

Appendix 01 Letter of the Research Observation



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
 Telepon (0362) 21541 Fax. (0362) 27561
 Laman: fbs.undiksha.ac.id

Nomor : 642/UN48.7.1/DT/2023

7 Maret 2023

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMK Negeri 2 Singaraja
 di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan pencarian dan pengumpulan data terkait dengan penyelesaian Proposal Penelitian , dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Siti Hatimah
NIM	: 2012021089
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
 Wakil Dekan I,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
 NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 02 Letter of the Research Permission



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 3693/UN48.7.1/DT/2023

23 Oktober 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMK Negeri 2 Singaraja

di JL. Srikandi, No. 9, Kabupaten Buleleng, Bali 81119

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Siti Hatimah
NIM	: 2012021089
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: The Implementation of Differentiated Instruction Integrated with Technology in English Class at SMK Negeri 2 Singaraja

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
 Wakil Dekan I,

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd.,
M.Pd.

NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 03 Expert Judge Sheet I

Expert Judge Sheet

Judge I

Instrument: Questionnaire of Teachers' Readiness

1st Expert: Putu Adi Krisna Juniarta, S.Pd., M.Pd. (Judge 1)

The Readiness theory used in this research is from Dalton & Gottlieb (2017), who explained that readiness relates to effort, willingness, and capacity.

1. **Effort** refers to the exertion of energy or hard work towards achieving a goal. It involves actively investing time and resources to accomplish a task or overcome a challenge.
2. **Willingness** is the readiness to undertake a task or face a situation with an open and positive attitude. It involves a voluntary and enthusiastic approach towards engaging in activities or pursuing goals.
3. **Capacity** refers to the capability or ability to perform a task effectively. It encompasses the skills, knowledge, and resources one possesses, allowing them to tackle challenges and successfully meet objectives.

No	Statements	Validity		Comments
		Relevant (√)	Irrelevant (√)	
Aspect of Effort				
1.	Saya secara aktif mengikuti berbagai pelatihan khusus (seminar atau webinar) untuk dapat mengembangkan profesionalisme serta kemampuan saya di dalam penggunaan serta pengintegrasian teknologi di dalam mengimplementasikan pembelajaran berdiferensiasi.	√		
2.	Saya secara konsisten mengeksplor jurnal atau artikel ilmiah yang berkaitan dengan pembelajaran dengan instruksi yang berbeda untuk mendukung serta menambah wawasan saya di dalam melaksanakan pembelajaran	√		

	berdiferensiasi menggunakan teknologi.			
3.	Saya berusaha untuk membeli atau berlangganan platform pembelajaran dan menyediakan materi pembelajaran digital yang bervariasi untuk dapat membuat pembelajaran berdiferensiasi lebih menarik perhatian siswa.	√		
4.	Saya dengan tekun mencari sumber referensi dalam bentuk video mengenai pembelajaran dengan instruksi yang berbeda untuk dapat memastikan bahwa teknologi terintegrasi dengan baik dan efektif dalam pembelajaran berdiferensiasi dikelas saya.	√		
5.	Saya dengan penuh semangat mencari dan mengeksplorasi berbagai alat teknologi pendidikan untuk meningkatkan kemampuan saya dalam mengimplementasikan pembelajaran diferensiasi di kelas saya.	√		
6.	Saya secara aktif mengeksplorasi dan menerapkan cara inovatif untuk menggunakan teknologi dalam asesmen formatif, memungkinkan penyesuaian waktu nyata untuk memenuhi kebutuhan belajar individual di dalam pembelajaran berdiferensiasi.	√		
7.	Saya tidak pernah berusaha untuk mengatasi permasalahan teknis (teknologi) secara cepat dan menghambat kelancaran pada saat pembelajaran berdiferensiasi berbasis teknologi dikelas saya sedang berlangsung.	√		

8.	Saya secara berkala merefleksikan praktik mengajar saya, dan berfokus khusus pada integrasi teknologi, untuk mengidentifikasi area yang perlu ditingkatkan dan diperbaiki dalam pembelajaran berdiferensiasi	√		
9.	Saya secara rutin mengeksplorasi dan menerapkan elemen-elemen gamifikasi dalam pembelajaran saya, menggunakan teknologi untuk membuat pembelajaran berdiferensiasi lebih menarik dan memotivasi bagi siswa.	√		
10.	Saya terkadang merasa kesulitan untuk memotivasi siswa yang menunjukkan ketidakminatan menggunakan teknologi dalam pembelajaran berdiferensiasi.	√		
11.	Saya berusaha menciptakan suasana kelas yang mendukung dan mendorong kolaborasi antar siswa melalui alat teknologi bagi siswa yang sesuai dengan minat dan kebutuhan belajar yang berbeda dalam pembelajaran berdiferensiasi.	√		
12.	Saya sering merasa kesulitan untuk menyesuaikan pembelajaran berdiferensiasi dengan teknologi terkini karena keterbatasan akses teknologi dan kurangnya dukungan dari pihak sekolah.	√		
13.	Saya secara proaktif mencari masukan dari siswa untuk memahami preferensi dan tingkat kenyamanan mereka terhadap berbagai alat teknologi, dan menyesuaikan pendekatan saya sesuai kebutuhan dalam pembelajaran berdiferensiasi	√		

14.	Saya dengan tekun menghabiskan waktu ekstra untuk menyusun modul atau materi pembelajaran berdiferensiasi yang dapat diakses melalui platform digital.	√		
Aspect of Willingness				
15.	Saya menginvestasikan banyak waktu untuk dapat mengikuti berbagai pelatihan khusus (seminar atau webinar) untuk dapat mengembangkan profesionalisme serta kemampuan saya di dalam penggunaan serta pengintegrasian teknologi di dalam mengimplementasikan pembelajaran berdiferensiasi.	√		
16.	Saya bersedia mengeluarkan uang lebih untuk membeli atau berlangganan platform digital yang bisa digunakan untuk mendukung pembelajaran berdiferensiasi agar dapat memenuhi kebutuhan beragam siswa dikelas saya.	√		
17.	Saya dengan siap meluangkan waktu untuk mempelajari berbagai alat dan aplikasi teknologi yang dapat mendukung pembelajaran diferensiasi di dalam kelas.	√		
18.	Saya bersemangat untuk mencoba model pembelajaran secara bervariasi yang memanfaatkan teknologi guna mendukung perbedaan kecepatan belajar sesuai dengan preferensi siswa di dalam pembelajaran berdiferensiasi.	√		
19.	Saya bersedia menginvestasikan waktu untuk mencari sumber referensi berupa artikel atau jurnal ilmiah untuk mempelajari berbagai alat dan platform pembelajaran	√		

	digital yang dapat mendukung diferensiasi di dalam kelas.			
20.	Saya berkomitmen untuk merancang materi pembelajaran berbasis teknologi yang dapat diakses oleh semua tingkatan kemampuan siswa dalam pembelajaran berdiferensiasi dikelas saya.	√		
Aspect of Capacity				
21.	Saya mahir dalam mengintegrasikan platform pembelajaran digital kedalam kurikulum yang selaras yaitu pengajaran berdiferensiasi guna memenuhi kebutuhan, gaya, dan preferensi belajar individu dari setiap siswa di dalam kelas.	√		
22.	Saya memiliki kemampuan untuk memilih serta menggunakan berbagai macam platform pembelajaran digital atau aplikasi pendidikan untuk dapat menyesuaikan strategi pengajaran saya secara efektif dalam pembelajaran berdiferensiasi.	√		
23.	Saya memiliki kemampuan untuk merancang berbagai jenis tugas dengan berbasis teknologi untuk mengakses prestasi dan pencapaian siswa ketika diajar menggunakan instruksi yang berbeda.	√		
24.	Saya kompeten dalam menciptakan kondisi pembelajaran yang lebih berpusat pada siswa (students-centered) dalam pembelajaran berdiferensiasi menggunakan teknologi.	√		
25.	Saya mahir dalam memecahkan masalah dan mengatasi tantangan teknologi serta memastikan integrasi teknologi yang mulus dan	√		

	efisien ke dalam instruksi pembelajaran yang berbeda di dalam kelas.			
26.	Saya merasa tidak cukup terampil dalam menerapkan elemen gamifikasi digital, sehingga kemampuan saya dalam membuat pembelajaran berdiferensiasi menarik menjadi lebih terbatas	√		
27.	Saya tidak memiliki keterampilan lebih untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan pembelajaran mandiri didalam pembelajaran terdiferensiasi.	√		
28.	Saya mampu memfasilitasi kolaborasi virtual melalui platform online yang mendorong pembelajaran kooperatif di antara siswa dengan berbagai kemampuan dalam pembelajaran instruksi yang berbeda	√		
29.	Saya terkadang merasa kurang maksimal di dalam menyesuaikan rencana pembelajaran saya untuk melibatkan penggunaan teknologi dan masih kesulitan memberikan berbagai cara bagi siswa untuk terlibat dengan konten digital berdasarkan preferensi individual mereka.	√		
30.	Saya kurang kompeten di dalam mengalokasikan waktu pengajaran dan pembelajaran berdiferensiasi yang tersedia dan efektif ketika mengintegrasikan dengan teknologi.	√		

Singaraja, 08th November, 2023



(Putu Adi Krisna Juniarta, S.Pd.,M.Pd.)

Appendix 04 Expert Judge Sheet II

Expert Judge Sheet

Judge II

Instrument: Questionnaire of Teachers' Readiness

2nd Expert: Gede Mahendrayana, S.Pd., M.Pd (Judge 2)

The Readiness theory used in this research is from Dalton & Gottlieb (2017), who explained that readiness relates to effort, willingness, and capacity.

1. **Effort** refers to the exertion of energy or hard work towards achieving a goal. It involves actively investing time and resources to accomplish a task or overcome a challenge.
2. **Willingness** is the readiness to undertake a task or face a situation with an open and positive attitude. It involves a voluntary and enthusiastic approach towards engaging in activities or pursuing goals.
3. **Capacity** refers to the capability or ability to perform a task effectively. It encompasses the skills, knowledge, and resources one possesses, allowing them to tackle challenges and successfully meet objectives.

No	Statements	Validity		Comments
		Relevant (v)	Irrelevant (v)	
Aspect of Effort				
1.	Saya secara aktif mengikuti berbagai pelatihan khusus (seminar atau webinar) untuk dapat mengembangkan profesionalisme serta kemampuan saya di dalam penggunaan serta pengintegrasian teknologi di dalam mengimplementasikan pembelajaran berdiferensiasi.	v		
2.	Saya secara konsisten mengeksplor jurnal atau artikel ilmiah yang berkaitan dengan pembelajaran dengan instruksi yang berbeda untuk mendukung serta menambah wawasan saya di dalam melaksanakan pembelajaran	v		

	berdiferensiasi menggunakan teknologi.			
3.	Saya berusaha untuk membeli atau berlangganan platform pembelajaran dan menyediakan materi pembelajaran digital yang bervariasi untuk dapat membuat pembelajaran berdiferensiasi lebih menarik perhatian siswa.	√		
4.	Saya dengan tekun mencari sumber referensi dalam bentuk video mengenai pembelajaran dengan instruksi yang berbeda untuk dapat memastikan bahwa teknologi terintegrasi dengan baik dan efektif dalam pembelajaran berdiferensiasi dikelas saya.	√		
5.	Saya dengan penuh semangat mencari dan mengeksplorasi berbagai alat teknologi pendidikan untuk meningkatkan kemampuan saya dalam mengimplementasikan pembelajaran diferensiasi di kelas saya.	√		
6.	Saya secara aktif mengeksplorasi dan menerapkan cara inovatif untuk menggunakan teknologi dalam asesmen formatif, memungkinkan penyesuaian waktu nyata untuk memenuhi kebutuhan belajar individual di dalam pembelajaran berdiferensiasi.	√		
7.	Saya tidak pernah berusaha untuk mengatasi permasalahan teknis (teknologi) secara cepat dan menghambat kelancaran pada saat pembelajaran berdiferensiasi berbasis teknologi dikelas saya sedang berlangsung.	√		

8.	Saya secara berkala merefleksikan praktik mengajar saya, dan berfokus khusus pada integrasi teknologi, untuk mengidentifikasi area yang perlu ditingkatkan dan diperbaiki dalam pembelajaran berdiferensiasi	√		
9.	Saya secara rutin mengeksplorasi dan menerapkan elemen-elemen gamifikasi dalam pembelajaran saya, menggunakan teknologi untuk membuat pembelajaran berdiferensiasi lebih menarik dan memotivasi bagi siswa.	√		
10.	Saya terkadang merasa kesulitan untuk memotivasi siswa yang menunjukkan ketidakminatan menggunakan teknologi dalam pembelajaran berdiferensiasi.	√		
11.	Saya berusaha menciptakan suasana kelas yang mendukung dan mendorong kolaborasi antar siswa melalui alat teknologi bagi siswa yang sesuai dengan minat dan kebutuhan belajar yang berbeda dalam pembelajaran berdiferensiasi.	√		
12.	Saya sering merasa kesulitan untuk menyesuaikan pembelajaran berdiferensiasi dengan teknologi terkini karena keterbatasan akses teknologi dan kurangnya dukungan dari pihak sekolah.	√		
13.	Saya secara proaktif mencari masukan dari siswa untuk memahami preferensi dan tingkat kenyamanan mereka terhadap berbagai alat teknologi, dan menyesuaikan pendekatan saya sesuai kebutuhan dalam pembelajaran berdiferensiasi	√		

