*
	Sig. (2-tailed)	.030		.030	.039	.039	.030	.030	.030	.030	.039	.030	.039	.030	.030	.076	.015
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
X3	Pearson Correlation	1.000**	.913*	1	.873	.873	1.000**	1.000**	1.000**	1.000**	.873	1.000**	.873	1.000**	1.000**	.919*	.981**
	Sig. (2-tailed)	.000	.030		.053	.053	.000	.000	.000	.000	.053	.000	.053	.000	.000	.028	.003
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
X4	Pearson Correlation	.873	.896*	.873	1	1.000**	.873	.873	.873	.873	1.000**	.873	1.000**	.873	.873	.802	.948*

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	Sig. (2-tailed)	.053	.039	.053		.000	.053	.053	.053	.053	.000	.053	.000	.053	.053	.103	.014
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
X5	Pearson Correlation	.873	.896*	.873	1.000**	1	.873	.873	.873	.873	1.000**	.873	1.000**	.873	.873	.802	.948*
	Sig. (2-tailed)	.053	.039	.053	.000		.053	.053	.053	.053	.000	.053	.000	.053	.053	.103	.014
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
X6	Pearson Correlation	1.000**	.913*	1.000**	.873	.873	1	1.000**	1.000**	1.000**	.873	1.000**	.873	1.000**	1.000**	.919*	.981**
	Sig. (2-tailed)	.000	.030	.000	.053	.053		.000	.000	.000	.053	.000	.053	.000	.000	.028	.003
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
X7	Pearson Correlation	1.000**	.913*	1.000**	.873	.873	1.000**	1	1.000**	1.000**	.873	1.000**	.873	1.000**	1.000**	.919*	.981**
	Sig. (2-tailed)	.000	.030	.000	.053	.053	.000		.000	.000	.053	.000	.053	.000	.000	.028	.003
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
X8	Pearson Correlation	1.000**	.913*	1.000**	.873	.873	1.000**	1.000**	1	1.000**	.873	1.000**	.873	1.000**	1.000**	.919*	.981**
	Sig. (2-tailed)	.000	.030	.000	.053	.053	.000	.000		.000	.053	.000	.053	.000	.000	.028	.003
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
X9	Pearson Correlation	1.000**	.913*	1.000**	.873	.873	1.000**	1.000**	1.000**	1	.873	1.000**	.873	1.000**	1.000**	.919*	.981**
	Sig. (2-tailed)	.000	.030	.000	.053	.053	.000	.000	.000		.053	.000	.053	.000	.000	.028	.003
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
X10	Pearson Correlation	.873	.896*	.873	1.000**	1.000**	.873	.873	.873	.873	1	.873	1.000**	.873	.873	.802	.948*
	Sig. (2-tailed)	.053	.039	.053	.000	.000	.053	.053	.053	.053		.053	.000	.053	.053	.103	.014
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
X11	Pearson Correlation	1.000**	.913*	1.000**	.873	.873	1.000**	1.000**	1.000**	1.000**	.873	1	.873	1.000**	1.000**	.919*	.981**
	Sig. (2-tailed)	.000	.030	.000	.053	.053	.000	.000	.000	.000	.053		.053	.000	.000	.028	.003
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

X12	Pearson Correlation	.873	.896*	.873	1.000**	1.000**	.873	.873	.873	.873	1.000**	.873	1	.873	.873	.802	.948*
	Sig. (2-tailed)	.053	.039	.053	.000	.000	.053	.053	.053	.053	.000	.053		.053	.053	.103	.014
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
X13	Pearson Correlation	1.000**	.913*	1.000**	.873	.873	1.000**	1.000**	1.000**	1.000**	.873	1.000**	.873	1	1.000**	.919*	.981**
	Sig. (2-tailed)	.000	.030	.000	.053	.053	.000	.000	.000	.000	.053	.000	.053		.000	.028	.003
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
X14	Pearson Correlation	1.000**	.913*	1.000**	.873	.873	1.000**	1.000**	1.000**	1.000**	.873	1.000**	.873	1.000**	1	.919*	.981**
	Sig. (2-tailed)	.000	.030	.000	.053	.053	.000	.000	.000	.000	.053	.000	.053	.000		.028	.003
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
X15	Pearson Correlation	.919*	.839	.919*	.802	.802	.919*	.919*	.919*	.919*	.802	.919*	.802	.919*	.919*	1	.915*
	Sig. (2-tailed)	.028	.076	.028	.103	.103	.028	.028	.028	.028	.103	.028	.103	.028	.028		.029
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
TOTAL	Pearson Correlation	.981**	.947*	.981**	.948*	.948*	.981**	.981**	.981**	.981**	.948*	.981**	.948*	.981**	.981**	.915*	1
	Sig. (2-tailed)	.003	.015	.003	.014	.014	.003	.003	.003	.003	.014	.003	.014	.003	.003	.029	
	N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

CURRICULUM VITAE

Ni Ketut Yuni Sumaharani:

Born in the district of Gianyar on 7 June 1997. She lives in the district of Siangan in Gianyar regency. She finished her first degree (S1 Program) in English Education Department, The Faculty of Teacher Training and Education, Mahasaraswati Denpasar University in 2019.