14.	Saya dengan tekun menghabiskan waktu ekstra untuk menyusun modul atau materi pembelajaran berdiferensiasi yang dapat diakses melalui platform digital.	√		
Aspect of Willingness				
15.	Saya menginvestasikan banyak waktu untuk dapat mengikuti berbagai pelatihan khusus (seminar atau webinar) untuk dapat mengembangkan profesionalisme serta kemampuan saya di dalam penggunaan serta pengintegrasian teknologi di dalam mengimplementasikan pembelajaran berdiferensiasi.	√		
16.	Saya bersedia mengeluarkan uang lebih untuk membeli atau berlangganan platform digital yang bisa digunakan untuk mendukung pembelajaran berdiferensiasi agar dapat memenuhi kebutuhan beragam siswa dikelas saya.	√		
17.	Saya dengan siap meluangkan waktu untuk mempelajari berbagai alat dan aplikasi teknologi yang dapat mendukung pembelajaran diferensiasi di dalam kelas.	√		
18.	Saya bersemangat untuk mencoba model pembelajaran secara bervariasi yang memanfaatkan teknologi guna mendukung perbedaan kecepatan belajar sesuai dengan preferensi siswa di dalam pembelajaran berdiferensiasi.	√		
19.	Saya bersedia menginvestasikan waktu untuk mencari sumber referensi berupa artikel atau jurnal ilmiah untuk mempelajari berbagai alat dan platform pembelajaran	√		

	digital yang dapat mendukung diferensiasi di dalam kelas.			
20.	Saya berkomitmen untuk merancang materi pembelajaran berbasis teknologi yang dapat diakses oleh semua tingkatan kemampuan siswa dalam pembelajaran berdiferensiasi dikelas saya.	√		
Aspect of Capacity				
21.	Saya mahir dalam mengintegrasikan platform pembelajaran digital kedalam kurikulum yang selaras yaitu pengajaran berdiferensiasi guna memenuhi kebutuhan, gaya, dan preferensi belajar individu dari setiap siswa di dalam kelas.	√		
22.	Saya memiliki kemampuan untuk memilih serta menggunakan berbagai macam platform pembelajaran digital atau aplikasi pendidikan untuk dapat menyesuaikan strategi pengajaran saya secara efektif dalam pembelajaran berdiferensiasi.	√		
23.	Saya memiliki kemampuan untuk merancang berbagai jenis tugas dengan berbasis teknologi untuk mengakses prestasi dan pencapaian siswa ketika diajar menggunakan instruksi yang berbeda.	√		
24.	Saya kompeten dalam menciptakan kondisi pembelajaran yang lebih berpusat pada siswa (students-centered) dalam pembelajaran berdiferensiasi menggunakan teknologi.	√		
25.	Saya mahir dalam memecahkan masalah dan mengatasi tantangan teknologi serta memastikan integrasi teknologi yang mulus dan	√		

	efisien ke dalam instruksi pembelajaran yang berbeda di dalam kelas.			
26.	Saya merasa tidak cukup terampil dalam menerapkan elemen gamifikasi digital, sehingga kemampuan saya dalam membuat pembelajaran berdiferensiasi menarik menjadi lebih terbatas	√		
27.	Saya tidak memiliki keterampilan lebih untuk memandu siswa dalam menggunakan berbagai alat teknologi untuk riset, proyek kolaboratif, dan pembelajaran mandiri didalam pembelajaran terdiferensiasi.	√		
28.	Saya mampu memfasilitasi kolaborasi virtual melalui platform online yang mendorong pembelajaran kooperatif di antara siswa dengan berbagai kemampuan dalam pembelajaran instruksi yang berbeda	√		
29.	Saya terkadang merasa kurang maksimal di dalam menyesuaikan rencana pembelajaran saya untuk melibatkan penggunaan teknologi dan masih kesulitan memberikan berbagai cara bagi siswa untuk terlibat dengan konten digital berdasarkan preferensi individual mereka.	√		
30.	Saya kurang kompeten di dalam mengalokasikan waktu pengajaran dan pembelajaran berdiferensiasi yang tersedia dan efektif ketika mengintegrasikan dengan teknologi.	√		

Singaraja, 08th November, 2023




(Gede Mahendrayana, S.Pd., M.Pd.)

Appendix 05. Observation Sheet

OBSERVATION SHEET TEACHER 1

MEETING 1: X AP 1

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
1.	Teacher 1 (T1)	Thursday, October 12 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none"> ▪ Teacher greets the students warmly to create an inclusive atmosphere ▪ Teacher leded the class to pray together before the lesson is started ▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text. ▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.

			<ul style="list-style-type: none"> ▪ Teacher taught the students about recount text using videos on YouTube. ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experience
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			Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to make some groups to discuss about the material. ▪ After asking for the students to work in groups, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher used cooperative learning method to teach the students within the groups. ▪ Teacher asks the students to read the material about Recount Text in group and discuss things that they do not understand within the groups. ▪ Teacher asked students to try to arrange sentence by sentences about past events.
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			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups. ▪ Teacher asked students to try to make several past sentences and arrange the recount text based on their experience ▪ Teacher asked students to make a video in which in the video, students are required to read aloud the text they have wrote. ▪ The video will be submitted on their YouTube account and send the link on WhatsApp group.
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OBSERVATION SHEET

MEETING 1: X AP2

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
	Teacher 1 (T1)	Tuesday, October 12 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.

				<ul style="list-style-type: none"> ▪ Teacher taught the students about recount text by exploring the online articles or websites. ▪ Teacher asked student to browse the links and read the material about recount text. ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.
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				<ul style="list-style-type: none"> Teacher asked the students to find several past words that commonly used in their past experiences.
			<p>Process</p> <p>Main Activity</p>	<ul style="list-style-type: none"> During learning process, teacher asked students to work in pairs by integrating problem-solving learning method in the classroom. After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need. Teacher asks the students to read the material about Recount Text in group and discuss things that they do not understand within the groups. Teacher asked students to try to arrange sentence by sentences about past events.

			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups. ▪ Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Teacher asked students to write a recount text on the book in which later which later will present in front of the class then after reading it in front of the class, teacher asked students to submit the written text on WhatsApp group.
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OBSERVATION SHEET

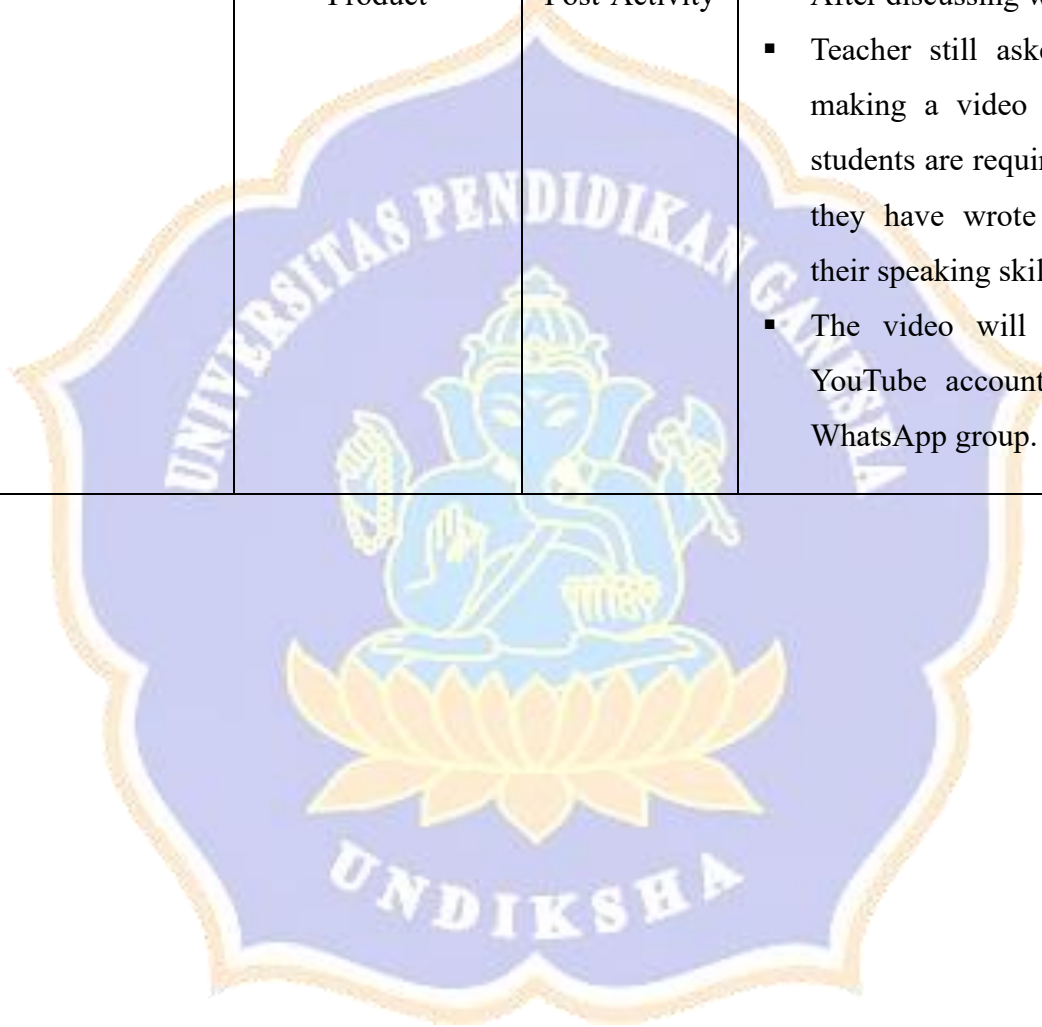
MEETING 2: X API

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 1 (T1)	Tuesday, October 17 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher still taught the students about recount text using videos on YouTube.

			<ul style="list-style-type: none"> ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experience
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			<p>Process</p>	<p>Main Activity</p>	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to make some groups to discuss about the material. The teacher still asked the students to make several groups to discuss. ▪ After asking for the students to work in groups, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher still used cooperative learning method to teach the students within the groups. ▪ Teacher asks the students to read the material about Recount Text in group and discuss things that they do not understand within the groups. ▪ Teacher asked students to try to arrange sentence by sentences about past events.
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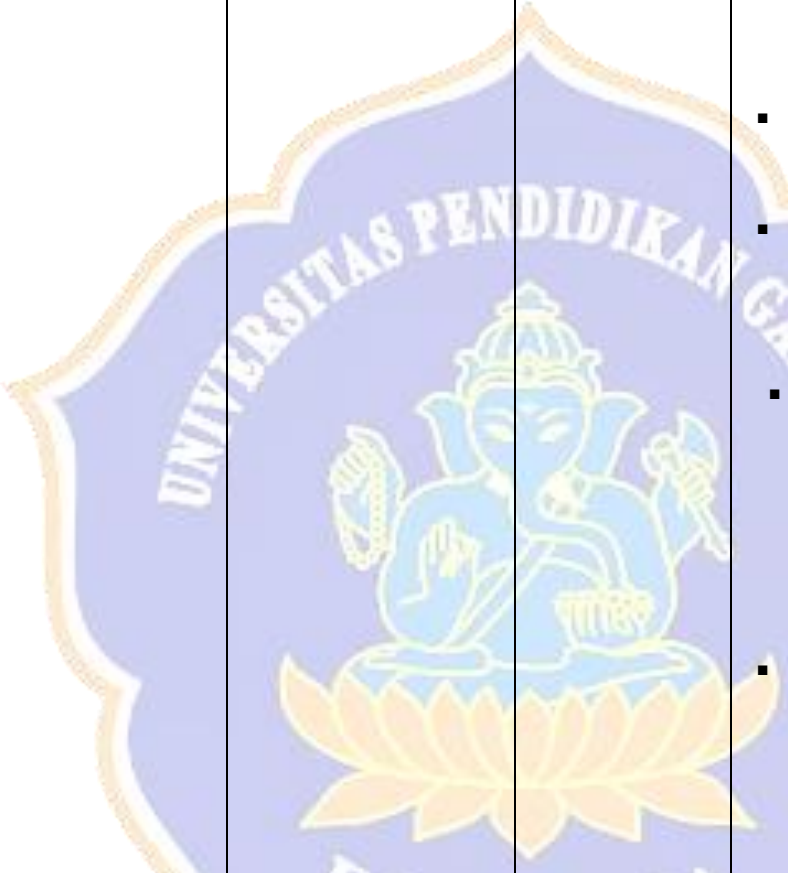
			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups. ▪ Teacher still asked students to continue making a video in which in the video, students are required to read aloud the text they have wrote confidently to practice their speaking skill and confidence. ▪ The video will be submitted on their YouTube account and send the link on WhatsApp group.
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OBSERVATION SHEET

MEETING 2: X AP2

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
	Teacher 1 (T1)	Tuesday, October 17 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ The same content material that teacher used is online articles. Teacher still taught the

				<p>students about recount text by exploring the online articles or websites.</p> <ul style="list-style-type: none"> ▪ Teacher asked student to browse the links and read the material about recount text. ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.
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				<ul style="list-style-type: none"> Teacher asked the students to find several past words that commonly used in their past experiences.
			<p>Process</p> <p>Main Activity</p>	<ul style="list-style-type: none"> During learning process, teacher asked students to work in pairs by integrating problem-solving learning method in the classroom. The teacher used pairs learning to teach the students in meeting 2. After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need. Teacher assessed the students by asking several questions after they learn in pairs. Teacher asks the students to read the material about Recount Text in group and

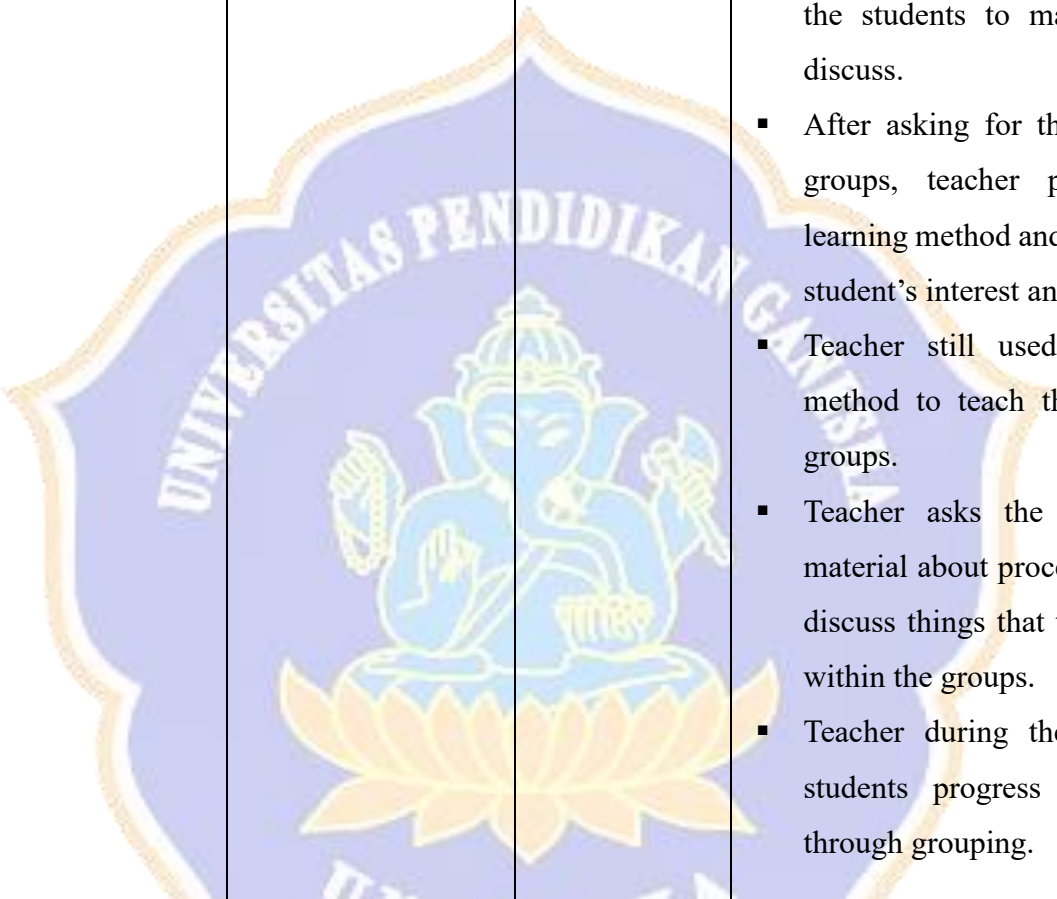
				<p>discuss things that they do not understand within the groups.</p> <ul style="list-style-type: none"> ▪ Teacher asked students to try to arrange sentence by sentences about past events.
			<p>Product</p>	<p>Post-Activity</p> <ul style="list-style-type: none"> ▪ After discussing within the groups. ▪ Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Teacher asked students to continue to write a recount text on the book in which later will present in front of the class then after reading it in front of the class, teacher asked students to submit the written text on WhatsApp group in the format of PDFs.

OBSERVATION SHEET

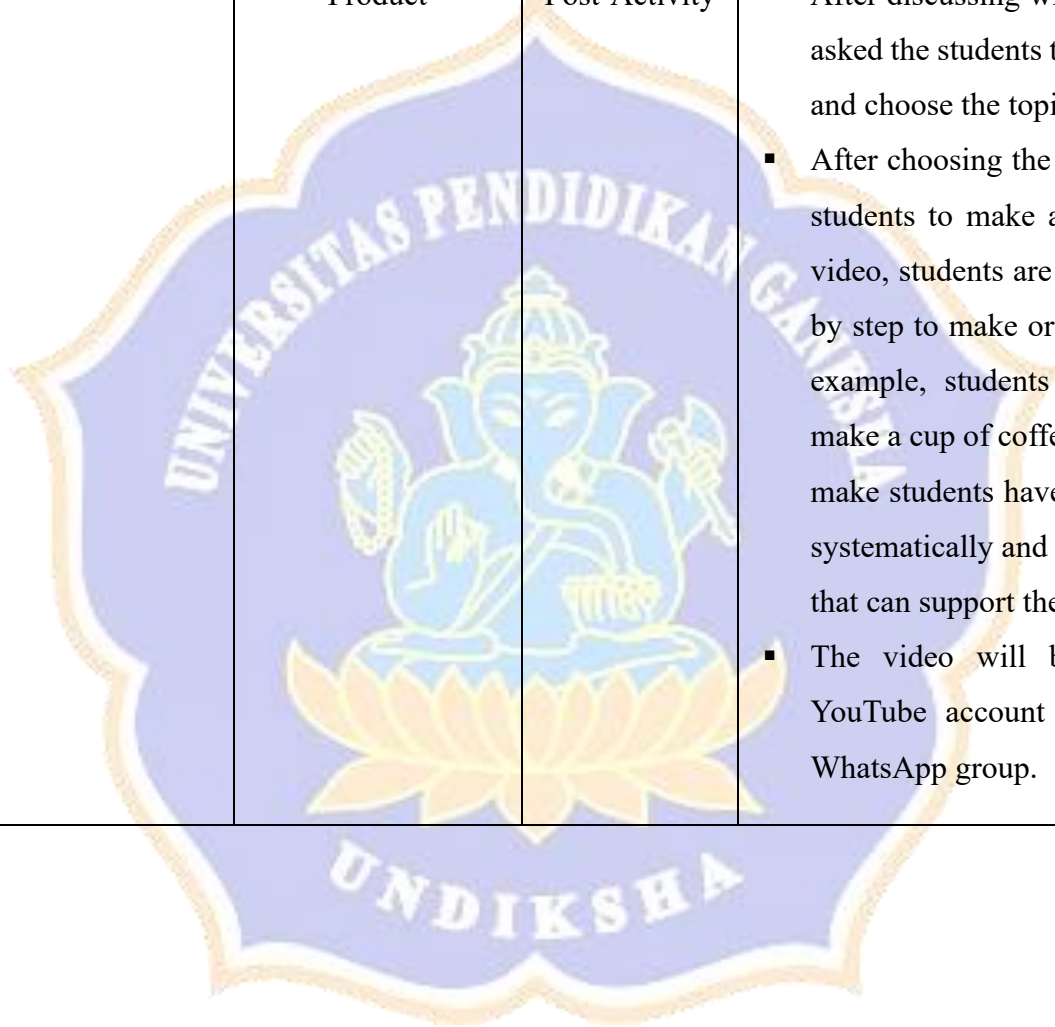
MEETING 3: X API

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 1 (T1)	Thursday, October 19 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher began the class with praying together before the lesson is started▪ Teacher reviewed about recount text to the students before moving to the next material which is about procedure text. Teacher asked again the students to pay an attention to the video they have watched previously.▪ Teacher asked to the students to conclude the material about recount text.▪ Teacher pointed out one of the students to draw a conclusion of what they have learn.

				<ul style="list-style-type: none"> ▪ After that teacher continue the lesson material about procedure text. ▪ Teacher provided a brief overview about procedure text, its structure, and language features involve on that text. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in procedure text. ▪ Then, students are required to choose the topic of procedure would be make whether about how to cook something or how to operate something. 	
			Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to make some groups to discuss about the material. The teacher still asked

			<p>the students to make several groups to discuss.</p> <ul style="list-style-type: none"> ▪ After asking for the students to work in groups, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher still used cooperative learning method to teach the students within the groups. ▪ Teacher asks the students to read the material about procedure text in group and discuss things that they do not understand within the groups. ▪ Teacher during the lesson assessed the students progress if they were taught through grouping.
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			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups, teacher asked the students to make a procedure text and choose the topic freely. ▪ After choosing the topic, the teacher asked students to make a video in which in the video, students are required to present step by step to make or operate something. For example, students might choose how to make a cup of coffee, in the video they will make students have to present all the steps systematically and provide picture or video that can support the procedure text. ▪ The video will be submitted on their YouTube account and send the link on WhatsApp group.
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OBSERVATION SHEET

MEETING 3: X AP2

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 1 (T1)	Thursday, October 19 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher began the class with praying together before the lesson is started▪ Teacher reviewed about recount text to the students before moving to the next material which is about procedure text. Teacher asked again the students to pay an attention to online article they have watched previously.▪ Teacher asked to the students to conclude the material about recount text.▪ Teacher pointed out one of the students to draw a conclusion of what they have learn.

				<ul style="list-style-type: none"> ▪ After that, teacher continue the lesson material about procedure text. ▪ Teacher provided a brief overview about procedure text, its structure, ang language features involve on that text. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in procedure text. ▪ Then, students are required to choose the topic of procedure would be make whether about how to cook something or how to operate something.
			Process	Main Activity <ul style="list-style-type: none"> ▪ During learning process, teacher asked students to learn or work in their pairs to discuss about the material. Teacher still

				<p>used the same learning method in the process.</p> <ul style="list-style-type: none"> ▪ Teacher asks the students to read the material about procedure text with their pairs and discuss things that they do not understand within the groups. ▪ Teacher during the lesson assessed the students' progress if they were taught through pairs learning.
			<p>Product</p>	<p>Post-Activity</p> <ul style="list-style-type: none"> ▪ After discussing within the groups, teacher asked the students to make a procedure text and choose the topic freely. ▪ After choosing the topic, the teacher asked students to make a text about procedure text and they freely choose the topic. ▪ The text will be presented in front of the class then will be submitted later after it through WhatsApp group.

OBSERVATION SHEET TEACHER 2

MEETING 1: X AP 5

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
1.	Teacher 2 (T2)	Thursday, October 16 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ The teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about procedure text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher gives those choices to be chosen freely by the students including YouTube, links for visual learners, PDFs for those inclined towards textual engagement,

				<p>PowerPoint presentations for the visually-oriented, and articles for students interested in seeking in-depth exploration.</p> <ul style="list-style-type: none"> ▪ Students choose the content material they might like and easy to understand. ▪ Teacher provided a brief overview about what procedure text is by defining the definition of procedure text, its structure, and its example. ▪ Teacher defined the learning objective of procedure text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.
			<p>Process</p> <p>Main Activity</p>	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to work in pairs using pairs learning. ▪ After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need.

				<ul style="list-style-type: none"> ▪ Teacher used cooperative learning method to teach the students within the groups. ▪ Teacher asked the students to read the material about procedure text together with their pairs and discuss things that they do not understand with their pairs.
			<p>Product</p> <p>Post-Activity</p>	<ul style="list-style-type: none"> ▪ Then, lastly the teacher asked students to make a video in which in the video, students are required to present step by step to make or operate something. For example, students might choose how to make a cup of coffee, in the video they will make students have to present all the steps systematically and provide picture or video that can support the procedure text. ▪ The video will be submitted on their YouTube account and send the link on WhatsApp group.

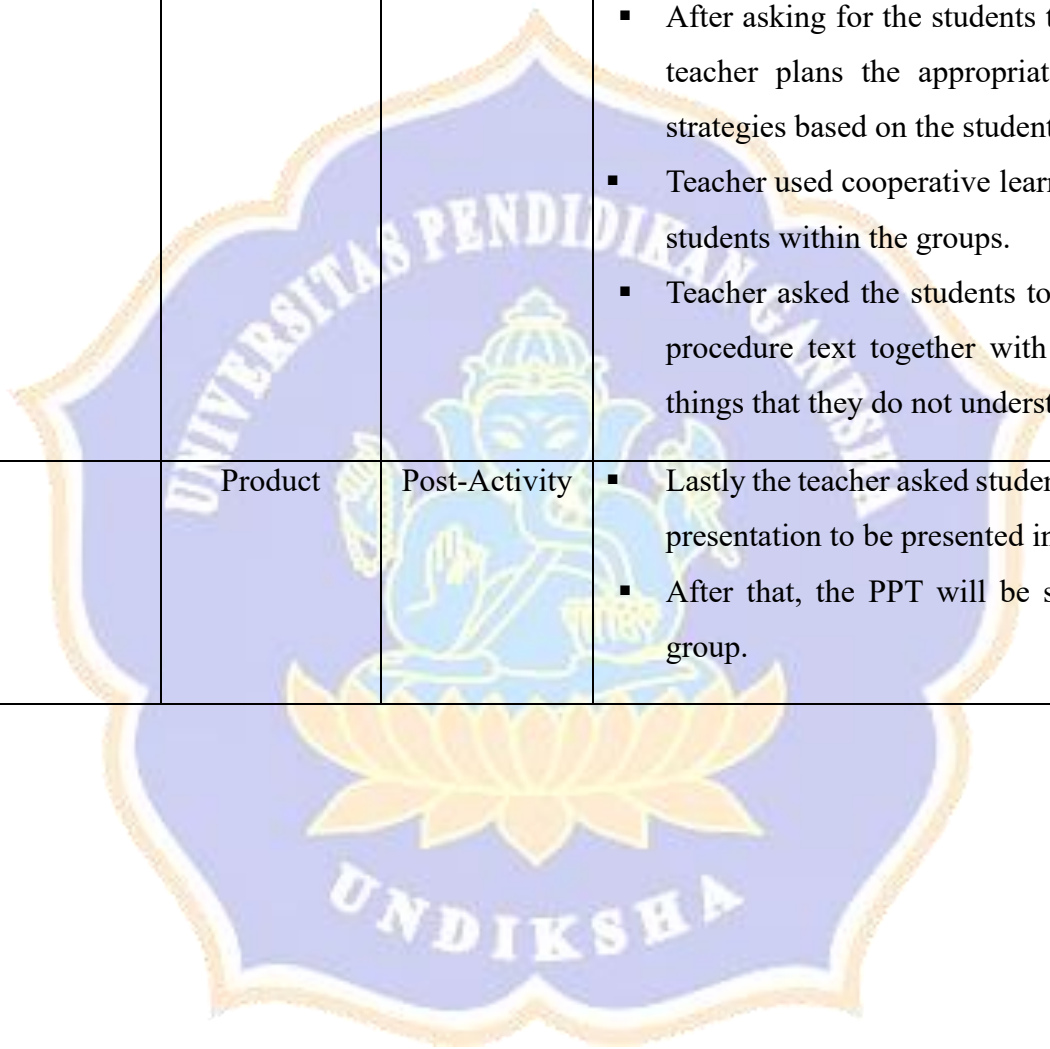
OBSERVATION SHEET

MEETING 1: X AP 3

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
1.	Teacher 2 (T2)	Thursday, October 16 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ The teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about procedure text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher gives those choices to be chosen freely by the students including YouTube, links for visual learners, PDFs for those inclined towards textual engagement,

				<p>PowerPoint presentations for the visually-oriented, and articles for students interested in seeking in-depth exploration.</p> <ul style="list-style-type: none"> ▪ Students choose the content material they might like and easy to understand. ▪ Teacher provided a brief overview about what procedure text is by defining the definition of procedure text, its structure, and its example. ▪ Teacher defined the learning objective of procedure text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.
			<p>Process</p> <p>Main Activity</p>	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to create small groups which consist of 3-4 students in each group.

				<ul style="list-style-type: none"> ▪ After asking for the students to work in small groups, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher used cooperative learning method to teach the students within the groups. ▪ Teacher asked the students to read the material about procedure text together with their pairs and discuss things that they do not understand with their pairs.
			Product	Post-Activity <ul style="list-style-type: none"> ▪ Lastly the teacher asked students to make a PowerPoint presentation to be presented in front of the class. ▪ After that, the PPT will be submitted on WhatsApp group.



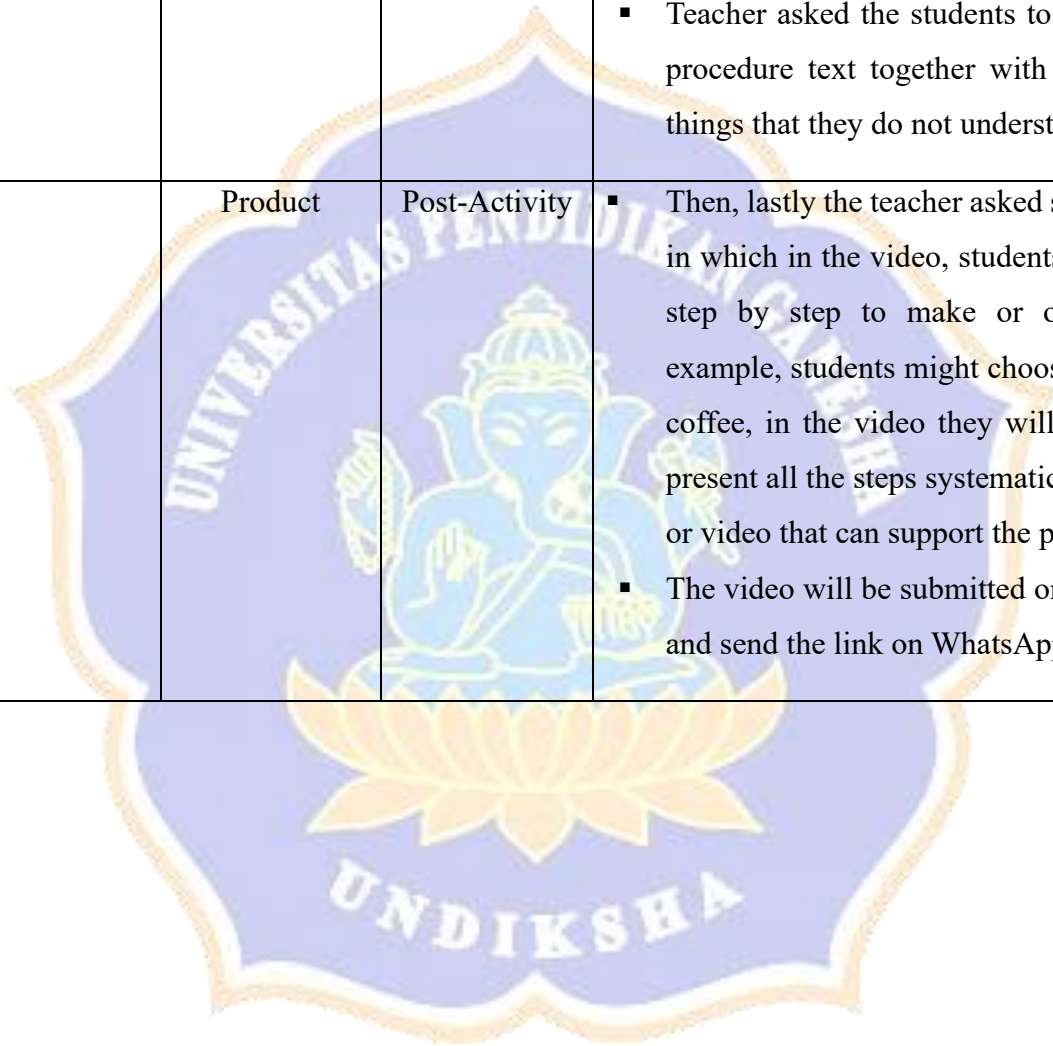
OBSERVATION SHEET

MEETING 2: X AP 5

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 2 (T2)	Wednesday, October 18 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ The teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about procedure text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher still gives those choices to be chosen freely by the students including YouTube, links for visual learners, PDFs for those inclined towards textual

				<p>engagement, PowerPoint presentations for the visually-oriented, and articles for students interested in seeking in-depth exploration.</p> <ul style="list-style-type: none"> ▪ Students choose the content material they might like and easy to understand. ▪ Teacher provided a brief overview about what procedure text is by defining the definition of procedure text, its structure, and its example. ▪ Teacher defined the learning objective of procedure text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.
			<p>Process</p> <p>Main Activity</p>	<ul style="list-style-type: none"> ▪ During learning process, teacher still uses pairs learning students to discuss. ▪ After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need.

					<ul style="list-style-type: none"> Teacher asked the students to read the material about procedure text together with their pairs and discuss things that they do not understand with their pairs.
			Product	Post-Activity	<ul style="list-style-type: none"> Then, lastly the teacher asked students to make a video in which in the video, students are required to present step by step to make or operate something. For example, students might choose how to make a cup of coffee, in the video they will make students have to present all the steps systematically and provide picture or video that can support the procedure text. The video will be submitted on their YouTube account and send the link on WhatsApp group.



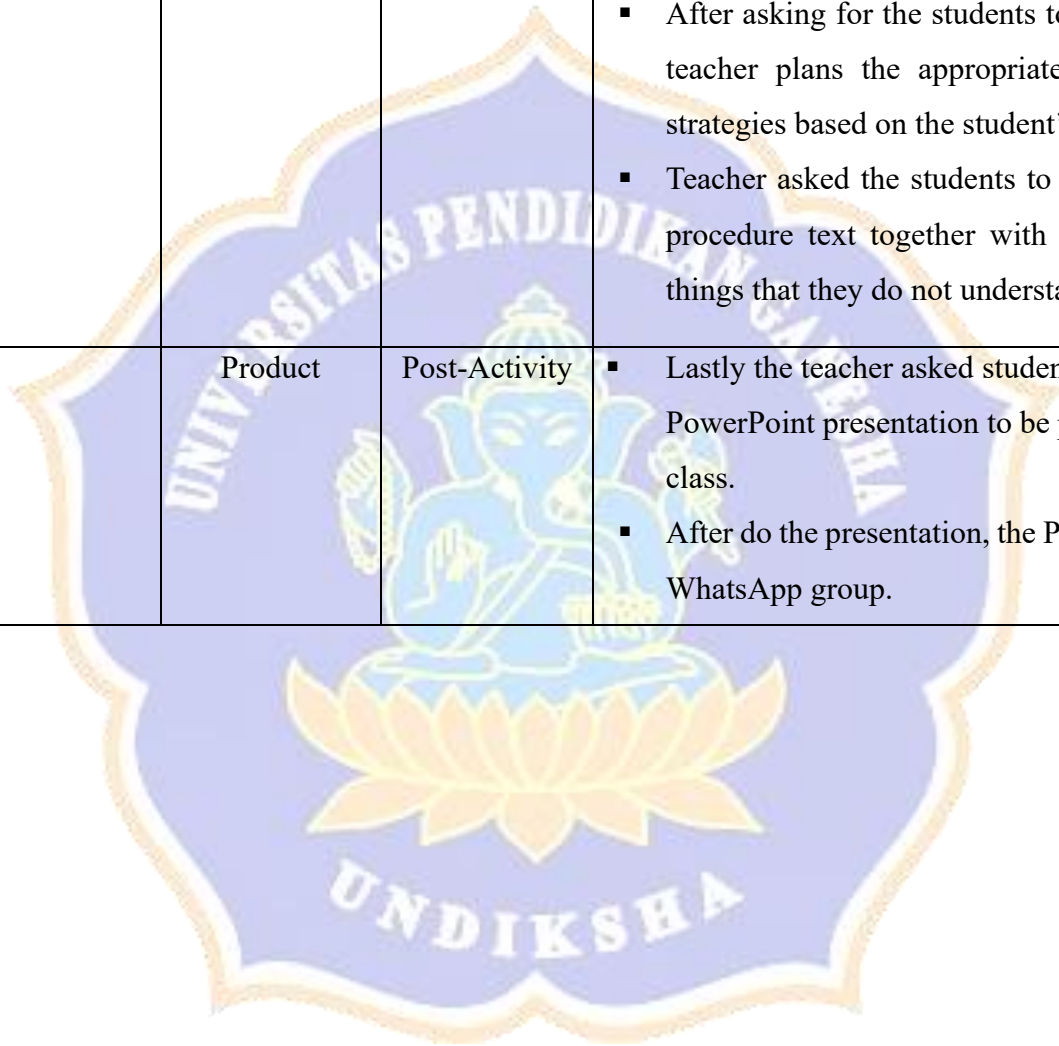
OBSERVATION SHEET

MEETING 2: X AP 3

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 2 (T2)	Wednesday, October 18 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ The teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about procedure text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher gives those choices to be chosen freely by the students including YouTube, links for visual learners, PDFs for those inclined towards textual engagement,

				<p>PowerPoint presentations for the visually-oriented, and articles for students interested in seeking in-depth exploration.</p> <ul style="list-style-type: none"> ▪ Students choose the content material they might like and easy to understand. ▪ Teacher provided a brief overview about what procedure text is by defining the definition of procedure text, its structure, and its example. ▪ Teacher defined the learning objective of procedure text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.
			<p>Process</p> <p>Main Activity</p>	<ul style="list-style-type: none"> ▪ During learning process, teacher still uses the same learning strategy which asked students to work in small groups.

				<ul style="list-style-type: none"> ▪ After asking for the students to work in small groups, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher asked the students to read the material about procedure text together with their pairs and discuss things that they do not understand with their pairs.
			Product	Post-Activity <ul style="list-style-type: none"> ▪ Lastly the teacher asked students to continue making a PowerPoint presentation to be presented in front of the class. ▪ After do the presentation, the PPT will be submitted on WhatsApp group.



OBSERVATION SHEET

MEETING 3: X AP 3

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 2 (T2)	Friday, October 20 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher began the class with praying together before the lesson is started▪ Teacher reviewed about recount text to the students before moving to the next material which is about procedure text. Teacher asked again the students to pay an attention to content materials they have read previously▪ Teacher asked to the students to conclude the material about procedure text before going to the next material.

					<ul style="list-style-type: none"> Teacher pointed out one of the students to draw a conclusion of what they have learn.
			Process	Main Activity	<ul style="list-style-type: none"> During learning process, teacher asked students to learn or work in small groups to discuss about the conclusion of the material. Teacher still used the same learning method in the process. Teacher asked the feedback to students on how they were taught by grouping learning.
			Product	Post-Activity	<ul style="list-style-type: none"> After discussing within the groups, teacher asked all students to submit their assignments about procedure text in the form of PPT in soft copy that will be sent on Google Drive links.

OBSERVATION SHEET

MEETING 3: X AP 5

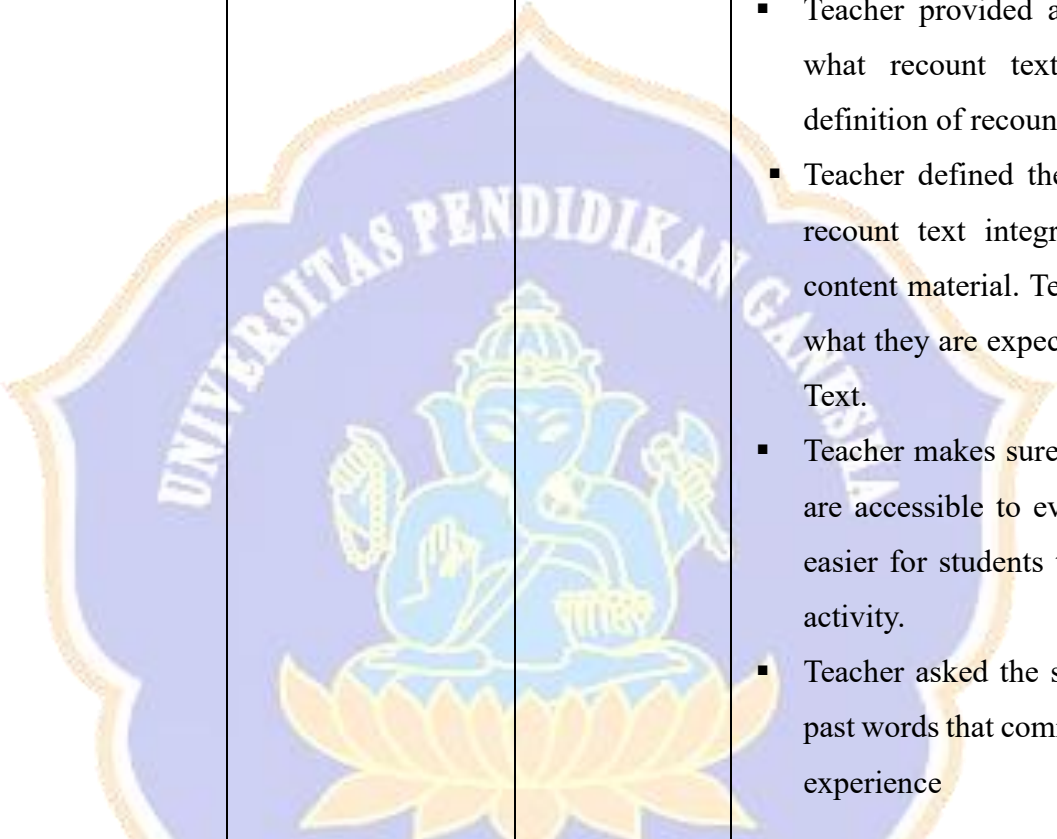
No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 2 (T2)	Friday, October 20 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher began the class with praying together before the lesson is started▪ Teacher reviewed about recount text to the students before moving to the next material which is about procedure text. Teacher asked again the students to pay an attention to content materials they have read previously▪ Teacher asked to the students to conclude the material about procedure text before going to the next material.

					<ul style="list-style-type: none"> Teacher pointed out one of the students to draw a conclusion of what they have learn.
			Process	Main Activity	<ul style="list-style-type: none"> During learning process, teacher asked students to learn or work in their pairs to discuss about the conclusion of the material. Teacher still used the same learning method in the process. Teacher asked the feedback to students on how they were taught by pairs learning.
			Product	Post-Activity	<ul style="list-style-type: none"> After discussing within the groups, teacher asked all students to submit their assignments about procedure text in the form of links YouTube.

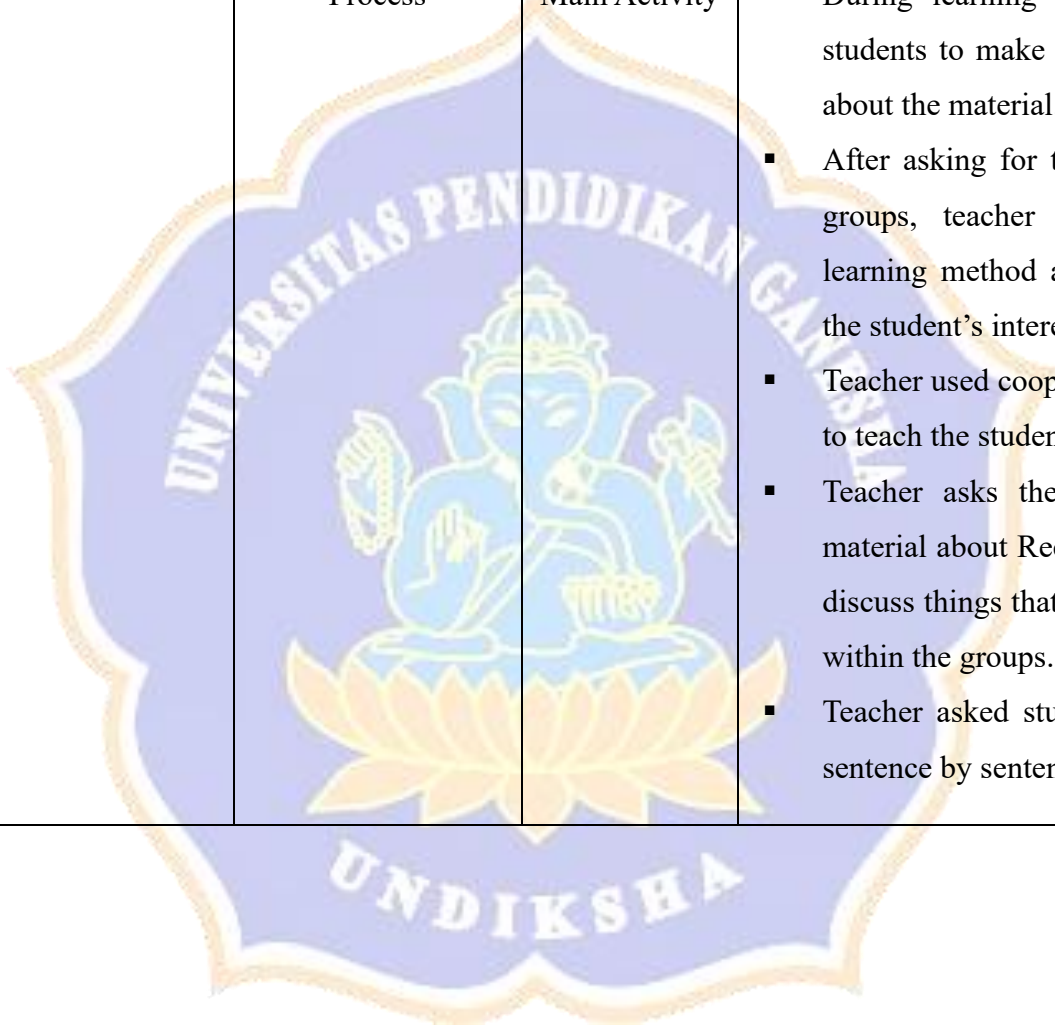
OBSERVATION SHEET TEACHER 3

MEETING 1: X AP 4

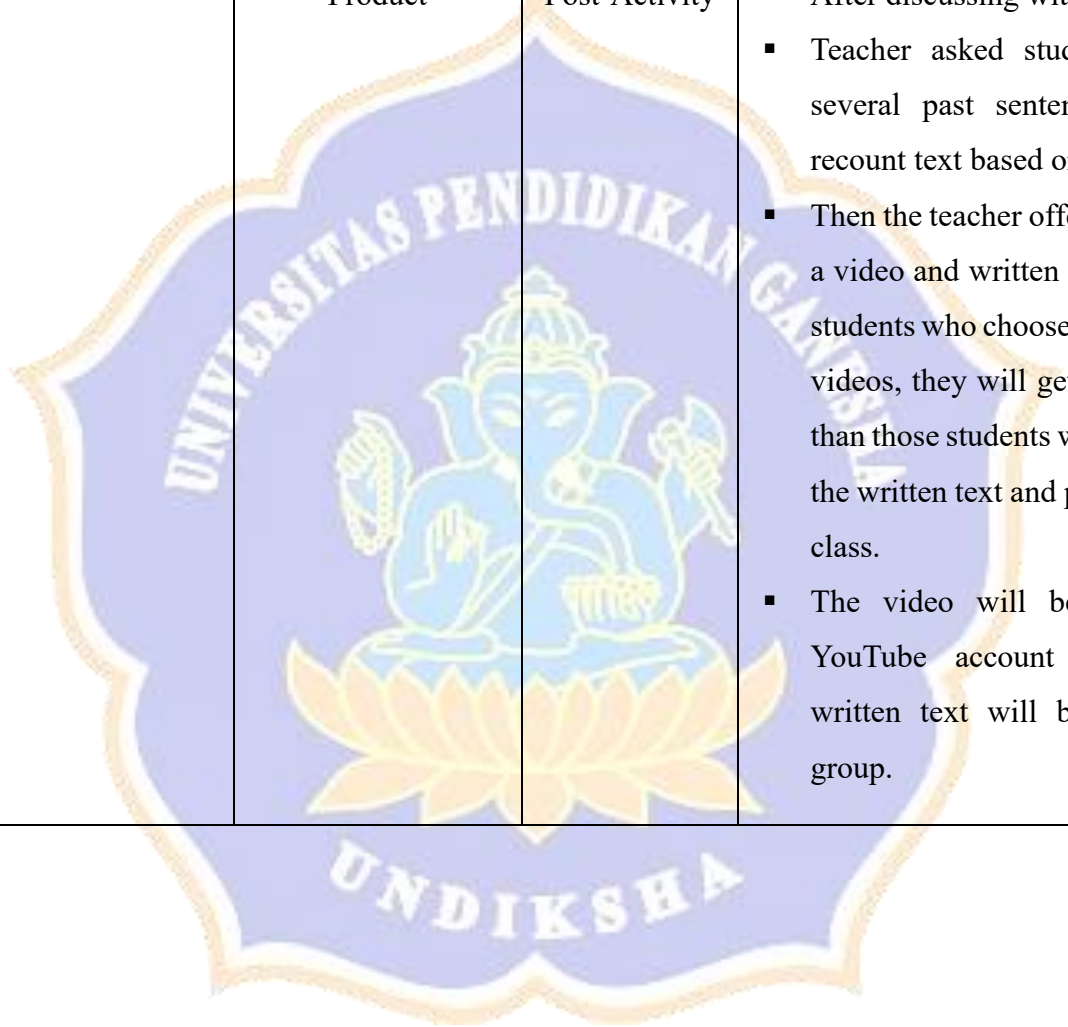
No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
1.	Teacher 3 (T3)	Tuesday, October 17 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher taught the students about recount text using videos on YouTube.

			<ul style="list-style-type: none"> ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experience
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			Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to make some groups to discuss about the material. ▪ After asking for the students to work in groups, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher used cooperative learning method to teach the students within the groups. ▪ Teacher asks the students to read the material about Recount Text in group and discuss things that they do not understand within the groups. ▪ Teacher asked students to try to arrange sentence by sentences about past events.
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			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups. ▪ Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Then the teacher offered two choices; make a video and written text with notes if those students who choose an assignment to make videos, they will get higher or better score than those students who just choose to write the written text and present it in front of the class. ▪ The video will be submitted on their YouTube account and meanwhile the written text will be sent on WhatsApp group.
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OBSERVATION SHEET
MEETING 1: X Culinary 1

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
1.	Teacher 3 (T3)	Tuesday, October 17 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none"> ▪ Teacher greets the students warmly to create an inclusive atmosphere ▪ Teacher leded the class to pray together before the lesson is started ▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text. ▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT. ▪ Teacher provided a PPT to teach the students.

			<ul style="list-style-type: none"> ▪ Teacher asked student to pay an attention to the PPT given. ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure PPT is accessible to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experiences.
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			Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to work individually. ▪ After asking for the students to work individually, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher asked students to try to arrange sentence by sentences about past events.
			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups. ▪ Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Then the teacher offered two choices; make a video and written text with notes if those students who choose an assignment to make videos, they will get higher or better score than those students who just choose to write

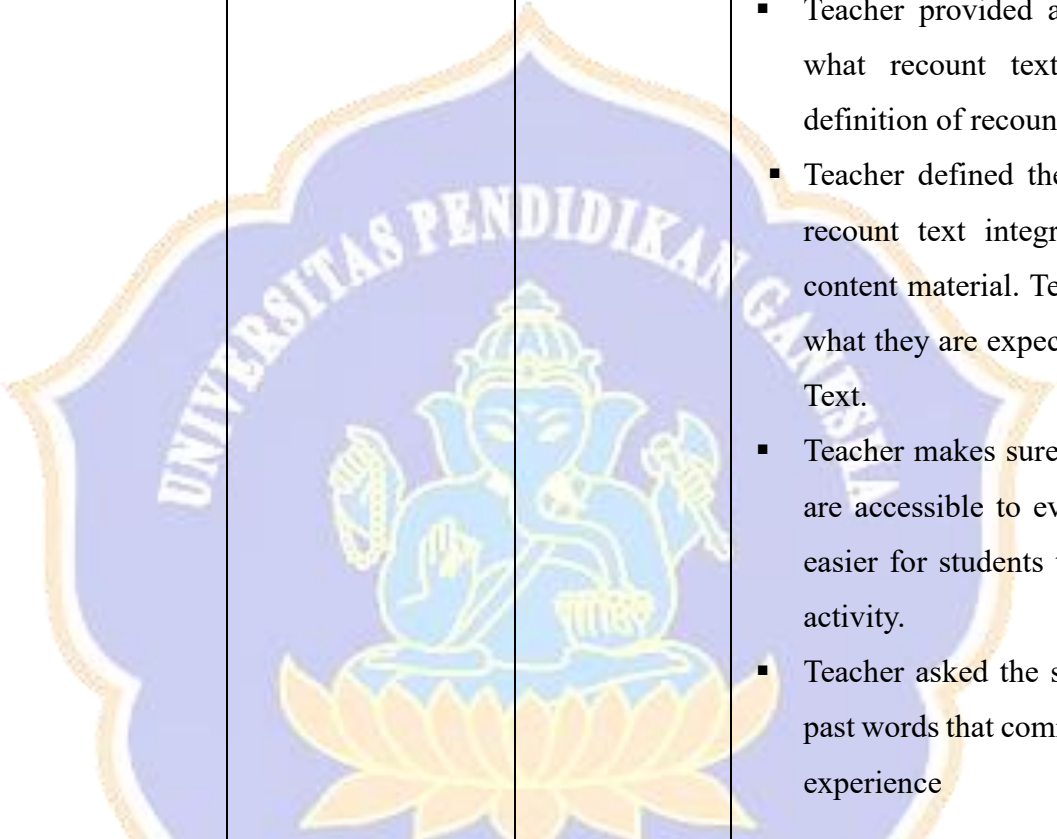
				<p>the written text and present it in front of the class.</p> <ul style="list-style-type: none">▪ The video will be submitted on their YouTube account and meanwhile the written text will be sent on WhatsApp group.
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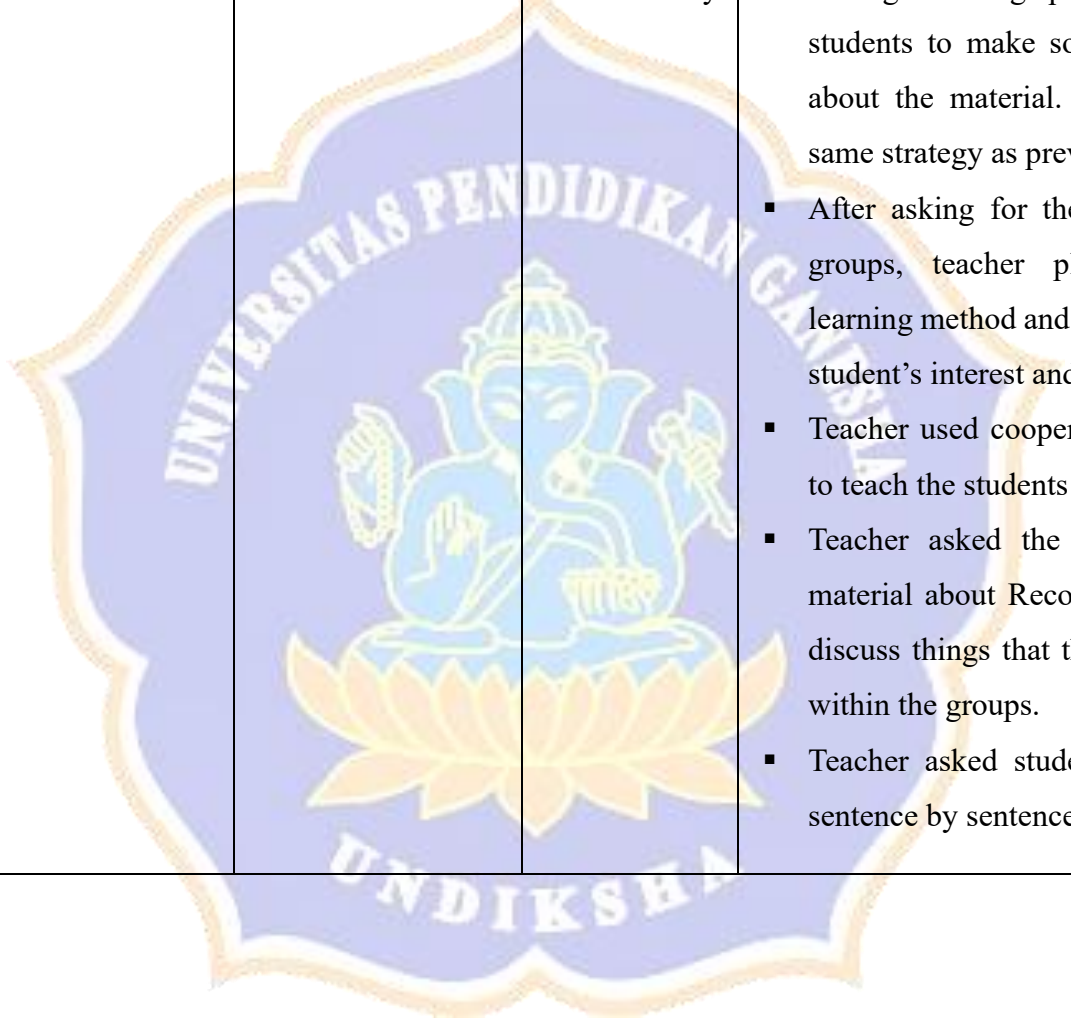
OBSERVATION SHEET

MEETING 2: X AP4

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 3 (T3)	Friday, October 20 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher still taught the students about recount text using videos on YouTube.

			<ul style="list-style-type: none"> ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experience
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			<p>Process</p>	<p>Main Activity</p>	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to make some groups to discuss about the material. The teacher used the same strategy as previous. ▪ After asking for the students to work in groups, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher used cooperative learning method to teach the students within the groups. ▪ Teacher asked the students to read the material about Recount Text in group and discuss things that they do not understand within the groups. ▪ Teacher asked students to try to arrange sentence by sentences about past events.
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			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups. ▪ Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Then the teacher offered two choices; make a video and written text with notes if those students who choose an assignment to make videos, they will get higher or better score than those students who just choose to write the written text and present it in front of the class. ▪ Teacher asked students to continue their assignment. ▪ The video will be submitted on their YouTube account and meanwhile the written text will be sent on WhatsApp group.
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OBSERVATION SHEET
MEETING 2: X Culinary 1

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 3 (T3)	Friday, October 20 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none"> ▪ Teacher greets the students warmly to create an inclusive atmosphere ▪ Teacher led the class to pray together before the lesson is started ▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text. ▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT. ▪ Teacher still provided a PPT to teach the students.

			<ul style="list-style-type: none"> ▪ Teacher asked student to pay an attention to the PPT given. ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure PPT is accessible to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experiences.
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			Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to work individually. ▪ After asking for the students to work individually, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher asked students to try to arrange sentence by sentences about past events.
			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups. ▪ Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Then the teacher offered two choices; make a video and written text with notes if those students who choose an assignment to make videos, they will get higher or better score than those students who just choose to write

				<p>the written text and present it in front of the class.</p> <ul style="list-style-type: none">▪ The teacher asked students to continue their assignment and finish it as soon as possible.▪ The video will be submitted on their YouTube account and meanwhile the written text will be sent on WhatsApp group.
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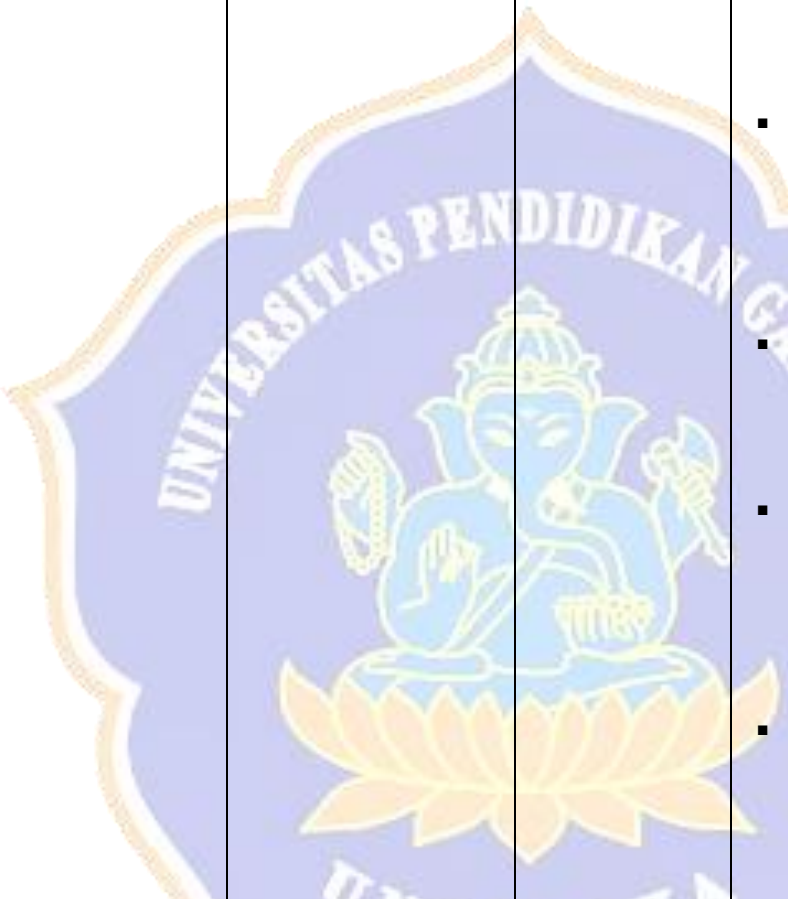


OBSERVATION SHEET

MEETING 3: X AP4

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 3 (T3)	Thursday, October 23 rd , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher began the class with praying together before the lesson is started▪ Teacher reviewed about recount text to the students before moving to the next material which is about procedure text. Teacher asked again the students to pay an attention to the video they have watched previously.▪ Teacher asked to the students to conclude the material about recount text.▪ Teacher pointed out one of the students to draw a conclusion of what they have learn.


				<ul style="list-style-type: none"> ▪ After that teacher continue the lesson material about procedure text on YouTube. ▪ Teacher provided a brief overview about procedure text, its structure, and language features involve on that text. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in procedure text. ▪ Then, students are required to choose the topic of procedure would be make whether about how to cook something or how to operate something.
			Process	Main Activity <ul style="list-style-type: none"> ▪ During learning process, teacher asked students to make some groups to discuss about the material. The teacher still asked

			<p>the students to make several groups to discuss.</p> <ul style="list-style-type: none"> ▪ After asking for the students to work in groups, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher still used cooperative learning method to teach the students within the groups. ▪ Teacher asks the students to read the material about procedure text in group and discuss things that they do not understand within the groups. ▪ Teacher during the lesson assessed the students' progress if they were taught through grouping.
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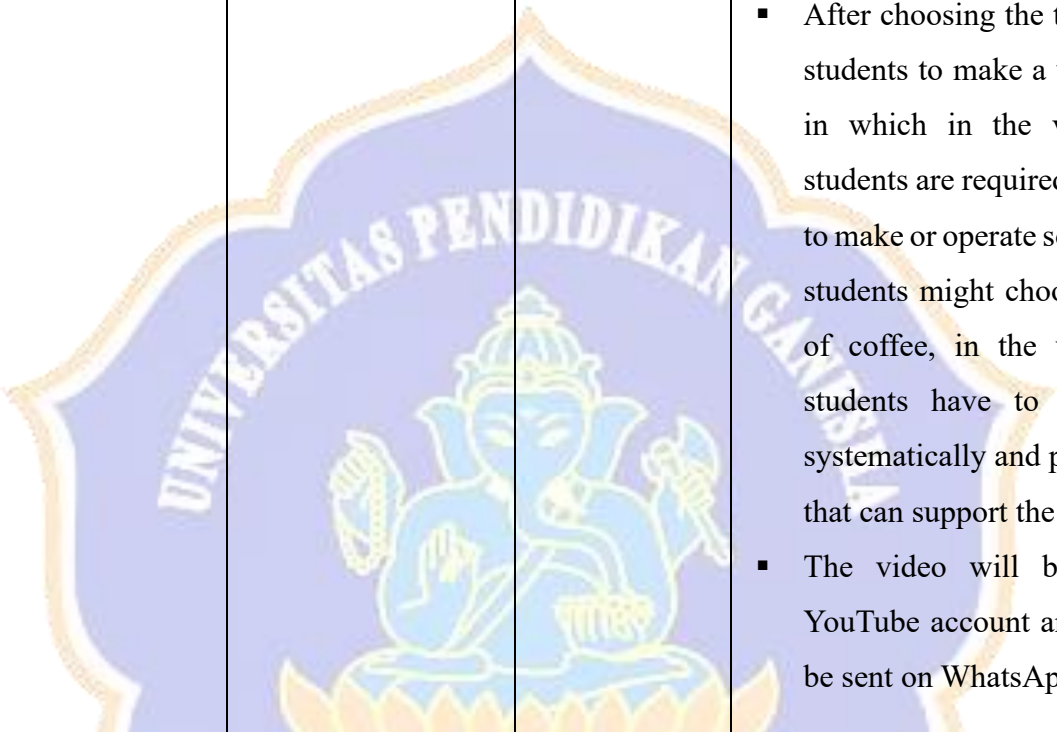
			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups, teacher asked the students to make a procedure text and choose the topic freely. ▪ After choosing the topic, the teacher asked students to make a video or in written text in which in the video or written text, students are required to present step by step to make or operate something. For example, students might choose how to make a cup of coffee, in the video they will make students have to present all the steps systematically and provide picture or video that can support the procedure text. ▪ The video will be submitted on their YouTube account and the written text will be sent on WhatsApp group.
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OBSERVATION SHEET
MEETING 3: X AP2

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 3 (T3)	Thursday, October 23 rd , 2023	Content	Pre- Activity	<ul style="list-style-type: none"> ▪ Teacher greets the students warmly to create an inclusive atmosphere ▪ Teacher began the class with praying together before the lesson is started ▪ Teacher reviewed about recount text to the students before moving to the next material which is about procedure text. Teacher asked again the students to pay an attention to online article they have watched previously. ▪ Teacher asked to the students to conclude the material about recount text.

			<ul style="list-style-type: none"> ▪ Teacher pointed out one of the students to draw a conclusion of what they have learn. ▪ After that, teacher continue the lesson material about procedure text and share the online articles to students to teach the students. ▪ Teacher provided a brief overview about procedure text, its structure, ang language features involve on that text. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in procedure text. ▪ Then, students are required to choose the topic of procedure would be make whether about how to cook something or how to operate something.
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			Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to learn or work individually. Teacher still used the same learning strategy. ▪ Teacher asks the students to read the material about procedure text with their pairs and discuss things that they do not understand within the groups. ▪ Teacher during the lesson assessed the students' progress if they were taught through pairs learning.
			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups, teacher asked the students to make a procedure text and choose the topic freely. ▪ After choosing the topic, the teacher asked students to make a text about procedure text and they freely choose the topic.

				<ul style="list-style-type: none">▪ After choosing the topic, the teacher asked students to make a video or in written text in which in the video or written text, students are required to present step by step to make or operate something. For example, students might choose how to make a cup of coffee, in the video they will make students have to present all the steps systematically and provide picture or video that can support the procedure text.▪ The video will be submitted on their YouTube account and the written text will be sent on WhatsApp group.
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OBSERVATION SHEET TEACHER 4

MEETING 1: X AP 6


No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
1.	Teacher 4 (T4)	Monday, October 23 rd , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher taught the students about recount text using videos on YouTube.

				<ul style="list-style-type: none"> ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experience
			Process	Main Activity <ul style="list-style-type: none"> ▪ During learning process, teacher asked students to make some groups to discuss about the material. ▪ After asking for the students to work in groups, teacher plans the appropriate learning method and strategies based on the student's interest and need.

				<ul style="list-style-type: none"> ▪ Teacher used cooperative learning method to teach the students within the groups. ▪ Teacher asks the students to read the material about Recount Text in group and discuss things that they do not understand within the groups. ▪ Teacher asked students to try to arrange sentence by sentences about past events.
		Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups. ▪ Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Then the teacher asked the students to make an assignment in the form of video reading a recount text. ▪ The video will be submitted in their YouTube account in which later the link of the video will submit on WhatsApp group.

OBSERVATION SHEET
MEETING 1: X Culinary 2

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
1.	Teacher 4 (T4)	Monday, October 23 rd , 2023	Content	Pre- Activity	<ul style="list-style-type: none"> ▪ Teacher greets the students warmly to create an inclusive atmosphere ▪ Teacher led the class to pray together before the lesson is started ▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text. ▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT. ▪ Teacher shared several articles to be read and explored by the students about recount text.

				<ul style="list-style-type: none"> ▪ Teacher asked student to pay an attention to the articles given. ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure articles are to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experiences.
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			Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to work in pairs. ▪ After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ During learning process, teacher asked students whether they find difficulties working in pairs. ▪ Teacher asked students to try to arrange sentence by sentences about past events.
			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups. Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Then the teacher asked students to make an assignment in the form of written text. ▪ The assignment will be sent on WhatsApp group.

OBSERVATION SHEET

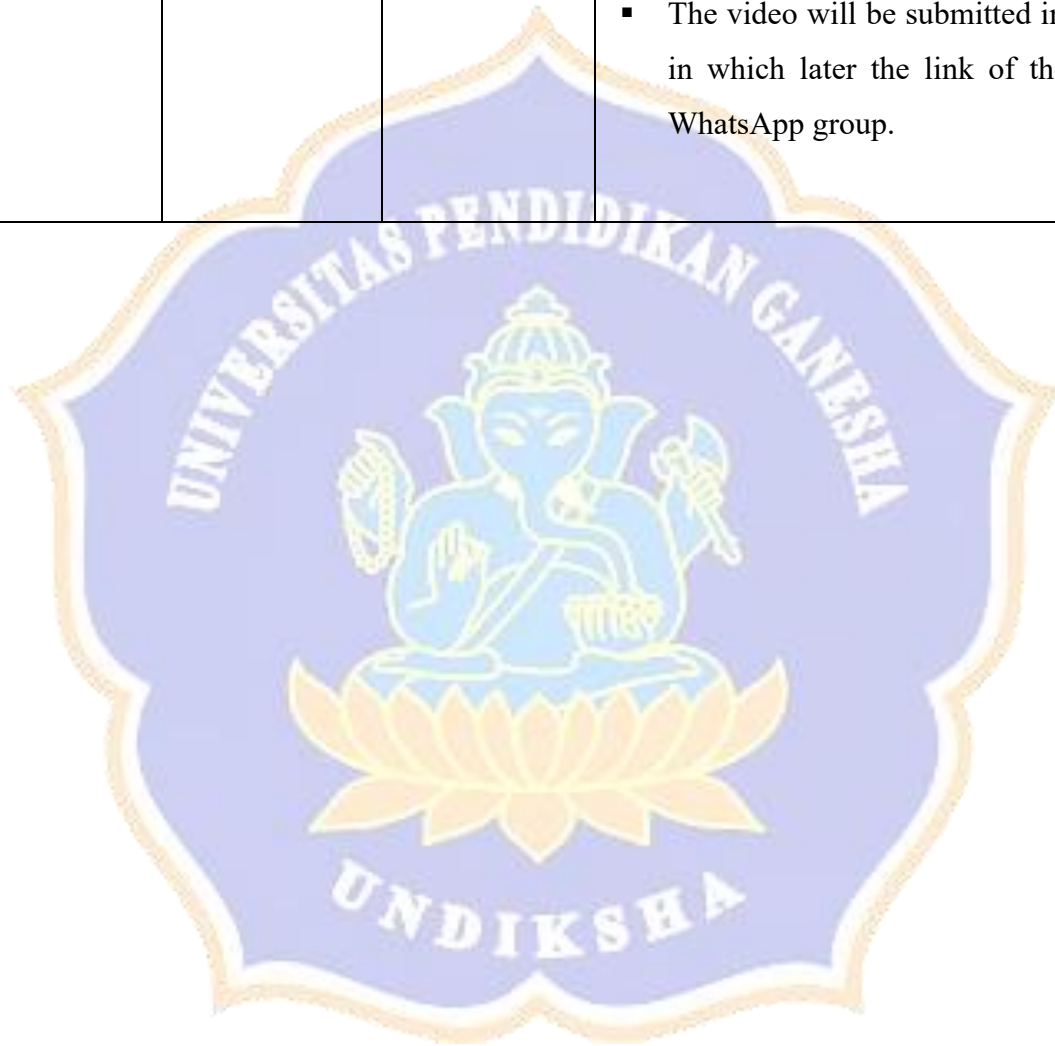
MEETING 2: X AP6

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 4 (T4)	Tuesday, October 24 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher taught the students about recount text using videos on YouTube.▪ Teacher still use the same content material.

				<ul style="list-style-type: none"> ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experience
			<p>Process</p> <p>Main Activity</p>	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to make some groups to discuss about the material. ▪ The same learning process used during learning process.

				<ul style="list-style-type: none"> ▪ After asking for the students to work in groups, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher used collaborative learning method to teach the students within the groups. ▪ Teacher asks the students to read the material about recount text in group and discuss things that they do not understand within the groups. ▪ Teacher asked students to try to arrange sentence by sentences about past events.
			Product	Post-Activity <ul style="list-style-type: none"> ▪ After discussing within the groups. ▪ Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Then the teacher asked the students to continue to make an assignment in the form of video reading a recount text.

					<ul style="list-style-type: none">▪ The video will be submitted in their YouTube account in which later the link of the video will submit on WhatsApp group.
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OBSERVATION SHEET
MEETING 2: X Culinary 1

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 4 (T4)	Tuesday, October 24 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none"> ▪ Teacher greets the students warmly to create an inclusive atmosphere ▪ Teacher led the class to pray together before the lesson is started ▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text. ▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT. ▪ Teacher still uses previous articles to teach the students.

				<ul style="list-style-type: none"> ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher makes sure articles are to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experiences.
		Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to work in pairs. ▪ After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ During learning process, teacher asked students whether they find difficulties working in pairs. ▪ Teacher asked students to try to arrange sentence by sentences about past events.

			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups. Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Then the teacher asked students to continue their works in the form of written text. ▪ The assignment will be sent on WhatsApp group.
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OBSERVATION SHEET

MEETING 3: X AP6

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 4 (T4)	Thursday, October 26 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher began the class with praying together before the lesson is started▪ Teacher reviewed about recount text to the students before moving to the next material which is about procedure text. Teacher asked again the students to pay an attention to the video they have watched previously.▪ Teacher asked to the students to conclude the material about recount text.▪ Teacher pointed out one of the students to draw a conclusion of what they have learn.

				<ul style="list-style-type: none"> ▪ After that teacher continue the lesson material about procedure text on YouTube. ▪ Teacher provided a brief overview about procedure text, its structure, and language features involve on that text. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in procedure text. ▪ Then, students are required to choose the topic of procedure would be make whether about how to cook something or how to operate something.
			<p>Process</p> <p>Main Activity</p>	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to make some groups to discuss about the material. The teacher still asked the students to make several groups to discuss. ▪ After asking for the students to work in groups, teacher plans the appropriate learning method and strategies based on the student's interest and need.

				<ul style="list-style-type: none"> ▪ Teacher still used cooperative learning method to teach the students within the groups. ▪ Teacher asks the students to read the material about procedure text in group and discuss things that they do not understand within the groups. ▪ Teacher during the lesson assessed the students' progress if they were taught through grouping.
			Product	Post-Activity <ul style="list-style-type: none"> ▪ After discussing within the groups, teacher asked the students to make a procedure text and choose the topic freely. ▪ After choosing the topic, the teacher asked students to make a video and students are required to present step by step to make or operate something. For example, students might choose how to make a cup of coffee, in the video they will make students have to present all the steps systematically and provide picture or video that can support the procedure text.

					<ul style="list-style-type: none">▪ The video will be submitted on their YouTube accounts.
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OBSERVATION SHEET
MEETING 3: X Culinary 2

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 4 (T4)	Thursday, October 26 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none"> ▪ Teacher greets the students warmly to create an inclusive atmosphere ▪ Teacher began the class with praying together before the lesson is started ▪ Teacher reviewed about recount text to the students before moving to the next material which is about procedure text. Teacher asked again the students to pay an attention to online article they have watched previously. ▪ Teacher asked to the students to conclude the material about recount text. ▪ Teacher pointed out one of the students to draw a conclusion of what they have learn.

				<ul style="list-style-type: none"> ▪ After that, teacher continue the lesson material about procedure text and share the online articles to students to teach the students. ▪ Teacher provided a brief overview about procedure text, its structure, and language features involve on that text. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in procedure text. ▪ Then, students are required to choose the topic of procedure would be make whether about how to cook something or how to operate something.
			Process	Main Activity <ul style="list-style-type: none"> ▪ During learning process, teacher asked students to learn or work in pairs learning. Teacher still used the same learning strategy. ▪ Teacher asks the students to read the material about procedure text with their pairs and discuss things that they do not understand within the groups.

					<ul style="list-style-type: none"> ▪ Teacher during the lesson assessed the students' progress if they were taught through pairs learning.
			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups, teacher asked the students to make a procedure text and choose the topic freely. ▪ After choosing the topic, the teacher asked students to make a text about procedure text and they freely choose the topic. ▪ After choosing the topic, the teacher asked students the procedure text in the form of written text in which in the video or written text, students are required to present step by step to make or operate something. For example, students might choose how to make a cup of coffee, in the video they will make students have to present all the steps systematically and provide picture or video that can support the procedure text.

					<ul style="list-style-type: none">▪ The written text will be submitted on WhatsApp group.
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OBSERVATION SHEET TEACHER 5

MEETING 1: X Culinary 3

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
1.	Teacher 5 (T5)	Wednesday, October 25 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ The teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about procedure text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher used PDF to teach the students.

				<ul style="list-style-type: none"> ▪ Teacher provided a brief overview about what procedure text is by defining the definition of procedure text, its structure, and its example. ▪ Teacher defined the learning objective of procedure text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.
			<p>Process</p> <p>Main Activity</p>	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to work in pairs using pairs learning. ▪ After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher asked the students to read the material about procedure text together with their pairs and discuss things that they do not understand with their pairs.

			Product	Post-Activity	<ul style="list-style-type: none"> ▪ Then, lastly the teacher asked students to make a video in which in the video, students are required to present step by step to make or operate something. For example, students might choose how to make a cup of coffee, in the video they will make students have to present all the steps systematically and provide picture or video that can support the procedure text. ▪ The video will be submitted on their YouTube account and send the link on WhatsApp group.
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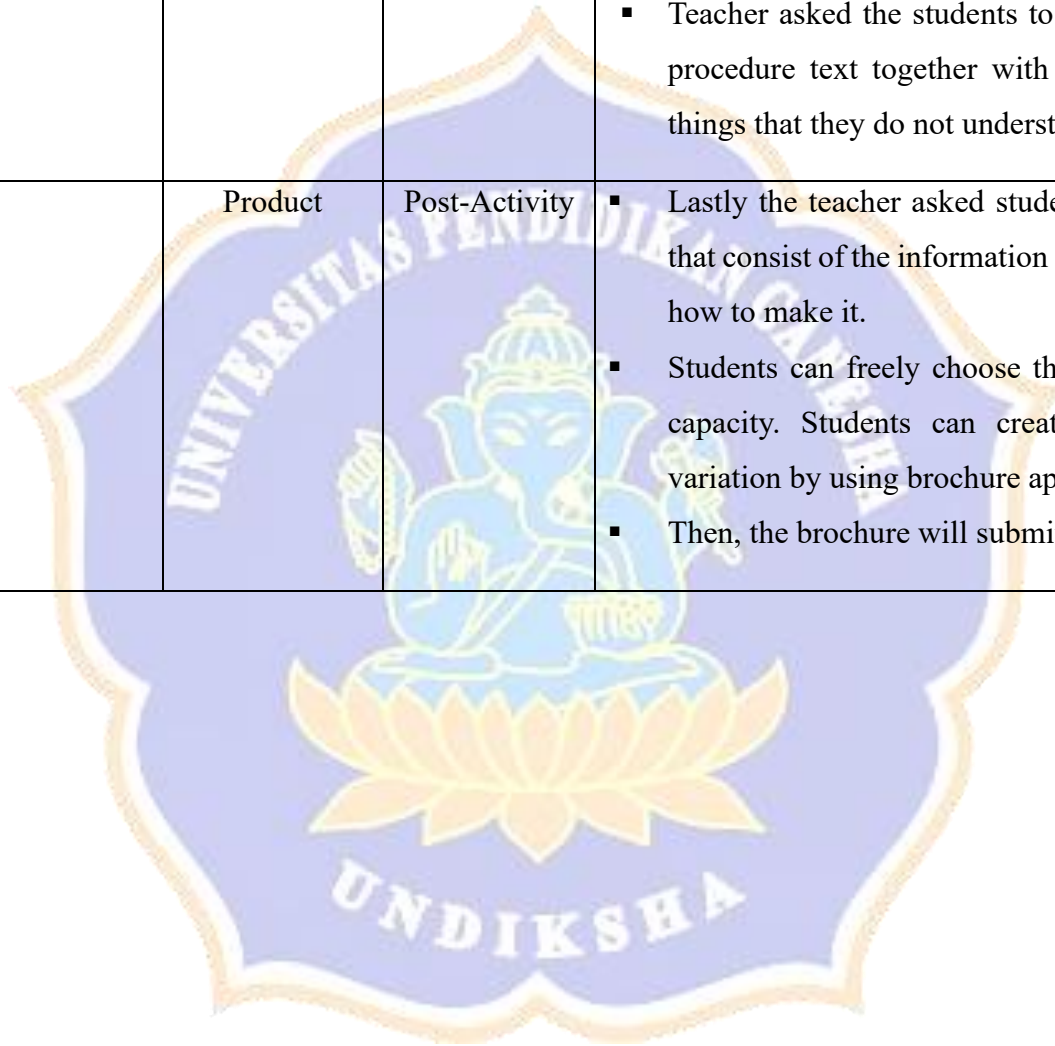


OBSERVATION SHEET
MEETING 1: X Culinary 4

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
1.	Teacher 5 (T5)	Wednesday, October 25 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none"> ▪ The teacher greets the students warmly to create an inclusive atmosphere ▪ Teacher led the class to pray together before the lesson is started ▪ Teacher began the class by introducing the topic or lesson that will be covered which about procedure text. ▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT. ▪ Teacher taught students by using articles that might help students to do deep exploration about procedure text.

				<ul style="list-style-type: none"> ▪ Teacher provided a brief overview about what procedure text is by defining the definition of procedure text, its structure, and its example. ▪ Teacher defined the learning objective of procedure text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.
		Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to create small groups which consist of 3-4 students in each group. ▪ After asking for the students to work in small groups, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher used cooperative learning method to teach the students within the groups.

					<ul style="list-style-type: none"> Teacher asked the students to read the material about procedure text together with their pairs and discuss things that they do not understand with their groups.
			Product	Post-Activity	<ul style="list-style-type: none"> Lastly the teacher asked students to make a brochure that consist of the information of a product and its steps how to make it. Students can freely choose the design based on their capacity. Students can create a brochure in their variation by using brochure apps to make it. Then, the brochure will submit in the hard copy.



OBSERVATION SHEET
MEETING 2: X Culinary 3

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 5 (T5)	Monday, October 30 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none"> ▪ The teacher greets the students warmly to create an inclusive atmosphere ▪ Teacher leded the class to pray together before the lesson is started ▪ Teacher used PDF to teach the students. ▪ Teacher explains about its structure, and its example. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.
			Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to work in pairs. The teacher still uses the same learning strategy to accommodate the classroom.

				<ul style="list-style-type: none"> ▪ After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher asked the students to read the material about procedure text together with their pairs and discuss things that they do not understand with their pairs.
			Product	Post-Activity <ul style="list-style-type: none"> ▪ Then, lastly the teacher asked students to continue make a video in which in the video, students are required to present step by step to make or operate something. For example, students might choose how to make a cup of coffee, in the video they will make students have to present all the steps systematically and provide picture or video that can support the procedure text. ▪ The video will be submitted on their YouTube account and send the link on WhatsApp group.

OBSERVATION SHEET
MEETING 2: X Culinary 4

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 5 (T5)	Monday, October 30 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none"> ▪ The teacher greets the students warmly to create an inclusive atmosphere ▪ Teacher led the class to pray together before the lesson is started ▪ Teacher taught students by using articles that might help students to do deep exploration about procedure text. The same content material is used to teach the students. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity.

			Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to create small groups which consist of 3-4 students in each group. ▪ Teacher continued explaining about the example of procedure text. ▪ After asking for the students to work in small groups, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher used cooperative learning method to teach the students within the groups. ▪ Teacher asked the students to read the material about procedure text together with their pairs and discuss things that they do not understand with their groups.
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			Product	Post-Activity	<ul style="list-style-type: none"> ▪ Lastly the teacher asked students to make a brochure that consist of the information of a product and its steps how to make it. ▪ Students can freely choose the design based on their capacity. Students can create a brochure in their variation by using brochure apps to make it. ▪ Then, the brochure will submit in the hard copy.
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OBSERVATION SHEET
MEETING 3: X Culinary 3

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 5 (T5)	Thursday, November 2 nd , 2023	Content	Pre- Activity	<ul style="list-style-type: none"> ▪ Teacher greets the students warmly to create an inclusive atmosphere ▪ Teacher began the class with praying together before the lesson is started ▪ Teacher reviewed about recount text to the students before moving to the next material which is about procedure text. Teacher asked again the students to pay an attention to content materials they have read previously ▪ Teacher asked to the students to conclude the material about procedure text before going to the next material.

					<ul style="list-style-type: none"> Teacher pointed out one of the students to draw a conclusion of what they have learn.
			Process	Main Activity	<ul style="list-style-type: none"> During learning process, teacher asked students to learn or work in their pairs to discuss about the conclusion of the material. Teacher still used the same learning method in the process. Teacher asked the feedback to students on how they were taught by pairs learning.
			Product	Post-Activity	<ul style="list-style-type: none"> After discussing within the groups, teacher asked all students to submit their assignments about procedure text in the form of links YouTube.

OBSERVATION SHEET
MEETING 3: X Culinary 4

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 5 (T5)	Thursday, November 2 nd , 2023	Content	Pre- Activity	<ul style="list-style-type: none"> ▪ Teacher greets the students warmly to create an inclusive atmosphere ▪ Teacher began the class with praying together before the lesson is started ▪ Teacher reviewed about recount text to the students before moving to the next material which is about procedure text. Teacher asked again the students to pay an attention to content materials they have read previously ▪ Teacher asked to the students to conclude the material about procedure text before going to the next material.

					<ul style="list-style-type: none"> Teacher pointed out one of the students to draw a conclusion of what they have learn.
			Process	Main Activity	<ul style="list-style-type: none"> During learning process, teacher asked students to discuss in their groups to discuss about the conclusion of the material. Teacher still used the same learning method in the process. Teacher asked the feedback to students on how they were taught by pairs learning.
			Product	Post-Activity	<ul style="list-style-type: none"> After discussing within the groups, teacher asked all students to submit their assignments (brochure) in the form of hard copy.



OBSERVATION SHEET TEACHER 6

MEETING 1: X AP 7

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
1.	Teacher 6 (T6)	Monday, November 6 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher taught the students about recount text using videos on YouTube.

				<ul style="list-style-type: none"> ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experience
			<p>Process</p> <p>Main Activity</p>	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to make some groups to discuss about the material. ▪ After asking for the students to work in groups, teacher plans the appropriate learning method

				<p>and strategies based on the student's interest and need.</p> <ul style="list-style-type: none"> ▪ Teacher used cooperative learning method to teach the students within the groups. ▪ Teacher asks the students to read the material about Recount Text in group and discuss things that they do not understand within the groups. ▪ Teacher asked students to try to arrange sentence by sentences about past events.
			<p>Product</p> <p>Post-Activity</p>	<ul style="list-style-type: none"> ▪ After discussing within the groups. ▪ Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Then the teacher asked the students to make an assignment in the form of video reading a recount text.


				<ul style="list-style-type: none">▪ The video will be submitted in their YouTube account in which later the link of the video will submit on WhatsApp group.
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OBSERVATION SHEET

MEETING 1: X AP 8

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
1.	Teacher 6 (T6)	Monday, November 6 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher shared several articles to be read and explored by the students about recount text.

				<ul style="list-style-type: none"> ▪ Teacher asked student to pay an attention to the articles given. ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. <ul style="list-style-type: none"> ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure articles are to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experiences.
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			Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to work in pairs. ▪ After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ During learning process, teacher asked students whether they find difficulties working in pairs. ▪ Teacher asked students to try to arrange sentence by sentences about past events.
			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups. Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Then the teacher asked students to make an assignment in the form of written text. ▪ The assignment will be sent on WhatsApp group.

OBSERVATION SHEET

MEETING 2: X AP 7

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 6 (T6)	Wednesday November 08 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher taught the students about recount text using videos on YouTube.▪ Teacher still used the same content material.

				<ul style="list-style-type: none"> ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in Recount Text. ▪ Teacher makes sure all the digital material are accessible to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experience
			<p>Process</p> <p>Main Activity</p>	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to make some groups to discuss about the material. ▪ The same learning process used during learning process.

				<ul style="list-style-type: none"> ▪ After asking for the students to work in groups, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher used collaborative learning method to teach the students within the groups. ▪ Teacher asks the students to read the material about recount text in group and discuss things that they do not understand within the groups. ▪ Teacher asked students to try to arrange sentence by sentences about past events.
			Product	Post-Activity <ul style="list-style-type: none"> ▪ After discussing within the groups. ▪ Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Then the teacher asked the students to continue to make an assignment in the form of video reading a recount text.

					<ul style="list-style-type: none">▪ The video will be submitted in their YouTube account in which later the link of the video will submit on WhatsApp group.
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OBSERVATION SHEET

MEETING 2: X AP 8

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
2.	Teacher 6 (T6)	Wednesday November 08 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher led the class to pray together before the lesson is started▪ Teacher began the class by introducing the topic or lesson that will be covered which about recount text.▪ Teacher assessed the students' readiness to learn by providing multiple content materials about recount text on WhatsApp group such as link of YouTube, website link, online articles, PPT.▪ Teacher still uses previous articles to teach the students.

				<ul style="list-style-type: none"> ▪ Teacher provided a brief overview about what recount text is by defining the definition of recount text in short. ▪ Teacher makes sure articles are to every student to make it easier for students to continue to the next activity. ▪ Teacher asked the students to find several past words that commonly used in their past experiences.
		Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to work in pairs. ▪ After asking for the students to work in pairs, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ During learning process, teacher asked students whether they find difficulties working in pairs. ▪ Teacher asked students to try to arrange sentence by sentences about past events.

			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups. Teacher asked students to try to make several past sentences and arrange the recount text based on their experience. ▪ Then the teacher asked students to continue their works in the form of written text. ▪ The assignment will be sent on WhatsApp group.
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OBSERVATION SHEET

MEETING 3: X AP 7

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 6 (T6)	Friday, November 10 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher began the class with praying together before the lesson is started▪ Teacher reviewed about recount text to the students before moving to the next material which is about procedure text. Teacher asked again the students to pay an attention to the video they have watched previously.▪ Teacher asked to the students to conclude the material about recount text.▪ Teacher pointed out one of the students to draw a conclusion of what they have learn.

				<ul style="list-style-type: none"> ▪ After that teacher continue the lesson material about procedure text on YouTube. ▪ Teacher provided a brief overview about procedure text, its structure, and language features involve on that text. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in procedure text. ▪ Then, students are required to choose the topic of procedure would be make whether about how to cook something or how to operate something. 	
			Process	Main Activity	<ul style="list-style-type: none"> ▪ During learning process, teacher asked students to make some groups to discuss about the material. The teacher still asked the students to make several groups to discuss.

				<ul style="list-style-type: none"> ▪ After asking for the students to work in groups, teacher plans the appropriate learning method and strategies based on the student's interest and need. ▪ Teacher still used cooperative learning method to teach the students within the groups. ▪ Teacher asks the students to read the material about procedure text in group and discuss things that they do not understand within the groups. ▪ Teacher during the lesson assessed the students' progress if they were taught through grouping.
			Product	Post-Activity <ul style="list-style-type: none"> ▪ After discussing within the groups, teacher asked the students to make a procedure text and choose the topic freely. ▪ After choosing the topic, the teacher asked students to make a video and students are required to present step by step to make or operate something. For example, students might choose how to make a cup of coffee, in the video they will make students have to present all

					<p>the steps systematically and provide picture or video that can support the procedure text.</p> <ul style="list-style-type: none">▪ The video will be submitted on their YouTube accounts.
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OBSERVATION SHEET

MEETING 3: X AP 8

No	Teachers (T)	Date of Observation	Aspects of Technology-based Differentiated Instruction	Learning Activities	Description
3.	Teacher 6 (T6)	Friday, November 10 th , 2023	Content	Pre- Activity	<ul style="list-style-type: none">▪ Teacher greets the students warmly to create an inclusive atmosphere▪ Teacher began the class with praying together before the lesson is started▪ Teacher reviewed about recount text to the students before moving to the next material which is about procedure text. Teacher asked again the students to pay an attention to online article they have watched previously.▪ Teacher asked to the students to conclude the material about recount text.▪ Teacher pointed out one of the students to draw a conclusion of what they have learn.

				<ul style="list-style-type: none"> ▪ After that, teacher continue the lesson material about procedure text and share the online articles to students to teach the students. ▪ Teacher provided a brief overview about procedure text, its structure, and language features involve on that text. ▪ Teacher defined the learning objective of recount text integrating with the digital content material. Teacher tells the students what they are expected to learn in procedure text. ▪ Then, students are required to choose the topic of procedure would be make whether about how to cook something or how to operate something.
			Process	Main Activity <ul style="list-style-type: none"> ▪ During learning process, teacher asked students to learn or work in pairs learning. Teacher still used the same learning strategy. ▪ Teacher asks the students to read the material about procedure text with their pairs and discuss things that they do not understand within the groups.

					<ul style="list-style-type: none"> ▪ Teacher during the lesson assessed the students' progress if they were taught through pairs learning.
			Product	Post-Activity	<ul style="list-style-type: none"> ▪ After discussing within the groups, teacher asked the students to make a procedure text and choose the topic freely. ▪ After choosing the topic, the teacher asked students to make a text about procedure text and they freely choose the topic. ▪ After choosing the topic, the teacher asked students the procedure text in the form of written text in which in the video or written text, students are required to present step by step to make or operate something. For example, students might choose how to make a cup of coffee, in the video they will make students have to present all the steps systematically and provide picture or video that can support the procedure text.

					<ul style="list-style-type: none">▪ The written text will be submitted on WhatsApp group.
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Appendix 06 Results of Questionnaire

**RESULTS OF THE QUESTIONNAIRE
TEACHERS' READINESS TO IMPLEMENT
TECHNOLOGY BASED DIFFERENTIATED INSTRUCTION**

T	Number of Items																														Total
	Effort Aspect														Willingness Aspect						Capacity Aspect										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
T1	4	3	4	4	4	4	4	3	5	3	4	2	5	4	4	3	5	5	4	4	3	4	4	4	4	4	4	3	4	3	114
T2	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	3	5	5	5	5	5	5	5	5	5	5	146	
T3	4	4	4	4	5	4	4	4	4	4	4	4	3	4	3	4	4	4	3	4	4	4	4	4	4	4	4	3	4	117	
T4	4	3	4	4	4	4	4	4	4	3	4	3	4	4	4	3	4	4	4	4	3	3	3	3	3	3	3	3	3	106	
T5	5	4	4	4	5	4	5	4	4	2	5	2	5	5	5	4	5	4	4	5	4	4	4	4	5	5	4	3	4	126	
T6	4	4	4	5	4	3	5	4	3	3	4	5	4	3	3	4	4	4	4	4	3	5	3	4	3	3	3	3	5	113	

Note: T = Teachers